Knowledge Organiser
Year 8 Spring 1 2025

Create Your Future

"You can do something and give it your best and it doesn't need to be perfect for it to be a success."
"With opportunity and support, anything can happen."

Chris McCausland

Comedian and Strictly Come Dancing Champion 2024

Name:

Tutor Group:

Contents Page

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

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

Create Your Future

BE CURIOUS
BE RESPECTFUL
BE RESILIENT
BE CONFIDENT
BE THE BEST VERSION OF YOURSELF
BE BELPER

Out of Class Expectations

Create Your Future

BE INVOLVED
BE KIND
BE BRAVE
BE PROUD
BE THE BEST VERSION OF YOURSELF
BE BELPER

Being in school and being on time is crucial for success and preparing for the future.

Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Attendance

- 90% attendance is half a day missed every week

- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.

- 90% attendance over 5 years of secondary school is half a year of school missed.

- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week

- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year

- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

"Everyday you show up, you're investing in your future self. Don't underestimate the power of attendance."

BE PRESENT   **BE PUNCTUAL**

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.
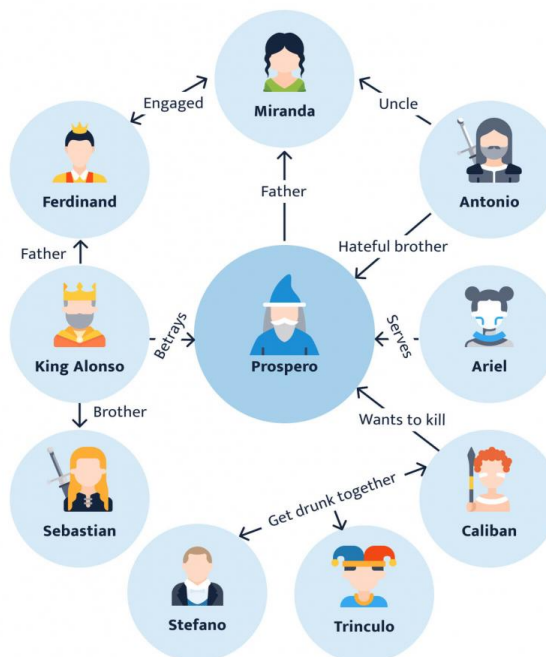
English: Shakespeare - The Tempest

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Colonialism	Acquiring political control over another country, occupying it with settlers, and exploiting it economically.
Tempest	A violent storm
Pathos	To evoke emotional responses in the audience
Duality	Two sides to a character
Shakespearean Tragicomedy	A play which contains elements of both tragedy and comedy
Usurper	A person who takes power from another with no right to
Playwright	Someone who writes plays – note the 'wright' means 'maker'
Duchy / Dukedom	Areas ruled over by a Duke, such as Milan in the play

Tier 2 vocabulary	Definition
Infer	To work something out based on evidence
Connotation	What a word makes you think of
Impact	The effect something has on a reader
Reiterates	Reinforcing an idea within a text
Develop	To advance a particular viewpoint
Ambiguous	Not clear or decided – open to interpretation
Authority	To have the power or right to give orders, and make decisions
Benign	Gentle or not harmful
Malevolent	Evil or deliberately bad

Section 2: New Key Skills/Strategies

Shakespeare was a great wordsmith and introduced over 1700 words to the English Language. This sometimes means that some of his vocabulary can be hard to follow.
Don't worry too much about every single word – as long as you get the gist of the story and can work out what the characters are like, that's enough. Treat it a bit like a foreign language. Here's some common words and their meanings:

thou / thee	you
o'er	over
e'er	ever
doth / dost	does / do
hark	listen
prithee	pray thee

The Tempest: Character map

Created by Custom-Writing.org

Section 3: Themes

The Tempest is one of Shakespeare's last plays and explores a number of important themes.

Justice
The story involves an unjust act, Prospero and Miranda's banishment to the island, and then Prospero's attempts to re-establish justice – but any consideration of justice is from Prospero's viewpoint and so is that really fair?

Man or Monster
The play explores the nature of monster, and considers whether monsters are born or made. It also raises questions about who is a monster? Caliban looks like a monster, but are Trinculo and Stefano more monstrous in how they try to use him?

Colonisation
Themes surrounding the idea of colonisation are explored, particularly connected to ownership of the island. Who has the 'right' to lead other people and where does that so-called right come from?

Children and Family
Through the characters of Miranda and Ferdinand, but also Caliban and Ariel, the play looks at questions of family and how important children are.

Section 3: Writing about Shakespeare

Question: How does Shakespeare present the character of Prospero?

Connect	In the first instance,
Point	Shakespeare presents Prospero as being a caring father to Miranda. Prospero says when we first meet him that he has done nothing
Evidence	'but in care of Miranda'
Analysis	which means that everything he has done is for her.
Think Impact / Intention	This suggests that he is a very caring father, who is always looking out for his daughter.

Going for excellence? Why not try adding some alternative ideas on. For example: On the other hand, this could suggest that he's a very **controlling** father as it makes the audience think that he's **dominating** every area of Miranda's life. It seems a bit obsessive to be doing everything for your daughter.

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Section 1: Key Vocabulary

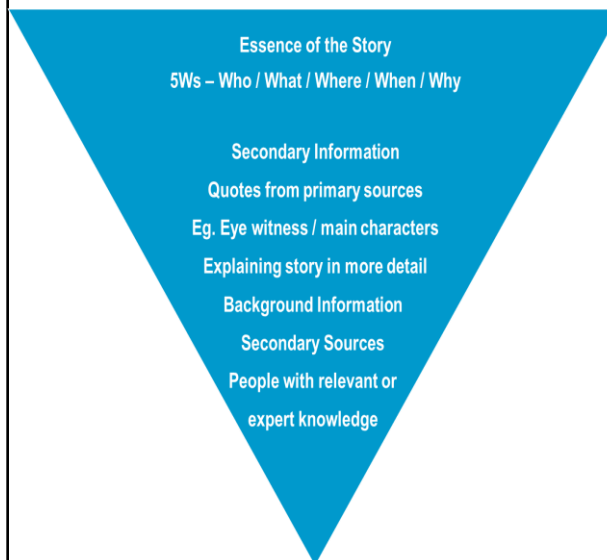| Tier 3 vocabulary	Definition
Tabloid	A newspaper which adopts an informal tone and focuses on less serious news
Broadsheet	A newspaper which adopts a formal tone and focuses on serious news
Sensationalism	A highly emotive style of writing often adopted by tabloid journalists & newspapers
By-line	The name of a journalist on a news report
Lead Story	The main story on a newspaper front cover
Masthead	The title of a newspaper, including its design features

Tier 2 vocabulary	Definition
Pun	A clever and amusing use of a word or phrase with two meanings, or of words with the same sound but different meanings
Alliteration	When several words close together all begin with the same letter or sound.
Bias	A tendency to prefer one person or thing to another
Emotive Language	Using specific word choices to evoke an emotional reaction from the reader.
Metaphor	A figure of speech that, for rhetorical effect, directly refers to one thing by mentioning another
Personification	Attributing human qualities to something non-human / inanimate.

