Knowledge Organiser
Year 8 Summer 2 2025

BELPER SCHOOL
and Sixth Form Centre

"I'm an emotional mess tonight, but I just want to say, no matter how dark a place you are, it can and will get better.

2 years ago, I was in the darkest place in my life; 2 years later we have made history"

Be Resilient

Marcus Skeet "Hull Boy"

17 year old who became the youngest person to run the entire length of the UK this year, while raising £130,000 for a mental health charity.

Marcus started on his running journey to overcome depression and anxiety.

Create Your Future

Name:
Tutor Group:

BELPER SCHOOL and Sixth Form Centre

Contents Page

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

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."

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Attendance this half term							

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: Unit Title – War Reporting

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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

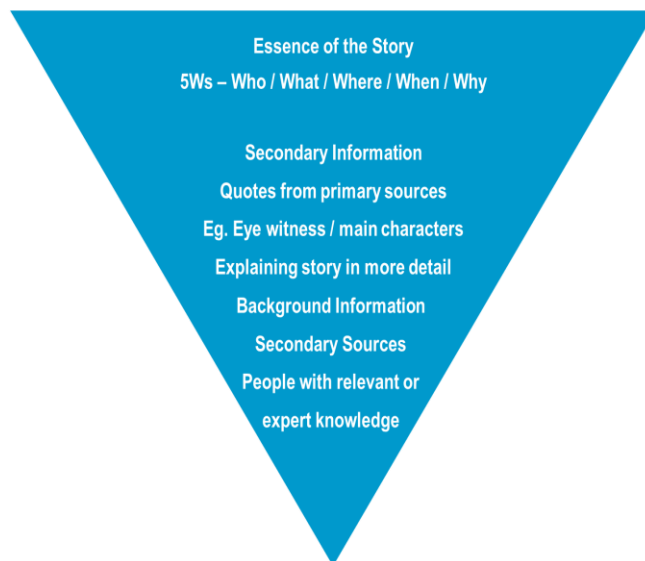| Tier 2 vocabulary	Definition
Pun	A clever and amusing use of a word or phrase with two meanings, or of words with the same sound but different meanings
Alliteration	When several words close together all begin with the same letter or sound.
Bias	A tendency to prefer one person or thing to another
Emotive 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…

English: Travel Writing

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Juxtaposition	Placing two ideas side by side for contrast or effect
Motif	A recurring idea, theme or image in a text
Narrative voice	The distinct personality and perspective of the narrator
Chronotope	The way time and space are represented in narrative
Epiphany	A sudden moment of insight or realisation
Sensory immersion	Using detailed sensory description to engage the reader

Tier 2 vocabulary	Definition
Transcendent (adj)	Surpassing the ordinary; exceptional
Resonance (n)	A deep, lasting effect or meaning evoked by an experience or piece of writing
Authentic (adj)	Genuine; true to reality or origin
Immerse (v)	To deeply involve oneself in an activity or experience
Vividly (adv)	In a way that produces strong, clear images in the mind

Section 2: New Key Skills/Strategies

Using CPEAT to answer questions

Connective	Organise your ideas by using Firstly…Moreover…Additionally…
Point	Using the words of the question you make a **point** to answer it
Evidence	You choose some words from the text to prove your point
Analyse / Think	You **analyse** how the words that you've chosen prove the point that you've made and what the impact could be on the reader

Example

How does the writer interest the reader in visiting this destination?
(P) The writer interests the reader by making the destination seem magical.
(E) The metaphor 'a shimmering lake of happiness'
(AT) implies that everyone is having a really fun time, which makes the reader want to go and visit this place.

Success Criteria

1. Use a wide range of vocabulary to add interest for the reader.
2. ....
....
3. ....
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4. ....
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5. ....
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6. ....
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7. ....
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8. ....
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9. ....
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10. ....
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Section 3: New Knowledge

Type of Travel Writing	Purpose	Example Features
Informative	To inform or advise	Facts, statistics, written in second-person, uses subheadings
Entertaining	To amuse or engage	Anecdotes, humour, exaggeration, lively tone
Descriptive	To create vivid imagery	Sensory language, similes, metaphors, setting
Reflective	To explore feelings	Emotive language, rhetorical questions, personal pronouns
Perspective	To offer a unique viewpoint	First-person, varied tone, character voice

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
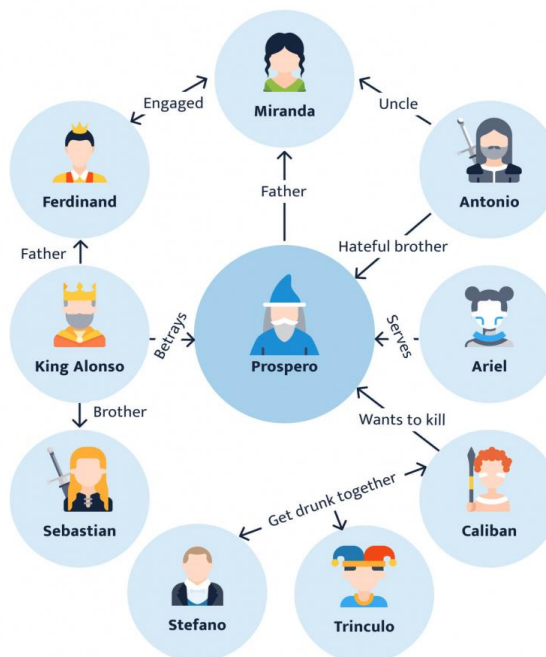
Section 3: Themes

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.

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 ...

Example

Firstly, the writer uses a range of verbs to build tension at the end of the novel, for example 'If he pulled too hard, he feared, he'd cause a cave-in'. The emotive 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. Moreover, the use of 'cave-in' reinforces the sense of jeopardy and dramatic intensity.

Section 3: Characters/Key Quotations

CHARACTERS

Stanley Yelnats - The novel's protagonist – convicted of a crime he didn't commit.

Zero - Another boy at Camp Green Lak who becomes friends with Stanley.

X-Ray - Takes charge of the boys at camp and is friendly to Stanley.

Squid - Often taunts Stanley about writing letters to his mother.

Magnet - Earned his nickname by his ability to steal things.

Armpit - Pushes Stanley to the floor when he forgets to call him by his nickname.

Zigzag - Stanley thinks that Zigzag is the weirdest kid at Camp Green Lake.

Warden - The ultimate symbol of cruel authority at Camp Green Lake.

Mr Pendanski - In charge of Tent D – Stanley's tent at Camp Green Lake.

Kate Barlow - The school teacher–turned-outlaw who robbed Stanley's great-great grandfather.

Sam - Sam and Kate were in love 100 years

QUOTES

"A lot of people don't believe in curses. A lot of people don't believe in yellow spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not."

"His muscles and hands weren't the only parts of his body that had toughened over the past several weeks. His heart had hardened as well."

"If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy."

Maths: Perimeter, Area and Volume

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Rectilinear	Bounded by straight lines. Also called a polygons
Pi (π)	The ratio of the circumference of a circle to its diameter is the constant, pi , symbol: π. It's precise value cannot be written as a fraction or recurring decimal. 3.142 is correct to 3 decimal places.
Cross-section	A two dimensional shape made by slicing through a 3 dimensional shape.
Prism	A prism shape is a 3D shape which has a constant cross-section. Both ends have the same 2D shape, and they're connected by rectangular sides.
Congruent	When two shapes are exactly the same in every way except for their position in space

Tier 2 vocabulary	Definition
Surface Area	The surface area of a 3D figure is a measure of the area covered by all of its surfaces
Perimeter	The distance around the boundary of a 2-dimensional shape
Volume	The amount of space in 3 dimensions that a shape takes up

Revision QR codes

Area rectangles   Area triangles   Area parallelogram   Area

Area circle   Perimeter   Volume   Surface area
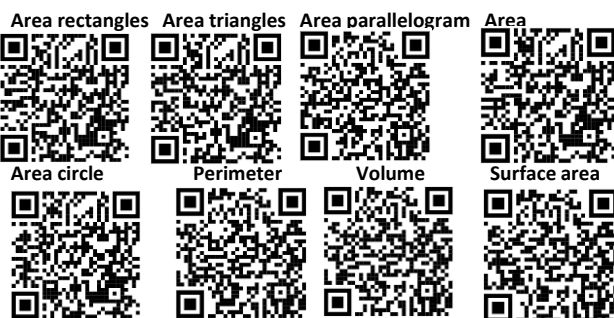
Section 2

Area of a circle

$\frac{1}{2}$πD

Cut one sector in half

r
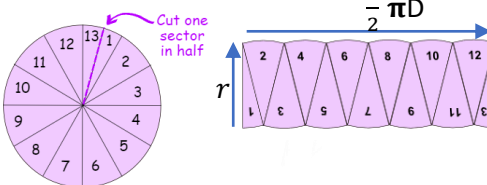
Area of the segments joined together = r x $\frac{1}{2}$πD

So area of a circle = πr²

Example
Work out the area of a circle with radius 3cm
A = **π** x 3² = 9**π** cm²

How would you work out the area of a circle with diameter 8cm?

