

Knowledge Organiser

Year 8 Spring 2 2024

Create Your Future

Be confident:

"Sometimes success looks like this — collecting trophies — sometimes it's just waking up and putting one step in front of the other. There's only one of you in the world, and that's more than good enough. Be unapologetically yourself."

Mary Earps

England Goalkeeper and Sports Personality of the Year 2023



Name:

Tutor Group:

Contents Page

School Expectations	3
Words of the Fortnight	4
Guided Reading Tracker	5
Subject: English	6
Subject: Maths	8
Subject: Science	11
Subject: Geography	13
Subject: History	14
Subject: World Views	15
Subject: French	16
Subject: German	18

Subject: Computing	20
Subject: PE	21
Subject: Art	24
Subject: Drama	27
Subject: Music	28
Subject: D&T Food	29
Subject: D&T Textiles	30
Subject: D&T 3D	31
Subject: PSHE	32
Subject: Bridge Group	33
Extra-curricular timetable	34

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



Words of the Fortnight

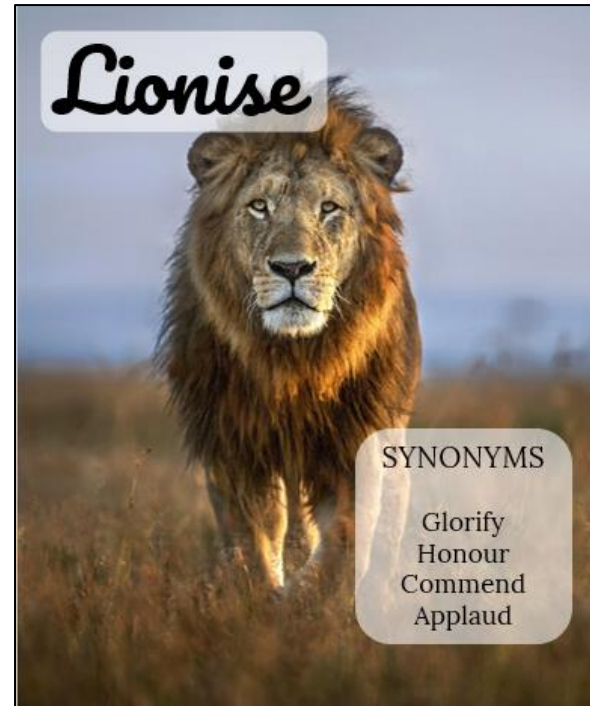


Epitome

SYNONYMS

- Embodiment
- Paragon
- Essence
- Archetype

NOUN: a person or thing that is a perfect example of a particular quality or type.



Lionise

SYNONYMS

- Glorify
- Honour
- Commend
- Applaud

VERB: give a lot of public attention and approval to someone; treat as a celebrity.

Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?

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.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Caesura	A pause or break between words in a line of poetry
Rhyme Scheme	The ordered pattern of rhymes at the end of the lines in a poem.
Personification	Giving non-living objects human characteristics. E.g. the trees danced.
Sibilance	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
Enjambment	When the line continues onto the next line, without punctuation at the end
Anaphora	the repetition of words or phrases in a group of sentences, clauses, or poetic lines.

Tier 2 vocabulary	Definition
Imagery	Visually descriptive language that you can image in your mind.
Alliteration	Words in a sentence that begin with the same letter or sound.
Propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Patriotic	having or expressing devotion to and vigorous support for one's country.

Section 2: Key Acronyms and Strategies		
R	Read the question	
U	Underline the key words	
C	Choose the best approach	
S	Select any key information	
A	Answer the question	
C	Check your answer	
C	CONNECTIVE	Firstly, moreover, furthermore, in conclusion.
P	POINT	Use the wording of the question and identify what your paragraph will explore.
E	EVIDENCE	Find a relevant quotation and identify a language or structural device in it...
A	ANALYSIS	... and then explore the deeper meaning of this quote/technique and how it links to the question.
T	THINK	Finally, think about the intention behind the language choice (why?) and the possible impact on the reader

Section 3: Poetry Analysis And Context

Trench Conditions

Extreme Heat	Extreme Cold	Trench Foot
Disease	Rats	Sleep Deprivation
Malnutrition	Gas	Silence
		Homesickness

Simile 'like beggars' – visual imagery – older than their years

Dulce et Decorum Est

Bent double, **like old beggars under sacks**,
 Knock-kneed, coughing like hags, we cursed
 through sludge,
 Till on the haunting flares we turned our
 backs,
 And towards our distant rest began to trudge.
Men marched asleep. Many had lost their
 boots,
 But limped on, blood-shod. All went lame, all
 blind;
 Drunk with fatigue; deaf even to the hoots
 Of gas -shells dropping softly behind.

Metaphor 'marched asleep' – visual image gives insight into the conditions

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Protagonist	The main character in a story
Antagonist	The major character or force that opposes the protagonist
Dynamic Character	A character who undergoes a significant, lasting change, usually in his or her outlook on life
Static Character	A character who does not change in the course of a story
Foreshadowing	To hint at something that will happen later in the story
Narrative	Another word for a story
Conflict	A struggle between opposing characters and forces

Tier 2 vocabulary

Atmosphere / Mood	The main feeling that is created in a story
Character	The fictional persons who carry out the action of a story
Setting	The time and place in which a story is set
Theme	Messages in the story
Novel	A long story with chapters

Section 2: New Key Skills/Strategies CPEAT Writing

Example- How does the writer build tension towards the end of the novel?

C Connective- Firstly, Moreover, In conclusion,

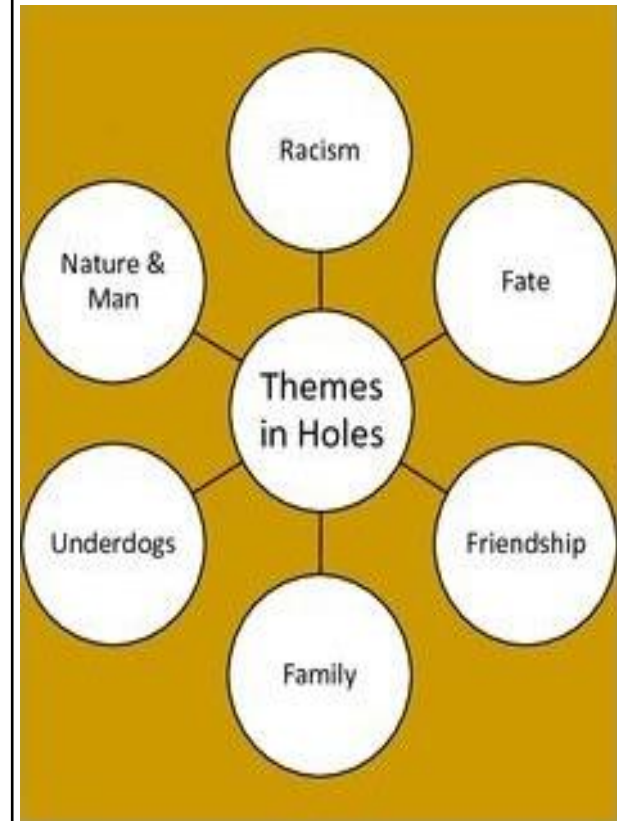
P Point- The writer uses a simile to...

E Example-This is illustrated by '.....'

A Analysis- This suggests... This infers...

T Think intention and impact- The writer's intention is... This evokes a sense of ...

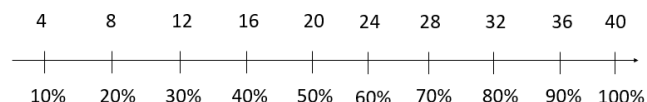
Firstly, the writer uses evocative verbs to build tension. For example 'If he pulled too hard, he feared, he'd cause a cave-in'. The verb 'feared' shows that Stanley must be careful with the chest, otherwise it might fall back into the hole. This evokes tension for the reader because we are in suspense wondering if he will get to see what is inside.

**Section 3: Themes in Holes**

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Direct proportion	When one value increases so does the other. One of the values is a multiple of the other value
Inverse proportion	When one value increases and the other decreases
Scalar multiplier/ Scale factor	Is a number that moves <i>along</i> lines in a double number line, that is, stays within the same variable
Functional multiplier	Is the multiplier that links the two quantities
Tier 2 vocabulary	Definition
Percent	A proportion that shows a number as parts per hundred. The symbol % means 'per cent'
Percentage Increase	Adding a given percentage of a value to the original value
Percentage Decrease	Subtracting a given percentage of a value from the original value
Proportion	Two or more quantities that increase or decrease at the same rate

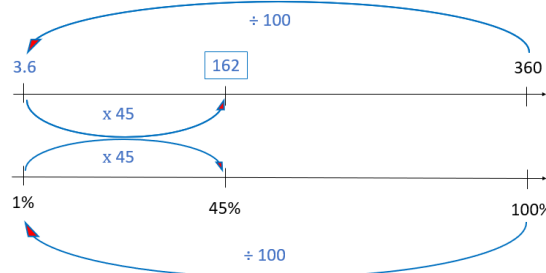
Section 2: Representations

We can utilise a double number line to work with percentages. By making the original value equal to 100%, we can partition the number line to find other percentage:



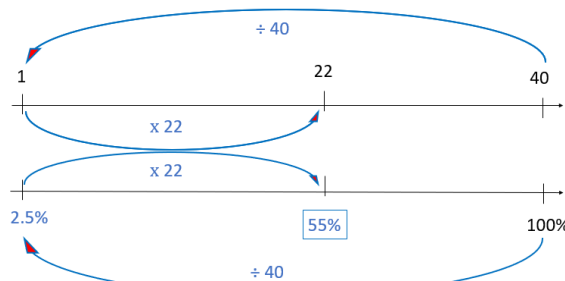
We can use all of our existing skills in **scaling** numbers in when working with percentages.

