Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Collage-Peter Blake

Class/Year Groups: - Dragonflies

Term: Spring

What you already know?

- How to use a combination of materials which have been cut, torn and glued
- How to sort and arrange materials
- How to add texture by mixing materials
- How to share creative ideas
- How to develop and refine ideas

PETER BLAKE
Red Nose Day 2019

Self-Portrait with Badges
1961

What you will learn:

- Peter Blake is an English Pop Artist
- He was known as the 'Godfather of Pop Art'
- He studied at the Royal College of Art
- Sir Peter Blake was knighted in 2002 for his invaluable contribution to contemporary art
- Blake began his career creating collages from photographs, cigarette packets and matchboxes.
- He continues to inspire contemporary artists today.
- He is best known for creating the iconic cover to the Beatles' 1967 album 'Sgt. Pepper's Lonely Hearts Club Band'.
- Blake continues to produce work that draws extensively on elements from popular cultures around the world.

Vocabulary:

Collage	overlapping pieces of materials
mosaic	overlapping different coloured squares
place	place/position materials in a particular way to create artwork
arrange	arrange materials in a particular way to create artwork
Overlapping	when shapes are in front of other shapes
Tessellation	when a shape is repeated without any gaps
Montage	assembly of images that relate to each other
Symbolism	Using symbolic images to express mystical ideas, emotions or state of mind.
Pop Art	an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.

National Curriculum Objectives:

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

Children can:

select colours and materials to create effect, giving reasons for their choices;

refine work as they go to ensure precision;

learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

use key vocabulary to demonstrate knowledge and understanding

Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Textiles	Class/Year Groups: Dragonflies Y3/Y4	Term: Spring

What you already know?

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

What you will learn:

Designing • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces.

Making • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.

Evaluating • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric.

Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.

Vocabulary

fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces

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

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ⬜ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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
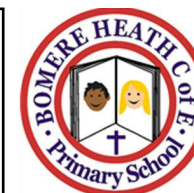
# Bomere and the XI Towns Federation Knowledge Organiser—Geography

Topic: Rivers and Canals	Class/Year Groups: Key Stage Two	Term: spring 2025

What you already know.

- The names of the 7 continents and 5 oceans.
- The names of some rivers.
- About the water cycle
- The names of a number of countries.
- About a range of maps, plans and aerial views.
- How to use different kinds of map.
- Some examples of settlement.
- About what tourism is.
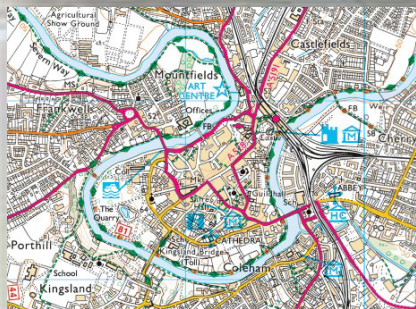
What you will learn

Location
- About canal and river systems in all key countries and cities
  - ⇒ Italy
    - ∗ Venice
    - ∗ River Po
    - ∗ Tiber
  - ⇒ Egypt
    - ∗ Suez Canal
    - ∗ Nile
  - ⇒ Mexico
    - ∗ Xochimilco Canal System
  - ⇒ UK
    - ∗ Shropshire Union & River Severn
    - ∗ Liverpool Canal & River Mersey
    - ∗ Grand Union Canal & Thames
    - ∗ River Eden
- About the water cycle.
- Why are there few canals in Cumbria?

Diversity
- Land Use
- Settlement
- Economic Activity
- Trade Links
- What are the differences between rivers and canals?

Relationships
- How have rivers and/or canals impacted on the settlements around them?
- How has global warming impacted on settlements located by rivers and canals?

Key Vocabulary:

River	A natural waterway.
Source	The start of a river.
Tributary	A stream flowing into a larger river.
Meander	A bend in a river or stream.
Confluence	The point where several rivers meet.
Oxbow lake	A curved lake cut off from a river.
Delta	The triangular bits of land that split a river as it meets the sea.
Mouth	Where the river meets the sea.
Canal	A waterway built by humans.
Transport	Vehicles for travelling.
Industry	The process where things are made from raw materials.
Freight	Raw materials or products that are transported.
Leisure	Use of free time for enjoyment.
Lock	A section of a canal between two gates.
Barge	A narrow boat for use on a canal.
Navvy	Short for navigator – the people who built canals.
Towpath	The narrow path at the side of canals.
Channel	A ditch dug out of the earth.

