



Passover - Judaism



4 cups of red wine, or grapejuice so sweet
We drink at the Seder, a Passover treat!
The 4 cups represent the ways we became free
When G-d took us from Egypt and across the split sea!
"I will RELEASE you",
"I will SAVE you"
"I will LIBERATE you", G-d said.
"I will TAKE you as My People"
And to Israel we were led.
A proud nation we became
And we celebrate as one
By drinking these 4 cups
And praising G-d for all He's done.

CPS Knowledge Organiser - YEAR 4 – RE – Spring 1

On the first two evenings of Passover, candles are lit. Then on the seventh and eighth day, two more candles are lit.



Before Passover, Jewish people clean their houses thoroughly to remove any traces of Chometz.

Key Vocabulary

Passover – the major Jewish spring festival, which commemorates the liberation of the Israelites from Egyptian slavery, lasting seven or eight days from the 15th day of Nisan.

Kashrut – Jewish laws regarding the suitability of food.

Kosher – Food that is prepared following the Jewish law.

Sedar plate – The Passover Seder plate is a special plate containing symbolic foods eaten or displayed at the Passover Seder.

Symbolic – Something that has significance or importance.

Matzoh – Flat, cracker-like bread

Israelites – Early Jewish people

Plagues – Something that causes continual trouble or distress

Chometz – leaven or food mixed with leaven, prohibited during Passover.



Long ago, a powerful King (known as Pharaoh) ruled Egypt.



Pharaoh was worried that the Jewish people would fight against him so he made them all his slaves.



God chose a man named Moses to guide the Jewish people out of slavery.

Moses went to Pharaoh and told him that God is not happy with how he treats Jewish people and that he must let them go. Pharaoh refused so God sent 10 plagues to Egypt. The Pharaoh's son died in the final plague so he ordered Moses and the Israelites to leave Egypt.



Waters Turn to Blood
Exodus 7:14-25



Amphibians (Frogs)
Exodus 7:26-8:11



Gnats (Lice)
Exodus 8:12-15



Flies
Exodus 8:16-28



Disease on Livestock
Exodus 9:1-7

The Ten Plagues of Egypt



Unhealable Boils
Exodus 9:8-12
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Hail and Fire
Exodus 9:13-35



Locusts
Exodus 10:1-20



Darkness
Exodus 10:21-29



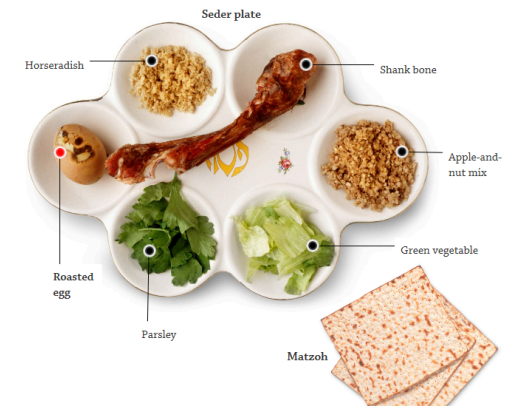
Death of First-Born
Exodus 11:1-12:36



They could not cross the sea, so they prayed to God and a miracle happened. The sea parted and they made it to safety.



Jewish people had to leave quickly and only had time to make Matzoh.



The Roman Empire and its effect on Britain

Key figures:



Julius Caesar



Emperor Hadrian



Boudica

Key Vocabulary

Invasion: an instance of invading a country or region with an armed force.

Settlement: an official agreement intended to resolve a dispute or conflict.

General: a commander of an army, or an army officer of very high rank.

Legions: a division of 3,000–6,000 men, including a complement of cavalry, in the ancient Roman army.

Defeated: having been beaten in a battle or other contest.

Celt: a **person** who speaks a Celtic language or a descendant of such a **person**: the Bretons, Irish, Welsh, and Highland Scots are **Celts**

Tribes: a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect typically having a recognized leader.

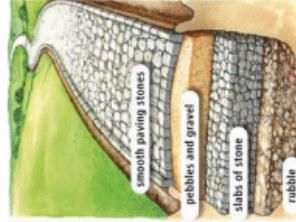
Auxiliary: providing supplementary or additional help or support.

