



**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

**Year 7  
Summer 1**

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

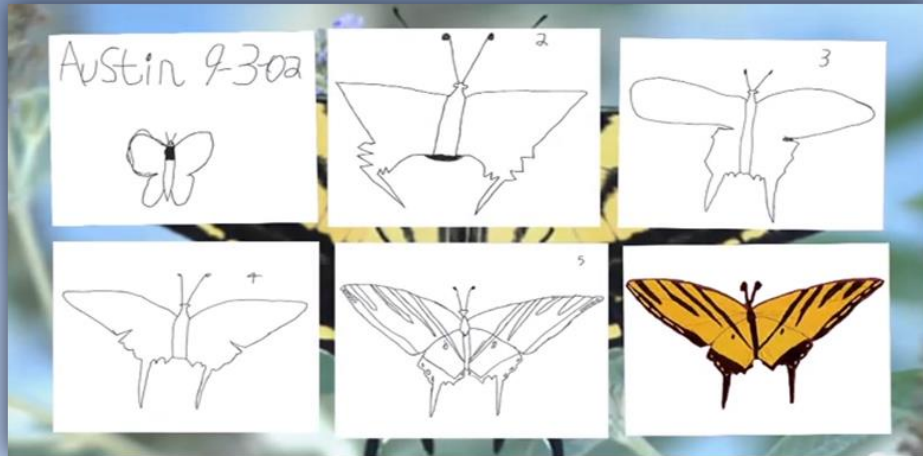




**Need  
toKNOW**  
LOOE COMMUNITY ACADEMY

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

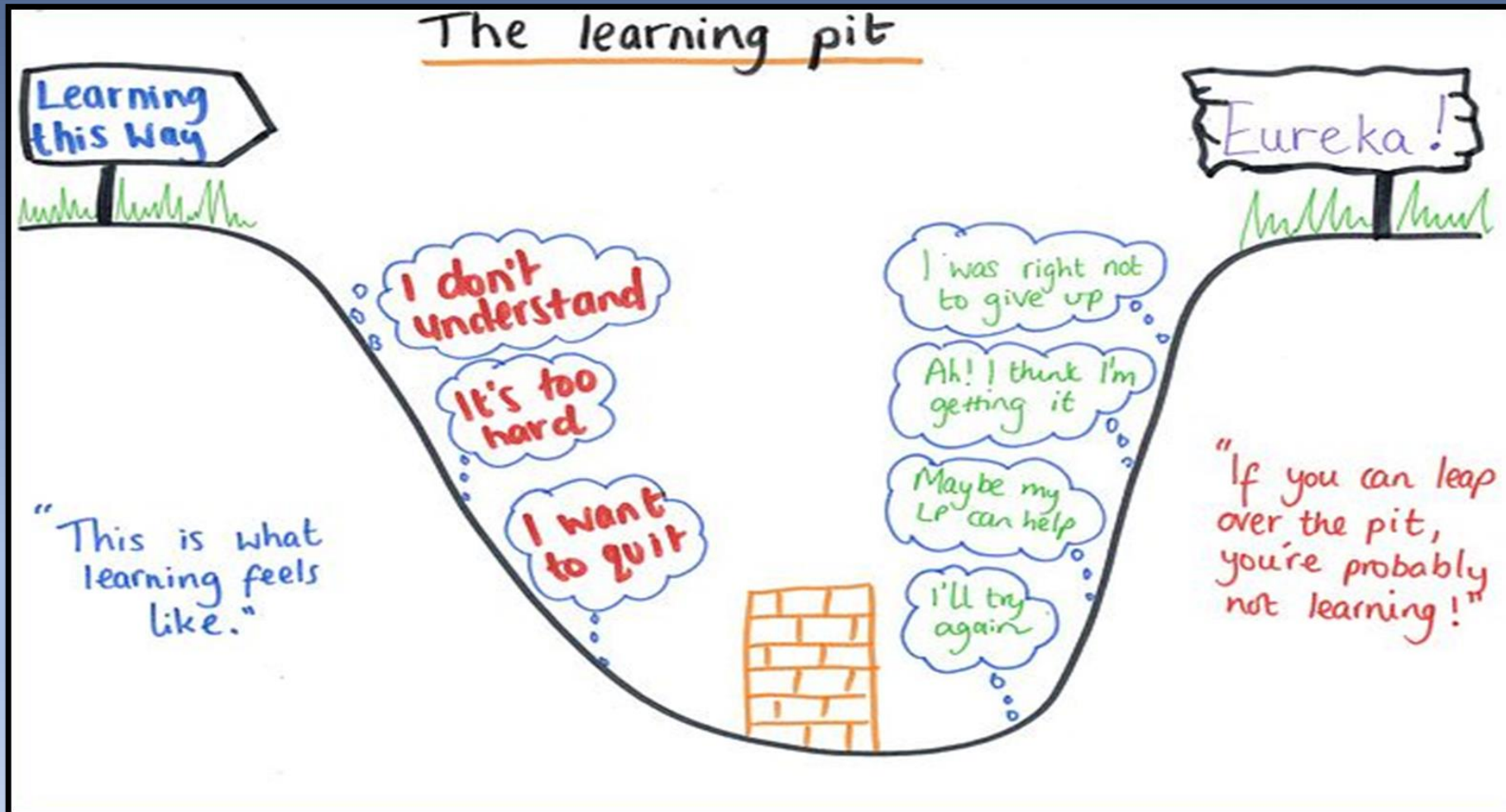
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!







