Knowledge Organisers

A

Proportions of the Face Information Sheet

Proportions of the Face

To begin drawing a portrait you will first need to draw an egg shape. Remember that the narrow part of the egg points down as this will become the chin.

Draw a line vertically right through the centre of the egg. This line will make sure that you line up the nose, mouth and eyes correctly.

Draw a horizontal line half way down the egg. This is where the eyes and top of the ears will go.

Half way between the eye line and the chin draw a second horizontal line. This is where the bottom of the nose and ears will go.

A third of the way down from the nose line draw a third horizontal line. This is where the mouth will go.

Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit five equal eye widths across the head.

Draw the bottom of the nose. The nostrils should rest on the line.

Draw in the mouth with the line dividing the two lips. By measuring a third in from the inside corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width.

Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snugly between the eye and nose lines.

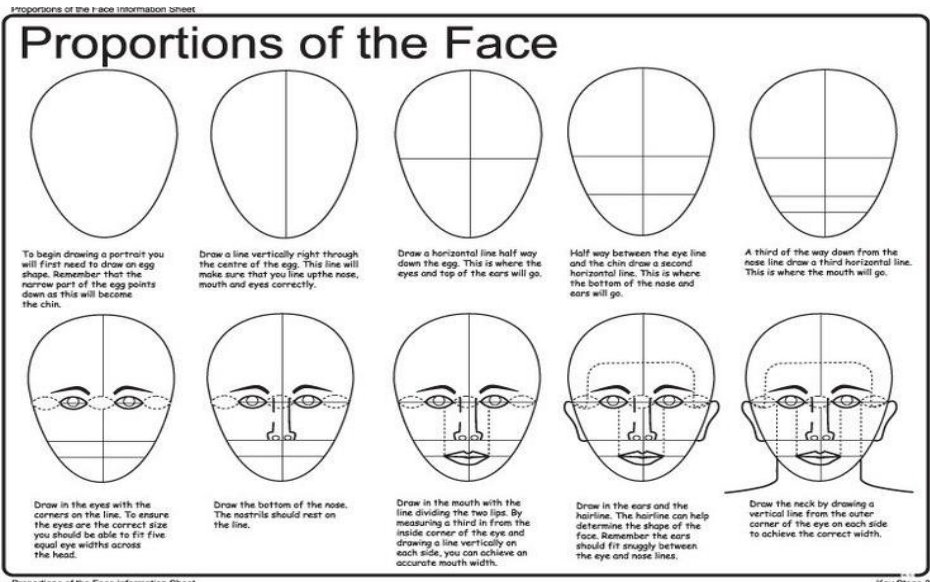Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width.

B

Important facts about Artist Julian Opie

What style does the artist use?
Julian Opie's artwork is similar to pop art.

What mediums does Julian Opie use?
The materials Julian uses are pencil, ink, crayon, charcoal, chalk and pastel.

What is Julian Opie well known for?
Julian is a sculptor and digital artist best known for portraits that reduce subjects to essential lines and color planes.

Is Julian Opie colour blind?
Julian uses a range of different tones and colours in his work, he is actually "really quite colour blind'.

C

Word	Definition
Proportion	The correct size and placement of facial features.
Line	A mark used to define shape and form.
Contour	The outline of a shape or form.
Stylisation	Simplifying details to create a graphic effect.
Portrait	An artwork that represents a person's face.
Minimalism	A style that reduces detail for a simple, bold effect.

D

Identify the Masks Origins

Kenya

Native American

Japan

Aztec

India

Handcrafted African warrior mask from Kenya used traditionally to intimidate opponents and signify identity within tribes in Central Africa.

Potlatch promotes harmony with gifts, performances, and ancestral songs annually.

In Japanese culture, masks are crucial in ceremonies, dance, Noh theater, and as samurai helmet support.

Xiuhtecuhtli, Aztec fire god, turquoise mask, cedar base, worn in ceremonies or by effigies, circa 1400-1521 CE.

Early Brahmanical mask depicts *Bhairava*, "terribly fearsome," used in worship, enhancing processions in India, Pakistan.

Curriculum Area: Computing   Half Term: 5   Year: 7

A Key Terms

Hardware Objects that you can touch, like a keyboard

Software You cannot 'touch' software. Software refers to the programs that run on a computer. Examples Windows, MS Word, MS Excel, Scratch and Logo.

Input Devices In computing, an input device is computer hardware which is used to enter data for processing. Examples of input devices include keyboard, mouse, image scanner, digital cameras and joysticks.

Output Devices An output device is any hardware device used to send data from a computer to another device or user. Typical examples of output devices are monitors and projectors (video), headphones and speakers (audio), or printers and plotters

B Key Terms

Storage Devices A piece of computer equipment on which information can be stored.

Peripheral A peripheral device is defined as a computer device, such as a keyboard or printer, that is not part of the essential computer (i.e., the memory and microprocessor).

Binary Binary is a number system that only uses two digits: 1 and 0

Operating System Manages the hardware and software in a computer (E.g. Windows 10).

Systems Software Software that helps maintain the computer – such as anti-virus or compression ('Zip') software

Applications Software Everyday programs such as Microsoft Office, web browsers and graphics packages

C The Fetch-Decode-Execute Cycle

The fetch-decode-execute cycle describes the basic operation of modern computers.