Example question - What is 45% of 360?



Likewise, we can use scaling to express one amount as a percentage of another.

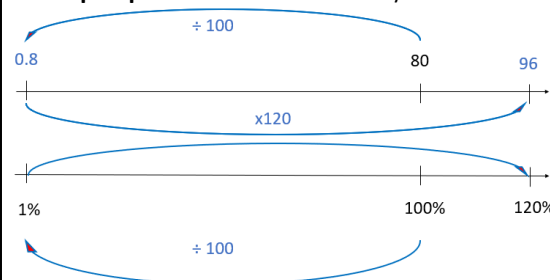
Example question – What is 22 out of 40 as a %?



Section 3: Procedures

To increase a value by a given percentage, we can start by thinking about scaling from the original value (100%), down to find 1% and then scale up to a percentage larger than 100.

Example questions – Increase £80 by 20%

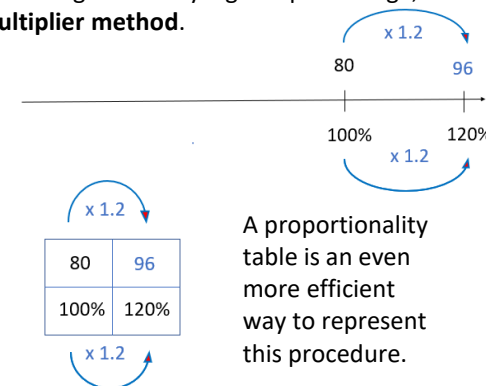


Numerically, our procedure is: $80 \div 100 \times 120$

Which is the same as:

$$80 \times 120 \div 100 \quad \text{or} \quad 80 \times \frac{120}{100} \quad \text{or} \quad 80 \times 1.2$$

Here we arrive at the most efficient method for increasing a value by a given percentage, the **multiplier method**.



A proportionality table is an even more efficient way to represent this procedure.

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Measure of central tendency The statistical measure that identifies a single value as representative of an entire distribution

Measures of Dispersion Describes the spread of the data.

Discrete Data that can only take certain values

Continuous Data that can take any value

Quantitative Can be counted or measured in numerical values

Qualitative Non-numeric information

Tier 2 vocabulary Definition

Mean Total of the data values divided by how many values there are.

Median Middle value when the data has been listed in order

Mode / Modal Most common data value / group.

Range The spread of the data given.

Grouped Data given in the form of class interval

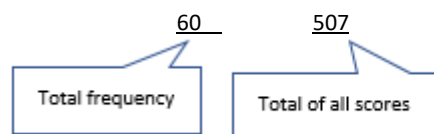
Sample A subset of the data.

Section 2: Knowledge/new skills

Averages from a frequency table

60 students took a maths test. Here are their marks out of 10.

Score (out of 10)	Frequency	Working
7	x	13 = 91
8	x	20 = 160
9	x	14 = 126
10	x	13 = 130



Mean = Total of all scores ÷ total frequency

$$= 507 \div 60 = 8.45 \text{ marks}$$

Modal score = 8 (because 8 has the highest frequency)

Median = 8 (because 8 would be the score in the middle if we wrote out the list in full)

Range from a frequency table

$$\text{Highest score} - \text{Lowest score} = 10 - 7 = 3$$

Examples of Discrete Data

Number of people, shoe size, number of tickets sold, score on a test,

Examples of Continuous Data

Height, length, time, weight, ...

Examples of Qualitative Data

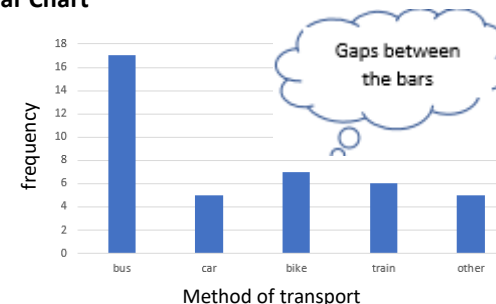
Colour, types of pet, favourite team, favourite subject, method of transport to school,

Section 3: Skills

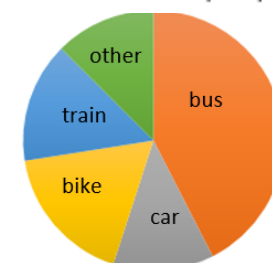
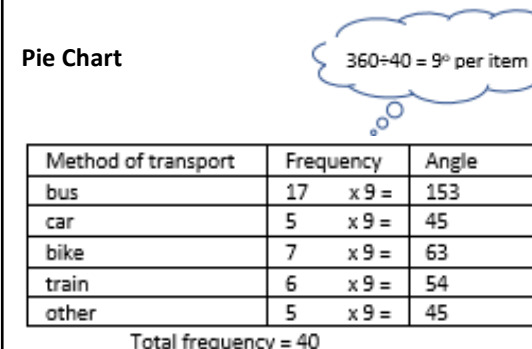
Diagrams showing what form of transport 40 people use to get to work.

Method of transport	Frequency
bus	17
car	5
bike	7
train	6
other	5

Bar Chart



Pie Chart



Section 1: Key Vocabulary

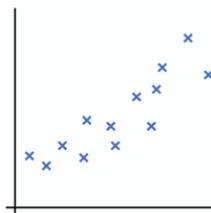
Tier 3 vocabulary	Definition
Scatter diagram	A graph of plotted points that shows the relationship between two variables.
Scatter graph	An alternative name for scatter diagram.
Correlation	The link between two variables
Bivariate data	Data with two variables
Interpolation	Using the line of best fit to make predictions within the range of data collected
Extrapolation	Using the line of best fit to make predictions outside of the range of data collected
Line of best fit	A line through a scatter graph/diagram that best expresses the relationship between those points

Tier 2 vocabulary

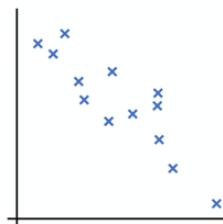
Tier 2 vocabulary	Definition
Estimate	Use the trend to make a sensible prediction
Scale	A series of marks at regular intervals
Plot	To place points on a coordinate grid

Section 2: Knowledge/new skills

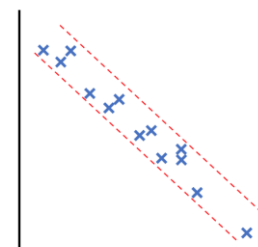
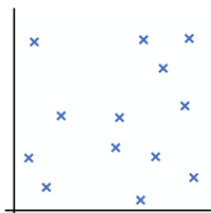
Positive Correlation As one variable increases, so does the other.



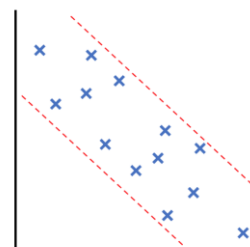
Negative Correlation As one variable decreases, the other increases.



No Correlation The variables have no link..



Stronger correlation

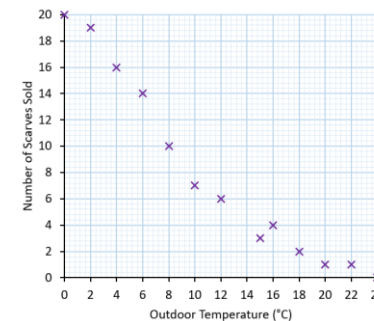


Weaker correlation

Section 3

Using Scatter Graphs

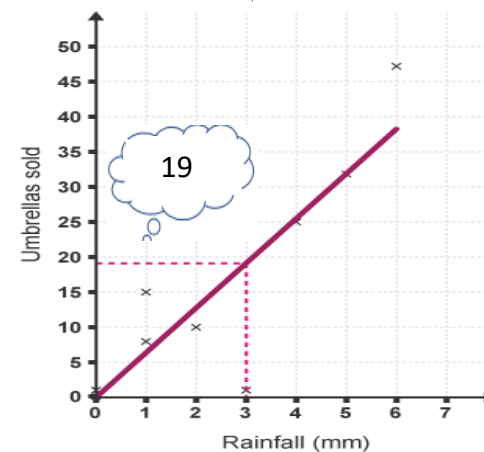
Describing the relationship shown on a scatter graph requires a sentence and can be written in different ways.



The hotter it is, the less scarves are sold.

The colder it is, the more scarves are sold.

The scatter diagram below shows rainfall plotted with umbrella sales. Use a line of best fit to estimate the number of umbrellas sold when there is 3mm of rain.



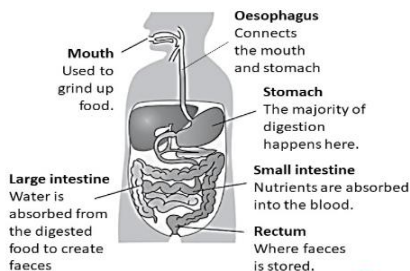
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Oesophagus	The muscular tube that connects the mouth to the stomach
Absorption	The process of taking digested food products from the small intestine into the blood. Uses microvilli
Small Intestine	The part of the guts in which most of digestion and absorption takes place
Malnutrition	Lack of proper nutrition.
Food group	A group of foods that share similar nutritional properties.
Food test	Chemical tests that are used to determine if a specific food group is present.
Digestion	Process of breaking down large insoluble molecules into smaller soluble molecules.
Liver	Organ that produces bile.
Peristalsis	The squeezing of the muscles of the oesophagus to push food down into the stomach.
Pancreas	Where the majority of digestive enzymes are produced. Also responsible for controlling blood sugar levels.
Catalyst	A molecule that speeds up a chemical reaction without being used itself.
Enzyme	A biological catalyst.
Substrate	The molecule that an enzyme acts on eg: starch is a substrate as it is broken down by an enzyme.
Active site	The space on an enzyme where the substrate joins.
Denature	When the active site of an enzyme changes shape and the substrate no longer fits.

