

# Knowledge Organiser

Year 7 Summer 1 2025

Create Your Future

“Keep smashing it - Be strong, be brave, be confident”

## Jodie Ounsley – ‘Fury’

*Professional Exeter Chiefs Rugby Player, and new Gladiator. A former England Women's Rugby Seven's player, Brazilian Jiu Jitsu British Champion, she won the title of Deaf Sports Personality of The Year in 2020.*



Name:

Tutor Group:

## Contents Page

Timetable	3
Expectations	4
Attendance & Punctuality	5
Guided Reading Tracker	6
Subject: English	7
Subject: Maths	12
Subject: Science	15
Subject: Geography	17
Subject: History	18
Subject: World Views	19
Subject: French	20

Subject: German	22
Subject: Computing	24
Subject: PE	25
Subject: Art	27
Subject: Drama	28
Subject: Music	29
Subject: D&T Food	30
Subject: D&T Textiles	31
Subject: D&T Product Design	32
Subject: PSHE	33
Extra-Curricular Timetable	34

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

# Timetable

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

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

## In Class Expectations




## Out of Class Expectations



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.

Create Your Future



100%  
OUR TARGET FOR ALL STUDENTS

**BE PRESENT  
BE PUNCTUAL**

THERE ARE 175 NON-SCHOOL DAYS DURING THE YEAR TO SPEND ON FAMILY TIME, VISITS, HOLIDAYS, SHOPPING, HOUSEHOLD JOBS AND OTHER APPOINTMENTS

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

**BE BELPER**

97%  
6 DAYS ABSENCE  
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE  
BEST CHANCE OF ACADEMIC SUCCESS

95%  
10 DAYS ABSENCE  
50 HOURS LOST LEARNING

WORRYING  
AT RISK OF MAKING IT HARDER TO PROGRESS

90%  
19 DAYS ABSENCE  
95 HOURS LOST LEARNING

CONCERN  
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

## 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.”*

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

# Guided Reading Tracker



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

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

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

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Superstition</b>	A widely held but irrational belief in supernatural influences
<b>Narrative enigma</b>	A sense of mystery created in a story
<b>Interactions</b>	Communication between characters
<b>Protagonist</b>	The main character in a story
<b>Antagonist</b>	The central villain in a story
<b>Silhouette</b>	A dark shape or outline cast against a brighter background

Tier 2 vocabulary	Definition
<b>Genre</b>	A 'type' or 'category' of story – eg. Horror, fantasy, crime, etc.
<b>Atmosphere</b>	The tone or mood in a story
<b>Foreshadowing</b>	A warning or an indication of a future event
<b>Characterisation</b>	How a character is constructed & presented in a story
<b>Dialogue</b>	Conversation between characters in a story
<b>Antonym</b>	A word opposite in meaning to another

Section 2: New Key Skills/Strategies

Over the course of the unit you will need to use the following strategies to explore the novel:


R	Read the question
U	Underline the key words
C	Choose the best approach
S	Select the key information
A	Answer the question
C	Check your answer

The CPEAT approach will help you to structure your reading responses.

C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	“the classroom glowed like a sweetshop”
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...

Section 3: Sample CPEAT paragraph breakdown
<p><b><u>How is the character of the other mother presented in the extract?</u></b></p> <p><b>Connective</b></p> <p>↓</p> <p>Firstly, the author presents the other mother as a frightening and intimidating character.</p> <p>↑</p> <p><b>POINT</b></p> <p>This is shown in the quote: “Her hair was wriggling like lazy snakes.”</p> <p>↑</p> <p><b>Example</b></p> <p><b>Analysis - intention? Impact?</b></p> <p>↓                      ↓</p> <p>The author uses the simile ‘like lazy snakes’ to create a vivid picture of the other mother’s appearance which is both unnatural and unsettling. The use of the noun ‘snakes’ adds a further layer of danger as it has connotation of the gorgon, Medusa which evokes a sense of alarm and fear in the audience.</p>



Section 1: Key Vocabulary		Section 2: New Key Skills/Strategies		Section 3:							
Tier 3 vocabulary	Definition	C	Connective	<div>Structural Techniques</div> <table><tr><td>Beginning</td><td rowspan="5">You might be able to talk about these features in the different sections of the novel.</td></tr><tr><td>Middle</td></tr><tr><td>End</td></tr><tr><td>Speaker</td></tr><tr><td>Setting</td></tr></table>		Beginning	You might be able to talk about these features in the different sections of the novel.	Middle	End	Speaker	Setting
Beginning	You might be able to talk about these features in the different sections of the novel.										
Middle											
End											
Speaker											
Setting											
Grief	The mourning of a loss, usually the loss of a loved one	P	Point	the writer uses a simile,							
Prejudice	A liking or dislike for one rather than another especially without good reason	E	Example	“the classroom glowed like a sweetshop”							
Terrorism	The unlawful use of violence or threats to intimidate or coerce a civilian population or government	A	Analysis	This suggests... This implies...							
Conflict	A serious disagreement and argument										
Islamophobia	Prejudice, negative sentiments, and hostility toward Islam and Muslims	T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...							
Affair	A situation in which a person involved in an exclusive relationship is having a relationship with someone else			Direct address							
Hijab	A head covering worn in public by some Muslim women			Alliteration							
				Facts							
Tier 2 vocabulary	Definition			Opinions							
Narrative Voice	Narrative voice is the perspective the story is told from.			Rhetorical questions							
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work			Emotive language							
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices			Statistics							
Intention	The reason <i>why</i> someone chooses to do something			Triplets/Rule of three							
Impact	The effect of something on the reader			Anecdote							
				Punctuation							
				<div></div>							
				<table><tr><td>Simple or minor sentences</td><td rowspan="5">You might be able to write about these features in your work and why the writer has chosen them.</td></tr><tr><td>Zooming in</td></tr><tr><td>Repetition</td></tr><tr><td>Character introduction</td></tr><tr><td>Time changes</td></tr></table>		Simple or minor sentences	You might be able to write about these features in your work and why the writer has chosen them.	Zooming in	Repetition	Character introduction	Time changes
Simple or minor sentences	You might be able to write about these features in your work and why the writer has chosen them.										
Zooming in											
Repetition											
Character introduction											
Time changes											

8



Section 1: Key Vocabulary		Section 2: Key Strategies		Section 3: Poem Structures
<b>Tier 3 vocabulary</b>	Definition	<b>C</b>	Connective Firstly, Secondly, Furthermore	<b>Kenning Poems</b>  A kenning poem is a special type of poem that describes an object or a creature without ever using its name. They are made up of a noun (object) + noun or a noun + verb (action word).  <div>             Wolf               Animal worrier              Night mover              Meat eater              Paw licker              Prey hunter              Woods dweller              Moon howler           </div>
<b>Stanza</b>	A group of lines forming the structure of a poem; a verse, a paragraph.	<b>P</b>	Point the writer uses a simile,	
<b>Rhyme Scheme</b>	The ordered pattern of rhymes at the end of the lines in a poem.	<b>E</b>	Example “the classroom glowed like a sweetshop”	
<b>Sibilance</b>	Repetition of the ‘s’ sound in a group of words in the same sentence. Often produces a hissing sound.	<b>A</b>	Analysis This suggests... This implies...	
<b>Simile</b>	A comparison of two things using the words ‘like’ or ‘as’.	<b>T</b>	Think - intention (why)? And Impact (What)? The writer’s intention is to... This evokes a sense of...	
<b>Metaphor</b>	A comparison of two things that states one thing is another.			
<b>Tier 2 vocabulary</b>	<b>Definition</b>			<b>Acrostic Poem</b>  An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet.  <b>W</b> ind stiff and cold nip at my nose <b>I</b> cicles hang from rooftops and sparkle like jewel <b>N</b> ightfall comes early and darkens the world <b>T</b> rees bare and still wear coats of white snow <b>E</b> ager children grab sleds and run up steep hills <b>R</b> esting animals hibernate until the spring breeze blows
<b>Imagery</b>	Visually descriptive language that you can image in your mind.	<b>R</b>	Read the question	
<b>Alliteration</b>	Words in a sentence that begin with the same letter or sound.	<b>U</b>	Underline the key words	
<b>Suggests</b>	Use in a CPEA paragraph in the ‘A’ section. To mention as a possibility.	<b>C</b>	Choose the best approach	
<b>Highlights</b>	Use in a CPEA paragraph in the ‘A’ section. To draw special attention to.	<b>S</b>	Select any key information	
		<b>A</b>	Answer the question	
<b>Infers</b>	Use in a CPEA paragraph in the ‘A’ section. To conclude something from evidence and reasoning.	<b>C</b>	Check your answer	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Yarn</b>	Long and rambling story often implausible
<b>Loot</b>	Private property taken from an enemy in war
<b>Schooner</b>	A sailing ship with two masts with one smaller than the other
<b>Nautical</b>	Concerning navigation, sailors and/or the sea
<b>Desertion</b>	The action of leaving a person, place and/or situation
<b>Berth</b>	A fixed bunk on a ship
<b>Aloft</b>	Up in or into the air
Tier 2 vocabulary	
	Definition
<b>Tension</b>	A feeling of worry or anxiety
<b>Novel</b>	A long story with chapters
<b>Atmosphere</b>	The main feeling that is created in a moment of a story.
<b>Symbol</b>	Something (usually an object) that represents a bigger idea or concept.
<b>Dramatic irony</b>	When the audience/reader knows more about the plot than the characters.

## Section 2: New Key Skills/Strategies

### Writing a CPEAT:

Example- How does the writer present the character Long John Silver?

**Connective-** Initially; Moreover; Overall,

**Point-** the character \_\_\_\_\_ is intentionally presented as \_\_\_\_\_ using \_\_\_\_\_.

**Evidence-** This is illustrated when '.....'

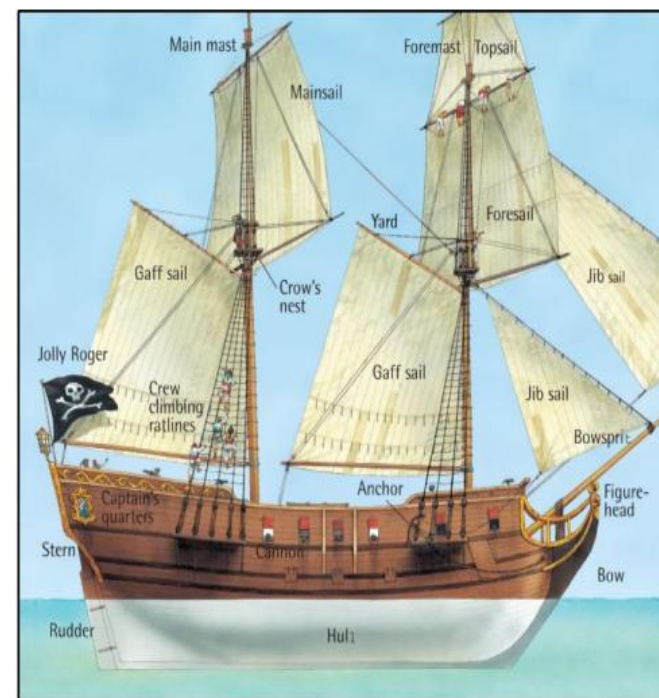
**Analysis-** The use of \_\_\_\_\_ suggests... We can infer...