FETCH
Instructions are loaded into memory (RAM) before the processor starts running the program. Each instruction is the fetched from memory (in order) and put into the appropriate registers. The control unit can then access the instruction for the next stages.

DECODE
The binary representation of an instruction needs to be decoded before it can be run. This is the process the control unit uses to work out what the other components need to do. Each processor will have slightly different encodings for instructions.

EXECUTE
Once the instruction is understood, the instruction will be executed. The control unit will tell the other components what they need to do for the instruction to work.
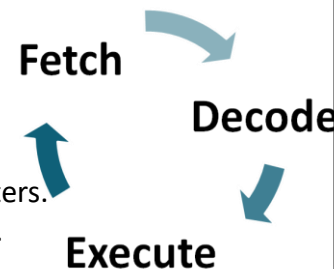
D Main Memory & Secondary Storage

RAM Read and Write Stores instructions and data ready for a CPU to execute Volatile

ROM Read Only Stores permanent instructions that tell a computer how to 'boot up' Non-Volatile

Virtual Memory If a program needs more memory than is available, the operating system will reserve some in secondary storage that acts as an extension of main memory.

Solid-state storage devices have no moving parts. They store data inside electronic circuits, which can be set to store a 1 or 0. These devices are typically much smaller than magnetic devices. They can have a large storage and are more expensive. This type is also called flash memory.

Optical storage is storage and to distribute media and software — movies and video games for example. This type uses lasers to read and write data on a reflective surface. These devices are typically small in capacity, but very cheap to produce.

Magnetic storage is the oldest form of storage and has been in use since the 1920s (before computers were available).Data is stored in series as polarised dots. The polarity (positive or negative) of the dot determines whether it stores a 1 or 0. These devices come in very large capacities and are generally inexpensive.

A Les Miserables – The Plot

One of the world's most iconic and longest-running musicals, *Les Misérables* tells the story of **Jean Valjean,** a former convict who spends a lifetime seeking redemption.. As Valjean's quest for a new life carries him into Paris and to the barricades of the Student Revolution. He is hunted by **Inspector Javert** and the ghosts of his past. He adopts **Cosette** and brings her up as his own daughter. Amidst a battle for the soul of Paris, he discovers the true meaning of love and salvati

B Characters:

- **Valjean** – Former convict that changes his ways, and fights for good.
- **Javert** – Police officer who hunts Valjean for over 20 years for stealing a loaf of bread.
- **Cosette** – An orphaned girl. Before her mother **Fantine** died she begged **Valjean** to take care of her. Valjean adopts her and brings her up as his daughter.
- **Gavroche** – A street child who is fighting for the revolution. He stands for all the orphaned street children. He is shot and killed on the barricades.

C Key words

Musical Theatre – A performance that tells the story through dialogue, music, songs and dance.

Choreography – A sequence of steps and or movements put together to create a routine.

Timing – A performer must know the timing of the movements. They should be in sync with the music as well as all the other performers.

D Departments in a theatre company.

Wardrobe – This is the department that works with costumes. A wardrobe assistant would help with any quick changes at the side of the stage.

Props and Stage Furniture – This is the department that look after, source or make any props that the actors might use. This would include the revolution flags and the small items like pocket watches in Les Miserables.

Curriculum Area: English *Amazing Women*   Half Term: 5   Year: 7

A Themes/Big Ideas

A theme is a big idea or underlying message in a piece of writing, like a book, poem, or play. It's what the author wants to convey about life, human nature, or society.

Themes in Amazing Women:

•**Courage and Perseverance:** Many of the women highlighted demonstrated remarkable courage and perseverance in challenging situations, breaking social norms and defying expectations.

•**Breaking Barriers:** The stories showcase women who overcame societal, political, and physical barriers to achieve greatness, paving the way for others.

•**Inspiration and Legacy:** Each woman's journey leaves a legacy of inspiration for future generations, showing how one person's determination can influence change.

B Settings

The stories in *Amazing Women* are set across various historical periods and geographical locations.

• **Cuillin Ridge, Scotland:** A challenging 12 km mountaineering route on the Isle of Skye, known for its demanding climbs and unpredictable weather.

• **Mongol Empire:** Founded by Genghis Khan, it spanned from Eastern Europe to China, dominating through superior cavalry and advanced military tactics.

• **Pforzheim Prison, Germany:** A high-security prison in Baden-Württemberg, known for housing high-risk offenders under strict security measures.

• **Global Context:** Many of the women travelled the world, confronting challenges in different cultures and political landscapes, adding to the richness of their experiences.

• **Mountains and Frontiers:** For women like Lucy Walker and other climbers, their settings often involved treacherous landscapes that mirrored the challenges they faced.

C Key Words

• **Explicit:** Clearly stated or explained, leaving no room for doubt or interpretation.

• **Implicit:** Suggested or implied without being directly stated.

• **Connotation:** The associated or implied meaning of a word, beyond its literal definition, often evoking emotions or ideas.

• **Perspective:** A particular attitude or way of considering something, often influenced by personal experience or context.

• **Colloquial:** Informal language or expressions used in everyday conversation, often specific to a region or group.

D Speaking and Listening Skills

• **Active Listening:** Fully concentrating on the speaker, understanding their message, and responding appropriately.

• **Clarity and Articulation:** Speaking clearly and confidently to ensure your message is understood.

• **Empathy and Understanding:** Being able to consider and respect different perspectives, responding thoughtfully to others' ideas and emotions.