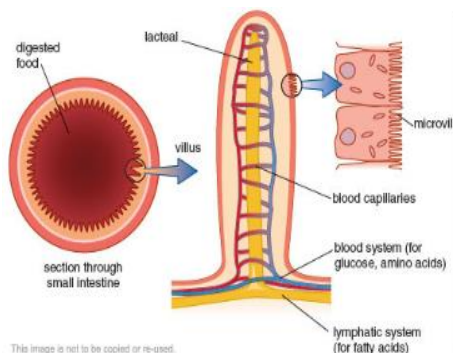
Section 2:

Food group	Use	Food test
Complex carbohydrates (starch)	Energy	Iodine – black
Simple carbohydrates (sugar)	Energy	Benedict's – green, yellow, orange or red
Proteins	Growth and repair	Biuret – purple
Lipids (fats)	Energy storage	Emulsion test - white

The Digestive System



Absorption in the Small Intestine



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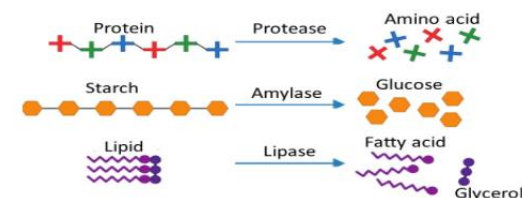
Section 3:

Organs of the Digestive system

Draw a table showing the names of all the organs of the digestive system (aim for 8) and their functions

Enzymes

Enzymes are used in digestion to break down large molecules.



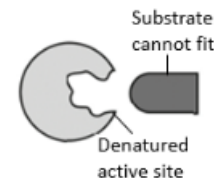
Lock and key hypothesis

The lock and key hypothesis explains that only one substrate can fit into the active site of an enzyme.

If enzymes are put into the wrong conditions their active site changes shape.

This is called denaturing. This means the enzymes can no longer work this happens in;

A too low or high pH
A high temperature



Questions

Explain why digestion is important.
Describe the route of food through the digestive system.
Describe the role of each organ in the digestive system.
A food turns purple with benedict's and white with the emulsion test, explain what this shows.
Explain how enzymes aid the digestion of food?
Explain how enzymes are denatured and the effect of this.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Sedimentary	A type of rock formed from cemented grains
Igneous	Crystalline rocks formed from cooled molten rocks
Metamorphic	Produced when pressure and/or heat change rocks
Rock Cycle	The cycle of minerals through different stages
Erosion	Gradual wearing and smoothing of rock fragments
Weathering	Breaking off of large chunks of rock
Transport	Movement of rocks usually including erosion
Deposition	Laying down of grains of rock (sediments)
Compaction	Pressure on sediments leading to cementation
Grains	Small fragments of rock
Crystals	Interlocking grains of rock
Permeable	(Porous) able to absorb water
Magma	Molten rock below the surface
Lava	Molten rock above the surface
Tectonic plates	The cracked surface (crust) of the Earth

Tier 2 vocabulary	Definition
Acid Rain	Rain water with a pH below 7
Volcano	Site where Molten rock reaches the surface
Evidence	Data/information used to (dis)prove a theory
Theory	An idea to explain an observation or evidence

Section 2:

Rock Type	Formation	Appearance	Example
Intrusive Igneous	When Magma cools slowly below the surface	Large visible crystals, various colours	Granite, Gabbro
Extrusive Igneous	When Lava cools quickly above the surface	Small crystals, can be porous, various colours	Basalt, Pumice
Sedimentary	When grains of sediment are laid down, compacted and cemented together	Made of grains, can be various sizes, often shows layers, colour varies depending on where it was deposited, often porous	Limestone, Sandstone, Mudstone
Metamorphic	When other rocks are changed through heat and/or pressure	Huge variety depending on rock formed from, can have layers, crystals, not usually porous	Marble, Slate, Gneiss

The Rock Cycle

Types of weathering -

Chemical - Acid rain

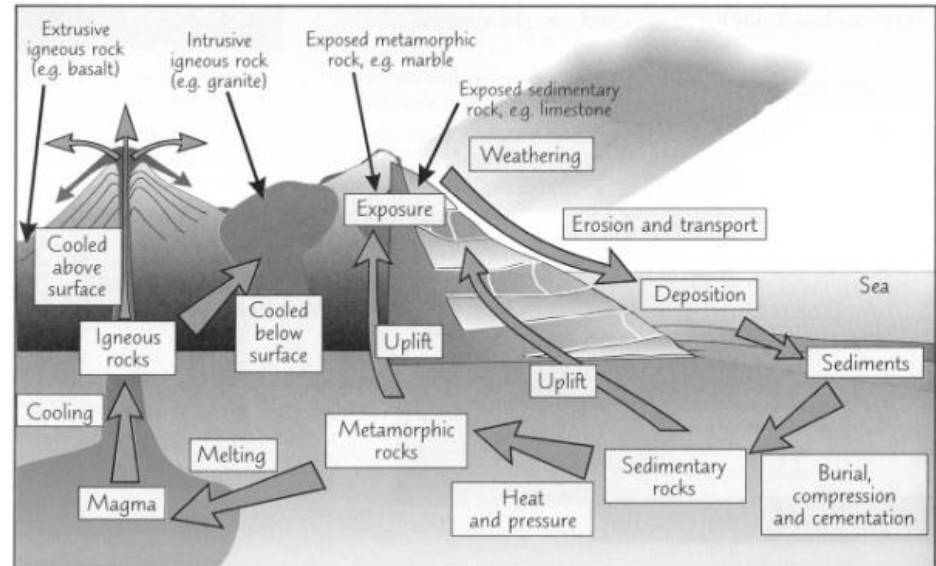
Biological - Plant roots

Physical - Waves/water, freeze-thaw, wind, Onion-skin

Plate boundaries

Constructive - Where two plates move away from each other.

Destructive - Where two plates move towards each other.



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Air pressure	The weight of the air pushing down on the earth.
Anticyclones	High pressure system - dry , calm conditions.
Clouds	Water vapour condenses to make water droplets. We see these as clouds.
Cold front	Meeting of two air masses where the warm air is followed by cold air.
Condensation	Water vapour is cooled and turns into water droplets.
Convictional rainfall	Rain formed when warm moist air rises due to the heat of the sun.
Depressions	Low pressure system - associated with wet, windy weather. Also called a storm.
Frontal rainfall	Rain formed when warm air rises over cold air at a front.
Isobar	A line joining points of equal air pressure on a weather map.
Meteorology	The study of the weather.
Precipitation	Water droplets in clouds become too heavy and fall as rain, hail or snow.
Prevailing wind	The direction the wind usually comes from - SW in the UK.
Relief rainfall	Rain formed as air is forced to rise over hills.
Warm front	Meeting of two air masses where the cold air is followed by warm air.

Tier 2 vocabulary

Weather	The day to day conditions of the atmosphere.
Climate	Average weather over at least 30 years.

Section 2: New Knowledge

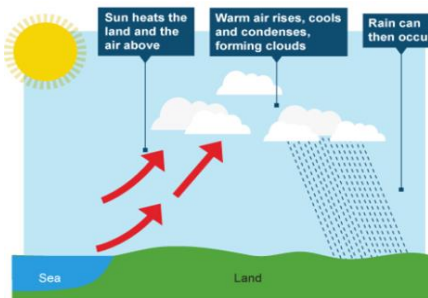
Summer Anticyclones

Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convectional rainfall and thunderstorms.

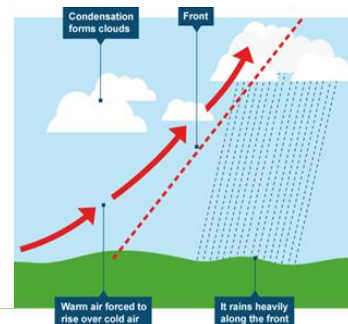
Winter Anticyclones

Cold, dry days with light winds. The clear skies allow heat to be lost from the earth's surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost and ice.

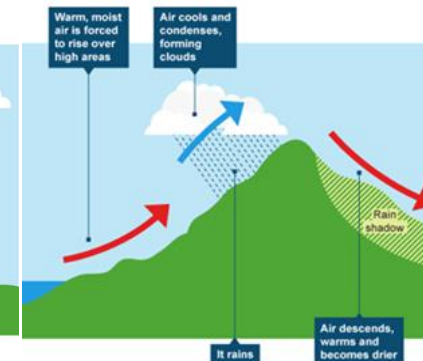
Convictional Rainfall



Frontal rainfall



Relief Rainfall



Latitude - places near the equator are much warmer than places near the poles.

Distance from the sea – land and sea heat up at different rates. The sea takes a lot longer to heat up than the land but keeps its heat for longer as more than just the surface is heated up. In winter the sea keeps coastal areas warm and in the summer cools them down. The further away from the sea the wider the range of temperatures found there eg. central Russia.

Altitude – temperatures decrease by around 1°C for every 100m increase in height. Many parts of the Alps mountain range in Europe are over 4,000m above sea level which means they are 40°C colder than coastal areas.

Prevailing winds – the prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows across the Atlantic Ocean from the Gulf of Mexico. It warms the prevailing winds or air masses, making western areas of the UK and Europe warmer than areas inland.