Section 2: New Key Skills/Strategies

Over the course of the unit you will need to use the following strategies to structure your writing:

Structuring a News Story – The Inverted Triangle

Essence of the Story
5Ws – Who / What / Where / When / Why

Secondary Information
Quotes from primary sources
Eg. Eye witness / main characters
Explaining story in more detail
Background Information
Secondary Sources
People with relevant or
expert knowledge

News Report Writing Conventions:
- Written in **third person**
- Written in **past tense**
- First person perspectives can be offered through **direct speech**
- Structured using the **Inverted Triangle** format – from most important to least important information
- Level of **formality** depends on the type of publication – tabloid or broadsheet
  - Tabloids adopt an **informal** tone
  - Broadsheets adopt a **formal** tone
- Include a **headline, by-line & a date**

Section 3: Sample News Report Opening

Using the 5 Ws:

WHEN?   WHO?

Yesterday, a group of armed insurgents detonated three explosive devices at Forward Operating Base Freedom in Basra, Iraq. The attack was thought to be in direct response to the US Army's bombing of a petrol station in the local area.

WHERE?   WHAT?

Key Reporting Phrases:

- It is thought that…
- An eyewitness stated…
- Eyewitnesses report that…
- Reports suggest…
- Sources from…
- An army spokesperson claimed…
- It has been alleged that…

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English: Holes

Section 1: Key Vocabulary

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

Tier 2 vocabulary	Definition
Atmosphere / Mood	The main feeling that is created in a story
Character	The fictional persons who carry out the action of a story
Setting	The time and place in which a story is set
Theme	Messages in the story
Novel	A long story with chapters

Section 2: New Key Skills/Strategies CPEAT Writing

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

C Connective- Firstly, Moreover, In conclusion,

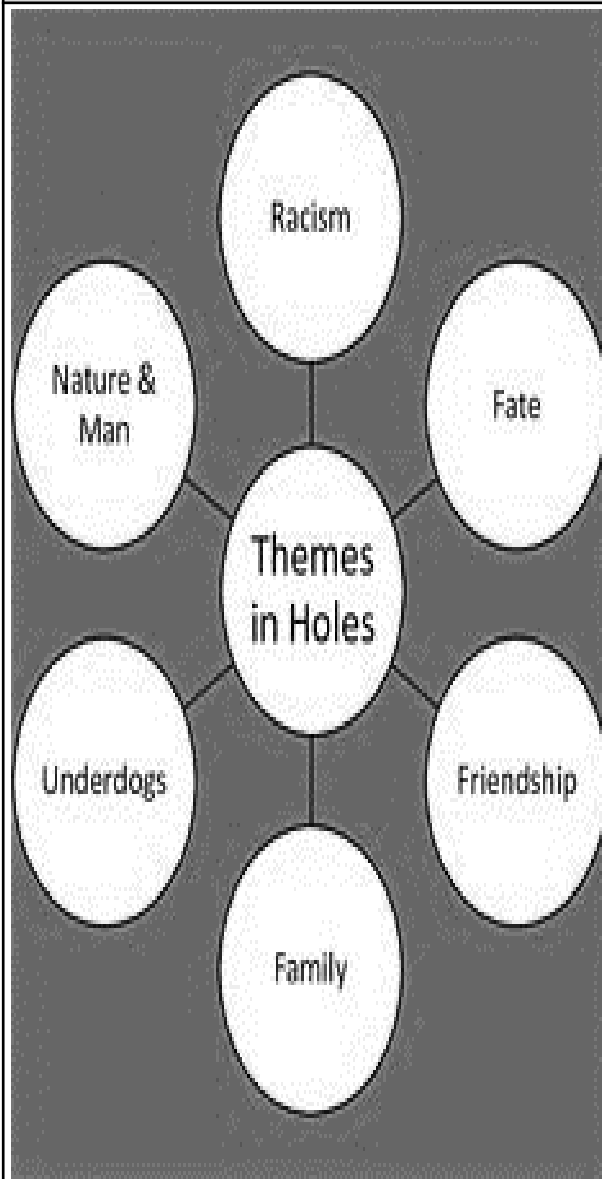**P** Point- The writer uses a simile to...

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

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

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

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

Section 3: Themes in Holes

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Maths: Estimation & Rounding

Rounding to degrees of accuracy. Calculating with rounded figures. Understanding levels of accuracy.

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Section 1: Key Vocabulary

Tier 3 vocabulary

Integers	Whole numbers
Decimal Places	Digits after a decimal point
Significant figures	The digits in a number with the **largest place values**
Place value	The actual value of a digit according to the column in which it sits
Upper Bound	The largest value that a rounded number might originally have had.
Lower Bound	The smallest value that a rounded number might originally have had.
Error Interval	The range of values that a number could have been before it was rounded

Tier 2 vocabulary

Limits	A value beyond which a number may not extend or pass
Round	Rounding means making a number shorter or simpler but keeping its value close to what it was.
Approximate	A value which is close to but not equal to the true value of a number
Estimate	A calculated value made using rounded numbers
Truncate	To cut a decimal number short
Error	The difference between an estimated value and the true value

Maths watch revision QR codes

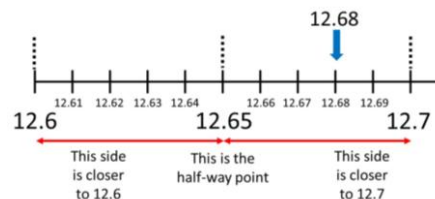Rounding   Rounding   Significant figures   Estimation

Section 2: New Knowledge/Skills

You should already know how to round numbers to the nearest:
integer eg. 32.38 rounds to 32
            32.8731 rounds to 33
ten eg. 32 rounds to 30
        36 rounds to 40
hundred, thousand and so on

Rounding To A Given Number Of Decimal Places (d.p.)
Eg Round the number 12.68 to 1 decimal place (1 d.p.)

So 12.68 **rounds** to 12.7 to one decimal place (1 d.p.)
BUT if we **truncate** 12.68 to 1 d.p. we get 12.6

Rounding To A Given Number Of Significant Figures (sig. fig.)
In the number 234, the most significant digit is the 2 because it represents 200, whereas the 3 only represents 30 and the 4 is 4. **We could understand significant as having the biggest value**. So when we round to the nearest significant figure we are rounding to the column with the same place value as the most significant figure.
234 rounded to 1 significant figure (1 s.f.) rounds to the 100 column.
    234 rounds to 200
234 rounded to 2 significant figures rounds to the tens column.
    234 rounds to 230
0.0234 rounded to 1 significant figure (1 s.f.) rounds to the 100ths column.
    0.0234 rounds to 0.02

Estimation
When we find approximate values of calculations using estimation, we round all the values in the calculation to 1 sig fig before calculating.

$$\frac{62.5 + 7.9}{12.4} \approx \frac{60 + 8}{10} = \frac{68}{10} = 6.8$$

Error Intervals
An error interval uses the inequality symbols (<, >, ≤, ≥) to show all the values that a rounded number might have had **before** it was rounded.
In the example in Section 2 we rounded 12.68 to 12.7. If it hadn't been 12.68 what else could the number have been? We can see from the number line that everything to the right of 12.65 rounds up to 12.7. 12.65 also rounds up to 12.7, so   x ≥ 12.65. Beyond 12.7 everything up to 12.75 rounds down to 12.7, but at 12.75 we start rounding up to 12.8, so x < 12.75, giving the following error interval for 12.7 rounded to 1 d.p.
        $12.65 \leq x < 12.75$

Section 3:

Rounding Examples

|	Nearest integer	1 decimal place	2 decimal places	1 significant figure	2 significant figures
43.782	44	43.8	43.78	40	44
154.967	155	155.0	154.97	200	150
0.0816	0	0.1	0.08	0.08	0.082

Estimation
Q. Find approximate values for the following calculations and state whether the estimate is an over-estimate or under-estimate.:
a)   4.85 x 28.7 ÷ 96.2   **A:** 1.5 (over)

b) $\frac{642 \times 318}{43 \times 4.9}$ **A:** 900 (over!)