	2	6	10	35
Diameter (d)				
Circumference (C)				
	2π	6π	10π	35π

x π

$$C = \pi \times d$$
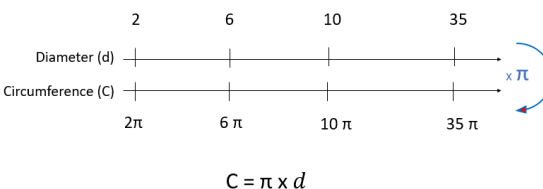
The circumference, and the dimeter of every circle are connected by a functional multiplier, this is the number given the letter π

An answer can be given in terms of pi, eg 2π, or as a decimal approximation 2π = 6.28319 = 6.3 to 1 dp

Units
Volume is measured in cm cubed (units³) because we are counting how many cm cubes fit into the shape. In the shape below there are 12 cm cubes so the volume is 12cm³

2cm
3cm
2cm
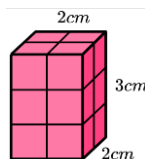
Section 3

Volume of a prism = area of cross-section x length*

*length = distance between two ends
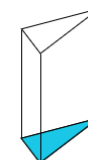
Cuboid   Triangular prism   Pentagonal prism
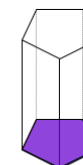
Example
Work out the volume of the cylinder

3 cm

8 cm   8cm
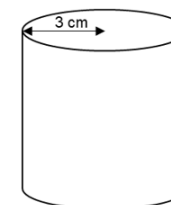
Area of cross section
Area of a circle= πr²
$$A = \pi \times 3^2 = 9\pi cm^2$$

Perpendicular length

Volume
$$9\pi \text{ cm}^2 \times 8cm = 72\pi cm^3$$

Surface area
To work out surface area you work out the area of each 2D shape which makes up the net of the shape and add them together. To the right There is an example of a net.
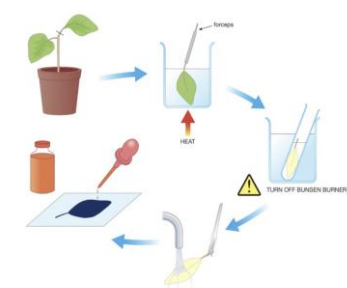
top
left   front   right   back
base
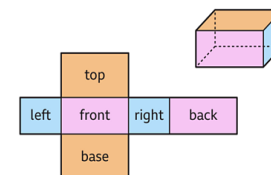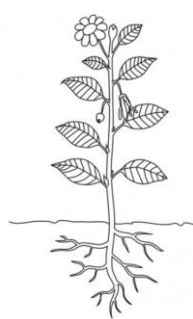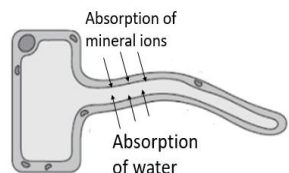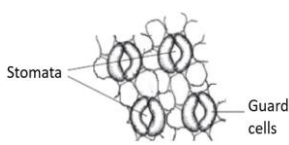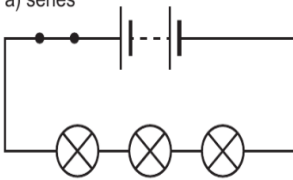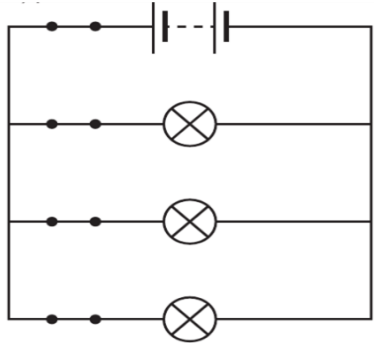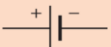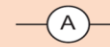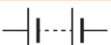
Example
Find the surface area of the shape below:

Front = 7 x 4 = 28cm²
Back 7 x 4 = 28 cm²
Base 3 x 7 = 21cm²
Top 3 x 7 = 21cm²
Left face 3 x 4 = 12cm²
Right face 3 x 4 = 12cm²

4 cm
3 cm
7 cm
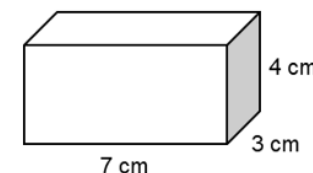
Surface area = 28 + 28 + 21 + 21 + 12 + 12 = 122cm²

Science: 8D Plants

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Photosynthesis	The chemical reaction plants use to make glucose from water, carbon dioxide and sunlight
Respiration	The chemical reaction which happens in all living cells to release energy from glucose
Chloroplast	The green organelle in a plant cell where photosynthesis takes place
Chlorophyll	The green pigment inside a chloroplast
Carbon Dioxide	The gas which plants take from the air during photosynthesis
Oxygen	The gas which plants release as a product of photosynthesis
Nitrates	A mineral which plant take from the soil to be able to make proteins and grow
Fertilisers	Can be either artificial or natural (manure) nitrates which farmers use to help make crops grow.
Xylem	The tube that carries water through plants.
Stoma (plural stomata)	Holes in the underside of the leaf where gas exchange happens.
Guard cells	Cells that control the opening and closing of the stomata.
Root hair cell	Cells in the roots of plants responsible for taking in water and mineral ions from the soil.
Phloem	The tube that carries sugars and other nutrients through the plant.
Tier 2 vocabulary	Definition
Agriculture	The science or practice of farming. Includes growing crops and rearing animals
Organic Crops	Crops grown without the use of artificial chemicals

Section 2: Plants and Photosynthesis

Photosynthesis happens in the chloroplast of plant cells. It requires light which is trapped by the pigment chlorophyll.

Photosynthesis is a chemical reaction it can be summarised by the following equations.

Carbon dioxide + water → glucose + oxygen

$$6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$$

Storing glucose

Glucose created from photosynthesis can be turned into starch and stored by the plant. Starch is a large carbohydrate with lots of small glucose molecules joined together.

Glucose
(single sugar molecule)

Starch
(long chain carbohydrate molecule)

Section 3: plants

To test for starch you add iodine, if it goes black starch is present.

Transporting substances in plant

Both water and mineral ions are absorbed into plants from the soil by root hair cells. Water is transported around the plant in a tube called the xylem.

Absorption of mineral ions

Absorption of water

Carbon dioxide diffuses into leaves from the air through small holes called stomata. These can be open and closed by special cells called guard cells.

Stomata

Guard cells

What affects the rate of photosynthesis?

There are three factors that affect how quickly a plant will photosynthesise, these are; light intensity, temperature and carbon dioxide concentration.

Science: 4b Electricity

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Current	A flow of electric charge
Amperes	The unit we measure current in
Ammeter	The device we use to measure current
In series	If components in a circuit are on the same loop
In parallel	If some components are on separate loops
Electrons	Tint particles which are part of an atom and carry a negative charge
Potential difference (voltage)	The amount of energy moved from the battery to the moving charge (electron)
Volt	The unit we measure potential difference (voltage) in.
Voltmeter	The device we use to measure potential difference
Electrical conductor	A material that allows a current to flow through it easily.
Electrical insulator	A material that does not allow a current to flow through easily.
Cell	A chemical store of energy which will cause a current to flow in a circuit.
Battery	More than one cell connected together

Tier 2 vocabulary	Definition
Wires	The connection between components, usually made of copper.
Generator	A device that generates electricity.

Section 2: New Knowledge/Skills

Electricity allows the transfer of energy from a store such as a battery to a device such as a lamp, motor, radio etc. For electricity to flow there needs to be an energy source, and a complete circuit made of a conducting material.

Good conductors include metals, especially gold, silver and copper.
Wires in most circuits use copper.
Good insulators include, wood, plastic and air

Circuits
We use symbols to draw electrical circuits. The main symbols are.

