



Need ● ● ●
to KNOW
LOOE COMMUNITY ACADEMY

Year 7
Spring 2

Be the
BEST
you can be

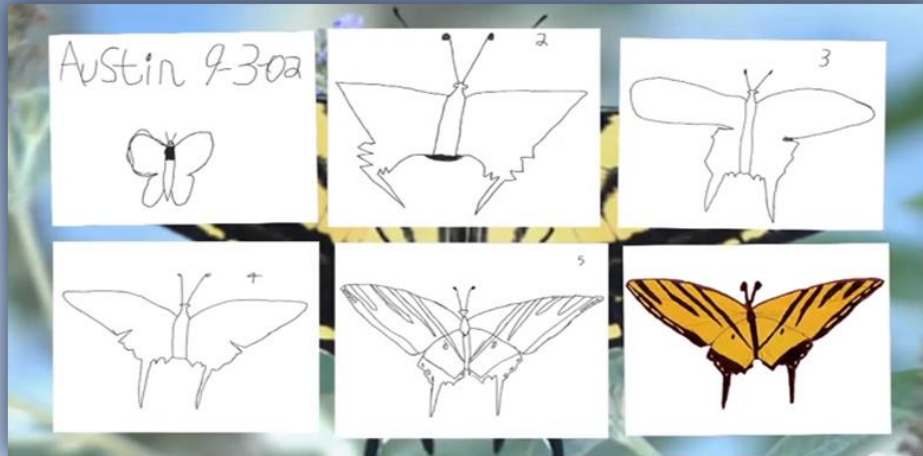




Need to KNOW
LOOE COMMUNITY ACADEMY

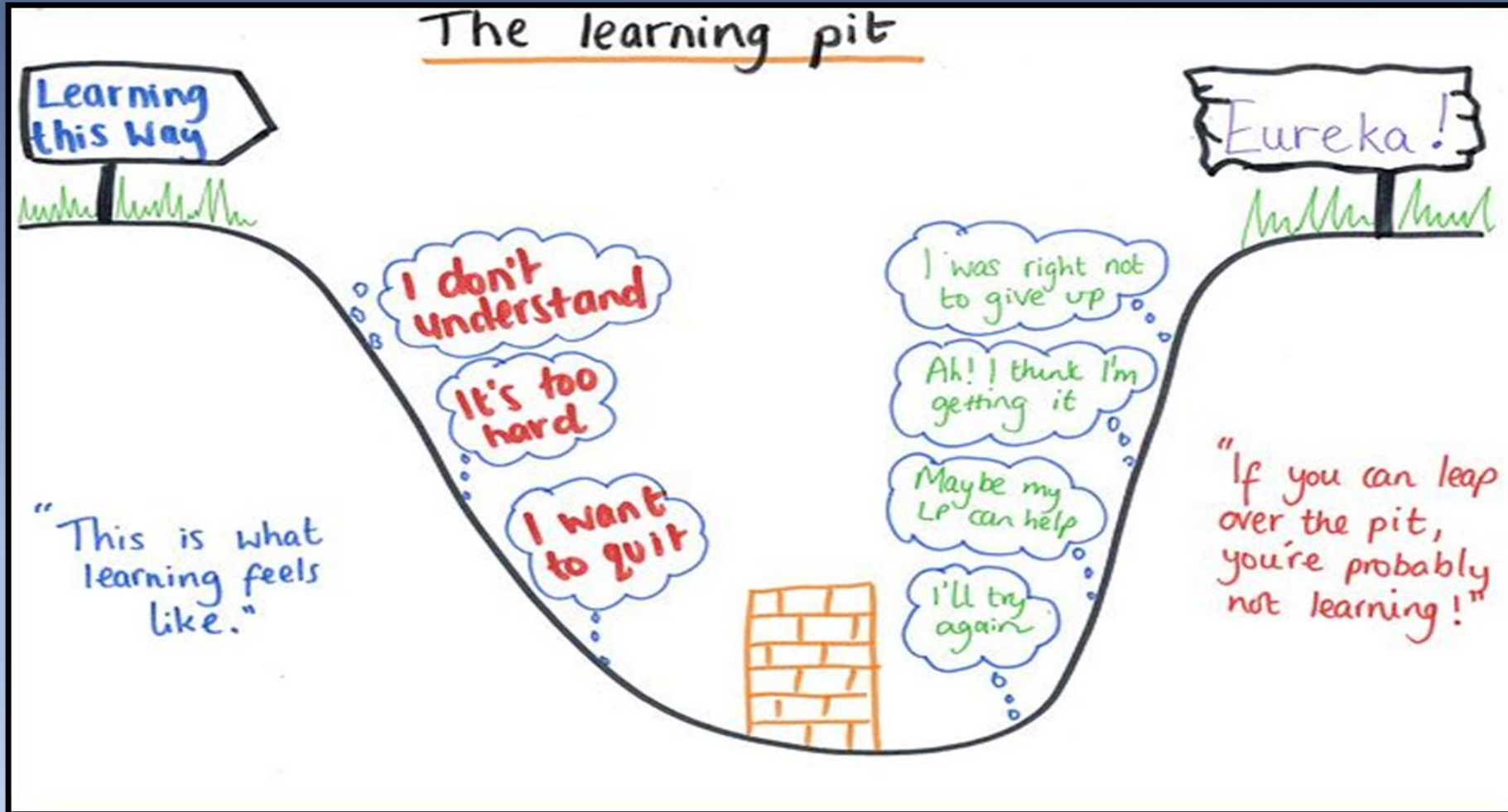
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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 my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning



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

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

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

4

Literacy for Life



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

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

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

I NEED TO KNOW:

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

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

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

Aspiration– a strong desire to achieve something high or great

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

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

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

Finance– the management of money



I NEED TO KNOW:

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

Key Characters

Mr Jones - Drunken owner of Animal Farm.

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

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

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

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

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

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

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

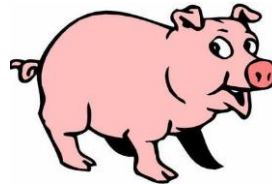
Clover - Maternal, caring and loyal.

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

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

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

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



How to explain your ideas

PEEDL

Point = name the technique.

Evidence= quote “ “

Explain= explain what the quote shows/the effect.

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

Link= write about the context of the novel.

What do these words mean?

Look them up. Learn how to spell them.

Communism

Tyranny

Dictator

Revolution

Commandment

Rebellion

Propaganda

Power corrupts; absolute power corrupts absolutely.

What does this mean?
Who said it?

Challenge Yourself

What happened in the Russian Revolution?

Find out about a Russian leader called Stalin.

Read another novel by George Orwell.

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

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

Maths Command Words

Estimate
Don't work out exactly!
Round the numbers to one significant figure first.
Estimate 4.7×6.2
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%
$\frac{1}{3}$	$0.\dot{3}$	$33.\dot{3}\%$
$\frac{2}{3}$	$0.\dot{6}$	$66.\dot{6}\%$
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{1}{10}$	0.1	10%
$\frac{1}{20}$	0.05	5%
$\frac{1}{100}$	0.01	1%

I NEED TO KNOW:

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



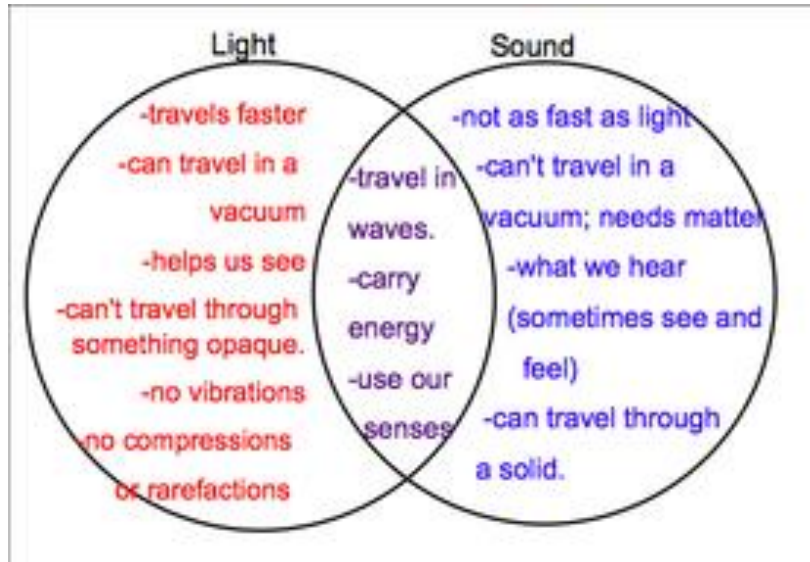
<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