Error Intervals

6.2cm

3.4cm
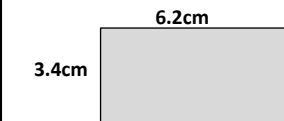
Q. If each measurement is given to one decimal place, state the error interval for the length and the width of the rectangle.

A: $6.15 \leq$ length < 6.25 and $3.35 \leq$ width < 3.45

Q. What are the values for the smallest possible area and the largest possible area for the rectangle?
A: smallest = $20.6025 cm^2$ largest = $21.5625 cm^2$
Q.   What is the largest possible **error** in the area?
A: 0.96

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Maths: Percentages and Proportionality

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Direct proportion	When one value increases so does the other. One of the values is a multiple of the other value
Inverse proportion	When one value increases and the other decreases
Scalar multiplier/ Scale factor	Is a number that moves *along* lines in a double number line, that is, stays within the same variable
Functional multiplier	Is the multiplier that links the two quantities

Tier 2 vocabulary	Definition
Percent	A proportion that shows a number as parts per hundred. The symbol % means 'per cent'
Percentage Increase	Adding a given percentage of a value to the original value
Percentage Decrease	Subtracting a given percentage of a value from the original value
Proportion	Two or more quantities that increase or decrease at the same rate

Maths watch QR codes

% of amount   % increase/ decrease   %
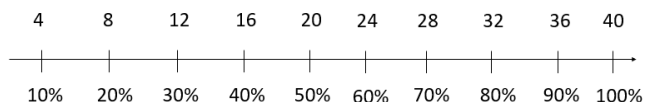
Direct proportion   Inverse proportion

Section 2: Representations

We can utilise a double number line to work with percentages. By making the original value equal to 100%, we can partition the number line to find other percentage:
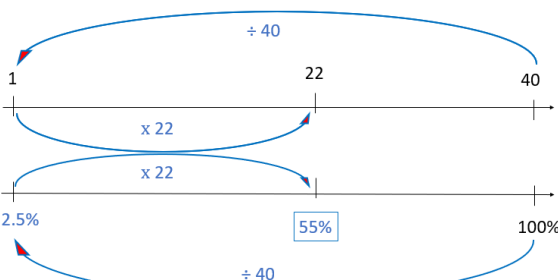
| 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
| 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

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

Example question - What is 45% of 360?
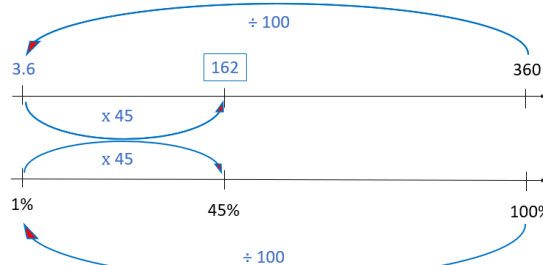
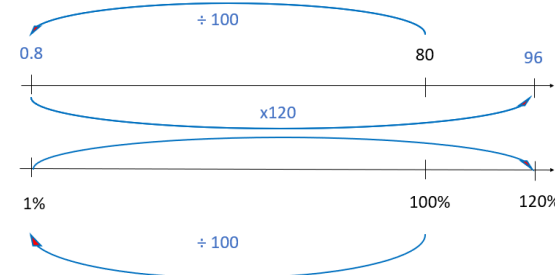Likewise, we can use scaling to express one amount as a percentage of another.

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

Section 3: Procedures

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

Example questions – Increase £80 by 20%

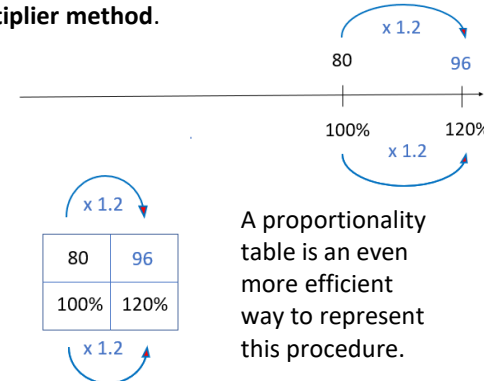Numerically, our procedure is: $80 \div 100 \times 120$

Which is the same as:

$80 \times 120 \div 100$ or $80 \times \frac{120}{100}$ or   **80×1.2**

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

80	96
100%	120%

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

Section 1: Key Vocabulary

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

Section 2: Food Groups and the Digestive system

Food group	Use	Food test/ positive result
Complex carbohydrates (Starch)	Energy	Iodine = black
Simple carbohydrate (Sugar)	Energy	Benedict's = green, yellow, orange or red
Proteins	Growth and repair	Biuret = purple
Lipids (fats)	Energy storage	Emulsion test = white

Vitamins. Minerals and fibre are also key food groups. They are responsible for keeping key systems in the body working correctly; for example the nervous system.

The Digestive System
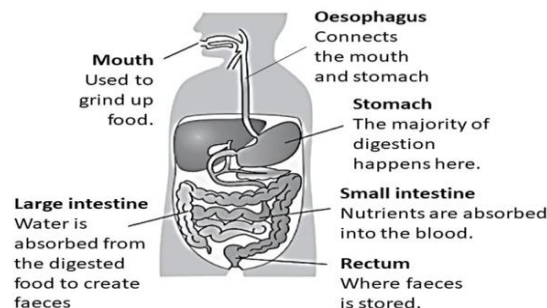
Absorption in the Small Intestine
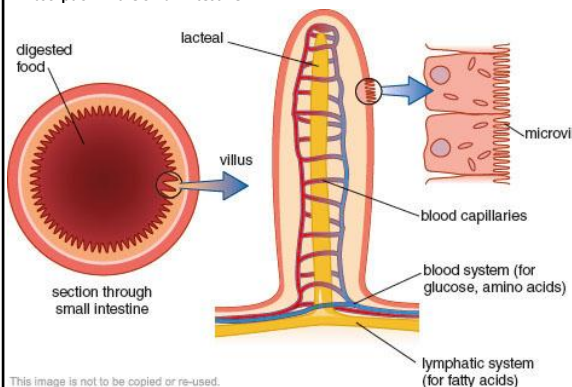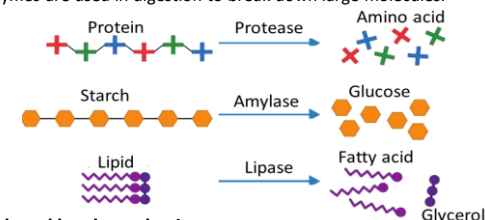

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Section 3: Digestive System

Organs of the Digestive system

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

Enzymes

Enzymes are used in digestion to break down large molecules.