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 actions can affect others and how to seek help and support if the relationship I have are not respectful.**

This includes how to behave in a community, how to recognise online bullying and groomers and the signs of FGM

**Bullying** - seek to harm, intimidate, or coerce (someone perceived as vulnerable)

**Cyber bullying** - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

**Trolling** - when someone posts or comments online to 'bait' people, which means deliberately provoking an argument or emotional reaction. In some cases they say things they don't even believe, just to cause drama.

**Groomer** – a groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.

**FGM** – Female Genital Mutilation (FGM) is the act of cutting some or all of a female person's external genitals, for reasons which are not medical. It is also sometimes referred to as female circumcision.





**I NEED TO KNOW:**

How to write an article and create a magazine.

**Week 1**

**What is an article?**

**Task:** read articles about a range of topics. You can find articles on the BBC news website and on The Day via the school web page.

**Week 2**

**What are the ingredients of an article? Can I use punctuation accurately?**

**Tasks:**

1. Look at the 'Ingredients of an Article' list given to you in class. Can you spot the ingredients in an article you have read? Highlight the ingredients and label them.
2. Which punctuation are you unsure of? Use the website Grammar Girl to revise them or Youtube.

**Week 3**

**What topics are you interested in?**

**Task:** think of a topic you are interested in. Carry out some research on it to use in a magazine article.

**Weeks 4, 5 and 6**

**What other types of writing do you find in a magazine?**

**Task:** read examples of letters to the editor, film reviews, interviews and quizzes.

**Persuasive Techniques**

**Can I use persuasive devices to convey my point of view?**

A lliteration  
F orest  
O pinion  
R hetorical Question/Repetition  
E motive  
S tatistics  
T riple (Rule of Three)

**My last writing target**

**What was your last writing target?**

**How could you achieve this target?**  
**What could you learn, revise and practise at home?**

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:

- Structure & function of reproductive organs in plants and humans
- Factors which contribute to a healthy lifestyle
- What an acid and an alkali is and some reactions involving them
- Describing a motion graph.