Rebellion: an act of armed resistance to an established government or leader

Empire: an extensive group of states or countries ruled or by a single monarch, an oligarchy, or a sovereign state.



Hadrian's Wall



Roman Road



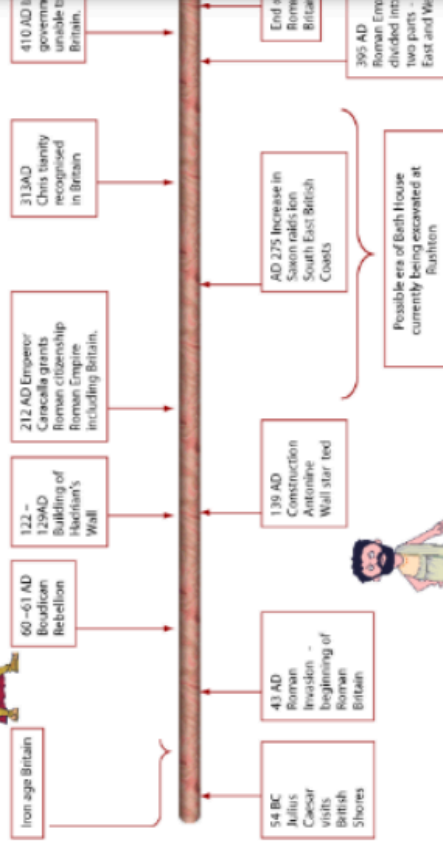
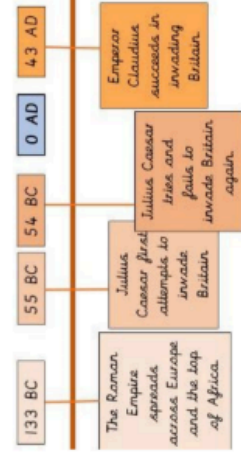
Map of Roman Britain

Roman Britain Timeline



The Beginning of Roman Britain Timeline

Roman Britain Timeline





CPS Knowledge Organiser

3D Modelling and Sculpture

Art Skills: **Drawing + Mixed-Media**

Roy Lichtenstein + Holly Coulis



Roy Lichtenstein



Holly Coulis

Embark: We are going to look at the artists work to inform our own artwork and begin to practise techniques which will help us develop this terms art skills.

Steady Progress: We are going to develop our use of composition to create collages that depict stories, inspired by either of the artists.

Accelerated Progress: We are going to refine our drawing and mixed-media skills to develop our own still life piece of work and we will apply the skills we have learnt this term.

Destination: We are going to create our final piece, a still life piece of work using water colours. We will exhibit this.

Colour Theory

The **Primary** colours are three colours that cannot be made by mixing other colours. These colours are **red, yellow and blue**.

When **primary** colours are mixed they make **secondary** colours.



Hue-Colour

Tone-This describes how light or dark a colour is.

Warm colours- These are colours associated with heat and the emotions excitement, anger and frustration.

Cool colours-These colours are associated with cold things, like ice, and feelings such as sadness, comfort and calm.

Complementary Colours-These colours are opposite on the colour wheel.

Shade: To make a colour darker, add black.

Tint: To make a colour lighter, add white.

Media- the materials and tools used by an artist to create artwork.

Drawing/Colouring Pencils

Felt-tip pens

Cardboard/Recycled materials

Paint (watercolour)

Mixed Media- using a mixture of media.

Medium-singular

Our Learning Journey

Embark: Drawing skills-employ a range of drawing techniques such as, blind/negative space and line drawing.

Steady Progress: Employ drawing skills techniques. Mixed-Media-using a range of media to experiment with colour by creating paint washes and bleeds

Accelerated Progress: Develop composition, proportion, scale and perspective by creating plans for a still life piece of artwork

Destination: create a still life piece of art with aspects of a contemporary and historical artist.

Art Knowledge organiser Spring 1

Key Vocabulary

Proportion: Proportion refers to the size of the parts of an object in relationship to other parts of the same object.



Texture: The feel, appearance or tactile quality of a work of art.

Sculpture: An artistic form in which hard or plastic materials are worked into three-dimensional art objects. They can be abstract forms, but are made by carving stone or wood or by casting metal or plaster.