The climate in the UK is variable meaning it changes a lot. The UK has cool summers, mild winters and rainfall evenly spread throughout the year. The climate is classified as temperate which means we rarely experience extremes.

Weather Instruments and units of measure:

Temperature = Maximum/minimum **thermometer**, measured in °C.

Air pressure = **Barometer**, Millibars

Wind speed = **Anemometer**, Knots or mph.

Wind direction = **weather vane**, Compass points

Rainfall = **Rain gauge**, mm

Section 3: Geographical Skills

- Use the synoptic symbols, weather charts and satellites to analyse weather patterns.
- Interpret and draw climate graphs for the UK.
- Interpret climate maps for the UK and the world.
- Describe and explain weather patterns and the climate of the UK.
- Use new geographical terminology – weather and climate.

Section 1: Key Vocabulary**Tier 3 vocabulary Definition**

Mansa Musa Ruler of the Malian Empire

Medieval The period of History from 476-1492

Hajj A religious pilgrimage made by Muslims

Enslavement The action of making someone a slave.

Abolition Bringing something to an end.

West Africa The western section of the African continent. Made up of 17 countries.

The Mali Empire A huge territorial empire that flourished in west Africa in the 13th and 14th centuries.

Tier 2 vocabulary Definition

Trade The action of buying and selling goods and services

Independence The freedom to act freely

Trade Triangle Trade between three countries

Economic Involving money and trading

Independence Being free from an overseeing power.

Empire A group of states ruled over by a single monarch or country

Kingdom An area ruled by a king.

Section 3: Key Events and dates of the period:

1180-1897 Kingdom of Benin that produced metal work like the Benin bronzes.

1235-1600 Mali Empire, this included the rule of Mansa Musa.

1312-37 Mansa Musa was ruler of the kingdom of Mali during this period.

1390-1914 Kingdom of Kongo- Had established contact with Europe.

1464-1591 Songhay Empire- They had a powerful army and centres of great learning.

1526 – Transatlantic enslaved trade begins.

1500s-1800s - The Trade Triangle is established between Europe, Africa and the Americas.

1550's – The Middle Passage – The journey from West Africa to the Americas. Slave traders bought or captured Africans and forced them onto ships. It was the middle of the three journeys the slave ships made. It is notorious due to the conditions onboard, causing the deaths of thousands of enslaved people.

1780s onwards – Abolitionists like Thomas Clarkson and others begin their campaign to bring enslavement to an end, despite much opposition.

1791 – William Wilberforce makes his first attempt to have slavery abolished

1807 – It became illegal to purchase, transport and sell enslaved people from Africa

1834 – Slavery officially ends in all British colonies.

Today – The legacy of slavery and how the experiences of enslaved people should be remembered remains an issue for discussion

Section 4: Points to consider

How powerful was Mansa Musa?

What impact did slavery have on the people involved?

How did enslaved people resist their treatment?

Why did campaigners begin to demand change?

Why was there so much opposition to the abolition of slavery?

What was the Middle Passage really like?

Section 5: Enquiry Questions

What was the relationship between Africa and Europe like at this time?

How did some African countries gain their independence?

Section 6: Source Analysis

What can you learn about the people that made these bronze statues?

**Section 7: Interpretations****Interpretations:**


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

For example:

- How should the legacy of slavery be remembered today?
- Should the families for former enslaved people receive compensation for their treatment?
- What impact has slavery had on the African countries involved?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Zakat	
Sadaqah	
Lillah	
Eid-ul-Fitr	
Vand Chakna	
Kirt Karna	
Nam japna	
Langar	
Ibadah	
Ubadiyah	
Sufism	
Shahadah	
Salah	
Hajj	

Tier 2 vocabulary	Definition
Charity	
Humble	
Merciful	
Prophets	
Last Judgement	
Worship	

Section 2: New Knowledge/Skills
<p>In this unit you will,</p> <p>Consider whether Muslims should sell mosques to feed the starving by: Recapping learning about zakat (charity) in Islam.</p> <p>Consider Qur'anic teachings urging charity, e.g. 'And be steadfast in prayer and regular in charity: And whatever good ye send forth for your souls before you, ye shall find it with Allah' (Qur'an 2:110).</p> <p>Explore the mosque's role in receiving and distributing zakat. Finding out about the work of Islamic Relief. Could it be seen as a 'mosque' of charitable work in the world?</p> <p>Considering this quote on the Islamic Relief website: 'Zakat is not just a duty on those with wealth, but a right that the poor have over us – we are 'those in whose wealth there is a recognised right for the needy and the poor' (Qur'an 70:24–25).' How can zakat be something Muslims need for themselves, rather than something they give for others?</p> <p>Consider whether Sikhs should sell Gurdwaras to feed the starving by: Finding out about a Sikh's three duties: Nam japna, Kirt Karna and Vand Chakna. Discover how each of these is fulfilled in the gurdwara and the langar.</p> <p>Explaining how the gurdwara helps Sikhs in their relationship with God.</p> <p>Debating whether Vand Chakna (charitable giving) is a form of worship.</p>


Section 3: Assessment Information
<p>Assessment essay question.</p> <p>Should religious buildings be sold to feed the starving?</p> <p>In answering this question you should consider the following,</p> <p>What is the role of zakat in Islam? What does the Qur'an have to say about caring for those in need? How important is the Gurdwara in Sikh worship? Why does every Gurdwara have a Langar?</p> <p>Aim for at least three paragraphs,</p> <p>Some _____ might argue that all religious buildings should be sold</p> <p>Some _____ might suggest that some religious buildings could be sold.</p> <p>Some _____ might consider religious buildings to be too import to the practice of their faith.</p> <p>If you have time finish with are final paragraph that summarizes all your points and comes to a conclusion.</p> <p>Skills checklist – as you write your essay check that you have included...</p> <p>Knowledge – facts and religious or non-religious beliefs,</p> <p>Impact of belief – how it affects what people think and do,</p> <p>Specialist terms,</p> <p>Sources of authority – where people get their ideas/beliefs from – quotations,</p> <p>Judgement – how strong, valid or sound the argument is,</p> <p>Opinion – at least 2 different points of view</p>

French: Les Vacances

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
regular verb	Follow a pattern
irregular verb	Do not follow a regular pattern
auxiliary verb	A verb used to show a verb's tense
perfect Tense	To describe what happened in the past
past participle (pp)	The verb changed into its past tense form e.g. ate, drank etc...
conjugation	The process of changing an infinitive using personal pronouns
agreement	A change to the ending of the word to identify the gender m/f/pl

Questions	Translation
1. Où habites-tu ?	Where do you live?
2. Tu as passé des bonnes vacances ?	Did you have a good holiday?
3. Qu'est-ce que tu as fait?	What did you do?
4. C'était comment ?	What was it like?
5. Tu es allé(e) où ?	Where did you go?
6. Tu as voyagé comment ?	How did you travel?
7. Où vas-tu normalement en vacances ?	Where do you normally go on holiday?
8. Où vas-tu aller en vacances l'année prochaine ?	Where are you going to go on holiday next year?

Section 2: Grammar		
Verb AVOIR	to have, having	Regular past participles
j'ai	I have	passé spent (time)
tu as	You have	mangé ate/eaten
il/elle/on a	He/she/one has	regardé watched
nous avons	We have	écouté listened
vous avez	You (formal/plural have)	voyagé travelled
ils ont	They have (m, m/f)	fini finished
elles ont	They have (f)	vomi vomited
		attendu waited
		vendu sold

Examples:

J'ai regardé	I watched/ have watched
J'ai mangé	I ate/ have eaten
J'ai écouté	I listened/ have listened
Nous avons fini	we finished/ have finished
Elle a attendu	she waited/ has waited

Irregular past participles

The infinitive	Past participle
lire- to read	lu- read
boire- to drink	bu- drank/ drunk
apprendre- to learn	appris- learnt/learned
faire- to do/make	fait- did/done
avoir- to have	eu- had
prendre- to take	pris- took/ taken
voir- to see	vu- saw/ seen

Examples:

J'ai lu	I read/ I have read
J'ai fait	I did/ I have done
Il a vu	He saw/ He has seen

Section 3: WAGOLL
<p>J'habite à Lyon en France. J'ai deux semaines de vacances à Noël et huit semaines en été. L'année dernière, en août, j'ai passé les vacances en Italie avec ma famille. Pendant les vacances j'ai visité tous les monuments célèbres comme le musée Uffizi. J'ai vu beaucoup de peintures comme La Primavera de Botticelli. C'était incroyable. Après, nous avons mangé des pâtes à la sauce tomate...très savoureuses ! Finalement, on a mangé de la glace. À mon avis, c'était très délicieux mais mon père a préféré le tiramisu. J'aime beaucoup l'Italie parce qu'il y a beaucoup de choses à faire. Je suis allée à Florence et j'ai voyagé en avion et en train. C'était assez confortable mais un peu fatigant.</p> <p>Normalement, à Noël, je passe les vacances chez moi. L'année dernière, je suis allée au parc d'attractions où j'ai bu de la limonade et j'ai fait les manèges. C'était super cool !</p> <p>L'année prochaine je vais aller en Grèce avec mon frère aîné. Nous allons visiter les monuments anciens à Athènes, ça va être fantastique car on ne doit pas aller au collège.</p>

À savoir: Here is an quick way to remember how to form regular past participles.

