



**NEED
to KNOW**
LOOE COMMUNITY ACADEMY

Year 7
Spring 2

Be the
BEST
you can be



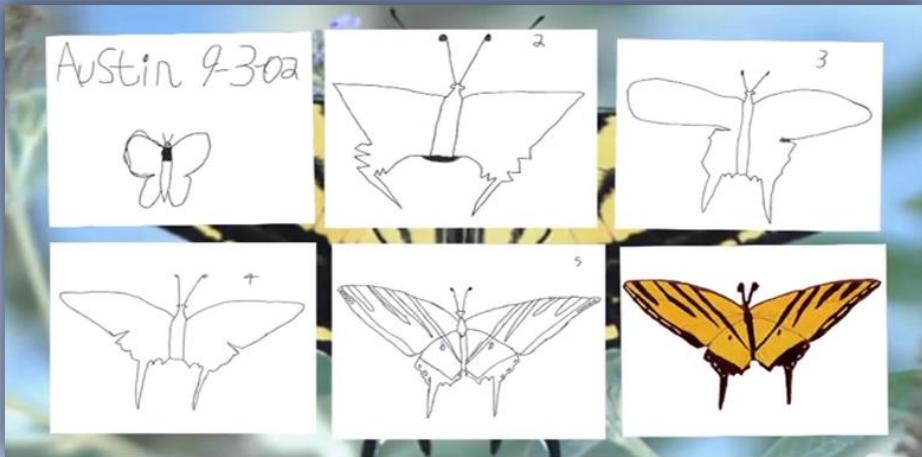


need to KNOW

LOOE COMMUNITY ACADEMY

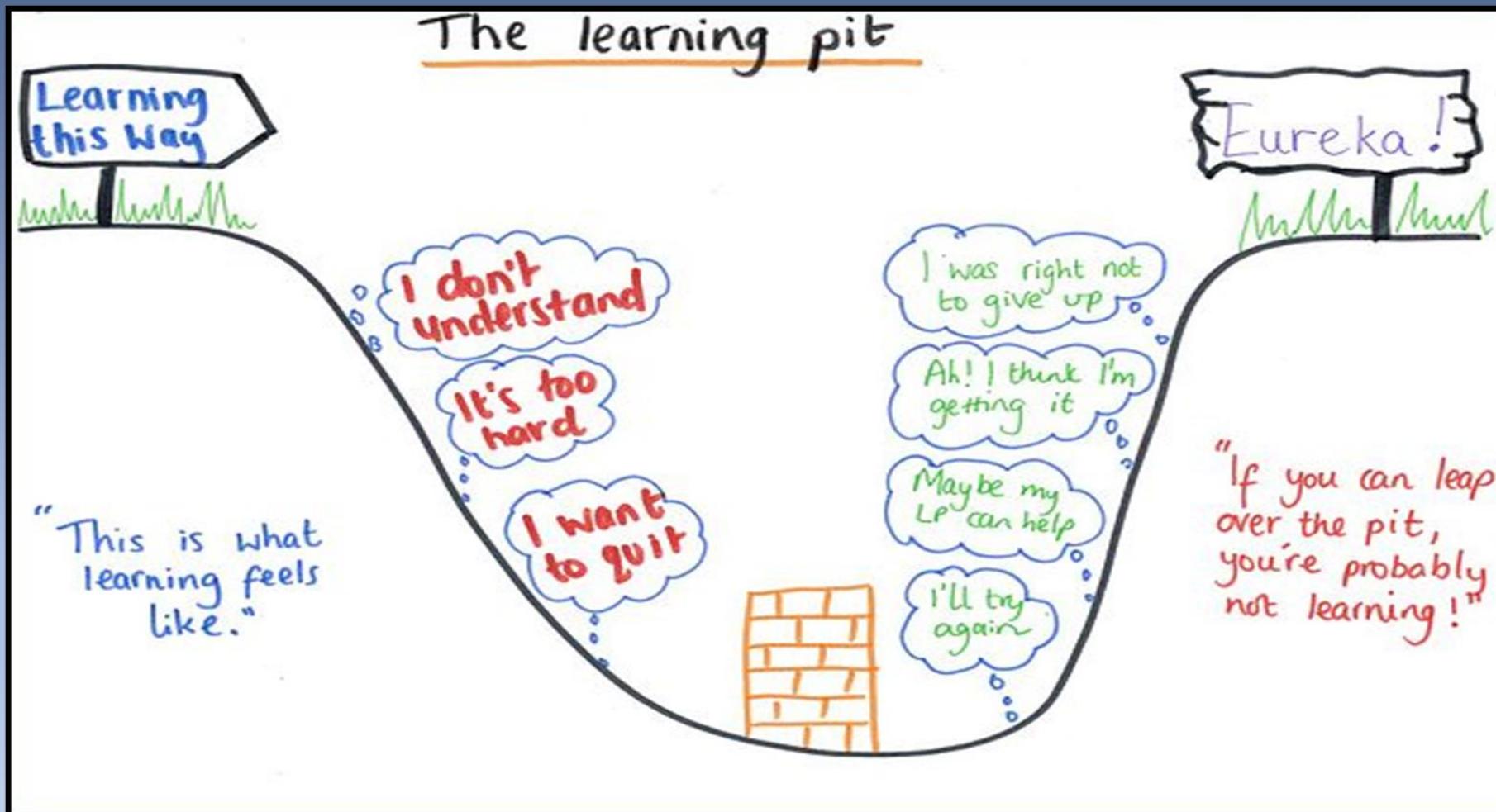
To become an **expert learner** you need to have the right mindset and understand the '**Power of YET**'!