Circuit symbol	Component	Circuit symbol	Component
—o‌o—	switch (open)	—⊗—	lamp
+⊣⊢−	cell	—(A)—	ammeter
⊣⊢⊣⊢	battery	—(V)—	voltmeter

Series Circuit
In a series circuit all the components are in one loop. The current is the same in all places in the circuit. The potential difference is shared between the components.

a) series

So in the circuit above if an extra bulb is added they will become dimmer as four bulbs have to share the energy rather than three.
If the circuit breaks anywhere then the whole current stops flowing.

Section 3

Parallel circuit

The current is split between the loops.
But because there are different routes some bulbs can be on and others off. This is the type circuit in your house.
The potential difference (voltage) is the same for each bulb and if you add another bulb they all stay the same brightness.

Electrical safety
Your body uses electrical currents to control muscles including your heart. That is why a large electrical shock can stop your heart.
It can also be used to make your heart go back into a proper rhythm. This is done with a defibrillator.

Generating electricity
For portable devices such as mobile phones and torches we use batteries. These are a store of chemical energy
For the large scale generation of electricity we use natural gas and nuclear power which are non-renewable as well as wind turbines and solar cells which are renewable.

Geography: Asia

BELPER SCHOOL and Sixth Form Centre

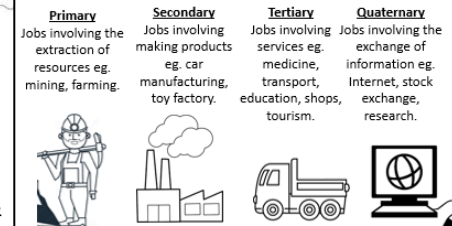| Tier 3 vocabulary	Definition
Deforestation	Cutting down trees.
Employment structure	The jobs that people do in a country. This is divided into four categories. See the diagram on the right.
Labour	The workforce / people who work.
Location	Where a place is found.
Market	Where products are sold.
Mega city	A city with a population over 10 million.
Migration	The movement of people from one place to another.
Monsoon	A seasonal SW prevailing wind in the region of South and SE Asia. Between May and September it brings heavy rain.
Raw materials	The resources used to make products.
Rural-urban migration	People leaving the countryside to live in the city.
Urbanisation	Towns and cities growing in size as the population increases.

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

Section 2: New Knowledge
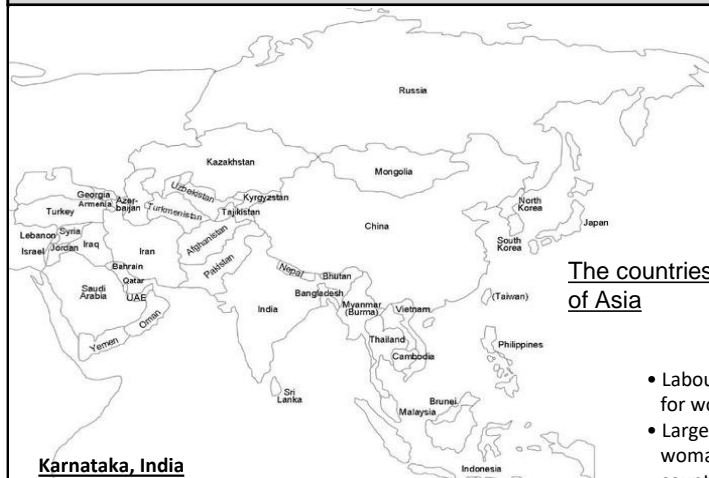
The countries of Asia

Employment Structure

Primary Jobs involving the extraction of resources eg. mining, farming.

Secondary Jobs involving making products eg. car manufacturing, toy factory.

Tertiary Jobs involving services eg. medicine, transport, education, shops, tourism.

Quaternary Jobs involving exchange of information eg. Internet, stock exchange, research.

Karnataka, India
• People living below the poverty line: 23.6%
• Infant mortality rate in 2011: 35 per 1000 of the population.
• Percentage of children aged 3 and under, who are underweight or have stunted growth: 40%
• Number of cities with populations of 1 million or more: one.

Bangalore. Improving life in shanty towns • Small scale projects working within the community. • The Urban Ultra Poor Programme (UUPP) set up by a Bangalore mother has helped over 1,500 families so far.

The continents

ASIA

China
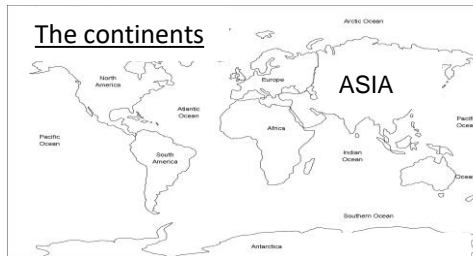• Labour supply – China has a plentiful supply of people available for works.
• Large percentage of female workers – due to the one child policy, woman are not involved in child-raising for as long as most other countries, adding to the already large labour supply.
• Low wages – increases the amount of profit made by industries.
• Natural resources – China has approximately 12% of the world's mineral resources.
• Location – China is located close to the strong economy and market of Japan. It is also near the newly emerging economies of other Asian countries, such as India and South Korea, as well as Russia and the Middle East.
• Poverty reduction – since 1990, 439 million people have been lifted out of poverty, creating a growing market for consumer goods.
• Investment in Infrastructure – the government has built many new roads, rail systems and made rivers navigable (boats can go along them).
• Energy supply – China is the largest producer and consumer of coal in the world and is the world's largest user of coal-fired power stations.
• Political system and strong leadership – the government controls the economy rather than private businesses, they make all the decisions and can plan for the future. They also suppress their population's human rights and only have one political party.
• Cities like Shanghai have seen huge population growth.

Section 3: Geographical Skills

During this topic you will:
• draw and understand climate graphs and maps for Asia
• use photographs, statistics and maps to investigate the geography of Asia
• consider different points of view and the decisions that people make.

History: British Colonisation of Ireland and India

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Empire	A group of states or countries ruled over by a single monarch or country
Colonisation	The process of settling among and establishing control over the indigenous people of an area.
The East India Company	An organisation set up in 1600 to develop England's trade in the East.
Independence	The fact or state of being independent.
The British Raj	The British Raj was the rule of the British Crown on the Indian subcontinent from 1858 to 1947.
Nawab	A ruling prince or a powerful landowner of a region
Tier 2 vocabulary	**Definition**
Famine	A life threating shortage of food
Transportation	A common punishment in the 1800s which involved sending English criminals to Australia.
Genocide	The deliberate attempt to kill a group or race of people.
Settlers	People who move to a new location to start a new life.
Factors	Events that lead to change.
Legacy	Significance passed from one generation to the next.

Section 2: New Knowledge/Skills

Key dates and events:

1169: Henry II sent troops to invade Ireland. Irish lord swore an oath of loyalty to him.

1593: Elizabeth I wanted more control of Ireland, she wanted a protestant religion in Ireland, this led to war in 1593.

1600: The East India Company is established.

1607: James I tried to colonise Ulster, he confiscated land from the Catholics and gave it to English and Scottish Protestants.

1641: Catholics massacred protestants in Ulster.

1642: English forces arrived, the Catholics supported the King in the Civil War and Charles signed a truce and removed his troops in 1643.

1740s: Robert Clive arrives in India and helps defeat the French.

1757: Battle of Plassey allows the East India Company to dominate Bengal.

1769: Great famine in India due to high taxes in Bengal.

1784-99- Tipu Sultan fights British forces and the East India Company, but eventually is defeated. Britain now controls India.

1798- The united Irishmen rebelled against British rule.

1828- Daniel O'Connell became an MP, but was not allowed to take his seat as he was a Catholic.

1845-1849- The Great Hunger. The famine in Ireland killed one million people

1857-9 The Indian Rebellion takes place against the East India Company, leading to the British government taking control.

1858: The East India Company is abolished by the British government. The period of the "British Raj" begins.

1877: Queen Victoria becomes Empress of India. She was represented by a Viceroy who ruled over 300 million Indians.

1885- Indian National Congress is formed, they would eventually want independence from Britain

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition - to be filled in in class
Suffering	The state of undergoing pain, distress, or hardship.
Christian	A person who has received Christian baptism or is a believer in Christianity.
Good	That which is morally right
Evil	Profoundly immoral and wicked.
Attitude	A settled way of thinking or feeling about something.
livelihood	A means of securing the necessities of life
Charity	The voluntary giving of help, typically in the form of money, to those in need
Purpose	The reason for which something is done or created or for which something exists
Selfishness	Concern more with the needs and wishes of others than with one's own.