• **Researching and structuring a speech:** Being able to structure a piece of persuasive writing by including key points that are valid and engaging.

Curriculum Area: French (MFL)   Half Term: 5   Year: 7
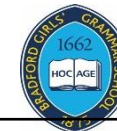
A My family and other pronouns

je - I

il – he:

Mon frère (My brother), **mon cousin** (My cousin),**mon petit ami** (My boyfriend), **mon père** (My father),**mon oncle** (My uncle)

elle – she:

ma sœur (My sister), **ma cousine** (My cousine), **ma petite amie** (My girlfriend), **ma mère** (My mother), **ma tante** (My aunt)

ils/elles – they

mes grands-parents (My grandparents), **mes amis** (My friends) (m pl), **mes amies** (My friends) (f pl), **mes cousins** (My cousins) (m pl)

mes cousines (My cousins) (f pl), **mes parents** (My parents)

B être = to be

Je suis (I am)

Il/elle est (he/she is)

Ils/elles sont (they are)

C Comparatives

plus ... que (more...than)

moins ... que (less .... than)

aussi ... que (as .... as)

mon, ma, mes (my)

moi - me

toi - you

lui - him

elle – her

D Adjectives

affectueux (euse)(s) - affectionate   paresseux(euse)(s) - lazy

bavard (e)(s) - chatty   sérieux(euse)(s) - serious

beau(x)(belle (s) - beautiful   sportif(sportive)(s) - sporty

bruyant(e)(s) - noisy   stupide(s) - stupid

faible(s) - weak   sympa(s) - nice

fort(e)(s) - strong   tranquille(s) - quiet

gentil(s)(gentille)(s) - kind   travailleur(euse)(s) - hardworking

grand(e)(s) - big/tall   vieux(vieille)(s) - old

jeune(s) - young

mince(s) - slim
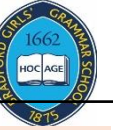
A Beans, Pulses, Fish, Eggs, Meat and other sources of protein

Cut down on red meat and make sure it's not fatty. You should aim to have 2 portions of fish a week, one should be oily fish.

Function
Protein is for growth, repair and maintenance. It will be used for energy if there is not enough Carbohydrate in the diet.

Oily fish like Tuna and Salmon have lots of Omega 3 which is good for brain function.

B Potatoes, Bread, Rice, Pasta and other starchy Carbohydrates

Function
Carbohydrate is needed for energy.

Base all your meals around starchy foods

Choose wholemeal or brown varieties as they have more fibre and as they digest more slowly, you feel fuller for longer.

Studies show that wholegrain foods help to prevent Type 2 Diabetes, Heart Disease, Stroke and some types of Cancer

C Oils and spreads

Choose lower fat spreads and oils. This will help to reduce cholesterol in the blood.

Function
Fat is needed for warmth, insulation and protection of internal organs.

Saturated fats come mostly from animals and eating too much of these can cause us to be overweight. This can lead to high Cholesterol in the blood which can then cause Heart Disease and Stroke.

Unsaturated fats come from plant sources like sunflowers and are healthier than animal fats.

D Fruit and vegetables

Fruits and vegetables are good for us because they contain lots of essential vitamins and minerals that we need to stay healthy. They also contain fibre which we need for a healthy digestive system. If we don't have enough fibre, we will not be able to poo properly!

Aim to eat 5 different fruits and vegetables every day. Choose from fresh, frozen, canned, dried or juiced
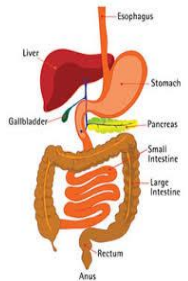
E Milk and dairy foods

Ca CALCIUM

Dairy foods contain Calcium which is essential for strong bones and teeth.

Eat foods from this group each day e.g. a glass of milk, a pot of yogurt or a matchbox size piece of cheese.

Choose lower fat and sugar options

You can get calcium from dairy alternatives such as Soya or Almond milk. (It is added as not naturally present).

F Hydration

Make sure you choose low sugar options.

Aim to have 6-8 glasses of fluid a day. This can include fruit juices and smoothies, tea or coffee, and fizzy drinks- as long as they have NO ADDED sugar.

6-8 a day

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.

A

To know difference between Site and Settlement?
- A settlement is a place where people live and sometimes work. They can be small or large.
- The site is the place where the settlement is built, eg on a hill or in a sheltered valley.


B

To know the different types of settlement
- Hamlet – Very small, a few houses, no services.
- Isolated Dwellings- The smallest human settlement, often only having 1 or 2 households
- Village – Larger than a hamlet, has basic services (e.g., a shop, church, school).
- Town – Larger than a village, has more services and facilities (e.g., banks, supermarkets).
- City – Large population, many services, often has a cathedral or government buildings.
- Conurbation – A group of cities and towns that have merged (e.g., Greater London).