**Think** intention and impact- The writer wants to make us think/feel/understand... This would make the audience think/feel/understand ...

### Model Answer


Firstly, Long John Silver is the book's most powerful and developed character, one whose motivation is believable but not unambiguous and whose complexity makes *Treasure Island* a true work of genius. Silver is much more than a type; he is a genuine individual "intelligent and smiling . . . clean and pleasant-tempered", attractive and repellent by turns, frightening at times and at other times nearly sympathetic, always compelling.

## Section 3: The Hispaniola



## Section 4: The World in the 1870s:

The top level of a ship includes the masts and sails. The masts are tall poles that hold the sails which are pieces of fabric used to catch wind as a way to move a ship through the water. The main level includes the main deck. This is the open air area of a ship that is the surface or floor of the ship. This open-air area might have different levels. It's where the people on the ship usually work. The lower level often includes a storage area called a hold, a kitchen called a galley and living quarters for the people working on the ship.

Section 1: Key Vocabulary		Section 2: Using CPEAT to answer questions	Using CPEAT to answer questions
Tier 3 vocabulary	Definition		
<b>Contrast</b>	The observable difference between things.	Connective Organise your ideas by using Firstly...Moreover...Additionally...	<b>D</b> – Direct Address <b>A</b> – Alliteration <b>F</b> – Facts <b>O</b> – Opinion <b>R</b> – Rhetorical Question <b>E</b> – Emotive Language <b>S</b> – Statistics <b>T</b> – Three (rule of)
<b>Satire</b>	The use of humour or ridicule to expose and criticise people's stupidity.	Point Using the words of the question you make a <b>point</b> to answer it	
<b>Foreshadowing</b>	A technique used to hint at future events in the text.	Evidence You choose some words from the text to prove your point	
<b>Symbolism</b>	The use of symbols to represent larger ideas or qualities.	Analyse You <b>analyse</b> how the words that you've chosen prove the point that you've made and what the impact could be on the reader	
<b>Juxtaposition</b>	The specific placing of things side-by-side to emphasize their opposing relationship.	Think	
<b>Pathos</b>	A quality that evokes pity or sadness.		
<b>Dramatic Irony</b>	When the audience/reader are aware of the significance of the character's words or actions, however the character is not.		
Tier 2 vocabulary	Definition	Section 3: Important Information	
<b>Injustice</b>	A lack of fairness.	<b>Industrial Revolution</b> The industrial revolution transformed society away from agricultural production as a means of commerce to large machinery and technological advancement. This brought thousands of people into the city in order to work in factories. They worked long hours (in poor conditions) for low wages.	<p>Emotive language</p> <p>Rule of Three</p> <p>First and foremost, <i>Oliver Twist</i> offers an unforgettable journey into the heart of social justice. The novel takes us into the grim world of 19th-century London, where a young orphan named Oliver faces the harsh realities of poverty, abuse, and neglect. For many children, reading <i>Oliver Twist</i> is their first exposure to the struggles of those less fortunate. Through Oliver's story, young readers develop a greater sense of empathy and understanding toward those in need. In a world where issues like inequality and injustice still persist, wouldn't you agree that understanding the experiences of the less privileged is more important than ever?</p> <p>Rhetorical Question</p> 
<b>Corruption</b>	When someone is dishonest or fraudulent.	<b>Child Labour</b> During the industrial revolution, there no laws to protect children at work. They were cheap to pay and small enough to do intricate, dangerous jobs on large machinery which meant they were exploited. The creation of workhouses were meant to ensure that children had a roof over their head and fed, however, in reality, impoverished children, including orphans, and the elderly, were expected to do hard labour while malnourished and sick.	
<b>Urbanisation</b>	An increase in the number of houses and people in an area.		
<b>Moral</b>	Principles which teach the difference between right and wrong.		
<b>Disparity</b>	The difference or imbalance between two things.		

## Section 1: Key Vocabulary

### Tier 3 vocabulary

### Definition

**Terminating Decimal** A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero

**Recurring decimal** A decimal number in which a figure or group of figures is repeated indefinitely, ie  $0.666 \dots$  or  $1.851851851$

**Numerator** The part of a fraction *above* the vinculum, or fraction bar

**Denominator** The part of a fraction *below* the vinculum, or fraction bar

**Improper fraction** A fraction with a numerator greater than the denominator, such as  $\frac{6}{5}$

**Mixed number** A number made up of an integer and a proper fraction such as  $4\frac{2}{3}$

### Tier 2 vocabulary

### Definition

**Infinite** Endless and immeasurable, such as the sequence of counting numbers

**Simplify** To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship

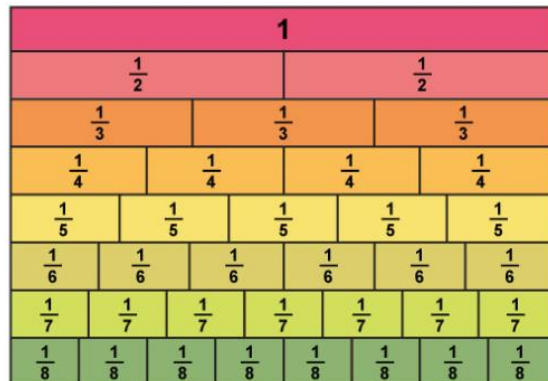
**Equivalent** Fractions are equivalent if they express the same value ie  $\frac{2}{4} = \frac{1}{2} = 0.5$

### Revision QR codes



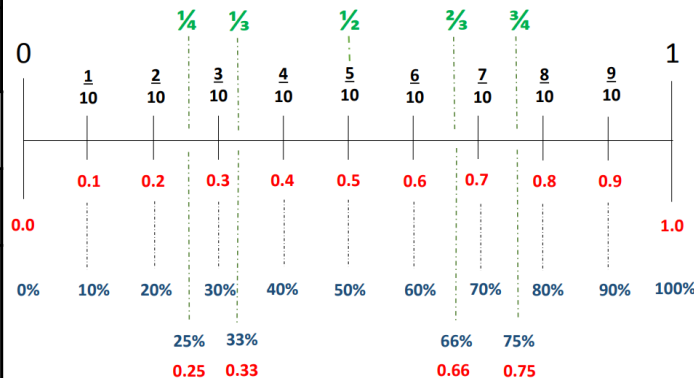
## Section 2: Representations

### Fraction wall



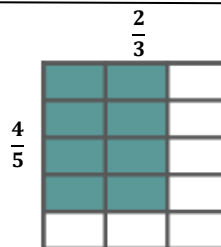
The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

### Equivalent fractions, decimals and percentages



### Multiplying a fraction by a fraction

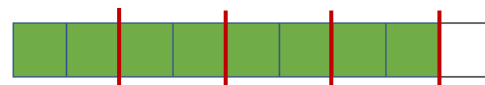
$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$



## Section 3: Operations

### Dividing a fraction by an integer

$$\frac{8}{9} \div 4 = \frac{2}{9}$$



$\frac{8}{9}$  shared into 4 equal parts of size  $\frac{2}{9}$

### Using equivalence to find a fraction between two others

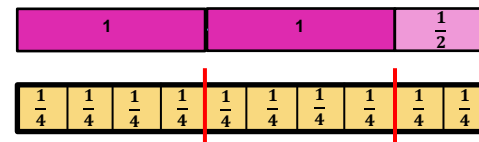
Find a fraction between  $\frac{2}{3}$  and  $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

### Division by a fraction



To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that  $2\frac{1}{2}$  when contains 10 lots of  $\frac{1}{4}$  so:

$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

# Year 7 Summer

# Maths: Plotting co-ordinates

## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Cartesian Coordinate system</b>	A system used to define the position of a point in 2- or 3-dimensional space
<b>Linear</b>	Straight line
<b>Gradient</b>	The steepness of the line
<b>Intercept</b>	Where lines cross
<b>Integer</b>	Whole number
<b>Non – integer</b>	Not a whole number

## Tier 2 vocabulary

Definition	
<b>Coordinate</b>	A point on a coordinate grid (x, y)
<b>Infinite</b>	Endless. Immeasurably extensive
<b>Plot</b>	To mark a coordinate
<b>Quadrant</b>	One of the four sections on a Cartesian coordinate grid
<b>Origin</b>	The point (0, 0) where the x-axis and the y-axis cross

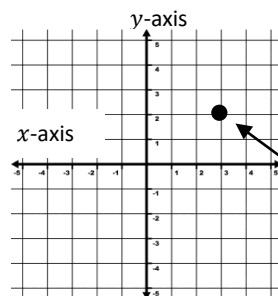
## Revision QR codes

Horizontal and vertical lines    Plotting graphs    Gradient



## Section 2

### Coordinates in four quadrants



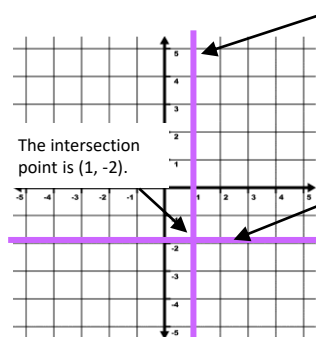
Coordinate (x, y)  
x is the position on the x – axis first  
y is the position on the y – axis second

In this case, the coordinate is (3,2)

From the origin this is 3 places across the positive x – axis and 2 places up the positive y – axis

(0, a) will always be a point on the y – axis (a can be any number)  
(a, 0) will always be a point on the x – axis (a can be any number)

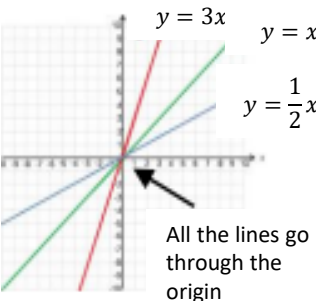
### Lines parallel to the axes



This line is  $x = 1$   
All coordinates on this line have an x –coordinate of 1  
(1, 3), (1, 0) and (1, -1) are on the line because the x –coordinate is 1

This line is  $y = -2$   
All coordinates on this line have an y –coordinate of -2  
(4, -2), (0, -2) and (-1, -2) are on the line because the y –coordinate is -2

### Recognise and use the lines $y = kx$



All the lines go through the origin

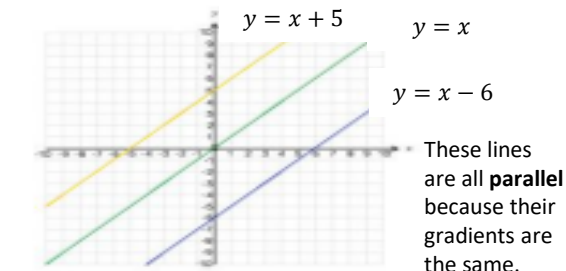
The value of  $k$  changes the steepness of the line. It is also known as the gradient.