Tier 2 vocabulary	Definition
Bible	Christian Holy Book
Buddha	A wandering ascetic and religious teacher who lived in South Asia, [h] during the 6th or 5th century BCE
Resurrection	Rising from the dead e.g. Jesus rising after dying on the cross

Section 2: New Knowledge

1. Moral suffering

This is suffering that is caused by humans using their free will (the human ability to make choices) to do something evil. War is a good example of moral evil. Wars cause large amounts of suffering. All wars are caused by the actions of humans who could have chosen to act differently.

2. Natural suffering

This is suffering that has not been caused by humans. Earthquakes, floods, volcanoes, cancers and so on are not caused by humans, but they result in lots of human suffering. However, some suffering which appears to be caused by nature may actually be the result of human evil choices. For example, climate change is caused by humans polluting the atmosphere and results in more extreme weather and natural disasters.

The problem of evil and suffering

Evil and suffering stop some people from believing in God. They think that there should be no evil and suffering in a world created by a good and powerful God. If God is omnipotent (all-powerful), he must be able to remove evil and suffering from the world. And if God is omni-benevolent (all-good), he must want to remove evil and suffering from the world. As there is evil and suffering in the world, either God is not all-good and powerful or he does not exist.

Section 2: New Knowledge

Christian response to evil and suffering Christians respond to the problem of evil and suffering by:
• Accepting the teaching of the Bible that God has a reason for suffering but that humans cannot understand it.
• Accepting the teaching in Psalms that suffering and joy are an essential part of life.
• Claiming that evil and suffering are the fault of humans misusing their free will.
• Claiming that evil and suffering are part of a test to prepare people for heaven.
• Praying for those who suffer • Helping those who suffer

Section 3: Assessment Information

Part D – 15 marks

15 Minutes

Overview: You will be given a statement to discuss.

You need to give supported arguments and reach judgements on how convincing the evidence is that you present.

You should use key terms and sources of wisdom.

Each view on the statement that you give should be backed by two sets of evidence. You should then challenge the view using evidence. You should aim to do this twice.

If you have time you can add a conclusion in which you say which view is the most convincing using words from the original statement. This should be supported with evidence.

French: Où j'habite et ma routine

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Reflexive verb	A verb that can mean something you do to yourself.
modal verb	A verb that explains what you can, must or want to do. I
Infinitive	The verb in its pure form, unchanged.
Adjective	A word used to describe a noun/something.

Questions	Translation
1. Où habites-tu ?	Where do you live?
2. Quel temps fait-il ?	What's the weather like?
3. Qu'est-ce qu'on peut faire dans ta région ?	What can you do in your region?
4. Ta routine, c'est comment ?	What's your routine like?
5. Qu'est-ce que tu dois faire à la maison ?	What do you have to do at home?
6. Qu'est-ce que tu as fait récemment ? c'était comment ?	What have you done recently? What was it like?
7. Qu'est-ce que tu vas faire ce weekend ?	What are you going to do this weekend?
8. Où est-ce que tu veux habiter à l'avenir ? Pourquoi ?	Where would you like to live in the future? Why?

Section 2: Grammar

Modal verbs

	pouvoir to be able to	**vouloir** to want	**devoir** to have to
je	peux (I can)	veux (I want)	dois (I must)
tu	peux	veux	dois
il/elle/on	peut	veut	doit
nous	pouvons	voulons	devons
vous	pouvez	voulez	devez
ils/elles	peuvent	veulent	doivent

We use modal verbs to say what we can, want and must do. They are nearly always with an infinitive.

Examples:

Je peux faire la vaisselle   I can do the washing up.
Je dois ranger ma chambre   I must tidy my room.
Elle veut se réveiller tôt   She wants to get up early.
Il veut visiter le Portugal   He wants to visit Portugal

Reflexive verbs: Reflexive verbs are verbs that have a reflexive pronoun in front of them e.g **me/te/se**. They are often used with daily routine, but not always.

★ Before a verb starting with a vowel you use **m', t', s'**.

	se réveiller to wake up	**se lever** to get up	**se coucher** to go to bed
Je	**me** réveille	**me** lève	**me** couche
tu	**te** réveilles	**te** lèves	**te** couches
il/elle/on	**se** réveille	**se** lève	**se** couche
nous	**nous** réveillons	**nous** levons	**nous** couchons
vous	**vous** réveillez	**vous** levez	**vous** couchez
ils/elles	**se** réveillent	**se** lèvent	**se** couchent

Examples:

Normalement je me réveille à sept heures   Normally, I wake up at 7.
Ils se douchent vite   They shower quickly
Nous nous habillons   We get dressed

Section 3: WAGOLL

Je m'appelle Raoul. J'habite dans une ville à la montagne au Canada. C'est génial au printemps parce que c'est très calme. C'est vraiment joli en hiver parce qu'il neige souvent. Dans ma région, on peut faire du ski et on peut visiter les sites touristiques. J'aime beaucoup faire du ski car c'est passionnant. J'aime ma chambre, c'est assez petit mais ça va. Mon bureau est à côté de mon lit, il y a une lampe sur le bureau et j'ai des posters sur le mur. Ma routine ? D'habitude, les jours d'école je me réveille à 7h30. Je me lève un peu plus tard, vers 8h. Le weekend par contre, je me réveille plus tard vers 10h. J'aime faire la grasse matinée. Je me couche plus tard aussi le samedi vers 10h30. J'aime regarder un film avec ma famille le samedi soir. Chez moi, je dois aider à la maison. Par exemple, je dois ranger ma chambre tous les jours et moi et ma sœur, on doit faire la cuisine le mercredi soir. Mon frère aîné doit nourrir les animaux. Hier, je suis sorti en ville avec mes amis. On a regardé un film au cinéma, c'était très cool. Le weekend prochain, on va faire du bowling. Ça va être formidable car j'adore sortir en ville avec mes amis. À l'avenir, je veux habiter à la campagne car j'aime le beau paysage et la tranquillité.

À savoir:

Reflexive verbs in the past tense use **être as the auxiliary verb.**

You need the subject, the reflexive pronoun, the part of être and a past participle (with an agreement if necessary)

Je me suis lavé(e)   I had a wash
Il s'est habillé   He got dressed
Nous nous sommes couché(e)s   We went to bed
Ils se sont levés   They got up

You can practise using reflexive verbs on languagesonline.org.uk

FRENCH Y8 WORD LIST SUMMER 2.A

	les orages	storms
	le brouillard	fog
	en hiver	in winter
	en été	in summer
	tranquille	peaceful
	joli	pretty
	au bord de la mer	by the seaside
	la Suisse	Switzerland
	la France	France
	le Maroc	Morocco

FRENCH Y8 WORD LIST SUMMER 2.B

	beaucoup de	lots of
	plein de	loads of
	trop de	too many
	peu de	few/little
	on peut	one can/we can
	acheter	to buy/buying
	vendre	to sell/selling
	un touriste	a tourist
	travailler	to work/working
	on ne peut pas	one can't/we can't

FRENCH Y8 WORD LIST SUMMER 2.C

	Je pense que	I think that
	À mon avis	In my opinion
	ranger	to tidy/tidying
	aider	to help/helping
	on doit	we must/people must
	je dois	I must
	garder	to look after/looking after
	faire la vaisselle	to do the washing-up
	faire la lessive	to do the washing/laundry
	le ménage	housework

FRENCH Y8 WORD LIST SUMMER 2.D

	Je me lève	I get up
	Je me douche	I have a shower
	Je m'habille	I get dressed
	Je me lave	I have a wash
	je me coiffe	I do my hair
	je me couche	I go to bed
	je me maquille	I put on make-up
	je quitte	I leave/I am leaving
	en semaine	on weekdays
	se laver	to wash oneself/washing oneself

FRENCH Y8 WORD LIST SUMMER 2.E

	nouveau	new
	un bureau	an office
	un salon	a living-room
	sans	without
	une chambre	a bedroom
	une cuisine	a kitchen
	un copain	a friend (m)
	une copine	a friend (f)
	un appartement	a flat
	un jardin	a garden

FRENCH Y8 WORD LIST SUMMER 2.F

	nouveau	new
	un bureau	an office
	un salon	a living-room
	sans	without
	une chambre	a bedroom
	une cuisine	a kitchen
	un copain	a friend (m)
	une copine	a friend (f)
	un appartement	a flat
	un jardin	a garden

Phonics: **ail/aille**	
ail	paille
travail	travailler

Phonics: **eau/au**	
bureau	château
animaux	eau

Phonics: -**gn**	
campagne	montagne
Espagne	Allemagne

Phonics: **i/y**	
il y a	j'y vais
cyclisme	hyper

Phonics: **cognates**	
éducation	table
le rugby	le touriste

German: Bleib gesund

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
False Friend	A word that sounds the same in both languages, but has 2 different meanings
Negative indefinite article	Used to mean 'no/not a/not any'
Stem	The part of the verb without the 'en' ending
Irregular verb/Strong verb	A verb where the stem changes in the du/er/sie form
Qualifier	A word that tells you how much an adjective applies, e.g. very, quite, really
Imperative	The form of a verb used to give a command or instruction
2nd person sing (familiar)	Using the 'you' form when speaking to one person
Modal Verb	*e.g. darf, kann, muss* These verbs must be used with another verb and they express possibility or necessity.

