

Knowledge Organiser

Year 8 Autumn 1 2024



Create Your Future

“There were some tough days,
there were some good days,
but you have to just keep
going, keep dreaming, and
keep believing....” **Be Resilient**

Bukayo Saka

England footballer who missed a penalty in the Euro Championship final to Italy in 2021. He was subsequently the victim of racist abuse. He came back with a superb individual goal and success in the penalty shoot out against Switzerland in the Euro 2024 quarterfinals

Name:

Tutor Group:

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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.

Timetable

Week 1	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

In Class Expectations



Out of Class Expectations



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.

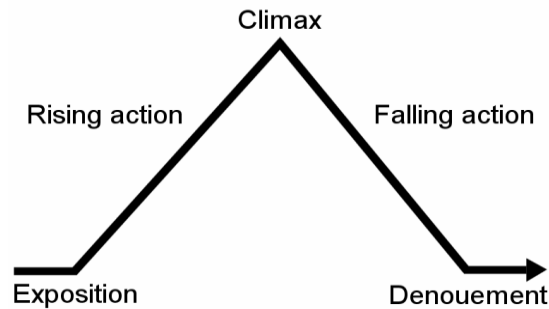


Section 1: Key Vocabulary	
Tier 3 vocabulary	Définition
Gothic	Genre featuring dark themes, strong emotions, mysterious characters
Supernatural	Phenomena outside of, or unexplained by, science
Foreboding	A feeling of approaching disaster
Macabre	Ideas associated with death, or the fear of death
Isolation	The experience of being either literally or metaphorically alone
Emotions	Feelings and reactions, different to thoughts and ideas

Tier 2 vocabulary	Définition
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


Section 2: New Key Skills and Strategies	CPEAT is the writing frame to use when analysing a text.	Below is an example of how to build a paragraph.
C	Connective	Firstly...
P	Point	the writer uses the simile...
E	Evidence	“the classroom glowed like a sweetshop”...
A	Analysis	this suggests that the room is exciting...
T	Think (intention and impact)	revealing the character has happy memories of school.

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).

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 $n \rightarrow 5n$
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a number, such as $2n \rightarrow 2n + 3$

Tier 2 vocabulary

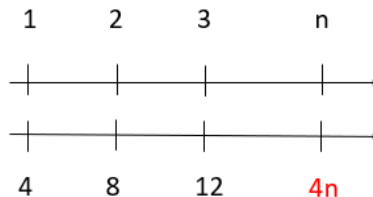
Sequence	Definition
Sequence	A particular order in which related objects follow each other
Term	An individual number in a sequence, such as "6 is the 2nd term in the sequence 1,6,11,16"
Substitution	To make an exchange of one object for another. In this context, we give a numerical value to the letter n
Natural numbers	The counting numbers, that is, the positive integers 1,2,3...

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/709/practice>
<https://vle.mathswatch.co.uk/vle/browse/710/practice>
<https://vle.mathswatch.co.uk/vle/browse/711/practice>

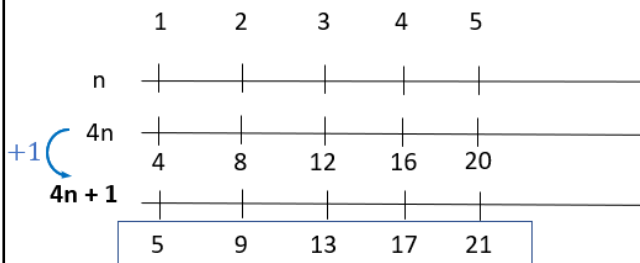
Section 2: Representations

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.

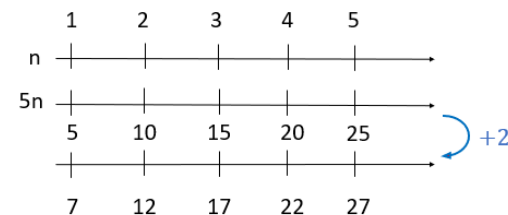
e.g. for the 20th term, substitute $n=20$

$$4 \times 20 + 1 = 81$$

The 20th term in the sequence 5,9,13,17... is 81

Section 3: Skills

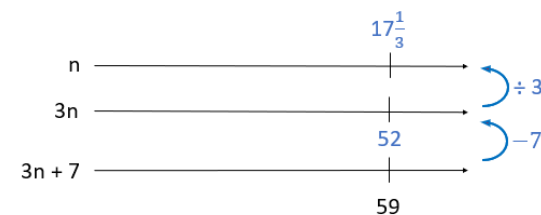
What is the n^{th} term rule that generates the sequence 7, 12, 17, 22, 27, ?



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

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

Maths watch revision links

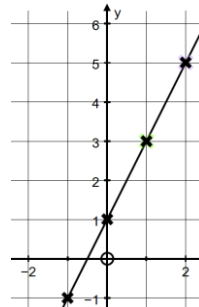
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<https://vle.mathswatch.co.uk/vle/browse/716/practice>
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Section 2: New Knowledge/Skills

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 .

