



Need ● ● ●
toKNOW
LOOE COMMUNITY ACADEMY

Year 7
Summer 1

Be the
BEST
you can be

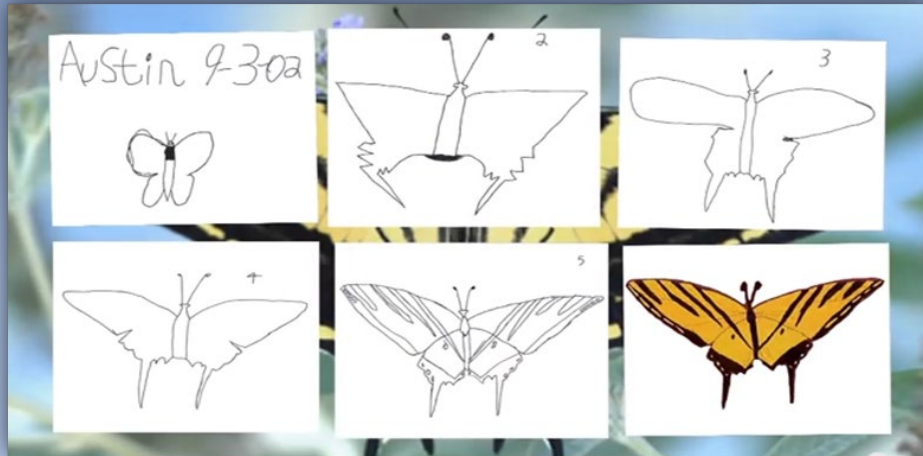




Need to KNOW
LOOE COMMUNITY ACADEMY

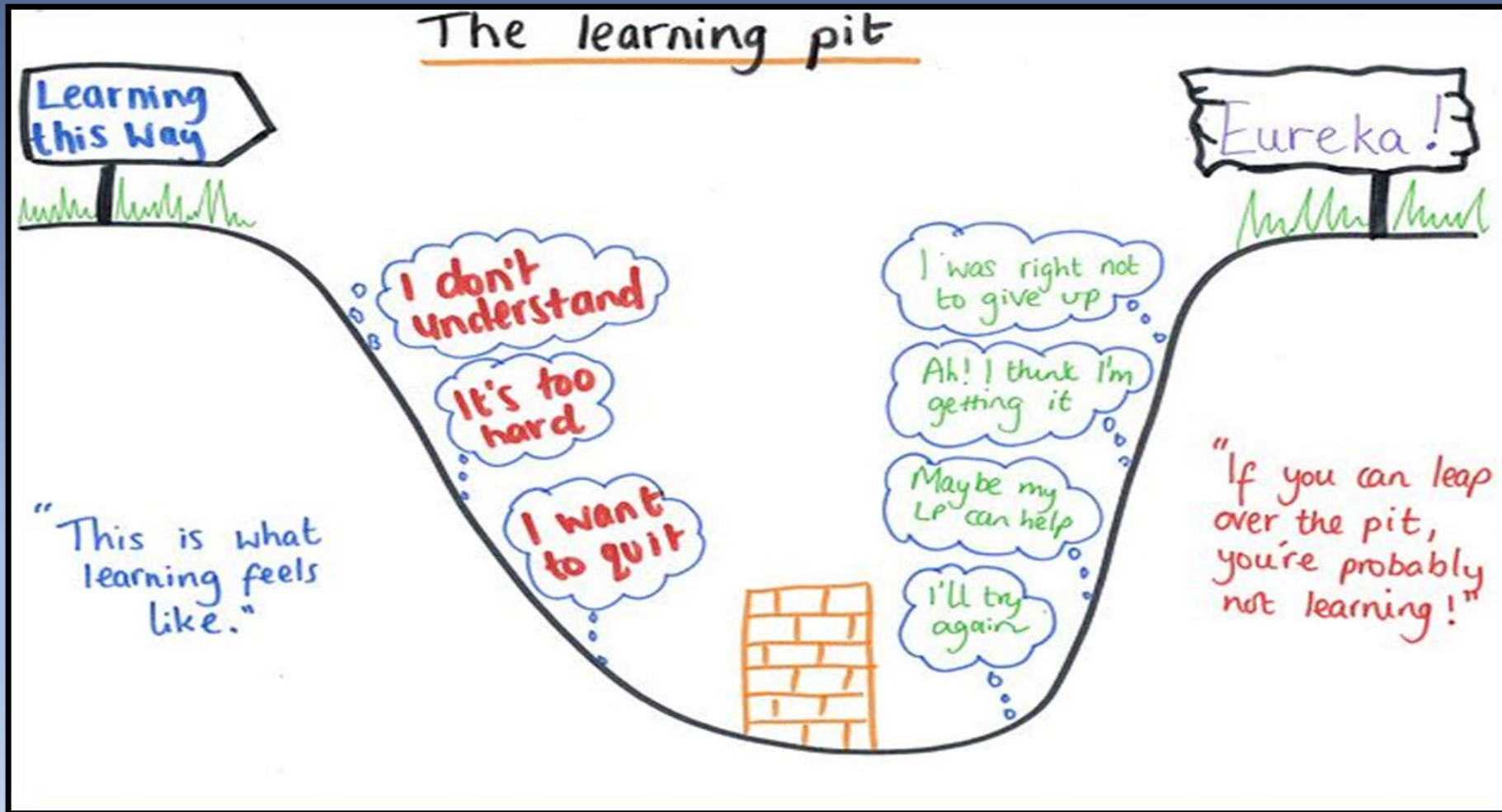
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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 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?**

