Knowledge Organiser

Year 8 Autumn 1 2023

BELPER SCHOOL and Sixth Form Centre

Create Your Future

"Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. **Be curious**."

Stephen Hawking (1942 – 2018)

A theoretical physicist, cosmologist, and author who, at the time of his death, was director of research at the Centre for Theoretical Cosmology at the University of Cambridge

Name:

Tutor Group:

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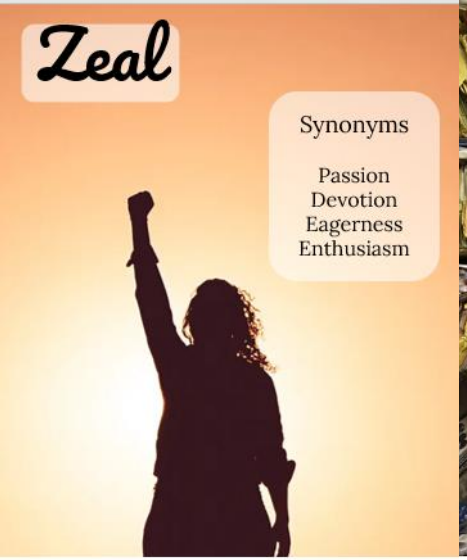
Contents Page

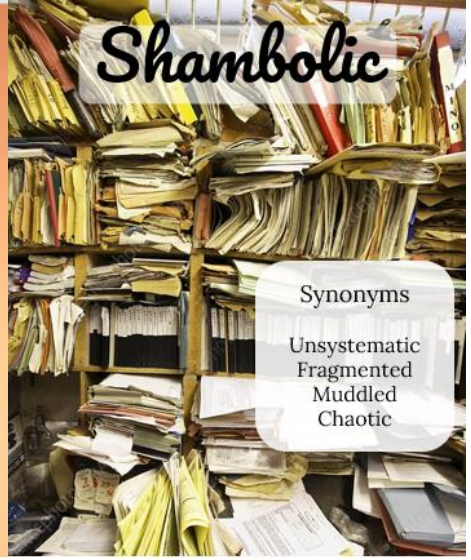
Science, PE and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

In Class Expectations

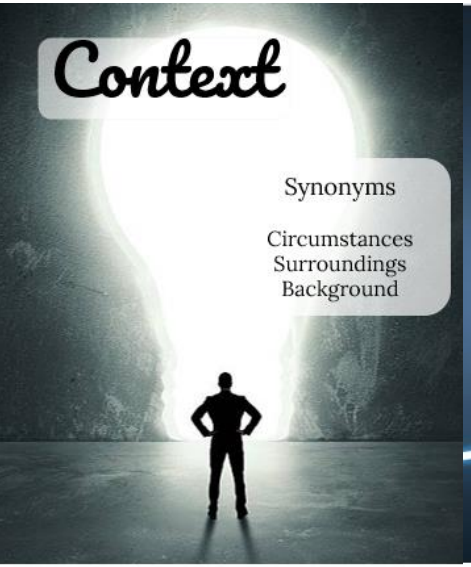
Out of Class Expectations



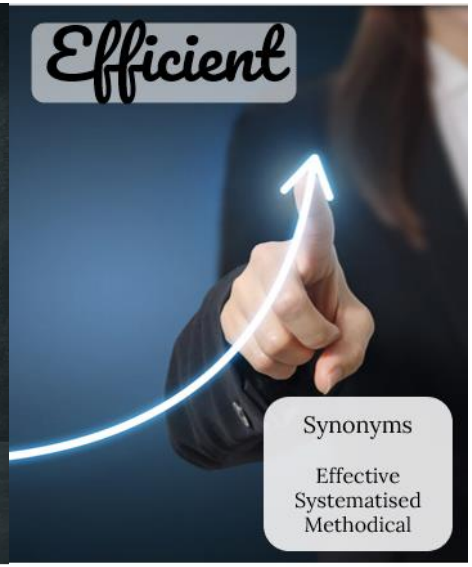
NOUN: great energy or enthusiasm in pursuit of a cause or an objective.



ADJECTIVE: chaotic, disorganized, or mismanaged.



NOUN: the situation in which something happens and that helps you to understand it.



ADJECTIVE: achieving maximum productivity with minimum wasted effort or expense.

Words of the Fortnight

	Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?
11.09.23	**Zeal**			
25.09.23	**Shambolic**			
09.10.23	**Context**			
16.10.23	**Efficient**			

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

Year 8

English: Gothic Fiction

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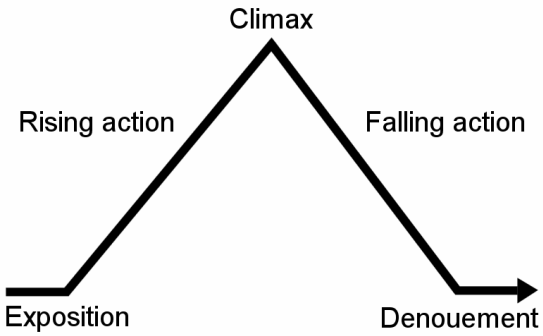
Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Tension	The unknown difference between the current moment in a narrative and a future point
Foreshadowing	The suggestion of an event that will occur later in the narrative
Pathetic fallacy	The relationship between environment and atmosphere
Plot development	The evolution of narrative and character through different stages
Enigma	The creation of mystery and intrigue by presenting information that is incomplete
Characterisation	The creation of characters through vivid description
Tier 2 vocabulary	**Definition**
Gothic	Genre featuring dark themes, strong emotions, mysterious characters
Supernatural	Phenomena outside of, or unexplained by, science
Foreboding	A feeling of approaching disaster
Macabre	Ideas associated with death, or the fear of death
Isolation	The experience of being either literally or metaphorically alone
Emotions	Feelings and reactions, different to thoughts and ideas

Section 2: New Key Skills and Strategies		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	this suggests… this implies…
T	Think (intention and impact)	The writer's intention is to… This evokes a sense of…

Freytag Pyramid of Structure



Section 3: Example Questions: Applying Section 2 Skills

Write a description as suggested by this image
OR
Write a story titled 'Into the Unknown'

Exciting **sentence styles** and **punctuation** to use in your writing:

Many questions sentence: What if she was lost**?** Trapped**?** Captured**?** Murdered**?**

Emotion word comma phrase**: Desperate,** she screamed for help.

Personification of the **weather** sentence**:** The **wind stroked** his face gently as he meandered along the path.

O.I. sentence (outside, inside): **Outside,** he tried to remain composed. **(Inside,** however, his heart was pounding in fear).

Year 8 Autumn 1

Maths: Sequences

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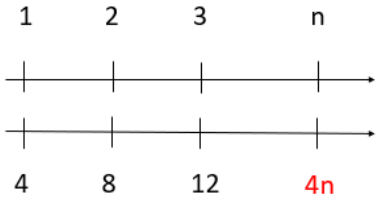
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Arithmetic sequence	A sequence of numbers where the gap between one term and the next is constant
n^{th} term of a sequence	An expression, containing n, the position number, that gives a rule for finding any term in a sequence. Also called a position to term rule
Multiplicative relationship	A relationship between two quantities whereby the values are linked by a multiplier, such as n → 5n
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a number, such as 2n → 2n + 3
Tier 2 vocabulary	**Definition**
Sequence	A particular order in which related objects follow each other
Term	An individual number in a sequence, such as "6 is the second term in the sequence 1,6,11,16"
Substitution	To make an exchange of one object for another. In this context, we give a numerical value to the letter n
Natural numbers	The counting numbers, that is, the positive integers 1,2,3…

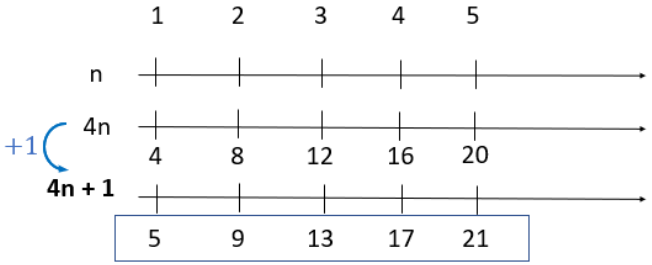
Section 2: Representations

When we use the natural numbers for the upper number line, the multiplicative relationship shown by the double number line also shows a sequence.



The n^{th} term rule '4n' takes any number 'n' and gives a term '4n'. This generates the sequence 4,8,12,… which we recognise as the 4 times table.

We can move from the 4 times table by adding or subtracting, to generate a different sequence that also moves by 4 each time:

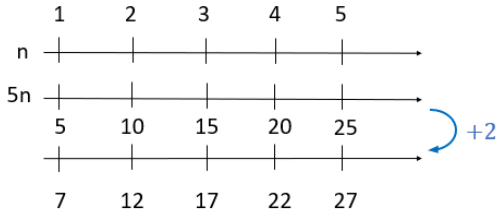


From the rule '4n + 1' we can find any term in the sequence.

e.g. for the 20th term, substitute n=20
4 x 20 + 1 = 81
The 20th term in the sequence 5,9,13,17… is 81

Section 3: Skills

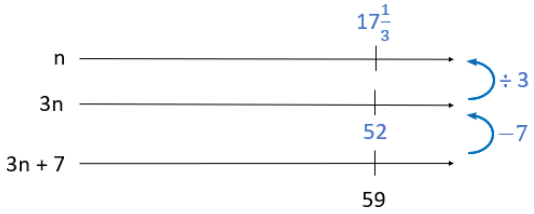
What is the n^{th} term rule that generates the sequence 7, 12, 17, 22, 27, …….. ?



We see that the sequence increases by 5 from term to term, so it is related to the 5 times table. We put the sequence 5n on the middle number line and look to adjust the sequence accordingly.

We have found the n^{th} term rule is 5n + 2

Is the number 59 a term in the sequence generated by the n^{th} term rule 3n + 7 ?



The n^{th} term rule 3n + 7 is related to the 3n sequence, so we use this as the middle number line. To move upwards to this, we subtract 7. Here we can see that there is not an integer position number that generates 52, since $52 \div 3 = 17\frac{1}{3}$

We conclude that 59 is not in the sequence

Year 8 Autumn 1

Maths: Graphical Representations Of Linear Relationships

Plotting straight-line graphs. Exploring linear relationships in both graphical and algebraic form. The general form of equation.

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Section 1: Key Vocabulary

Tier 3 vocabulary

Gradient	How steep a line is
Intercept	Where two lines cross
Co-ordinate(s)	A numeric location on a graph
Axis (sing.) Axes (pl.)	The reference lines from which all coordinates are located
Origin	The point (0 , 0) where the coordinate axes intercept each other
Linear	In or of a straight line
Cartesian	Relating to the x – y – z system of graphing (after Rene Descartes 1596-1650)
Quadrant	One of the four quarters of a graph as separated by the coordinate axes
Line segment	A given length of line between two points

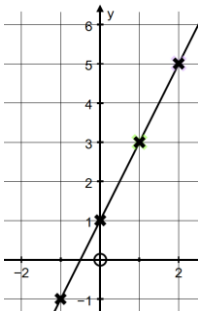
Tier 2 vocabulary

Rate of change	How the y-values change each time the x-values increase by 1
Parallel	Running in the same direction
Perpendicular	Running at right-angles

Section 2: New Knowledge/Skills

In Year 7 you plotted straight-line graphs using co-ordinates that you had generated, probably using a table of results like the one below.
eg y =2x + 1

X	-1	0	1	2
Y	-1	1	3	5



Generate A Table Of Coordinates Using Your Calculator

If you have a scientific calculator such as the Casio fx-83 (incl. the ClassWizz) or the Aurora AX-59 it will produce a table of coordinates if you follow these instructions

1. Select Table mode
2. Input your equation eg f(x) = 2X+1
3. Tell it your start and finish x-values (eg start = -1, End = 2)
4. Step up in 1s

The Gradient Of A Straight Line, m

We can work out how steep a line is by finding the change in the y-coordinates and the change in the x-coordinates between any two points on the line. The steepness is called ***gradient*** and is represented by the letter ***m***.

