Knowledge Organiser
Year 9 Summer 2 2025

"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:

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

BELPER SCHOOL and Sixth Form Centre

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

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

100%
OUR TARGET FOR ALL STUDENTS

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.

English: Survival

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Autobiography	A self-written account of one's life
Bias	A disproportionate weight in favour of or against an idea or thing
Emotive language	Word choices that are intended to get an emotional reaction
Exposure	The state of having no protection from something harmful
Graphology	The visual appearance of a text
Survival	the state of continuing to live or to exist, especially after a dangerous event
Tabloid	A newspaper which uses informal language and many pictures

Tier 2 vocabulary	Definition
Alliteration	Using the same letter at the start of closely connected words
Hyperbole	Language used to exaggerate information
Metaphor	A comparison where something is described to be something it is not
Secondary story	A less important story featured on the front cover of a newspaper
Sensationalism	The presentation of stories in a way that is intended to provoke the reader

Section 2: New Key Skills/Strategies

This will help you understand and explore key questions.

P	Purpose	Is the writer trying to inform, entertain, explain, persuade or argue?
A	Audience	Who is the target audience? Who would this text appeal to?
F	Format	What are the key conventions of the text?
T	Tone	What is the general attitude or mood of the writing?

When comparing the similarities and differences of non-fiction texts, you will need to use comparative phrases to structure your response:

Similarities	Differences
Similarly	Alternatively
In addition to	However
Furthermore	Nevertheless
Moreover	In contrast to
This is mirrored in	Conversely
Likewise	On the contrary
A common feature is	On the other hand

TOP TIP: Use a table format to plan your comparison of two non-fiction texts and consider the following features:

Text A	Text B

Language   Audience

Graphology   Tone

Structure   Purpose
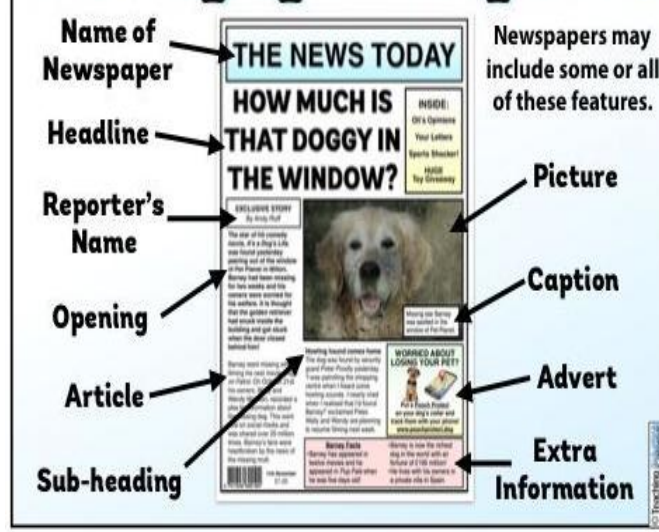
Section 3: Reading and Analysing Non-Fiction Texts

Writing Purposes

When reading and analysing non-fiction texts, you will need to consider the purpose in which they are written.

To explain: Who? What? Where? When? Why?

To entertain: use language to engage

To persuade: use logic and/or emotion to shape an opinion

To inform: communicate ideas and information to others

Writing Purposes

To argue: use language and structure to outline a viewpoint
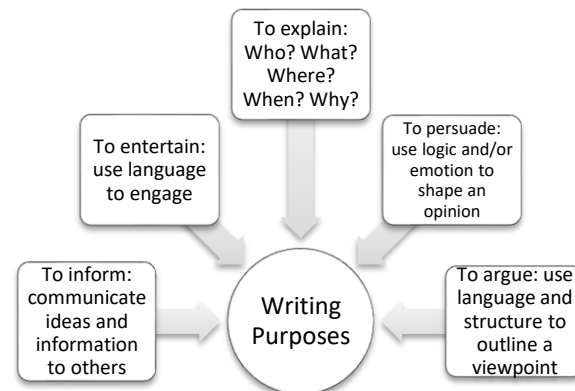
Newspaper Report Layout

Newspaper Reports

Name of Newspaper

Headline

Reporter's Name

Opening

Article

Sub-heading

THE NEWS TODAY

HOW MUCH IS THAT DOGGY IN THE WINDOW?

Newspapers may include some or all of these features.