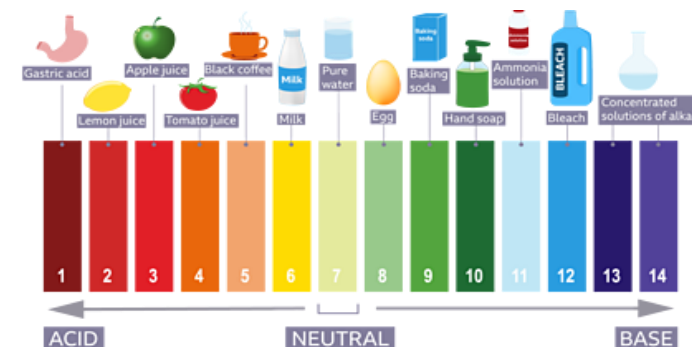


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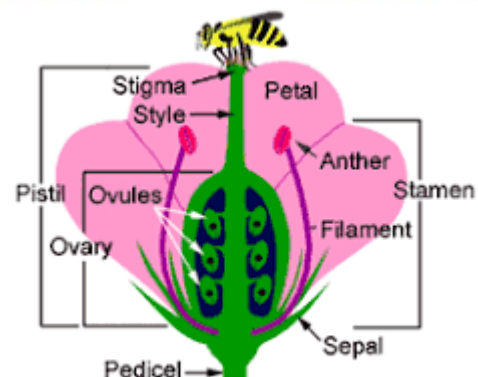
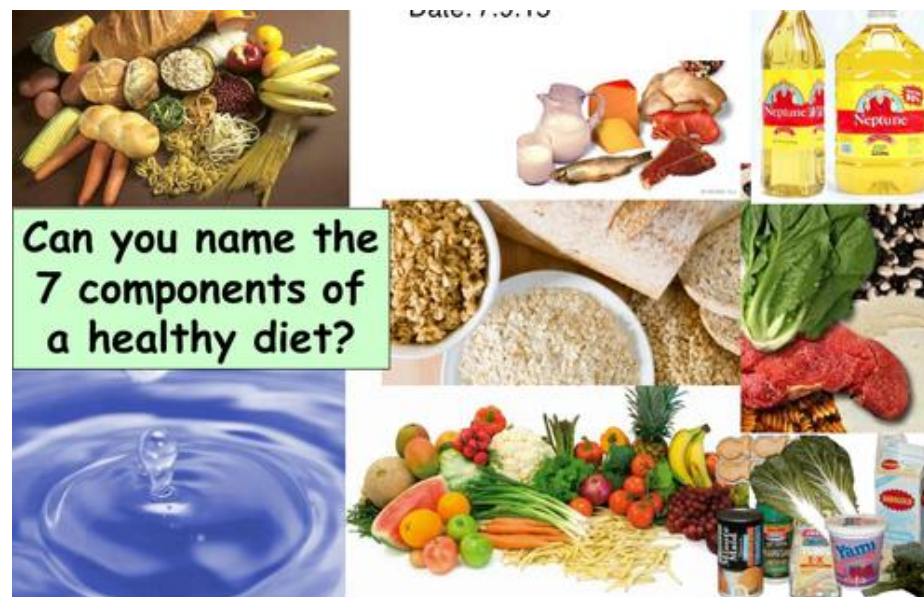
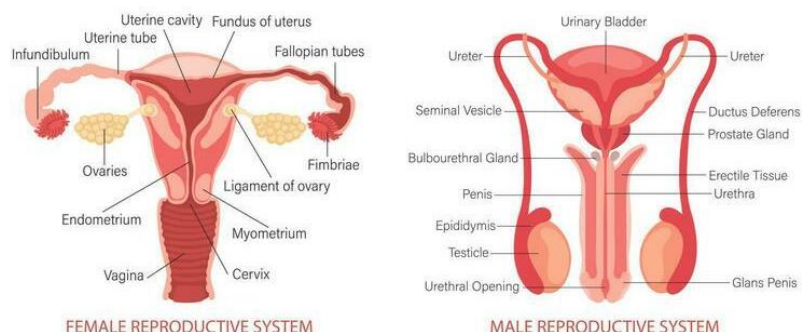
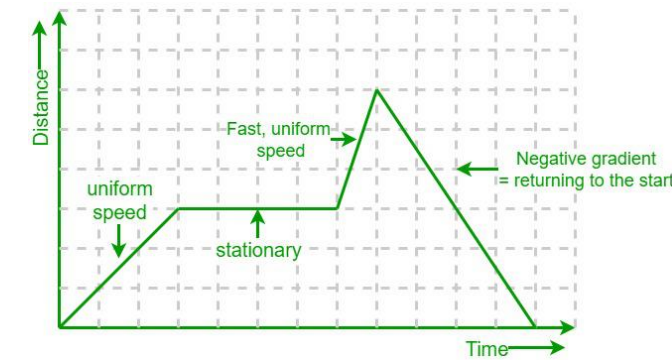
### 1. Structure & function of reproductive organs in humans and plants.

### 2. Factors that contribute to a healthy lifestyle

### 3. Acids and Alkalis



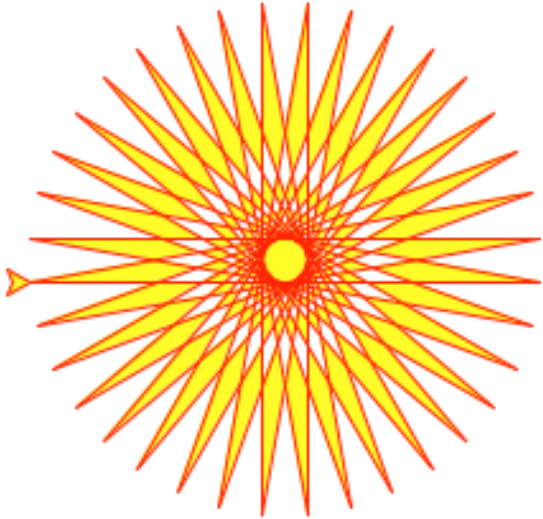
### 4. Motion & pressure





I NEED TO KNOW:

How to code program using sequences of commands to make drawings.