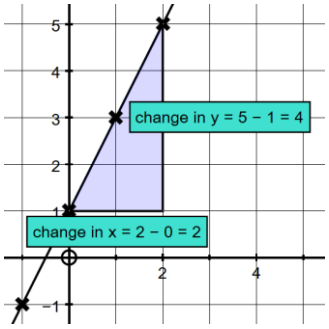
$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{change\ in\ y}{change\ in\ x}$$

If we look at y = 2x + 1 again:

Point 1 : (0,1)
Point 2 : (2,5)

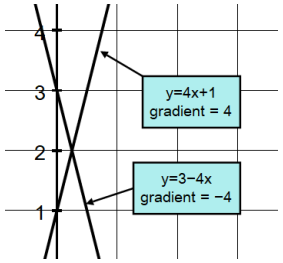
$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{5-1}{2-0} = \frac{4}{2} = 2$$

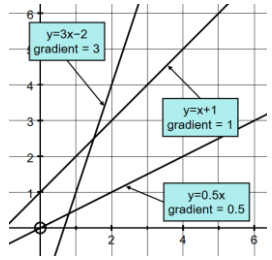
Gradient can also be considered as:
rate of change
i.e. how fast y changes in respect to the change in x



More On Gradient

Gradients can be positive (going right AND up) or negative (going right AND down).
Steeper lines have higher value gradients.





The General Equation Of A Straight Line y = mx + c

All straight lines have equations that can be written in the general form

y = mx + c

where m is the gradient
and c is the intercept with the y-axis and

those values can simply be read from the equation

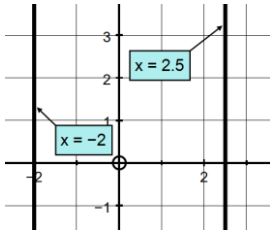
Eg y = 2x + 1 has gradient 2 and y-intercept +1
y = 4x + 1 has gradient 4 and y-intercept +1
y = x - 1 has gradient 1 and y-intercept -1
y = 3 – 2x has gradient -2 and y-intercept +3

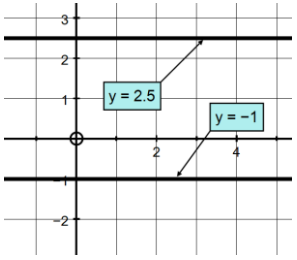
BUT TAKE CARE
3y = 4x + 1 **does not** have gradient 4 and the y-intercept **is not** +1

Horizontal & Vertical Lines

Vertical lines are always written as
x = k, where k can be any value

Horizontal lines are always written as
y = k, where k can be any value





Year 9 Autumn 1

Maths: Solving Linear Equations

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Section 1: Key Vocabulary

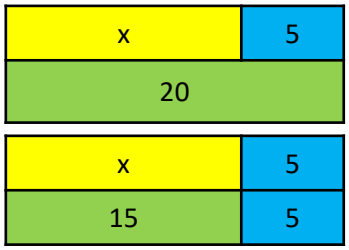
Tier 3 vocabulary	Definition
Algebra	The use of letters or symbols to represent unknown values.
Equation	Shows two things as equal and can be solved to find an unknown, or variable amount.
Solution	A value or values which, when substituted for a variable in an equation, make the equation true.
Unknown	an unknown is a number we do not know. They are commonly used in algebra, where they are also known as variables and represented by symbols
Coefficient	The numerical multiplier for any variable in an expression/equation.
Simplify	To write in a simpler form by collecting common terms.

Tier 2 vocabulary	Definition
Term	A single number or variable
Expression	A "bit of algebra" with a minimum of two numbers/variables and at least one operation.
Variable	A quantity that may change within the context of a problem.
Subject	The unknown number we need to find the value of.
Collecting terms	Simplifying an expression by combining "like terms"
Solve	Numerical value that satisfies the equation.
Product	The result of a multiplication.

Section 2: Knowledge/Skills

Solving one-step equations

1.

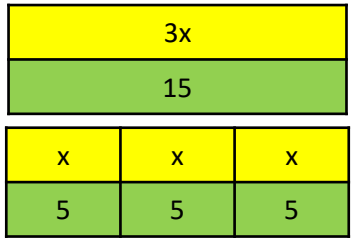


$x + 5 = 20$

$-5 \quad -5$

$x = 15$

2.

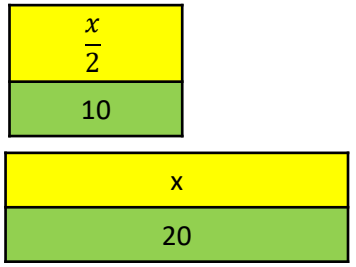


$3x = 15$

$\div 3 \quad \div 3$

$x = 5$

3.



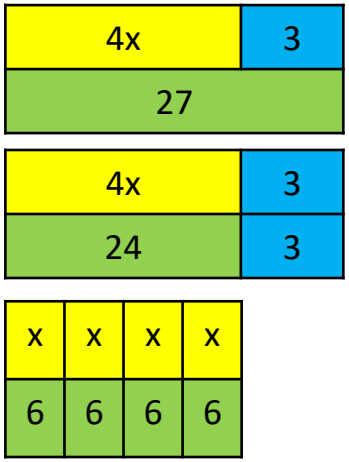
$\frac{x}{2} = 10$

$\times 2 \quad \times 2$

$x = 20$

Section 2: Knowledge/Skills

Solving two step equations



$4x + 3 = 27$

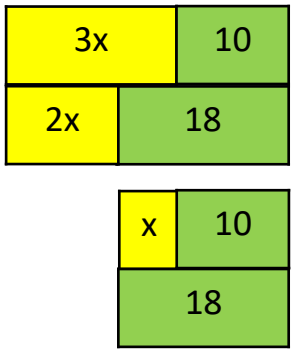
$-3 \quad -3$

$4x = 24$

$\div 4 \quad \div 4$

$x = 6$

Solving equations with unknowns on both sides



$3x + 10 = 2x + 18$

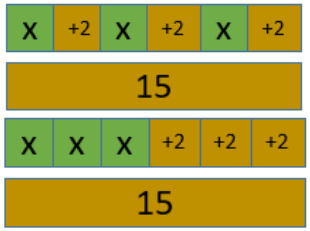
$-2x \quad -2x$

$x + 10 = 18$

$-10 \quad -10$

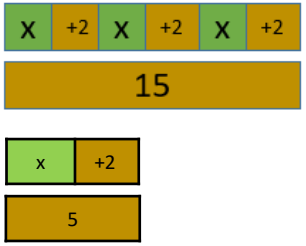
$x = 8$

Solving equations involving brackets



$3(x+2) = 15$

$3x + 6 = 15$



$3(x+2) = 15$

$\div 3 \quad \div 3$

$x+2 = 5$

Year 8 Spring 1

Science: Unit 6a - Elements, Compounds and Mixtures

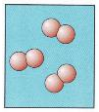
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Atom	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
Element	A substance which cannot be broken down into simpler substances
Molecule	A group of chemical atoms joined together by chemical bonds
Compound	A substance which consists of two or more different elements chemically joined together.
Periodic table	A list of all the known chemical elements.
Group	A column on the periodic table. Elements in the same group react in a similar way.
Period	The rows on the periodic table
Chemical Symbol	Letters which are used to represent a chemical.
Word equation	Word equations are used to represent chemical reactions.
Tier 2 vocabulary	**Definition**
Mixture	A substance containing two or more different substances which are not joined together.
Property	The way a substance behaves or reacts.
Chemical reaction	When the particles in substances join together or split apart to form new substances

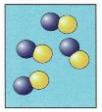
Section 2: New Knowledge/Skills

Element



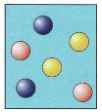
An element contains only one type of particles.

Compound



A compound contains more than one type of particle. The different particles are joined.

Mixture



A mixture contains more than one type of particle. The different types of particle are not joined.

Metals	Non Metals
Conduct heat and electricity.	Poor conductors of heat and electricity.
Malleable (can be shaped)	Brittle
Ductile (can be pulled into wires)	Most have low melting points.

Word equations

These show what happens in a chemical reaction.

Reactants → Products

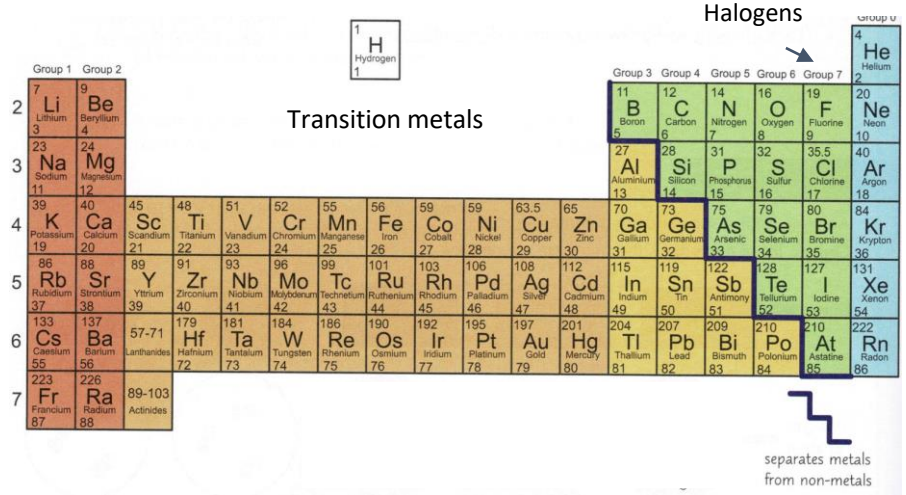
Group 7 is called the Halogens

Columns on the periodic table are called groups.

Transition metals

Group 1 is called the Alkali Metals

Group 0 is called the Noble Gases



These elements are metals

These elements are non metals.

Year 8 Autumn 1

Science: Unit 6b - Chemical Reactions

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Combustion	The scientific name for burning.
Oxidation	When an element reacts with oxygen.
Thermal decomposition	Breaking down a compound into two or more substances by heating.
Exothermic	A reaction which releases heat, its temperature increases.
Endothermic	A reaction which absorbs heat, its temperature decreases.
Conservation of mass	No mass is lost or gained during a chemical reaction.
Chemical reaction	Chemical bonds are broken and formed making new products.
Reactivity Series	A list of metals in order from most reactive to least reactive.
Neutralisation	Reaction of an acid with an alkali or metal.
Displacement reaction	A reaction in which a more reactive element displaces a less reactive element from a compound.
Tier 2 vocabulary	**Definition**
Concentrated	A solution with a large amount of dissolved solid.
Dilution	.Adding water to a mixture.
Salt	A chemical produced in a neutralisation reaction.

Section 2: Chemical reactions

Oxidation

Metals react with oxygen to produce metal oxides.

Metal + Oxygen → Metal Oxide

e.g.
Magnesium + oxygen → Magnesium oxide

Neutralisation reactions

Acid + Metal → A Salt + Hydrogen

e.g.
Hydrochloric acid + magnesium → Magnesium chloride + hydrogen

Acid + Base → A Salt + Water

e.g.
Sulfuric acid + magnesium → Magnesium sulfate + water

Acid + Metal Carbonate → A Salt + Water + Carbon Dioxide

e.g.
Nitric + magnesium → Magnesium + water + carbon
acid carbonate nitrate dioxide

Naming Salts

Salt names are based on the metal and the acid in the neutralisation reaction.