GEOMETRY 1

What do I need to be able to do?
By the end of this unit, you should be able to:

- Solve simple two-step equations
- Confidently name angles using traditional conventions
- Measure and draw angles up to 360°
- Understand and apply basic angle facts
- Identify polygons and their properties
- Find missing angles in triangles and quadrilaterals

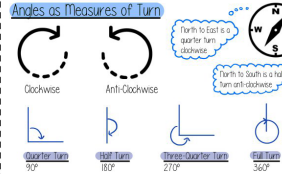
Solving One-Step Equations There is more to this than just spotting the answer

$x \cdot 16 = 31$ $x \cdot 16 \div 16 = 31 \div 16$ $x = 31 \div 16$ $x = 1.9375$	$\frac{x}{3} = 16$ $\frac{x}{3} \cdot 3 = 16 \cdot 3$ $x = 48$	$\frac{m}{4} = 3$ $\frac{m}{4} \cdot 4 = 3 \cdot 4$ $m = 12$	$3 = \frac{f}{3}$ $3 \cdot 3 = \frac{f}{3} \cdot 3$ $9 = f$
--	--	--	---

Solving Two-Step Equations

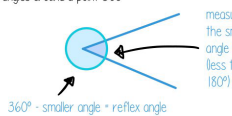
$2x + 8 = 18$ $2x + 8 - 8 = 18 - 8$ $2x = 10$ $2x \div 2 = 10 \div 2$ $x = 5$	$\frac{x}{4} + 2 = 5$ $\frac{x}{4} + 2 - 2 = 5 - 2$ $\frac{x}{4} = 3$ $\frac{x}{4} \cdot 4 = 3 \cdot 4$ $x = 12$
---	--

Angles as Measures of Turn




Clockwise: 90° (Quarter Turn), 180° (Half Turn), 270° (Three Quarter Turn), 360° (Full Turn)
 Anti-clockwise: 90° (Quarter Turn), 180° (Half Turn), 270° (Three Quarter Turn), 360° (Full Turn)

Angles over 180°
Use your knowledge of straight lines 180° and angles around a point 360°



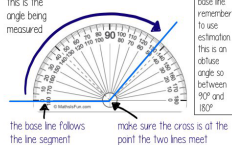
360° - smaller angle = reflex angle

Draw Angles to 180°
Draw a 45° angle



make a mark at 45° with a pencil and join to the angle point (use a ruler)
make sure the cross is at the end of the line (where you want the angle)