National Curriculum Objectives:
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a
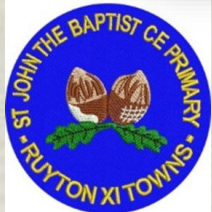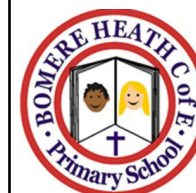
Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Why do Hindu's try to be good?	Class/Year Groups: Dragonfly class	Term: Spring 2025

What you already know?

Describe how Hindus show their faith within their families in Britain today (e.g. home puja)

Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)

Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean

Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

What you will learn:

Making Sense of the Belief

Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately

Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc.

Understanding the Impact

Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live

Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc.

Give evidence and examples to show how Hindus put their beliefs into practice in different ways

Making Connections

Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Key Vocabulary	
Dharma	The duties a Hindu should follow in their life.
Karma	The universal Hindu law of cause and effect which holds a person responsible for his or her actions and effects.
Samsara	The whole process of rebirth, which is cyclic, with no clear beginning or end.
Moksha	The freedom of the soul to enter into a state of divine bliss with the Supreme
Reincarnation	Hindus believe a soul cannot be destroyed so when a Hindu dies, their soul enters a new living being.
Ahimsa	The Hindu belief that symbolizes love, genuine care, and compassion towards
Atman	Sanscrit word meaning inner self, spirit or soul.
Brahman	For Hindus, Brahman is god or the supreme being.

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.

| Topic: What kind of world did Jesus want? **Digging Deeper** | Class/Year Groups: Lower KS2—Dragonfly Class | Term: Spring Term 2025 |

What you already know?

Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.

Christians try to be like Jesus — they want to know him better and better.

Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

What you will learn:

Making Sense of the Belief

List two distinguishing features of a parable.

Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.

Offer some ideas about the meaning of the Good Samaritan story to Christians.

Understanding the Impact

Make simple links between the Good Samaritan story and the importance of charity in Christian life.

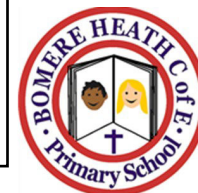Give some examples of how Christians act to show that

Making Connections

Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

Key Vocabulary	
Gospel	Means good news – in the bible – the section about the teachings of Jesus
Forgiveness	To accept another's negative actions and to move on without seeking revenge.
Parable	A story from the bible with a message
Charity	To give away your time, support money to help others in need
Neighbour	Everyone – our fellow man
Teachings	Lessons through story, song and images
Disciple	A devoted followers
Miracle	An action that defies belief – a kind of magic

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- Computing

| Topic: Online Reputation | Class/Year Groups: Dragonflies | Term: Spring |

What you already know?

Pupils can explain how information put online about someone can last for a long time. They can describe how anyone's online information could be seen by others and they know who to talk to if something has been put online without consent or if it is incorrect.

What you will learn:

Pupils will be able to explain how to search for information about others online. They will be able to give examples of what anyone may or may not be willing to share about themselves online. They will be able to explain the need to be careful before sharing anything personal. They know who to ask if they are unsure about putting something online.

- Use a search engine to find information about me and my family

- Use " " to narrow my search

- Understand that I should check the images, news and video results as well as the regular search results

- Understand what 'personal' information is

- Know that I must always ask before I share information about others online

- Name 3 different places or people that I can go to if I am unsure if information is safe to share

Vocabulary:

Search engine- a webpage where you can look up different information

Personal information- any information that can be used to identify you

**Trusted adult** - any grownup whose actions and words make you feel safe

National Curriculum Objectives:

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
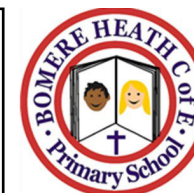
Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Programming A - Sequencing Sounds	Class/Year Groups: Year 3	Term: Spring

What you already know?

This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots and ScratchJr. However, experience of other languages or environments may also be useful.

What you will learn:

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

1. Introduction to Scratch
2. Programming sprites
3. Sequences
4. Ordering commands
5. Combining motion and sound
6. Making an instrument

Vocabulary:

Scratch - a visual programming language that allows students to create their own interactive stories, games and animations.

Programming- a set of ordered commands that can be run by a computer to complete a task

Block coding - an entry-level programming activity that allows children to gain an understanding of how coding works to develop digital animation or games

Commands - A single instruction that can be used in a program to control a computer

Code - The commands that a computer can run

Sequence - a series of events that must be performed in order to achieve a task

Algorithm - a precise set of ordered steps that can be followed by a human or a computer to achieve a task

Bug - A mistake in a computer program

Debug - The process of finding and correcting errors in a program

National Curriculum Objectives:

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information