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 myself and peers through mini tests, flashcards and look/cover/write/check/review, this helps 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 grow 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.

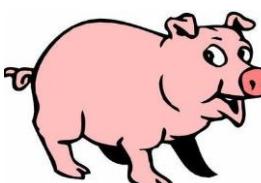
Old Major - Wise, old pig. Inspires the rebellion.

Subject: English

Year : 7

Knowledge organiser Curriculum Topic: Animal Farm

Concept: Context and Understanding



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?

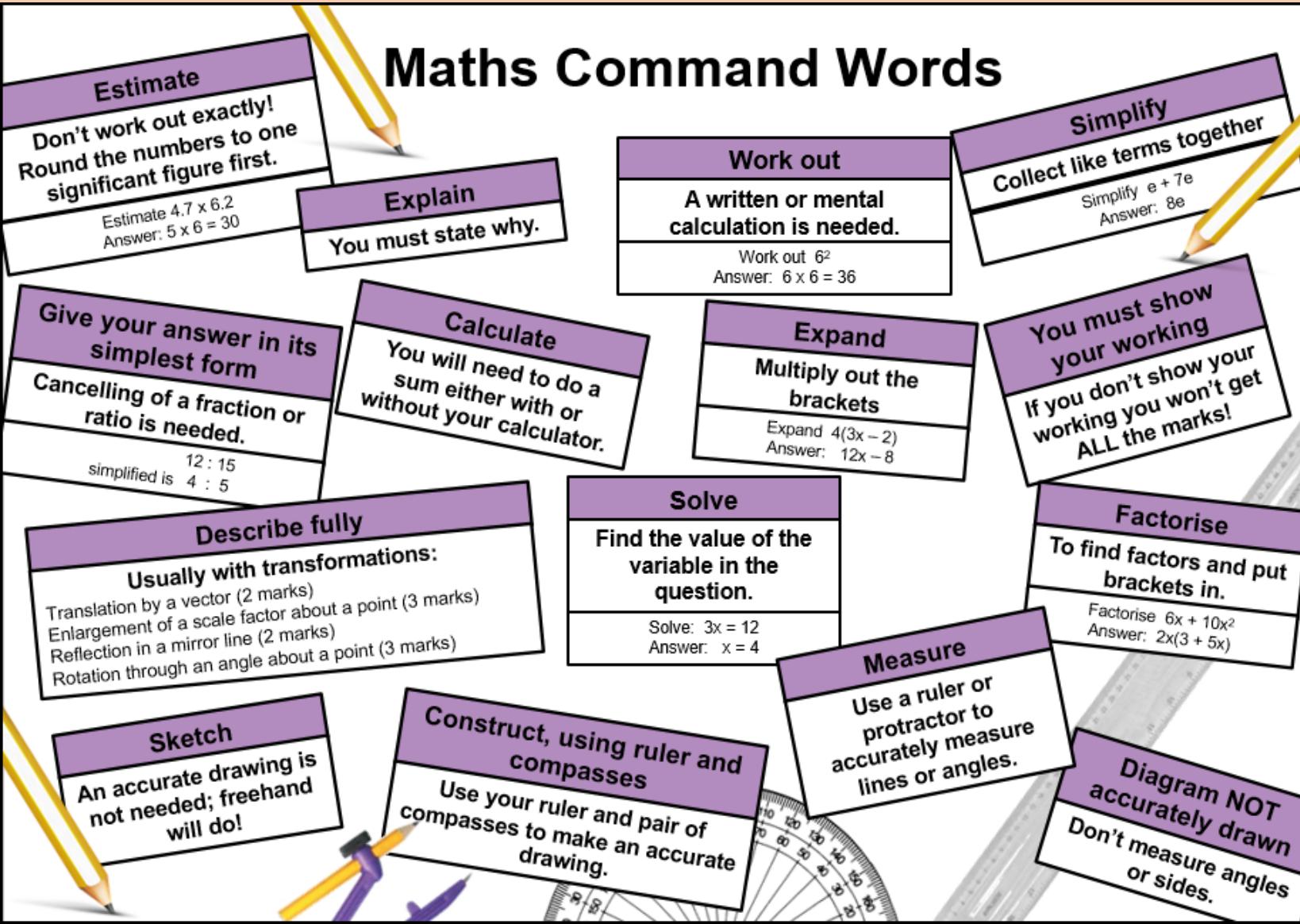
Find out about a Russian leader called Stalin.