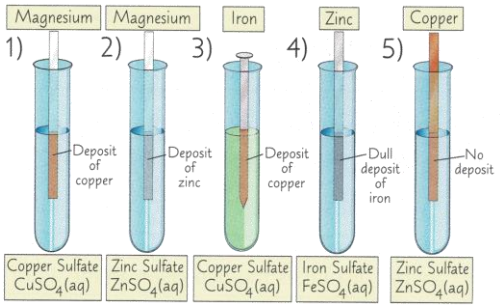
Name of acid	Name of salt formed
Hydrochloric acid	chloride
Sulfuric acid	sulfate
Nitric acid	nitrate

Section 3: Displacement reactions

Reactivity Series

- Potassium, Sodium, Calcium — React violently with dilute acids. (likely to explode)
- Magnesium, Aluminium, Zinc, Iron, Lead — React fairly well with dilute acids.
- Copper, Silver, Gold — Don't react with dilute acids.

Investigating displacement reactions



1) Samples of metals (**elements**) are reacted with solutions containing metal **compounds**.
2) If the element is **more reactive** than the compound a **displacement** reaction happens.

Zinc + copper sulfate → zinc sulfate + copper

Copper + zinc sulfate → no reaction

For the chemicals below - does a displacement reaction happen?

a) Magnesium + copper sulfate →
b) Silver + copper sulfate →

Year 8 Autumn 2

Science: 8a Our Body

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Tissue	Group of cells of one type.
Organ	Group of different tissues working together to carry out a job.
Organ system	A group of organs working together to perform a certain function.
Antagonistic pair	Pairs of muscles that relax and contract to create movement.
Joints	Places where bones meet.
Ventilation	Movement of air in and out of the lungs.
Trachea (windpipe)	Carries air from the nose and mouth to the lungs.
Bronchi	Tubes which branch off from the trachea and carry air into the lungs.
Bronchioles	Small tubes branching off the bronchi that carry air throughout the lung tissue.
Alveolus (plural alveoli)	Small air sacs where gas exchange happens.
Gas exchange	The exchange of oxygen into the blood and carbon dioxide out.
Aerobic respiration	Chemical reaction that uses oxygen release energy from glucose.
Anaerobic respiration	Chemical reaction that does not use oxygen to release energy from glucose.
Diaphragm	Sheet of muscle found under the lungs.
Tar	A thick black substance produced by cigarettes.
Carbon monoxide	A poisonous gas that stops the blood from carrying oxygen.
Nicotine	The addictive substance in cigarettes

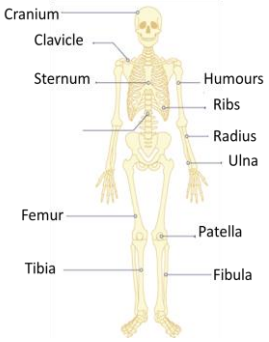
Section 2: organ systems

Key human organ systems include;

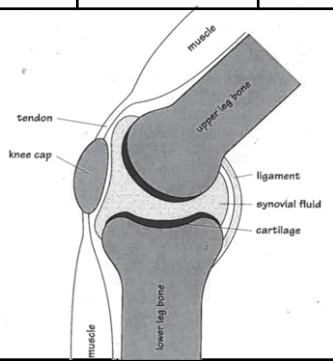
- Circulatory system used to pump blood around the body.
- Respiratory system used to get oxygen into the blood
- Reproductive system used to produce babies
- Musculoskeletal system used for movement
- Digestive system used to get nutrients from food
- Immune system used to fight infections
- Nervous system is used to control the body

The skeleton

There are 206 bones in the human body, below are some of the most important bones.

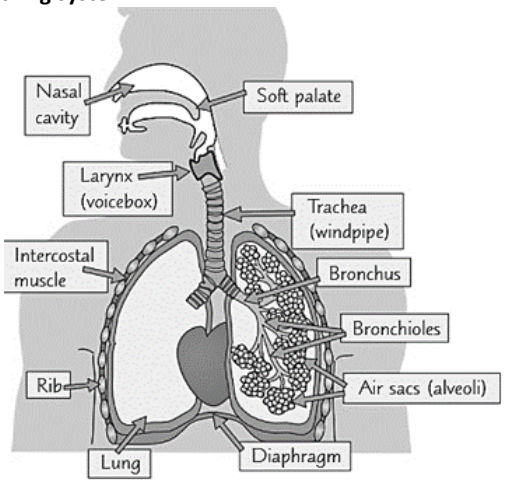


Antagonistic muscle pairs	Lower arm raises and elbow bends	Lower arm lowers and elbow straightens
Tricep		
Bicep		

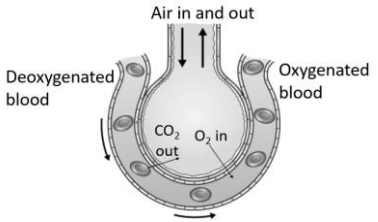


Section 3: Breathing System and Cellular Respiration

Breathing system



Gas Exchange in the Alveoli



Respiration is a chemical reaction that occurs in every living cell to release energy.

Aerobic respiration requires oxygen.

Glucose + Oxygen → Carbon Dioxide + Water

Anaerobic respiration happens when there is not much oxygen, for example during exercise.

Glucose → Lactic Acid

Year 8 Autumn 1

Science: 7A Heat Transfers

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
State Change	Moving between being a Solid, Liquid or Gas
Melting	Changing from a solid to a liquid
Freezing	Changing from a liquid into a solid
Boiling	Changing from a liquid to a gas
Evaporation	Changing from a liquid into a gas
Condensing	Changing from a gas into a liquid
Conduction	Movement of heat through a solid
Convection	Movement of Heat through a fluid
Convection Current	The movement of heat through a fluid
Radiation	Movement of heat by light - usually infrared light
Boiling Point	The temperature at which a substance turns from a liquid into a gas
Freezing Point	The temperature at which a liquid turns into a solid
Infrared Radiation	A form of Electromagnetic Radiation (light) associated with heat Radiation

Tier 2 vocabulary	Definition
Thermal	Anything to do with Heat
Celsius	Units for measuring temperature - NOT Centigrade
Joules	Units of Energy
Thermal Conductor	Something that heat moves through easily
Insulator	Something that Heat can't move through or moves through slowly
Fluid	A liquid or a gas

Section 2: New Knowledge/Skills

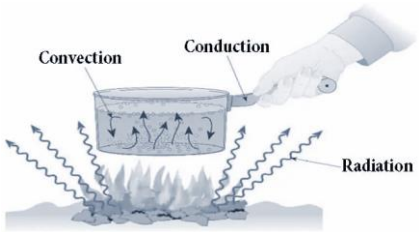
Energy Stores and Pathways

The Eight Stores

- **Chemical** in food, fuel and batteries
- **Kinetic** in a moving object
- **Gravitational** in an object that can drop
- **Elastic** in a squashed, twisted or stretched object
- **Thermal** in an object at a higher temperature
- **Magnetic** in a magnetic object in a magnetic field
- **Electrostatic** in electrical forces between charges
- **Nuclear** in the immensely strong forces in atoms

The Four Pathways

- **Mechanically** when a **Force** acts and something changes
- **Electrically** when a current flows
- **By Heating** because of a temperature difference
- **By Radiation** in a wave such as Sound or Light



Heat Transfers

Conduction - the **Particles** in a solid **Vibrate** in position all the time. The **Hotter** they get, the more they vibrate. As one end of a solid is heated, the particles vibrate more and the vibrations are **Passed on** to the neighbouring particles.

Convection - as the particles in a **Fluid** are heated the fluid expands, gets less dense and rises (which is why people say "**heat rises"**). The rising fluid spreads out around the container, cools and drops. The cooled fluid is then reheated and the process repeats. This is called a **Convection Current**.

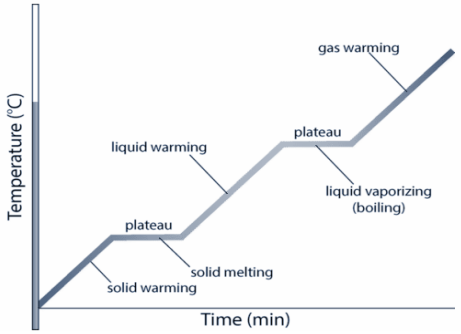
Radiation - all hot object glow with light but for most things this is **Infrared** light so it is invisible. As they get hotter they glow with more and more visible light, like heating up and iron nail until it is white-hot. This light is **Thermal Energy** being **Radiated** into the space around it.

Section 3: Other subject specific things

Temperature and **Heat** are two different things:
Heat is a measure of the amount of **Thermal Energy** in an object, measured in **Joules (J)**
Temperature is a measure of the effect of the **Thermal Energy** in a body and is measured in **Celsius (C)**

In **Solids** the **Particles** are joined together in a **Fixed Position** but can vibrate in that fixed position. When we **Heat** a solid the particles in the solid start **moving faster** and faster until the solid **Melts**.

In a **Liquid** the particles are still **bound together** but can move around and over each other. As we continue to heat the substance the movements become faster until the liquid **Boils** and becomes a **Gas**. In a gas the particles are **Unbound**; they move **Fast** and **Randomly.**



Can you explain…
Why do frying pans usually have **Plastic** or **Wooden** handles?
Why do metals feel **Cold** when you touch them?
Why do metals **Expand** when we heat them up?
How does a room **warm-up** when you switch the heater on?
What do we mean by the **Greenhouse Effect** and how does it happen?

How does this affect the Weather?
Warm air moves around the **planet** like warm air in a room. When you see **High Pressure** on a weather map this means the air there is warmer, **Low Pressure** is colder. How does this cause the **wind**?

Year 8 Autumn 1

Geography: Rivers

BELPER SCHOOL and Sixth Form Centre

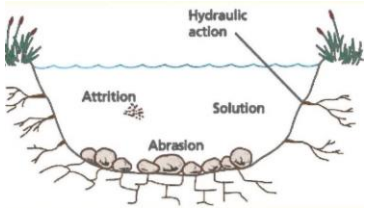
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Source	The place where a river begins.
Mouth	The place where a river ends. This is often the sea but can be a lake.
Evaporation	When the sun heats water as a liquid and it turns into a gas (water vapour).
Condensation	When water vapour cools and becomes a liquid eg. when clouds form.
Interception	When plants catch the falling rain (precipitation) on their leaves.
Infiltration	Water sinks into the ground.
Surface runoff	Water runs over the top of the ground. A lot of surface runoff will often causes floods.
Groundwater	Water stored in the bedrock underground.
Watershed	The edge of a river's drainage basin.
Abrasion	Erosion where sediment (eg rocks) in the river wears away the banks and bed of the river.
Attrition	Erosion where the rocks in the river hit each other and over time become smaller and smoother.
Hydraulic action	Erosion where the force of the water pushes into cracks in the river's bed and banks, causing rock to break away.
Solution	Erosion where rocks such as chalk and limestone dissolve in the slightly acidic river water.
Transport	The movement of sediment along the river channel.
Deposition	When the river loses energy and it drops the sediment it is carrying.
Waterfall	A steep fall of water. These are found in the upper course of a river.
Meander	Bends in the river. These are found in the middle course of a river.
Floodplain	The flat area next to a river.

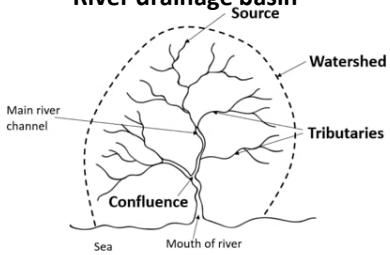
Section 2: New Knowledge

The water cycle

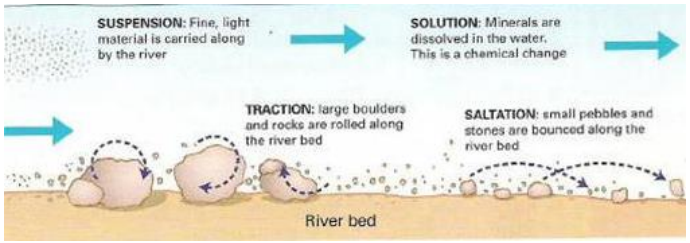
Types of erosion



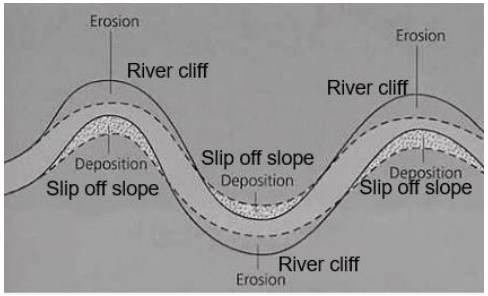
River drainage basin



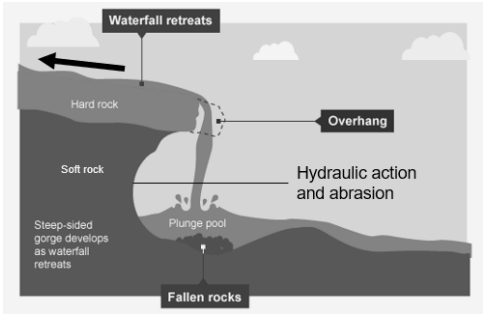
Types of sediment transport



Meanders



Waterfalls



Reasons for flooding: Heavy rain, impermeable surfaces, no trees, steep slopes, no flood management eg. walls, urban areas (towns and cities).

