

Bomere and the XI Towns Federation Knowledge Organiser—RE

<p>Topic: What did Jesus do to save human beings?</p> <p>Digging Deeper</p>	<p>Class/Year Groups: Upper KS2—Wrekin Class</p>	<p>Term: Spring Term 2023</p>
<p>What you already know?</p> <p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</p> <p>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	<p>What you will learn:</p> <p>Making Sense of the Belief</p> <p>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</p> <p>Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.</p> <p>Understanding the Impact</p> <p>Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.</p> <p>Making Connections</p> <p>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.</p>	<p>Vocabulary</p> <p>Communion/ mass/ eucharist / the Lord's supper—All words for the act of remembering Jesus's death with bread and wine</p> <p>Martyr—Someone who is killed because of their beliefs</p> <p>Sacrifice—To put other people's needs above your own, at cost to yourself</p> <p>Corinthians—The people who live in Corinth who the apostle Paul wrote a letter to found in the bible. #</p>
<p>Shropshire Agreed Syllabus Programme of Study KS2:</p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>		



Bomere and the XI Towns Federation Knowledge Organiser—Mixtures and Reactions

Topic: Science— Mixtures and Reactions

Class/Year Groups: Wrekin

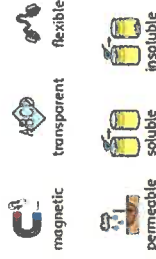
Term: Spring

What you already know?

- A variety of everyday materials including wood, plastic, glass, metal, water and rock.
- The physical properties of a variety of everyday materials (including those that are transparent) and to compare and group materials on the basis of these properties
- How materials are suitably used based on their properties.
- How magnets and electrical circuits work.
- Some materials which are magnetic.
- How shapes of solid objects can be changed by squashing, bending, twisting and stretching.
- Materials that are solids, liquids and gases and their particle structure.
- Some materials change state when they are heated or cooled and the temperature at which this happens.
- The roles of melting, evaporation and condensation in the water cycle and the role

What you will learn:

How to group materials based on their properties using more complex vocabulary.



- What thermal insulators are.
- What electrical insulators and conductors are.



What dissolving is.



- Materials can be separated after they have been mixed?

Vocabulary:

Materials - The substance that something is made out of, e.g. wood, plastic, metal.

Solids— One of the three states of matter. Solid particles are very close together, meaning solids, such as wood and glass, hold their shape.

Liquids—This state of matter can flow and take the shape of the container because the particles are more loosely packed than solids and can move around each other. Examples of liquids include water and milk.

Gases—One of the three states of matter. Gas particles are further apart than solid or liquid particles and they are free to move around. A gas fills its container, taking both the shape and the volume of the container. Examples of gases are oxygen and helium

Melting - The process of heating a solid until it changes into a liquid.

Freezing—When a liquid cools and turns into a solid. evaporating When a liquid turns into a gas or vapour.

Condensing - When a gas, such as water vapour, cools and turns into a liquid.




Conductor—A conductor is a material that heat or electricity can easily travel through. Most metals are both thermal conductors

National Curriculum Objectives:

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.



Bomere and the XI Towns Federation Knowledge Organiser—Art

<p>Topic: Art - Painting—Monet</p>	<p>Class/Year Groups: Wrekin</p>	<p>Term: Spring</p>
<p>What you already know?</p> <ul style="list-style-type: none"> How to vary brush techniques to create shapes, textures, patterns and lines; How to mix colours effectively using the correct language How to use inspiration from famous artists to replicate a piece of work; How to reflect upon their work inspired by a famous notable artist and the development of their art skills; How to express an opinion on the work of famous, notable artists and refer to techniques and effect. 	<p>What you will learn:</p> <p>Claude Monet was born in Paris.</p> <p>He was artistic from a very young age.</p> <p>Monet was influenced by a meeting with Eugène Boudin, a French painter noted for his seascapes. He taught Monet how to use oil paints.</p> <p>The name 'impressionism' comes from a painting Monet exhibited called 'Impression, Sunrise'.</p> <p>He painting landscapes and everyday scenes.</p> <p>Monet did not want to paint a realistic picture but an 'impression' of what he could see.</p> <p>He used thick layers of paint and fast brushstrokes.</p> <p>To use related techniques to create own painting influenced by Monet.</p> 	<p>Vocabulary:</p> <p>blend, mix, line, tone, shape, absorb, impressionism, impressionists.</p> <p>primary colours colours from which all other colours can be made by mixing. (blue, red, yellow)</p> <p>secondary colour a colour made by mixing two primary colours (orange, green, purple).</p> <p>Non naturalistic colours Colours which do not appear naturally</p> <p>Foreground the part of a view that is nearest to the observer,</p> <p>middle ground, the middle distance of a painting</p> <p>background, the part of a picture that appears furthest from the viewer.</p> <p>abstract, artwork that doesn't represent reality</p> <p>emotion, a strong feeling or mood</p> <p>Impressionism 19th century art style that focuses on the effects of light and atmosphere on colours and forms usually using small brush strokes.</p> <p>Impressionist artist who used 'impression' of what the person, light, atmosphere, object or landscape looked like to them</p>
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. <p>Children can:</p> <ul style="list-style-type: none"> create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; 	<p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> give detailed observations about notable artists', artisans' and designers' work; offer facts about notable artists', artisans' and designers' lives; 	 