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 4.7×6.2
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: $8e$

Give your answer in its simplest form
Cancelling of a fraction or ratio is needed.
 $12 : 15$
simplified is $4 : 5$

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%
$\frac{1}{3}$	0.3	33.3%
$\frac{2}{3}$	0.6	66.6%
$\frac{1}{4}$	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:

Subject: SCIENCE

Year : 7

Knowledge organiser Curriculum Topic: Body Systems, Atoms, Elements, Compounds & Reactions, Light and sound

Key Concept: CELLS, PARTICLES, ENERGY

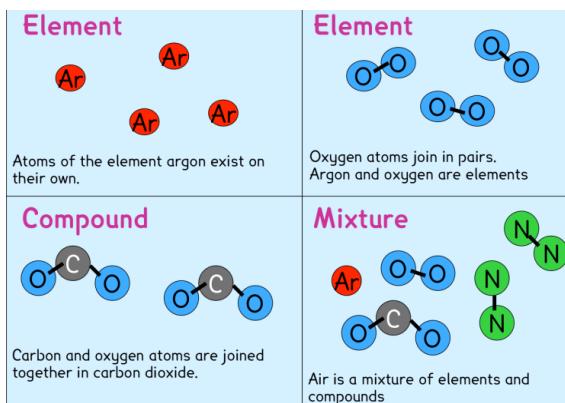
- Order of hierarchy within body systems
- Describe different organ systems
- How to use the correct terminology to describe atoms, elements and compounds
- Compare physical and chemical changes
- Properties of light and sound



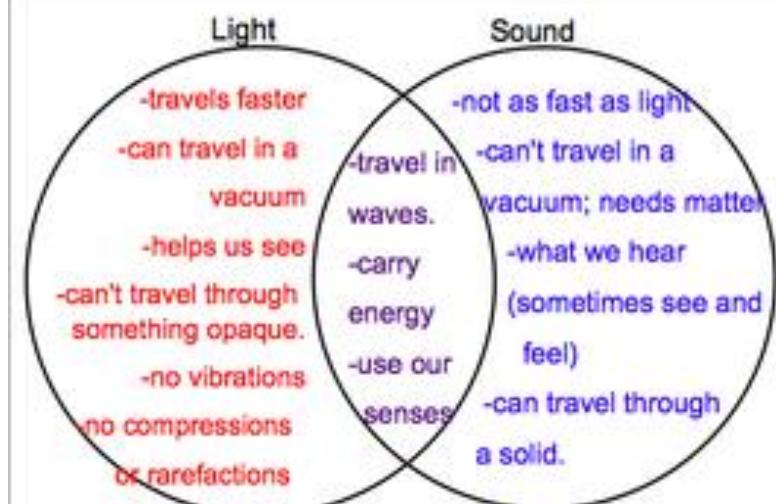
<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

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1. Learn the differences between atoms, elements and compounds



2. The properties of light and sound



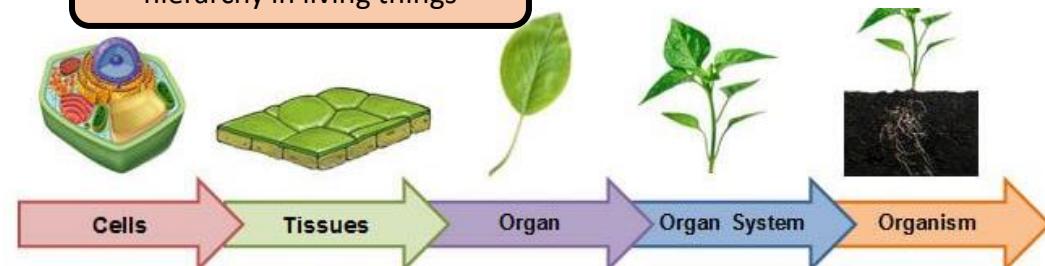
3. The structure and function of different organ systems