Section 3: Geographical Skills

- Using OS maps and aerial photographs to identify the features of a river.
- Labelling diagrams, using geographical terms.

Year 8 Autumn

History: Revolution in Industry and Voting Rights

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Revolution	A period of great change
Industrial Revolution	The process of change from an agricultural economy to one dominated by industry and machines .
The Flying Shuttle	An invention that could produce much wider cloth at faster speeds than before.
The Spinning Jenny	An invention meaning that up to eight threads could be spun at once and sped up the process of spinning.
The Water Frame	Machine producing thread that is far stronger.
Suffrage	The right to vote.
Suffragists	A person advocating that the right to vote be extended to more people, especially to women.
Suffragettes	Women seeking the right to vote through organized protest.
Shell Shock	The psychological effects of war

Tier 2 vocabulary	Definition
Reformers	People who want to bring about change
Chartists	A group who campaigned for better social and industrial conditions for the working classes
Franchise	The right to vote in elections for public officials

Section 2: New Knowledge

The Industrial Revolution

- **1750-1900** There was a huge shift in Britain from farming and household work by hand to machines, mills and factories this is known as the Industrial Revolution.
- The causes of the Industrial Revolution in 1750.
- The role that Belper and the local area played in the Industrial Revolution.
- The new inventions of the period like the Spinning Jenny, The Water Frame and The Flying Shuttle.
- Key individuals of the Industrial Revolution including: Richard Arkwright, John Kay and James Hargreaves.

The Impact of the Industrial Revolution on people's lives.

- Conditions in the mills and factories. The impact these had on the workers.
- The work of men in mines and textile factories.
- Children in the mills. The jobs they were expected to do and the conditions in which they worked.
- Strutts Mill in Belper and how it treated its workers.
- A comparison between Belper's Mill and others nearby.
- The working lives of women in mills. Their role and the expectations of working women.
- Liberty's Dawn and what can be learnt from the book about the impact of the Industrial Revolution on people's lives.

The Campaign For The Vote and Equal Rights in the 1800s

- The efforts of reformers to extend the right to vote.
- The arguments for and against reforming the democratic system in the 1800s
- The work of the Chartists, their methods and supporters in the 1830s.
- The successes of the Chartists in extending the franchise and workers rights.
- Women's rights and the campaign for women's suffrage in the 1800s
- Views for and against women having the right to vote
- The work, campaigns and limitations of the Suffragist movement
- The rise and popularity of the Suffragette movement
- The tactics and treatment of the Suffragettes
- The success of the Suffragettes
- The campaign for equal rights focussing on the life of Anne Lister and other groups in society.

Section 3: Enquiry Questions

What was it like living and working in Belper during the 18th and 19th century?

Did the efforts of Chartists and Reformers change anything?

What's the story of the women's suffrage campaign?

Section 4: Source Analysis

When analysing sources consider the following:
Content- What is happening in the picture, who are the key people, what message is it giving?
Context- What else is happening at the time?
Purpose- Why was this cartoon drawn?
Provenance- Who drew it? Who is it the audience?

Section 5: Interpretations

How and why historians and others have interpreted the same events and developments in different ways.

For example:
Some historians will argue that the Suffragettes were campaigners for a just cause.

Other historians will argue that their methods amounted to terrorism.

Year 8 Autumn 1

World Views:What is good and what is challenging about being a teenage Sikh/Buddhist/Muslim in Britain today?

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition - to be filled in in class or homework tasks
Census	An official count or survey, especially of a population.
Challenging	Testing one's abilities; demanding.
Commitment	The state or quality of being dedicated to a cause, activity, etc or an engagement or obligation that restricts freedom of action.
Beliefs	An acceptance that something exists or is true, especially one without proof.
Mosque	A Muslim place of worship
Allah	Arabic word of God, Muslim Deity.
Prejudice	Preconceived opinion that is not based on reason or actual experience
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Buddha	A person who has achieved full enlightenment.
Gurdwara	Sikh place of worship.
Tier 2 vocabulary	**Definition**
Culture	the ideas, customs, and social behaviour of a particular people or society.
Expectations	a strong belief that something will happen or be the case
Scripture	the sacred writings of Christianity contained in the Bible
Language	a system of communication used by a particular country or community

Section 2: New Knowledge/Skills

This unit allows you to learn from Buddhist, Muslims and Sikh's and their way of living, beliefs and communities. It provides you with the opportunities to consider challenging questions about the place of religion in Britain today and within your own thinking.

You will be able to use a range of disciplines and methods, including social data, philosophical questioning, interviews and working from sacred texts.

Questions that you will cover include:
Where do we belong?
What does it mean to belong to a faith community?
What does it mean to be religious in Britain today?

World Views From Buddhist, Sikh and Muslim perspectives.

New Knowledge.

- Challenges of commitment in Britain today: how do teenagers express their commitments, including religious commitments?
- What's it like to be a young Muslim in Britain today?
- How Muslims can respond when are pictured as terrorist or fanatics? Why does this happen? How can other support young people who are faced with these accusations?
- What is Jihad and how can it be understood by non-Muslim?
- What do the three treasures give to Buddhists today? What is the effect of following the Five Precepts of the Buddha?
- What is the value of belonging to the Buddhist community?
- How does community help people be good?
- Questions about suffering and what can we learn from a Buddhist story?
- What is a Sikh? What is going on in British Sikhism today?
- How are ancient language and the Sikh scriptures important to Sikhs today?
- What identities might a Sikh person hold?
- Why did Sikhs come to the UK?

Section 3: Assessment Information

By the end of this unit you should:

- appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and offer explanations to account for how and why teenagers have hold muliple religious and social identities in a diverse society.
- Investigate and explain what the teenagers from the different religions say about Western values.
- Explain how ancient spiritual practices are still relevant and important to religious groups today.

Remember

Knowledge - what do you know about the different challenges that different religious groups face?

Impact - how do different religious beliefs, teachings and practices impact of a teenagers behaviour?

Specialist terms - use the relevant key vocabulary.

Sources of authority - what quotes could you use to back up what you are saying - e.g. from the Guru Granth Sahib, the Qur'an, Buddhist texts etc.

Judgement - is the point that you are making strong, or weak, valid or invalid and why?

Opinion - an acknowledgement and explanation that there are different points of view. Include your own point of view here too.

Year 8 Autumn 1

French: En ville.

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
infinitives (inf.)	verb in its original form (e.g. to do/doing)
regular verbs	follow a pattern (-er, -ir, -re)
irregular verbs	follow their own pattern
time frames	reference to past, present or future
time expressions	indication of which time frame is being used
present tense	explains what you normally do or are doing now
near future tense	explains what you **are going** to do

Questions	Translation
1. Qu'est-ce qu'il y a dans ta ville/ ton village ?	What is there is your town/ village?
2. Où vas-tu le weekend ?	Where do you go at the weekend?
3. C'est comment ?	What is it like?
4. Tu veux aller au café **?**	Do you want to go to the café?
5. Tu veux venir ?	Do you want to come?
6. Vous désirez ?	What would you like?
7. Qu'est-ce que tu fais (quand il fait beau/mauvais) **?**	**What do you do** (when it is nice/bad weather)?
8. Qu'est-ce que tu vas faire (s'il fait chaud/froid) **?**	**What are you going to do** (if it is hot/cold)?
9. Ça va être comment? Pourquoi?	What's it going to be like? Why?

Section 2: Grammar

The near future tense

We use this tense to talk about what people are 'going to' do in the future.

Formation:
the subject (e.g. je, tu etc.) + the correct part of ALLER in the present tense + the infinitive
(**aller** is an irregular verb)

ALLER	to go
je vais	nous allons
tu vas	vous allez
il va	ils vont
elle va	elles vont

+ infinitive

e.g. the verb it its original form
Infintives always end in either **ER, RE or IR**

jouer
faire
manger
lire
regarder
finir

You can practise the near future tense on languagesonline.org.uk

The verb 'vouloir' (to want)

Like aller, **vouloir** is an irregular verb. It is also a modal verb and is followed by a noun or by the infinitive.

VOULOIR	to want
je veux	nous voulons
tu veux	vous voulez
il veut	ils veulent
elle veut	elles veulent
on veut	

Practise VOULOIR!

Section 3: WAGOLL

Salut, je m'appelle Loïc et j'habite à Paris, la capitale de la France. À Paris, il y a beaucoup de magasins et il y a la tour Éiffel bien sûr! Normalement le samedi matin, je joue au volleyball avec mon frère et le soir je regarde un film avec mes amis. C'est très amusant car j'adore faire du sport. Le dimanche, s'il fait beau, je fais du roller au Trocadéro ou s'il pleut, je vais au musée du Louvre. C'est super intéressant! Le weekend prochain je vais visiter Londres avec ma famille. S'il fait beau, je vais visiter la Tour de Londres. Je veux aussi prendre des photos du palais de Buckingham. S'il fait froid, je vais regarder les dinosaures au musée d'histoire naturelle ou je vais aller au théâtre avec ma famille. Ça va être génial car on s'amuse ensemble en vacances. On va acheter des souvenirs pour mes grand-parents. Je pense qu'ils veulent un porte clé !

À savoir

Quel temps fait-il ?

Revise the weather!
Quand il fait froid… When it's cold..
S'il fait chaud… If it's hot…

Saying 'to go to'

aller à (to go to)	**+ masc. noun**	**+ fem. noun**	**+ plural noun**	**+ noun beginning with a vowel**
	à + le = **au**	à + la = **à la**	à + les = **aux**	à + l' = **à l'**
Je vais	**au** cinéma	**à la** piscine	**aux** magasins	**à l'**église

FRENCH Y8 Word list Autumn 1.A		
	il y a	there is/are
	un centre de loisirs	a leisure centre
	un centre commercial	a shopping centre
	un château	a castle
	un marché	a market
	un musée	a museum
	une mosquée	a mosque
	une patinoire	an ice-rink
	une piscine	a swimming-pool
	des magasins	(some) shops

FRENCH Y8 Word list Autumn 1.B		
	une ville	a town
	un village	a village
	dehors	outside
	un jour	a day (time unit)
	une journée	a day (length of time)
	Je vais	I go/ am going..
	au bowling	to the bowling alley
	au cinéma	to the cinema
	au stade	to the stadium
	à la plage	to the beach
	à l'église	to the church

FRENCH Y8 Word list Autumn 1.C		
	où	where
	ou	or
	aller	to go/going
	je vais	I go/I am going
	au parc	to the park
	le matin	(in the) morning
	l'après-midi	(in the) afternoon
	le soir	(in the) evening
	ce soir	this evening
	cet après-midi	this afternoon

FRENCH Y8 Word list Autumn 1.D		
	ce	this
	ce matin	this morning
	quand	when
	vouloir	to want
	je veux	I want
	tu veux	you want (singular)
	merci	thank you
	s'il vous plaît	please (pl/polite)
	pourquoi?	why?
	je voudrais	I would like

FRENCH Y8 Word list Autumn 1.E		
	le thé	tea (drink)
	le café	coffee
	la glace	ice-cream
	la fille	girl
	le garçon	boy
	la femme	woman
	l'homme	man
	gauche	left
	droite	right
	voilà	here you are

FRENCH Y8 Word list Autumn 1.F		
	visiter	to visit/visiting
	si	if
	tu vas	you go/you are going
	on va	we go/we are going
	il va	he goes/he is going
	elle va	she goes/she is going
	nous allons	we go/we are going
	vous allez	you go/you are going
	ils vont	They (m, m/f) go/are going
	elles vont	They (m, m/f) go/are going

FRENCH Y8 Word list Autumn 1.G		
	normalement	normally
	d'habitude	usually
	prochain	next
	l'anniversaire	birthday
	samedi prochain	next saturday
	le weekend prochain	next weekend
	venir	to come/coming
	demain	tomorrow
	admirer	to admire/admiring
	acheter	to buy/buying

REVISION: Scan the QR codes to access the word lists on Quizlet!