C

To know what different factors affect settlement location
- Water Supply – Access to fresh water is essential.
- Relief (Land Shape) – Flat land is easier to build on than steep hills.
- Climate – Mild climates are more suitable for settlement.
- Soil Fertility – Good soil supports farming and food supply.
- Resources – Natural materials (e.g., wood, stone, minerals) help settlements grow.
- Transport Links – Roads, railways, and rivers help trade and travel.
- Defence – Some settlements are built on hills or surrounded by walls for
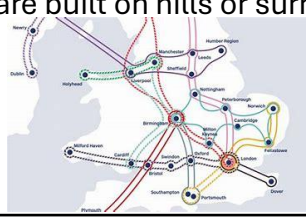

D

To know how settlements are set out

- Dispersed- Buildings are well spread out.
Found in upland (highland) areas where it is not easy to build homes close together

- Nucleated-Buildings are grouped closely together
Often grew around a road junction or river crossing
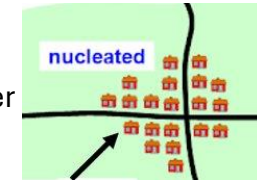
- Linear-Sometimes called ribbon developments because they have a long, narrow shape
Settlements with this shape usually grow along a narrow valley where there is little space

People graze t
dispersed

nucleated

linear
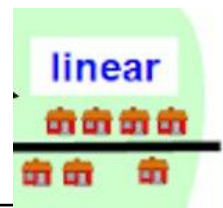
A. Key events

June 1348- The first known case of the Black Death.

Autumn 1348- Father John reads out a letter to address the Church of Walsham on how to protect themselves from the plague.

In Walsham the villagers are told

- Every day at mass special prayers will be said
- Priests will hear your confession every day
- There will be religious processions

Easter 1349- Father John tells the villagers that the plague has arrived at Walsham.

Despite the scale of the fatalities, there is evidence that there was some sort of organised response from local government. Mass graves of victims have been found from the Middle Ages. The way the bodies are carefully laid in side by side suggests bodies were treated respectfully and in a dignified way.

B. Key words

Plague- Sometimes also called the pestilence. This was a disease spread through the Yersinia Pestis bacteria. The Black Death originated in Asia in 1346. It was spread to Europe by fleas on rats living on trade ships. In medieval times there was trade between Europe and Asia.

Bubonic plague- was spread by rats, which were commonly found in homes, villages and towns due to poor hygiene conditions such as raw sewage being routinely dumped in streets. If a flea that had bitten an infected rat jumped onto a person and bit them, it would transmit bubonic plague.

Pneumonic plague- Pneumonic plague was spread from one person to another through coughing or sneezing which spread air droplets containing plague bacteria, affecting the victim's lungs.
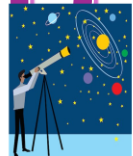
C.

There were further Black Death cases throughout the Middle Ages and beyond. There was another significant outbreak in 1665, particularly affecting London.

Types of plague

Bubonic plague: Fever, Vomiting, Black finger tips, Buboes
Mortality rate = 50%

Pneumonic plague: Fever, Headache, Coughing
Mortality rate = 100%
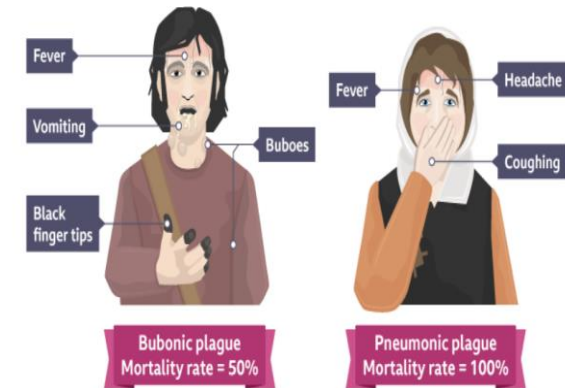
D. Believed causes of the Black Death

1345 – an unusual positioning of **Mars, Jupiter and Saturn** caused astrologers to believe that something **wonderful or terrible** was going to happen

Across Europe many people blamed the **Jewish population**. In some places they were burned. This **did not happen in England** as the Jews had been expelled.

What did people think **caused** the Black Death? Medieval Recap

The main natural cause was believed to be **miasma** which would **disrupt the body's humours.** People believed this had originated from **poisonous fumes** released by an earthquake or volcano.

Many believed that the Plague was caused by God deserting mankind as **punishment for sin**

## E. Impact of the Black Death

In 1348 Walsham contained 1,500 people, after the pestilence arrived that number halved. At its height 55 villagers died a day.

Population- At least one third of the population was killed between 1348 and 1350. Older age groups were more easily affected and experience higher numbers of deaths.

Food prices- As a result of the Black Death, inflation occurred: the price of food went up (because there was less of it around), creating more hardship for the poor Some of the peasants who survived the Black Death believed that God had specially protected them. Therefore, they took the opportunity to improve their lifestyle by demanding higher wages. They knew that the lords were desperate to get their harvests in.

F.

Spread of the Black Death: 1346, 1347, 1348, 1349, 1350, 1351 and later. General route of the Black Death. Revolts.
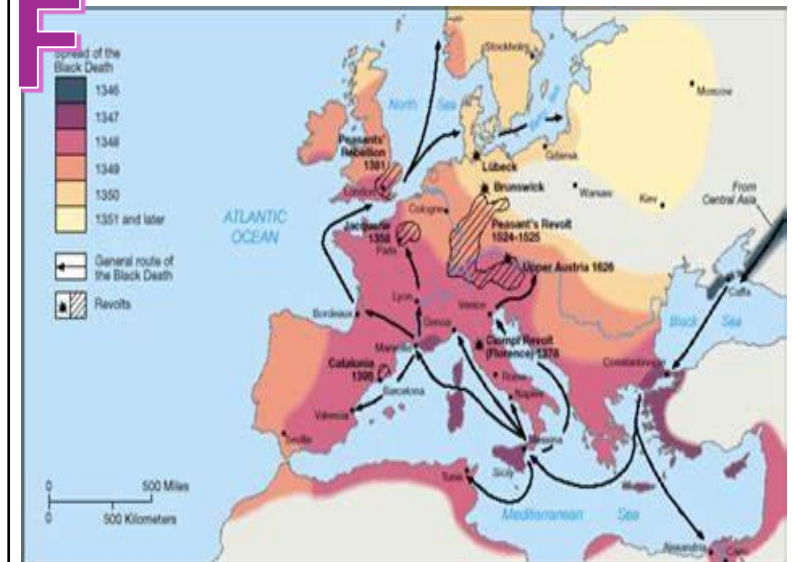
A Key terms.