Picture

Caption

Advert

Extra Information

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
The American Dream	The belief that the US offers unique opportunity for social mobility, freedom, and prosperity
Discrimination	Thinking about or treating individuals or groups differently or unfairly
Loneliness	The experience of the absence of meaningful human contact
Human interest	Narrative that presents people and their experiences in a way that evokes interest or sympathy in the reader
Violence	Physical force intended to harm or intimidate, sometimes as an expression of power
The Great Depression	A decade-long economic recession (1929-39), starting in the US, causing poverty, hardship, and starvation
Power	Relationships of control, influence and authority between individuals or groups

Tier 2 vocabulary	Definition
Zoomorphism	The literary technique of ascribing animal qualities to non-animal things
Dialogue	Spoken communication between two or more characters in a work of fiction
Structure	The deliberate construction and order of events or stages of a text
Characterisation	The creation of an individual in a work of fiction through descriptive techniques
Pejorative	An adjective expressing contempt or disapproval

Section 2: New Key Skills/Strategies

Topic-specific CPEAT phrasing:
Firstly… Furthermore…During… At the start of… Just as/before/after/when…
…Crucially… …Key to the impact of the writing…
John Steinbeck…Steinbeck…The writer/author…[a character]… …describes… …lists…focuses on… emphasises…makes use of [technique]…
["your evidence, presented in quotation marks"]
The [technique]…The noun/adjective/ verb/ adverb…implies…denotes… connotes… vividly evokes…clearly depicts…has connotations of… …conveys precisely…
John Steinbeck…Steinbeck…The writer/author…implies…attempts…intention …the reader… …imagines…infers… …effect… …effectively…This relates to another part of the chapter/novel… …social context…1920s America…gender…race…poverty… power relations…successfully…atmosphere/mood … sympathy…empathy…theme

Section 3: Steinbeck's Use of Motif

Descriptions of characters' hands form a _motif_ in the novella. Watch out for these ones, and consider what Steinbeck is trying to convey about the characters being described.

"paws"

"she put her hands behind her back and leaned against the door frame so that her body was thrown forward"

"small, strong hands"

"a round stick-like wrist"

"he hooked his thumbs in his belt"

"his closed fist was lost in Lennie's big hand"

"he poured a few drops of the liniment into his pink-palmed hand and reached up under his shirt to rub again"
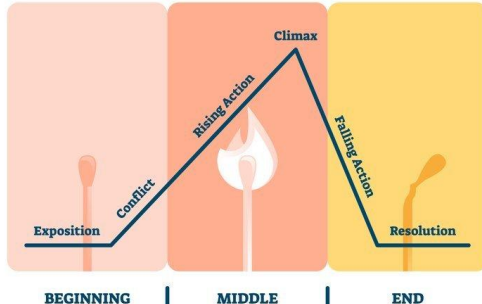
"as delicate in their action as those of a temple dancer"

"glove fulla Vaseline"

"his hands closed into fists"

"Le's see your hands…Christ awmighty, I hate to have you mad at me"

"wiggled his fingers so the water arose in little splashes"

English: Science Fiction

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Non-Linear	A story told using a non-chronological structure
Analepsis	A literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story. Also known as a flashback
Narrative perspective	The point of view a writer uses when telling a story
Enigma	A person or thing that is mysterious or difficult to understand
In Media Res	In the middle of a story / action
Exposition	A literary device in which the author tells readers what is happening
Syndetic listing	A list connected with conjunctions
Holophrastic	A single word sentence, such as 'Believe!'

Tier 2 vocabulary	Definition
Ambiguous	Something that is unclear or uncertain
Structure	How something has been shaped or put together
Explore	Consider, think about and justify your ideas
Context	The background, individual, social and historical, that we bring to a text
Analyse	Focus in depth on how something is done and explain why with justification

Section 2: New Key Skills/Strategies

Plot can be talked about in a number of different ways. This diagram shows one of the most common structures for a story.

PLOT DIAGRAM

Exposition — Conflict — Rising Action — Climax — Falling Action — Resolution

BEGINNING | MIDDLE | END

Possible Structure Questions
- Why has the writer focussed your attention on this at the start?
- How does the writer end the piece of writing?
- How does the writer create tension?

Writing about structure

When writing about structure, think about it like making a sandwich. I might like a sandwich with ham, mustard and lettuce in it. I might decide to put my bread first, then mustard, then ham, then lettuce and then bread on top of that. That's a conventional sandwich.
Now imagine I started with my mustard, and put that on the outside of my sandwich – why would I do that?
Writing about structure is the same kind of thing… why has the writer decided to start with the middle of their story rather than conventional beginning?