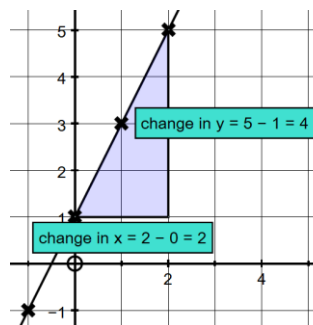
$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{\text{change in } y}{\text{change in } x}$$

Look at $y = 2x + 1$ again:

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

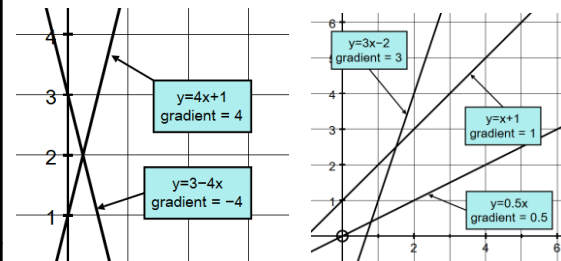
$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{5 - 1}{2 - 0} = \frac{4}{2} = 2$$

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

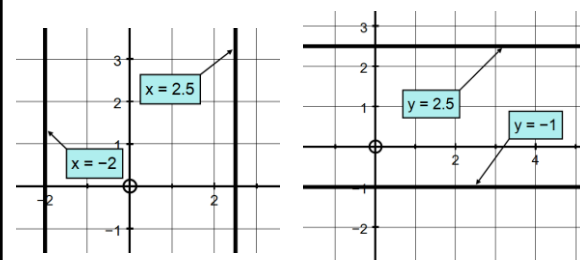
BUT TAKE CARE

$3y = 4x + 1$ **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



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.

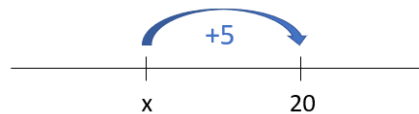
Product The result of a multiplication.

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/712/practice>
<https://vle.mathswatch.co.uk/vle/browse/770/practice>
<https://vle.mathswatch.co.uk/vle/browse/771/practice>

Section 2: Knowledge/Skills

Solving one-step equations

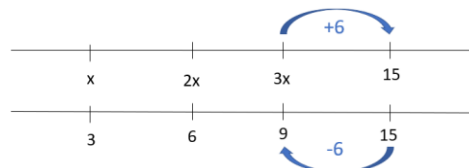


$$x + 5 = 20$$

$$-5 \quad -5$$



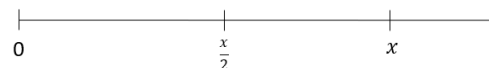
$$x = 15$$



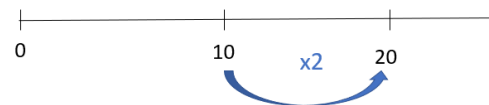
$$3x = 15$$

$$\div 3 \quad \div 3$$

$$x = 5$$



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



$$\times 2 \quad \times 2$$

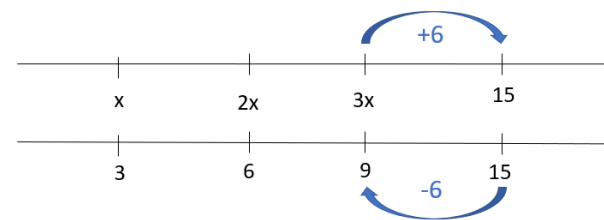
$$x = 20$$

Solving equations involving brackets

	x	+2
3	3x	+6

$$3(x+2) = 15$$

$$3x + 6 = 15$$



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

$$3x + 10 = 2x + 18$$

$$-2x \quad -2x$$

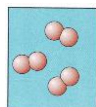
$$x + 10 = 18$$

$$-10 \quad -10$$

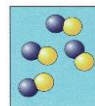
$$x = 8$$

Section 1: Key Vocabulary

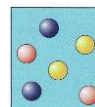
Tier 3 vocabulary	Definition
Atom	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
Element	A substance which cannot be broken down into simpler substances
Molecule	A group of chemical atoms joined together by chemical bonds
Compound	A substance which 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

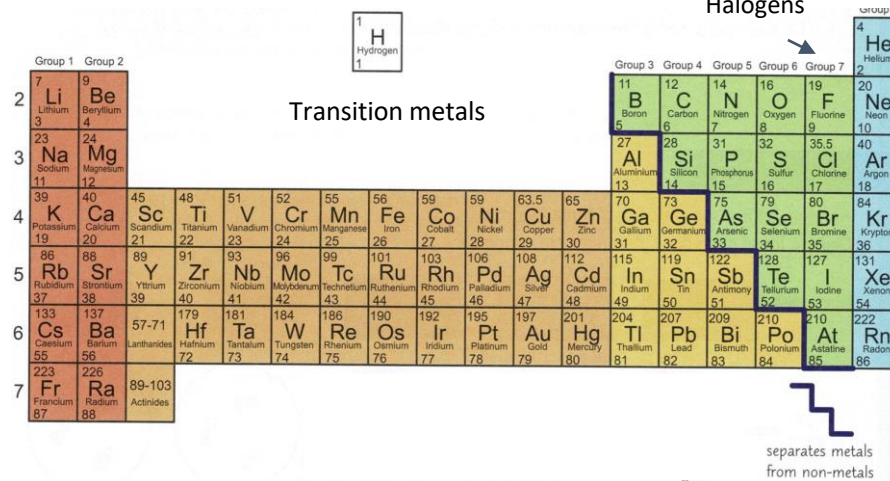
Columns on the periodic table are called groups.

