



**Need
toKNOW**
LOOE COMMUNITY ACADEMY

Year 9
Spring 2

Be the
BEST
you can be

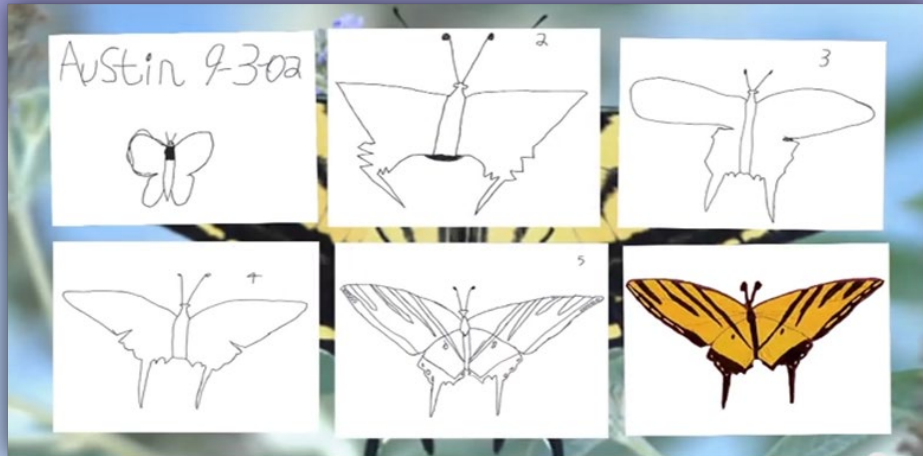




**Need
toKNOW**
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To become an **expert learner** you need to have the right mindset and understand the '**Power of YET**'!

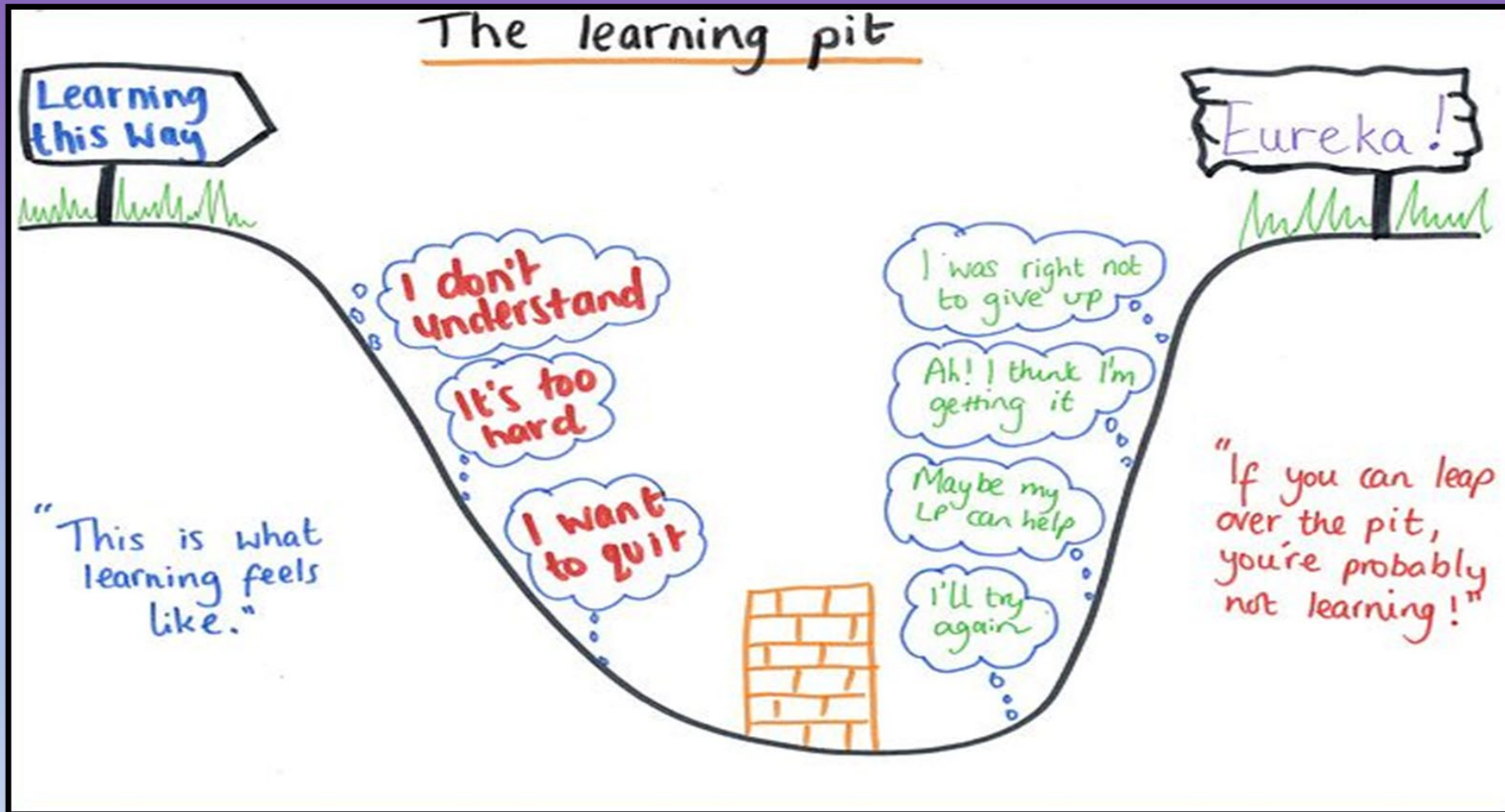
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





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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 to look after your finances.

This includes different types of financial products and how to manage money, different types of loans and what money laundering is

Overdraft – an amount of money over your actual funds your bank lets you borrow in the short term from your current account.

Current account – an account for every day spending, which your wages are usually paid into.

Interest – the extra amount you pay on the money you borrowed, according to a set interest rate.

Short term loans – tend to be easy to take out but have higher interest rates, you are supposed to pay them back quickly.

Long term loans – hard to take out but generally better deals with lower interest rates, paid back over months or even years.

Credit score – a number, available to all lending companies, which indicates how reliable you are to lend money to.

Income tax – an amount of your earned income which is taken by the government to be used for public spending.

National insurance – an amount of your earned income taken by the government for the NHS and pensions

Public sector – institutions funded through taxes and run through local government.

Private sector – businesses funded through money spent by customers.

Money Laundering- the concealment of illegally obtained money, typically by means of transfers involving other bank accounts.

Tax evasion- an illegal practice where a person or organisation intentionally avoids paying their correct tax amount.