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

teachoo CHEMICAL CHANGE vs PHYSICAL CHANGE

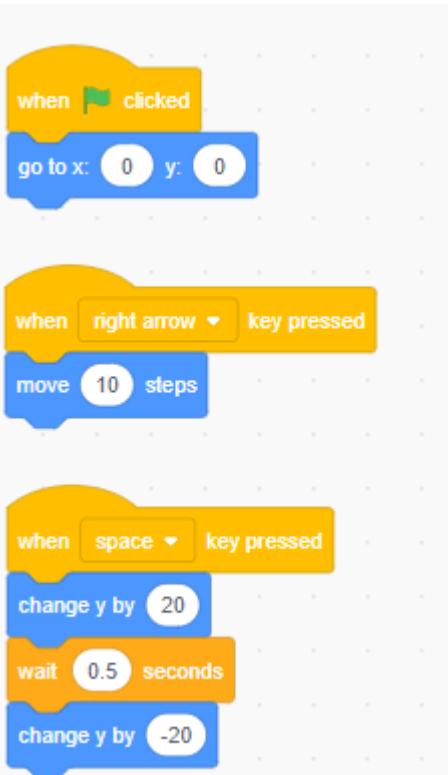
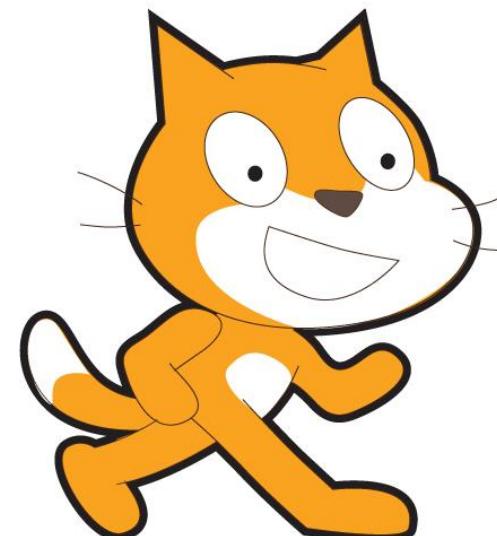
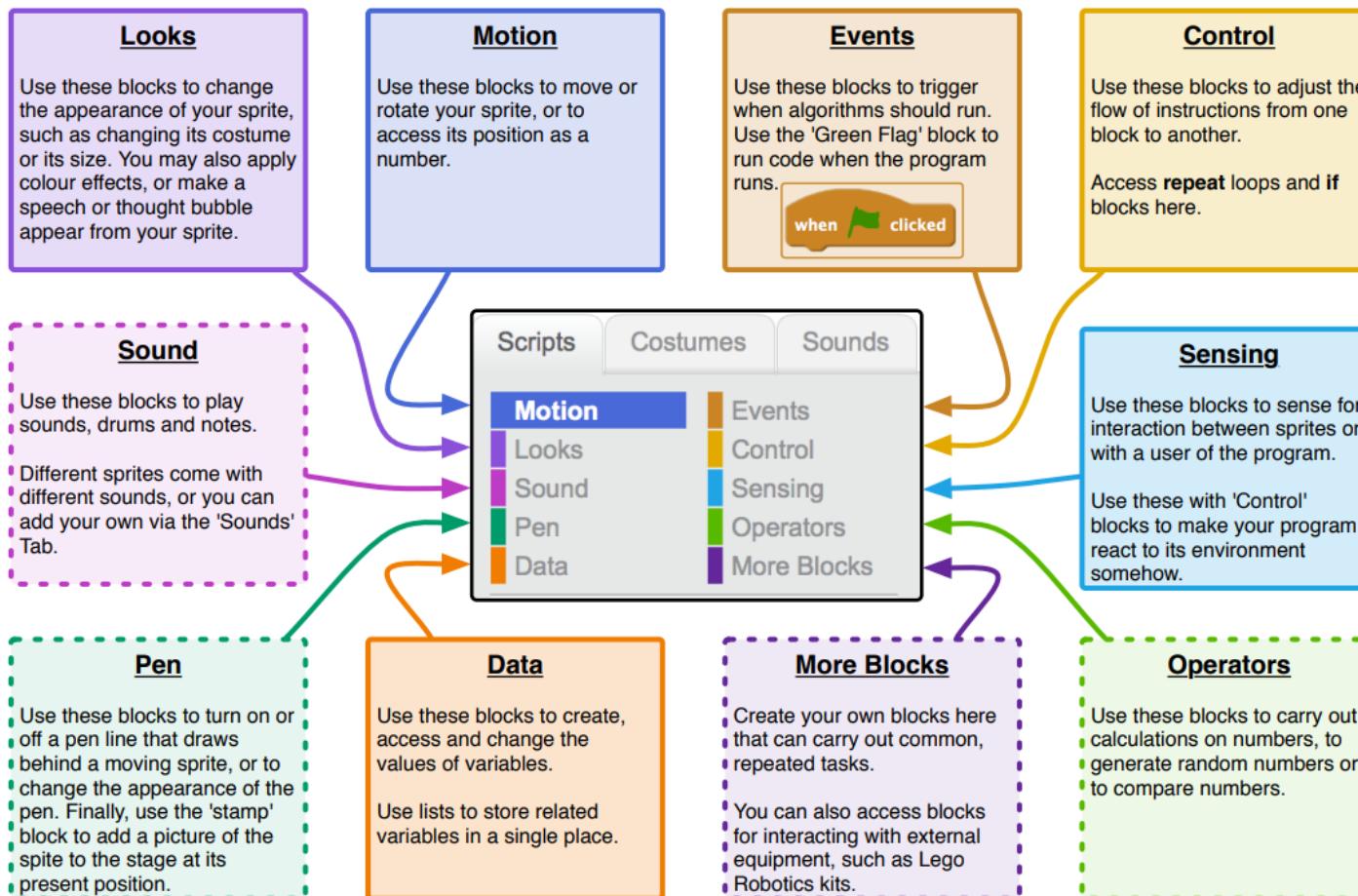