Questions

	Translation
1. Was isst du?	What do you eat/What are you eating?
2. Was trinkst du?	What do you drink/What are you drinking?
3. Was hast du gegessen?	What did you eat/What have you eaten?
4. Was hast du getrunken?	What did you drink/What have you drunk?
5. Was nimmst du?	What are you having?
6. Was muss man machen?	What do you have to do?
7. Was wirst du nächstes Jahr machen	What will you do next year?

Section 2: Key grammar

'Essen' - 'to eat'

Ich esse - I eat
Du **i**sst - you eat (singular, familiar)
Er/sie isst - he/she eats
Wir essen - we eat
Ihr esst - you eat (plural)
Sie essen - you eat (polite/formal)
Sie essen - they eat

Use of 'kein' for negatives when followed by a noun.

Ich esse **kein** Frühstück - I don't eat breakfast
Ich trinke kein**en** Kaffee - I don't drink coffee
Ich habe kein**e** Zeit - I don't have time

'Nehmen' - 'to take'

Ich nehme - I take
Du nimmst - You take (familiar)
Er/sie nimmt - He/she takes
Wir nehmen - We take
Ihr nehmt - You take (plural)
Sie nehmen - You take (polite/formal)
sie nehmen - They take

Imperative (command form) examples

Stell! - Put!
Nimm! - Take

The modal verb 'müssen' (to have to)

Ich muss - I have to/must
Du musst - You have to/must
Er/sie muss - He/she has to/must
Wir müssen - we have to/must
Ihr müsst - You (plural) have to/must
Sie müssen You (formal/polite) have to/must
sie müssen - They have to/must

Section 3: WAGOLL

Heute habe ich mein normales Frühstück gegessen: vier Brötchen mit Schinken, Käse, Butter und Marmelade. Heute Morgen habe ich auch noch einen Joghurt gegessen und drei Tassen Kaffee getrunken. Dann bin ich in die Stadt gegangen und habe einen Film gesehen. Im Kino habe ich ein Schokoladeneis gegessen und eine Cola getrunken. Das habe ich köstlich gefunden aber ich muss weniger Fett und Zucker essen und mehr Wasser trinken, anstatt so viele süße Getränke.

Nach dem Film bin ich in eine Imbissstube gegangen, wo ich eine Currywurst mit Pommes gegessen habe. Am Abend habe ich eine Stunde geschlafen und danach ferngesehen. Mein Lebensstil ist nicht gesund - Ich muss besser werden! Ich muss früher ins Bett gehen und zweimal pro Woche joggen oder trainieren. Nächstes Jahr werde ich fünf Portionen Obst pro Tag essen!

Gut zu wissen

Lecker!	Delicious!
Igitt!	Yuck!
Ich liebe	I love
Ich hasse	I hate
Ich esse lieber	I prefer to eat
Ich trinke am liebsten	My favourite drink is...
Das ist gesund	That's healthy
Das ist ungesund	That's unhealthy
Ich werde morgen/ab nachste Woche gesünder essen.	
Tomorrow/from next week I will eat more healthily	

GERMAN Y8 Word list Summer 2.A	
die Gesundheit	health
gesund	healthy
ungesund	unhealthy
Fett	fat
Zucker	sugar
die Forelle	trout
der Lachs	salmon
der Knoblauch	garlic
Gemüse	vegetables
Milchprodukte	dairy products
GERMAN Y8 Word list Summer 2.B	
eine Menge	a lot of
die Dose	can, tin
mehrere	several
mindestens	at least
das Stück	piece
ein Stück Kuchen	a piece of cake
die Tüte	bag
eine Tüte Bonbons	a bag of sweets
ungefähr	about
im Form sein	to be fit

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: Internet Safety, Cyber Security and Encryption

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Digital Footprint	Is a trail of information that a person leaves behind when they use the Internet.
Hacking	Is an activity carried out by someone in order to gain access to a computer/digital device without a user's permission.
Password	A password is a method used to verify a user's credentials to authorise access to a computer/digital device.
Phishing	A suspicious email containing a link that tries to collect someone's usernames and passwords. Phishing emails are designed to look like they are from legitimate companies such as Amazon or PayPal.
Malware	Malware is a term used to describe different programs that are designed to do unwanted things to your computer.
Firewall	A Firewall is a piece of software used to protect a user's device from unauthorised access from someone on another network.
Backup/Updates	A backup is a copy of a piece of work that you create on a computer. Updates are patches/software created by software manufacturers to improve/fix pieces of existing software.
Encryption	Encryption is a process of changing data into another form so it can only be read with the person who has the key/code to translate it.
Cipher	A cipher is a code applied to encrypted text, to help decrypt it. Ciphers are normally kept secure and only shared between senders and receivers of messages/information.
Shoulder Surfing	Shoulder Surfing is when someone looks over someone's shoulder to try to look at and memorise a username, password or PIN. This can be then used to log into their account without their knowledge or permission.

Section 2: New Knowledge

Digital Footprint
A Digital Footprint is the term given to the trail of information left behind when someone uses the Internet. This could be a set of webpages someone visits, someone's search history, or information they post about themselves or someone else on a social media profile or a webpage.

Hacking and Hackers
Hacking is a criminal offence under the Computer Misuse Act 1990. A Hacker is someone who attempts to access a computer without the user's permission. Hackers can carry out the following offences

1) Accessing, modifying and deleting files
2) Using and accessing data to commit crime (e.g. Fraud)
3) Making and supplying anything that can be used in computer misuse offences.

Types of Malware

Malware (_**Mal**_icious Soft_**ware**_) is installed on someone's device without their knowledge or permission. Typical actions of Malware include modifying and deleting files, monitoring a users actions such as passwords inputted or usernames.

Malware can come in the following formats:

Viruses – attach themselves to certain files (e.g. email attachments) and are spread between computers when these files are shared. When the files are opened the virus activates, which can cause itself to replicate (copy) itself to other files.

Trojans – are malware disguised as legitimate software. Unlike viruses and worms, Trojans don't replicate themselves – users install them not realising they have a hidden purpose.

Worms – are like viruses but can self-replicate without the user having to do anything, so can spread very quickly. They exploit weaknesses in network security.

Ransomware – software that is installed on computers that can lock a computer and access to its files, and demand a release fee in extortion to be paid. If the fee isn't paid the files will be deleted or destroyed. Ransomware can infect a computer by opening unsolicited email attachments.

Section 3: New Knowledge

Adware - It is a software application or online service that displays adverts of some kind while it is running in order to provide revenue for its owner.

Spyware - is software which is installed without the user's knowledge and may gather information about that user's internet browsing habits, intercept their personal data, and transmit this information to a third party.

Stopping Hackers/Malware

Follow this useful set of information on how to keep yourself online:
- Never respond or fill in any unsolicited email or text message links. If you aren't sure where they are from delete them.
- Never open any email attachments unless you know exactly where it is coming from.
- Don't give out your username and password to anyone else.
- Don't use file sharing sites. A lot of these are not safe and contain malware.
- Don't use Public Access Wireless connections for any financial transactions such as buying online or banking.
- Don't have the same password for every site you visit.

Encryption - is the process of encoding data or a message so that it cannot be understood by anyone other than its intended recipient.

The *Atbash Cipher* and *Caesar Cipher* are the oldest and simplest forms of encryption around today.
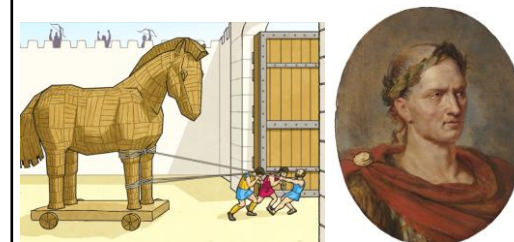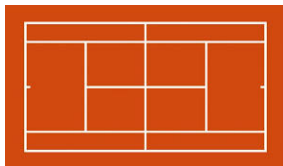
PE: Tennis

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Volley	Playing the ball before it bounces when you are close to the net.
Half-volley	Playing the ball low down just after it has bounced.
Service	Starting the rally with a shot from behind the baseline.
Service box	The box near the net where the service needs to land.
Baseline	The line at the back of the court.
Tramlines	The lines down the side of the court used for singles and doubles.
Drive	Hitting the ball hard and low across the net.
Lob	Hitting the ball over your opponent if they are close to the net.
Drop-shot	Hitting the ball softly over the net when your opponent is at the back of the court.