I NEED TO KNOW:

How do poets use language to convey their ideas? How does the context of the poem influence our ideas?

Poem and Poet	Content
Bayonet Charge Ted Hughes 1957	A soldier charges towards enemy lines. He is terrified and questions why he went to war.
Exposure Wilfred Owen 1917	Set in WW1, the soldiers battle against the enemy and the terrible winter conditions.
War Photographer Carol Ann Duffy 1985	A war photographer develops pictures he has taken in various battle zones. He recalls his experiences and criticises people who do not care about these wars.
Charge of the Light Brigade Tennyson 1854	British cavalry men are incorrectly given an order to charge towards the enemy. The fight bravely but many are killed.
Remains Simon Armitage 2008	A soldier recounts killing a looter. As a consequence of the death, the soldier suffers from PTSD.
Checking Out Me History John Agard 2007	The narrator explores his own identity and how he was only taught British history at school.

Challenges

1. What can you find out about the poems before the lessons?
2. What can you learn about the period the poems were written in or the poets? How is this information relevant to the poem?
3. Which language techniques do you know? Can you give examples? What new language techniques can you learn?



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

Algebraic Notation

We group letters together

$$a + a + a$$

Means 3 lots of a

$$3 \times a$$

$$b + b$$

Means 2 lots of b

$$2 \times b$$

We use indices/powers

$$a \times a = a^2$$

(a squared)

$$b \times b \times b = b^3$$

(b cubed)

We do not use multiplication signs

$$3 \times a = 3a$$

$$6 \times b = 6b$$

$$a \times b = ab$$

$$a \times b \times c = abc$$

We write division using fractional notation

$$a \div 2$$

Is written as

$$\frac{a}{2} \text{ or } \frac{1}{2}a$$

$$b \div 3$$

Is written as

$$\frac{b}{3} \text{ or } \frac{1}{3}b$$

To better understand the topic of algebra, it's essential to become familiar with a few key terms:

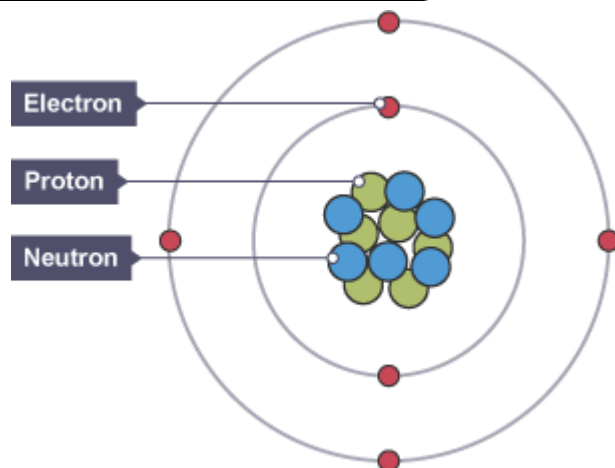
- **Constant** – A value or number that never changes in an equation, e.g., 4 is a constant because it is a value that doesn't change.
- **Equation** – A combination of terms or values that uses an equal sign to show a balanced relationship, e.g., $69ab = 69$ is an equation.
- **Index** – A small number written on the upper right-hand side of a number or variable, often referred to as an exponent or power. It can also be written as a^b , where b is the exponent, e.g., in the term 5^2 , 2 is the exponent.
- **Expression** – A combination of values and operations that can be used to show relationships and comparisons between elements, e.g., $80ef + 4g$ is an expression. Remember, expressions do not have an equal sign.
- **Factor** – To consolidate two or more terms into a single term to perform further operations, e.g., $20a + 6b + 50c = 2(10a + 3b + 25c)$.
- **Operation** – An action performed on one or two numbers to produce a resulting number, e.g., multiplication, addition, subtraction, division, square root, and more.
- **Simplify** – To combine all that can be combined by collecting like-terms, reducing the equation to its simplest form, e.g., $11a + 3a + 6a + 3b = 20a + 3b$.
- **Solve** – To work out or find the answer to a problem or equation.
- **Term** – A combination of one or more factors, which can include numbers and/or variables, e.g., $5tu$ is a term, and the expression $5tu + 9$ has 2 terms.
- **Variable** – Often represented by letters that stand for unknown numbers, e.g., in the term $24t$, t is the variable, as it is a value that does not have a fixed value.

I NEED TO KNOW:

- Describe the structure of the atom
- Carry out a range of separation techniques safely and describe when each would be used
- Describe the structure of the periodic table and identify trends and patterns

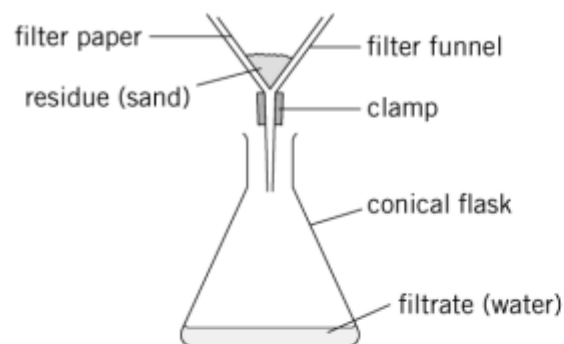
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1. Describe the structure of the atom

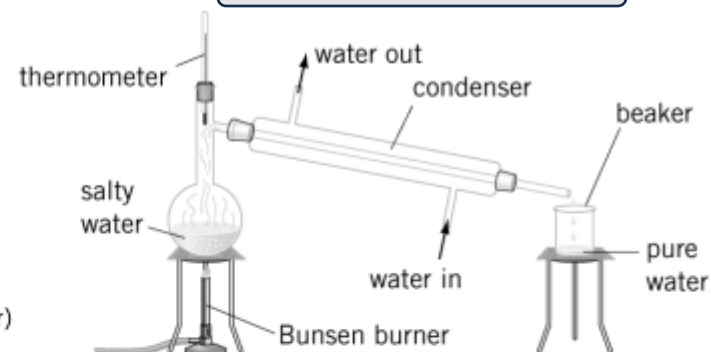


2. Describe and be able to carry out a range of separation techniques.

Filtration



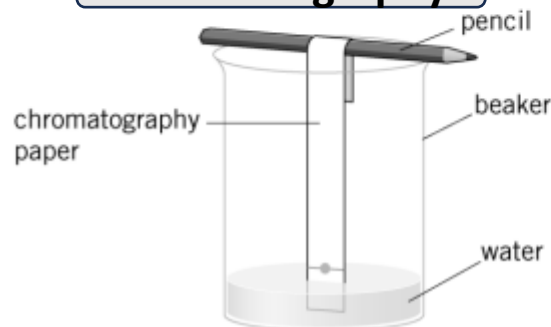
Distillation



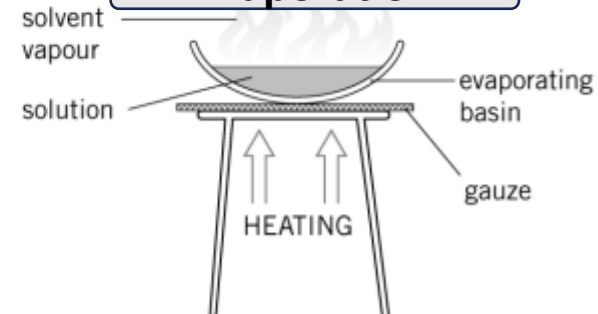
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Chromatography