Learning these phonic sounds below will help you to pronounce written French more confidently and to recognise and spell words you hear.

Silent final consonant [SFC]

Something that makes French sound different from English is that **some consonants** at the ends of words are silent. This means you don't pronounce them at all!

Phonics: **SFC (silent final consonant)**	
dehors	normalement
veux	trois

Phonics: **e**	
regarde	ce
demain	le

Phonics: **é / er**	
vélo	journée
cinéma	visiter

Phonics: **u**	
musée	bus
d'habitude	salut

Phonics: **en/an/on**	
centre	non
garçon	intéressant

Phonics: **a**	
patinoire	il y a
stade	glace

Year 8 Autumn 1

German: In der Stadt

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Nominative definite article	Grammar term for 'the' (der, die or das in German) when the subject of a sentence.
Accusative definite article	Grammar term for 'the' (den, die or das in German) when the object of a sentence.
Dative prepositions	Words which change the 'der' 'die' or 'das' when put before the noun.
Possessive adjectives	The words for 'my' 'your' ' his' 'her' 'our' 'their'
Word order 3	Sentence structure when using a subordinate clause
Subordinate clause	A clause which cannot stand alone as a complete sentence.
Indefinite article	Grammar term for 'a/an' (einen, eine, ein)
Qualifier	A word (often an adjective) which modifies the meaning of another word.

Questions	Translation
1. Wo wohnst du?	Where do you live?
2. Was gibt es in deiner Stadt?	What is there in your town?
3. Was hat deine Stadt nicht?	What does your town not have?
4. Was kann man in deiner Stadt machen?	What can you do in your town?
5. Was wirst du nächsten Sommer machen?	What will you do next summer?

Section 2: Grammar

Future Tense Recap

Use a part of **werden** with an infinitive at the end of the clause

ich werde	ins Kino **gehen**
du wirst	im See **baden**
er/sie/es wird	einen Film **sehen**
	Tennis **spielen**
wir werden	Eis **essen**
ihr werdet	in den Bergen **wandern**
Sie/sie werden	

Es gibt = There is/there are

Masc	**einen** Park	**keinen** Park
Fem	**eine** Kirche	**keine** Kirche
Neut	**ein** Kino	**kein** Kino
Plural	Kinos/Kirchen	**keine** Kinos **keine** Kirchen

Prepositions with the dative

Prepositions change the article which follows. Here are some examples.

In meiner Stadt gibt es eine Bibliothek neben **dem** Bahnhof.

Das Kino ist hinter **der** Post.

Es gibt ein Cafe vor **dem** Schwimmbad.

Feminine nouns change from **'die'** to **'der'**
Masculine and neuter nouns change from **'der/das'** to **'dem'**

Section 3: WAGOLL & phonics

Tag! Ich heiße Nathan und ich bin zwölf Jahre alt. Ich wohne mit meiner Familie in Lindau in Bayern. Das ist eine kleine Stadt in Süddeutschland. Mein Lieblingsfußballverein ist FC Bayern München.
In meiner Stadt gibt es einen tollen Park, ein Freizeitzentrum, zwei Supermärkte und ein kleines Kino. Man kann neue Filme dort sehen, aber es gibt keine Kegelbahn und keinen Bahnhof.
In meiner Stadt kann man vieles machen. Im Freizeitzentrum kann man Federball, Handball, Volleyball und Fußball spielen. Es gibt auch ein großes Hallenbad und ich gehe donnerstags schwimmen.
Nächsten Sommer werde ich Söll in Österreich besuchen. Ich werde rodeln und im See baden. Wir werden auch in den Bergen wandern. In Söll gibt es eine tolle Eisdiele.

Gut zu wissen

Handball ist sehr **beliebt** in Deutschland
Handball is very **popular** in Germany.

There are leagues and it is a major sport, played in most schools.
Find out more about handball by scanning the QR code.

German Year 8 Autumn 1

GERMAN Y8 Word list Autumn 1.A		
	der Bahnhof	train station
	das Schloss	castle
	das Kino	cinema
	die Bibliothek	library
	die Post	post office
	das Rathaus	town hall
	die Imbissstube	snack stand
	die Kirche	church
	das Schwimmbad	swimming pool
	der Strand	beach

GERMAN Y8 Word list Autumn 1.C		
	der Wohnort	place of residence
	die Großstadt	city
	das Dorf	village
	die Stadt	town
	die Dörfer	villages
	die Straße	street/road
	die Städte	towns
	die Häuser	houses
	die Wohnung	flat, apartment
	der Wohnblock	block of flats

GERMAN Y8 Word list Autumn 1.E		
	der Berg	mountain
	die Berge	mountains
	das Meer	sea
	die See	sea
	der See	lake
	das Freibad	outdoor pool
	das Hallenbad	indoor pool
	der Badeanzug	swimsuit
	die Badehose	swimming trunks
	die Eisdiele	ice cream cafe

Phonics: **au**	
H**au**s	br**au**n
M**au**s	gr**au**
Auto	l**au**nisch
Augen	St**au**

GERMAN Y8 Word list Autumn 1.B		
	es gibt einen	there is a (m)
	es gibt eine	there is a (f)
	es gibt ein	there is a (n)
	es gibt keinen	there is not a (m)
	es gibt keine	there is not a (f)
	es gibt kein	there is not a (n)
	gibt es	is there/are there
	die Kegelbahn	the bowling alley
	der Marktplatz	the market square
	viel zu tun	lots to do

GERMAN Y8 Word list Autumn 1.D		
	rodeln	to go toboggoning, toboggoning
	wandern	to hike, hiking
	klettern	to climb, climbing
	segeln	to sail, sailing
	Ski fahren	to go skiing, to ski
	Snowboard fahren	so go snowboarding
	der Strand	beach
	besuchen	to visit
	tauchen	to dive
	baden	to bathe, to swim

REVISION: Scan the QR code to access the word lists on [Quizlet.]

Phonics: **ei**	
zw**ei**	schn**ei**t
dr**ei**	bl**ei**ben
n**ei**n	B**ei**n
k**ei**n	kl**ei**n

Year 8 Autumn 1

Computing: The History of Computing

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Transistors	Transistors are tiny electronic switches and amplifiers. They are found inside electronic devices such as computers.
CPU	CPU - Central Processing Unit is the part of the computer that is responsible for carrying out calculations and processing instructions.
Moore's Law	Moore's Law is a theory in Computing relating to the knowledge that computer speed and processing will be expected to double every 2 years.
Enigma Code	The project worked on during World War II at Bletchley Park to decipher Nazi communications by the British.
Colossus	The first purpose built computer based at Bletchley Park.
Microchips	Integrated printed circuits inside computers that transfer digital communications.
Al-Khwarizmi	Persian mathematician from the 800ADs who was the father of algebra.
The World Wide Web	The internet is a huge network of computers all connected together. The World Wide Web ('www' or 'web' for short) is a collection of webpages found on this network of computers.

Tier 2 vocabulary	Definition
Investigate	To find relevant information
Produce	To make a piece of work
Logic	To solve a problem through steps
Problem Solving	To find a solution to a problem
Execution	To produce and run a solution

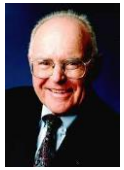
Section 2: Famous historical people in Computing

Al-Khwarizmi - was a Persian mathematician born in 800 AD who was the father of algebra. Without Al-Khwarizmi's work, in solving problems, we would not have logic in computing.

Ada Lovelace - Ada is considered the first computer programmer. Even though she did not build a physical computer she wrote about one named "The Analytical Engine". She wrote about the fact that this computer could follow simple programmed instructions to perform a complex calculation.

Alan Turing - Alan is considered to be the most famous mathematician and programmer in British history. His work during World War II on the Enigma Machine helped to bring down the Nazi's and shorten the war by 2-4 years.

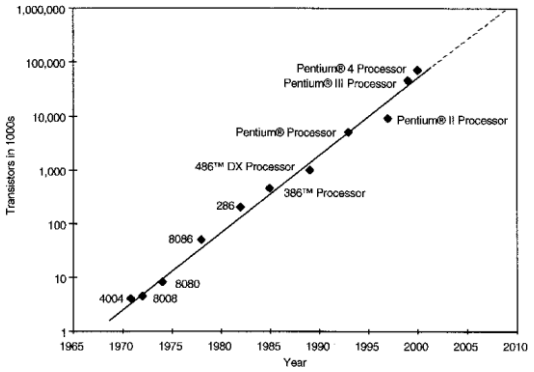
Gordon Moore - is an American businessman and developer of computer processors. In 1965 he developed a theory prediction whereby he stated that every 2 years the processing power and speed of computers would double. His theory is called "Moore's Law".



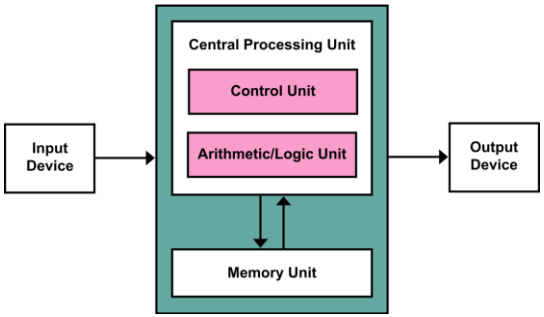
Sir Tim Berners Lee - is known as the founder of the World Wide Web in 1989. He developed a set of rules whilst working at CERN which include HTML, HTTP and URLs

Bill Gates - is the founder of Microsoft. Microsoft is one of the largest software companies in the world today.

Section 3: Subject Content and Questions



The chart above shows the modelling of Moore's Law and his prediction about computer speed and processing



The diagram above is The Von Neumann Computer Architecture developed by John Von Neumann.

Questions:

Who were the founders of Google?
Which former American vice president was misquoted by saying he invented the Internet?
True or False: StarWord was the first dedicated word processing software developed in 1978?

PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Jump Shot	The most common way to shoot the ball by jumping up straight to shoot over the defender.
Set Shot	Keeping the feet on the floor when shooting - only used for free-throw.
Lay-up	A close range shot taken with a running action after dribbling to the basket.
Dribble-move	Changing hands or direction when dribbling to evade a defender - key techniques are the crossover, spin, through-the-legs and behind-the-back.
Man-to-man	A defensive system where each player is responsible for marking a player from the opposing team.
Over-dribble	Taking too many bounces of the ball and either losing possession or having a negative effect on your team's attacking options.
Violation	Breaking the rules of the game such as travel, double-dribble, out-of-bounds, carrying.
Foul	Physical contact which gives an unfair advantage over an opponent.
Free-throw	If you are fouled when shooting, you will get a free-throw - basketball's equivalent of a penalty shot

Section 2: New Knowledge/Skills

In Year 8 basketball you will develop your scoring ability by working on the two main **techniques** for scoring baskets: the **jump-shot** and the **lay-up**.