Measure Angles to 180°



the base line follows the line segment
make sure the cross is at the point the two lines meet

Basic Angle Rules & Notation

- Acute Angles:** 0° < angle < 90°
- Obtuse Angles:** 90° < angle < 180°
- Reflex Angles:** 180° < angle < 360°
- Right Angles:** 90°
- Straight Line:** 180°
- Angles Around a Point:** 360°
- Vertical Opposite Angles:** Equal

the letter in the middle is the angle the arc represents the part of the angle

Angle Notation: three letters ABC. This is the angle at B = 102°
Line Notation: two letters DC. The line that joins D to C.

Triangles

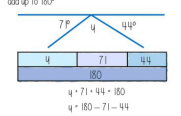
All interior angles in a triangle add up to 180°

Dash notation indicates equal length sides

- Isosceles Triangle:** two sides are the same length, base angles the same size
- Equilateral Triangle:** all sides are the same length, all angles the same size
- Scalene Triangle:** all sides are the different lengths, all angles different sizes

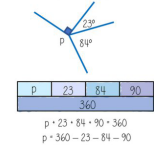
Calculating Missing Angles

Adjacent angles that share a common point on a line add up to 180°



$q + 71 + 44 = 180$
 $q + 180 - 71 = 180 - 44$
 $q = 69°$

The sum of angles around a point is 360°



$p + 23 + 84 + 90 = 360$
 $p + 360 - 23 - 84 = 360 - 90$
 $p = 163°$

Quadrilaterals

All interior angles in a quadrilateral add up to 360°

- Square:** all sides are equal size, opposite angles are equal
- Rectangle:** opposite sides are equal, opposite angles are equal
- Rhombus:** all sides are equal size, opposite angles are equal
- Parallelogram:** opposite sides are parallel, opposite angles are equal
- Trapezium:** one pair of parallel lines
- Kite:** no parallel lines, two pairs of equal sides, one pair of equal angles

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.

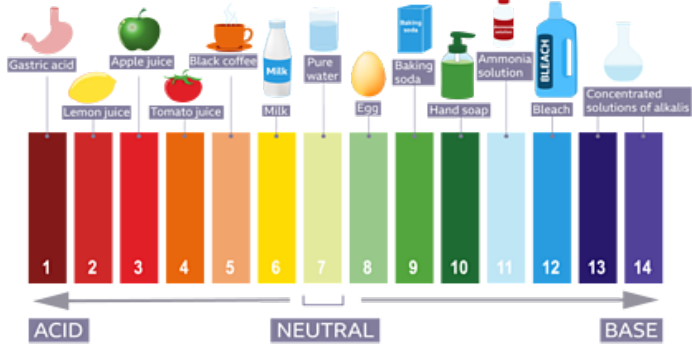


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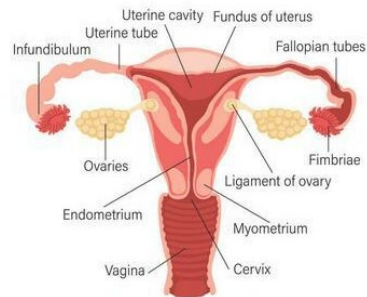
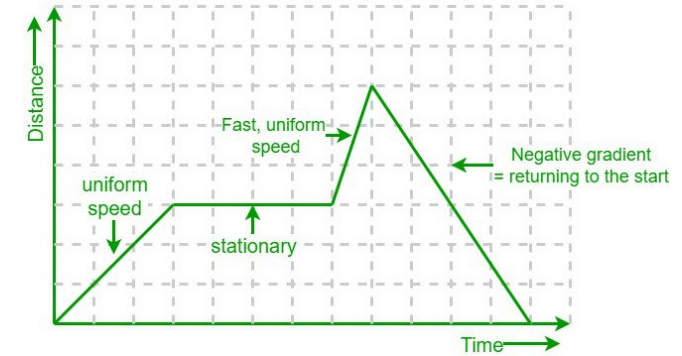
1. Structure & function of reproductive organs in humans and plants.