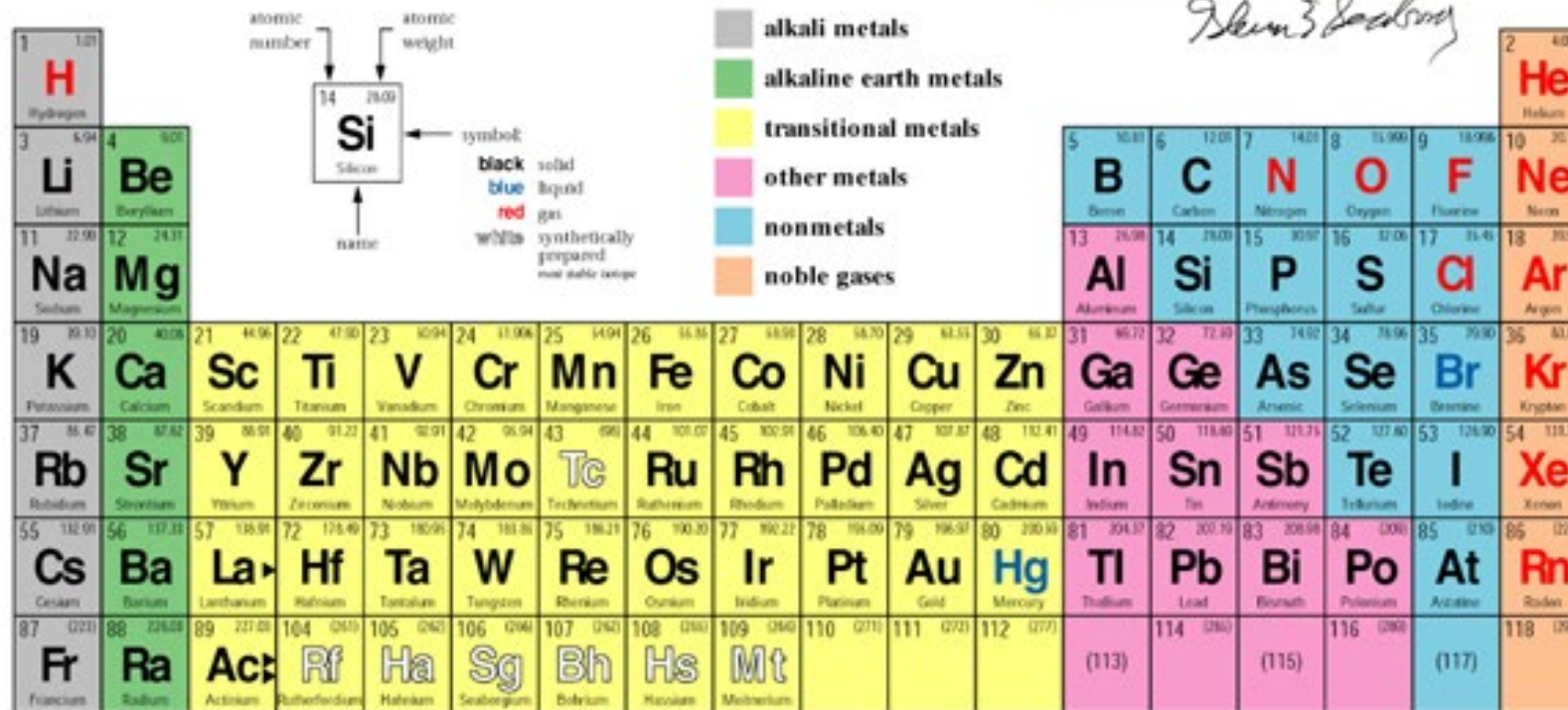
Evaporation



Subatomic Particle	Relative Charge	Relative Mass
Proton	1	1
Neutron	0	1
Electron	-1	Negligible (1/2000)

1. Describe the structure of the atom

Periodic Table of the Elements



Legend:

- alkali metals
- alkaline earth metals
- transitional metals
- other metals
- nonmetals
- noble gases

Element Details for Silicon (Si):

- atomic number: 14
- atomic weight: 28.09
- symbol: Si
- name: Silicon
- physical state: solid
- color: black
- phase: blue
- gas: red
- synthetically prepared: white
- most stable isotope: 28Si



Shun3 Bao

Group 1	Group 7
Li Lithium	F Fluorine
Na Sodium	Cl Chlorine
K Potassium	Br Bromine
Rb Rubidium	I Iodine
Cs Caesium	At Astatine
Fr Francium	

Reactivity increases ↓

Reactivity decreases ↓

The alkali metals

The halogens

I NEED TO KNOW:

How to code using Python. Use the crib sheets below to help you remember the key syntax.

Interact with the user (*input* and *output*)

Print a message

```
print('Hello, world!')
```

Print multiple values (of different types)

```
ndays = 365
print('There are', ndays, 'in a year')
```

Asking the user for a string

```
name = input('What is your name? ')
```

Asking the user for a whole number (an integer)

```
num = int(input('Enter a number: '))
```

Decide between options

Decide to run a block (or not)

```
x = 3
if x == 3:
    print('x is 3')
```

Are two values equal?

```
x == 3
```

△ two equals signs, not one

Decide between two blocks

```
mark = 80
if mark >= 50:
    print('pass')
else:
    print('fail')
```

Are two values not equal?

```
x != 3
```

Less than another?

```
x < 3
```

Greater than another?

```
x > 3
```

Decide between many blocks

```
mark = 80
if mark >= 65:
    print('credit')
elif mark >= 50:
    print('pass')
else:
    print('fail')
```

Less than or equal to?

```
x <= 3
```

Greater than or equal to?

```
x >= 3
```

► elif can be used without else

► elif can be used many times

The answer is a *Boolean*:

True

or **False**

Repeat a block (a fixed number of times)

Repeat a block 10 times

```
for i in range(10):
    print(i)
```

Count from 0 to 9

```
range(10)
```

△ range starts from 0 and goes up to, but not including, 10

Sum the numbers 0 to 9

```
total = 0
for i in range(10):
    total = total + i
print(total)
```

Count from 1 to 10

```
range(1, 11)
```

Repeat a block over a string

```
for c in 'Hello':
    print(c)
```

Count from 10 down to 1

```
range(10, 0, -1)
```

Keep printing on one line

```
for c in 'Hello':
    print(c, end=' ')
```

Count 2 at a time to 10

```
range(0, 11, 2)
```

Count down 2 at a time

```
range(10, 0, -2)
```

Repeat a block over list (or string) indices

```
msg = 'I grok Python!'
for i in range(len(msg)):
    print(i, msg[i])
```




Corrugated Cardboard

I NEED TO KNOW:

KEY WORD	DEFINITION
Line	A long, narrow mark or band.
Form	The visible shape or configuration of something.
Typeface	Name of a specific collection of related fonts.
Illustration	A decoration, interpretation, or visual explanation of a text, concept, or process.
Prototype	A first or preliminary version of a product from which other forms are developed
Stylisation	Being drawn in a way that is not natural or realistic.
Composition	The way in which all the elements of an image work together to produce an overall effect.
Net	How a 3D shape would look if it was unfolded.

TERM	MEANING
Graphic Communication	Designing visual material to convey information, ideas, meaning & emotion in response to a brief.
Target Audience	Specific group of consumers most likely to want your product or service.
Component Part	A small part that can be considered separately from the whole. Unit.

Subject: Graphics

Year : 9

Knowledge organiser Curriculum Topic: Hometown Sign Project

Key Concept: Advanced Graphical Skills

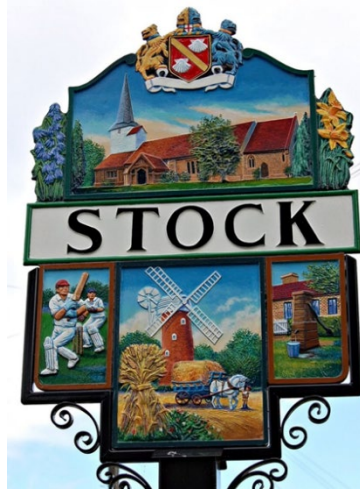
How to create a road sign to promote my local village/town.

How to make this illustrated image appear 3D.

How to create a laser cut post on which to display the sign.

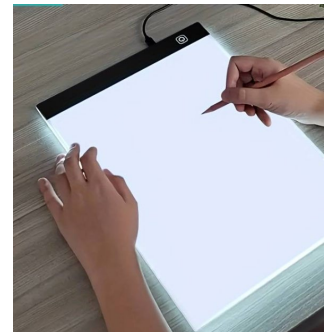


Watercolour felt pens



MATERIALS	DEFINITION
A3 paper	420mm wide x 297mm high if landscape.
Corrugated cardboard	Cardboard that features a unique, corrugated construction for strength and impact resistance.
Blendable felt tip pens	Pens that can be applied to paper or card, then water added with a paintbrush to use as watercolours.
Glue stick	Glue used for sticking paper and card to each other.
Coloured pencils	Wax- or oil-based containing varying proportions of pigments, additives and binding agents.
Double-sided sticky tape	Tape with adhesive on both sides.

TOOLS	DEFINITION
Craft knife	Used to cut & score thin sheet material
Cutting mat	Self-healing rubber mat for use with sharp blade used to cut sheet material accurately & safely.
Light box	An illuminated flat workspace used to trace images or patterns from one source to another.
Laser cutter	CAM machines use a laser beam to cut through materials to create designs
2D Design Software	School-based design programme enabling students to create artefacts on a range of CAM machines



Light box

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



Henri Matisse

In the late 1940s, Henri Matisse turned almost exclusively to cut paper as his primary medium, and scissors as his chief implement, introducing a radically new operation that came to be called a cut-out.

Matisse would cut painted sheets into forms of varying shapes and sizes—from the vegetal to the abstract—which he then arranged into lively compositions, striking for their play with colour and contrast and their exploitation of decorative strategies.

Initially, these compositions were of modest size but, over time, their scale grew along with Matisse's ambitions for them, expanding into



Mono Printing

Monoprinting is a printmaking technique that produces unique prints. Unlike traditional printmaking methods where multiple identical copies are made, monoprints are one-off prints. Each print is distinct and cannot be precisely replicated.

Monoprinting allows for a wide range of artistic expression and experimentation. Artists can explore various materials, textures, and techniques to create different effects. It offers flexibility in combining printmaking, painting, drawing, and mixed media approaches.

Monoprinting can be done by hand-printing or using a printmaking press.



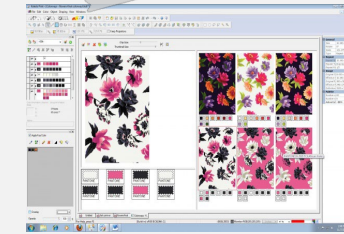
Transfer Printing

Transfer dye is a type of 'sublimation ink' which can be painted on to paper and then transferred to fabric using heat.

The inks/dyes that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.



Computer Aided Design

Positives :

- Save time and money
- Allow designers to be more creative because there is more variety
- Designers can have pre-made designs and adapt them easily – save time instead of re drawing them by hand
- Experimental work can be done digitally, saving time and money
- Designers can send their designs to other designers quickly by email – globally.

Negatives :

- Training is required to use all the features of a software
- All designers have to have compatible software when sending and receiving designs

Subject: Food Tech

Year : 9

Knowledge organiser Curriculum Topic: Science of cooking

Key Concept: The science of cooking

I NEED TO KNOW:

Why and how we cook food. The importance of different nutrients

Why do we cook food?

- To kill pathogenic bacteria
- To soften food
- To make food more digestible
- To improve flavour
- To make it look more appealing
- To enable certain ingredients to work together
- To keep warm in colder weather



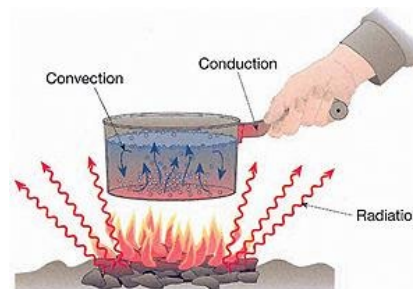
Radiation

Heat transfer through

of electromagnetic waves.