Section 2: New Knowledge/Skills

In tennis in year 8, you will improve your range of shots and start to use some basic tactics to try to outwit your opponent. You will start to use the proper scoring system and play games on a full size court.

On the court below, can you recognise the following lines?
baseline - service box - service line - tramlines
singles sideline - doubles sideline - centre service line

Scoring in Tennis:
Which of these numbers are used?

10 15 20 30 35 40 45 50

PE: Striking and Fielding

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Half- rounder	How many ways can you think of that will lead to half a rounder being scored?
No-ball	When the ball does not arrive at the batter between knee height and the top of the head, on the hitting side of the body.
Run-out	When the field touch the post or the stumps with the ball before the batter arrives.
Obstruction	In rounders, when a fielder gets in the way of the batter.
Forward defensive	The most important shot in cricket to help prevent the ball hitting the stumps.
Drive	The most important attacking shot in cricket - hitting the ball along the floor.
Grip	To throw or bowl the ball in rounders and cricket, use a two fingers grip.
Overarm throw	An important skill for fielders to return the ball to the wicketkeeper/base fielders.
Long barrier	Getting down on one knee to make a barrier to stop the ball

Section 2: New Knowledge/Skills

In striking and fielding activities, you will continue working on rounders, cricket and softball, particularly developing your understanding of the rules and of some of the important techniques.

What are the key points of technique shown in the pictures below?

PE: Track

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Sprint start	A crouched position giving a sprinter the best chance of a fast start.
Staggered start	For events, which go round curves on the track, different start positions are needed.
Lap time	Comparing an athlete's time for each lap they complete.
Split time	An athlete's time at a certain point in a race.
Changeover box	A 20m section marked out on the track inside which the baton must be exchanged.
Down sweep	The quickest way to carry out a baton pass by placing the baton down into the outgoing runner's hand.
Incoming/ outgoing runner	The two runners involved in a relay changeover are the incoming and the out-going runners.
Sprint technique	Paying attention to what each part of the body is doing to maximise speed.
Stride pattern	Taking a set number of strides between each hurdle.

Section 2: New Knowledge/Skills

In year 8 you will continue to experience a range of track events, trying to improve your performance in each.
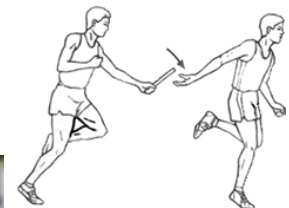
Can you describe some of the key points for the sprint start and the down-sweep baton hand-over?

PE: Field (Jumping)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Straddle technique	An alternative technique to the scissors using the foot nearer to the bar to take-off.
Fosbury flop	The most advanced high jump technique involving a backwards dive over the bar.
Hang technique	A basic long jump technique where the back is arched and the hands are up during flight.
Acceleration	Speeding up to maximum during the run-up is essential in long jump and triple jump.
Leg shoot	Pushing the legs out in front when landing in long jump to maximise the distance jumped.
No-jump	The phrase used when the jumper breaks a rule and the jump doesn't count.

Section 2: New Knowledge/Skills

In year 8 jumping activities, you will explore techniques to increase your jumping performances. Examples include:

The 'hang' technique for long jump.

The Fosbury flop technique for high jump.

PE: Field (Throwing)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Approach	A run-up or footwork routine to get extra power into the throwing action.
Side-step	A simple technique for the shot-put approach.
Glide	A more advanced approach for the shot-put using a backwards hop.
3 step approach	The basic javelin approach needs to be limited to L…R,L for a right hander and R…L,R for a left hander.
Angle of release	In throwing events, approximately 45 degrees is required to allow the implement to fly furthest.
Speed at release	The thrower must try to produce maximum speed of the arm to release the implement.
Trajectory	The flight path of the implement which will be determined by the angle of release.
No-throw	The phrase used when the thrower breaks the rules, most commonly by overstepping the line.

Section 2: New Knowledge/Skills

We will continue to develop our throwing technique in shot, discus and javelin, including adding an approach.

Which important points of technique can you recognise in these pictures?

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: Sweet Treats

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Realism	The attempt to represent a subject matter truthfully, maintaining a lifelike outcome that tends to look photographic in quality.
Branding	Branding is the process of creating a distinct identity for a business, product, or service in the minds of the target audience, encompassing elements like name, logo, visual identity, mission, values, and tone of voice.
Aesthetic	A set of principles underlying the work of a particular artist or artistic movement.

Tier 2 vocabulary	Definition
Font	A font is the specific style of text printed on a page or displayed on a computer screen
Reflection	Seen by light bouncing off a shiny surface. It can also include an image seen in a mirror or the shiny surface.
Colour blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Burnishing	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
Complementary colours	Colours that are opposite each other on the colour wheel, creating high contrast. (Red/Green, Yellow/Purple, Orange/Blue)
Highlight	An area of a subject that is bright reflecting the light from its source.

Section 2: Artists & Techniques

Marie-Noëlle Erasmus is a UK based emerging artist she focuses on realism using a wide range of materials she manages to capture the objects she draws and paints in a life-like realistic way. Instagram; @marie_noelle_erasmus_art

1. Draw the basic outline of a sweet or chocolate in a wrapper. Break it down into key shapes to help.
2. Add in detail like lettering and creases in the wrapper.
3. Using coloured pencils start by building up areas of shadow using cooler colours
4. Build accurate colours over the top using your colour blending skills. Make sure you leave the highlights as bright as possible.

CJ Hendry is a hyper realistic artist that in this series of work focused on 50 meals requested by death row inmates as a last meal. She deliberately draws them on ornately designed plates creating a strong juxtaposition in her work. Many inmates picked sweat treats for their final meal.

1. The technique used in this series of work is called stippling (a process of using dots to create tone.
2. Draw the outline of your sweet treat on a plate from a birds eye view.
3. Using a fineliner pen add dots in a repetitive motion to build tone. The more condensed the dots the darker it goes.

Section 2: Artists

Matthew Midgley

From single ingredients to entire meals, UK-based illustrator Matthew Midgley uses drawing to celebrate and tell stories about food and the culture around it. Some of his work has also featured on the great British bake-off.

Visit matthewmidgley.com

Wayne Thiebaud

Wayne Thiebaud was an American painter known for his colourful works depicting foods such as pies, cakes, ice cream cones, pastries and more . Thiebaud is regarded as one of the United States' most beloved and recognisable artists.

Joël Penkman

Originally from New Zealand Joël Penkman is a UK based artist that creates semi-photorealistic paintings of food, predominantly biscuits. Penkman uses egg tempera, a paint that is made by mixing egg yolk with powdered pigment and a little water, Combining food into his work.
joelpenkman.com

Drama: Commedia dell'arte characters

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Lazzi	A short, comical physical routine inserted in the story.
Clocking	Clocking is when an actor looks straight at the audience giving them a chance to understand what the character is thinking.
Cross Talk	Cross talk occurs when a character repeats questions to avoid answering them. Long strings of silly insults are exchanged.
Grummelot	Commedia companies toured outside of Italy, to France and Spain, and so Grummelot evolved, a nonsensical babble speak that carried the truthful emotional intention of a character. This language meant that audiences were able to understand the action on the stage and enabled commedia dell'arte to become an international type of theatre.
Slapstick	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

| Tier 2 vocabulary	Definition
Improvised performances	Actors worked off a base narrative and made up their lines accordingly.
Stock characters	Characters were always the same, only the situations changed.
Themes	There were familiar bases to every scenario, such as love, money or food.
Mask	The mask defined the features of the characters, such as long noses and defined eyebrows.

Section 2: Commedia performance techniques

Clocking is sharing a moment/a joke with the audience. The actor finds a moment of stillness and shares the characters emotions with the audience.

An example of cross talk dialogue

A Have you broken my prize teapot?
B Have I broken your prize teapot?
A Yes, my prize teapot!
B Where is your prize teapot?
A What do you mean where is my prize teapot? It's all over the floor!
B I can't see your prize teapot on the floor!
A That's because it's broken you ....