Sentence Starters
- I think the writer has chosen to start in the middle of the action because…
- I think the writer ended the story on a cliff-hanger because…
- Perhaps the author used a non-linear structure to…

Section 3: Genre Background

The Science Fiction genre grew out of the advancement of science and development in areas of astronomy, physics and maths. It is a genre that sparks the imagination and unknown frontiers feature heavily which tie to the genre's notions of discovery and exploration. It is a blend of modern scientific interests and fantasy where anything is possible.
Famous examples of science fiction include: War of the Worlds by H. G. Wells; A Journey to the Centre of the Earth. by Jules Verne and Nineteen Eighty-Four by George Orwell. Science fiction tends to look forward, imagining new technologies, worlds and creatures, or exploring the impact that these may have.

Possible Discussion Questions
- Why do you think science fiction remains such a popular genre?
- Why do you think science fiction is so often linked with horror?

Reading for Context

Science Fiction writers often use made up or complex vocabulary to help them set an alien scene. This can make it hard to read, so you often need to use **context clues** in order to work out what words might mean.

1. Word Parts
Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means.

2. Definition/explanation
Look for a definition or an explanation within the sentence.

3. Synonym
Words next to the unknown word can be a clue that there is a synonym.

4. Example
Providing examples of the unknown word can give readers a clue to meaning.

5. Antonym/contrast
Opposite information about the unknown word can be offset by words and phrases such as unlike, as opposed to, different from.

6. Analogy
Comparisons of the word help to determine what it means.

Maths: Indices & Standard Form

Calculating with indices and knowledge of standard Index form.

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Exponent	Another word for **power** or **index.** The exponent in the number 3^8 is 8.
Base	The number 3^8 has a base number 3
Equivalent	Two expressions that have the same value but are written in different forms. These are all equivalent ways of writing 530 $53 \times 10 = 5.3 \times 100 = 5300 \times 10^{-1}$

Tier 2 vocabulary	Definition
Decimal point	The position in a number that separates the whole number part from the decimal part
Integer	This refers to a whole number which could be either positive or negative. Zero is an integer.
Index (plural is indices)	An index is a word commonly used for a power. For example, in the number 10^5, 5 is the index
Power of 10	For example, 1000 is a power of 10 as it can be written as 10^3. In the same way, 10^2, 10^{10} and 10^{-3} are all powers of 10.
Standard Form	A number written in a specific way that uses a power of 10. The number has to look like A x 10^n where $1 \le A < 10$ and n is an integer
Ordinary Form	A number written in the usual way. For example, 530 or 12.917 or 23000, etc

Revision QR codes

Laws of indices   Using a calculator   Standard form

Section 2: New knowledge

Know and be able to apply the laws of indices

$$a^m \times a^n = a^{m+n}$$
$$a^m \div a^n = a^{m-n}$$
$$(a^m)^n = a^{m \times n}$$

Examples
$7^3 \times 7^2 = 7^5$

Important note:
Anything to the power of 0 is 1
For example $10^0 = 1$ and $8^0 = 1$

$8^{12} \div 8^3 = 8^9$

$(4^3)^5 = 4^{15}$

Know how to write a number in 'standard form'
A number in standard form has to look like A x 10^n where $1 \le A < 10$ and n is an integer

Ordinary numbers bigger than 10

$$1280 = 1.28 \times 1000 = 1.28 \times 10^3$$

Most students think about how the decimal point moves to make the number between 1 and 10.

Example: 156000

$156000. = 1.56 \times 10^5$

Move decimal point 5 places left, exponent goes up by 5

Ordinary numbers between 0 and 1

$$0.091 = 9.1 \times \frac{1}{100} = 9.1 \times 10^{-2}$$

This time, the decimal point has to move the other way

Example: 0.0000053

$0.0000053 = 5.3 \times 10^{-6}$

Move decimal point 6 places right, exponent goes down by 6

Section 3: Calculating with standard form

Use of a calculator
All calculators have a standard form button but it could look like any of these. Ask your teacher if you are unsure.

×10ˣ   EXP   EE

To type 3.6×10^4, press 3.6, then the standard form button, then 4. You can use this to do calculations involving standard form.