What is a gang? A gang can mean lots of different things. Sometimes a criminal gang can involve just a few people working together. Other times, it can be a bigger group of people involved in protecting a territory or other criminal behaviour.

What is County Lines? County lines is when gangs or criminal groups will manipulate, force or trick young people into transporting drugs.

What is risk? It is a situation that exposes someone to danger.

What is criminal behaviour? An action that is against the law and can receive a punishment under the law.

B Staying safe online.

Cyberbullying: Being targeted by cyberbullies who harass, humiliate, or threaten online.

Online predators: Children can be vulnerable to online predators who use the internet to groom, lure, or exploit them.

Privacy and identity theft: Unintentionally sharing personal information online, which can put you at risk of identity theft or other types of fraud.

Online Gaming. This is the action or practice of playing video games or role-playing games over the internet. You can play with people you know or people that you don't know but are online.

C What is Nicotine?

Nicotine is a **highly addictive** chemical compound that is found naturally in tobacco plants.

It is a **stimulant drug** that affects the body, producing a range of physical and mental effects.

When nicotine is consumed, it travels to the brain, where it triggers the release of various neurotransmitters, including **dopamine.**

Continued use can lead to **addiction.**

Nicotine is found in **cigarettes and vapes** as well as some other products like gum.

D What are the effects of caffeine?

Stimulant: Caffeine is a stimulant that can help increase alertness, improve focus, and reduce fatigue.

Sleep disruption: It can make it more difficult to fall asleep or stay asleep if consumed too close to bedtime.

Mood Low to moderate doses of caffeine can temporarily improve mood, while higher doses can cause anxiety and other negative effects.

Teenagers The negative effects of caffeine are more pronounced in young children and teenagers. This means greater disruption of sleep, potential impact on bone density and risk of addiction.
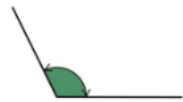
A Types of angles

TYPES OF ANGLES

ACUTE ANGLE less than 90°

RIGHT ANGLE exact 90°

OBTUSE ANGLE greater than 90° less than 180°

STRAIGHT ANGLE exact 180°
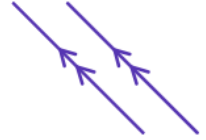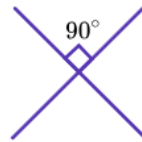
REFLEX ANGLE greater than 180° less than 360°

FULL ANGLE exact 360°

Parallel Lines

90° **Perpendicular Lines**

B Constructing, measuring & using geometric notation

Line: Straight mark and has no end

Line segment: Straight mark but has 2 ends (part of a line)

Polygon: is a 2D shape made of straight lines. The sides connect to form a closed shape

Rotation: To turn a shape given an amount, direction and centre of rotation

Protractor: Instrument used to measure angles

Degrees: Unit for measuring angles

Construct: Draw lines, angles and shapes accurately using a rules, pencil and a pair of compasses

Edge: A line segment that joins one vertex to another (side)

Vertex: A point where 2 or more line segments meet (corner)
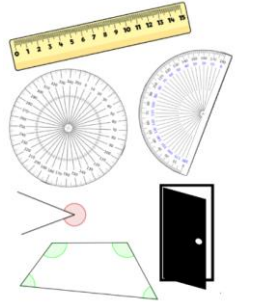
C Developing geometric reasoning

Scalene: All sides and angles are different

Isosceles: 2 sides and 2 angles are the same

Perpendicular: Crosses/meets at 90°

Interior angles: Angles that are inside the shape

Exterior: Angles that are outside the shape

shape. There are no gaps or curves.

Vertically opposite: Are the angles opposite each other when two lines cross (equal)

Sum: Add up to

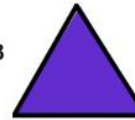**Parallel:** Parallel lines never meet because they are always an equal distance apart

Transversal: A transversal is a line that intersects at least two other lines

D Polygons

Types of Polygons

Triangle 3 sides and 3 angles

Quadrilateral 4 sides and 4 angles

Pentagon 5 sides and 5 angles

Hexagon 6 sides and 6 angles

Heptagon 7 sides and 7 angles

Octagon 8 sides and 8 angles

Nonagon 9 sides and 9 angles
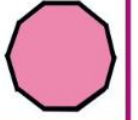
Decagon 10 sides and 10 angles

Curriculum Area: Personal Development and Careers   Half Term: 5   Year: 7
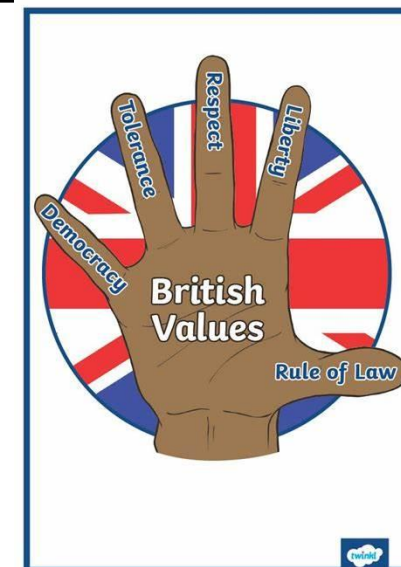
A Careers: Employability Skills

- Communication skills
- Teamwork / Collaboration Problem solving skills
- Organisation
- Creative thinking
- IT skills

SKILLS

B: British Values

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of other beliefs or faiths.