Bomere and the XI Towns Federation Knowledge Organiser—Evolution and Inheritance

Topic: Science—Evolution and Inheritance

Class/Year Groups: Wrekin

Term: Spring

What you already know?

Pupils will not have had any formal teaching about evolution prior to this unit but will have studied classification and will be aware of the variety of life on Earth. They will have learned about fossil formation in Year 3 and should know that fossils are the imprint of a living animal or plant in the rocks.

What you will learn

Offspring
Animals produce offspring that are similar but not identical to them. Offspring often look like their parents because features are passed on.

Variation
In the same way that there is variation between parents and their offspring, you can see variations within any species, even plants.

Natural Selection
Fossils of giraffes from millions of years ago show that they used to have shorter necks. They have gradually evolved through natural selection to have longer necks so that they can reach the top leaves on taller trees.



Adaptive Traits
Characteristics that are influenced by the environment the living things live in. These adaptations can develop as a result of many things, such as food and climate.

Inherited Traits
Eye colour is an example of an inherited trait, but so are things like hair colour, the shape of your earlobes and whether or not you can smell certain flowers.

Fossils are the preserved remains, or partial remains, of ancient animals and plants. Fossils let scientists know how plants and animals used to look millions of years ago. This is proof that living things have evolved over time.

Evolution is the gradual process by which different kinds of living organisms have developed from earlier forms over millions of years. Scientists have proof that living things are continuously evolving - even today!



Living Things	Habitat	Adaptive Traits
polar bear	arctic	Its white fur enables it to camouflage in the snow.
camel	desert	It has wide feet to make it easier to walk in the sand.
cactus	desert	It stores water in its stem.
toucan	rainforest	Its narrow tongue allows it to eat small fruit and insects.

Vocabulary

- Evolution**
Adaptation over a very long time.
- Natural selection**
The process where organisms that are better adapted to their environment tend to survive and produce more offspring.
- Fossil**
The remains or imprint of a prehistoric plant or animal embedded in rock and preserved.
- Inherited traits**
These are traits you get from your parents. Within a family, you will often see similar traits, e.g. curly hair.
- Off spring**
The young animal or plant that is produced by the reproduction of that species.
- Environment**
An environment contains many habitats and includes areas where there are both living and non living things.

National Curriculum Objectives:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.



Bomere and the XI Towns Federation Knowledge Organiser—RE

<p>Topic: What does it mean if God is Holy and loving?</p>	<p>Class/Year Groups: Upper KS2—Wrekin Class</p>	<p>Term: Spring Term 2023</p>
<p>What you already know?</p> <p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>What you will learn:</p> <p>Making Sense of the Belief</p> <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Understanding the Impact</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Making Connections</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>Vocabulary</p> <p>Omniscient—Knowing everything</p> <p>Benevolent—Well meaning and kind</p> <p>Omnipresent—Present everywhere at the same time</p> <p>Sin - An offence against God; breaking of the 10 commandments</p> <p>Omnipotent—Unlimited power</p> <p>Pure—Without sin or fault</p> <p>Immutable—Unable to change, never changed over time</p> <p>Forgiveness—Overcomes resentment or vengeance</p>

Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.



Bomere and the XI Towns Federation Knowledge Organiser—DT

<p>Topic: Electrical Control</p>	<p>Class/Year Groups: Wrekin</p>	<p>Term: Spring</p>
<p>What you already know?</p> <p>Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.</p> <p>Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.</p>	<p>What you will learn:</p> <p>Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Making Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</p> <p>Evaluating Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p> <p>Technical knowledge and understanding Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.</p>	<p>Vocabulary</p> <p>series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief</p>
<p>National Curriculum Objectives:</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors], apply their understanding of computing to program, monitor and control their products.</p>	