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

1. Learn the differences between atoms, elements and compounds

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

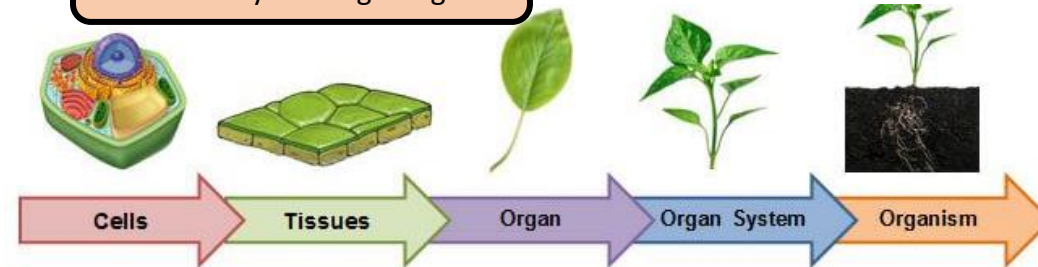
2. The properties of light and sound



3. The structure and function of different organ systems

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

4. Describe the order of hierarchy in living things

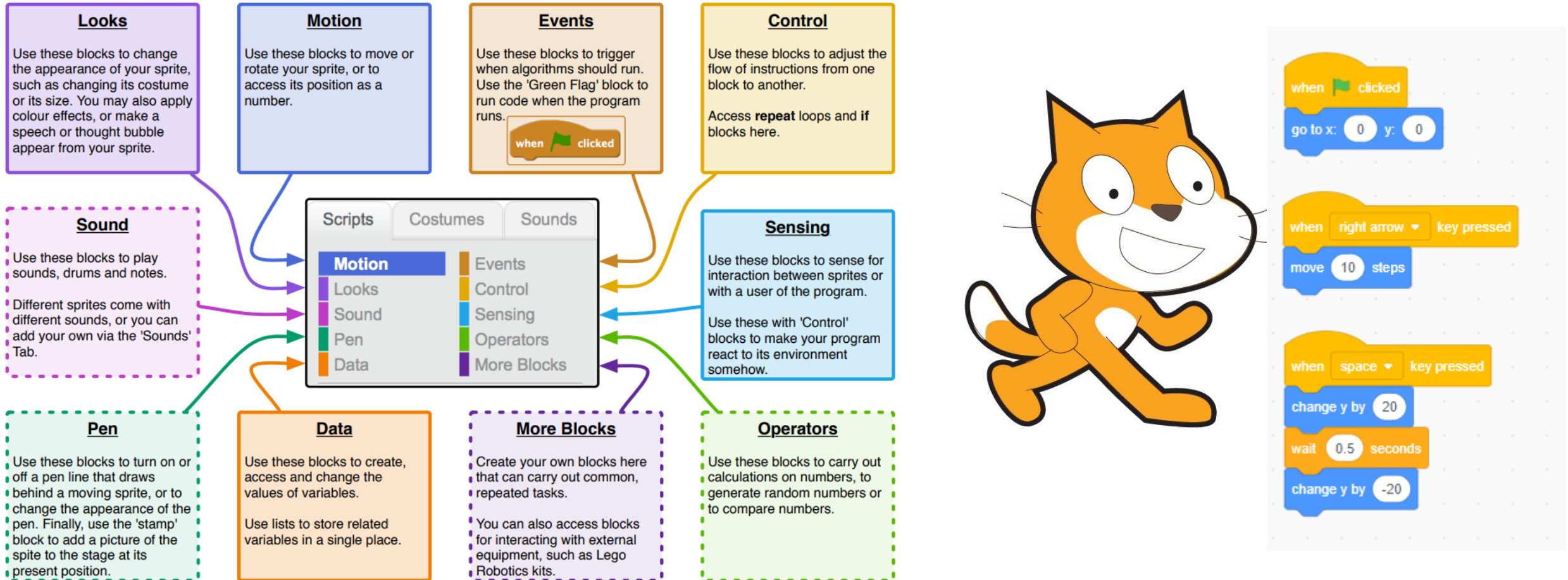


CHEMICAL CHANGE vs PHYSICAL CHANGE

Combustion	Rotting	Melting	Shredding
Rusting	Digestion	Boiling	Chopping

I NEED TO KNOW:

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



I NEED TO KNOW:

Different techniques used within Fashion & Textiles



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.

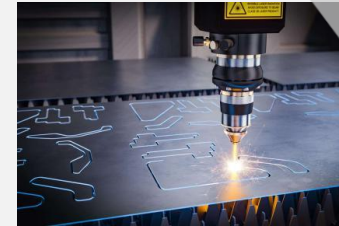


Batik

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

- ✓ Hair should be properly tucked inside the cap
- ✓ No earring or necklace/chains
- ✓ No outer pockets