British Values

C Key Words

- **Discrimination** - The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability

- **Equality** – when all things are equal, especially in status, rights, or opportunities.

- **Prejudice** – This means to pre judge someone. It means to form an opinion about something or someone without having a reason.

## D: 4 of 9 the Protected Characteristics

Age

Disability

Sex

Marriage and Civil Partnership

Curriculum Area: Science   Half Term: 5   Year: 7

A Properties of waves

- A **wave** is an **oscillation** or **vibration** which transfers energy from one place to another
- **Amplitude** – the distance from the middle to the top of bottom of the wave
- **Wavelength** – the distance between a point on the wave to the same point on the next wave
- **Trough** – The bottom of the wave
- **Peak** – The top of the wave
- **Frequency** – How many waves pass a fixed point per second, measured in Hertz (Hz)
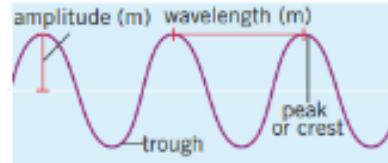
Transverse waves, e.g. light
- Travel at 90°direction of energy transfer
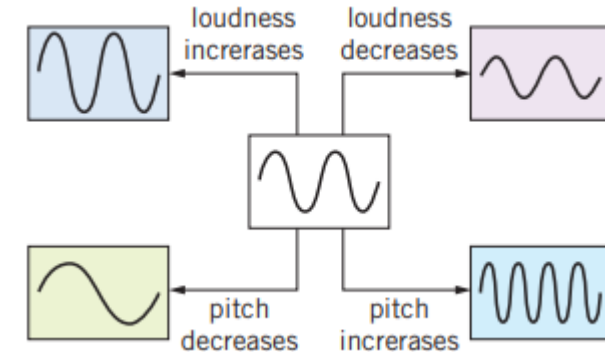- Do not need a medium to travel through

Longitudinal waves, e.g. sound
- Travel in the direction of energy transfer
- Need a medium to travel through

B Sound waves

Sound waves are caused by the vibration of particles, sound travels quicker in a solid than a gas as the particles are closer together.
- **Oscilloscopes display sound waves on a screen**

C Reflection and refraction

- The law of reflection= the angle of incidence will be equal to the angle of reflection.
- Refraction= when a wave passes between two different substances
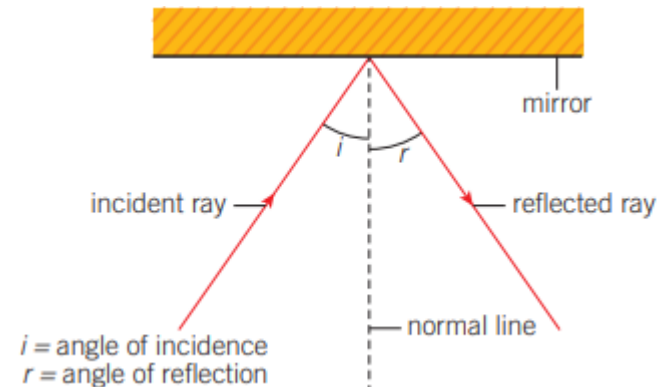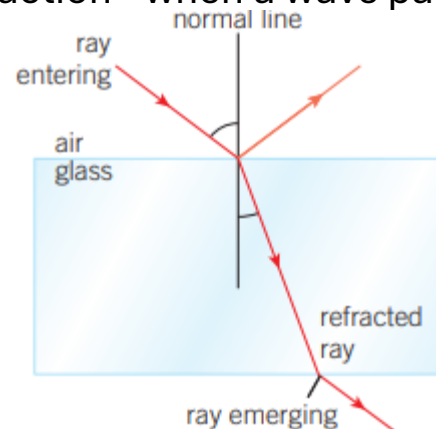
D Seeing and hearing

Seeing	Hearing
Lens- refracts light **Retina**- where light is focused **Photoreceptors**-detect light	**Pinna**- directs sound into the ear canal **Eardrum**-vibrates when sound reaches it **Ossicles**-amplify sound **Auditory nerve**- sends signals to the brain

A Vivir – to live

Yo vivo - (I live)
Tú vives - (you live)
Él/Ella/Usted vive - (he/she/you live)
Nosotros vivimos - (we live)
Vosotros vivís - (you live)
Ellos/Ellas/Ustedes viven - (they/you live)

B Countries

Escocia (Scotland)
Gales (Wales)
Inglaterra (England)
Irlanda (Ireland)