### Intermediate commands

```
turtle.penup()  
turtle.pendown()
```

### Basic commands

```
turtle.forward(enter pixels here)  
turtle.backward(enter pixels here)  
turtle.right(enter angle here)  
turtle.left(enter angle here)
```

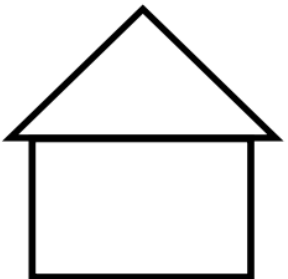
```
turtle.pensize(enter pen thickness size here)
```

```
turtle.color(enter pen colour here. E.g. "blue")
```

```
turtle.color(enter two colours for filling, e.g. "brown", "orange")
```

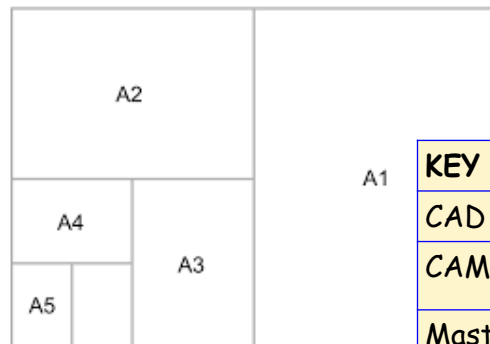
```
turtle.begin_fill()
```

```
turtle.end_fill()
```





**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**



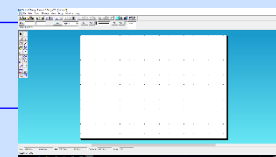
**TOOLS**

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.

Using the four Cs in food hygiene to prevent Food Poisoning

I NEED TO KNOW:

To work safely in a kitchen and to prevent ill health.



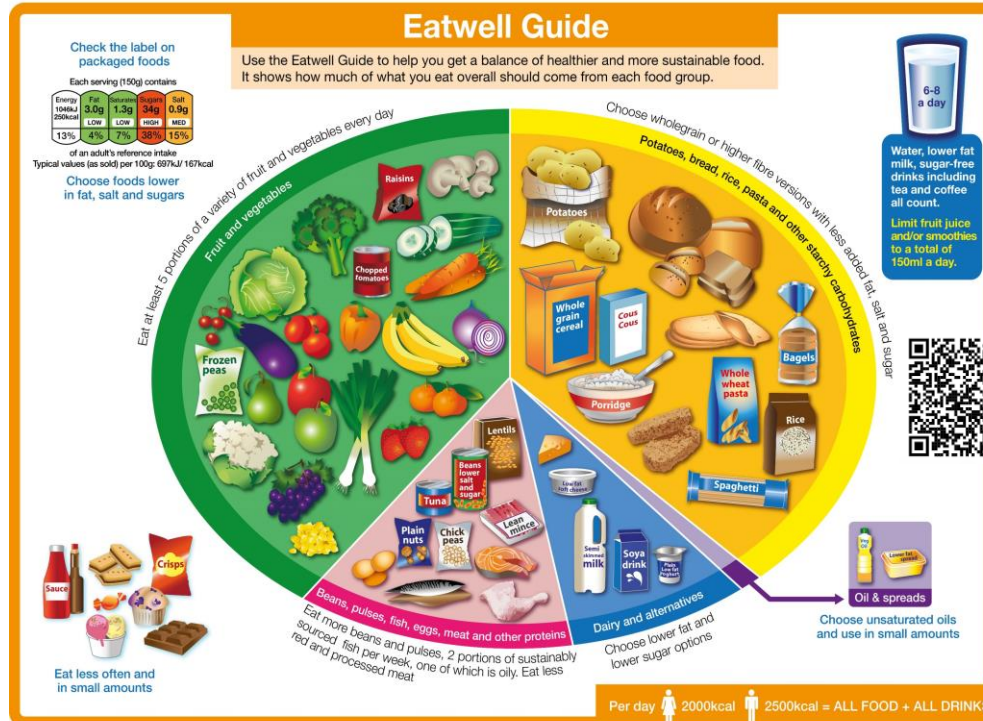
The importance of being prepared for practical lessons and why