er	>	é
ir	>	l
re	>	u

Some verbs have ÊTRE (not AVOIR) as the auxiliary

Verb Être	To be/being		
Je suis	I am	allé(e,s,es)	went/ been
Tu es	You are	arrivé(e,s,es)	arrived
Il/elle/on est	He/she/one is	resté(e,s,es)	stayed
Nous sommes	We are	tombé(e,s,es)	fell/ fallen
Vous êtes	You (formal/plural have)	rentré(e,s,es)	returned home
ils sont	They have (m, m/f)		
elles sont	They have (f)		

FRENCH Y8 Word list Spring A

finale ^{ment}	finally
le bord de la mer	seaside
la montagne	mountain
la campagne	countryside
les amis	friends
la famille	family
complètement	completely
les vacances (fpl)	holidays
le Noël	Christmas
les Pâques	Easter

FRENCH Y8 Word list Spring B

traîné (pp)	hung around
traîner	to hang around/hanging around
nager	to swim/swimming
pendant	during
la musique	music
voyager	to travel/travelling
organiser	to organise/organising
bavarder	to chat/chatting
retrouver	to meet up with
seulement	only

FRENCH Y8 Word list Spring C

c'était	it was
vu (pp)	saw/seen
fait (pp)	did/done
bu (pp)	drank/drank
les manèges	the rides
pris (pp)	took/taken
les copains	friends (m, m/f pl)
les copines	friends (f pl)
un parc d'attractions	theme park
un spectacle	a show

FRENCH Y8 Spring D

qui	who
avec qui ?	with whom?
Comment ?	how?
C'était comment ?	How was it?
l'avion	plane
le bateau	boat
la voiture	car
le train	train
le car	coach
le bus	bus

FRENCH Y8 Spring E

vomir	to be sick/being sick
vomi (pp)	vomited/was sick
perdre	to lose
perdu (pp)	lost
en retard	late
cher	expensive
sale	dirty
rater	to miss
raté	missed
il était	he/it was

FRENCH Y8 Spring F

les États-Unis	USA
dernier	last
l'année dernière	last year
gagner	to win
gagné	won
chez + name	at someone's house
le jeudi	on Thursday
faire de la voile	to go sailing
la mer	sea
en colo	on a holiday camp

REVISION: Scan the QR codes to access the word lists on [Quizlet!](https://www.quizlet.com)

Phonics: **r**

en retard	bord de la mer
quatre	traîner

Phonics: **qu**

qui	quand
quelle	que

Phonics: **tion/ ssion**

natation	action
passion	émission

Phonics: **cognates**

intelligent	arrogant
cinéma	films

Scan this QR code to go to [languagesonline.org.uk](https://www.languagesonline.org.uk) to practise the perfect tense



Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
perfect tense	a verb tense referring to an action that has already taken place (past tense)
auxiliary verb	a verb that helps another verb express its tense, e.g. I have played
past participle	the second part of the perfect tense and the verb form to show what action took place, e.g. I have played
TMP	Time, Manner, Place - the order in which these types of adverbs occur in typical German sentence construction

Questions	Translation
1. Wohin bist du gefahren?	Where did you travel to?
2. Wie bist du gefahren?	How did you travel?
3. Wo hast du gewohnt?	Where did you stay?
4. Was hast du dort gemacht?	What did you do there?
5. Wie war es?	How was it?
6. Was hast du dort gemacht?	What did you do there?
7. Wie fährst du am liebsten in den Urlaub?	How do you most like to travel to your holiday?
8. Wohin wirst du nächstes Jahr fahren	Where will you travel to next year?
9. Wirst du mit dem Auto fahren?	Will you travel by car?

Section 2: Grammar

The perfect tense has **3 parts**

1) a subject	1	2	3
2) an auxiliary verb	ich	habe	(Tennis) gespielt
3) a past participle	er	hat	(Musik) gehört
	wir	haben	(Pommes) gegessen

*Most verbs in the perfect tense use **haben** as their auxiliary verb
 * Regular verbs form their past participle by taking the stem of the infinitive, then adding **ge** to the front and **t** the end of the stem.
 e.g. **gespielt** (played), **gemacht** (did)

* Irregular verbs often have **en** at the end of the stem or may have a change of vowel in the stem of the verb

Present Tense (1 German, 2 English)

ich	habe	gespielt (played)
du	hast	gehört (listened)
er/sie/es	hat	gekauft (bought)
wir	haben	gewohnt (lived/stayed)
ihr	habt	gechillt (chilled/relaxed)
Sie	haben	gemacht (did/done)
sie	haben	gegessen (ate/eaten)
		getrunken (drank/drunk)
		gesehen (saw/seen)
		gelesen (read)

Certain verbs use **sein** as their auxiliary verb instead. These are mainly verbs of movement.

ich bin	}	gegangen (went)
er ist		gefahren (went/travelled)
wir sind		geschwommen (swam)
ihr seid		geflogen (flew)
sie sind		geblieben (stayed)

Section 3: WAGOLL & phonics

Letzten Sommer bin ich mit meiner Familie nach Italien gefahren. Wir sind geflogen und im Flugzeug habe ich einen lustigen Film gesehen. In Italien haben wir in einer Jugendherberge gewohnt, weil sie billig war. Sie war furchtbar und wir haben sie gehasst! In Italien haben wir Pizza gegessen und Cola getrunken. Es war so lecker. Ich habe immer Hunger! Ich habe einen Kuli für meine Ffreundin gekauft.

Ich fahre am liebsten mit dem Auto, weil es schnell und bequem ist. Ich fahre überhaupt nicht gern mit dem Zug, weil es echt langsam ist. Normalerweise fliegen wir, wenn wir im Ausland Urlaub machen.

Nächstes Jahr werde ich mit meiner Familie in die Türkei fahren. Wir werden nicht fliegen, weil es zu teuer ist. Wir werden mit der Bahn fahren. Es wird hoffentlich heiß und sonnig sein! Wir werden in einem Hotel bleiben, aber ich habe Angst, das Hotel wird schrecklich sein. Ich wohne gern auf einem Campingplatz, aber meine Familie findet das nicht gut!

Gut zu wissen (1)

Most countries are just the country name. To talk about going **to** these countries, use **nach**
 Ich bin **nach Spanien** gefahren.
 Ich fahre **nach Schottland**.

Some countries always use the definite article. With these countries, use **in + definite article** to talk about going **to** these
 Wir sind **in die Schweiz** gefahren.
 Sie fährt **in die USA**.

Gut zu wissen (2)

If there are adverbs of time, manner and place in a German sentence, then that is usually the order in which they appear.

T M P
 Ich fahre jedes Jahr mit meiner Familie nach Schweden.

T M P
Letzten Sommer bin ich mit meinen Freunden nach Frankreich gefahren.

GERMAN Y8 Word list Spring G		
	wenn	if/when
	wie	how
	Hunger haben	to be hungry
	Durst haben	to be thirsty
	Angst haben	to be scared
	Glück haben	to be lucky
	Pech haben	to be unlucky
	Lust haben	to fancy (doing sth.)
	Bock haben	to fancy (doing sth.)
	Recht haben	to be right
GERMAN Y8 Word list Spring H		
	ich bin gegangen	I went
	wir sind gefahren	we travelled
	ich habe gekauft	I bought
	wir haben gegessen	we ate
	ich habe getrunken	I drank
	wir haben gesehen	we saw
	ich habe gefunden	I found
	wir haben geliebt	we loved
	ich habe gehasst	I hated
	ich bin geblieben	I stayed

☆ Please see Spring 1 Y8 knowledge organiser for Spring A-F word lists

Phonics: eu	
Freund	Flugzeug
teuer	Eule
neun	Feuer
Leute	heute



REVISION: Scan the QR code above to access the word lists on Quizlet! This QR code links to all [the Y8 German Quizlet sets.](#)

Phonics: s(before vowel)	
gelesen	sie
Reisebus	langsam
Hause	gesehen
Sommer	Hose

Section 1: Key Vocabulary


Tier 3 vocabulary	Definition
Field	A field is a place to storage a single piece of data, where the information is structured around the same topic. E.g., a Colour or a Name.
Record	A record is a group of fields which are all related and grouped together on one bigger topic on either a person, item/object or area of interest.
Query	A query is a tool within a database used to select specific pieces of information about a topic.
Report	A report is a printed/digital copy outputted to a screen which contains the completed queries.
Wildcard Query	A wildcard query is used to identify fields which start with a particular letter or sequence of letters.
Boolean Value	A Boolean value is a value in a database which contains 2 options, typically Yes or No, or True or False.
Data Type	Is the type of data put into a database. Usually text, integer, date or Boolean
Table	The structure of a database file.

Tier 2 vocabulary	Definition
Search	To look for information
Sort	To put into a particular order
Filter	To remove pieces of information
Sequence	To follow instructions step-by-step

Section 2: New Knowledge

A Database is a Store of Data

- Databases are used to store lots of data in an organised way.
- Databases hold data in one or more tables. A table consists of a series of Fields and Records.

 **This is the table name**

Field Name	Data Type
ID	AutoNumber
Name	Short Text
Meaning of Name	Short Text
Pronunciation	Short Text
Period	Short Text
Diet	Short Text
Length (m)	Number
Height (m)	Number
Mass kg	Number
No of feet it walked on?	Number
Hip Type	Short Text
Group	Short Text

These are the different fields in a database about Dinosaurs

Changing and Adding Data in a Databases

A database is a table of information that looks like a spreadsheet. Individual fields can be edited in the cells to change data, and new records can be added at the end an existing one.

26	Tenontosaurus	sinew lizard	ten-ON-toe-saw-russ
27	Triceratops	three-horned face	tri-SER-a-tops
28	Tuojiangosaurus	Tuijiang lizard	too-WANG-oh-saw-russ
*	#####		

The Benefits of Databases

The benefit of databases is that you can search them quickly to find specific data, or use them to generate reports. E.g., what books in a book shop have sold the most copies.