Group 1 is called the Alkali Metals

Transition metals

Group 7 is called the Halogens

Group 0 is called the Noble Gases



The periodic table shows elements arranged in rows (periods) and columns (groups). Groups are labeled at the top: Group 1 (Alkali Metals), Group 2, Transition metals (Groups 3-10), Group 11, Group 12, Group 13, Group 14, Group 15, Group 16, Group 17 (Halogens), and Group 18 (Noble Gases). A zigzag line separates metals from non-metals, starting from Boron (B) and ending at Astatine (At). Elements to the left of this line are metals, and elements to the right are non-metals.

These elements are metals

These elements are non metals.

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.

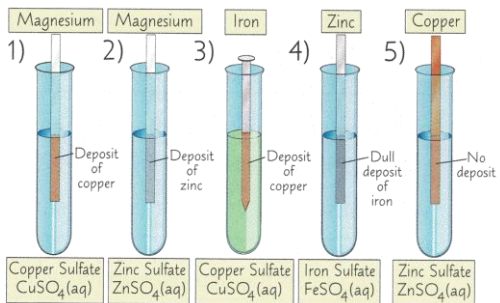
Nitric + magnesium → Magnesium + water + carbon

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 \rightarrow zinc sulfate + copper Copper + zinc sulfate \rightarrow no reaction For the chemicals below - does a displacement reaction happen? a) Magnesium + copper sulfate \rightarrow b) Silver + copper sulfate \rightarrow

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

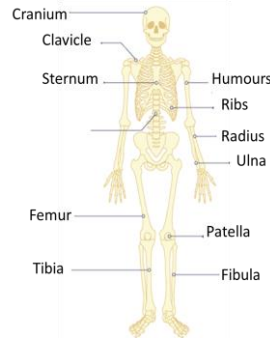
Section 2: organ systems

Key human organ systems include;

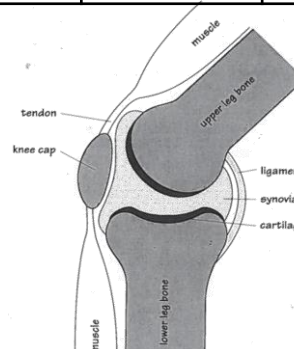
- Circulatory system used to pump blood around the body.
- Respiratory system used to get oxygen into the blood
- Reproductive system used to produce babies
- Musculoskeletal system used for movement
- Digestive system used to get nutrients from food
- Immune system used to fight infections
- Nervous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

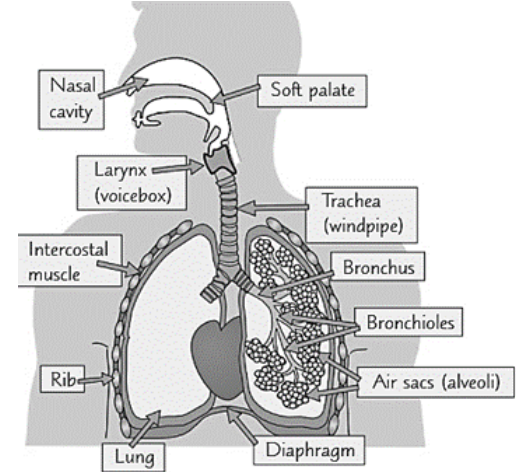


Antagonistic muscle pairs	Lower arm raises and elbow bends	Lower arm lowers and elbow straightens
Tricep		
Bicep		

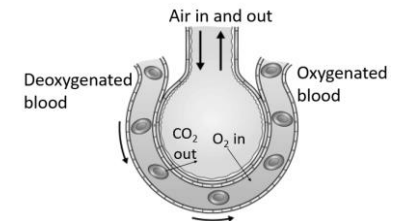


Section 3: Breathing System and Cellular Respiration

Breathing system



Gas Exchange in the Alveoli

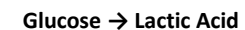


Respiration is a chemical reaction that occurs in every living cell to release energy.

Aerobic respiration requires oxygen.



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



Section 1: Key Vocabulary

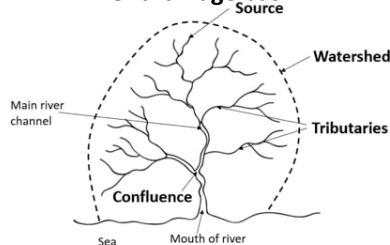
Tier 3 vocabulary	Definition
Source	The place where a river begins.
Mouth	The place where a river ends. This is often the sea but can be a lake.
Evaporation	When the sun heats water as a liquid and it turns into a gas (water vapour).
Condensation	When water vapour cools and becomes a liquid eg. when 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