## Personal Hygiene



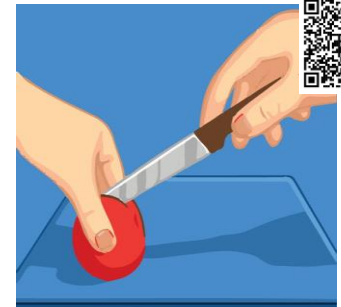
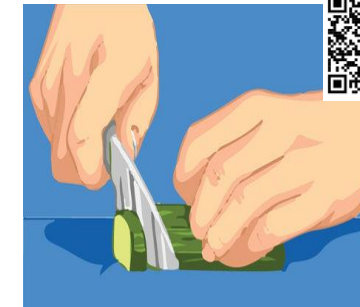
SAFE FOOD MAKES HAPPY CUSTOMERS

The importance of reflecting on the government guidelines for healthy eating. How do we fuel our bodies so that we can function physically and Mentally



Claw Grip

Bridge Hold





## 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



**WEEK  
1 & 2**

Own Interpretation - Banksy

In the lesson we'll be looking at variety of artists and deciding what those pieces of work mean and how we can express their meaning through movement.

**WEEK  
3 & 4**

Own Interpretation – Kandinsky

In the lesson we'll be looking at variety of artists and deciding what those pieces of work mean and how we can express their meaning through movement. You will be asked to explore a range of dynamic qualities to express emotion and a range of movement to show originality and interpretation.

**WEEK  
5 & 6**

Share ideas, perform and appreciate

Perform your completed choreography to another group giving clear examples of how your movements link to the idea of the work. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop.

**Key Words**

**Definition**

**Interpretation**

Your version of something

**Motif or phrase**

Short section of a dance that can be repeated with change

**Development of motif**

Something that can change a motif or movement phrase

**Choreographic Devices**

Variety of ways of amending a motif for example levels, dynamics, relationships, contact etc.

**Characterisation**

Showing a character through gestures and facial expressions

**KEY CONCEPTS**

- Appreciation
- Technique
- Choreographic

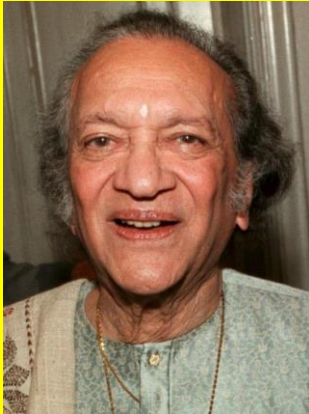
**I NEED TO KNOW:**

Introducing you to the sounds, instruments, and rhythms from around the world

**KEYWORDS**

Raga scale, drone, improvisation, ornamentation, sitar, tanpura, tala, repetition, Anoushka Shankar, Repetition, synthesizer and drum machine, chaal, sitar, Punjabi, fusion, dhol drum, drum fill, harmonium, hoi, microtone, ornamentation, raga scales, 4/4, triplets

Ravi Shankar  
Indian Composer



Concepts:

Listening- Creating-Performing

**WEEK  
1,2,3,4  
and 5**

Introducing you to the sounds, instruments, and rhythms from around the world with a focus country each week. From Japan to Australia.

<https://www.youtube.com/watch?v=YsZKqzlmqIg&list=PL3EEACB0927453C11>

Traditional Punjabi Indian Music

A link to hear stereotypical Music heard around the world

<https://www.youtube.com/watch?v=lxkOuFiHy9c>

**WEEK  
6**

**Presentation and Assessment**

Presentation week of your understanding with a World Music Project

A link to hear stereotypical Music heard around the world

<https://www.youtube.com/watch?v=lxkOuFiHy9c>

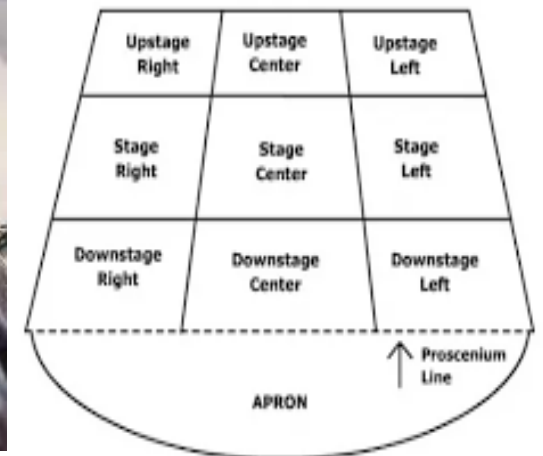


I NEED TO KNOW:

Introducing script work.