- ✓ Wear neat and clean clothes
- ✓ No wrist watch/rings
- ✓ Cover all wounds
- ✓ Nails should be short and clean
- ✓ Torn clothes should be repaired or replaced
- ✓ Wear clogs and safety shoes
- ✗ Hair coming outside the cap
- ✗ Earring and necklace/chains
- ✗ Outer pocket and contents
- ✗ Dirty clothes
- ✗ Wrist watch/rings
- ✗ Open and bleeding wounds
- ✗ Long and painted nails
- ✗ Torn clothes
- ✗ Bare foot/slippers

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

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Energy	Fat	Saturated fat	Salt
1000kcal	3.0g	1.5g	0.9g
2000kcal	Low	Low	Low
13%	45%	7%	15%

Typical values (as sold) per 100g/697kJ/167kcal

Choose foods lower in fat, salt and sugars

Water, lower fat milk, sugar-free drinks including tea and coffee all count. Limit fruit juice and/or smoothies to a total of 150ml a day.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS



Claw Grip

Bridge Hold





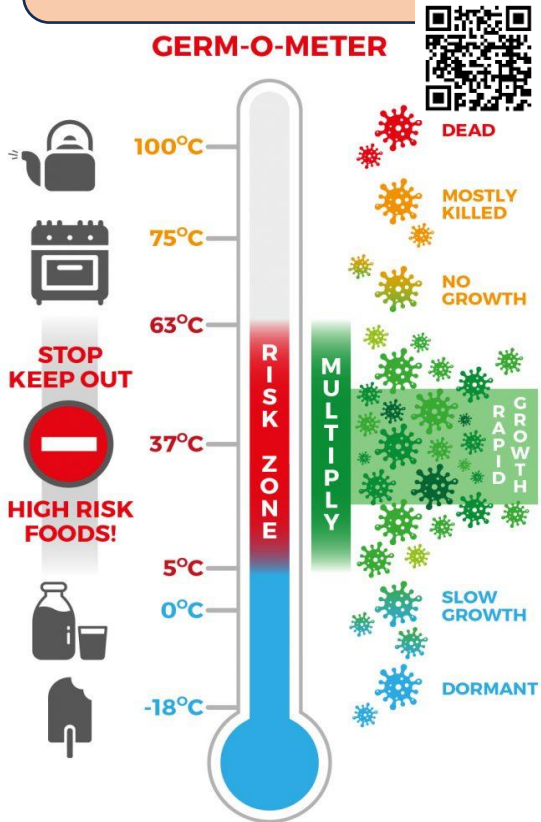
How to wash up



I NEED TO KNOW:

Temperatures to prevent food poisoning. Understanding Key equipment and utensil names. How to wash up. Evaluating my practical

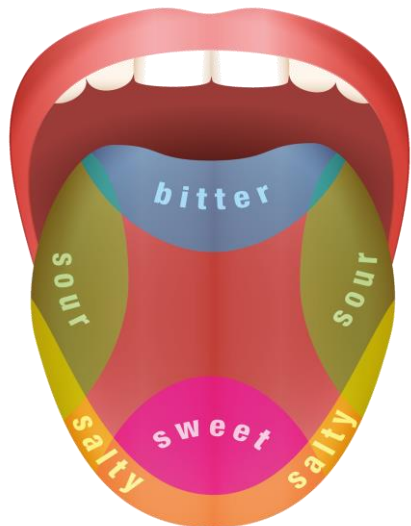
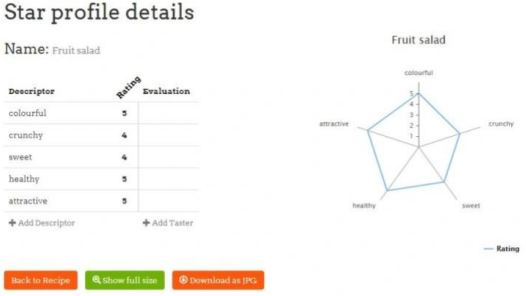
Important temperatures to avoid bacteria growth



Key equipment and utensil names in the kitchen

Food skill	Food skill	Food skill	Food skill	Food skill
Bake	Fry and sauté	Portion / divide		
Beat	Glaze and coat	Prove		
Blitz, puree and blend	Grate	Roast		
Casserole	Grill	Roll-out		
Chill	Juice	Rub-in		
Core	Knead	Sift		
Cream	Layer	Snip		
Crush	Mash	Spread		
Cut out	Measure	Stir-try		
Cut, chop, slice, dice and trim	Melt, simmer and boil	Weigh		
Decorate and garnish	Microwave	Whisk		
Drain	Mix, stir and combine	Zest		

Sensory Analysis



	Tasting vocabulary (sensory attributes)		
Sight	Bubbling	Flaky	Opaque
	Caramelised	Firm	Smooth
	Clear	Heavy	Solid
	Coarse	Icy	Steaming
	Crumbly	Juicy	Sticky
Smell	Acidic	Fresh	Spicy
	Aromatic	Meaty	Strong
	Bland	Mild	Sweet
	Citrus	Pungent	Tart
	Earthy	Savoury	Weak
Sound	Fragrant	Smoky	Zesty
	Brittle	Crisp	Pop
Taste	Crackle	Crunch	Sizzle
	Bitter	Rich	Strong
	Bland	Salty	Sweet
	Floury	Savoury	Tangy
	Hot	Smoky	Tart
Touch	Mild	Sour	Umami
	Piquant	Spicy	Zesty
	Brittle	Dry	Short
	Bubbly	Goosey	Soft
	Chewy	Granular	Solid
	Close	Greasy	Tacky
	Cloying	Moist	Tender
Coarse	Open	Waxy	

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	Connotes 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.

<p>WEEK 1 & 2</p>	<p><u>Introduction - Technique</u> Appreciate and understand the origins and characteristics of Indian Dance. Learn set movement material and explore a range of choreographic devices to develop movement material. Using Indian dance as a stimulus to create a duet and apply the characteristics within your choreography, performing gestures and footwork.</p>
<p>WEEK 3 & 4</p>	<p><u>Choreographic</u> Continue to develop the movement material by looking at how spatial features can enhance the overall choreography. Develop understanding and skill in structuring a piece of choreography and explore how planning ahead can support the overall focus and intention of the piece.</p>
<p>WEEK 5 & 6</p>	<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>

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

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	Soundscapes 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	Presentation and Assessment 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.
	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.