Lock and key hypothesis

The lock and key hypothesis explains that only one substrate can fit into the active site of an enzyme.
If enzymes are put into the wrong conditions their active site changes shape.
This is called denaturing. This means the enzymes can no longer work this happens in;
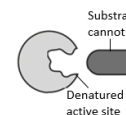
- A too low or high pH
- A high temperature

Questions

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

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Section 1: Key Vocabulary

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

Tier 2 vocabulary	Definition
Mixture	A substance containing two or more different substances which are not joined together.
Property	The way a substance behaves or reacts.
Chemical reaction	When the particles in substances join together or split apart to form new substances

Section 2: New Knowledge/Skills

Element
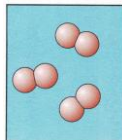
An element contains only one type of particles.

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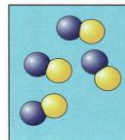
A compound contains more than one type of particle. The different particles are joined.

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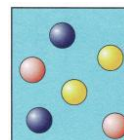
A mixture contains more than one type of particle. The different types of particle are not joined.

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

Word equations

These show what happens in a chemical reaction.

Reactants → Products

Group 7 is called the Halogens

Group 0 is called the Noble Gases

Columns on the periodic table are called groups.

Transition metals

Group 1 is called the Alkali Metals

separates metals from non-metals

These elements are metals

These elements are non metals.

Geography: Weather and Climate

Section 1: Key Vocabulary

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

| Tier 2 vocabulary	Definition
Weather	The day to day conditions of the atmosphere.
Climate	Average weather over at least 30 years.

Section 2: New Knowledge

Summer Anticyclones
Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convectional rainfall and thunderstorms.
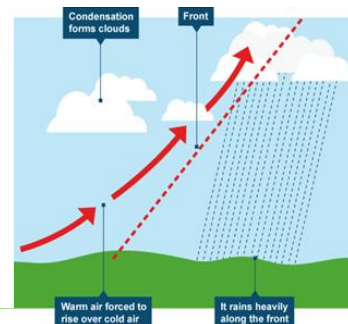
Winter Anticyclones
Cold, dry days with light winds. The clear skies allow heat to be lost from the earth's surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost and ice.
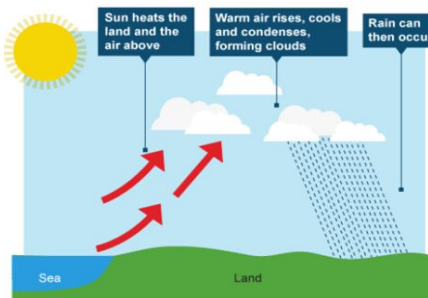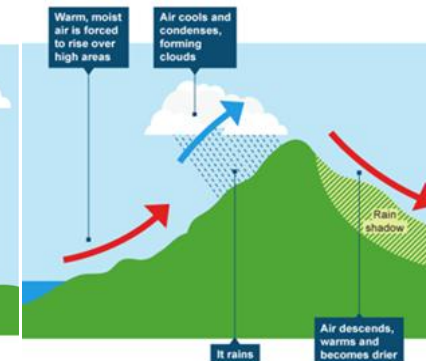
Convectional Rainfall   **Frontal rainfall**   **Relief Rainfall**

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

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

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

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

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

Weather Instruments and units of measure:
Temperature =Maximum/minimum **thermometer**, measured in °C.
Air pressure = **Barometer**, Millibars
Wind speed = **Anemometer**, Knots or mph.
Wind direction = **weather vane**, Compass points
Rainfall = **Rain gauge**, mm

Section 3: Geographical Skills

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

History: The relationship between Europe and Africa from 1200 to present.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Mansa Musa	Ruler of the Malian Empire
Medieval	The period of History from 476-1492
Hajj	A religious pilgrimage made by Muslims
Enslavement	The action of making someone a slave.
Abolition	Bringing something to an end.
West Africa	The western section of the African continent. Made up of 17 countries.
The Mali Empire	A huge territorial empire that flourished in west Africa in the 13th and 14th centuries.

Tier 2 vocabulary	Definition
Trade	The action of buying and selling goods and services
Independence	The freedom to act freely
Trade Triangle	Trade between three countries
Economic	Involving money and trading
Independence	Being free from an overseeing power.
Empire	A group of states ruled over by a single monarch or country
Kingdom	An area ruled by a king.

Unit Summaries:

1. What was the relationship like between Europe and Africa from 1200 to present?

In 1312 the Malian King, Mansa Musa ruled a vast empire. Mansa Musa owned so much gold that even today, he is still considered the richest man to ever exist! At this time, Europe and Africa had a great relationship and both continents were seen as equals. This relationship began to change in the 1500's with the emerge of the Trade of Enslaved Africans which continued until the Slavery Abolition Act of 1833. We then look at the 'Scramble for Africa' and the consequences of colonisation on the relationship between Europe and Africa.

A Benin bronze made by people of the ancient Kingdom of Benin

Task:
1. Who could be represented in the middle of the plaque?
2. What does this plaque tell us about the artists of Benin

Task:
3. Why does historian David Olusoga visit Bunce Island in Sierra Leone when learning about Black British history?
4. What does the picture tell us about this island?

BUNCE ISLAND FORTRESS
Thousands of Africans were transported into slavery from this site 1670 - 1807
A BBC HISTORY PROJECT
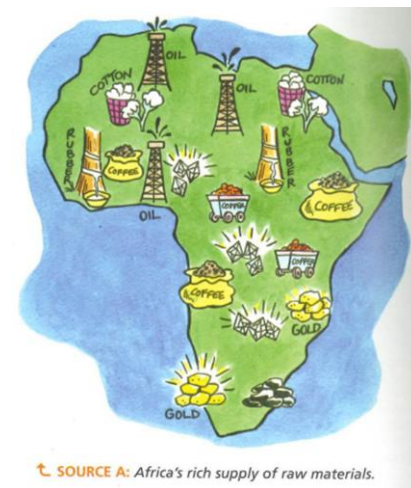
↳ SOURCE A: Africa's rich supply of raw materials.

Task:
5. What clues does this picture tell us about the 'Scramble for Africa'?

Second order concept = Change and Continuity

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition - to be filled in in class or homework tasks
Census	An official count or survey, especially of a population.
Challenging	Testing one's abilities; demanding.
Commitment	The state or quality of being dedicated to a cause, activity, etc or an engagement or obligation that restricts freedom of action.
Beliefs	An acceptance that something exists or is true, especially one without proof.
Mosque	A Muslim place of worship
Allah	Arabic word of God, Muslim Deity.
Prejudice	Preconceived opinion that is not based on reason or actual experience
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Buddha	A person who has achieved full enlightenment.
Gurdwara	Sikh place of worship.