Terminology	
Stage Directions	Often presented in brackets or italics. Tells the actor HOW to act, and WHERE they are.
Fairy Tale	A fictional story which contains mythical or magical elements or creatures.
Upstage	At the back of the stage (furthest away from the audience).
Downstage	At the front of the stage (nearest the audience).
Blocking	Marking a script to tell someone where to stand and where to move to.

Week	
Week 1 and 2- What is a script?	<a href="https://shorturl.at/ijrRZ">https://shorturl.at/ijrRZ</a>
Week 3 and 4- How to create a Fairy Tale.	<a href="https://shorturl.at/hlDQ9">https://shorturl.at/hlDQ9</a>
Week 5 and 6	



I NEED TO KNOW:

**By the end of this term, you will develop decision making skills under press, how to set targets, and build self esteem and confidence to improve physical mental and social wellbeing. .**



Decision making		
Thinking Me	In rounders and cricket	
Fielding skills	Bowling	Underarm bowling for rounders
	Bowling	Overarm bowling cricket
	Overarm Throwing	Where to throw the ball over arm and when
	Underarm Throwing	<i>Where to throw the ball underarm</i>

Setting Personal Bests		
Be the Best Me	In Athletics events	
Target setting	Sprinting technique	Targets for sprinting events
	Long distance running	Understating pacing and timings
	Throwing	Techniques for shot and javelin and setting targets for throws
	Jumping?	Techniques for long jump and triple jump and target setting

Self esteem and confidence and wellbeing		
Healthy Me	Through athletics and striking and fielding games	
Wellbeing	confidence	Know what success is
	teamwork	Know what it feels like to be part of a team
	Resilience	Experiencing success and failure
	Competence	Knowing when you have done something well

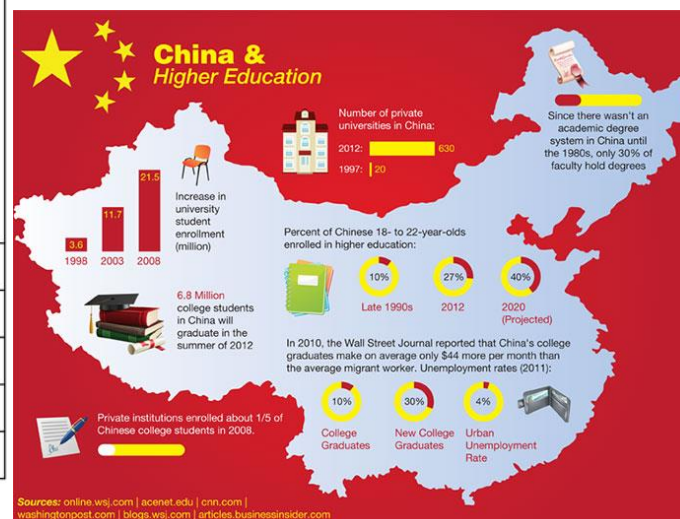
## I NEED TO KNOW:

The key physical, human and environmental features of China so that I can compare it to the UK

	United Kingdom	China
<b>Population Density</b>	63 million 249 per sq km	1.34 billion 140 per sq km
<b>Area Coastline</b>	243,610 sq km 12,429 km	9,596,961 sq km 14,500 km
<b>Physical Geography</b>	<p>The UK is a small country with a long coastline. Central and South of the UK are flat. Much of Wales and Scotland are mountainous.</p> 	<p>China is a huge country with a wide variety of terrains and climates. Parts in the north of China are covered in deserts whereas the west is much more mountainous.</p> 
<b>Urban / Rural Pop.</b>	80% - 20%	47% - 53%
<b>GDP per Capita</b>	\$33,000	\$6,000
<b>Internet Users</b>	51 million	389 million
<b>Literacy rate</b>	99%	92%
<b>School duration</b>	16 years	12 years

### Interesting Facts

- China is officially known as the People's Republic of China.
- The summit of Mount Everest marks the border between China and Nepal.
- Only 47% of the country's population live in urban areas.
- The Great Wall of China is the largest man-made structure in the world, stretching for 8,850km.
- The Giant Panda is found around China's Yangtze River (the fourth longest river in the world).
- China hosted the 2008 Summer Olympic Games in Beijing.
- Each calendar year is represented by a different animal.





## I NEED TO KNOW:

### Causes and developments of the conflict between king and church

#### **The conflict between King and Church: Henry II vs. Thomas Becket.**

1154 King Henry II appointed Thomas Beckett as his Chancellor. His job was to look after the church and the King's law courts. During this time Henry and Thomas became good friends.