Databases can also be used to store and hold lots of information digitally. This means that the use of paper is reduced and these do not need to be stored inside filing cabinets.

Section 3: Useful Subject Information

Wildcard Queries

A wildcard is a character that can be used to substitute for another character or a set of characters. For example, you can use a wildcard to query for any names of movies that begin with B.

To do this in an Access Database you would you the wildcard search =B* in the criteria box.

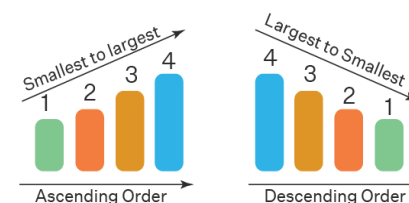
To find movies starting with the letters Bat, you would use the wildcard search =Bat* in the criteria box.

Sorting in a Database

You can sort tables in databases using a sort on either the record or the field. The two most common sorts are sorting the data Alphabetically or by number size

- An Ascending sort puts the smallest values first and the largest last, and alphabetically A first to Z last.
- A Descending sorts puts the highest values first and the smallest last, and alphabetically Z first to A last.

Ascending and Descending Order



Searching and Filtering in a Database

Queries can be used to search and filter to databases. A filter is a condition applied to a field. It can be used to filter out data from the database which meets a certain argument. E.g., people who are older than 21. A search is a more complex filter query applied to a database which compares conditions in different fields and returns results based on those conditions. E.g., People who are older than 21 and also are Female in gender.

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**?

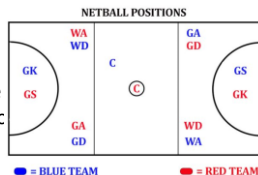
PE: Netball

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: <ul style="list-style-type: none"> • 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 asked to take on various leadership roles such as coach, captain, referee, scorekeeper .

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scarification	Scratching, etching, burning, branding, or superficially cutting designs into skin.
Fragmented	To break or cause to break into pieces
Tonal bar	A way of demonstrating a tonal range
Batik	A method of printing on fabric
Proportion	How the sizes of different parts of a piece of art or design relate to each other.
Symmetry	When two halves of a work of art mirror each other
Pressprint	Thin polystyrene printing sheets
Easel	A frame for holding an artist's work or an object while it is being painted or drawn.
Gradient	A gradual blending from one colour to another colour
Elongate	To stretch out of proportion lengthwise

Tier 2 vocabulary	Definition
Carving	The act of using tools to shape something from a material
Blend	The gentle transition from one tone or colour to another
Texture	How something feels e.g., rough or smooth
Detail	An individual or small part of an item
Highlight	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
Distort	To stretch out of proportion

Observational drawing

You are going to make a drawing of an African mask - this is called first-hand observational drawing.

It is important you draw lightly and carefully using a 2B pencil.

Initially you are learning about what your mask looks like.

Look closely at your mask –

What shape is it?

Is it symmetrical?

Where are the eyes positioned?

How long is the nose?

Does it have hair or ears?

What sort of a mouth does it have?

Are there any other details? Headdress? Facial markings?

You are now going to start your drawing.

1. Lightly draw a **straight line** down the centre of your mask photograph and repeat this on your blank page, using a ruler. This will be the centre of your mask. This is a construction line so don't press on as you will be rubbing these out later!

2. Lightly draw the **outline** of the main mask. Ignore any bits that are add-ons. (headdresses or ears) Is your mask symmetrical? If so copy over the shape.

3. Now add headdresses, ears, to the outer shape. Don't add facial details yet, you are only looking at the main outline..... **remember to sketch lightly**, as these may need to be moved.

Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

Start by placing the eyes. Notice on this mask the eyes are central to the main head shape. Study your mask and decide where, and how big your masks eyes are. Now **lightly** draw in where you want them to go using **construction lines**.

Use **construction lines** to help you place all of the main facial features now – as shown on the photo. So how low does the nose drop below the eyes? How far is it to the centre of the lips?

ADDING TONE

Below is a drawing of An African mask. You can see all of the line work is done and the artist has started to add tone using a shading pencil. Use a **4B or a 6B pencil** for your shading. Before applying tone to your drawing, draw up a **Tonal Bar** somewhere at the edge of your page.

Use a ruler to draw the grid. Then carefully and smoothly fill in the tones from darkest to lightest using your **4B or 6B pencil**. You should look to use each of these tones in your drawing.

Important- Before adding any tone to your mask, rub out any construction lines.

Now, using the full range of tones, start to apply shading to your mask drawing.

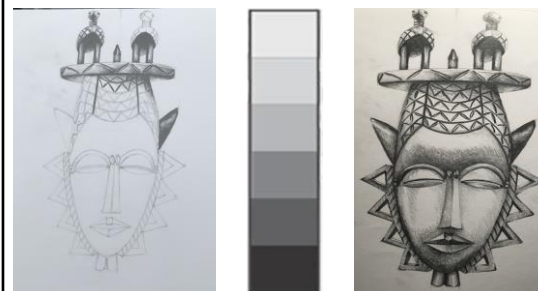
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

Apply this same dark tone to the mask drawing where you feel it should be.

Now look at how this tone changes as the shape of the mask changes. Look carefully to see how the tones **blend** from dark to light carefully and **smoothly**.

Dark, mid and light tones can be found all over the mask where the light and shadows fall.



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Detail	An individual or small part of an item
Highlight	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
Distort	To stretch out of proportion

Section 2: New Knowledge

Cubism - A term applied to a group of artists working in a particularly inventive, new way starting in 1907. Influenced heavily by African art, they brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.

Artists

Pablo Picasso	George Braque
Juan Gris	Paul Cezanne

Context - In 1907 Pablo Picasso, George Braque and other European artists visited an exhibition of African Art at an exhibition at the Ethnographic Museum of Trocadero in Paris. There they saw a large amount of African art and craft items including masks, sculptures and fabric. They saw African Art for the first time and were inspired by what they saw.

They began to incorporate African influences in their own work. They were inspired by the stylised and distorted faces and the expressive power of the tribal artwork on show.

One of the earliest and most important pieces of work influenced by African Art was by Pablo Picasso and is called **Les Femmes d'Alger (O. J. R. M.)** and was painted in 1907. This piece, marked a radical break from traditional composition and perspective in painting. It shows five naked women painted as flat, splintered surfaces whose faces were inspired by African masks. The cramped space in which they stand together appears to push forward in jagged shards.

Another painting by Picasso which demonstrates how African art influenced the cubist style of painting is called **Nude with Drapery** and was painted in 1907. The head and figure in this painting are simplified, elongated and have harsh markings resembling a deeply carved wooden surface.

Section 3: Techniques

African Fabric

One of the main traditional techniques for dying fabric by hand in West Africa is called **batik**. Batik fabrics are brightly coloured, often using complementary colours and are highly detailed.

The Process

Wax + dye = batik

The batik process in Africa is simple in theory, but complex in practice.

First, the theory. Wax + dye = batik. Applying wax to fabric creates a resist which dye cannot penetrate. Where there is wax, the fabric stays the colour it was before going into the dye vat. Where there is no wax, the dye colours the fabric.

Now, the practice. African batik makers use a variety of techniques and tools to apply their wax, including carved foam rubber and wooden stamps, sticks, combs, feathers and various brushes. They might drip wax from on high or splatter it with a whisk broom.

Batik artists

One of Kenya's most famous Batik artists, Heidi Lange, has created over 300 pictures of Kenyan life. Her work can be viewed on www.heidilange.net

Other renowned African batik artists - Esther Amate, Grace Adover, Neneh Jallow

To view a range of African artefacts, visit www.quaibrany.fr



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 fervent 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

Tier 2 vocabulary	Definition
Canvas	In painting, a sheet of textile usually stretched over a wooden frame acting as a surface for painting.
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.
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 Fabritius (1622-1654), an artist of the Dutch Golden Age, painted the Goldfinch in oil in 1654 - it depicts the eponymous bird at life size, creating a trompe-l'œil. Fabritius was a pupil of Rembrandt. He was killed at the age of 32 in an accidental explosion in Delft. As a consequence, Fabritius 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

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Cross cutting

A device to move between two or more scenes staged in the space at the same time. It's important that the audience know which part of the action they should follow. One part of the action remains in still image while another scene is played out, directing the audience's focus.

Non-naturalistic techniques

Performance styles that are not dependent on the life-like representation of everyday life. Based on the work of Antonin Artaud (Theatre of Cruelty), Bertolt Brecht (Epic Theatre) and Jerzy Grotowski (Poor Theatre).

Soundscape

A soundscape is a rehearsed collection of sounds or words which are structured and performed to create an atmosphere.

Abstract still image

An image that focuses on emotions and concepts rather than actions.

Symbolic props

A symbol is something which stands for, or represents something else. Symbols are often used in drama to deepen its meaning and remind the audience of the themes or issues it is discussing. A prop often has a particular significance that an audience will instantly recognise when used symbolically in the work.

Tier 2 vocabulary

Definition

Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

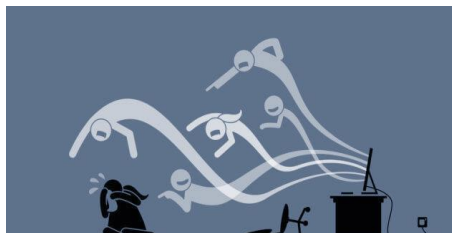
Cause and effect

In a cause and effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

Section 2: Non-naturalism



What do the boxes represent? Doors? Windows? Cages? Prisons? What do you think?