Tier 2 vocabulary	Definition
Culture	the ideas, customs, and social behaviour of a particular people or society.
Expectations	a strong belief that something will happen or be the case
Scripture	the sacred writings of Christianity contained in the Bible
Language	a system of communication used by a particular country or community

Section 2: New Knowledge/Skills

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

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

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

World Views From Buddhist, Sikh and Muslim perspectives.

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

Section 3: Assessment Information

By the end of this unit you should:

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

Remember

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

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

Specialist terms - use the relevant key vocabulary.

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

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

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

KEEP CALM AND KISS JO

French: Les vacances ☺
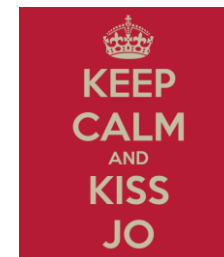
Section 1: Key Vocabulary/Questions

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

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

Section 2: Grammar

Verb AVOIR	to have, having
j'ai	I have
tu as	You have
il/elle/on a	He/she/one has
nous avons	We have
vous avez	You (formal/ plural have)
ils ont elles ont	They have (m, m/f)) They have (f)

Regular past participles	
passé	spent (time)
mangé	ate/eaten
regardé	watched
écouté	listened
voyagé	travelled
fini	finished
vomi	vomited
attendu	waited
vendu	sold

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

Irregular past participles

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

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

Section 3: WAGOLL

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

À savoir:

Here is an quick way to remember how to form regular past participles.	er	>	é
	ir	>	I
	re	>	u

⭐ **Some verbs have ÊTRE (not AVOIR) as the auxiliary**

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

FRENCH Y8 Word list Spring A

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

FRENCH Y8 Word list Spring B

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

FRENCH Y8 Word list Spring C

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

FRENCH Y8 Spring D

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

FRENCH Y8 Spring E

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

FRENCH Y8 Spring F

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

Phonics: **r**

en retard	bord de la mer
quatre	traîner

Phonics: **qu**

qui	quand
quelle	que

Phonics: **tion/ ssion**

natation	action
passion	émission

Phonics: **cognates**

intelligent	arrogant
cinéma	films

Scan this QR code to go to languagesonline.org.uk to practise the perfect tense

German: Urlaub!

Section 1: Key Vocabulary/Questions

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

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

Section 2: Grammar

The perfect tense has 3 parts
1) a subject
2) an auxiliary verb
3) a past participle

	1	2		3
	ich	habe	(Tennis)	gespielt
	er	hat	(Musik)	gehört
	wir	haben	(Pommes)	gegessen

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

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

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

	sein	past participlpe
I	**ich** bin	
you (informal)	**du** bist	gegangen
he/she	**er/sie** ist	gefahren
		geschwommen
we	**wir** sind	geflogen
you (plural)	**ihr** seid	geblieben
you (polite)	**Sie** sind	
they	**sie** sind	

Questions in the perfect tense
Closed questions:
haben or sein / subject / rest / past participle
Hast du in einem Hotel gewohnt?
Bist du nach Cornwall gefahren?

Open questions:
Question word / haben or sein / subject / rest / past participle
Warum hast du in einem Hotel gewohnt?
Wann bist du nach Cornwall gefahren?

Section 3: WAGOLL & phonics

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

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

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

Gut zu wissen (1)
Most countries are just the country name. To talk about going **to** these countries, use **nach**
Ich bin **nach** Spanien gefahren.
Ich fahre **nach** Schottland.

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

Gut zu wissen (2)
If there are adverbs of time, manner and place in a German sentence, then that is usually the order in which they appear.

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

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

GERMAN Y8 Word list Spring A

	German	English
	sonnig	sunny
	kalt	cold
	heiß	hot
	wolkig	cloudy
	windig	windy
	neblig	foggy
	es regnet	it's raining/it rains
	es schneit	it's snowing/it snows
	es donnert	it's thundering
	es blitzt	there's lightning*

GERMAN Y8 Word list Spring B

	German	English
	der Urlaub	holiday
	die Ferien	the holidays
	die Unterkunft	accommodation
	die Jugendherberge	youth hostel
	der Campingplatz	campsite
	das Zelt	tent
	das Hotel	hotel
	das Ferienhaus	holiday house
	die Ferienwohnung	holiday apartment
	bei Freunden	at/with friends

GERMAN Y8 Word list Spring C

	German	English
	gegangen*	went/been
	gefahren*	travelled
	geflogen*	flew/flown
	geschwommen*	swam/swum
	das Auto	car
	der Reisebus	coach
	die Fähre	ferry
	der Zug	train
	die Bahn	train
	das Flugzeug	plane

GERMAN Y8 Word list Spring D

	German	English
	nach Spanien	to Spain
	nach Italien	to Italy
	nach Frankreich	to France
	nach Griechenland	to Greece
	nach Amerika	to America
	in die USA	to the States
	in die Schweiz	to Switzerland
	in die Türkei	to Turkey
	nach Hause	home (going)
	zu Hause	at home

GERMAN Y8 Word list Spring E

	German	English
	ich war	I was
	du warst	you were
	er/sie/es war	he/she/it was
	wir waren	we were
	sie waren	they were
	obwohl	although
	teuer	expensive
	billig	cheap
	schnell	fast/quick
	langsam	slow

GERMAN Y8 Word list Spring F

	German	English
	neulich	recently
	normalerweise	usually, normally
	bald	soon
	nach der Schule	after school
	erstens	firstly
	zuerst	firstly
	dann	then
	danach	afterwards
	später	later
	schließlich	finally

Phonics: **eu**

Fr**eu**nd	Flugz**eu**g
t**eu**er	**Eu**le
n**eu**n	F**eu**er
L**eu**te	h**eu**te

Phonics: **s** (before vowel)

gele**s**en	**s**ie
Rei**s**ebus	lang**s**am
Hau**s**e	ge**s**ehen
Sommer	Ho**s**e

Computing: Programming in Python

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Algorithm	A set of instructions that need to be followed to solve a problem.
Sequence	A set of instructions in the right order.
Variable	Computer memory used to store data used in programs. Stored data can be changed.
Data type	Different types of data are stored in variables: strings, integers, float, Boolean.
String	Characters that can include any combination of letters. A string must be inside quotation marks.
Integer	A whole number e.g. 403 or 10.
Float	A decimal number e.g. 19.25 or -0.001.
Syntax	The format that the code needs to be in.
Selection	Is used to check a condition and then do one thing if the condition is True and another thing if the condition is False.
Iteration	When a set of instructions is repeated.
Casting	Used to change the data type of a variable.
Concatenation	Lets you combine two or more strings or inputs in an output.

Tier 2 vocabulary	Definition
Programming language	Used by programmers to write computer programs e.g. Python, SQL and Java.
Execute	To run a program. Select Run then Run Module OR press the F5 button.
Condition	Used to make decisions in a program.
Process	All modern computers function of the idea of input - process - output.

Section 2: New Knowledge/Skills

Print statement - allows you to display text in the shell.
print ("Hello World!")
print ("I am a programmer")

Input statements - using input ( ) we can ask a user to input information.