You will learn how to use the **skill** of **dribbling** more effectively in the game to help your team.

You will start to work as a team in games by communicating with each other to organise an effective **man-to-man** system. As your understanding of the game improves more rules will come into play to keep games fair and you may be asked to **referee** your classmates' games.

PE: Net Games

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Rally	Hitting the shuttle or ball back and forth with your opponent.
Service	Getting the rally started with a serve - there are some important rules to follow to keep things fair.
Umpire	Net games are officiated by an umpire - you will take a turn as umpire in most lessons.
Love	The score of zero in net games is called 'love' eg. 3-0 is said "3 love". Love comes from the French for 'egg' - l'oeuf - because a zero looks like an egg.
Fault	When a player breaks a rule they commit a fault. There are many faults that you will need to watch out for when umpiring.
Court	The correct name for the playing area in badminton.
Tramlines	The double lines around the badminton court.
Service line/box	Badminton courts have a service line and service box.

Section 2: New Knowledge/Skills

In your Net Games lessons this year you will play some badminton and some table tennis, developing the key skills that you learned in Year 7 table tennis lessons and gaining an introduction to the key points of the game of badminton.

In table tennis you will develop your ability to play competitively against an opponent. In badminton you will be introduced to the basics such as grip stance, backhand, forehand, overarm, underarm as well as the key rules.

Questions:
How many rules of the table tennis serve can you list?
How many rules of the badminton serve can you list?
What happens in each sport when the serve clips the top of the net?
In each sport, when does the serve go over to the other player?

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Flight	Producing gymnastic shapes and movements in the air, with or without assistance.
Apparatus	A piece of equipment used in a gymnastics lesson to enhance safety or enable you to perform skills.
Cannon	Performing skills or actions one after another.
Mirror	Performing skills and actions in time and in opposition.
Vault	A gymnastic skill performed using apparatus such as a box, buck or horse.
Controlled landing	Landing safely and effectively on 2 feet, having performed gymnastic flight.

Section 2: New Knowledge/Skills

Do you know 3 important **safety procedures** that we should follow when setting out apparatus in a gymnastics lesson?

Can you explain what the following pieces of **apparatus** are used for and how we would use them safely? **Springboard, trampette, box, buck, bench, gym mat, crash mat, horse.**.

How should we **land** after performing flight and give 2 reasons why this is so important?

Can you explain or demonstrate some of the following types of flight? **Tuck jump, star jump, straddle jump, pike, through vault, turn, diving roll**.

When performing a flight **routine** with a partner we may choose to work in **cannon or mirror**. What is meant by these terms? Could you spot them being used in a lesson?

Can you give an example of **assisted flight?**

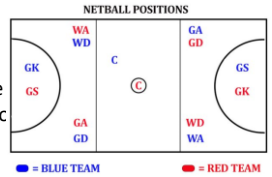
PE: Netball

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
1st Stage Defence	Marking the player
2nd Stage Defence	Marking the ball
Horizontal Band	An area across the width of the court
Held Ball	Holding the ball for more than 3 seconds
Contact	Touching another player
Obstruction	Standing less than a metre away from a player with the ball
Free Pass	A method of restarting the game after a player has broken a rule.
Penalty Pass	A method of restarting the game after a player has committed a foul against another player - the player who committed the foul stands by the stand of the player taking the pass.

Section 2: New Knowledge/Skills

Within the netball module you will learn how to:



Play the full 7-a-side version of the game. You will learn the names, roles and the areas of the court each playing position can go in. Be introduced to some new rules - **held ball, obstruction, contact** & **over a third** and how the game is re-started after these rules have been broken. Do you know the difference between a **free** and **penalty pass.** What are these awarded for?

Perform a range of dodges (**sprint, change of direction** and **feint**) in order to get free from a defender.

Perform the correct shooting technique & develop movement within the shooting circle to create space & receive the ball

Use horizontal bands to create space on the court in order for your team to keep possession of the ball

Switch from 1st and 2nd stage defence. Know when to do this and why it is important .

PE: Hockey

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Possession	Keeping control of the ball as a team by passing it or dribbling it and not letting the other team get it.
Stickwork	Being able move your hockey stick quickly to control, dribble and turn with the ball, making it difficult for defenders.
Self-pass rule	When re-starting the game, remember that you can dribble the ball as well as pass it.
Shooting circle	The semi-circle in front of goal. You need to be inside it to take a shot.
Give-and-go	A quick way to get the ball up the field: pass to a teammate, run up the field and they give you the ball back.
Dodging	Trying to dribble past a defender in a one-on-one situation.
Deception	When dodging, make the defender think you are going one way, then go the other!
Passing angles	Make sure there is a clear line between you and your teammate in order to make a pass.
Formation	Arranging your team into roles such as defence, midfield and attack so that all areas of the pitch are covered.

Section 2: New Knowledge/Skills

In this year's hockey unit you will continue to develop your individual skills but there will be more focus on working as team.

Stickwork will be an important part of your effectiveness as a player - quick and accurate control so you don't get tackled.

Keeping **possession** as a team will now become essential in order to create more goals and we will explore ways to link passes with teammates such as **creating passing angles** and using the **give-and-go**.

In games, we will start to get some team organisation and look at how to play in **formation.**

PE: Swimming

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Speed	This obviously means going as fast as you can, but we need to recognise it at as the opposite of endurance. You cannot go fast for very long.
Endurance	The ability to keep swimming for a long period of time, but not particularly fast.
Efficiency	A smooth technique can help you move through the water with less effort, increasing both your speed and your endurance.
Breathing	It sounds obvious again, but a smooth and regular breathing pattern can improve the efficiency of the stroke.
Straddle entry	A safe way to enter deep water in an emergency situation. Your face should stay out of the water.
HELP position	Heat Escape Lessening Posture - take up this position to stay afloat in a survival situation.
Surface dive	Diving underwater from the surface of the water.

Section 2: New Knowledge/Skills

In Year 8 swimming, we will be looking at ways to measure and improve the **efficiency** of our strokes. This will help both our speed and endurance.

We will explore how to start widths efficiently to gain maximum momentum, including sitting and standing **dives**. We will also look at efficient turn technique such as the **tumble turn**.

In **personal survival** we will try some tougher challenges such as the **straddle** entry into deep water, head-first and feet-first **surface dives** and endurance swimming. We will also have a go at swimming with clothes on.

In water-polo we will play the full-version of the game with goals, goalkeepers and a range of rules.

PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Tackle	Wrapping your arms around a players legs to try to bring them to the ground.
Breakdown	The point at which the attacking teams forward progress is stopped, usually by a tackle.
Recycle	After the breakdown, the attacking team try to set up for another attack.
Ruck	After a player is tackled and the ball is placed on the floor, the teams compete for the ball
Maul	When a player with the ball stays on their feet in the tackle and players arrive to compete for the ball.
Line-out	The forwards of both teams line up for a throw-in from the touchline.
Scrum	The restart after a forward pass or knock-on where the forwards bind together to push over the ball.
Offside	Players must always stay on their own team's side of the ball.
Forwards	Players who usually use their size and strength to win the ball for their team and make ground up the pitch.
Backs	Players who use their speed and skill to avoid being tackled and to get the ball up the pitch.
Scrum-half	Collects the ball from the forwards and passes to the backs.

Section 2: New Knowledge/Skills

This year will see a move to contact rugby and you will first learn the key points of safe and effective tackling.

This will then be transferred to game situations where we will introduce many of the roles and rules mentioned in the table above. You will work towards becoming either a forward or a back depending on the personal and physical qualities you offer your team.

PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Possession	The team or player in control of the ball.
Formation	Players plan and perform in set positions in the game.
Width	Using the sides of the playing area.
Depth	Using the ends of the playing area.
Distribution	Making good decisions about how and where to send the ball.

Section 2: New Knowledge/Skills

You will be encouraged to demonstrate a good ready position, to prepare for action. This will include outfield and goalkeeping roles.

Continue to demonstrate passing, dribbling and control skills to keep possession. Have you been able to use your left and right side to do this?

When we perform in small sided games you will be using basic positions in a formation. These are defence (including goalkeeping), midfield and attack.

Position	What do you need to do in this role?
Goalkeeper	
Defender	
Midfielder	
Attacker	

List three actions that are needed when you are a team captain?

PE: Running

New knowledge/Skills

You will continue to develop your **endurance** in running this year with further **target setting** to help you towards achieving a **personal best** in your timed runs.

We will look at how we can use **lap times** and **split times** to help break down a performance and help us to achieve a target.

We will consider some of the **mental** aspects of running which can be used to **motivate** ourselves and therefore improve performance, for example, **positive self-talk**.

PE: Health and Fitness

New knowledge/Skills

Through the various activities in Year 8 we will consider the **effects of exercise** on the body and the science behind them, including:

- Redness of the skin
- Changes to our breathing
- Increased heart rate
- Sweating

We will link these effects to the importance of the **warm-up** and we will introduce the idea of having a **cool down** after an intense exercise session.

PE: Leadership

New knowledge/Skills

To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.

We will discuss and try to develop some of the key **personal qualities** which can help you become a good leader such as: **communication, initiative, responsibility, knowledge, reliability, confidence, body language**.

You may be ask to take on various leadership **roles** such as **coach, captain, referee, scorekeeper.**

Year 8 Autumn 1

Art: Birds

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

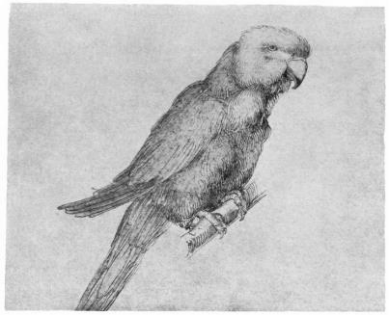
Tier 3 vocabulary	Definition
Altarpiece	An artwork depicting a religious scene for display on an altar in a Christian church.
Archetype	A typical example of a certain thing.
Ornithologist	Someone who studies birds.
Renaissance	A period of European cultural, artistic, political and economic "rebirth" following the Middle Ages.
Trompe-l'œil	French for 'deceive the eye' - visually representing an object so as to appear real to the viewer.

Tier 2 vocabulary	Definition
Canvas	In painting, a sheet of textile usually stretched over a wooden frame acting as a surface for painting.
Delft	A city in the Netherlands, famous for its blue pottery, that was important in the Dutch Golden age.
Engraving	Technique of making prints from a metal plate into which a design has been incised.
Oil paint	A type of paint in which pigments are suspended in a slow drying oil.
Panel	In painting, a solid surface, often wood, on which a painting is made.
Plate	In this sense, an illustrated page.
Relief printing	A printing technique in which a raised surface with a design is used to print an image onto a surface.
Vibrant	Bright and saturated colour.
Watercolour	A type of paint in which pigments are suspended in a water-soluble paste or block.
Woodcut	A relief printing technique in which designs are engraved into a flat wooden block.

Section 2: Artists

John James Audubon's Birds of America was printed between 1827 and 1838. It contains 435 life-size watercolours of North American birds, all reproduced from hand-engraved plates, and is considered to be the archetype of wildlife illustration. As an ornithologist, Audubon produced the series as an attempt to catalogue all of America's birds.

Carel Fabritus (1622-1654), an artist of the Dutch Golden Age, painted the Goldfinch in oil in 1654 - it depicts a goldfinch at life size, creating a trompe-l'œil. Fabritus was a pupil of Rembrandt. He was killed at the age of 32 in an accidental explosion in Delft. As a consequence, Fabritus produced relatively few artworks in total.



Albrecht Dürer (1471-1528) was a German painter and printmaker of the German Renaissance, noted for his portraits and altarpieces. He also produced a number of separate drawings, paintings and etchings of nature. These intensely detailed, closely observed studies enriched Dürer's larger works and had a lasting impact on other artists.

Section 2: Artists

Red Canna, 1919

Georgia O'Keeffe (1887-1986) was an American painter renowned for her contribution to modern art. O'Keeffe was well-known for her large scale paintings of flowers of which she made around 200 between around 1920-1950. O'Keeffe's flower paintings range widely in their colour palettes from subtle variations of white, to vibrant colour contrasts.