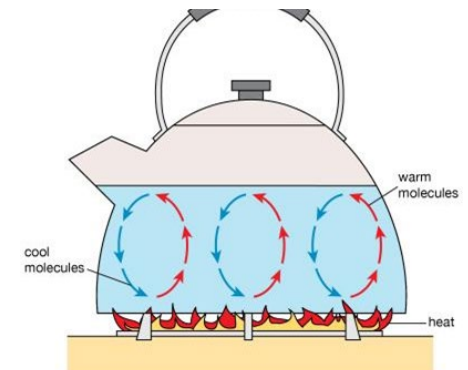
Conduction

Heat is transferred through direct contact with a substance.



Convection

Convection refers to a method of **heat transfer** where food is heated by a moving heat source such as hot air inside an oven that is circulated by a fan.



Micronutrients (y9 need to know)

↓

Vitamins

↓

Minerals
Minerals

A range of minerals are required by our bodies on a regular basis.

Minerals help our bodies to grow and keep our metabolism going.

Iron
Iron helps improve the transport of oxygen in blood around

Calcium
Helps keep our bones and teeth strong.

Iodine
Helps regulate our bodies temperature.

Vitamins

Water Soluble: Not stored in the body and must be eaten in the daily diet (vits B and C).

Fat Soluble: Stored in our bodies fat and can serve us for several months (vits A,K,D and E).

Vitamin A	Keeps the skin healthy and helps maintain good eyesight.
Vitamin K	Needed for clotting blood.
Vitamin D	Keeps bones and teeth strong.
Vitamin B12	Formation of new red blood cells.
Vitamin C	Protects against diseases.

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 beforehand 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 skills in the 4 assessment objective areas – research, observe, experiment and present.



Artists	BASIC INFO
Aleksandra Buyanova	Russian Artists who creates delicate and intricate sea creatures. Well know for her whale figurines . Explores glazing techniques and colour mixing
Mark Smith	Ceramic artist who creates fun representations of fish, sea creatures and fishermen. Includes fishing paraphernalia , washed up items and seaweed into his pieces. Fun and cartoon style fish 3dimensional sculpture pieces
KEY WORD/CONCEPT	DEFINITION
Layer	letting one application of paint or material dry before adding another on top of it
Bas-relief	sculptural relief in which the projection from the surrounding surface is slight and no part of the modeled form is undercut. Sculpture built up from a base.
Paper Mache	a malleable mixture of paper and glue, or paper, flour, and water, that becomes hard when dry, used to make boxes, trays, or ornaments
collage	Collage describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a supporting surface
Sculpture	the art of making three-dimension representative or abstract forms, especially by carving stone or wood or by casting metal or plaster.
Create	bring something into existence.

	Preparation and helpful links
1	https://www.marksmithceramics.com/index.html Research Artist Mark Smith
2	research fish sculptures
3	Using Instagram follow the accounts of both artists ; @_alesksandra_buyanova_ & @marksmithceramics
6	Look at the fish cartoons by Matt Kotch – design your own https://read.nxtbook.com/american_outdoor_news/aon_mag/spring_2021/outdoor_reflections_monster_f.html
7	Storyboard a fish cartoon – be inspired by Finding Nemo



I NEED TO KNOW:

Exploring other ways of creative movement material other than

WEEK 1 & 2	<p><u>Musical Theatre</u></p> <p>We are going to explore the stylistic features of Musical Theatre technique and learn where it originates from. You will learn set choreography from a variety of musical theatre shows including, Matilda, Chicago and Grease plus</p>
WEEK 3 & 4	<p><u>Creating</u></p> <p>You will be taken through a variety of choreographic tasks to develop and amend set movement material and to slowly start to build a whole class piece. This experience will provide you with an opportunity to see how a large group ensemble piece comes together whilst learning to work with a variety of people in different formats.</p>
WEEK 5 & 6	<p><u>Polish and Perform</u></p> <p>You will be polishing the whole class piece and performing it to a small audience, where you will be able to reflect on how far you have come as a dancer, performer and choreographer.</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Stylist features	Ways of moving that link to the style of dance
Technical Skills	Skills required for a dance to be able to demonstrate
Expressive	Skills that add extra quality to the dance to make it a performance.
Choreographic devices	<u>A range of tools to develop a motif</u>
Contemporary	A Technique that uses a large range of movements qualities from ballet to <u>Break dancing</u> .
Auditing	Being able to monitor progress and tracking skills

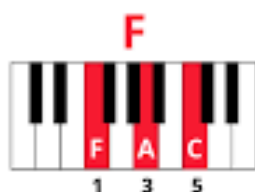
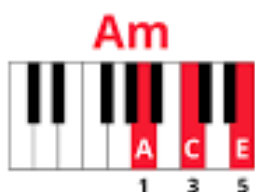
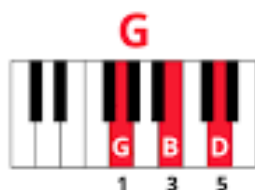
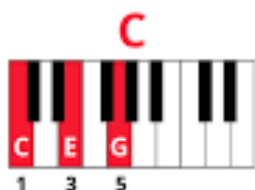
KEY CONCEPTS

- Appreciation
- Technique
- Choreographic

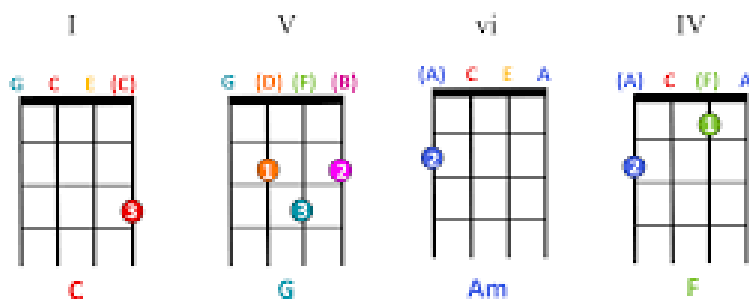
I NEED TO KNOW:

Song structure, chord progressions, major and minor scales for composing original pieces over Spring term 1 and 2

The Big Four Chords



Common Four-Chord Progression for Pop Songs



YOUkaleidoscope.blogspot.com
Jodi Crosby



WEEK 1-5

The Four Chords in Popular Music

Axis of Awesome

<https://youtu.be/5pidokakU4I?si=PcaJFh20tQam9eJN>

WEEK 6

Assessment

Melody topline assessment against four chord progression to a intro, verse, chorus

WEEK 1-6

Sonwriting

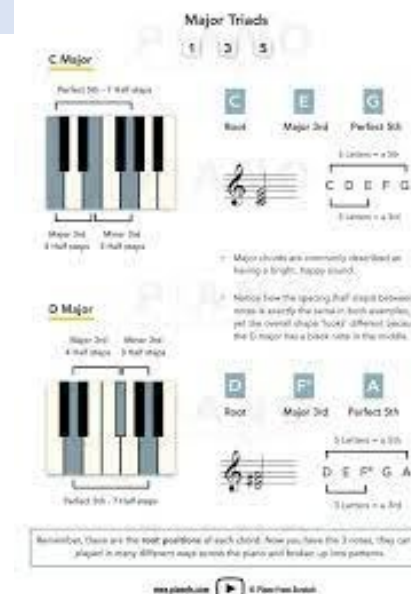
Using live instruments you will create music to a given brief and perform play to class for peer feedback and self development.