Entering an **integer**.
number = int(input("Enter a number")

Concatenation
userName = input ("What is your name?")
print ("Hello! " +userName)

userName is a **variable**. Naming variables:
Choose a recognisable name.
Start with a letter NOT a number.
Can contain letters, numbers and the underscore symbol (_)
Variables are case sensitive (name, Name, NAME)

IF statements - used to select different options depending on a condition (also known as **selection**).
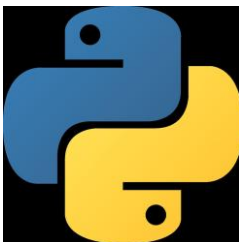
number = int(input("Enter a number between -5 and 5")
if number > 0:
    print ("Your number is positive")
elif number < 0:
    print ("Your number is negative")
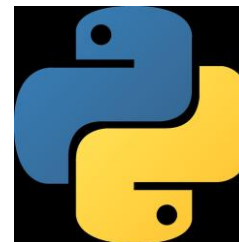**else**:
    print ("Your number is 0")

Escape characters - are used to add punctuation and formatting to print lines.

Escape character	Output
\"	"
\'	'
\n	new line
\t	tab
\\	\

Boolean operators
>	greater than
>=	greater than or equal to
<	less than
<=	less than or equal to
==	equal to
!=	not equal to

Section 3: Other subject specific content

Indexing strings - Each individual character in a string can be given a index value. The first character in the string is given the index value 0. The table represents a string stored in the variable **programName**.

p	y	t	h	o	n
0	1	2	3	4	5

Comments - (#) an explanation or annotation in the code of a program. They make the source code easier for humans to understand, and are generally ignored by the computer.

Syntax errors
Traceback (most recent call last):
    File "C:/Python33/a.py", line 2 in <module>
Above - it says the line the error is on.
    prin (greeting)
NameError: name 'prin' is not defined
#Above - it says what type of error.

Don't forget about checking for errors
▪Not indenting correctly, or forgetting to indent.
▪Forgetting the colon (:) at the end of a line for selection - if, elif, else.
▪Incorrect spellings - input instead of input, Print instead of print.
▪Misspelt variable names e.g. username instead of userName.
▪Forgetting the quotes at the end of strings.
▪Forgetting the bracket at the end of a function.

Questions
What is a variable?
Explain why is a bad idea to name a variable that will store the name of a car as xyz.
What is wrong with this line of code?
    Input ("What is your name?")

What will this code output?
        name = "Guido"
        print ("name")

What nationality is Guido van Rossum? How did a British comedy TV series inspire him?

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?

NETBALL POSITIONS

WA WD / C / GA GD / GK GS / GS / GK / GA GD / WD WA

■ = BLUE TEAM   ● = RED TEAM
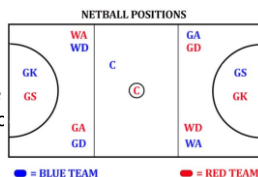
Perform a range of dodges (**sprint, change of direction** and **feint**) in order to get free from a defender.

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

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

PE: Rugby

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

Section 2: New Knowledge/Skills
This year will see a move to contact rugby and you will first learn the key points of safe and effective tackling.
This will then be transferred to game situations where we will introduce many of the roles and rules mentioned in the table above. You will work towards becoming either a forward or a back depending on the personal and physical qualities you offer your team.

PE: Football

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

Section 2: New Knowledge/Skills
You will be encouraged to demonstrate a good ready position, to prepare for action. This will include outfield and goalkeeping roles.
Continue to demonstrate passing, dribbling and control skills to keep possession. Have you been able to use your left and right side to do this?
When we perform in small sided games you will be using basic positions in a formation. These are defence (including goalkeeping), midfield and attack.

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

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

PE: Running

New knowledge/Skills
You will continue to develop your **endurance** in running this year with further **target setting** to help you towards achieving a **personal best** in your timed runs.
We will look at how we can use **lap times** and **split times** to help break down a performance and help us to achieve a target.
We will consider some of the **mental** aspects of running which can be used to **motivate** ourselves and therefore improve performance, for example, **positive self-talk**.

PE: Health and Fitness

New knowledge/Skills
Through the various activities in Year 8 we will consider the **effects of exercise** on the body and the science behind them, including: • Redness of the skin • Changes to our breathing • Increased heart rate • Sweating
We will link these effects to the importance of the **warm-up** and we will introduce the idea of having a **cool down** after an intense exercise session.

PE: Leadership

New knowledge/Skills
To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.
We will discuss and try to develop some of the key **personal qualities** which can help you become a good leader such as: **communication, initiative, responsibility, knowledge, reliability, confidence, body language**.
You may be ask to take on various leadership **roles** such as **coach, captain, referee, scorekeeper.**

Art: African Art

BELPER SCHOOL and Sixth Form Centre

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
Ombré	Ombré 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	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.

Art: African Masks

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 Demoiselles D'Avignon** 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.quaibranly.fr

Art: Birds

BELPER SCHOOL and Sixth Form Centre

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.
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.
Illustrator	a person who draws or creates pictures for magazines, books, advertising, etc
Zentangle	a form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.

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.
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 birds 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 birds 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 know 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 and 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.

DARK ←————————————→ LIGHT

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 based on 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 work out of Singapore.

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Drama: Bullying

BELPER
SCHOOL
and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Cross cutting	A device to move between two or more scenes staged in the space at the same time. It's important that the audience know which part of the action they should follow. One part of the action remains in still image while another scene is played out, directing the audience's focus.
Character Status	Status is the level of power or influence a character has.
Intonation	This is the rise and fall of your voice.
Phrasing	The way you break up a longer chunk of text into smaller pieces to help give it more meaning to the audience.
Emphasis	The way certain words are stressed to help communicate meaning to an audience.
Naturalistic acting	An acting style that is believable and mirrors how people behave in real life.
Proxemics	The deliberate use of distance between you and other characters or objects to communicate something to an audience.

Tier 2 vocabulary	Definition
Stereotype	A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.
Sensitivity	Thinking and reflecting carefully on the subject matter.
Explore	Considering the subject matter from various different perspective.
Cause and effect	In a cause and effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

Section 2: New Knowledge/Skills

Try this vocal warm up.

How do we use FACE, BODY, VOICE, SPACE to communicate emotions? The QR code will give you ideas.

P is for…
A useful way to remember different vocal skills is through the four Ps.

Pitch - the height or depth of the voice
Pace - the speed at which lines are delivered
Pauses - often forgotten and particularly important for building tension
Phrasing - the inclusion of pauses and how an actor chooses to break up or emphasise certain words or phrases

In this clip actors explore how to show status on stage.

Cross cutting is used to cut between two different actions happening at the same time. By cutting back and forth between these different events, the director can establish that they are somehow linked. For example, in the film Jaws (1975) the director cross-cuts between point of view shots of the killer shark moving beneath the waves and shots of swimmers splashing above the waves. By cutting back and forth between the two locations audiences soon get the impression that a shark attack is imminent.

What do these images Communicate?

Section 3: Characters and Information

Characters that you will play this term.
Bully
Victim
Passer-by

The QR code takes you to the *poem Four O'clock Friday* by John Foster.

