

Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Textiles—batik—Annie Albers

Class/Year Groups: - Dragonflies

Term: Summer

What you already know?

- How to develop ideas as an artist
- How to master techniques
- How to represent ideas, thoughts and feelings in art
- How to choose resources for activities
- How to safely use tools and equipment
- How to choose colours and know what happens when they are mixed
- How to represent events, people and objects

What you will learn:

- Anni Alber was a German textile artist and printmaker
- She is know as the foremost textile designer of the 20th century
- She transformed the way people see colour and the process of making art
- Anni’s mother arranged for her to learn figure drawing with a tutor and then to study art in the traditional Impressionist style popular in Germany.
- Anni began to teach weaving, at black mountain college North Carolina and created wall coverings and drapery and upholstery materials while also making individual textiles to be regarded as independent artworks with no functional purpose
- 1949, she moved to New York, Anni was the first woman and the first textile artist to have a solo exhibition at the Museum of Modern Art.
- Her woven works include many wall hangings, curtains and bedspreads, mounted "pictorial" images, and mass-produced yard material.
- She was known for her experimentation with colour, shape, scale and rhythm with abstract, crisscrossing geometric patterns

Vocabulary:

Batik a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed.

Wax a mouldable substance

Tjanting tool The tool which contains the hot wax to design the fabric

Hot colours orange, red, yellow

Cold colours green blue indigo violet

Outline a line to define the edge which is then filled with colour

Melt when a solid changes to a liquid

Fabric cloth or other material produced by weaving or knitting

Dye coloured liquid used to change the colour of fabric

Decoration by adding decorative pieces to add more detail and texture to a fabric

National Curriculum Objectives:



To improve their mastery of art and design techniques with a range of materials – Textiles

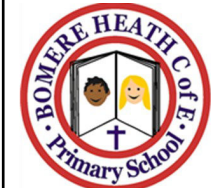
To create sketchbooks to record their observations and use them to review and revisit ideas.

Children can:

- select appropriate materials, giving reasons;
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;
- develop skills in stitching (running stitch, cross stitch) cutting and joining;

use key vocabulary to demonstrate knowledge and understanding



Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Food

Class/Year Groups: Dragonflies Y3/Y4

Term: Summer

What you already know?

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and The eatwell plate.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

Skills and techniques



Grating cheese



Spreading butter on bread



Cutting using the bridge technique



Cutting using the claw technique

What you will learn:

Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary

Vocabulary

name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations

Glossary

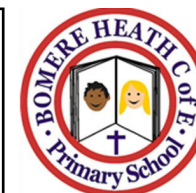
- **Appearance** – how the food looks to the eye.
- **Texture** – how the product feels in the mouth.
- **Sensory evaluation** – evaluating food products in terms of the taste, smell, texture and appearance.
- **Preference test** – trying different foods and deciding which you like best.
- **Strawberry huller** – tool to remove the stalk and leaves from a strawberry.
- **Processed food** – ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.



National Curriculum Objectives:

*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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

*understand and apply the principles of a healthy and varied diet *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: The Stone Age to The Iron Age

Class/Year Groups: Key Stage Two

Term:

What you already know?

- About life in some different periods of history.
- How to order dates chronologically.
- About some different ways to find out about the past.

What you will learn:

Lifestyle & Living

- ◆ What were ancient settlements like?
- ◆ What was daily life like in the different ages?
- ◆ What were the belief systems of the people that lived between the stone and iron ages?
- ◆ How did life, technology, travel etc change and develop between the ages?

Chronology & Calendar

- ◆ When were the stone, bronze and iron ages?
- ◆ Which order were the ages?
- ◆ How, when and why did each age end?

Impact on the World

- ◆ How did technology develop in the stone, bronze and iron ages?
- ◆ What was art and culture like?
- ◆ What evidence can we find of people who lived then, and what does it tell us about their world?

Significant Individuals

- ◆ Who was important to people?

Vocabulary

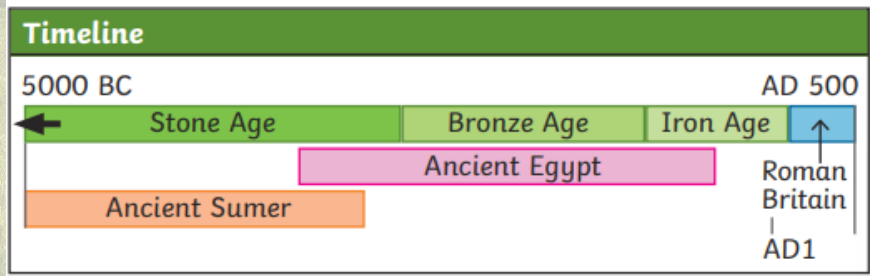
bronze	A metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone.
alloy	A metal made by combining two or more metals to improve its properties.
bone marrow	The substance inside bones, which is high in fat and a good energy source.
earthwork	A large bank or mound of soil that has been made on purpose.
Celt	A modern term for the people living in Europe during the Iron Age. The 'Celts' were made up of many different tribes. The word 'Celt' comes from a Greek word.
sacrifice	To give something up, break it or kill it as an offering to a god or gods.
tribe	A group of people, often related through family, culture and language, usually with one leader.
iron	A metal that is stronger and harder than bronze.



Castlerigg Stone Circle, Cumbria



Bury Ditches, Shropshire



Vauxhall Timbers, London



National Curriculum Objectives:

Key Stage Two

- ◆ Changes in Britain from the Stone Age to the Iron Age,



Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: How do festivals and worship show what matters to a Muslim?

Class/Year Groups: LKS2—Dragonfly Class

Term: Spring Term 2024

What you already know?

Recognise the words of the Shahadah and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Give examples of how Muslims use the Shahadah to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action.