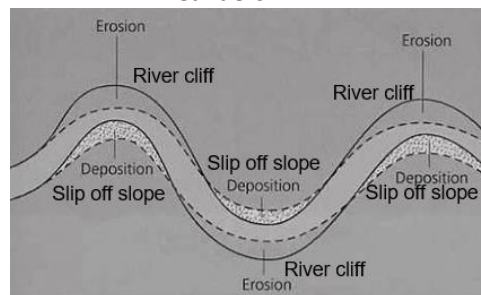
The water cycle



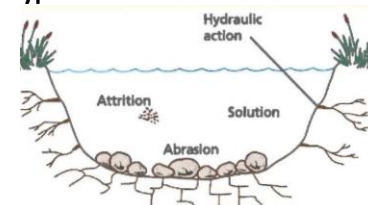
River drainage basin



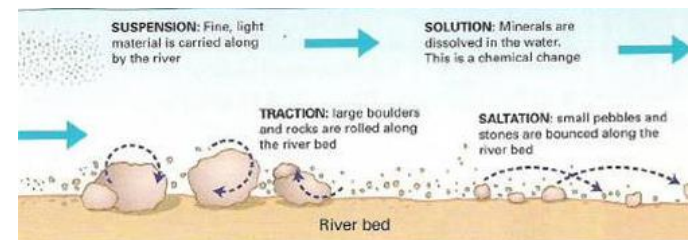
Meanders



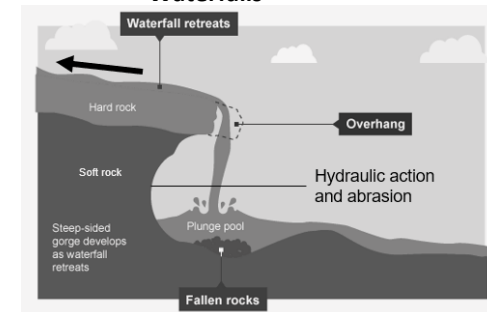
Types of erosion



Types of sediment transport



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.

Section 1: Key Vocabulary

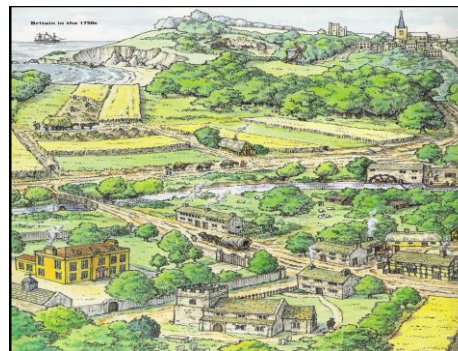
Tier 3 vocabulary	Definition
Revolution	A period of great change
Industrial Revolution	The process of change from an agricultural economy to one dominated by industry and machines .
The Flying Shuttle	An invention that could produce much wider cloth at faster speeds than before.
The Spinning Jenny	An 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. Invented by Richard Arkwright.
Tier 2 vocabulary	Definition
Population	The number of people living in a certain place.
Agriculture	The process of producing food by farming and raising animals.
Economy	The system of how money is used within a particular country
Invention	Something new which is created, can be an object or an idea.

The Industrial Revolution (1750-1900) marked a huge shift in Britain from farming and household work by hand to machines, mills and factories. Derbyshire was right at the centre of this change with leading Industrialists such as Richard Arkwright of Cromford Mill and Jedediah Strutt of Belper Mill both making large contributions. This unit will explore our local history and how the Industrial Revolution shaped Belper into the town it is today. It will explore what it was like to work in Strutt's Mill through visiting the site and using evidence. It will also use evidence to investigate what it was like to live in Belper in the 18th and 19th centuries.

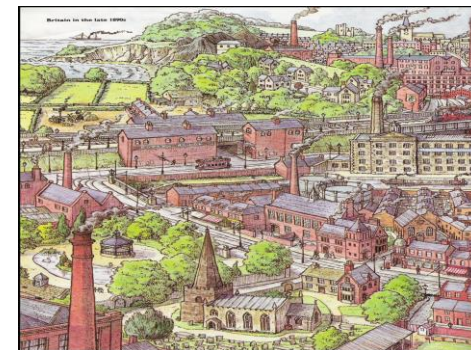
Task:

1. Spot the difference between the two pictures.
2. What might explain these differences?

1750



1900



Photograph of mill workers at Belper taken in the late 1800s



Second order concept = Evidence

Task:

1. What does this photograph reveal about the Belper Mill workers?
2. What can their facial expressions tell us?
3. What can their clothing tell us?

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 multiple 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?

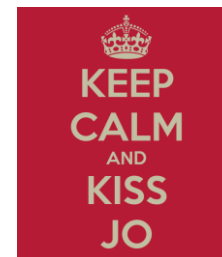
Impact - how do different religious beliefs, teachings and practices impact of a teenagers behaviour?

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.