Songwriting Tips

<https://youtu.be/QKW4E1IT-ro?si=DTt2Q-NQbausaUSfN>

Axis of Awesome

<https://www.youtube.com/watch?v=vsMWVW4xtwI>



Concepts:

Listening- Creating-Performing

I NEED TO KNOW:

By the end of this term, you will develop an understanding of strategies and tactics, and how positive attitudes can improve performance and wellbeing.

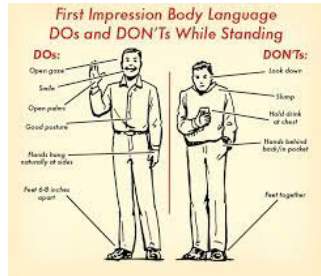
Games sense		
Through rugby, football and handball	Develop physical me	
Physical Skills	Attacking skills	<i>Dribbling, passing and moving</i>
	Defending skills	<i>Marking and tackling</i>
	Tactics	<i>Formations, set plays</i>
	Planning and evaluating	Focus on performance of the team

Effective teams and sportsmanship	
Through netball rugby and handball	Understand what makes a good leader
<i>Organised, good planning, safety aware, good voice, understand rules and tactics, motivating,</i>	

Fit for Life		
HRF	Develop Healthy ME	
Effects of exercise on the body	Immediate effects	HR increase Breathing rate increases
	Short Term effects	DOMS Sickness
	Long term effects	Change BMI Improve fitness Strength
	Fit for life	Lifelong love of physical activity

I NEED TO KNOW:

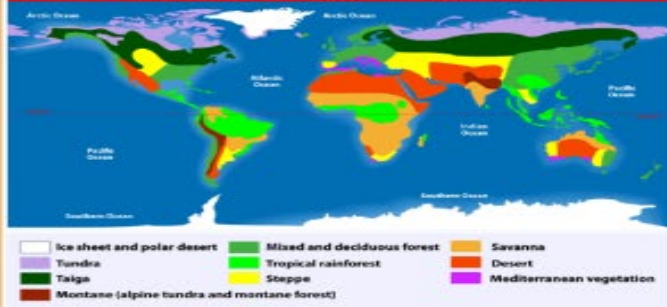
How to present the best version of myself.



KEY WORDS AND CONCEPTS		WEEKS	PREPARATION TASKs & HELPFUL LINKS
PACE	When applied to speaking, PACE is about how fast or slow you speak. For presenting/public speaking you need to slow down a lot. Then you will be less likely to trip over your words, mis-pronounce words or not make sense. You also need to think about giving the person processing/thinking time and them not just listening. There are times when you can speed a bit too though!	WEEK 1 & 2	How are PACE and PITCH important in Public Speaking and Presenting?
VOCAL COLOUR	When some people read aloud, they might keep their voice all on one level, especially if they are reading lots of facts or statistics. This can sound very repetitive and boring after a while. Instead you want to think about correctly varying the PITCH of your voice between higher and lower pitch (lighter and darker VOCAL COLOUR).		https://shorturl.at/bik38
EMPHASIS	Emphasising (or stressing) a word can make it stand out and sound more important. Allowing you to get your point across more clearly. The skill is knowing which type of emphasis to use each time (make the word louder, <u>longer</u> or short, sharp and to the point.	WEEK 3 & 4	But what if I feel nervous? https://shorturl.at/uBTWX
PROJECTION & PUNCH	PROJECTION is a reference to how loud you are speaking. If you speak too quietly you could be not heard, or mis-heard. There are times when you can speak even louder too, to create a 'PUNCH' moment in your presenting.	WEEK 5 & 6	What does effective non-verbal communication look like? Body language infographic: https://shorturl.at/APY48

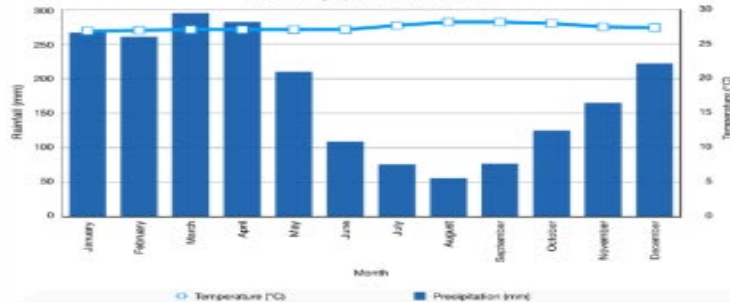
Location.