2. Factors that contribute to a healthy lifestyle

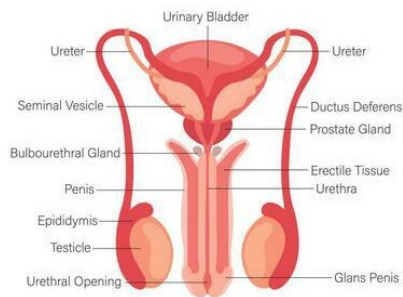
3. Acids and Alkalis



4. Motion & pressure



FEMALE REPRODUCTIVE SYSTEM



MALE REPRODUCTIVE SYSTEM

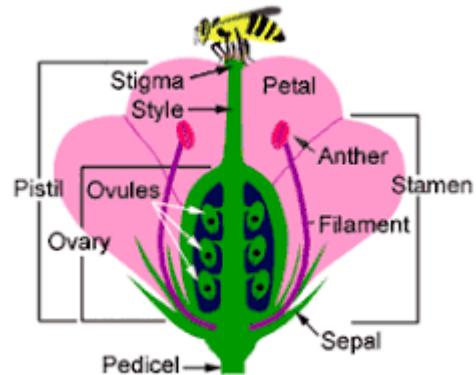
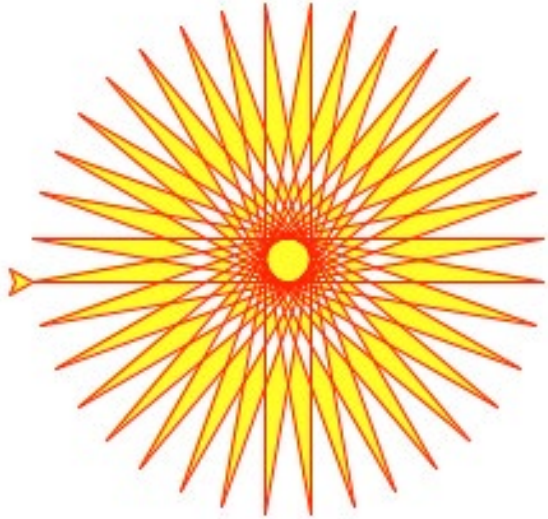


Figure 19. Complete flower structure

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)
```

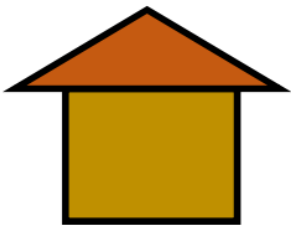
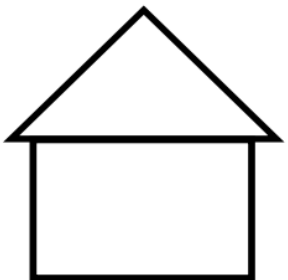
```
turtle.pensize(enter pen thickness size here)
```