4. Describe the order of hierarchy in living things



I NEED TO KNOW:

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



Standard paper sizes

A2	
A4	A3
A5	



Pop-up card



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



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



Chatterbox

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.

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



TOOLS	DEFINITION
Scissors	Tool to cut & score card & other materials
Laser Cutter	CAM machines use a laser beam to cut through materials to create designs
TechSoft 2D Design Software	School-based design programme enabling students to create artefacts on a range of CAM machines
Metal rule	Straightedge on a ruler for cutting/measuring
Cutting mat	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.

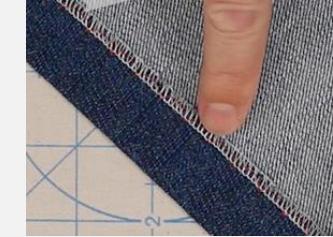
The applied wax resists dyes and therefore allows the artisan to colour selectively by soaking the cloth in one colour, removing the wax with boiling water, and repeating if multiple colours are desired.



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

ACHER	Mr Webster	PERIODS TAUGHT	WEEKS IN UNIT	13-

SS	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— http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit
3	DEMO Spag bol	SKILL— CHOPPING VEGETABLES
4	PRACTICAL Spag bol Eval	LINK— http://www.bbc.co.uk/food/techniques/chopping_vegetables
5	DEMO Fruit Crumble	SKILL—RUBBING IN
6	PRACTICAL Fruit Cr. Eval	LINK— www.bbc.co.uk/food/techniques/rubbing_in
7	EAT WELL THEORY	
8	DEMO Cheese & tom tarts	SKILL—ROLLING OUT PASTRY
9	PRACTICAL Tarts Eval	LINK— http://www.bbc.co.uk/food/techniques/rolling_pastry LINK—EGG WASH http://www.bbc.co.uk/food/techniques/egg_wash
10	DEMO Shortbread biscuits	SKILL—USING A CUTTER
11	PRACTICAL Biscuits Eval	LINK— http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents
12	DEMO Pasta Salad	SKILL—USING HOB SAFELY & COOKING PASTA WELL
13	PRACTICAL Pasta Salad	LINK— http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta
14	DEMO muffins	SKILL—ALL IN ONE METHOD & GRATING
15	PRACTICAL Muffins Eval	LINK— http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked
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

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	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connote something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
HOT COLOURS	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.
COLD COLOURS	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.
TEXTURE	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.
BLENDING	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.
STILL LIFE	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.
TERTIARY COLOURS	The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.
COLOUR WHEEL	A circle with different coloured sections used to show the relationship between colours.