The main biomes in the world



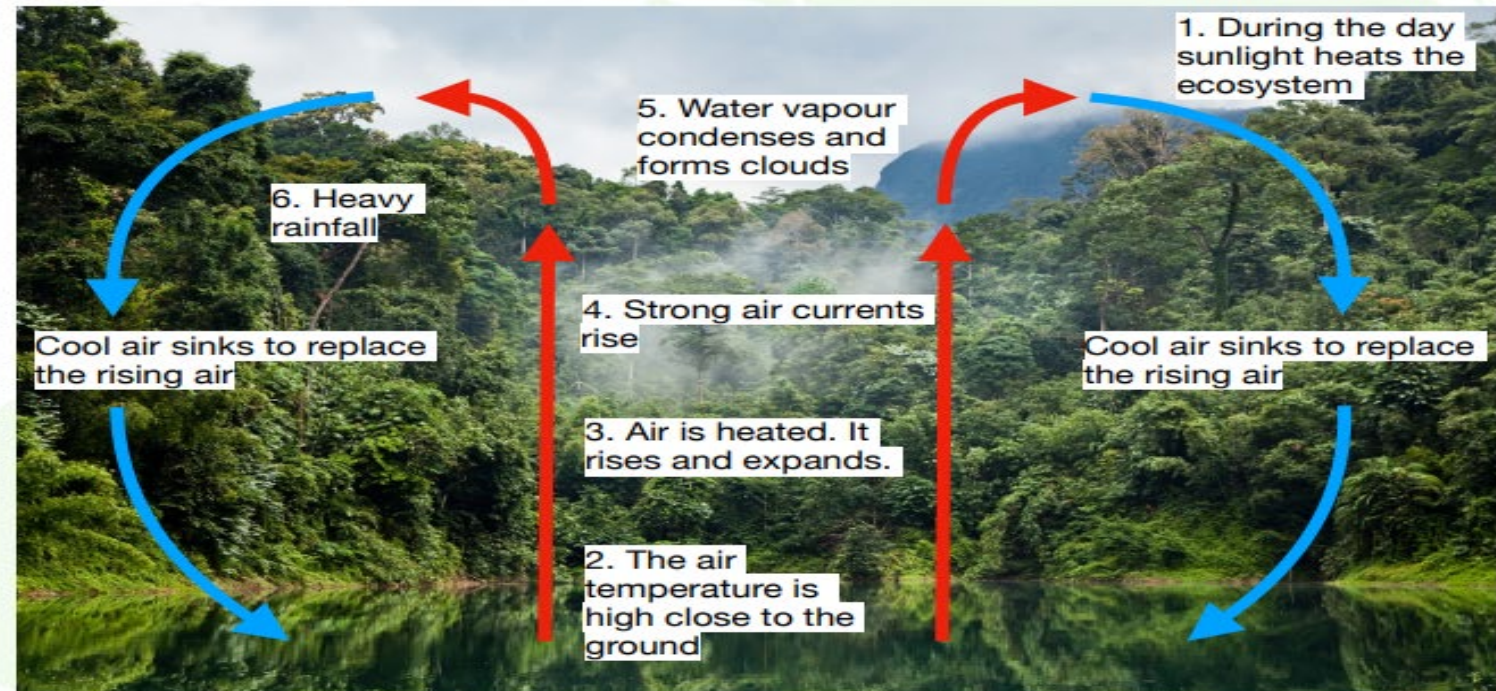
Climate.

A climate graph for Manaus, Brazil



Average temperatures are around 27 degrees Celsius. Rainfall is over 2000mm throughout the year.

Water Cycle & Rainfall.



Keywords.

climate / vegetation / soil / biodiversity / evapotranspiration / interception / precipitation / drip flow / stem flow / surface storage / stores / flows / emergent / canopy / under canopy / shrub layer / photosynthesis / epiphytes

I NEED TO KNOW:

The Treaty of Versailles

Aims and motives of the Big Three at Versailles

Woodrow Wilson - USA

To end secret diplomacy. He wanted countries to discuss their problems and disputes publicly, instead of going to war, by setting up a League of Nations

To enable self-determination. He wanted to let the people of Eastern Europe and the Middle East to have freedom to choose their own political futures.

David Lloyd George UK

To keep Germany stable. Shortly after the war there was an attempted communist revolution there and he wanted to stop Communism's spread

To enable Germany to recover economically. Germany was one of Britain's main trading partners.

Georges Clemenceau – France

To ensure Germany could never threaten France again. Germany had invaded France in 1914 at the start of the war

To secure reparations from Germany. The war had destroyed a large part of North East France, which now needed to be rebuilt.

Blame GERMANY HAD TO ACCEPT BLAME FOR STARTING THE WAR

Money GERMANY HAD TO PAY £6,600m IN REPARATIONS FOR THE DAMAGE CAUSED DURING THE WAR

Army GERMANY'S ARMY AND NAVY WERE MASSIVELY REDUCED IN SIZE

Land GERMANY LOST TERRITORY ON ALL SIDES, AND ITS COLONIES IN AFRICA

Questions to consider

Why punish Germany?

Why was France out for revenge?

How did Germans feel?

How did Hitler exploit the situation in Germany?

I NEED TO KNOW:

How is Jesus related to God? What are the key events in his life? Did Jesus save people?.

Key Beliefs:

Incarnation	Incarnation is the belief that God was made ' flesh ' or truly human in the person of Jesus Christ on earth. Christians believe Jesus was born of the Virgin Mary and conceived by the Holy Spirit . For Christians, this belief is a miracle which demonstrates the power of God and the divinity of Jesus.
Crucifixion	Jesus was arrested in the Garden of Gethsemane and sentenced to death by Pontius Pilate, a Roman governor. He was crucified on Good Friday . During the crucifixion he spoke seven times. After his death, he was taken down from the cross before the beginning of the Jewish Sabbath and buried in the tomb of Joseph of Arimathea.
Salvation and Atonement	Christians believe salvation from sin is possible because Jesus died on the cross to atone for the sins of all of humankind. His death is considered an act of atonement to bridge the rift, caused by sin, between humans and God.
Resurrection	Resurrection means rising from the dead and Christians believe Jesus rose from the dead on Easter Sunday , 'I am the resurrection and the life'.
Ascension	Christians believe Jesus ascended to Heaven forty days after the resurrection.



Key Beliefs:

Nature of God 'omni'	Christians believe in one God (monotheism). The teaching of the Bible is that God is all powerful (omnipotent) and all-good (omnibenevolent). Christians believe God is the creator of all things and is eternal . These beliefs are found in the Bible , one of the most important sacred sources of authority for all Christians.
Evil and Suffering	Christians believe suffering is a result of human sin and a turning away from God. It becomes a test of faith and suffering is often a result of the misuse of free will . Many people find it difficult to believe in a kind and all powerful God who allows so much suffering and the existence of evil .
The Trinity	The belief that God is one and that there are three persons of God: Father, Son and Holy Spirit.