The bigger the value of  $k$ , the steeper the line will be.

The closer to 0 the value of the  $k$ , the closer the line will be to the x –axis

## Section 3

### Lines in the form $y = x + a$



These lines are all **parallel** because their gradients are the same.

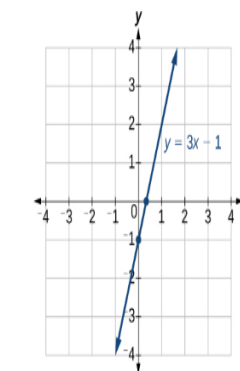
$y = x + 5$  is a translation of the line  $y = x$   
The line  $y = x$  has been moved 5 places up the graph.  
5 has been added to each of the x –coordinates

### Plotting $y = mx + c$ graphs

$y = 3x - 1$  → Multiply the x –coordinate by 3, then subtract 1

Draw a table to display this information

This represents the coordinate (–3, –10)



You only need to plot two coordinates to form a straight line.

Plotting more points helps to check that your calculations are correct if they still make a straight line.

Join the points using a pencil and ruler to make a straight line.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Centre of enlargement</b>	A point which tells you where to draw an enlargement
<b>Centre of rotation</b>	A point about which the object is rotated
<b>Congruent</b>	Exactly the same
<b>Vector</b>	The instruction that tells you how far to move an object and in which direction
<b>Scale factor</b>	The number each side length is multiplied by in an enlargement
<b>Invariant point</b>	A point that does not move after a transformation has taken place
Tier 2 vocabulary	Definition
<b>Similar</b>	An object is similar if the side lengths are in proportion with the original object. The angles do not change
<b>Object</b>	The original shape before a transformation has taken place
<b>Transformation</b>	A process where a shape is changed or moved resulting in an image. This could be an enlargement, rotation, reflection or translation
<b>Image</b>	The shape after a transformation has taken place
<b>Enlargement</b>	A change in size.
<b>Reflect</b>	An image as it would be seen in a mirror
<b>Translate</b>	Move in straight lines
<b>Rotate</b>	Turn
Revision QR codes	
Translation	Rotation
Reflection	Enlargements

## Section 2

### Translations and vector notation

How far to the left or right (negative value – left)

How far up or down (negative value – down)

Image after translation by the vector  $\begin{pmatrix} 1 \\ -2 \end{pmatrix}$

Object

All vertices have been translated by the same vector

The image after a translation is congruent to the original object

### Rotations

Object

Centre of rotation

Image after a rotation 90° clockwise about the point x

1. Trace the original shape  
2. Hold the pencil on the centre of rotation and turn  
3. Draw the new shape

The image after a rotation is congruent to the original object

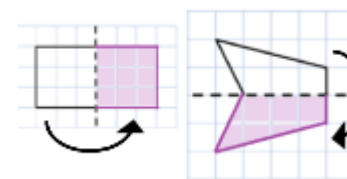


clockwise

Anti-clockwise

## Section 3

### Reflections

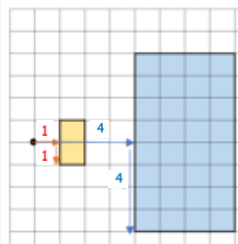


### Enlargements without a centre of enlargement

Enlarged by scale factor 3. Every side is 3 times the original length

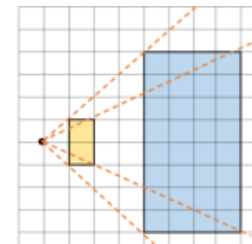
### Enlargements from a centre

#### Scaled distances method



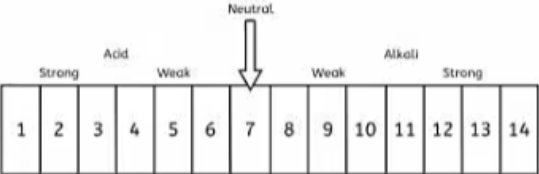
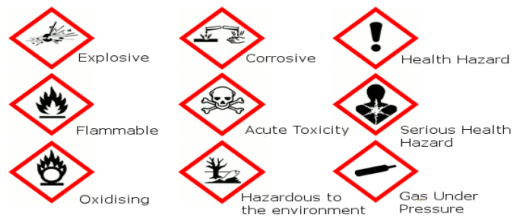
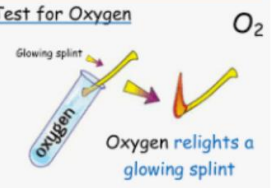
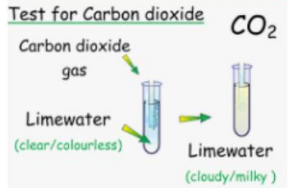
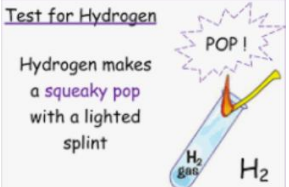
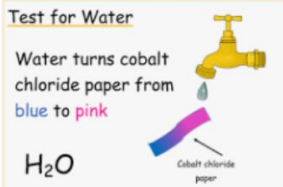
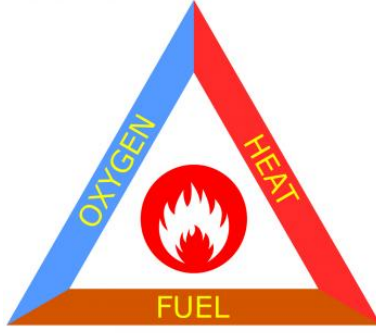
Scale the distance between the centre of enlargement and each corresponding vertex

#### Ray method



Multiply the distance from the centre of enlargement to the corresponding vertex by the scale factor along the ray

The image after an enlargement is similar to the original object

Section 1: Key Vocabulary		Section 2:	Section 3:
Tier 3 vocabulary	Definition	<p>Colour in the pH scale below;</p>  <p>Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.</p>  <p><b>General word equations for neutralisation</b></p> <p>Acid + alkali → salt + water</p> <p>Acid + metal → salt + hydrogen</p> <p>Acid + metal carbonate → salt + water + carbon dioxide</p> <p>Bee stings are acidic, so you would put an alkaline cream on it to neutralise it.</p>	<p><b>Gas Tests</b></p> <div> <p><b>Test for Oxygen</b></p>  <p>Oxygen relights a glowing splint</p> </div> <div> <p><b>Test for Carbon dioxide</b></p>  <p>Limewater (clear/colourless) → Limewater (cloudy/milky)</p> </div> <div> <p><b>Test for Hydrogen</b></p>  <p>Hydrogen makes a squeaky pop with a lighted splint</p> </div> <div> <p><b>Test for Water</b></p>  <p>Water turns cobalt chloride paper from blue to pink</p> </div> <p><b>Signs that a reaction is happening</b></p> <ul style="list-style-type: none"> <li>• A change in colour / appearance</li> <li>• A change in temperature</li> <li>• Fizzing / gas production</li> </ul> <p><b>Fire Triangle:</b> Fire needs these 3 things</p> 
Indicator	A substance used to distinguish an acid from an alkali		
pH	A number assigned to a substance to identify it as acid, alkali or neutral		
Reactant	The starting substances which react together		
Product	The substances which are created from the chemical reaction		
Sodium Hydroxide	A common alkali with formula NaOH		
Hydrochloric acid	A common acid with formula HCl		
Sulfuric acid	A common acid with formula H <sub>2</sub> SO <sub>4</sub>		
Nitric acid	A common acid with formula HNO <sub>3</sub>		
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H <sub>2</sub>		
Tier 2 vocabulary	Definition		
Neutralisation	A chemical reaction between an acid and an alkali		
Hazard	Something that could cause harm		
Concentration	A measure of how many particles are dissolved in a solution		
Combustion	Scientific word for burning		
Neutral	pH7, when a substance is neither an acid or an alkali		



### Section 1: Key Vocabulary

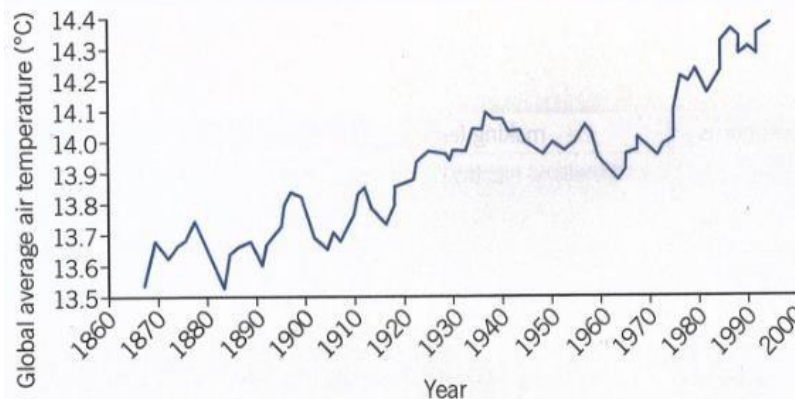
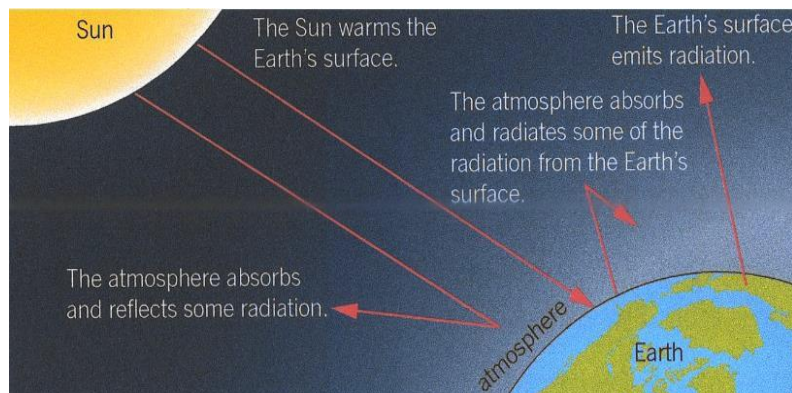
Tier 3 vocabulary	Definition
<b>Greenhouse effect</b>	The process in which gases trap heat in the atmosphere.
<b>Greenhouse gas</b>	Gases which trap heat in the Earth's atmosphere.
<b>Global warming</b>	An increase in the Earth's average temperature.
<b>Deforestation</b>	Cutting down trees, or burning them to make space for crops or cattle.
<b>Atmosphere</b>	The gases surrounding a planet like the Earth.
<b>Drought</b>	A lack of rainfall.

### Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Weather</b>	The weather conditions at a specific time e.g. it rained on Tuesday.
<b>Climate</b>	The weather conditions over a period of time e.g. the yearly air temperature.
<b>Recycling</b>	Collecting and processing materials so they can be used again.
<b>Reusing</b>	Collecting materials and reusing them without processing them.
<b>Source</b>	Where something comes from
<b>Impact</b>	The effect something has.
<b>Resource</b>	Materials that we use to make the materials we use e.g. rocks used to make metals.

### Section 2:

#### The Greenhouse Effect



#### Recycling

##### Advantages of recycling:

- Resources will last longer
- Saves energy
- Reduces waste and pollution

##### Disadvantages of recycling:

- Separating rubbish takes time and effort
- Recycling schemes take time and cost money to set up



Greenhouse gases

- Carbon dioxide

Sources of greenhouse gases

- Combustion (burning fossil fuels)
- Volcanoes
- Decomposers

Impacts of climate change:

- Increased global temperatures
- Extreme weather such as storms

Questions to consider:

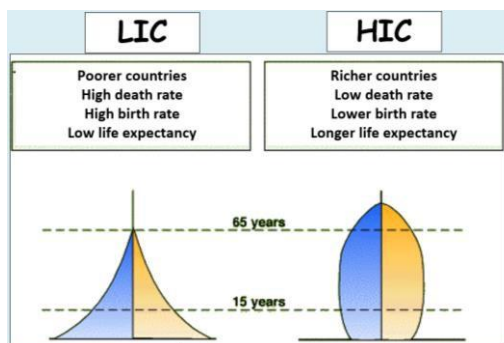
1. Which materials can you recycle at home?
2. What is the difference between recycling and reusing?
3. What are the impacts of climate change?
4. What can we do to reduce the effects of climate change?

Tier 3 vocabulary	Definition
<b>Birth rate</b>	The number of babies born per 1000 of the population per year.
<b>Census</b>	A count of the population. In the UK, this is every 10 years.
<b>Death rate</b>	The number of deaths per 1000 of the population per year.
<b>HIC (High Income Country)</b>	A wealthier country.
<b>Infant mortality rate</b>	The number of babies who do not survive to the age of 1 per 1000 live births.
<b>LIC (Low Income Country)</b>	A poorer country.
<b>Population</b>	The number of people who live in a place.
<b>Population distribution</b>	How people are spread out across an area.
<b>Quality of life</b>	How good a person's life is. This could be due to a mix of social, economic and environmental factors (see Tier 2 vocabulary below).
<b>Settlement</b>	A place where people live eg. village, town, city.
<b>Shanty town</b>	A poor community where people have made their housing from scrap materials.

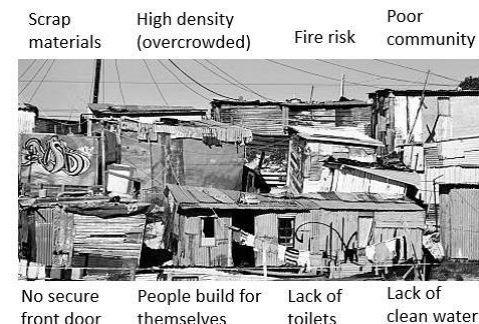
Tier 2 vocabulary	Definition
<b>Sustainability</b>	The practice of using natural resources responsibly, so they can support both present and future generations.
<b>Social</b>	Things affecting people and their community.
<b>Economic</b>	Things relating to money.
<b>Environmental</b>	Things relating to our surroundings.

## Section 2: New Knowledge

### Population pyramids

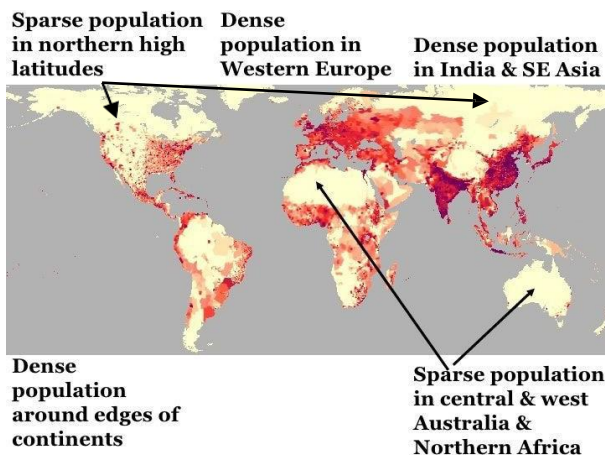


### Shanty towns



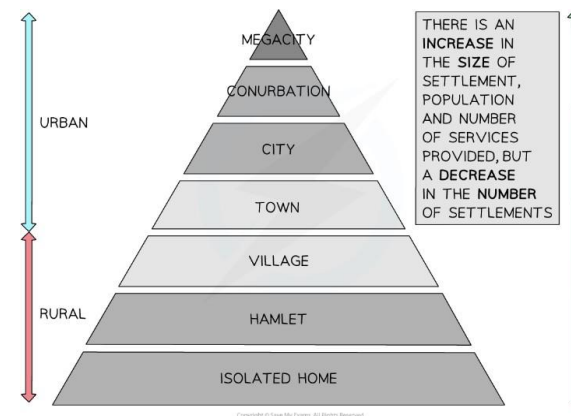
### Population distribution

**Sparse** = not many people live there.  
**Dense** = Crowded area, lots of people.



### Settlement hierarchy

**Megacity** = City with over 10 million people.  
**Conurbation** = Large city and their surrounding towns.



## Section 3: Geographical Skills

Different graphs are used for different types of data. For example:

- To show how population is distributed across an area, a **choropleth** is used.
- To show how the number of people in a place has changed over time, use a **line graph**.
- To show the structure of a population in a place, use a **population pyramid**.

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

**Roman Catholic** The Christian church under Rome.

**Protestant** Christian protesters to the power of the Roman Catholic Church.

**Pope** Head of the Roman Catholic Church

**Monastery** Buildings of Monks and Nuns.

**Heresy** A crime against the church.

**Reformation** Reforming of the Christian church.

**Divine Right** The belief that the monarch is appointed by God so must be obeyed.

**Moor** Usually referring to a Muslim or Black Muslim, often from North Africa.

**Tier 2 vocabulary****Definition**

**Latin** The language of the Romans and Roman Catholic church.

**Monarchy** A king or queen.

**Section 2: Unit Summaries****1. How much religious change was there under each Tudor Monarch?**

In 1534 Henry VIII broke from Rome and became Head of the Church in England. This sparked lots of religious changes which continued under the reigns of his children Edward VI, Mary I and Elizabeth I. England was divided into Catholics and Protestants. Was Elizabeth's attempt at bringing peace successful in 1558?



Second order concept = Change and Continuity

1. Who might the figure in the bed be?
2. Who is the child? How does he appear?
3. The pope is at the bottom, what is hitting him over the head?
4. Who might the other people be?

**2. How did Kaufmann uncover the lives of black Tudors?**

In this unit we will use Miranda Kaufmann's book, Black Tudors. We will look at how Kaufmann uncovered the lives of different individuals who had been hidden away previously. We will look at the methods and sources used by Historians to find out about these fascinating individuals.




1. This source shows John Blanke, a black Trumpeter, in the court of Henry VIII. What can this tell us about the status of black people at this time?

Second order concept = Evidence

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Atheist</b>	Someone who doesn't believe in God.
<b>Humanist</b>	Someone who believes in the power of human beings to solve all our problems.
<b>Burka</b>	A garment worn by Muslim women that covers the entire body.
<b>Oppression</b>	Prolonged cruel and unfair treatment.
<b>Devotion</b>	Faithfulness to something you believe.
<b>Niqab</b>	Long garment worn by Muslim women that covers their whole body/head/face
<b>Genesis</b>	The first part of the Bible containing and account of the creation of the world.
<b>Darwin</b>	Charles Darwin discovered the Theory of Evolution.
<b>Hijab</b>	Head coverings worn by Muslim women
<b>Natural Selection</b>	Creatures with beneficial features survive longer and pass those features on to their offspring.
<b>Reincarnation</b>	The belief that a person's soul is reborn into a new body after death
<b>Extremism</b>	Having extreme political or religious views.
<b>Terrorism</b>	The systematic use of violence or threat to force people to do what you want.
<b>Stereotype</b>	An oversimplified image or idea of a particular type of person.

Section 2: Key Questions
<p><b>Atheism</b> The key idea of an atheist is: 'I believe there is no God'. Usually with this the atheist rejects belief in afterlife, heaven, hell, reincarnation, ghosts or angels. But is atheism a belief? Atheism shouldn't be seen as a negative thing: Humanists, for example, emphasise kindness, love, the beauty of art and of the earth. Morals don't need to depend on religion: humanity can figure out what is right and wrong, good and bad, for ourselves.</p>
<p><b>Jesus</b> One of the key figures in Christianity. Believed to be born from Mary. Believed to be the son of God. Believed to a part of the Holy Trinity. Born in a stable in Bethlehem....this is remembered at Christmas time. The long awaited Messiah. Crucified under Pontius Pilate. Resurrected on the third day. Believed by Christians to be able to perform miracles. Believed to have 12 disciples/11 apostles.</p>
<p><b>Creation stories</b> What's it all about? Are we made by God, or an accident? Most religious people today do not think the universe was made in 6 days, as Genesis seemed to claim. They think God is the designer of a scientifically explained universe, while atheists give accounts of the origin of the universe that don't need a divine power.</p>
<p><b>Right and Wrong</b> As we grow up there are many things/people/places that influence our ideas about what is right and wrong. Family, peers, religion, school, social media to name but a few.</p>
<p><b>Extremism</b> Free speech is one thing, but using violence to impose your views on others is the opposite of free speech. Religion comes in here, because some minority religious groups in various different religions reject the freedom of others to hold contrary views and seek, by violence or force, to impose their ideas.</p>

Section 3: Assessment Essay Question:
<p><b>Skills checklist</b></p> <p>As you write your essay check that you have included...</p> <p><b>Knowledge</b> – facts and religious or non-religious beliefs,</p> <p><b>Impact</b> of belief – how it affects what people think and do,</p> <p><b>Specialist terms</b></p> <p><b>Sources of authority</b> – where people get their ideas/beliefs from – quotations</p> <p><b>Judgement</b> – how strong, valid or sound the argument is</p> <p><b>Opinion</b> – at least 2 different points of view</p>




Section 1: Key Vocabulary and questions	
Tier 3 vocabulary	Definition
<b>infinitive</b>	verb in its original form (to do/doing)
<b>conjugation</b>	correct verb for the subject
<b>liaison</b>	pronunciation of s/t/x + vowel
<b>present tense</b>	'I do' or 'I am doing'
<b>definite article</b>	le, la, les, l' (the)
<b>indefinite article</b>	un, une (a)
<b>regular verbs</b>	follow a pattern (ER, IR, RE)
<b>irregular verbs</b>	follow their own pattern
<b>cognate</b>	words spelt the same in English

Questions	Translation
1. Quel temps fait-il ?	What's the weather like?
2. Tu es sportif/sportive ?	Are you sporty?
3. Qu'est ce que tu aimes faire ?	What do you like to do/doing?
4. Est-ce que tu aimes...?	Do you like...?
5. Qu'est-ce que tu fais ?	What do you do/are you doing?
6. Est-ce que tu fais...?	Do you do...?
7. Est-ce que tu joues...?	Do you play...?
8. Quand...?	When...?
9. C'est comment...?	What's it like...?
10. Pourquoi ?	Why?