Section 3: Exploring Character Hierarchy

The Hierarchy of Commedia Characters
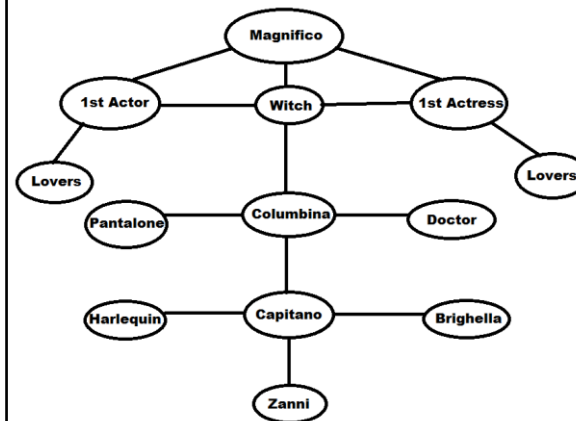
What should be included in a commedia performance?

- Very fast dialogue
- Physical comedy
- Comedic qualities such as singing, dancing, acrobatics, tumbling etc
- Slapstick, particularly for servant characters
- Exaggerated gestures, arm and leg movements
- Fast-paced action
- Exemplary comic timing
- Grummelot
- Clocking

Music: Exploring Composition - BandLab

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Repetition	Where a musical idea happens again.
Loop	A short music idea that is 'looped' and repeated.
Riff	A repeated musical pattern, usually heard in the introduction. Riffs can be rhythmic or melodic. They are short and repeated.
Tonality	The arrangement of pitches to determine the 'key' of the music. This provides the harmonic structure of the music.
Tempo	The speed of a sound or piece of music – fast/slow.
Structure	How a piece of music is organised into different sections or parts.
Verse	The part of the song that tells the story. The melody repeats in each verse but the words will change.
Chorus	The part of the song that is repeated, often after the verse. It gives the main message of the song.

Tier 2 vocabulary	Definition
BPM	Beats Per Minute.
Beat	The underlying rhythm within a song.
Melody	The main tune.
Lyrics	The words of a song.

Section 2: New Knowledge/Skills (cont)

Hip Hop and Rap

Hip Hop and rap music originated in America in the early 1970s. It was developed by African-Americans and immigrants from the Caribbean, and the music reflects the social and political reality of their lives.

A major aspect of Hip Hop music is rapping, or MCing. This is a spoken rhythmic delivery of wordplay and rhymes over a beat.

Key Musical features

- Rapping.
- Use of samples.
- Use of programmed beats.
- Use of loops.
- Limited harmony – not many chords used.
- 4 beats in a bar.
- 115-120 bpm.
- Use of drum machines, bass guitar, electric guitar, synthesizer.
- Production techniques such as: reverse sounds, samplings, sequencing, scratching, reverb.

Loops: Loop shorts musical ideas that can be repeated, or 'looped'. BandLab provides pre existing loops for us to utilise; however it is possible to create your own.

Tempo

The tempo is referring to the speed of the music. It is vital that all our layers and loops are all created to the same tempo, otherwise our music will not have a clear beat to rap to.
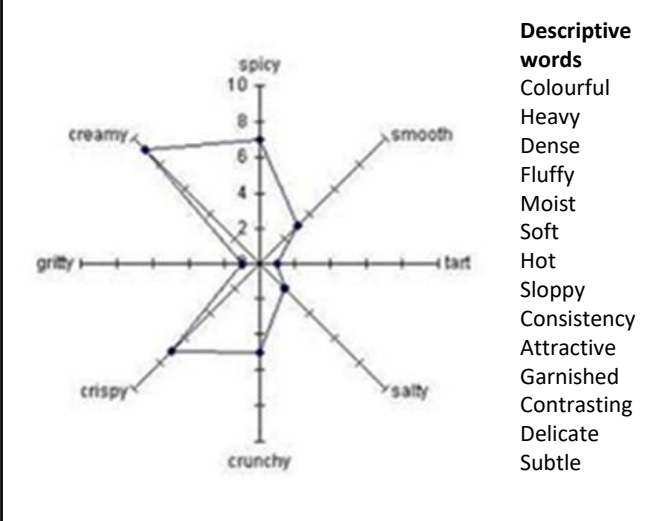
Section 3

Tonality/ Key The tonality of the music refers to the set of notes/chords that the music has been written using. Like with our tempo, all our different layers must be written in the same 'key'. Otherwise it will create dissonance.

Structure: This refers to the different sections of the music, and how they are pieced together. In popular music the structure of the music is mostly verse and chorus structure.

Style packs: within BandLab loops are grouped together into 'packs'. All the loops within the pack will be written in the same key, and same temp and in the same style so that we know they will sound nice together.

Getting Started on BandLab

Getting Started with loops

Links to Prior Learning

Music and Poetry, Hooks and Riffs, I've Got Rhythm, Derbyshire Folk Song. Let's Get/Keep Singing.

D&T: Food Booklet 2

Section 1: Key Vocabulary

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

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

Section 2: New Knowledge/Skills

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	✗	Halal only	Halal only	Halal only	✔
Hinduism	✗	✗	✔	✔	✔
Judaism	✗	Kosher only	Kosher only	Kosher only	✔
Sikhism	✗	✗	✔	✔	✔
Buddhism (strict)	✗	✗	✗	✗	✗
Seventh-day Adventist Church	✗	✗	✗	✔	✔
Rastafari movement	✗	✗	✗	✗	✗

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

Section 3: To do

	Parts of the plant used to add flavour
Chilli	
Coriander	
Turmeric	
Saffron	
Cinnamon	
Ginger	
Cardamom	
Mustard	
Basil	
Parsley	
Horseradish	

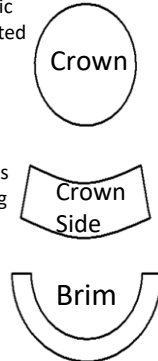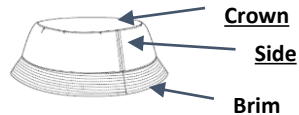**Homework 1** - Sensory Analysis
Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

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

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

D&T TEXTILES: Hats off!

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Top Stitching	A line of stitching that is decorative on the outside of a garment.
Stay Stitching	A row of stitching that helps to keep fabric in the correct shape. Stops it distorting or ripping.
Lining	A layer of different material covering the inside surface of something.
Interfacing	An extra layer of material that is applied to the facing of a garment to add support.
Crown	The top of a hat. Usually circular.
Brim	The part of the hat that sticks out at the bottom to provide shade whilst it is being worn.

Tier 2 vocabulary	Definition
Recycle	To convert waste into a useable material
Reuse	To use something more than once
Reduce	To make a smaller amount of waste
Refuse	Turning down the use of materials and processes that can harm the environment
Repair	Can the product be mended so that it have a longer life?
Rethink	Looking for alternatives to products that are less damaging to the environment

Section 2: Skills

Sewing Patterns

A sewing pattern is a set of shapes that have been DRAFTED to use as templates to cut fabric out. These shapes have been planned and tested to ensure that when you sew them together they will form the GARMENT you want to make!

Sewing patterns are GRADED, this means that the templates are adjusted to fit different sizes of people. For example the hat you are making comes in a range of sizes SMALL, MEDIUM etc

The size of the hat you chose to make will be based on the circumference of your head.

Crown

Crown Side

Brim

Manufacturing Process for the Hat

1. Sew the BRIM to the CROWN SIDE, repeat 4 times
2. Match the outside hat sides together, right sides together
3. Repeat for the lining pieces.
4. Sew each together down the sides.
5. Stay stitch around the top of both hats.
6. Snip into the top of the hat at 1cm intervals. Make sure not to cut through the stay stitching. Repeat for both hats.
7. Pin the outside CROWN onto the top of the outside hat. Repeat for the lining of the hat.
8. Machine around the top of the hat for both the lining and outside.
9. Put the hats together RIGHT SIDES TOGETHER. Match up the edges and pin in place.
10. Sew around the brim, leaving a gap big enough for your hand to get in!
11. Turn the hat right sides out through the gap you left.
12. Top stitch around the edge of the brim, also sewing up the gap.

Crown

Side

Brim

Section 3: Knowledge

Textiles and the Environment

Of all industries textiles is the second most pollutant. As designers and consumers we have a responsibility to be aware of the impact it has.

As designers we should consider the environment when picking the materials we will use to make our designs. For example considering using recycled materials, or sustainably produced fabrics.