LESSON 5 & 6		
Preparation	How can you tell a story in silence?	
Terminology	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.
	Revision from unit 1: 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.



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>

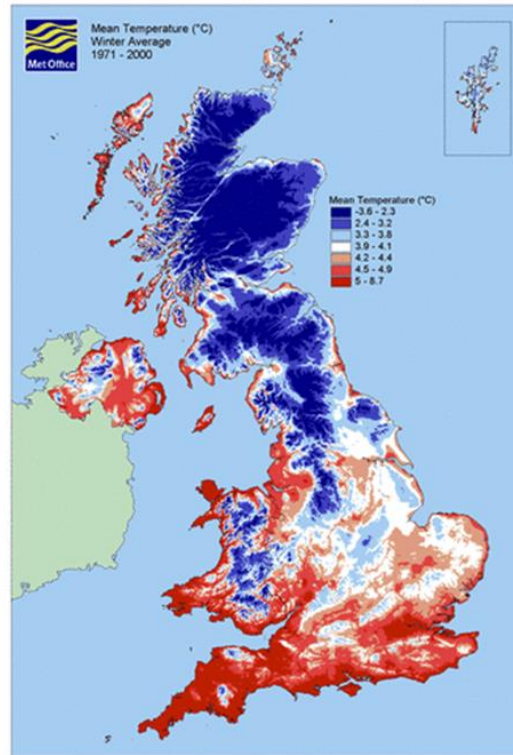
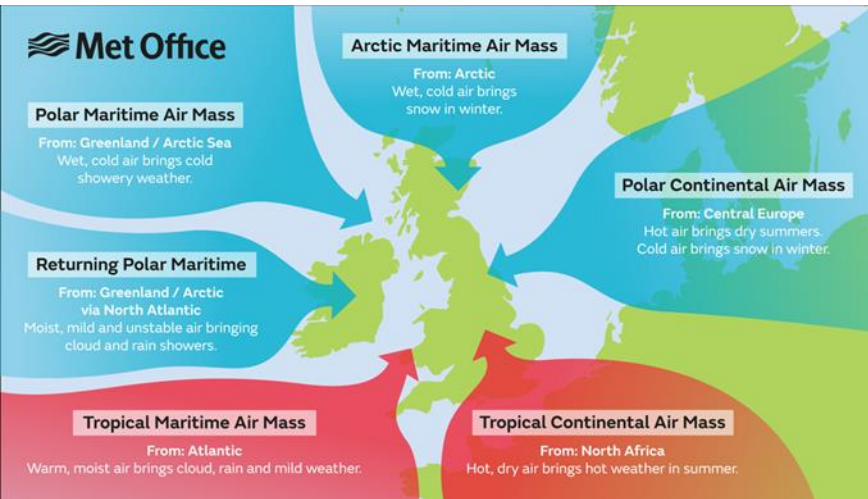
Games Sense		
Invasion Games	Invade opponent's territory and score a goal or point.	
Football Rugby	Attacking skills	<i>Passing and moving, shooting</i>
	Defending skills	<i>Marking tackling</i>
	Working with others	<i>Being part of a team</i>
	Fair play	<i>Respecting rules and decisions</i>

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

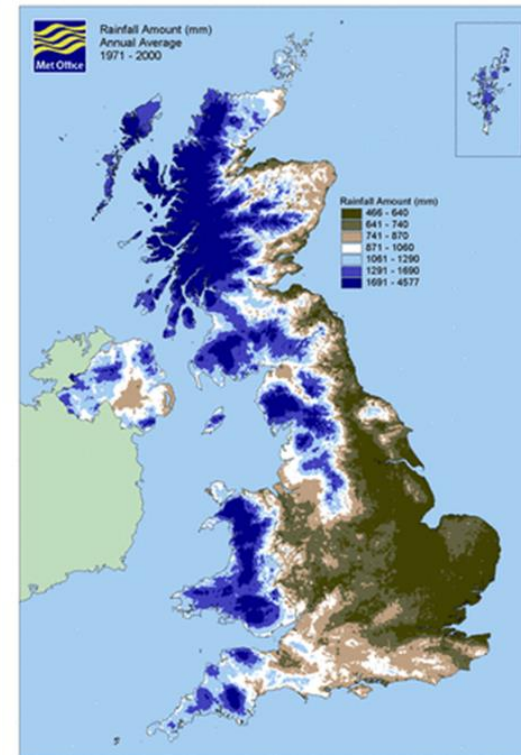
I NEED TO KNOW:

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

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



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?