Section 2: Grammar	
<b>faire (to do/make)</b>	
Subject pronoun	Irregular verb
je tu il/elle/on nous vous ils/elles	<b>fais</b> <b>fais</b> <b>fait</b> <b>faisons</b> <b>faites</b> <b>font</b>
<b>faire + de</b>	
Use <b>faire + de</b> to talk about sports you do and other activities	
de + le → <b>du</b>	le vélo → Je fais <b>du</b> vélo
de + la → <b>de la</b>	la cuisine → Tu fais <b>de la</b> cuisine
de + l' → <b>de l'</b>	l'équitation → Il fait <b>de l'</b> équitation
de + les → <b>des</b>	les randonnées → Elle fait <b>des</b> randonnées
<b>jouer (to play)</b>	
Subject pronoun	Regular verb <b>ER</b>
je tu il/elle/on nous vous ils/elles	<b>joue</b> <b>joues</b> <b>joue</b> <b>jouons</b> <b>jouez</b> <b>jouent</b>
<b>jouer + à</b>	
Use <b>jouer + à</b> to say which sports or games you play	
à + le → <b>au</b>	le basket → Je joue <b>au</b> basket
à + la → <b>à la</b>	la pétanque → Il joue <b>à la</b> pétanque
à + les → <b>aux</b>	les cartes → Tu joues <b>aux</b> cartes

Section 3: Section 3: WAGOLL
<p>Moi, je suis très sportif ! Au collège je joue au rugby et je fais de la natation tous les mercredis. J'adore aussi l'équitation et tous les week-ends j'aime faire du vélo avec ma sœur. En hiver j'adore faire du patin à glace mais je n'aime pas faire du ski parce que c'est vraiment difficile et il fait trop froid !</p>  <p>J'ai deux copains qui s'appellent Antoine et Amandine. Amandine n'est pas très sportive mais elle adore jouer aux cartes et elle télécharge souvent des chansons surtout du pop ! Antoine est assez intelligent et il adore la musique. Il joue de la guitare et il chante tout le temps. Il déteste regarder la télé parce que c'est ennuyeux mais il aime prendre des selfies et partager des photos avec ses copains. En été quand il fait beau on joue au tennis ensemble et on porte un short et un tee shirt. C'est hyper-cool !</p> <p><b>À savoir:</b> Most French students have for two weeks for February half term depending on where they live in France. Where do you think many of them go and what activities do you think they might do?</p>  <p><b>Prepositions:</b> avec - with en - in sur - on</p> <p><b>Other Key Words:</b> tout (m) /toute (f) /tous (m.pl)/toutes (f.pl)- all, every</p>

FRENCH Y7 Word list SUMMER 1.A	
Quel temps fait-il ?	What's the weather like?
Il fait beau	it's fine weather
Il fait mauvais	it's bad weather
Il fait froid	It's cold
Il fait chaud	It's hot
Il y a du soleil	It's sunny
Il y a du vent	It's windy
Il pleut	It's raining
Il neige	It's snowing
quand	when

FRENCH Y7 Word list SUMMER 1.B	
sportif	sporty (ms)
sportive	sporty (fs)
je joue	I play/I am playing
je ne suis pas	I am not
le foot(ball)	football
la pétanque	boules
les cartes	cards
chaque	each/every
aujourd'hui	today
la semaine	week

FRENCH Y7 Word list SUMMER 1.C	
le lit	bed
une activité	an activity
la cuisine	cooking
les courses	food shopping
les magasins	shops
faire de	to do a sporting activity
faire	to do/doing, to make/making
le patin à glace	ice-skating
la natation	swimming
le ski	skiing

FRENCH Y7 Word list SUMMER 1.D	
parfois	sometimes
souvent	often
tout le temps	all the time
tous les jours	everyday
tous les samedis	every Saturday
quoi	what
été (en été)	summer (in summer)
l'hiver (en hiver)	winter (in winter)
le printemps (au printemps)	spring (in spring)
l'automne (en automne)	autumn (in autumn)

FRENCH Y7 Word list SUMMER 1.E	
mauvais	bad (ms)
bon	good (ms)
partager	to share/ sharing
télécharger	to download/downloading
regarder	to watch/ watching
envoyer	to send/ sending
prendre	to take/taking
mal	badly
bien	well
malade	ill

FRENCH Y7 Word list SUMMER 1.F	
le weekend	weekend/at the weekend
intéressant	interesting
intelligent	intelligent (ms)
intelligente	intelligent (fs)
méchant	mean (ms)
méchante	mean (fs)
sympa	nice
génial	great
arrogant	arrogant (ms)
arrogante	arrogant (fs)
sur	on
le portable	mobile phone

**REVISION: Scan the QR code below to access the word lists on Quizlet!**

This QR code links to all [the French Year 7 sets](#).



Phonics: ç	
ça	français
garçon	agaçant

Phonics: e	
de	le
je	petit

Phonics: u	
tu	musique
judo	amusant

Phonics: SFC silent final consonant	
marrant	tous
sport	deux

Phonics: qu	
question	quoi
quatre	quand

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Adverbs of frequency</b>	Words used to say how often you do something
<b>Irregular verbs</b>	Verbs which do not follow the usual pattern. Some forms are different.
<b>Conjugation</b>	A verb in all its different parts
<b>Modal verb</b>	'Helping verbs' always used with another verb to convey meaning. E.G 'Can' or 'must'
<b>Word order 3</b>	Sentence structure when using a subordinate clause
<b>Subordinate clause</b>	A clause which cannot stand alone as a complete sentence.
<b>Conjunction</b>	A linking word which joins together parts of a sentence.
<b>Infinitive</b>	The dictionary form of the verb. In German they usually end in 'en' e.g spielen

Questions	Translation
<b>1. Was machst du in deiner Freizeit?</b>	What do you do in your free time?
<b>2. Spielst du gern Tennis?</b>	Do you like playing tennis?
<b>3. Was spielst du lieber, Fußball oder Rugby?</b>	What do you prefer playing, football or rugby?
<b>4. Was spielst du am liebsten?</b>	What's your favourite sport to play?
<b>5. Wie oft gehst du ins Kino?</b>	How often do you go to the cinema?
<b>6. Wann schwimmst du?</b>	When do you swim?
<b>7. Was kann man in Belper machen?</b>	What can you do in Belper?

Section 2: Grammar	
<b>machen - to do/make</b> ich mache I do/make du machst you do/make er/sie/es/man macht he/she/it does/makes wir machen we do/make Ihr macht you do (pl) Sie machen you do (pol) sie machen they find	<b>Lesen - to read</b> ich lese I read du liest you read er/sie/es/man liest he/she/it/one reads wir lesen we read ihr lest You read (pl) Sie lesen you read (pol) sie lesen they read
<b>gern/lieber/am liebsten</b> Use these words to say how much you like something. They usually come straight after the verb. Example: Ich spiele <b>gern</b> Tennis (I like playing tennis) Ich spiele <b>lieber</b> Rugby (I prefer playing rugby) Ich spiele <b>am liebsten</b> Fußball (I like playing football most of all)	
<b>Word Order 3 (WO3)</b> Remember when using 'weil' and some other conjunctions, the main verb comes last. <b>Example</b> Ich spiele gern Hockey. Es ist toll. When we link these two ideas, the word order would be Ich spiele gern Hockey, <b>weil es toll ist.</b> 'ist' is the verb in the second clause and so it comes last. <b>Use interrogatives to ask questions</b> <b>Examples</b> <i>Wer ist deine Deutschlehrerin? Who is your German teacher?</i> <i>Wann hast du Englisch heute? When do you have English today?</i>	

Section 3: WAGOLL & phonics
<b>Ein Dialog</b> A Was machst du gern in deiner Freizeit? B Ich lese gern aber ich spiele lieber Fußball. A Spielst du gern Tennis? B Na, Tennis ist ok aber am liebsten spiele ich Hockey. A Was spielst du lieber, Fußball oder Rugby? B Ich spiele lieber Fußball, weil ich Rugby langweilig finde. A Was spielst du am liebsten? B Am liebsten spiele ich Volleyball. A Wie oft gehst du ins Kino? B Ich gehe normalerweise einmal im Monat. A Wann schwimmst du? B Ich schwimme jeden Mittwoch um 17:00. A Was kann man in Belper machen? B In Belper kann man vieles machen; zum Beispiel ins Kino gehen, mit Freunden ins Cafe gehen, tanzen gehen oder Sport im Freizeitzentrum treiben.
<b>Gut zu wissen</b> Use the structure 'Man kann....' to talk about things to do in a town. The verb is the second idea and put the infinitive (second verb) at the end of the sentence. <b>Example:</b> Man kann in Belper im Sportzentrum <b>schwimmen</b> Man kann in der Schule Fußball und Tennis <b>spielen</b>



GERMAN Y7 Word list Summer 1.A		
	Erdkunde	Geography
	Geschichte	History
	Naturwissenschaften(pl)	Sciences
	Mathe	Maths
	Deutsch	German
	Französisch	French
	Werken/Technik	Technology
	Informatik	ICT
	Kunst	Art
	das Lieblingsfach	favourite subject

GERMAN Y7 Word list Summer 1.B		
	mögen	to like
	ich mag	I like
	du magst	you like
	lieben	to love
	ich liebe	I love
	du liebst	you love
	hassen	to hate
	ich hasse	I hate
	du hasst	you hate
	auch	also, as well

GERMAN Y7 Word list Summer 1.C		
	finden	to find
	ich finde	I find
	du findest	you find
	es/sie	it/them
	weil	because
	langweilig	boring
	schwierig	difficult
	einfach	easy
	nützlich	useful
	der Unterricht	lesson

GERMAN Y7 Word list Summer 1.D		
	Montag	Monday
	Dienstag	Tuesday
	Mittwoch	Wednesday
	Donnerstag	Thursday
	Freitag	Friday
	Samstag	Saturday
	Sonntag	Sunday
	die Stunde	lesson/hour
	die Pause	break
	die Mittagspause	lunch break

GERMAN Y7 Word list Summer 1.E		
	um	at
	die Uhr	clock, o'clock
	wie viel	how much, what time
	immer	always
	oft	often
	manchmal	sometimes
	ab und zu	now and then
	nie	never
	vor	before, in front of
	nach	after

GERMAN Y7 Word list Summer 1.F		
	der Lehrer/die Lehrerin	teacher
	jung	young
	streng	strict
	unpünktlich	unpunctual, late
	hilfsbereit	helpful
	nervig	annoying
	wer	who
	wann	when
	was	what
	wie	how

## REVISION:

Scan the QR code to access the word lists on Quizlet!