Where to get help at Belper School?
You could speak to one of our anti-bullying ambassadors.

You can also speak to any member of staff.
Nathan Hobson
Lola Postlethwaite
Isla Heafield
Harry Burke
April Rowan
Ashton Matthews
Phoebe Webster
Eva Howitt
Isla-Rose Worrall

ANTI
BULLY
ING

Section 3: Links to Prior Learning

Status was explored in The Tempest when creating scenes between Prospero and Caliban.
Vocal Techniques are taught when exploring how to create tension in the Woman in Black.
Naturalistic Acting was the style of acting that was taught in the Home From Home

Music: Exploring Performance - Off Beat

BELPER SCHOOL
and Sixth Form Centre

Section 1: Key Vocabulary

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

Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another.
Chord Pattern	A set of chords played in a particular pattern.
Timing	The ability to play fluently to a beat.
Melody	The main theme or tune of the music.

Section 2: New Knowledge/Skills

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

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

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

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

Section 3
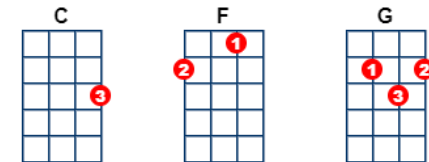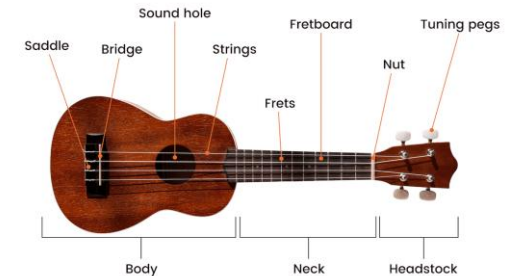
Bob Marley was a famous reggae singer, songwriter and musician who first became famous in his band The Wailers, and later as a artist**.**
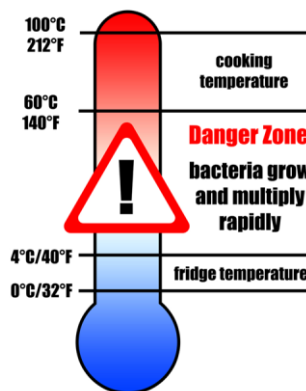

Don't **[C]** worry about a thing,
'Cause **[F]** every little thing gonna be all **[C]** right
Singin' don't worry about a thing,
'Cause **[F]** every little thing gonna be all **[C]** right
Rise up this mornin', smiled with the **[G]** risin' sun,
Three little **[C]** birds pitch by my **[F]** doorstep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

D&T Food : Booklet 1

BELPER SCHOOL
and Sixth Form Centre

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

100°C 212°F — cooking temperature
60°C 140°F
Danger Zone bacteria grow and multiply rapidly
4°C/40°F — fridge temperature
0°C/32°F

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

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

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

Section 3: Other subject specific things

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

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

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

HW 1. Create a cartoon which explains how to reduce the risk of causing food poisoning when preparing, cooking & serving food. Use the key words from this knowledge organiser, then complete the **safety quiz on Google classroom** (or ask your teacher for a paper copy)
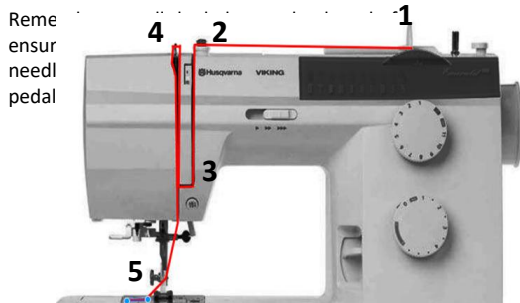
HW2. Research and Evaluate
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional bread eaten in the area they grew up. Then complete the Google classroom evaluation (or ask your teacher for a paper copy)

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

D&T Textiles : Terrific Trainers

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

Transfer Paints

You will create your trainer decoration using transfer paints.

These paints can be applied to standard paper. Once dry you turn the paper over (pattern side down against the fabric).

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.

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.

How to thread the top of the sewing machine

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

Reme[...] ensur[...] needl[...] pedal[...]

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

Section 3: Knowledge

Adidas

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.

Nike

Nike was founded by Bill Bowerman and Phil Knight. They met at the University or Oregon where Phil was a track runner and Bill was the coach. A few year later in 1971 the Nike brand and 'Swoosh' were registered.

Synthetic Fibres
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.
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.
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.

Non Woven Fabric

Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are bonded together using adhesive, heat or friction.

The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic.

Felt is a non woven fabric. It is ideal to use for your 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.

Section 1: - Key Vocabulary

Tier 3 Vocabulary

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

Tier 2 Vocabulary

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

Section 2: Skills

Bench Carpentry
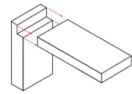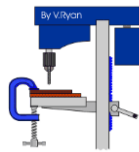
Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.
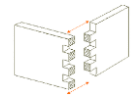
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

Pillar Drill

By V.Ryan

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

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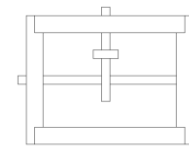
Cam profiles are attached the to the cam shaft, the cam follower rests on top of the cam profile. The cam should rotate at constant rate to produce the desired outcome movement of the follower, without it wobbling or jamming

Practical Problem solving

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

Graphics application

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

Section 3:- New Knowledge

Design Briefs

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

Types of movement

Linear Movement in a straight line in one direction

Reciprocating Movement in a straight line back and forth

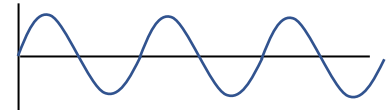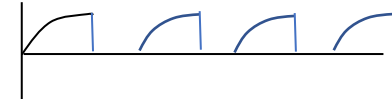**Oscillating** Movement back and forth in an arch

Rotary Movement in a continuous full circle

Cam mechanisms

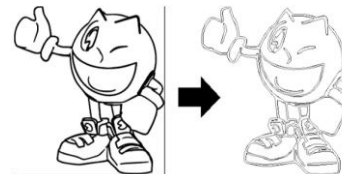**Eccentric Cam** – Smooth movement up and down

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

2 CAD Software - Contouring

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

Section 4:- WAGOLL

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PSHE: Health & Wellbeing

BELPER
SCHOOL
and Sixth Form Centre

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Stigma	Negative or often unfair assumptions of a topic, person or group
Misconceptions	False information which is commonly accepted as truth.
Drugs	Substances taken which affect the human brain and body
Alcohol	Alcohol sometimes referred to by the chemical name ethanol, is the second most consumed psychoactive drug globally behind caffeine
Tobacco	A dried leave which is smoked in cigarettes, cigars and pipes. Contains nicotine
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action
Body image	A person's perceived idea of their body
Sex	Sexual activity, including specifically sexual intercourse.

Tier 3 vocabulary	Definition
Triggers	A stimulus that elicits a reaction.
Coping Strategies	Behavioural and cognitive techniques used to manage stressful situations
CPR	Short for cardiopulmonary resuscitation
STI	Short for sexual transmitted infection
Contraception	The use of medicines, devices, or surgery to prevent pregnancy

Section 2: Key Themes:

Mental Health & the stigma attached: The stigma attached to mental health and why it is important to learn strategies to support our mental health. Where to seek help from if needed.