Think, talk about and ask questions about Muslim beliefs and ways of living

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

What you will learn:

Making Sense of the Belief

Identify some beliefs about God in Islam, expressed in Surah 1.

Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)

Understanding the Impact


Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.

Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Making Connections

Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.

Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Key Vocabulary	
Ibadah	Ibadah is usually translated as "worship" and means obedience, submission, and devotion to God.
Sawm	The act of fasting.
Salah	The ritual prayer that is obligatory for Muslims to perform five times a day.
Five Pillars of Islam	The five things that Muslims are expected to do.
Qur'an	The religious book of Islam.
Prophet	An inspirational teacher of faith/A special messenger sent from Allah.
Tawhid	The oneness of God, in the sense that he is one and there is no god but he .
	



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—RE

Topic: Why do Christians call the day Jesus died “Good Friday”?

Class/Year Groups: Lower KS2—Dragonfly Class

Term: Spring Term 2024

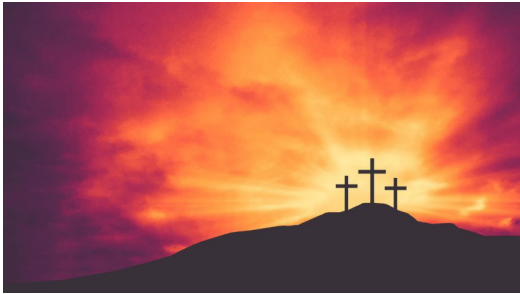
What you already know?

Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.

Christians today trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus’ last week, death and resurrection.



What you will learn:

Making Sense of the Belief

Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the texts studied mean to some Christians.


Understanding the Impact

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Making Connections

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.



Key Vocabulary	
Sacrifice	An offering, at loss to yourself, to someone else
Passover	A Jewish celebration remembering when the Israelites were spared from the plagues
Crucifixion	An ancient form of execution where someone is bound or nailed to a cross
Communion	A celebratory meal of bread and wine remembering Jesus’ death (wine= blood Bread= body)
Salvation	Being saved or delivered from harm
Service	Putting other people’s needs before your own
Golgotha	The place where Jesus was crucified
Eucharist	The church of England’s word for

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Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: Living things and their habitats

Class/Year Groups: Dragonfly

Term: Spring

What you already know?

Children will have an understanding on the environment and habitats from previous years.

What will you learn?

Pupils look at the area within and near the school grounds and at the impact of humans on the environment. They discuss the need to balance human requirements against those of the environment.

Pupils look at the "homes" that insects and birds need and make the school friendlier towards these creatures.

What you will learn and understand.

Learning questions

Where do different animals chose to live?

How could we attract animals to the area?

What might put animals off living in the area?

What protection do these homes need?

What animals and plants can you find in the area?

How could we record our observations? How can we improve our observations?

What impact have humans had here? How do you know?

How could we reduce any harmful impact of humans?



Key vocabulary:

Habitat A habitat is where an animal or insect live.

Adaptation Adaptation is where animals and insects have made changes to their home to make it safe, or to meet their needs.

Woodland floor This is the floor of a forest or wood.

Urban This is an area that is normally a town or city.

Rural This is an area that is normally in the countryside.

Pollution The presence in or introduction into the environment of a substance which has harmful or poisonous effects on humans, animals or insects.



National Curriculum Objectives:

- Identify where humans have had an impact on an environment
- Identify ways that humans can damage an environment
- Identify ways in which humans can protect and improve environments
- Suggest suitable sites for animal homes, providing simple explanations for their choices using simple scientific vocabulary
- Provide homes and other methods to attract animals



Bomere and the XI Towns Federation Knowledge Organiser—Science

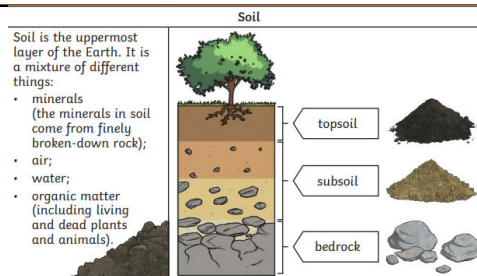
Topic: Science— Rocks, Fossils and Soils

Class/Year Groups: Dragonfly

Term: Spring

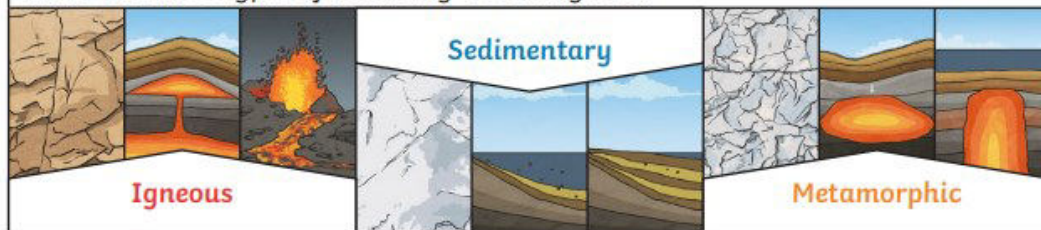
What you already know?

Pupils have not studied rocks in Key Stage 1. They may know about natural phenomena such as volcanos from the news or their own reading.



What you will learn and understand.

There are three types of naturally occurring rock.



Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.



Key vocabulary:

Igneous Rock Rock that has been formed from magma or lava

Sedimentary Rock Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.

Metamorphic Rock Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure

Magma Molten rock that remains underground.

Permeable Allows liquids to pass through it.

Impermeable impermeable Does not allow liquids to pass through it.

Palaeontology The study of fossils.

National Curriculum Objectives:

- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To describe in simple terms how fossils are formed when things that have lived are trapped within rock
- To recognise that soils are made from rocks and organic matter.