Line: A mark that can vary in length or shape. Lines can be curved, straight, fat or thin.



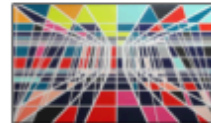
Perspective: Perspective is the way that one looks at something. It is also an art technique that changes the distance or depth of an object on paper.



Abstract: This form of art is a part of a modern art movement that does not represent our

everyday world in an obvious way. Abstract art can include colour, lines, and shapes (form) however, they are often not figurative (objects, people or living things).

Pattern: A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif.



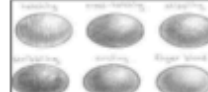
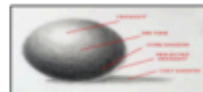
Composition: The arrangement and layout of artwork/objects.

Shading: The tonal and darker areas within a drawing/painting where there is less light on the object/person.

Scale: Scale refers to the overall physical size of an artwork or objects in the artwork. We always relate scale to the size of the human body - how big or small the piece is in relation to us. Scale is the size of one object in relation to the other objects in a design or artwork.



Highlight: The bright or reflective area within a drawing/painting where direct light meets the surface or object of a person.



Still life- The term "still life" describes a work of art that shows objects from the natural or man-made world, such as fruit, flowers, baskets or bowls. Still life shows object that are "still" and do not move.



Key Artists

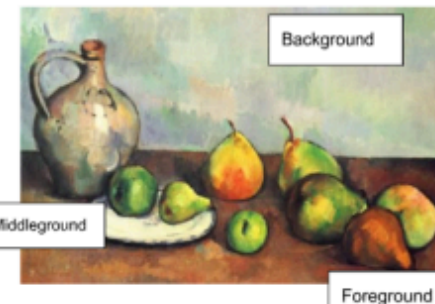
Historical- Roy Lichtenstein

Contemporary- Holly Coulis



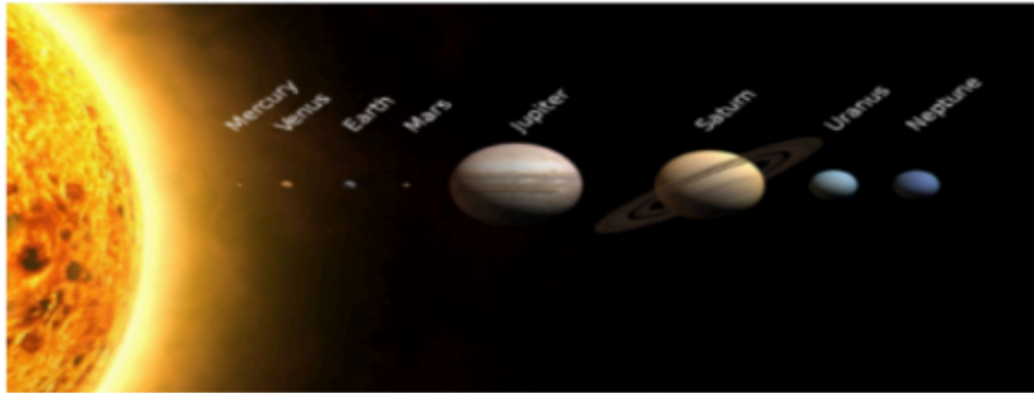
Evaluation Sentence Stems (SA/PA)

| | |
|--------------------------------------|---|
| It was interesting because... | It is the same because... |
| I like the part where...because... | It is different because... |
| I found this work...because... | They are alike because they are both... |
| Next time /you would/could... | One similarity between...and...is that... |
| Maybe you could try... | In some ways...and...are alike. For instance they are both... |
| I enjoyed it because... | Another feature they have in common is that... |
| Possible improvements may include... | They differ in some ways. For example... |
| Or alternatively... | Another difference is that...whereas... |





SPACE



Solar system



Earth's atmosphere

Key Vocabulary

Planets - a celestial body moving and orbiting around a star.

Sun - a star round which the earth orbits.

Orbit - the curved path of an object or spacecraft round a star, planet, or moon.

Solar System - consists of the sun and everything that orbits or travels around it.



Milky Way Galaxy