Could You describe the pattern of weather in the UK?

I NEED TO KNOW:

Causes and developments of the Black death



The People's Health Knowledge Organiser – Topic One: Medieval Britain 1250-1500

Summary

1.	Known as the Middle Ages, England had a rural economy that was based on farming. About 90% of the population lived in the countryside. There were a few bigger towns like York and London, but most towns were small, with fewer than 3000 inhabitants.
----	---

Key Events

2.	1230	A water channel called the Great Conduit was built to bring clean water into London, as the Thames was getting too toxic.
3.	1276	King Edward I orders Shrewsbury market square be paved.
4.	1300	London was the biggest city with over 100,000 population.
5.	1309	People fined 40p for dumping their waste in the streets.
6.	1348	Black Death arrives in Britain. A third of the population died.
7.	1348	Winchester ordered new cemeteries built outside of the town away from the houses.
8.	1348	The town of Gloucester tried to shut itself off from the outside world. They thought the plague was spread by human contact.
9.	1349	Edward III sent an order to the Mayor of London to remove filth from the city streets, in the hope of removing bad smells.
10.	1349	Edward III took the decision to close Parliament.
11.	1385	Waste warden appointed in London.
12.	1388	Government ordered town authorities to keep the streets free of waste. York and London banned people from dumping waste.
13.	1420	Exeter town council starts expanding the water system.
14.	1423	Richard Whittington, Mayor of London, left money for improving London, including a public toilet seating 128 called Whittington's Longhouse in the parish of St Martin Vintry that was cleansed by the River Thames at high tide

Key Words

15.	4 humours	Four liquids that make up the human body, according to ancient Greek doctors.
16.	Physicians	Trained doctors.
17.	Monastery	A building or buildings occupied by a community of monks living under religious vows.
18.	Supernatural	To do with forces such as gods and spirits.
19.	Miasma	An invisible mist that was once thought to cause diseases.
20.	Bloodletting	The removal of some of a patient's blood using leeches.
21.	Purging	Giving patients laxatives to help remove fluids from the body.
22.	Latrine	Toilet without any flushing system.
23.	Conduit	A small fountain or water pipe.
24.	Raker	Street cleaner.
25.	Flagellants	People who whip themselves or others to try to avoid getting the plague.
26.	Pestilence	Any serious infectious disease.
27.	Cesspit	A pit or chamber used for collecting human excrement.
28.	Privy	Toilet, often without any flushing system.
29.	Plague	A disease that first appeared in England as the Black Death in 1348.
30.	Gongfermer	Person who cleans out cesspits.
31.	Amulets	People carried charms to prevent the spread of disease.

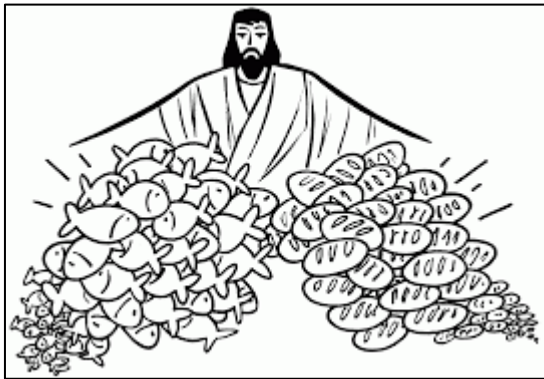
I NEED TO KNOW:

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 Saducees.

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

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

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

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

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

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

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

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

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

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

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

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