1161 Henry asked Thomas to become the new Archbishop of Canterbury. Beckett was asked to make the church courts fairer, as they favoured the churchmen. Beckett refused and made Henry very angry.

1164 Henry announced that he would be in charge of the church court, and Beckett agreed but then changed his mind. Sensing danger, Beckett fled to France.

June 1170 Henry ordered the Archbishop of York to crown the next king. This was usually the job of the Archbishop of Canterbury. Beckett was furious!!

November 1170 Despite making up, Beckett removed Henry's supporters from the church.

December 1170 Henry found out that Beckett had removed his supporters from the church. Henry was furious and shouted: "Will no one rid me of this troublesome priest?!?!?"

29th December 1170 Four knights heard Henry's shout and went to Canterbury Cathedral. They found Beckett and tried to force him to change his mind. Beckett refused and the four knights stabbed him to death in the church.

## I NEED TO KNOW:

### How people in Cornwall express their spirituality through art, music

**Pagan** and druids have long shown their love of Mother Earth and the Cornish landscape through music, art and poetry. **Christian** chapels also used music to bring the village together for a good old sing-song with their Bands of Hope. The lady pictured above is Barbara Hepworth a famous sculptress based in St Ives. She used the shapes and contours of the land as inspiration to create her sculptures. People use the sand on the beach to make a **Buddhist** mandala to show all things are connected. Mandalas are traditionally destroyed to represent the idea that nothing in life is permanent.

Spirituality can be hard to explain, but many people in the UK will describe their beliefs as SBNR. This means "Spiritual but not religious". Remember the video "Nobody stands nowhere"? This means everyone has some sort of worldview or beliefs about SOMETHING.

Cornwall is a place where people feel spiritual, inspired by the landscape. 60% of people in Cornwall said they are Christian in the last census. The next biggest group is "nones"- people who do not belong to a religion. Remember .....people in this group may still believe in "big ideas" such as what happens when we die.

IDENTITY & COMMUNITY	SPIRITUALITY SBNR WORSHIP
ULTIMATE QUESTIONS	ULTIMATE CONCERN IMPERMANENCE
Methodists were led by the Wesley brothers. They were really popular in Cornwall with many people coming to hear them preach in the open air. John Wesley wanted to help miners who faced danger by teaching them about salvation. Methodism was "born in song" meaning they expressed their beliefs in music.	
The third biggest group of believers in Cornwall are Buddhists. Followers of Buddha, they do not believe in a creator God. Buddha said there are 3 universal truths- one is anicca (impermanence). This is the idea that nothing is permanent. (Even the idea of a soul!)	
Paganism is a name for lots of different groups who describe themselves as pagan. They are all united through a love of nature, a belief that the seasons mark important stages. These seasons have been celebrated in Cornwall through different festivals eg the `Obby Oss, Golowan....	

Impermanence	Nothing stays the same. Nothing is permanent.
Identity	What makes you different from other people
Ritual	Actions carried out with a meaning
Sacred	Religious or coming from God
Salvation	Being saved from the effect of sin.
Sociological	Studying human society and behaviour eg what do people believe
Spiritual	Connected with a person's spirit/ soul /essence
Symbolic	A mark, sign or words that represents a bigger idea
Ultimate concern	Whatever your mind or emotions is most focused on over time.

Les vacances de Noël  
famille

Talking about holidays; getting ready to go out; buying drinks and snacks; holiday plans; saying what you would like to do

Tous les ans...	Every year...	Je me douche	I have a shower
Normalement...	Normally...	Je me fais une crête	I spike my hair
nous allons	we go...	Je me parfume	I put on perfume/aftershave
en France	to France	Je m'habille	I get dressed
en Espagne	to Spain	Je me brosse les cheveux	I brush my hair
en Grèce	to Greece	Je me lave les dents	I clean my teeth
en Italie	to Italy	Je me regarde dans la glace	I look in the mirror
aux États Unis	to the USA	Je me rase	I shave
au Portugal	to Portugal	Je me maquille	I put on make-up
à la mer	to the seaside	Les nombres et l'argent	Numbers and money
à la montagne	to the mountains	quarante	40
à la champagne	to the countryside	cinquante	50
Nous allons au restaurant	We go to a restaurant	soixante	60
Nous visitons les monuments	We visit monuments	soixante-dix	70
Nous faisons du camping	We go camping	quatre-vingts	80
Nous faisons de la rando	We go hiking	quatre-vingt-dix	90
Nous faisons de la natation	We go swimming	Tu as combien d'argent?	How much money do you have?
Nous faisons des activités sportives	We do sports activities	J'ai dix euros cinquante	I've got €10,50