```
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()
```



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

- ✓ 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

Check the label on packaged foods

Energy (kcal)	3.0g	1.3g	34g	0.9g
Protein	Low	Low	High	High
Fat	13%	13%	38%	15%

Each serving (150g) contains

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.

Choose foods lower in fat, salt and sugars

Choose wholegrain or higher fibre versions with less added fat, salt and sugar

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.

6-8 a day

Choose unsaturated oils and use in small amounts

Oil & spreads

Choose lower fat and lower sugar options

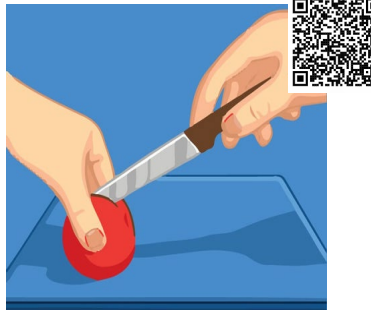
Choose more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

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



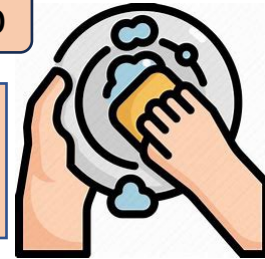
Claw Grip

Bridge Hold





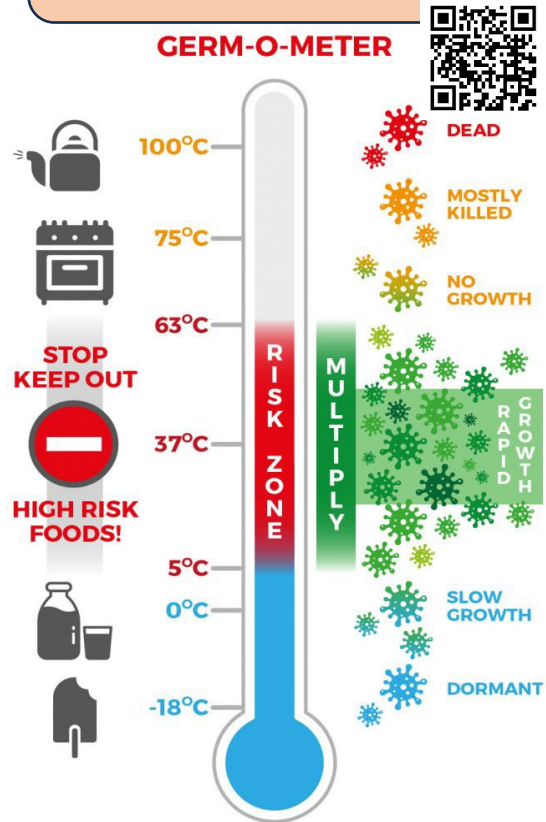
How to wash up



I NEED TO KNOW:

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

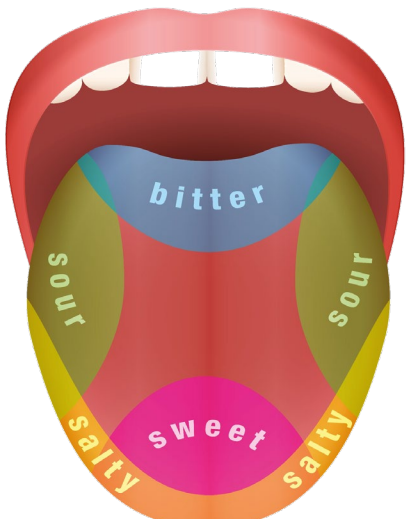
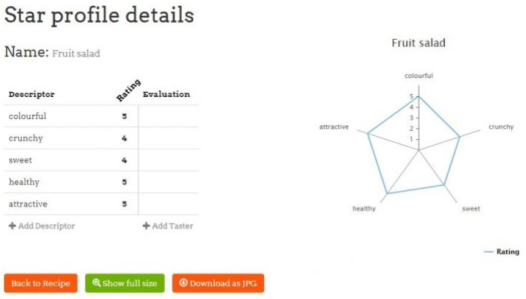
Important temperatures to avoid bacteria growth



Key equipment and utensil names in the kitchen

Food skill	Food skill	Food skill	Food skill	Food skill
Bake	Fry and sauté	Grill	Portion / divide	
Beat	Glaze and coat	Roast	Prove	
Blitz, puree and blend	Grate	Roll-out		
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 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	Goey	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 beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

CONCEPT OR DIAGRAM



Vincent VanGogh

Georgia O'Keeffe

KEY WORDS		WEEKS	PREPARATION TASK & HELPFUL LINKS
Shape	An element of art that is two-dimensional, flat, or limited to height and width.		Draw a flower step by step video .
Form	Connotes something that is three-dimensional and encloses volume, having length, width, and height.	WEEK 1	https://www.youtube.com/watch?v=KZvyNI717nE
Scale	The relative size of something.		Look at the work of the Dutch flower painters
Proportion	Ensuring the correct size of objects/things in a picture in comparison to each other.	WEEK 2	https://www.nationalgallery.org.uk/exhibitions/past/dutch-flowers/dutch-flower-painting-in-detail
Composition	The placement or arrangement of visual elements or ingredients in a work of art.	WEEK 3	Look at Artists who have been inspired by flowers https://artsandculture.google.com/story/10-artworks-inspired-by-flowers/fwIS781eEFtoKQ
Compare	To examine or look for the difference between two or more things.		Look at SUNFLOWERS by Van Gogh