España	China	Argentina
Francia	India	México
Alemania	Filipinas	Brasil
Portugal	Vietnam	Australia
Italia	Japón	Sudáfrica
Grecia	Corea del Sur	Nigeria
Noruega	Estados Unidos de América	
Suecia	Reino Unido	

C Where I live

una casa (a house)
un piso (a flat)
una aldea (a village)
un pueblo (a town/city)
une ciudad (a city)
en un edificio antiguo (in an old building)
en un edificio moderno (in a modern building)
en el centro (in the centre)
en las afueras (on the outskirts)
en el campo (in the countryside)
en la montaña (in the mountains)
en la costa (on the coast)

D Rooms

el cuarto de baño (the bathroom)
el comedor (the dining room)
el jardín (the garden)
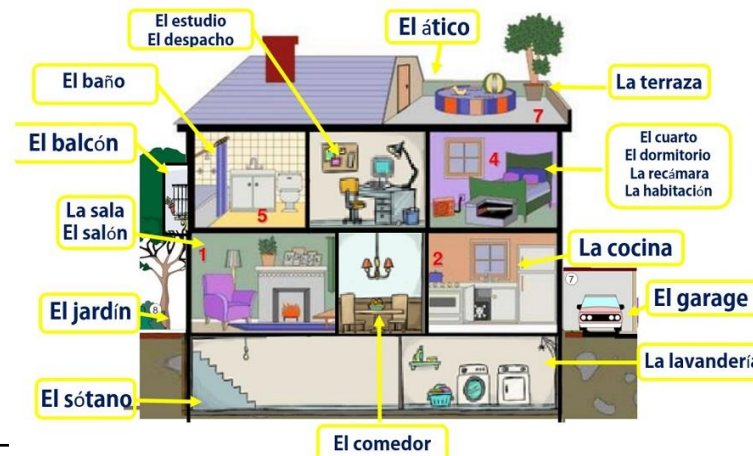**el salón** (the living room)
la cocina (the kichen)
la terraza (the terrace)
mi dormitorio (my bedroom)
en el garaje (in the garage)
en la sala de juegos (in the games room)

E Rooms in the house

El estudio El despacho
El ático
El baño
La terraza
El balcón
El cuarto El dormitorio La recámara La habitación
La sala El salón
La cocina
El jardín
El garage
La lavandería
El sótano
El comedor

F Activities at home

charlo con mis padres (I chat with my parents)
descanso (I rest)
escucho música (I listen to music)
hago mis deberes (I do my homework)
leo las noticias en mi móvil (I read the news on my phone)
leo revistas (I read magazines)
leo tebeos (I read comics)
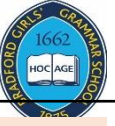**me quedo en casa** (I stay home)
me relajo (I relax)
navego por internet (I surf on the internet)
preparo la comida (I prepare the food)
subo fotos a Instagram (I post photos on Instagram)
subo videos a Tiktok (I post videos on TikTok)
veo la tele (I watch TV)

Curriculum Area: Religious Studies   Half Term: 5   Year: 7

A: Worship in the Gurdwara

- A flag called the **Nishan Sahib** flies outside every Gurdwara.
- There are **four doors** to show that everyone is welcome.
- Heads must be covered and shoes removed as a sign of respect.
- Everyone sits on the floor in the **Diwan hall** to show equality.
- Everyone sits below the **Guru Granth Sahib**, which is placed on a **takht** (throne) to shoe respect.
- The Guru Granth Sahib is treated like a living Guru. It is kept in its own bedroom at night – called the **Sach Khand**.
- Vegetarian food is shared (**Langar meal)** with everyone

B: The Golden Temple

The Golden Temple's real name is **Harmandir Sahib**

It was built in 1574, but the gold was not added until the 19th century.

Every night there is a procession where the Guru Granth Sahib is carried along the bridge to its bedroom. This ceremony is called **Palki Sahib**

The central point of the Golden Temple is the **Hari Mandir** (Divine Temple)

The first copy of the Guru Granth Sahib was destroyed by Indian rulers during violence in 1762. The oldest surviving copy is stored in the Golden Temple.

C: Sewa

SEWA Service to the community

GURMURKH God centred/ Living by the Guru's teachings

LANGAR Kitchen and place where the shared meal is eaten.

Sewa means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain. It is a way of life for many Sikhs and is part of their daily routine. Sikhism teaches that sewa is an act of service towards **Waheguru** and therefore must be done regularly in order to become closer to Waheguru. It helps Sikhs to become **gurmukh** and show their faith towards Waheguru.

Sikhs perform sewa in a variety of ways, such as helping the **sangat** and the local community. Many Sikhs perform much of their sewa by helping at the **gurdwara**, including cleaning, washing dishes or serving in the **langar**.