IDENTITY AND COMMUNITY

Incarnation
The Fall
Authority
Baptism
Holy Communion

ULTIMATE QUESTIONS

Salvation
Messiah

Key Terms:

Bethlehem	Place of Jesus' birth	Jerusalem	Place of Jesus' death
Gospels	The gospels of Matthew and Luke record the birth of Jesus	Good Friday	The name given to the day on which Jesus was crucified
Virgin Mary	Name given by Christians to the mother of Jesus	Golgotha	The place where Jesus was crucified
Ascension	Belief Jesus ascended to Heaven forty days after Easter	Disciples	The twelve chosen followers of Jesus

**I NEED TO
KNOW:**

How to talk about holidays, imagine a dream holiday, say what I might take on holiday and talk about a disastrous holidays

Les vacances	Holidays
Je passe mes vacances...	I spend my holidays
au bord de la mer	at the seaside
à la campagne	in the countryside
à la montagne	in the mountains
en colo	at a holiday camp
Je vais en vacances avec...	I go on holiday with...
ma famille / mes copains	my family / my friends
Je reste...	I stay...
une semaine / quinze jours	a week / a fortnight

Les activités des vacances	Holiday activities
Je fais...	I do / go...
du canoë	canoeing
du ski / du snowboard	skiing / snowboarding
du VTT	mountain biking
de la voile / de la planche à voile	sailing / windsurfing
de l'équitation	horseriding

Mes rêves	My dreams
Un jour, je voudrais...	One day, I would like..
aller au pôle nord	to go to the North Pole
descendre de l'Amazone en canoë	to go down the Amazon in a canoe
faire de la plongée sous-marine	to go scuba-diving
faire des sports extrêmes	to do some extreme sports
faire un safari en Afrique	to go on a safari in Africa
habiter sur un île déserte	to live on a desert island

Les affaires de vacances	Holiday items
un chargeur (pour mon mp3 ma Playstation Portable)	a charger (for my mp3 player my portable Playstation)
un portable	a mobile phone
un tuba	a snorkel
une bombe anti-insectes	an insect-repellent spray
du gel coiffant	hair gel
de la crème solaire	sun cream
des lunettes de plongée	swimming goggles
des palmes	flippers
des tongs	flip-flops

Les opinions	Opinions
Ce serait...	It would be...
cool/ennuyeux	cool/boring
génial/intéressant	great/interesting
Ça ne m'intéresse pas.	That doesn't interest me.
Non, merci!	No thanks!
Jamais de la vie!	No way!

Les réactions	reactions
Ouais! C'est cool!	Yeah! Cool!
Bonne idée!	Good idea!
Pourquoi pas!	Why not!
Quelle horreur!	How horrible!
Tu rigoles!	You must be joking!
Ce n'est pas mon truc!	It's not my kind of thing!

Les verbes pronominaux	Reflexive Verbs
Je me baigne	I swim
Je me coiffe	I do my hair
Je me douche	I shower
Je me fais bronzer	I sunbathe
Je me fais piquer	I get stung
Je m'ennuie	I get bored

**I NEED TO
KNOW:**

How to talk about holidays, imagine a dream holiday, say what I might take on holiday and talk about a disastrous holidays

Les vacances désastreuses	Disastrous holidays
J'ai oublié mon passeport	I forgot my passport
J'ai perdu mon porte-monnaie	I lost my purse
J'ai cassé mon appareil photo	I broke my camera
J'ai pris un coup de soleil	I go sunburnt
J'ai mangé quelque chose de mauvais	I ate something bad
On a raté l'avion	We missed the plane
Aïh!	Ouch!
Mince!	Damn!
Oh là là!	Oh dear!
C'est pas possible!	No way!
Quel désastre!	What a disaster!

Les mots essentiels	High-frequency words
Où?	Where?
Avec qui?	Who with?
Combien de?	How much? How many?
Que? / Qu'est-ce que? / normalement	What? normally
quel/quelle	which / what (a)
alors / donc	so / therefore
quand	when
mon/ma/mes	my
ton/ta/tes	your
son/sa/ses	his / her
d'abord	first of all
ensuite	then / next
puis	then
après	afterwards
finalement	finally

A la base des loisirs	At the leisure park
J'ai...	I...
Il/Elle a...	He/She...
fait du tir à l'arc	did archery
fait du trampoline	did trampolining
fait de l'escalade	went climbing
Je suis...	I
Il/Elle est...	He/She
allé à la pêche	went fishing



Stratégie 4

Reading complicated texts

Don't give up! Just because you can't understand every word doesn't mean you can't work out what a French story or article is about. How many of these strategies do you use already?

- I read all the text to get an idea of what it's all about.
- I don't panic or give up when there's a word I don't know; I carry on to the end.
- I use my powers of logic to make sensible guesses.
- I spot cognates and words that look familiar.
- I pick out what seem to be the key words – they often appear more than once.
- I look out for names of people and places.
- I use my knowledge of grammar. For example, can I spot what tense a verb is in.

Try them all out and see which work best for you.

I NEED TO KNOW: Describing your rights, what you do to help the environment and world issues.

Mis derechos	My rights	High frequency words:		Para ser un instituto verde...	In order to be a green school...
Tengo derecho...	I have the right...	mi/mis	my	apagamos la luz	we switch off the light
el amor y la familia	to love and to family	su/sus	his/her	conservamos electricidad	we save electricity
al juego	to play	más ... que	more ... than	no malgastamos agua	we don't waste water
a un medio ambiente sano	to a healthy environment	para	in order to/for	plantamos árboles y flores	we plant trees and flowers
No puedo...	I cannot...	para mí	for me	reciclamos botellas de plástico	we recycle plastic bottles
dar mi opinión	give my opinion	por ejemplo	for example	reciclamos papel y vidrio	we recycle paper and glass
ir al insti(tuto)	go to school	por eso	so/therefore	vamos en bici	we go by bike
jugar con mis amigos	play with my friends	muy	very	Para hacer un mundo mejor...	In order to create a better world...
respirar	breathe	hay	there is/there are	vamos a escribir cartas a Amnistía Internacional	we are going to write letters to Amnesty International
salir a la calle	go out in the street	ahora	now	vamos a organizar un evento	we are going to organise an event
porque	because	ya	already	vamos a recaudar fondos	we are going to raise funds
soy chico/chica	I am a boy/girl	en el futuro	in the future	vamos a vender pasteles	we are going to sell cakes
tengo que ganar dinero	I have to earn money	el año pasado	last year		
tengo que trabajar	I have to work				
mi padre es muy estricto	my father is very strict	Estrategia 4 Traffic lights When learning vocabulary, it is important to have a clear idea about what you know already. Apply 'traffic light' coding to the list of vocabulary from this module.			
el aire está contaminado	the air is polluted	 I do not know what this word means or how to spell it.			
en mi país hay violencia	in my country there is violence	 I know what this word means but I can't spell it or use it in a sentence.			
¡No es justo!	It's not fair!	 I know this word. I can spell it and use it in a sentence.			

For the words in your 'red' list, do some independent learning. Combining seeing, listening and doing strategies makes memorising more effective. Try one or more of these strategies:

- Use your visual memory: close your eyes and try to picture the word in your head.
- Use your auditory ("hearing") memory: say the word out loud.
- Use your kinaesthetic ("doing") memory: write the word from memory.