Similarity and Difference	What is the same of different in 2 or more pieces of work.	WEEK 4	https://www.vangoghmuseum.nl/en/collection/s0031v1962
Variation	A different version of something.		Follow the tutorial and make a paper flower
Enhance	Intensify, increase, or further improve the quality.	WEEK 5	https://www.youtube.com/watch?v=fgzOJQmWGv0
Inspired	Something that gives someone an idea about what to do or create.		Learn about colour meaning and symbolism
Symbolism	The use of symbols to represent ideas or qualities.	WEEK 6	https://www.youtube.com/watch?v=Vxs3NiSry_Y

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.

Subject: Dance

Year : 7

Knowledge organiser Curriculum Topic: World Art

Key Concept: Appreciation, Technique and Choreographic

WEEK 1 & 2	<p><u>Own Interpretation - Banksy</u></p> <p>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.</p>
WEEK 3 & 4	<p><u>Own Interpretation – Kandinsky</u></p> <p>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.</p>
WEEK 5 & 6	<p><u>Share ideas, perform and appreciate</u></p> <p>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.</p>

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

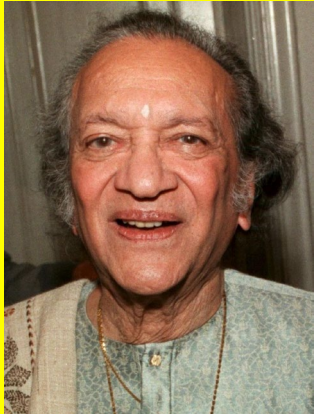
I NEED TO KNOW:

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

<p>WEEK 1,2,3,4 and 5</p>	<p>Introducing you to the sounds, instruments, and rhythms from around the world with a focus country each week. From Japan to Australia.</p> <p>https://www.youtube.com/watch?v=YsZKqzImqIg&list=PL3EEACB0927453C11 Traditional Punjabi Indian Music</p> <p>A link to hear stereotypical Music heard around the world</p> <p>https://www.youtube.com/watch?v=lxkOuFiHy9c</p>
<p>WEEK 6</p>	<p>Presentation and Assessment Presentation week of your understanding with a World Music Project</p>

A link to hear stereotypical Music heard around the world

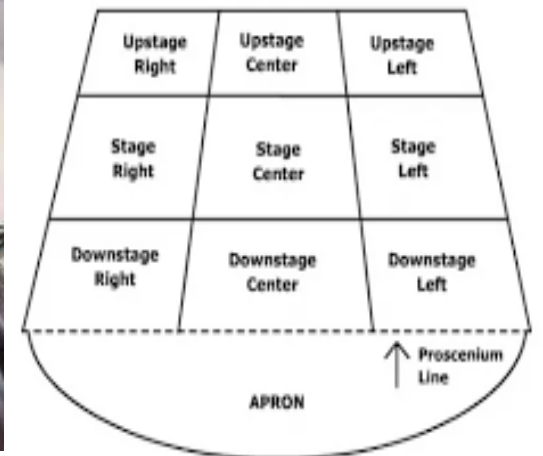
<https://www.youtube.com/watch?v=lxkOuFiHy9c>

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?	https://shorturl.at/ijrRZ
Week 3 and 4- How to create a Fairy Tale.	https://shorturl.at/hlDQ9
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			Setting Personal Bests			Self esteem and confidence and wellbeing		
Thinking Me	In rounders and cricket		Be the Best Me	In Athletics events		Healthy Me	Through athletics and striking and fielding games	
Fielding skills	Bowling	Underarm bowling for rounders	Target setting	Sprinting technique	Targets for sprinting events	Wellbeing	confidence	Know what success is