Autumn Leaves, 1925

Year 9 Autumn 1

Art: Black History

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Igbo	tribe from Nigeria
Rebellion	uprising against other people
Voyage	journey
Captive	kept as a prisoner
Shackled	chained together
Enslaved	sold and owned by another person
Propaganda	biased information used to spread a message

Tier 2 vocabulary	Definition
Charcoal	drawing media- black , crumbly stick made from burnt wood
Blend	merge tone/colour from one to another
Tone	light and shade
Proportion	comparative measurements

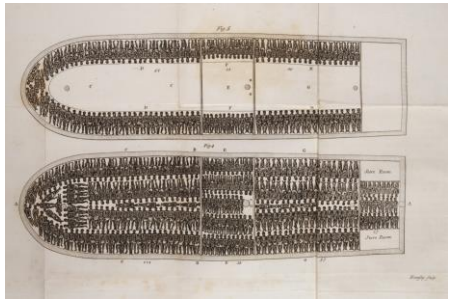


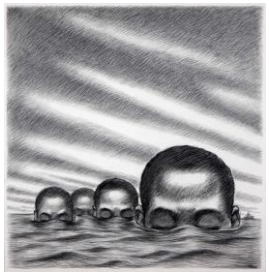
Diagram of slave ship 1801

Section 2: New Knowledge/Skills

We are looking at artists related to Black History. Donavon Nelson made a series of drawings about the Igbo slaves to show the horror of slavery.

Donovan Nelson is a Jamaican artist whose art tells the story of the Igbo Landing. The Igbo Landing is a historic site of one of the largest tragedies involving enslaved people in history. Historians say Igbo captives from modern day Nigeria were purchased for an average of $100 each by slave merchants John Couper and Thomas Spalding. The slaves arrived in Savannah, Georgia on the slave ship the Wanderer in 1803. The chained slaves were then reloaded and packed under the deck of a coastal vessel, The York, which would take them to St Simons where they were to be resold. During the voyage, approximately seventy five Igbo slaves rose in rebellion, drowning their captors. By their chief's direction, they then walked into the marshy waters of Dunbar Creek, and to their deaths. Local people claimed that the landing and surrounding marshes in Dunbar Creek were subsequently haunted by the souls of the perished Igbo. Blackpast.org

Igbo Landing
2009
Charcoal on paper



Section 3: Slave trade: context.

www.slavevoyages.org – View this website to explore information about the transatlantic slave trade.

This diagram of the 'Brookes' slave ship (bottom left), which transported enslaved Africans to the Caribbean, is probably the most widely copied and powerful image used by those who campaigned to end the trans-Atlantic slave trade. Traders knew that many of the Africans would die on the voyage and would therefore pack as many people as possible on to their ships - in total there were 609 enslaved men, women and children on board this ship. The conditions would have been appalling. Each person occupied a tiny space in the hold. In this case they had to lie in spaces just 10 inches high and were often chained or shackled together in pairs, making movement even more difficult. The cramped conditions meant that there were high incidences of disease. Because of the long distances involved, food and water was rationed, always in short supply or ran out completely.

By April 1787, the diagram was widely known across the UK, appearing in newspapers, pamphlets, books and even posters in coffee houses and pubs. An image had rarely been used as a propaganda tool in this way before and it proved to be very effective in raising awareness about the evils of the slave trade.

Year 8 Autumn 1

Drama: The Tempest.

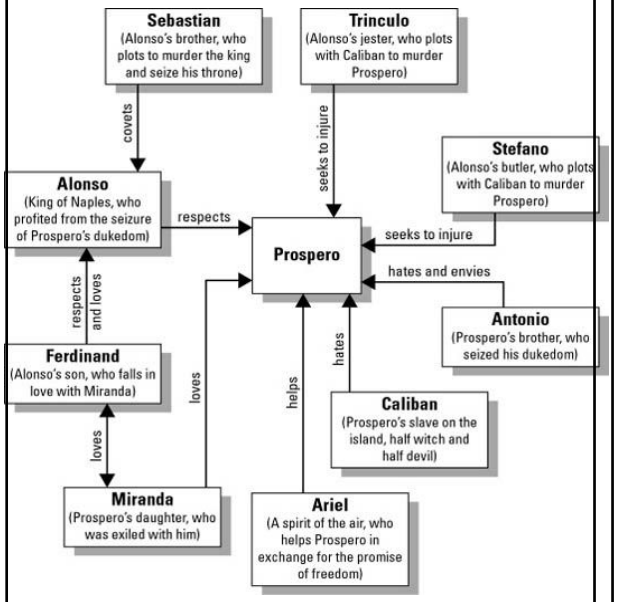
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Abstract Still Image	Used to represent people or objects and even abstract concepts like emotions or atmospheres.
Physical Theatre Sequence	A rehearsed range of movements, which have a fluid quality and a physical self discipline.
Proxemics	Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters
Director	A director is responsible for the overall creative vision of the show.
Production Concept	The production designer works closely with the director to establish a shared vision for the piece and then they are responsible for every area of design. This can also encompass other areas of design, such as film and multimedia.
Theatrical convention	A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it. When a technique is used repeatedly in a drama the audience recognise its significance.

Tier 2 vocabulary	Definition
Interpretation	Choices you make about the way to play the scene are called the interpretation.
Status	Status is the level of power or influence a character has.
Character	A person in a novel, play or film.

Section 2: Characters in The Tempest



How the characters are played in the productions

Prospero - Powerful, magical, scary, caring, kingly, wizard, intimidating, uses the space confidently, big strides, mocking, deep voice, fierce, threatening, use of arms and magical staff.

Ariel - Magical, light on feet, moves with fluidity, more animal then human, magical creature, feather like costume, make up, soft voice compared to Prospero, walks on toes, big gestures, frightened, lower status, a slave.

Who's Who - Test yourself.

Section 3: Other subject specific content

You will watch two productions of The Tempest, from the RSC and The Globe Theatre.

"We create world class theatre, made in Stratford-upon-Avon and shared around the world. We perform plays by Shakespeare and his contemporaries, as well as commissioning a wide range of original work from contemporary writers. Our purpose is to ensure that Shakespeare is for everyone, unlocking the power of his plays and live performance, throughout the UK and across the world."

Take a tour of the Globe Theatre.

Shakespeare's Globe is a world-renowned performing arts venue, cultural attraction and education centre located on the bank of the River Thames in London.

Links to prior learning: Greek chorus, creation of a character, production values (lighting and sound), analysis of acting.

Year 8 Autumn 1

Music: Hooks and Riffs

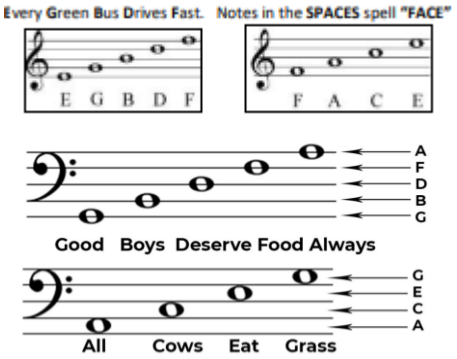
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

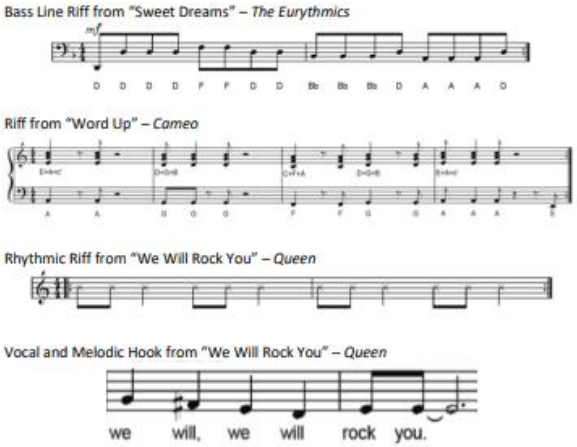
Tier 3 vocabulary	Definition
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.
Ostinato	A repeated musical pattern.
Bass Line	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.
Tier 2 vocabulary	**Definition**
Harmony	Two or more sounds played simultaneously.
Melody	A combination of pitch and rhythm. Often the main tune.
Rhythm	A combination of different note values to create a pattern.
Fluency	The ability to play a melody or chord pattern with dexterity; moving between pitches without losing time.
Timing	Being able to keep a beat, maintaining a steady speed.

Section 2: New Knowledge/Skills

The **STAVE**



Riff Notations



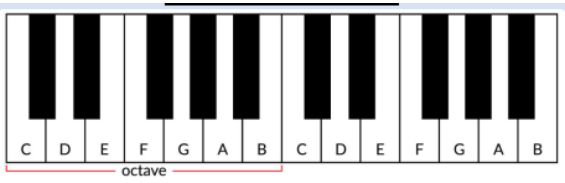
Useful apps/websites

Perfect Piano – a piano/keyboard app

www.musicca.com/piano - Virtual Piano

Section 3: Other/Previous Knowledge/Skills

Note Name	Note Symbol	Note Value
Semibreve	𝅝	4 beats
Minim	𝅗𝅥	2 beats
Crotchet	♩	1 beat
Quaver	♪	½ of a beat



Famous Hooks and Riffs

Sweet Dreams – Eurythmics

Word Up – Cameo

We Will Rock You – Queen

Links to prior knowledge: Keyboard Skills, I've Got Rhythm.

D&T Food : Booklet 1

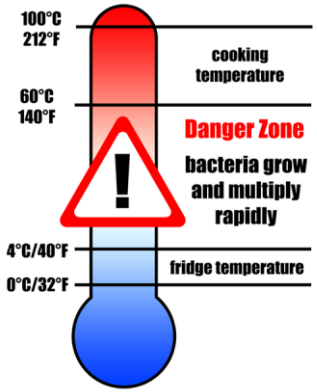
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Pathogenic bacteria	Harmful bacteria (can cause Food Poisoning)
Raising Agent	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
Fermentation	When yeast has the correct conditions it will produce carbon dioxide.
Reduction Sauce	Flavours in a liquid sauce become more intense when the water content is reduced through evaporation
Core Temperature	The central temperature that meat should reach to ensure that it is safely cooked.
Preservation	To keep something for longer without it decaying or deteriorating
Gluten	A stretchy protein which gives bread dough the capacity to expand as yeast produces carbon dioxide. (Some people who have coeliac disease cannot digest.
Hypothesis	Prediction of results
Enzymic browning	An oxidation reaction (usually in fruit and vegetables) which causes browning

Tier 2 vocabulary	Definition
Cross Contamination	Transfer of bacteria or an ingredient which can cause allergies from one place to another
Dough	Thick paste which can be shaped and moulded (e.g. pastry / bread)
Knead	Action of folding and stretching dough to develop gluten strands
High Risk Foods	Foods which have a high risk of carrying food poisoning
Prove	Leaving dough in a warm place to give the yeast time to produce carbon dioxide

Section 2: New Knowledge/Skills

Key Temperatures



1. **What temperature should a domestic freezer be?**

1. **When using a temperature probe to check the core temperature of meat, what is the minimum temperature that it should reach?**

Some Names of Bacteria	Where they are found
Salmonella	*Chicken & Eggs*
Staphylococcus aureus	*Humans & animals, skin / hair*
Bacillus cereus	*Reheated rice*
E. coli	*Animals / meat, unpasteurised milk / unclean water*
Campylobacter	*Animals / meat especially poultry*

Section 3: Other subject specific things

What Conditions Do Bacteria Need To Grow?
Warmth, Moisture, Food, Time

Who is most at risk of Food Poisoning?
Babies and toddlers, very elderly frail people, pregnant women, people who are already seriously ill or who have a compromised immune system.