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 in 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	+	infinitive
je <u>vais</u>	nous <u>allons</u>		e.g. the verb in its original form Infinitives always end in either ER, RE or IR
tu <u>vas</u>	vous <u>allez</u>		
il <u>va</u>	ils <u>vont</u>		
elle <u>va</u>	elles <u>vont</u>		



jo
fai
m
uer
re
anger
garder

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

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 Eiffel 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 grands-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

aller à (to go to)	+ masc. noun	+ fem. noun	+ plural noun	+ noun beginning with a vowel
	à + le =	à + la =	à + les =	à + l' =
	au	à la	aux	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: **u**

musée	bus
d'habitude	salut

Phonics: **e**

regarde	ce
demain	le

Phonics: **en/an/on**

centre	non
garçon	intéressant

Phonics: **é / er**

vélo	journée
cinéma	visiter


Phonics: **a**

patinoire	il y a
stade	glace

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 du wirst er/sie/es wird wir werden ihr werdet Sie/sie werden	ins Kino gehen im See baden einen Film sehen Tennis spielen Eis essen in den Bergen wandern
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. <i>Feminine nouns change from 'die' to 'der'</i> <i>Masculine and neuter nouns change from 'der/das' to 'dem'</i>	

Section 3: WAGOLL & phonics
<p>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.</p> <p>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.</p> <p>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.</p> <p>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 Eisdielen.</p>
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	
Haus	braun
Maus	grau
Auto	launisch
Augen	Stau

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	to go snowboarding
	der Strand	beach
	besuchen	to visit
	tauchen	to dive
	baden	to bathe, to swim



Phonics: ei	
zwei	schneit
drei	bleiben
nein	Bein
kein	klein

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

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".



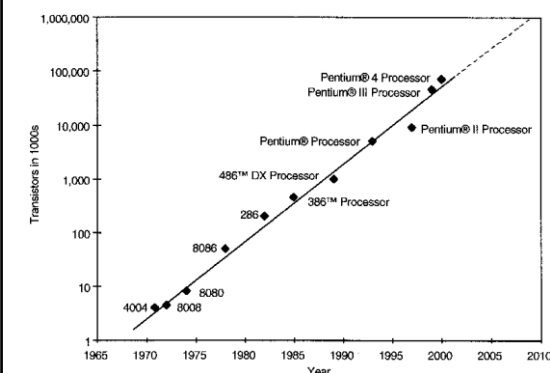
Sir Tim Berners Lee - is known as the founder of the World Wide Web in 1989. He developed a set of rules whilst working at CERN which include HTML, HTTP and URLs



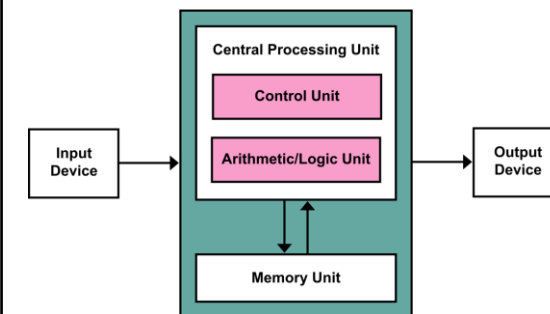
Bill Gates - is the founder of Microsoft. Microsoft is one of the largest software companies in the world today.



Section 3: Subject Content and Questions



The chart above shows the modelling of Moore's Law and its 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**?

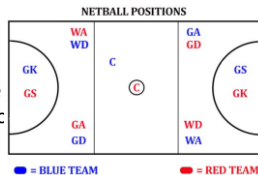
PE: Netball

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: <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
Ombre	Ombre is the blending of one colour hue to another, usually moving tints and shades from light to dark
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
Press print	Thin polystyrene printing sheets
Gradient	A gradual blending from one tone to another tone
Elongate	To stretch out of proportion lengthwise

Tier 2 vocabulary

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.

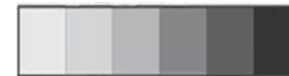
Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

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

Tonal bar you are going to draw out a tonal bar to practice adding tone first



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.



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
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

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

For centuries African artists have used the tie dye technique to produce vivid fabrics for garments and home decor.

The Process

Fabric + dye

The process starts with a base fabric, intricate patterns are deftly created by winding or tying string or small strips of grass to form a resist. After a cloth is fully tied it visits the dye bath where the tied areas form a resist against the new colour. The string or grass is left wrapped around the areas of fabric and then released once the fabric has dried.

Printing artists

Kate Watkins –Watkins first discovered printmaking while studying for a Fine Art degree at Leeds University during the 90's but returned to it over 20 years ago while attempting to find balance with her job as an art and photography teacher in Hampshire.

Other famous printing artists include –

John Muafangejo

Charles Nkosi

Azaria Mbatha

To view the work of Kate Watkins, visit

<https://www.katewatkins.co.uk/>



To view a range of African artefacts, visit

www.quaibrantly.fr



Section 1: Key Vocabulary

Tier 3
vocabulary

Definition

Hyperrealism	a genre of art in which the work is of such detail that it resembles a photograph.
Zentangle	a form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.
Ornithologist	Someone who studies birds.
Trompe-l'œil	French for 'deceive the eye' - visually representing an object so as to appear real to the viewer.

Tier 2
vocabulary

Definition

Tone	Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.
Gradient	A process of transitioning a tone from light to dark or dark to light.
Blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Burnishing	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
Flat Wash	Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.
Under Painting	The application of a flat wash of colour to start a piece of work before layering materials such as colour pencil over the top.

Section 2: Artists & Techniques



Ian Macarthur is a renowned artist / illustrator from Swindon, England. He has achieved fame across the globe for his zentangle inspired patterns often depicted on the surface of humans and animals.

1. Draw the basic outline of a bird's head.
2. Break the bird down into key shapes.
3. Create your own Ian Macarthur inspired patterns inside those shapes considering the curves over the bird's face. (no patterns in the eyes and beak, just tone.)
4. Make your design symmetrical.
5. Use black pen to go over and shade your design.