FAST FASHION has led to a huge increase in the amount of textiles that end up in landfill. There is also the impact of the MANUFACTURE and CARE of the garments during their life. As consumers we have a responsibility to consider the impact our purchases have on the environment.

Some facts to consider:

*2,700l of water is needed to produce 1 t-shirt. This is equivalent to enough drinking water for one person for 2.5 years.

*10% of all greenhouse gases are produced by textile production.

*0.5million tonnes of MICROFIBRES are released into the oceans each year as a result of washing SYNTHETIC textiles.

The 6 R's

Whilst we are all quite familiar with the idea of recycling materials there actually 6 different 'R' words that we can use to consider our impact on the environment.
This is a list of 6 different guidelines that people can use to help them reduce their impact on the environment. These words can be applied by the designer when the they are creating new products or the consider who is looking to decide what to do with a ripped t-shirt!

REDUCE
RECYCLE
REFUSE
RETHINK
REUSE
REPAIR

This is the MOBIUS loop
It is the recognised symbol of recycling.

D&T:- Desk Light - Maze

Section 1: - Key Vocabulary

Tier 3 Vocabulary

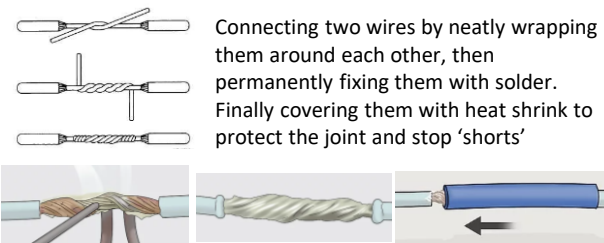|	
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes thought it in the correct direct
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow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

Tier 2 Vocabulary

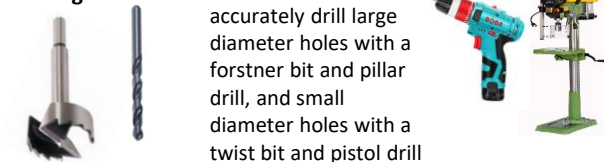|	
Pine	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin layers of wood glued together to form a board
Pillar Drill	Machine used to cut holes into wood, metal and plastics
Polishing Machine	Machine used to smooth and polish the edge and surface metal and plastic
Laser	Light Amplification by Simulated Emissions of Radiation – Can be used as to cut none reflective materials

Section 2: Skills

Introduction to soldering
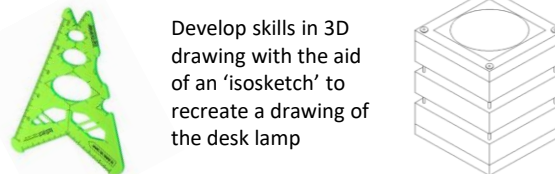
Connecting two wires by neatly wrapping them around each other, then permanently fixing them with solder. Finally covering them with heat shrink to protect the joint and stop 'shorts'

Drilling

Be able to safely and accurately drill large diameter holes with a forstner bit and pillar drill, and small diameter holes with a twist bit and pistol drill

Isometric Drawing

Develop skills in 3D drawing with the aid of an 'isosketch' to recreate a drawing of the desk lamp

Acrylic Shaping

Be able to shape and form acrylic into new curves and corners using strip heater and oven, then be able to fix acrylic using plastic cement

Surface Finish

Be able to apply a surface finish to wood which will retain the natural features of wood, while enhancing it's visual and physical properties

Section 3:- New Knowledge

Evaluation

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

Electronics

Identify and describe the components used in the circuit for the desk lamp. Use a diagram to represent the circuit

Materials

Continue to develop your knowledge of the range of materials used to create the desk lamp project, including Pine, Acrylic and Plywood

Understand the difference between a 'Physical Property' and a 'Working Property' of a material.

Be able to give examples of physical and working properties of Pine, Acrylic and Plywood

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

PSHE: Relationships Unit 2

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
Consent	Permission for something to happen or agreement to do something.
Sexual orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.
Contraception	The use of drugs, devices, or surgery to prevent pregnancy.
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.
Coercive	Using force or threats to persuade someone to do something they don't want to do.
Expectations	A strong belief that something will happen or be the case.

Tier 3 vocabulary	Definition
Unprotected sex	Having sex without using any form of contraception or barrier method to prevent pregnancy or sexually transmitted infections (STIs)
Gender roles	The role or behaviour considered to be appropriate to a particular gender as determined by prevailing cultural norms.
Descrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
Prejudice	Preconceived opinion that is not based on reason or actual experience.

Section 2: Key Themes:

Gender roles & relationships: The expectations about gender roles, behaviour and intimacy within romantic relationships, the idea of gender roles being a social construct, how gender roles can not be conformed to and challenged.

Relationships & the media: How the media portrays relationships and the potential impact of this on people's expectations of relationships.

Consent: The concept of consent and what this means, what does not class as consent, the law relating to sexual consent, how to seek, give, not give and withdraw consent (in all contexts, including online)

Navigating contraception: The communication and negotiation skills necessary for contraceptive use in healthy relationships, the risks related to unprotected sex

Sex, gender & sexual orientation: The difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse

Challenging prejudice: The unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice and the need to promote inclusion and challenge discrimination, and how to do so safely, including online

School year reviewed: Looking back on this academic year to celebrate the highlights and achievements and reflect on areas of improvement ready for the next academic year.

Section 3: Key concepts:

Summer 2: Extra – Curricular Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00					
	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 Holmes 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	

Summer 2: Extra – Curricular Timetable

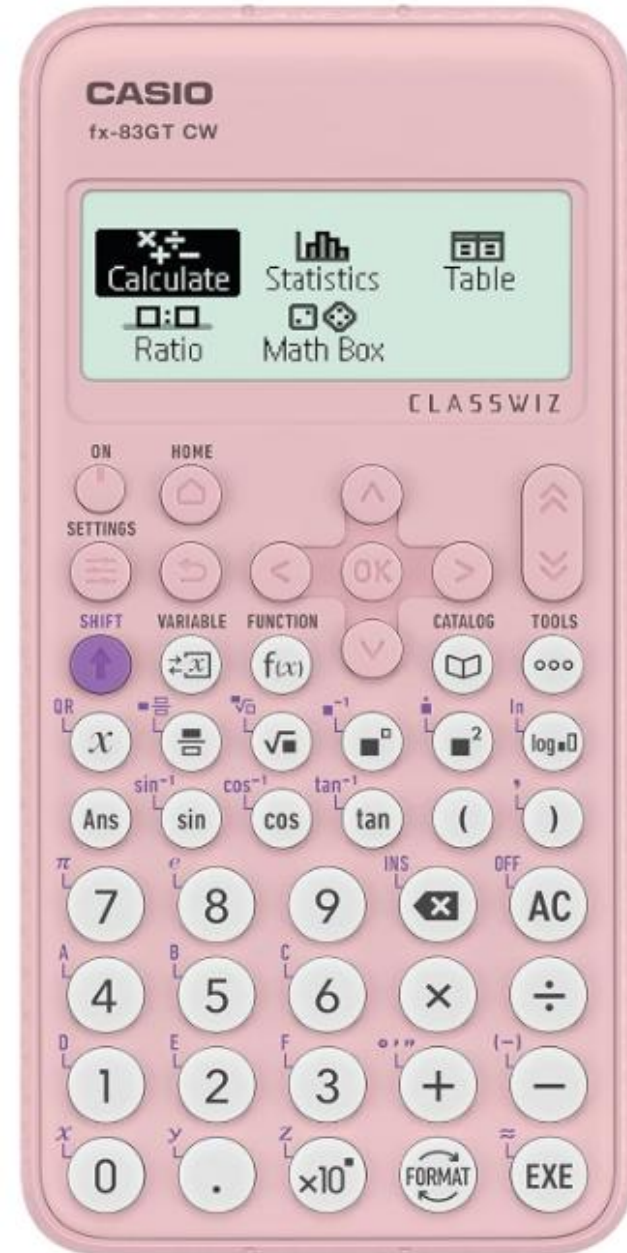|	Monday	Tuesday	Wednesday	Thursday	Friday
			After School Clubs		
	Gardening **All Years** With Marc and Tony Rosie's Garden 3.05 – 4.00 **More Than Robots** **Years 8, 9, 10, 11** With Sarah Speight T1 3.05 – 4.00 **Music Producers Club** **Years 9, 10, 11** With Phil MU2/Recording Studio 3.05 – 4.00 **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 CW

Calculate   Statistics   Table
Ratio   Math Box

CLASSWIZ

Knowledge Organiser

Ruler

Helix   Shatter Resistant