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.

<h2 style="font-size: 1.5em; margin: 0;">WEEK 1 & 2</h2> <p><u>Rock n Roll</u> In the lesson we'll be looking at the importance of exercise for your body and your mind. 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 development movement material by using a range of choreographic devices.</p>	<h2 style="font-size: 1.5em; margin: 0;">WEEK 3 & 4</h2> <p><u>Perform and appreciate</u> 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>	<h2 style="font-size: 1.5em; margin: 0;">WEEK 5 & 6</h2> <p><u>African</u> 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>
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KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Levels	<i>Example- laying, sitting, standing, jumping</i>
Transitions	<i>The link between movements</i>
Formations	<i>Positions dancers are placed are on stage</i>
Repetition	<i>Movements can be repeated more than once</i>
Perform	<i>Perform in front of others</i>
Appreciation	<i>Recognising effort and progression</i>
Expressive skills	<i>skills required when performing</i>
Technical skills	<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.

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

Concepts:
 Listening- Creating-Performing

I NEED TO KNOW:

How to communicate non-verbally in an effective way.



LESSON 1 & 2		
Preparation	Think how someone could communicate if they were not able to be heard??!	
Terminology	TALKIES	When sound was able to be broadcast in silent movies (1927) they called them 'Talkies' because the actors could finally talk.
	EXAGGERATE	Make a movement more obvious by doing it bigger than normal or finding a way to draw more attention to it.
	GESTURE	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
LESSON 3 & 4		
Preparation	How can you 'fool' your audience?	
Terminology	SLAPSTICK	Clever techniques that make it look like people are fighting, but they involve little or no contact!
	MIME	Acting techniques that make the audience believe that invisible objects are in fact real.
Terminology	CHARADES	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.
	DIRECTOR	Look at the play and check that everyone can be seen and the story is clear. Suggest ways actors can improve.
	TITLE CARDS	A card that is shown that explains the story or an action that is difficult to show.
LESSON 5 & 6		
Preparation	How can you tell a story in silence?	
Terminology	FREEZE FRAME	Like you've paused a film and captured a moment. Think about having clear facial expressions, body language and use interesting positions and levels.
	Revision from unit 1:	



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); https://shorturl.at/imoL5es	Trying to communicate in a non-verbal way; https://shorturl.at/ejkAC	Music is really important too; https://shorturl.at/tFINQ

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>

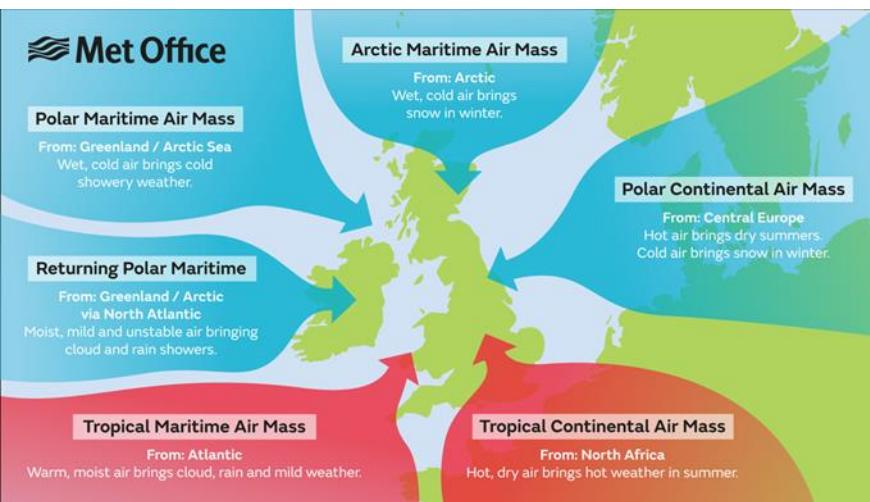
Games Sense		
Invasion Games	Invade opponent's territory and score a goal or point.	
Football Rugby	Attacking skills <i>Passing and moving, shooting</i>	
	Defending skills <i>Marking tackling</i>	
	Working with others <i>Being part of a team</i>	
	Fair play <i>Respecting rules and decisions</i>	

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 <i>Running, jumping, rolling, hopping</i>	
	Balances <i>Arabesque, v-sit, One knee, headstand handstand.</i>	
	Rotations <i>Forward/back ward roll Cartwheel</i>	