Au café	At the café
J'ai faim et j'ai soif	I'm hungry and thirsty
Vous désirez?	What would you like?
Je voudrais...	I'd like...
un café	a black coffee
un café-crème	a white coffee
un thé (au lait/citron)	a tea with milk/lemon
un chocolat chaud	a hot chocolate
un coca	a cola
un jus d'orange	an orange juice
un Orangina	an Orangina
une limonade	a lemonade
un sandwich au fromage	a cheese sandwich
un sandwich au jambon	a ham sandwich
un croquemonsieur	a cheese and ham toastie
une crêpe	a pancake
une glace à la vanille / à la fraise / au chocolat	a vanilla/strawberry/chocolate icecream

Careers idea! If you enjoy travelling you could combine languages with a career in travel and tourism; working in hotels, for airlines, as a travel agent, tour manager or tour guide.



Qu'est-ce que tu vas faire?	What are you going to do?	Les mots essentiels	High frequency words	Quels sont tes rêves?	What are your dreams?
Pendant les vacances...	During the holidays...	pendant	during	Je voudrais aller...	I would like to go...
Je vais...	I am going to...	combien (de)?	how much/many?	à Paris	to Paris
aller à la pêche	go fishing	à	to/in (+ town or city)	en Australie	T Australia
danser	dance	en	to/in ( + feminine country)	au Canada	to Canada
faire de l'accrobranche	go tree surfing	au	to/in ( + masculine country)	aux États-Unis	to the USA
faire du karaoké	do karaoke	aux	to/in ( + plural country)	Je voudrais...	I would like...
faire de la voile	go sailing	d'abord	first	être footballeur professionnel	to be a professional footballer
faire de la planche à voile	go windsurfing	ensuite	next	être danseuse professionnelle	to be a professional dancer
nager dans la mer	swim in the sea	puis	then	habiter dans une grande maison	to live in a big house
rester au lit	stay in bed	finalement	finally	avoir une voiture très cool	to have a really cool car
retrouver mes copains/copines	get together with my mates	quelquefois	sometimes	faire le tour du monde	to travel around the world
<b>Stratégie 5 Letter and sound patterns</b> Just as in English, many French words contain the same letter patterns. Recognising these patterns will help you to spell and say more words correctly. One way of remembering these is to write lists of words with identical letter patterns. Add to them as you come across more. Here are some from this module: montagne champagne soif voile footballeur danseur				rencontrer mon acteur/actrice préféré(e)	to meet my favourite actor/actress
				rencontrer mon chanteur/ma chanteuse préféré(e)	to meet my favourite singer
				rencontrer mon héros	to meet my hero

**I NEED TO KNOW:** Describing your town, giving opinions, ordering in a café and telling the time in Spanish.

¿Qué hay en tu ciudad?	What is there in your town?	¿Algo más?	Anything else?		
un castillo	a castle	No, nada más	No, nothing else	¿Qué hora es?	What time is it?
un centro commercial	a shopping centre	¿Y de beber?	And to drink?	Es la un...	It's one o'clock...
un estadio	a stadium	¿Cuánto es, por favor?	How much is it, please?	Son las dos...	It's two o'clock...
un mercado	a market	¿Cuándo?	When?	y cinco	five past
una piscina	a swimming pool	este fin de semana	this weekend	y diez	ten past
una plaza	a town square	el sábado por la mañana	on Saturday morning	y cuarto	quarter past
un polideportivo	a sports centre	el domingo por la tarde	on Sunday afternoon	y veinte	twenty past
teatro	drama	primero	first	y veinticinco	twenty five past
En la cafetería.	In the café.	luego	then	y media	half past
quiero	I want	a las tres de la tarde	at three in the afternoon	menos veinticinco	twenty five to
un batido de fresa	a strawberry milkshake	(un poco) más tarde	(a little later)	menos veinte	twenty to
un granizado de limón	an iced lemon drink	Palabras muy frecuentes	High frequency words	menos cuarto	quarter to
un café/un té	a coffee/a tea	A ver...	Let's see...	menos diez	ten to
calamares	squid	aquí	here	menos cinco	five to
gambas	prawns	allí	there	mi barrio	my area
jamón	ham	con	with	mi ciudad	my town
patatas bravas	spicey potatoes	hasta	until	mi pueblo	my village
tortilla	Spanish omelette	más	more		