This QR code links to all [the German Y7 QUIZLET sets](#).

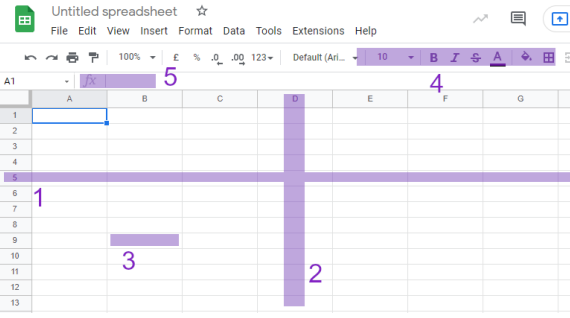





Phonics: ie	
Lieblings-	Wien
schwierig	Stief-
wie	ziemlich
sieben	Knie

Phonics: ei	
Freitag	sein
hilfsbereit	gemein
weil	klein
zwei	bleiben

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Spreadsheet</b>	A computer program that represents data in a grid, and helps you to perform calculations.
<b>Cell reference</b>	A letter and number to refer to a specific cell (or group of cells) in a spreadsheet
<b>Relative cell reference</b>	Relative references change when a formula is copied to another cell.
<b>Absolute cell reference</b>	Relative references stay the same when a formula is copied to another cell.
<b>Variable</b>	A value we put in a cell in the spreadsheet. This value may change

Tier 2 vocabulary	Definition
<b>Modelling</b>	Modelling is the process of describing a real world problem or situation in a mathematical way. Spreadsheets excel at this!
<b>Simulation</b>	The process of using a model to predict behaviour.
<b>Cost</b>	The amount of money needed to buy something.
<b>Profit</b>	The difference between the amount something is sold for, and the amount it cost.
<b>Formatting</b>	Laying out data in a spreadsheet, in as clear and readable a way as possible.
<b>Chart</b>	A visual way to represent data from a spreadsheet.

Section 2: New Knowledge/Skills			
			
<b>Label the diagram above by writing the correct numbers next to the terms below</b>			
Formula bar		Column	
Row		Formatting tools	
Cell			
<b>Workbooks and worksheets</b>			
A spreadsheet file is made up of one workbook and multiple worksheets. Worksheets appear as tabs at the bottom of a workbook. They can be reordered and renamed.			
<b>Sorting cell data and duplicating cells</b>			
The A-Z feature automatically orders data in ascending/descending order or alphabetically.			
The fill handle duplicates a cell's contents or fills a series. Click and drag the fill handle over the cells you want the duplicate data or series to fill.			

Section 3: Other subject specific things	
	Microsoft Excel is probably the most famous and commonly used spreadsheet. It was first released in 1987. It can be purchased together with Word and Powerpoint.
	We are using Google Sheets for this term. It is free to use, automatically saves your work to Google drive and can be accessed anywhere on nearly any device (even your phone!)
	Calc is part of libreoffice - the free open source equivalent of Microsoft Office. Like Sheets, it is very similar to Excel.
Useful Formulae	
<b>= A1 + B3</b>	This formula will add the contents of cell A1 to cell B3. The "=" sign always starts a formula, or calculation.
<b>B2:E4</b>	The colon (:) between the two cell references uses a GROUP of cells (Top left to bottom right)
<b>\$B3, B\$3, \$B\$3</b>	The dollar sign (\$) makes an absolute cell reference. It freezes the column or the row.
<b>=SUM(A1:A7) =MAX(A1:A7) =MIN(A1:A7)</b>	SUM adds the contents of all the cells in brackets. MAX shows the largest value, MIN gives the smallest.

# PE: Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Handshake grip</b>	The best way to hold the racket handle is as though you are shaking someone's hand.
<b>Ready position</b>	On your toes, feet apart, knees bent, facing the ball with your racket in front is the best way to prepare to receive the ball.
<b>Forehand</b>	Playing the ball on your strongside.
<b>Backhand</b>	Playing the ball on the other side of your body to that on which you have the racket.
<b>Rally</b>	Playing the ball back and forth with a partner.
<b>Volley</b>	Playing the ball before it bounces.
<b>Groundstrokes</b>	Shots played after the ball has bounced from the back of the court
<b>Love</b>	The tennis word for zero - from "l'oeuf"

## Section 2: New Knowledge/Skills

In year 7 tennis, you will build up rallies with a partner and begin to play games on a small court.

You should be able to link the words from the box above with the things you see in the pictures below:



# PE: Striking & Fielding

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Striking team</b>	The team in bat have 2 aims: to not get out and to score runs.
<b>Fielding team</b>	The team bowling and fielding have 2 aims: to get the batters out and to stop them scoring runs.
<b>Grip</b>	The correct way to hold the bat.
<b>Stance</b>	The correct way for the batter to stand to receive a delivery.
<b>Delivery</b>	The bowler sending the ball to the batter.
<b>Base</b>	A rounders pitch has four bases which the batter has to run to.
<b>Stumps/ bails</b>	A cricket batter defends their wicket which is made up of 3 stumps and 2 bails
<b>Innings</b>	Each team's turn in bat.
<b>Backstop</b>	The fielder who stops/catches the ball behind the batter in rounders.
<b>Wicketkeeper</b>	The fielder who stops/catches the ball behind the batter in cricket.
<b>Crease</b>	A line across the pitch where the batter stands.
<b>Batting/ bowling box</b>	In rounders, the batter and bowler must be in their boxes.

## Section 2: New Knowledge/Skills

In S&F activities you will play some rounders, cricket and softball. You will learn and practise the basics of batting, bowling and fielding. You will also be learning the important rules and tactics of each game.

**Rounders batting stance:**



**Cricket batting stance:**



# PE: Track

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Sprint</b>	Running as fast as you can
<b>Pacing</b>	Running at a steady pace to make sure you can complete the run without stopping.
<b>Baton</b>	French for 'stick'! The thing you hand to each other in a relay race.
<b>Lane</b>	The track is divided into lanes to give sprinters a clear space to run in.
<b>Lead leg</b>	Know which foot you like to go over the hurdle first - 'kick' this leg up to start your action.
<b>Trail leg</b>	The back leg in hurdles - lift it round to the side to go over the hurdle.
<b>Changeover</b>	Passing the baton from one runner to the next
<b>Up or down sweep</b>	Two techniques for handing the relay baton to your teammate.

## Section 2: New Knowledge/Skills

In track athletics in year 7 you will have a go at sprint events, middle distance events, hurdles, relay running and race-walking.

The running events in athletics are as follows. Highlight the ones you have tried in your lessons and write any times you get next to the event:

Sprints : 100m, 200m, 400m  
 Middle Distance: 800m 1500m  
 Long Distance: 3000m, 5000m, 10000m, marathon  
 Relays: 4x100m and 4x400m  
 Hurdles: 100/110m, 400m, steeplechase.  
 Race Walking: 10km, 50km

**The hurdle position...**



**Sprint technique...**



## PE: Field (Jumping)

### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Take-off foot</b>	For all of your jumps, you will need to first work out which foot you prefer to jump off of - then you need to stick with this foot.
<b>Take-off board</b>	Try to get your foot on the board to take off in long jump.
<b>Scissor jump</b>	The basic technique in high jump is the scissor kick.
<b>Landing position</b>	For each jump, you will need to know the landing position to ensure you land safely and get the best distance.
<b>Triple jump</b>	The triple jump is made up of the <b>hop, step and jump</b> .
<b>Arm action</b>	Using the arms correctly helps your balance and can help you jump more successfully.

### Section 2: New Knowledge/Skills

In our lessons on jumping we will learn the basic approach and action for the long, high and triple jumps.

You will need to establish your favoured take-off foot and then try to ensure you always use the same foot to jump from.

You will learn what to do with your arms to give you extra height and distance.



Can you give one rule for each of the jumping events?

What is the other jumping event, the one we do not learn in school?

## PE: Field (Throwing)

### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Weapon</b>	All of the implements have their origins in war - can you remember the origins of each?
<b>Safety</b>	Given that the implements have evolved from weapons, we have some very important safety rules: <b>Carrying – Using - Storing</b>
<b>Grip</b>	In each event you will need to hold the implement with the correct grip.
<b>Stance</b>	The start position you will need you before you begin the action.
<b>Action</b>	The movements that are needed for an effective throw, moving you from a starting position to a finish position
<b>Standing throw</b>	You will be learning the techniques for standing throws, in other words: no run-up/approach.

### Section 2: New Knowledge/Skills

In throwing events, you will learn javelin, shot put and discus.

#### Know – Show – Go

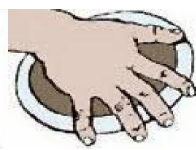
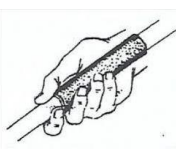
**Know** - the first part of your development is to be able to explain what you need to do.

Then...

**Show** - be able demonstrate the various key parts of the event, for example the start and finish positions or the grip.

And finally...

**Go!** Now you should be able to put the parts together for a good throwing action.



**Safety** - can you remember 5 safety rules for participating in a throwing lesson?

**Question:** What is the other throwing event, the one we do not learn at school?

## PE: Running

### New Knowledge/Skills

Running is an important part of our PE programme for 2 main reasons:

Running is essential to being able to play all other sports, and...

Running is the most popular way across the world that people use to keep fit.

Can you list some of the reasons why running is the most popular keep fit activity

In our Year 7 running lessons, we will develop our ability to run at a **steady pace** for a long period of time. We will set a **target time** and understand what a **personal best** is.

## PE: Health & Fitness

### New Knowledge/Skills

Throughout PE lessons in Year 7, we will consider the main aims of a warm-up:

1. To reduce the chance of injury
2. To improve performance

You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the major muscles in the body.

Can you name 5 of the major muscles in the body?

Can you demonstrate 10 exercises you can use in a warm-up?

## PE: Leadership

### New Knowledge/Skills

Leadership is an essential part of all sports and fitness activities.

You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.

Key question: Why are leaders important in sport?

### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Artefact	An object of cultural interest
Paisley	Ornamental textile design
Symmetry	Rotation or reflection of shape along an axis.
Relief print	A type of printing using a raised or incised surface to make an impression.
Mughal empire	An empire from India's history
Vestment	Religious dress
Persia	Name of Iran formerly used by western countries
Motif	An element or part of a pattern
Abstract	Not directly representing reality
Tier 2 vocabulary	Definition
Research	Investigation into background knowledge
Pressprint	A polystyrene printing sheet
Printing	An impression of an image
Roller	A tool for transferring ink
Printing ink	A material to print with
Stain	Add colour to paper
Wash	Add colour using watered down media

### Section 2: Cultural Knowledge

Indian textile designs often feature motifs from nature. Babur (reigned 1526-30), the first [Mughal](#) of India, ordered the creation of vast gardens, and subsequent rulers followed suit. This love of nature found its way into Indian textile designs.