Mark Powell is a well known fine artist from Yorkshire. He is most famous for his depictions of people and animals in biro pen on the surface of found used paper materials such as envelopes, postcards, maps, and old documents



1. Find an old, used, discarded paper; the more interesting the better.
2. Draw the basic outline of a bird on the surface considering its placement on the document.
3. Shade your bird using a black biro focussing on the shadows and leaving highlights. Practise applying biro pressure to make a gradient like below. The less scratchy your marks the better.



Section 2: Artists



Amy Holliday is well known for her depictions of Birds using vibrant watercolour splashes. She allows her colours to bleed, creating new smooth blended areas, before working over key details such as the eye, beak and feet using a fine liner pen. Holliday currently lives and works in Cumbria, England

Claire Brewster is a British papercut artist from Lincolnshire. Her process involves intricately cutting map paper with a sharp craft knife. She first draws the silhouette of the bird she wants to create onto a map carefully selected



where the birds are found. Her silhouettes are often presented showing the shadow of the bird cast on a white surface.



Street artist Hua Tunan creates beauty out of chaos. Often seen throwing and splatting paint across the wall. Tunan gradually builds his main shape from these expressive movements. He then will work into the central focus of his work which is the bird's head often the only section rendered in colour. Tunan was born in Guangdong, China and currently works out of Singapore.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Pulse	A regular beat that is felt throughout much music.
Time Signature	A time signature tells us how many beats (and what type of beats) there are in each bar of music.
Projection	The strength at which we speak or sing.
Polyrhythm	The use of several rhythms performed simultaneously.
Mash Up	A set of songs that can be sung simultaneously
Round/ Canon	A melody that can be sung in layers starting at different times

Tier 2 vocabulary	Definition
Structure	The organisation of sound or how sounds are ordered.
Warm Up	The activity in preparing your body for activity.
Rhythm	A series of sounds or notes of different lengths that create a pattern.
Posture	How we sit or stand

Section 2: New Knowledge/Skills

When we use our **voices** we need ensure that we are fully warmed up. Like with exercise when we sing we are using muscles within our body and these can strain if used without warming up.

Vocal warmups



Challenge 1,2,3,4,5,6,7,8



Different types of songs

Unison – songs sung together, all doing the same,
A Capella – songs without accompaniment

Harmony – songs sung together but in different sections (on different notes)

Solo – a song sung on your own

Duet – a song sung in a pair; with harmony




Trio – a song sung in a group of four; with harmony

Quartet – a song sung in a group of four; with harmony

Section 3

Rhythm

Kodály Rhythm Method

	Ta _ _ _
	Two _
	Ta
	Te
	Te-te
	Tecka-tecka
	Three _ _
	Tay
	Tim-ka
	Tri-cy-cle

Dotted Notes

When a note has a dot after it, the note value has half the amount added again

$$\text{Dotted Quarter} = \text{Quarter} + \text{Eighth}$$

$$\text{Dotted Half} = \text{Half} + \text{Quarter}$$

$$\text{Dotted Quarter} = \text{Quarter} + \text{Eighth}$$

$$\text{Dotted Half} = \text{Half} + \text{Quarter}$$



Time signatures



Top Number = **how many beats**
 Bottom Numbers = **Type of beat**

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.

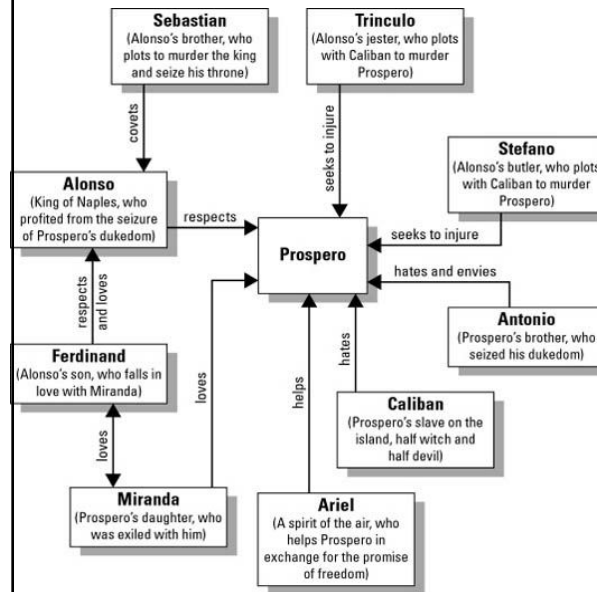
Tier 2 vocabulary Definition

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 than 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.

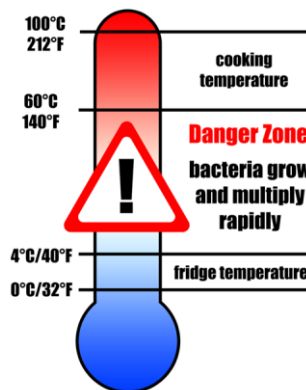
Shakespeare's Globe is a world-renowned performing arts venue, cultural attraction and education centre located on the bank of the River Thames in London.