Examples of high risk foods are
Meat and meat products, Fish (especially shellfish), poultry, eggs, dairy products & reheated rice

HW 1. Create a cartoon which explains how to reduce the risk of causing food poisoning when preparing, cooking & serving food. Use the key words from this knowledge organiser, then complete the **safety quiz on Google classroom** (or ask your teacher for a paper copy)

HW2. Research and Evaluate
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional bread eaten in the area they grew up. Then complete the Google classroom evaluation (or ask your teacher for a paper copy)

Type of bread	Country	Appearance	Texture	Flavour	Traditionally served with
Rye bread	*Popular in Europe especially Germany*	*Dark rich colour*	*Quite dense inside crispy crust*	*Strong malted flavour*	*Open sandwiches or with soup*
Naan					
Bagel					
Baguette					

Year 8 Autumn 1

D&T Textiles : Marvelous Monsters

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Embroidery	Decorating fabric using thread and a needle to create a pattern
Fleece	A soft, warm, knitted fabric.
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Knitted	Fabric created with rows of loops that interlock with each other
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Button	A component that is sewn onto a textile item for decoration or functional purposes. Can be many different shapes, sizes and colours.
Tailors Chalk	A thin, triangle shaped chalk that is used to mark fabric.
Back Stitch	A stitch that can be used for decorative purposes or to secure stitches at the start or end of seam.
Oversewing	A stitch where the thread goes over the edge of the fabric to hold the pieces together securely and neatly.
Tier 2 vocabulary	**Definition**
Sculpture	A 3D form, can be made from many different materials.
Template	A paper shape that shows the exact size of fabric that needs to be cut out

Section 2: Skills

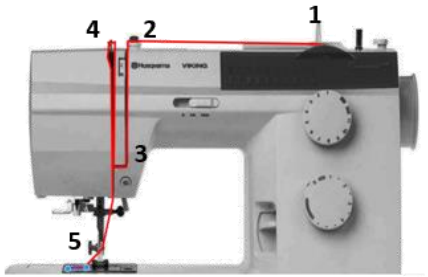
Manufacturing Process

1. Draw the monster design to scale
2. Label the different fabrics/decoration skills you will use.
3. Trace templates from your drawing for each of the pieces you will need to cut from fabric. Cut out.
4. Place the templates onto the fabric. Hold in place with pins or draw around with Tailors chalk/pencil.
5. Carefully cut out fabric shapes
6. Pin the fabric shapes together to match your drawing. Sew together using hand or machine skills
7. Sew the front and back together, leaving a gap on one side.
8. Fill the design with stuffing and hand sew the gap.
9. Add details with 3D puff paint or embroidery.

How to thread the top of the sewing machine

Knowing how to change the top thread on the machine is essential in making your work look neater. It allows you to match the colour of the thread to the fabric you are sewing. The sewing machine has numbers and lines on it to show you how to thread the top of the machine. Use them alongside this diagram to help you change the thread successfully.

Remember to pull the balance wheel out before you start to ensure you are safe. Pulling the balance wheel out stops the needle from moving if you accidentally put your foot on the pedal.



If you need to change the bobbin you should as your teacher for help.

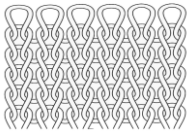
Section 3: Knowledge

Louise Evans

Louise Evans (also known as The Felt Mistress) is known for creating monsters from felt and other textiles. These sculptures can be as tall as a human and have stories behind each design.

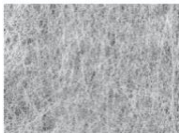
You will base your design on the answers to these 4 questions:
What is your monsters name?
Where does your monster live?
What does your monster eat?
What is your monsters most memorable physical feature?

Knitted Fabric



Knitted fabric is created by looping yarn in rows. The structure of the fabric means that it has a built in amount of stretch.
Fleece is a knitted fabric. Knitted fabrics are commonly used in garment production as it is comfortable due to the fabric being able to stretch with your body as you move, resulting in comfortable clothes.
Fleece is a good fabric to use for your monsters because it has a soft texture that can be used for fur, the edges do not fray and it is easy to make 3D shapes from it.

Non Woven Fabric



Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are bonded together using adhesive, heat or friction.
The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic.
Felt is a non woven fabric. It is ideal to use for your monster as it comes in a wide range of colours, is easy to sew and most importantly the edges do not fray.

Year 8 Rotation 1

D&T Product Design :- Mechanical Cam Toy

BELPER SCHOOL and Sixth Form Centre

Section 1: - Key Vocabulary

Tier 3 Vocabulary

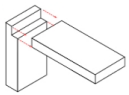
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follow	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface area
Comb Joint	An interlocking corner joint used to increase the gluing surface are and appearance
Image Contour	Technique used on 2D design to create an outline of an image
Laser Cutter	Machine used to accuracy cut and engrave wood and some types of plastic

Tier 2 Vocabulary

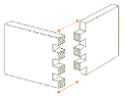
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem which requires solving
CAD	Computer Aided Design – Software used to design a product
CAM	Computer Aided Manufacture – A machine which is controlled by a computer

Section 2: Skills

Bench Carpentry



Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.

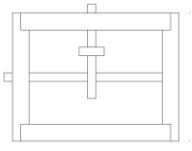


Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

Pillar Drill

Drilling is a wastage procedure
When drilling all the way through a piece of wood the drill should be set at a lower speed, and the work piece should be clamped in place with a G Cramp. A piece of 'sacrificial' wood should be place below the work to stop any splintering

Mechanism assembly and testing



Cam profiles are attached the to the cam shaft, the cam follower rests on top of the cam profile. The cam should rotate at constant rate to produce the desired outcome movement of the follower, without it wobbling or jamming

Practical Problem solving

When designing new products it is common to have problems along the was. Apply 3B4me rule to independently solve you problem. Try 3 methods of solving the problem before asking the teacher for support. (Ask a friend who has already solved it, look at a teacher example, have a go)

Graphics application

Be able to apply paint to wood using a range of techniques, including brush, toothbrush splatter, sponge, and Pen pens

Section 3:- New Knowledge

Design Briefs

Product design often happens as a result of a problem arising. Be able to analyse a problem, then write a design brief which will guide the develop if ideas to solve the problem

Types of movement

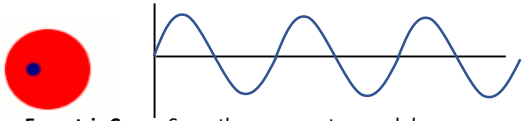
Linear Movement in a straight line in one direction

Reciprocating Movement in a straight line back and forth

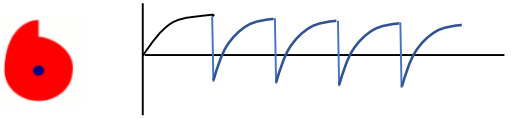
Oscillating Movement back and forth in an arch

Rotary Movement in a continuous full circle

Cam mechanisms

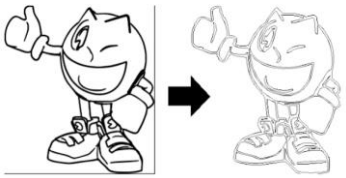


Eccentric Cam – Smooth movement up and down



Snail Cam – Fast, smooth movement up, followed by a drop back down

2 CAD Software - Contouring



Using CAD software to convert a Black and white JPG image into a outline DXF image which a laser cutter can then engrave

Section 4:- WAGOLL

Year 8 Spring 1 & 2

Social Skills – Back to School.

BELPER SCHOOL and Sixth Form Centre

Section 1: Words we will Learn:

Tier 3 vocabulary	Definition
Relationship	We will talk about the people around us and how they relate to them
Acquaintances	Begin to understand that we have different types of relationships
Personal Space	Understanding your space and other people's spaces
Spatial Awareness	How we use space in our relationships
Eye Contact	How we use our eyes when we speak.

Useful School we will learn:

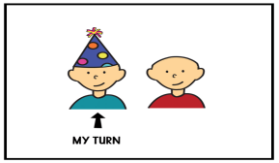
Tier 2 vocabulary	Definition
Organisation	Explore a way to be organised in school
New faces, new spaces, new routines	In Year 8 we meet new Teachers and learn about even more areas of the school.
Next Steps	Learning to set ourselves personal goals.

Section 2: What we will do:

In Social Skills lessons we will:

- Get to talk and listen to each other.

- Continue to practice our turn taking skills.



- Have somewhere to share our thoughts and ideas
- Learn to understand and explore relationships we have with people around us

- Develop our talking skills
- Continue to use games to develop our key social skills.
- Work on Voice, Face, Body, and Space.

Section 3: Some activities we use to learn:

We use Games, Learn about focus and learn to read each other.

Thinking games, where we use each others names and look at each other as we speak

1. **Master and Servant**
2. **Name Game**
3. **Swap Chair**

Relaxation and Breathing

We learn about different to relax and breathe to control ourselves. There are a lot of strategies to try out.

Emotions

In lesson time we will use a number of games to explore how we show emotion and read other people.

We use Face Space Voice and Pace to help us to remember.

We play games every lesson so we will be playing lots more!

Year 8 Autumn 1

PSHE – Negative Relationships

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Misogyny	Dislike of, contempt for or prejudice against women
Harassment	When someone repeatedly scares or threatens
Victim	A person harmed, injured or killed as the result of a crime
Hostel	A place providing shelter or accommodation.
Intimidation	the action of frightening or threatening someone, usually in order to persuade them to do something they might not want to do.
Peer pressure	Influence from members of your friendship group
Stalking	Unwanted, obsessive attention by an individual or group towards another person.
Victim Blaming	Treating someone who has experienced a crime or abusive behaviour as if it is their fault.
Doxxing	Searching for and publishing private information with malicious intent.
Trolling	The act of leaving an insulting message on the internet in order to annoy someone.

Section 2: New Knowledge

Harrassment

Someone you know could be harassing you, like a neighbour, or people from your local area or it could be a stranger.

Harrassment may include:

- bullying at school or in the workplace
- cyber stalking (using the internet to harass someone)
- antisocial behaviour
- sending abusive text messages or message son social media
- sending unwanted gifts
- Unwanted phonecalls, letters, emails or visits.

The Four Warning Signs of Stalking

You are experiencing stalking if the behaviour you are experiencing is:

Fixated

Obsessive

Unwanted

Repeated

Section 3:

Online Stalking and Harrassment

Social networking sites, chat rooms, gaming sites and other forums are often used to stalk and harass someone.

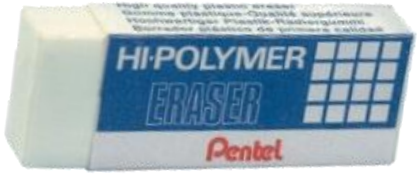
For example:

- to get personal information
- to communicate (calls, texts, emails, direct messages, social media, creating fake accounts)
- damaging the reputation
- spamming and sending viruses
- tricking other internet users into harassing or threatening
- identity theft
- threats to share private information, photographs or copies of messages

2 Black/Blue Pens and 1 Coloured Pen

2 Pencils

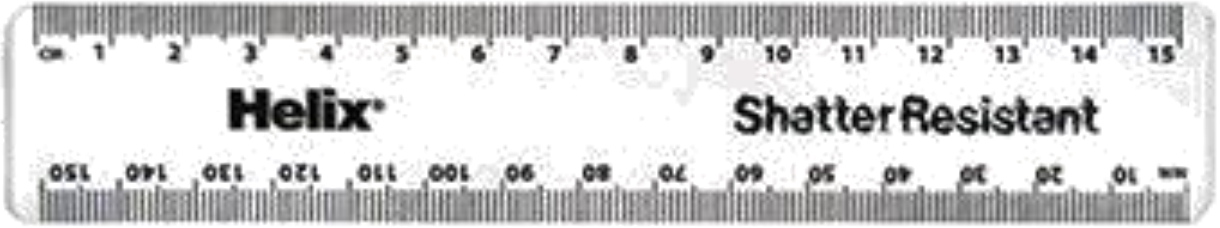
Eraser



Pencil Sharpener

Planner

Ruler



Scientific Calculator