Drugs, Alcohol & Tobacco – Influence: The different types of legal and illegal substances and how they can influence us, our behaviour and decision making. Challenging misconceptions.

Maintaining a balance life: Learning strategies to support a balanced and health life and understand how our choices might be influenced. The different elements that make up a healthy life.

First aid & responding to an emergency: An introduction into how to respond in an emergency and how to perform CPR. The positive impact this can have on society.

The impact of social media: The impact of social media on how we express ourself but also how it can affect our body image and mental health. Managing internal and external influences on our wellbeing.

Contraception & STIs: An introduction to different forms of contraceptives and how they work. An introduction to STIs and how they can spread. Where to access advice.
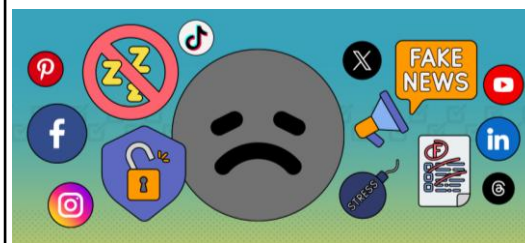
Section 3: Key concepts:

Spring 1: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				

Monday	Tuesday	Wednesday	Thursday	Friday
Football **Year 7** With James 3G	**Duolingo Club** **All Years** 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
Table Tennis **Year 10/11** With Tom GYM	**Badminton (week 1)** **Year 8/9** With Tom Sports Hall	**Football** **Year 11/12/13** With Matt and Tom 3G	**Football** **All Years Girls** With Leanne Sports Hall/3G	**Football** **Year 8** With Tom 3G
Book Group **Year 9** With Sarah Phillips Library	**Football** **Year 9/10** With James/Matt 3G	**Belper Band** **All Years** **Woodwind, Brass and Strings** With Anna MU1	**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	**Ultimate Frisbee (week 2)** **Year 7/8/9** With James Sports Hall	**Handball** **Year 8/9** With Tom Sports Hall	**Knitting and Crochet Club** **All Years** With Emma T5	**Multisports Club** **Year 7 (Yr10 Sports Leaders)** With Rebecca and Matt Sports Hall & Gym
Wargaming Hobby Painting Club **All years** With Richard A3			**Scalextric Racing/ Model Railways** **All Years (Max 15 students)** With Phill T1	
			Foreign Language Spelling/ Translation Bee practice **Years 7, 8, 9** With Sarah Knappett Languages Block	
			Belper Choir **All Years** With Anna MU1	

Spring 1: Extra – Curricular Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs					
	Gardening **All Years** With Marc and Tony Rosie's Garden 3.05 – 4.00 **More Than Robots** **Years 8, 9, 10, 11** With Sarah Speight T1 3.05 – 4.00 **Music Producers Club** **Years 9, 10, 11** With Phil MU2/Recording Studio 3.05 – 4.00 **Football** **Year 8** With Tom Field 3.05 – 4.00 **Sports Leadership Events** **Year 9/10/12** with Rebecca, Matt & AVSSP 3.05-4.00	**Netball** **Years 7/8** With Rebecca Sports Hall 3.05 – 4.00	**Litter Picking** **All Years** With Marc P2 3.05 – 4.00 **Scalextric Racing/ Model Railways** **All Years (Max 15 students)** With Phill T1 3.05 – 4.00 **Circuit Training** **Year 7/8/9** With James Gym 3.05 – 4.00 **'Your Time' Leadership** **Year 9 Girls with Rebecca and Matt** **Sports Hall** 3.05-4.00 (week 1) **A level PE Revision** **Year 13 with Rebecca/Tom/Matt** 3.05-4.00 **Sports Studies/GCSE Sports Club** **Year 10/11** **With Tom** 3.05-4.00 (week 2)		**Friday Night Sports Club** **Year 10/11/12/13/staff** With Matt, Leanne, Tom & James 3G/Sports Hall

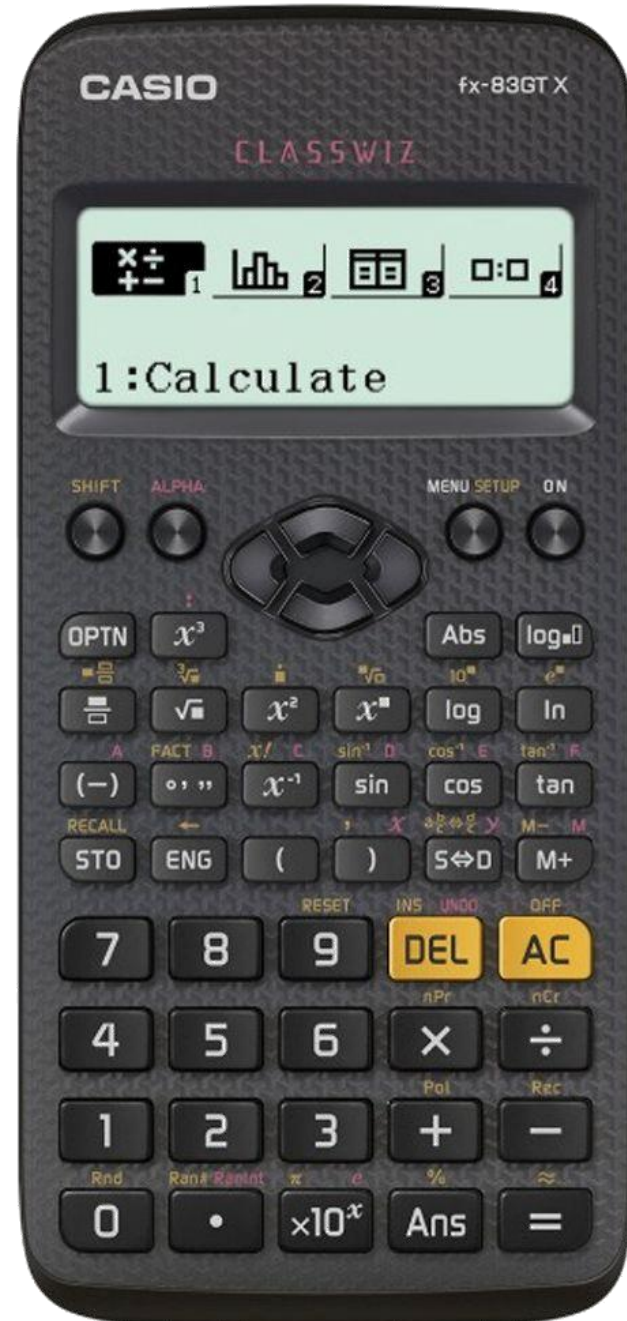**2 Black/Blue Pens and 1 Coloured Pen**

2 Pencils

Eraser

HI·POLYMER ERASER Pentel

Pencil Sharpener

Scientific Calculator

CASIO fx-83GT X

CLASSWIZ

1:Calculate

Knowledge Organiser

Ruler

Helix Shatter Resistant