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

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



- What temperature should a domestic freezer be?
- 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
<i>Salmonella</i>	Chicken & Eggs
<i>Staphylococcus aureus</i>	Humans & animals, skin / hair
<i>Bacillus cereus</i>	Reheated rice
<i>E. coli</i>	Animals / meat, unpasteurised milk / unclean water
<i>Campylobacter</i>	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)

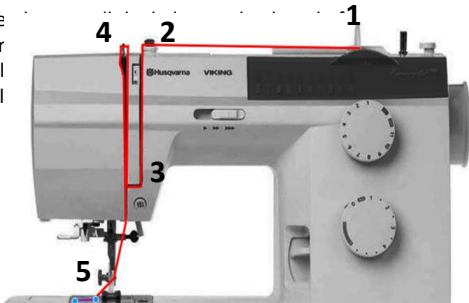
HW2. Research and Evaluate

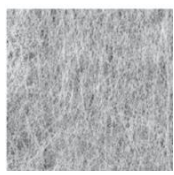
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional 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					



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Embroidery	Decorating fabric using thread and a needle to create a pattern
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Eyelet	A hole to thread your shoelaces through. Often made from metal.
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Transfer paint	Can be painted onto paper. The design can then be transferred to synthetic fabric using the iron or heat press.
Synthetic	Man Made, a fabric that does not come from a natural source.
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
Prototype	A practice version of a new design to check how successful it might be and help to get ideas on how they might be further improved.

Section 2: Skills
<p>Transfer Paints</p> <p>You will create your trainer decoration using transfer paints.</p> <p>These paints can be applied to standard paper. Once dry you turn the paper over (pattern side down against the fabric).</p> <p>Next heat and pressure is applied using either an iron or heat press. The design transfers from the paper to the fabric. The process works by the paints turning from a solid to a gas. The gas has nowhere to go except the fabric due to the pressure.</p> <p>The process works best on synthetic fibres like polyester and nylon. However it will work on blended fibres such as polycotton but the resulting colours will be less intense as the paint only penetrates the synthetic fibres.</p>
<p>How to thread the top of the sewing machine</p> <p>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.</p> <div data-bbox="683 919 1205 1219">  <p>Remember to ensure the needle is in the pedal.</p> </div> <p>If you need to change the bobbin you should ask your teacher for help.</p>

Section 3: Knowledge
<p>Adidas</p> <p>The Adidas brand was started in 1949 by Adi Dassler. At the age of 49 in a small town in Germany began designing and making. In the same year, he registered the shoe that included the famous Adidas 3-Stripes.</p> <p>Nike</p> <p>Nike was founded by Bill Bowerman and Phil Knight. They met at the University of Oregon where Phil was a track runner and Bill was the coach. A few years later in 1971 the Nike brand and 'Swoosh' were registered.</p>
<p>Synthetic Fibres</p> <p>Synthetic fibres come from man made sources. The main one is polyester. This is the second most used fibre in the world. It is derived from oil. Polyester is part of the family of plastics, like acrylic and nylon. As they are derived from a fossil fuel they are not considered to be sustainable fibres.</p> <p>However in recent years more investment has been put into recycling and you may have seen polyester garments that have been made from plastic pop bottle. If more materials can be recycled instead of put into landfill then hopefully the impact on the environment can be reduced.</p> <p>Micro plastics fibres are released from the fabric each time they are washed. These microfibres can end up in the waterways, and even inside the stomach of fish.</p>
<p>Non Woven Fabric</p> <p>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.</p> <div data-bbox="1669 976 1843 1148">  </div> <p>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.</p> <p>Felt is a non woven fabric. It is ideal to use for your trainer as it is easy to sew, the edges do not fray and the transfer paints work well in it as it is made from polyester fibres.</p>

Section 1: - Key Vocabulary

Tier 3 Vocabulary

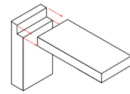
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follow	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface area
Comb Joint	An interlocking corner joint used to increase the gluing surface area and appearance
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

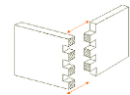
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem 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

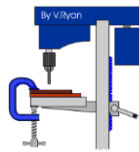


Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.



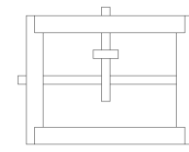
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

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 placed below the work to stop any splintering.

Mechanism assembly and testing



Cam profiles are attached 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 way. Apply 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)

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 development of 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

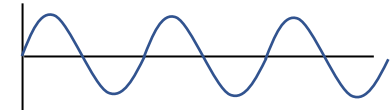
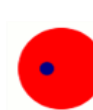


Oscillating
Movement back and forth in an arch

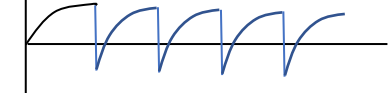


Rotary
Movement in a continuous full circle

Cam mechanisms

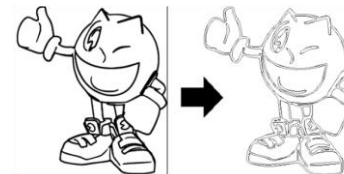


Eccentric Cam – Smooth movement up and down



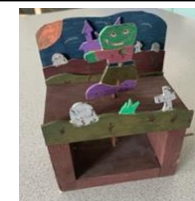
Snail Cam – Fast, smooth movement up, followed by a drop back down