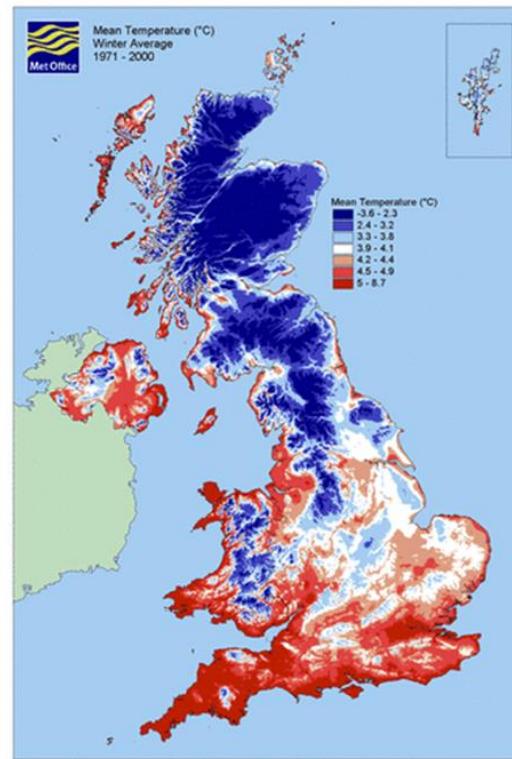
I NEED TO KNOW:

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

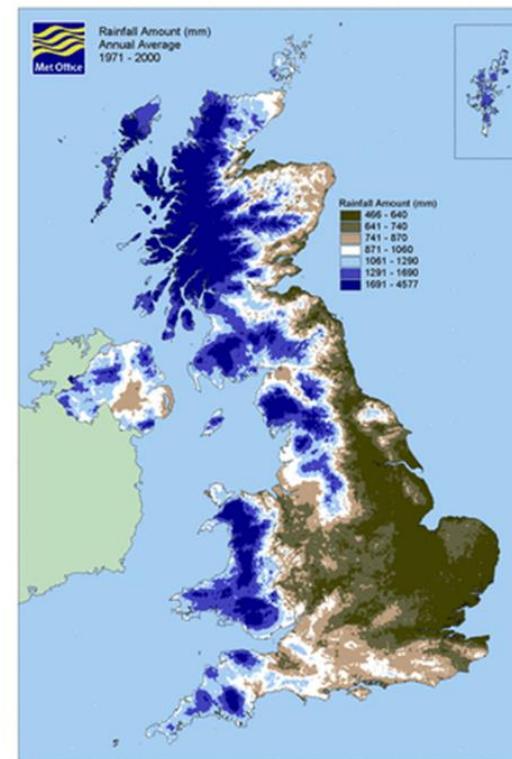
The UK has a varied **pattern** of weather – it changes over time and space.



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.

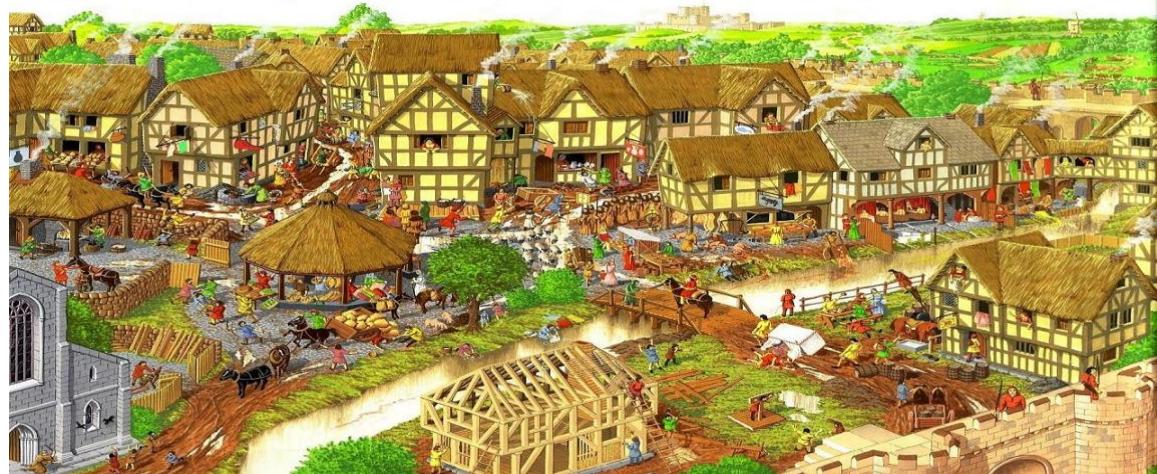
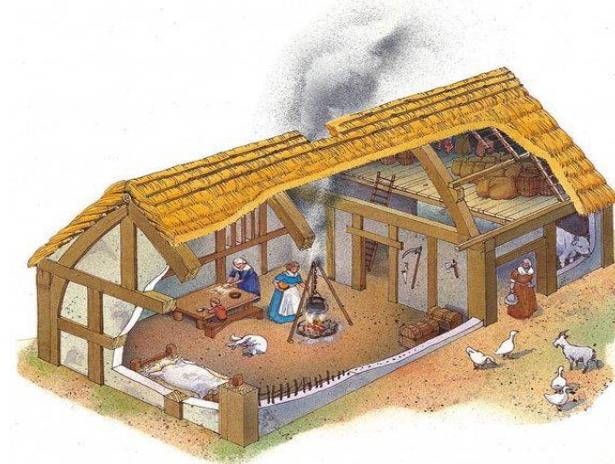
The Manor House: The lord or baron would live here. It was a base for the Lord to use to control the surrounding lands. These were the biggest houses in the village and richly decorated. The Lord would have his own field, which no villager could enter or hunt on without permission.