Section 3: Information

What to do if you're being bullied on a social network.

reportharmfulcontent.com

Bullying on Facebook, Twitter, YouTube, WhatsApp, Instagram, Snapchat or TikTok

Key points:

- Don't get into arguments online, this is called flaming and it can get nasty. If you break the rules of whichever site you're on then the content is likely to be removed and you might have your membership terminated.
- You can report bullying to an organisation called [Report Harmful Content](https://reportharmfulcontent.com) online and they can help to get things taken down.
- Be wary of using hashtags as that can open up your post to be visible on that particular hashtag thread on any social network or app.

Where to get help at Belper School?

You could speak to one of our anti-bullying ambassadors.

Sophie Jackson
Zoe Watson
Isla Heafield
Freya Gibson
Lola Postlethwaite
Ronnie Merrett
Nishna Sharma
Alfie Whiting
Elsie Wildsbull
Suri Ghai
Sam Hobson
Nathan Hobson
Tom Jordan
Max Rimmer
Jess Tomlinson

You can also speak to any member of staff.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern, using heard in the introduction.
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part
Rhythm	A series of long and short notes put together to form a beat
Texture	Layers of sound combined to make music.
Chord	Two or more notes played together
Syncopation	a placement of rhythmic stresses or accents where they wouldn't normally occur

Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another
Improvisation	Previously unprepared performance. Making it up on the spot
Timing	The ability to synchronise with another person
Melody	The main theme or tune of the music

Section 2: New Knowledge/Skills

Reggae is one of the traditional musical styles from **Jamaica**.

Reggae was first heard in the UK in the 1950's when immigrants began to settle. During the 1960's, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

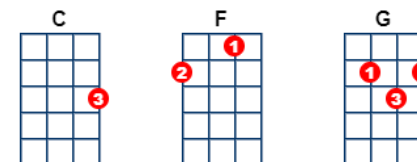
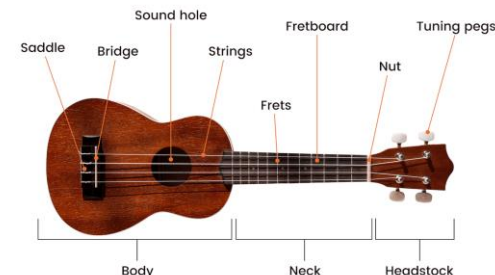
The **lyrics** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **love, brotherhood, peace, poverty, anti-racism, optimism and freedom**.

One of the main features of reggae is **off beat rhythms** – these are rhythms that emphasise or stress the **weak beats of a bar**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound **offbeat**, often emphasised by the **bass drum** or by hitting the edge of a **snare drum**.

ONBEAT RHYTHM GRID								
Pulse/Beat	1	2	3	4	1	2	3	4
"Onbeat" rhythms (strong beats)	♪	♪	♪	♪	♪	♪	♪	♪

OFFBEAT RHYTHM GRID								
Pulse/Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)	♪	♪	♪	♪	♪	♪	♪	♪

Section 3



Bob Marley was a famous reggae singer, songwriter and musician who first became famous in his band The Wailers, and later as a artist.



Don't [C] worry about a thing,
'Cause [F] every little thing gonna be all [C] right
Singin' don't worry about a thing,
'Cause [F] every little thing gonna be all [C] right
Rise up this mornin', smiled with the [G] risin' sun,
Three little [C] birds pitch by my [F] doorstep
Singin' [C] sweet songs of melodies [G] pure and true,
Sayin', [F] this is my message to [C] you-ou-ou

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Provenance	Where something comes from
Sensory Analysis	Analysing products based on the 5 senses
Umami	Savoury flavour e.g. from cooked mushrooms / onions
Kosher	Foods that are prepared according to Jewish dietary laws
Halal	Meat that is prepared in accordance with the Muslim faith
Protected Designation of Origin	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
Al dente	"To the bite" - not overcooked, food still has a firm (rather than soggy) texture. Usually used to describe pasta or vegetables.

Tier 2 vocabulary	Definition
Recipe development	Changing /adapting recipes to improve them or make them more appropriate for different needs
Filo pastry	Very thin pastry used to make spring rolls & samosas
Creaming method	Cake making method used for Victoria Sandwich cake, margarine & sugar are mixed until they look creamy, then eggs are added and flour is folded in
Seasoning	The addition of salt, pepper, herbs and spices to give a dish flavour
Tradition	Customs / beliefs / habits passed from generation to generation
Bland	Lacking in flavour
Intense or concentrated flavour	Strongly flavoured

Section 2: New Knowledge/Skills					
Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	✗	Halal only	Halal only	Halal only	✓
Hinduism	✗	✗	✓	✓	✓
Judaism	✗	Kosher only	Kosher only	Kosher only	✓
Sikhism	✗	✗	✓	✓	✓
Buddhism (strict)	✗	✗	✗	✗	✗
Seventh-day Adventist Church	✗	✗	✗	✓	✓
Rastafari movement	✗	✗	✗	✗	✗

Descriptive words
 Colourful
 Heavy
 Dense
 Fluffy
 Moist
 Soft
 Hot
 Sloppy
 Consistency
 Attractive
 Garnished
 Contrasting
 Delicate
 Subtle

Section 3: To do			
	Parts of the plant used to add flavour		
Chilli			
Coriander			
Turmeric			
Saffron			
Cinnamon			
Ginger			
Cardamom			
Mustard			
Basil			
Parsley			
Horseradish			

Homework 1 - Sensory Analysis
 Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

Taster's Name	Appearance	Taste	Texture
1.			
2.			
3.			

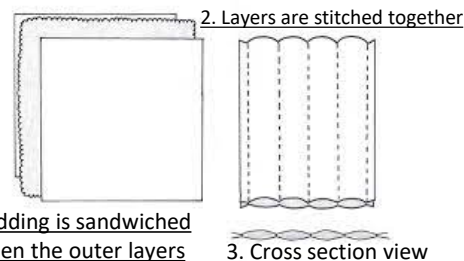
Homework 2 - British Food Traditions
 Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the area that it is linked with on the map.)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Zip	A fastening device with two parallel rows of metal or plastic teeth on either side of a closure. The teeth are interlocked by a sliding tab. Often used on clothing, bags and suitcases, purses, tents, sleeping bags and other textiles.
Quilting	A method of sewing two layers of cloth with a layer of insulating batting in between. The insulation can be used to add warmth and protective qualities.
Bias	The bias of a piece of woven fabric is at 45 degrees to its warp and weft threads, i.e. the diagonal. It gives the fabric stretch, and makes it drape well.
Cross Stitch	A decorative hand stitch in which pairs of diagonal stitches of the same length cross each other in the middle to form an X
Polyester	A fabric or textile, which is made using synthetic, or “manmade” polyester yarns or fibres.
Tier 2 vocabulary	Definition
Repeat	The repeat of a fabric is the distance (in cm/mm) it takes before the pattern starts all over again
Component	Any resource that is used to complete the construction of a textile product. E.g buttons, zips, laces, eyelets
Form	The Design or Style of a product - the aesthetics.
Function	The uses and properties of a product e.g. a coat may be waterproof, a towel needs to be absorbent
Synthetic	Threads or fabrics manufactured in factories using chemical synthesis e.g. nylon / polyester

Section 2: Skills

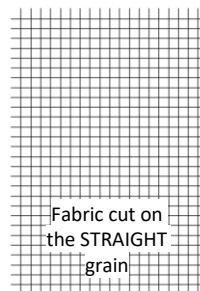
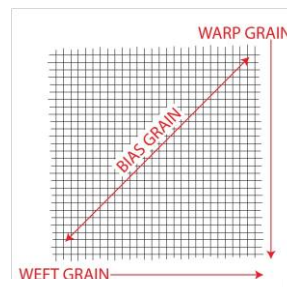
Quilting

A quilted fabric is one that is made from 3 layers. The layers are sewn together in a decorative pattern. The middle layer is called wadding (imagine stuffing fibres made into a fabric). Warm air is trapped in between the fibres in the wadding, this means that a quilted material will keep you warm.



Bias Tape

Bias tape is used to **BIND** the edges of quilted fabrics. The fabric is cut at a 45° to the straight grain. This makes the tape bend and fold around curves and corners more easily.

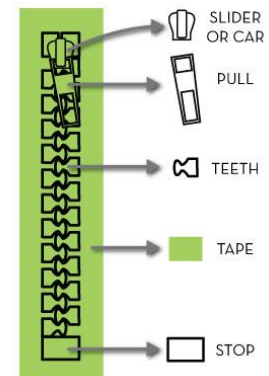


Section 3: Knowledge

Anatomy of a Zip

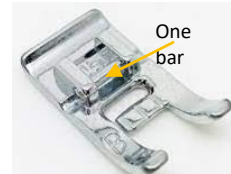
A zip is an example of a **COMPONENT** that is used in textiles.

In this case we will use the zip to improve the **FUNCTION** of our pencil case. I.e. we will be able to open and close it and things won't fall out! Alternative components we could use include buttons, press studs and velcro.



Zipper Foot

When you are sewing the zip onto your pencil case you will need to use a special presser foot/clamp on the machine.



You can tell the feet apart quite easily.

Standard Presser Foot

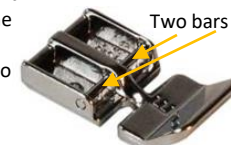
*The standard foot has a letter B on it.

*Standard foot has two prongs at the front.

*The standard foot has one bar on to fix it to the machine.

*The zipper foot has a letter E on it.