2 CAD Software - Contouring



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

Section 4:- WAGOLL



Section 1: Key Vocabulary

Vocabulary	Definition
Curious	Interested in learning about people or things around you
Involved	To take part in or become involved in an activity
Respectful	Politeness, honour, and care shown towards someone or something that is considered important
Kind	Generous, helpful, and thinking about other people's feelings
Resilient	An ability to recover from or adjust easily to change
Brave	Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage
Confident	Being certain of your abilities
Proud	Feeling pleasure and satisfaction because you or people connected with you have done or got something good

BE THE BEST VERSION OF YOURSELF

Being the best version of yourself in Belper school means showing respect to teachers, students, and school rules. It also involves being kind, curious and resilient. Remember, everyone has strengths and areas they can improve on. By working hard and staying positive, you can strive to be the best version of yourself every day!

What are our Be Belper values and expectations within our school and wider community?

BE CURIOUS

Curiosity is when you have a strong desire to know or learn something. In Belper school, being curious means asking questions, exploring new ideas, and seeking answers. It helps you understand the world around you and makes learning more exciting and engaging.

BE RESPECTFUL

Respect is essential in Belper school as it creates a positive learning environment. It shows consideration for others' feelings and opinions, fostering a sense of community and cooperation. Respect helps to promote an atmosphere where everyone feels valued and safe. By respecting teachers, students, and school property, students contribute to a respectful school culture that enhances their overall development and well-being.

BE RESILIENT

Resilience is the ability to bounce back from challenges and setbacks. In Belper school, being resilient means staying positive, persevering through difficulties, and learning from mistakes. It's important because it helps us cope with stress, improve our problem-solving skills, and achieve our goals.

BE CONFIDENT

Confidence in Belper school means believing in your abilities and being comfortable in your own skin. You can show confidence by speaking up in class, asking questions, and participating in activities with enthusiasm. Confident students are not afraid to make mistakes and learn from them, they believe in themselves and their potential to succeed in their studies and interactions with others.

What are our Be Belper values and expectations within our school and wider community?

BE INVOLVED

Getting involved in Belper school means actively participating in school activities such as clubs, sports teams, and student councils. It also involves helping out in the school community, attending events, and supporting fellow students.

BE KIND

Being kind in Belper school is crucial for creating a positive and supportive environment where everyone feels valued and respected. Kindness helps to build strong relationships, improve teamwork, and enhance overall well-being. In Belper school, kindness promotes inclusivity, reduces bullying, and fosters a culture of empathy and compassion amongst students and staff members.

BE BRAVE

Being brave in Belper school means facing challenges, standing up for yourself and others, and trying new things. It can be speaking out in class, standing up to bullies, or taking on difficult tasks with confidence. Showing bravery can help you grow as a person and earn respect from others. In school, being brave is about being courageous in different situations.

BE PROUD

Showing pride in Belper school means being a positive representative of the school community. This includes following school rules, participating in activities, supporting classmates, and taking care of the school environment, one way of doing this is by picking up any litter if you see any.

Autumn 1: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
Exam PE Sports Club Years 10, 11 With Steve and Tom Sports Hall	Duolingo Club Years 7, 8 With Sarah Knappett Languages Block	Technical Theatre Club All Years (max 10 students) With Sarah Holme A7	Digital Skills Drop In Yr10-13 With Jody A2	Chess All Years With Carlos M2 12.20 – 1.00
Book Group Year 9 With Sarah Phillips Library	Basketball Year 9 With Steve Sports Hall	Duolingo Club Years 9, 10 With Sarah Knappett Languages Block	Music Club All Years With Phil MU2	Games Club Years 7, 8 With Emma Library 12.20 – 1.00
Art Club All Years With Lucy A4		Belper Band All Years Woodwind, Brass and Strings With Anna MU1	Knitting and Crochet Club All Years With Emma T5	Sports Club Year 7 Boys and Girls With Rebecca and Matt Sports Hall 12.20 – 1.00
After School Clubs			Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1	
Gardening All Years With Marc and Tony Rosie’s Garden 3.05 – 4.00	Netball Years 9, 10, 11 Girls With Rebecca Sports Hall 3.05 – 4.00	Litter Picking All Years With Marc P2 3.05 – 4.00	Foreign Language Spelling/ Translation Bee practice Years 7, 8, 9 With Sarah Knappett Languages Block	
More Than Robots Years 8, 9, 10, 11 With Sarah Speight T1 3.05 – 4.00	Shrek All Cast and Crew With Sarah and Anna Main Hall 3.05 – 5.00	Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 3.05 – 4.00	Inter Tutor Dodgeball Year 8 Boys and Girls With Tom Sports Hall	
Music Producers Club Years 9, 10, 11 With Phil MU2/Recodring STudio 3.05 – 4.00		Rugby Years 7, 8, 9, 10, 11 Girls With Sarah Harrison Sports Hall 3.05 – 4.00	Dance Club Year 7, 8, 9, 10 Boys and Girls With Leanne Sports Hall	
Football Years 7, 8, 9 Boys and Girls With Leanne, Steve, Matt and Tom Sports Hall 3.05 – 4.00		Shrek All Cast and Crew With Sarah and Anna Main Hall 3.05 – 4.00	Belper Choir All Years With Anna MU1	