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 villager, 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:

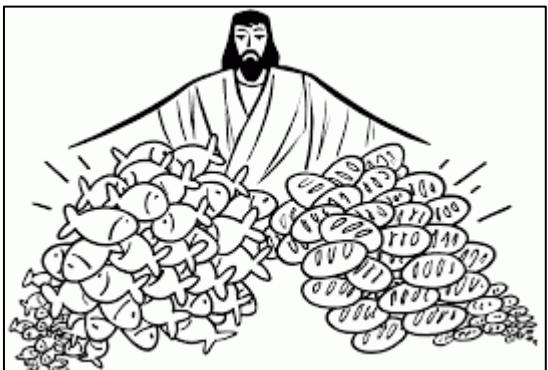
What Jesus taught that was radical.

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.

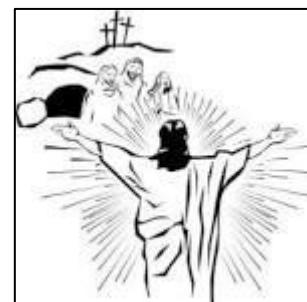


Jesus was believed by Christians to have performed miracles. What is the miracle below?



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

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 Sadducees.

- 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”

I NEED TO KNOW:

Talking about your town or village; giving directions; talking about where you go; asking someone to go somewhere; saying what you can do in town

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	LES OPINIONS	OPINIONS
Pardon...	Excuse me...	Tu aimes ta ville/ton village	Do you like your town/village?
Où est...?	Where is...?	Je pense que...	I think that...
Où sont?	Where are...?	À mon avis,...	In my view...
C'est	It's...	c'est...	it is...
à gauche	left	bien	good
à droite	right	super	great
tout droit	straight on	joli	pretty
au carrefour	at the crossroads	intéressant	Interesting
entre	between	ennuyeux	boring
derrière	behind	vraiment nul	really rubbish
devant	in front of...	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.
LES MOTS ESSENTIELS	HIGH-FREQUENCY WORDS		
assez	quite		
mais	but		
ou	or		
puis	then		
très	Very		

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?	Escribo SMS.	I write text messages.
ciencias	science	Es...	It is...	Nunca hago los deberes.	I never do homework.
dibujo	art	antiguo	old		
educación física	PE	bonito	nice		
español	Spanish	bueno	good		
francés	French	feo	ugly		
Informática	ICT	grande	big		
inglés	English	moderno	modern		
teatro	drama	pequeño	small		
Describiendo asignaturas.	Describing subjects.	¿Qué haces durante el recreo?	What do you do during break?		
aburrido	boring	Como...	I eat...		
divertido	fun	un bocadillo	sandwich		
fácil	easy	unos caramelos/chicle	some sweets/chewing gum		
útil	useful	unas patatas fritas	some crisps		
¿Qué hay en tu insti?	What is there in your school?	Bebo...	I drink...		
un campo de fútbol	a football field	agua	water		
un comedor	a dining hall	un refresco	a fizzy drink		
un patio	a playground	un zumo	a juice		
una biblioteca	a library	Leo mis SMS.	I read my text messages.		

High frequency words:

algo	something
donde	where
hay	there is/there are
o	or
pero	but
¿Por qué?	Why?
porque	because
también	also, too
tampoco	nor/neither
y	and
los lunes	on Mondays
a veces	sometimes
primero	first
luego	then, later