*The zipper foot has 2 bars on the top which means it can be fixed on in 2 different positions depending on which side of the zip you are sewing.



Zipper Presser Foot

Homework 1:

Sketch the different presser feet. Explain 3 different ways you could tell another student how to tell them apart.

Homework 2:

Sketch a diagram of a woven fabric, labelling the warp, weft and bias.

Section 1: - Key Vocabulary

Tier 3 Vocabulary

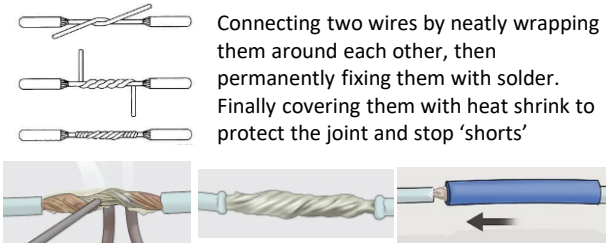
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow of electricity by converting some of it to heat
Image Contour	Technique used on 2D design to create an outline of an image
Laser Cutter	Machine used to accurately cut and engrave wood and some types of plastic

Tier 2 Vocabulary

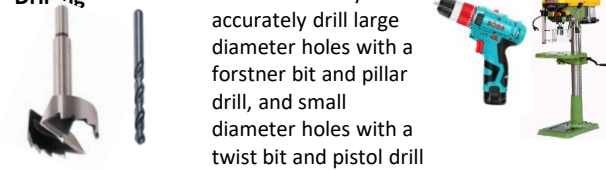
Pine	A softwood (evergreen, growing all year round), which has needle shaped leaves and is seen in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin layers of wood glued together to form a board
Pillar Drill	Machine used to cut holes into wood, metal and plastics
Polishing Machine	Machine used to smooth and polish the edge and surface of metal and plastic
Laser	Light Amplification by Stimulated Emissions of Radiation – Can be used as to cut non-reflective materials

Section 2: Skills

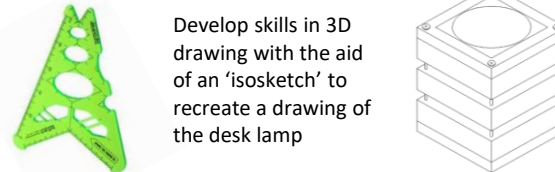
Introduction to soldering



Drilling



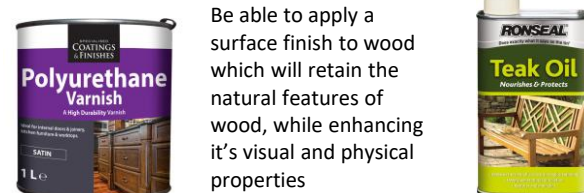
Isometric Drawing



Practical Problem solving

When designing new products it is common to have problems along the way. Apply the 3B4me rule to independently solve your 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)

Surface Finish

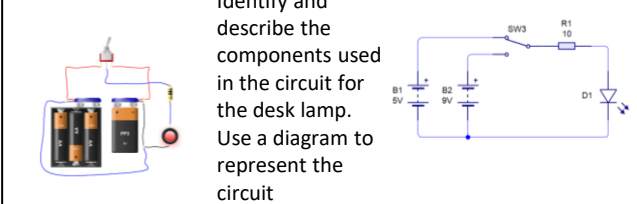


Section 3:- New Knowledge

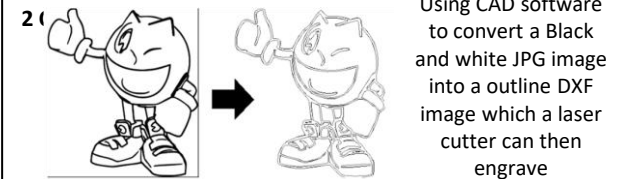
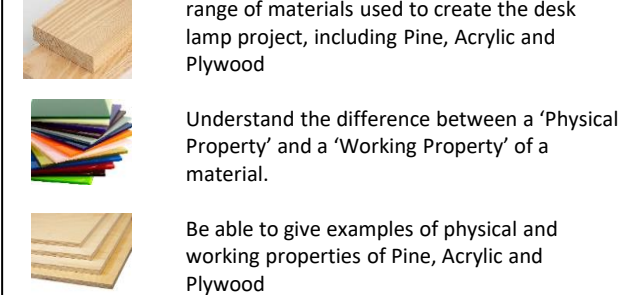
Evaluation

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 development of ideas to solve the problem

Electronics



Materials



Section 4:- WAGOLL



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Equality	The state of being equal, especially in status, rights, or opportunities.
Diversity	the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders.
Multiculturalism	The combination of different cultures from across the world.
Human Rights	Rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.
Discrimination	Treating someone differently on the basis of several factors.
Racism	The unfair treatment of people who belong to a different race
Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed.
Tier 2 vocabulary	Definition
Slavery	Forced labour with no pay.
Respect	Treating people fairly.
Tolerance	Accepting differences of others.
Beliefs	Values that people hold dear.
Legacy	The long-lasting impact of particular events, actions.
Compromise	Reaching agreement with others despite differences remaining.

Section 3: Key content in this unit:

The Equality Act 2010:

- This Act was passed by the UK government in 2010.
- It was introduced to protect people from discrimination on the basis of key characteristics and beliefs.
- These became known as **protected characteristics** and would now be protected by law in the United Kingdom.
- The protected characteristics are: race, sex, sexual orientation, gender, religion or belief, disability, age, maternity and pregnancy, marriage and civil partnership.

LGBTQ+:

- The term LGBTQ+ means Lesbian, Gay, Bi-sexual, Trans, Queer and others. It has associated terminology which is designed to be as inclusive as possible.
- You will learn about some of the milestones in the history of LGBTQ+ rights. This will include the legalisation of homosexuality and gay marriage or civil partnerships in the UK.
- LGBTQ+ rights differ across the world. In some countries homosexuality remains illegal and punishments can be extremely severe.

Gender equality:

- Gender equality is the belief that everyone, regardless of their gender should be treated equally.
- This has not always been the case. There are many examples of people, particularly women, being discriminated against on the basis of their gender. The government has introduced laws to prevent this but issues remain today.

Disability discrimination and ableism:

- Disabled people can experience discrimination as a result of their condition. This is illegal under the terms of the Equality Act. The Act requires all public places to put measures in place to support people with a disability.

Prejudice and discrimination:

- Colonisation was the process by which the British Empire took control of other countries. This often had very negative consequences for the colonised countries. This has led to debate over historical statues.
- It has also raised questions about the legacy of slavery in the UK today and the issue of modern slavery.
- There are also many groups who campaign for rights today.

Section 4: Key skills...

- Discussion
- Debate
- Tolerance
- Listening to each other
- Respecting different views to your own
- Perseverance
- Determination
- Contributing
- Debating
- Courage
- Kindness



Section 1: Words we will learn

Tier 3 vocabulary Definition

Emotions	The way in which we feel.
Turn taking	Acting out a role
Environment	The world in which we live.
Conversations	Talking between people
Eye Contact	How we use our eyes when we speak.

Useful school terms we will learn

Tier 2 vocabulary Definition

Role play	Acting out situations in class, and taking on a character
Communication	How individuals interact.
Listening Skills	Using our faces and our bodies as well as our ears to show we are listening.
Next Steps	Learning to set ourselves personal goals.

Section 2: What we will do



- Meet others and learn about them.
- Have somewhere to share our thoughts and ideas.
- Learn to understand and explore relationships we have with people around us.
- Further 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 other's names and look at each other as we speak:

1. 5 Second Rule..
2. Yes/No Game
3. Grandma's Footsteps.



My energy/Your energy!

We learn about different energies we have. We talk about the clues we can read in ourselves about our own energy. We will talk about other people's energy.

MY FEELINGS CHART



Year 8 Spring 2: Extra – Curricular Timetable

	Mon	Tues	Weds	Thurs	Fri
Lunchtime	Book Club With Sarah Library 12.15 – 1.00	Girls’ Basketball With Leanne Sports Hall 12.15 – 1.00 Carnegie With Tamara Library 12.15 – 1.00	Scalextric/Hornby Railway Club With Phill T2 12.15 – 1.00 Belper Band With Anna Mu1 12.15 – 1.00 Knit & Crochet Club With Emma T5 12.15 – 1.00	Lunch Club With Jenny and Carolyn Library 12.15 – 1.00 By invitation	Chess With Carlos M2 12.15 – 1.00 Games Club With Emma Library 12.15 – 1.00
After School	Recycling/Litter Picking With Marc P2 3.00 – 4.00 Art Club (week 1 only) With Lucy A4 3.00 – 4.00	LGBTQ+/Pride With Karen, Emma and Sally T5 3.00 – 4.00 Music Producers Club With Phil Music Block 3.00 – 5.00 Badminton With Tom Sports Hall 3.15 – 4.25	Textiles Club With Sarah T1 3.00 – 4.00 Recycling/Litter Picking With Marc P2 3.00 – 4.00	Table top RPG With Mike H9 3.00 – 5.00 Girls’ Football Fixtures With Leanne Various 3.00 – 4.00 Belper Choir With Anna Mu1 3.00 – 4.00 Gardening Club With Marc and Tony Rosie’s Garden 3.00 – 4.00 Scalextric/Hornby Railway Club With Phill T2 12.15 – 1.00	Computing Club With Adam, Carol, Jamie. L7 3.14 – 4.00 Art Club With Lucy A4 3.00 – 4.00

2 Black/Blue Pens
and 1 Coloured Pen



2 Pencils



Eraser



Pencil Sharpener



Planner

Ruler



Scientific Calculator