	Bowling	Overarm bowling cricket		Long distance running	Understating pacing and timings		teamwork	Know what it feels like to be part of a team
	Overarm Throwing	Where to throw the ball over arm and when		Throwing	Techniques for shot and javelin and setting targets for throws		Resilience	Experiencing success and failure
	Underarm Throwing	<i>Where to throw the ball underarm</i>		Jumping?	Techniques for long jump and triple jump and target setting		Competence	Knowing when you have done something well

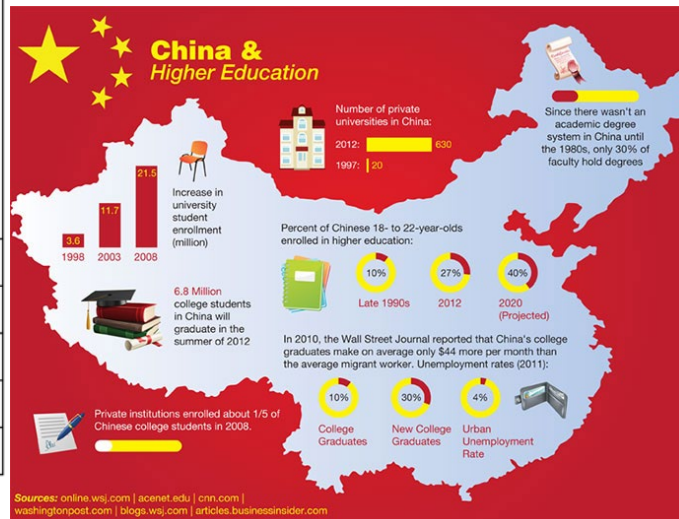
I NEED TO KNOW:

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

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.

	United Kingdom	China
Population Density	63 million 249 per sq km	1.34 billion 140 per sq km
Area Coastline	243,610 sq km 12,429 km	9,596,961 sq km 14,500 km
Physical Geography	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. 	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. 
Urban / Rural Pop.	80% - 20%	47% - 53%
GDP per Capita	\$33,000	\$6,000
Internet Users	51 million	389 million
Literacy rate	99%	92%
School duration	16 years	12 years



Sources: online.wsj.com | acenet.edu | cnn.com | washingtonpost.com | blogs.wsj.com | articles.businessinsider.com

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

Pagans 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. Rememberpeople 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	during	Je voudrais aller...	I would like to go...
Pendant les vacances...	During the holidays...	combien (de)?	how much/many?	à Paris	to Paris
Je vais...	I am going to...	à	to/in (+ town or city)	en Australie	To Australia
aller à la pêche	go fishing	en	to/in (+ feminine country)	au Canada	to Canada
danser	dance	au	to/in (+ masculine country)	aux États-Unis	to the USA
faire de l'accrobranche	go tree surfing	aux	to/in (+ plural country)	Je voudrais...	I would like...
faire du karaoké	do karaoke	d'abord	first	être footballeur professionnel	to be a professional footballer
faire de la voile	go sailing	ensuite	next	être danseuse professionnelle	to be a professional dancer
faire de la planche à voile	go windsurfing	puis	then	habiter dans une grande maison	to live in a big house
nager dans la mer	swim in the sea	finalement	finally	avoir une voiture très cool	to have a really cool car
rester au lit	stay in bed	quelquefois	sometimes	faire le tour du monde	to travel around the world
retrouver mes copains/copines	get together with my mates	Stratégie 5 Letter and sound patterns 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	spicy potatoes	hasta	until	mi pueblo	my village
tortilla	Spanish omelette	más	more		