For centuries, India has been home to people of many different religions. Textiles have been used as offerings as well as religious vestments.

The Paisley pattern is often found in Indian textile designs and is said to originate in Persia (Iran). There are many theories on its development.

The Paisley pattern seems to have been developed from floral motifs (motifs which include flowers, stems and leaves), gradually becoming more abstract over time.



Follow this link or use the QR code to view a short Presentation about Indian Patterns.

[bit.ly/ajindpat](http://bit.ly/ajindpat)



### Section 3: Block printing



Hand block printing involves carving a desired pattern or design into a wooden block, covering this block with ink or dye and then pressing it on fabric. Blocks can be carved from stone, but for better results they are more commonly made from wood.

Print blocks are often used repeatedly to create seamless designs, as seen in the example above.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Teacher in Role</b>	Working with your teacher pretending to be somebody else, or taking on a role. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.
<b>Naturalistic Still Image</b>	A frozen image created to help capture a key moment or emotion.
<b>Monologue</b>	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
<b>Vocal Projection</b>	Voice projection is the technique of controlling the volume, pitch, and distance that your voice travels.
<b>Hot seating</b>	This is an exercise to deepen understanding of character. Hot-seating helps an actor become more familiar with their role.
Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
<b>Reflection</b>	To think carefully and deeply about a subject.
<b>Plot Twist</b>	In literature, film, television, and even video games, a <a href="#">plot</a> twist is an unsuspected occurrence or turn of events in the <a href="#">story</a> that completely changes the direction or outcome of the plot from the direction it was likely to go.
<b>Refugee</b>	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

## Section 2: New Drama Strategies

## Hot seating



Ask questions that force the actor to consider the life of their character in depth and beyond the world of the play. You could ask them about home life, childhood, family relationships, hopes, fears, hobbies and how they feel about other characters.

## Thought Tracking



A thought-track is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

## Section 3

An extract from a poem

**Home**

By Warsan Shire (British-Somali Poet)

no one leaves home unless  
 home is the mouth of a shark  
 you only run for the border  
 when you see the whole city running as well  
 your neighbors running faster than you  
 breath bloody in their throats  
 the boy you went to school with  
 who kissed you dizzy behind the old tin factory is  
 holding a gun bigger than his body  
 you only leave home  
 when home won't let you stay.  
 no one leaves home unless home chases you fire under  
 feet  
 hot blood in your belly  
 it's not something you ever thought of doing until the  
 blade burnt threats into  
 your neck  
 and even then you carried the anthem under your  
 breath  
 only tearing up your passport in an airport toilets  
 sobbing as each mouthful of paper  
 made it clear that you wouldn't be going back.  
 you have to understand,  
 that no one puts their children in a boat  
 unless the water is safer than the land  
 no one burns their palms  
 under trains  
 beneath carriages  
 no one spends days and nights in the stomach of a truck  
 feeding on newspaper unless the miles travelled  
 means something more than journey.

## Section 1: Key Vocabulary

## Tier 3 vocabulary      Definition

<b>Chord</b>	Multiple notes played simultaneously.
<b>Verse</b>	The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change.
<b>Chorus</b>	The repeated part of a song that delivers the main message.
<b>Harmony</b>	The chords used within a song.
<b>Triad</b>	A chord of three notes.
<b>Cut it Out</b>	A lyric writing technique that involves taking existing text and rearranging into new material.
<b>Lotus Diagram</b>	A structured mind mapping tool.

## Tier 2 vocabulary      Definition

<b>Accompaniment</b>	Music that accompanies/ plays alongside the melody.
<b>Lyrics</b>	The words of a song.
<b>Oral Tradition</b>	Word of Mouth.

## Section 2: New Knowledge/Skills

Folk Music is **traditional** music of the people used to tell stories of people, places and events.

Folk Music is traditionally passed on orally (through speech or song) from one generation to the next – the **oral tradition** (passed down by word of mouth), and many Folk Songs were not originally written down.

Folk music tells a story, stories about **everyday life, the seasons, battles and wars, shepherd's songs, sea shanties and lullabies.**

## Song Writing

Songs will often be in **verse and chorus** structure. The verses will tell the story, whilst the repeated chorus delivers the main message.

## Cut it out technique

This song writing technique involves taking existing writings (poetry, stories, newspaper articles etc) and 'cutting' out words and phrases that are then used in a new way to tell a new story.

## Lotus Diagram

This song writing technique involves taking a starting topic/theme and creating a bank of words associated with it. These are then used to tell a new story.

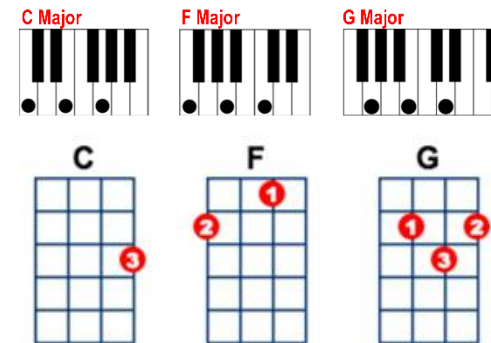
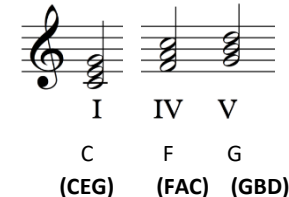
## Accompaniment

Folk songs will either be unaccompanied (a cappella) or have minimal harmonic/chordal accompaniment.

## Section 3

Many folk songs use quite simple harmony; the **primary chords**. These are **CHORDS I, IV and V** in a sequence. We use roman numerals to label chords so I, IV and V is 1, 4 and 5

Starting on C these chords are



We can play these chords as full chords – where we play all the notes at the same time or as **broken chords**.

**Broken chords** are where we split the notes up one at a time

Listen to  
folk songs  
here



**Links to prior learning:** How to Build A Song, I've Got Rhythm



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Dietary Fibre</b>	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
<b>Carbohydrate</b>	Found in pasta, rice and potatoes - it gives us energy
<b>Protein</b>	Found in beans, nuts, lentils, meat, fish, eggs & dairy products - it helps us grow
<b>Vitamins</b>	Help to prevent illness
<b>Minerals</b>	E.g. Calcium / Iron - help maintain body processes
<b>Energy balance</b>	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
<b>Traffic light labelling</b>	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
<b>Perishable</b>	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly
Tier 2 vocabulary	Definition
<b>Fats</b>	Needed for energy found in margarine, butter, oil.
<b>Vegetarian</b>	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
<b>Preservation</b>	Making something last longer (extending its shelf life).
<b>Modifying</b>	Changing / altering
<b>Descending order</b>	Most to least e.g. ingredients on a food label

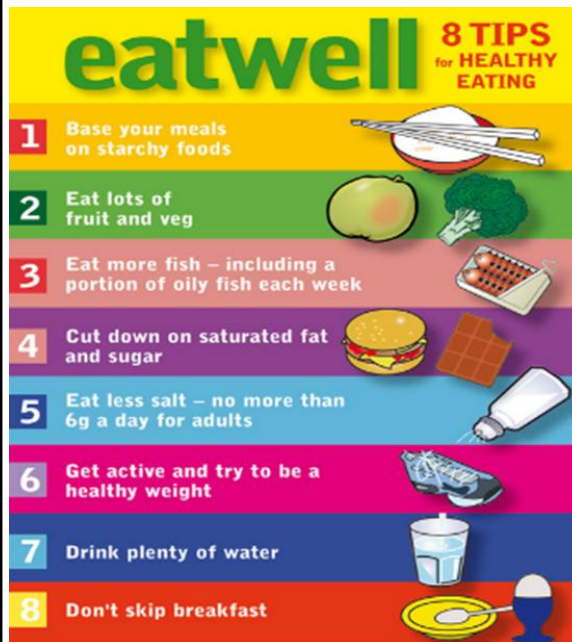
### Section 2: New Knowledge/Skills

#### 5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.

Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: [www.nhs.uk/live-well/eat-well/why-5-a-day](http://www.nhs.uk/live-well/eat-well/why-5-a-day)



#### Diet related health issues

By choosing to eat the wrong balance of foods we increase our risk of some of the following health issues:

- Heart disease
- Stroke
- Diabetes Type 2
- Tooth Decay
- Cancer

### Section 3:

#### Preservation

Food can be preserved in different ways. This means that it will keep for longer without spoiling or causing food poisoning. Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.

**Use by** dates should always be followed as they are found on perishable foods which can cause food poisoning.

**Best before** dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

#### Homework 1

Revision for Assessed task. Read the information on both of the Y7 Food Tech Knowledge Organisers to help remind you of the Eatwell guide, nutrients and healthy eating ready for your assessment.

#### Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.  
Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod




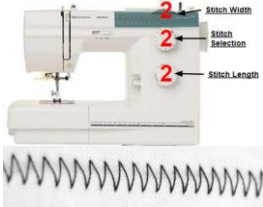
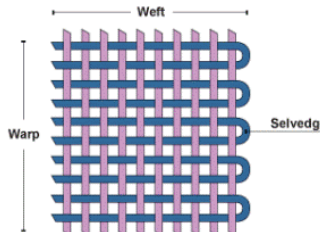
of an adult's Reference Intake.  
Typical values per 100g: Energy 1031kJ/247kcal





Analyse the traffic light labels provided above. Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Block Print</b>	A method of printing textiles by stamping ink-dipped blocks—usually made from wood or linoleum—onto fabric
<b>Applique</b>	Means applying (sewing or bonding) one piece of fabric to another – usually shapes or designs on top of a fabric background
<b>Bondaweb</b>	Is a soft adhesive mesh with a transfer paper backing. Makes bonding (or sticking) two fabrics together quick & easy.
<b>Calico</b>	Calico fabric is a plain-woven textile, made from half-processed and unbleached cotton fibres.
<b>Woven</b>	A Woven fabric is any textile formed by weaving. Woven fabrics are often created on a loom
<b>Loom</b>	A loom is a machine or device for weaving thread or yarn into textiles. Looms can range in size from very small hand-held frames, to large free-standing looms
<b>Warp</b>	The warp is the set of yarns that run lengthwise (up & down) on a loom
<b>Weft</b>	Weft threads are the horizontal threads that are interlaced (in & out) through the warp
Tier 2 vocabulary	Definition
<b>Template</b>	A paper or cardboard <b>shape</b> which can be traced onto <b>fabric</b> prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills
<p><b>Applique</b></p> <p>You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together.</p> <p>To use the bondaweb:</p> <ol style="list-style-type: none"> <li>1. Firstly cut the shape you want to make from it.</li> <li>2. Next iron the shape onto the <b>REVERSE</b> of the fabric.</li> <li>3. Cut out the fabric shape using the outside of the Bondaweb as a guide.</li> <li>4. Peel the paper from the back of the bondaweb</li> <li>5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down.</li> <li>6. Place a paper towel over the top of your work</li> <li>7. Iron in place for 10 swirls</li> <li>8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.</li> </ol>
<p><b>Block Printing</b></p> <p>Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.</p> 
<p><b>Manufacturing Steps</b></p> <ol style="list-style-type: none"> <li>1. Mark out the seam allowances on the calico fabric.</li> <li>2. Use bondaweb to applique the design to the front of the bag.</li> <li>3. Sew around the applique design.</li> <li>4. Make the block print</li> <li>5. Use the block print to make a repeat pattern on the back of the bag</li> <li>6. Iron the fabric paint when it is dry to fix it into the fabric</li> <li>7. Fold the bag together <b>INSIDE OUT</b></li> <li>8. Sew along the seam allowance lines down each side, in straight stitch and zig zag.</li> <li>9. Fold the top of the bag over twice and sew in place.</li> <li>10. Make the straps</li> <li>11. Sew the straps to the top of the bag</li> </ol>