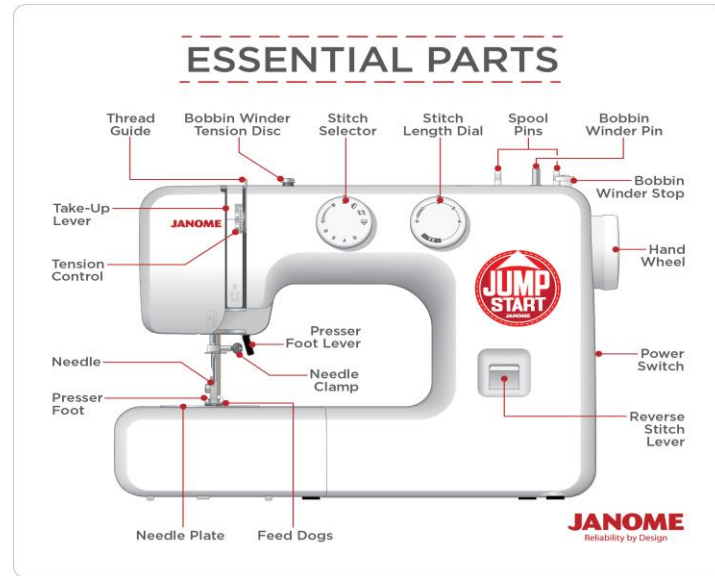**WAHEGURU** Sikh name for God

SANGAT Congregation in the Gurdwara

GURDWARA Sikh place of worship

D: Being Sikh

What is the **naam karan**?	The naming ceremony
How is a baby's name chosen?	The Guru Granth Sahib is opened at a random page and the first letter of the first word is used to choose a name.
What is **Dastar Bandi**?	The Turban tying ceremony
What is **Hukam**?	Divine will
What is **Anand Karaj**?	The sacred wedding blessing.
What is **Antam Sanskar**?	Funeral rites.
What is a **Khalsa** Sikh?	A baptised Sikh. They will wear the 5 Ks.

Curriculum Area: Textile   Half Term: 5   Year: 7

A
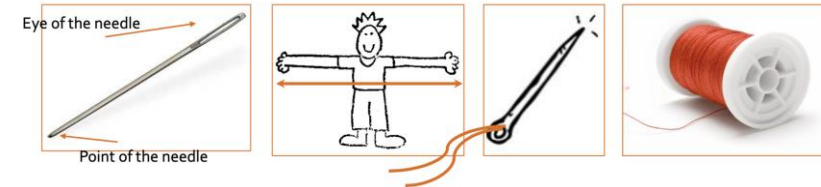

ESSENTIAL PARTS

JANOME — Reliability by Design

B Embroidery

Embroidery: The art of decorating fabric with stitches using thread or yarn to create designs or patterns.

How to thread a needle :

Eye of the needle

Point of the needle

1. **Prepare the Thread**: Cut a piece of thread about as long as your arm. Trim the end to make it smooth.
2. **Thread the Needle**: Hold the needle steady. Push the trimmed end of the thread through the needle's eye until a small part comes out the other side.
3. **Tie a Knot**: Hold both ends of the thread together. Wrap them around your finger to make a loop. Roll the loop between your fingers 2 to 3 times, then pull the thread tightly to form a knot at the end

C Weaving

Weaving : Making fabric by crossing threads over and under each other
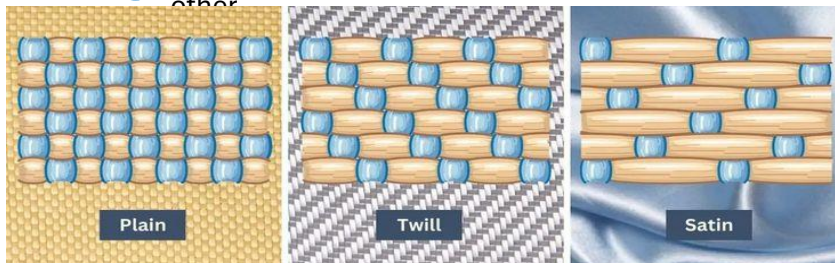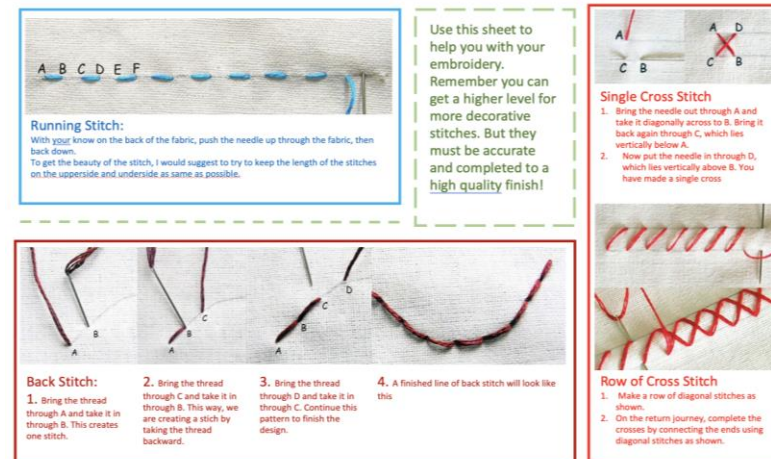

Plain

Twill

Satin

Plain Weave: Threads go over and under each other in a simple crisscross pattern, like a basket.

Twill Weave: Threads are woven in a way that makes diagonal lines, like in jeans.

Satin Weave: Threads float over each other to make the fabric shiny and smooth.

Warp: The vertical paper strips or threads that stay in place as the base for weaving.
Weft: The horizontal strips or threads woven over and under the warp to create the pattern.

D Embroidery

Use this sheet to help you with your embroidery. Remember you can get a higher level for more decorative stitches. But they must be accurate and completed to a high quality finish!

Running Stitch:

Single Cross Stitch

Back Stitch:

Row of Cross Stitch

Intervals: The spaces between the stiches

Embellishment : Adding decorative features, like beads, sequins, or stitching, to make fabric look more beautiful.