Section 3: Knowledge
<p><b>Zig Zag</b></p> <p>A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.</p>  <p>It is also useful to neaten the edges of a woven fabric and stop it from fraying.</p>
<p><b>Fabric Crayons</b></p> <p>Fabric crayons are an easy way to add more detail to a fabric design. They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc. You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.</p>
<p><b>Weaving</b></p> <p>The cotton calico fabric you are using for your bag is woven on a loom.</p> <p>This diagram shows you the key parts of the fabric.</p>  <p>It is easy to remember that the <b>WEFT</b> goes from <b>LEFT</b> to right if you think of <b>WEFT=LEFT</b></p>
<p><b>Homework Tasks</b></p> <p><b>Task One:</b> Copy the diagram of the <b>WEAVING</b>, label the Warp and Weft. Challenge: can you research the <b>BIAS</b> and mark onto your diagram where that would be?</p> <p><b>Task Two:</b> The settings for a basic zig zag stitch are shown above. Can you predict what would happen the stitch if you adjusted the dials?</p> <ol style="list-style-type: none"> <li>1. Draw what you think the shape of the zig zag would be if I changed the Width to 5</li> <li>2. Draw what you think the shape of the zig zag would be if I changed the width to zero.</li> </ol>

Section 3: Knowledge								
<p><b>Metals.</b> Metals come in 3 different categories:</p> <p><b>Ferrous Metals:</b> These metals contain Iron because of this almost all of them are magnetic.</p> <p><b>Non-Ferrous Metals:</b> These metals do not contain Iron, so do not rust, useful if they are exposed to moisture.</p> <p><b>Alloys:</b> Are formed when one or more elements are combined with a metal</p> <p><b>Types of Metals:</b> Identify a range of different common metals, and their physical and working properties</p> <table> <tr> <td>Iron</td><td>Aluminium</td><td>Brass</td></tr> <tr> <td>Steel</td><td>Copper</td><td>Stainless Steel</td></tr> </table> <p><b>Cold forming with Jigs</b></p> <p>Hole punching jig used to remove a circle of metal from flat metal bar</p> <p>Scrolling jig used to bend flat metal bar into a curved (scrolled) shape</p> <p>Angle jig used to bend flat metal bar into a cornered angle</p> <p><b>Product evaluation</b> Evaluate a product based on its form and Function, including forming a personal opinion about the product</p>			Iron	Aluminium	Brass	Steel	Copper	Stainless Steel
Iron	Aluminium	Brass						
Steel	Copper	Stainless Steel						
		   <p><b>ALESSI</b></p> 						

### Gantt Chart Planning

Use a Gantt chart to plan  
The manufacture of the  
Coat hook in a suitable  
Order and time scale

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
<b>Identity</b>	Our sense of who we are as individuals and as members of social groups
<b>Stereotype</b>	A widely held but fixed and oversimplified image or idea of a particular type of person or thing
<b>Selfless</b>	Concerned more with the needs and wishes of others than with one's own
<b>Judgement</b>	The ability to make considered decisions or come to sensible conclusions
<b>Equality</b>	The state of being equal, especially in status, rights, or opportunities
<b>Cultures</b>	The ideas, customs, and social behaviour of a particular people or society
<b>Ethnicity</b>	A term that refers to the social and cultural characteristics, backgrounds, or experiences shared by a group of people
<b>Nurture</b>	Upbringing, education, and environment, contrasted with inborn characteristics as an influence on or determinant of personality.

Tier 3 vocabulary	Definition
<b>Multicultural</b>	Relating to or containing several cultural or ethnic groups within a society.
<b>British Values</b>	Democracy, rule of law, individual liberty, and mutual respect, for responsible citizenship in a diverse society.
<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people.
<b>Prejudice</b>	Preconceived opinion that is not based on reason or actual experience
<b>Democracy</b>	a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

## Section 2: Key Themes:

**Identity:** The different aspects that make up identity and what makes us, us, nature VS nurture and how feel proud of your identity.

**British values - the basics:** The core fundamentals of British Values, how the British values contribute to law, culture and society, how the Be Belper values take influence ad structure from the British Values.

**Multicultural Britain & kindness:** Understanding how Britian is diverse, explore facts and figures around immigration, the concept of 'Britishness' and how kindness plays a roll in our British society.

**Stereotypes, prejudice and discrimination:** To understand the terms stereotype and prejudice, to learn how to challenge stereotypes and the positive and negative impact that stereotypes can have.

**Democracy in action:** To understand what is meant by democracy and give real life examples, learn how different democratic systems work and the importance of democracy in a modern, fair and just society.

## Section 3: Key concepts:

### stereotype

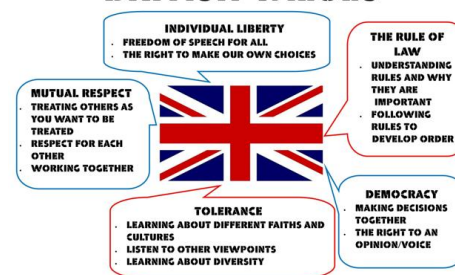
noun

An oversimplified and over-generalised opinion/idea about a certain group of people or things.

Example: It always rains in the UK



### BRITISH VALUES



# Summer 1: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
<b>Football</b> <b>Year 7</b> With James 3G  <b>Table Tennis</b> <b>Year 10/11</b> With Tom GYM  <b>Book Group</b> <b>Year 9</b> With Sarah Phillips Library  <b>Art Club</b> <b>All Years</b> With Lucy A4  <b>Wargaming Hobby Painting Club</b> <b>All years</b> With Richard A3	<b>Duolingo Club</b> <b>All Years</b> With Sarah Knappett Languages Block  <b>Badminton (week 1)</b> <b>Year 8/9</b> With Tom Sports Hall  <b>Football</b> <b>Year 9/10</b> With James/Matt 3G  <b>Ultimate Frisbee (week 2)</b> <b>Year 7/8/9</b> With James Sports Hall	<b>Technical Theatre Club</b> <b>All Years (max 10 students)</b> With Sarah Holme A7  <b>Football</b> <b>Year 11/12/13</b> With Matt and Tom 3G  <b>Belper Band</b> <b>All Years</b> <b>Woodwind, Brass and Strings</b> With Anna MU1  <b>Handball</b> <b>Year 8/9</b> With Tom Sports Hall	<b>Digital Skills Drop In</b> <b>Yr10-13</b> With Jody A2  <b>Football</b> <b>All Years Girls</b> With Leanne Sports Hall/3G  <b>Music Club</b> <b>All Years</b> With Phil MU2  <b>Knitting and Crochet Club</b> <b>All Years</b> With Emma T5  <b>Scalextric Racing/ Model Railways</b> <b>All Years (Max 15 students)</b> With Phill T1  <b>Foreign Language Spelling/ Translation Bee practice</b> <b>Years 7, 8, 9</b> With Sarah Knappett Languages Block  <b>Belper Choir</b> <b>All Years</b> With Anna MU1	<b>Chess</b> <b>All Years</b> With Carlos M2  <b>Football</b> <b>Year 8</b> With Tom 3G  <b>Games Club</b> <b>Years 7, 8</b> With Emma Library 12.20 – 1.00  <b>Multisports Club</b> <b>Year 7 (Yr10 Sports Leaders)</b> With Rebecca and Matt Sports Hall & Gym

# Summer 1: Extra – Curricular Timetable

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



2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



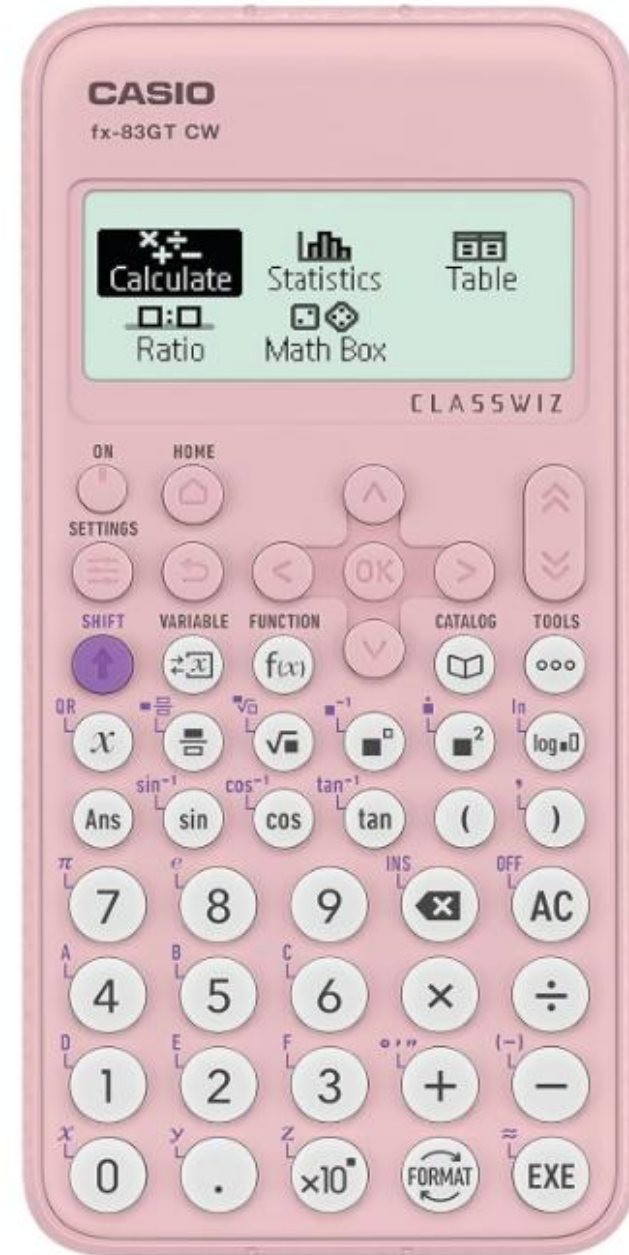
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge  
Organiser

Ruler