Example $(4 \times 10^7) \div (5 \times 10^2)$

The safest way is to use brackets on your calculator or use the fraction button

Check that you get the answer 8×10^4

Without a calculator

Adding/subtracting by converting to ordinary form

$$(4.2 \times 10^3) + (5.3 \times 10^4) = 4200 + 53000 = 57200$$

Now convert this answer back into standard form
$$57200 = 5.72 \times 10^4$$

Multiplying/dividing using the laws of indices

$$(4 \times 10^7) \div (5 \times 10^2) = (4 \div 5) \times (10^7 \div 10^2)$$
$$= 0.8 \times 10^5$$

Note the first number is not now between 1 and 10, so I make the first number 10 times bigger which means I have to subtract 1 from the exponent of 10

$$0.8 \times 10^5 = 8 \times 10^4$$

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Section 1: Key Vocabulary

Tier 3 vocabulary

gradient	The steepness of a line
intercept	Where two lines cross
co-ordinate(s)	A set of values that show an exact position on a graph
axis (sing.) axes (pl.)	The reference lines from which all coordinates are located
origin	The point (0 , 0) where the coordinate axes intercept each other
linear	In or of a straight line
cartesian	Relating to the x – y – z system of graphing (after Rene Descartes 1596-1650)
quadrant	One of the four quarters of a graph as separated by the coordinate axes
line segment	A given length of line between two points

Tier 2 vocabulary

rate of change	How the y-values change each time the x-values increase by 1
parallel	Two lines that never meet with the same gradient.
perpendicular	Two lines that meet at right angles
Asymptote	A straight line that a graph will never meet
Reciprocal	A pair of umbers that multiply together to give 1.

Revision QR codes

Plotting graphs   y = mx + c   Real life graphs

Section 2: New Knowledge/Skills

Plotting y = mx + c graphs
E.g. y =2x

When x = 2
y = 2 x 2 = 4

When x =1
y = 2 x 1 = 2
This information can be displayed
As a table

X	-1	0	1	2
Y	-2	0	2	4

Or as a double number line

x
-1 0 1 2 3

y
-2 0 2 4 6
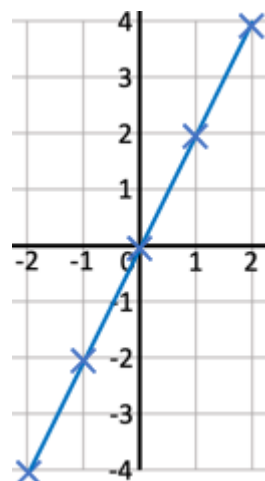
The General Equation Of A Straight Line y = mx + c
All straight lines have equations that can be written in the general form

    y = mx + c
      where   m is the gradient
      and   c is the intercept with the y-axis and
those values can simply be read from the equation

E.g.   y = 2x + 1   has gradient 2 and y-intercept +1
        y = 4x + 1   has gradient 4 and y-intercept +1
        y = x - 1   has gradient 1 and y-intercept -1
        y = 3 – 2x   has gradient -2 and y-intercept +3

BUT TAKE CARE
     3y = 4x + 1   **does not** have gradient 4
             the y-intercept **is not** +1

Write an equation in the form y = mx + c
To find the gradient and y-intercept of a straight line. The equation must be in the form y = mx + c.
E.g. Write the equation 2y = 4x + 6 in the form y = mx + c.

$$2y = 4x + 6$$
$$\div 2 \quad \div 2 \quad \div 2$$
$$y = 2x + 3$$
This straight line has a gradient of 2 and y-intercept of 3.

E.g. Write the equation 7 = 5x – y in the form y = mx + c.

$$7 = 5x – y$$
$$+y \qquad +y$$
$$y + 7 = 5x$$
$$-7 \qquad -7$$
$$y = 5x - 7$$
The straight line has a gradient of 5 ad a y-intercept of -7.

Real life graphs

A plumber charges a £25 callout free, and then £12.50 for every hour. The table below shows the costs of hiring the plumber.

Time (h)	0	1	2	3	4
Cost (£)	£25	£37.50	£50	£62.50	£75

In real life graphs like this, the values will always e positive because they measure distances or objects which cannot be negative.

Cost of a plumber
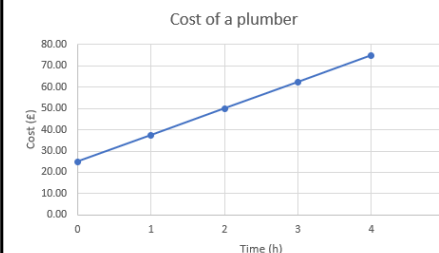
For this straight line. The y-intercept shows the minimum charge and the gradient represents the price per mile.

Science – Biology Topic 5 - Health and Disease

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Communicable Disease	Disease caused by pathogens which can be passed from person to person
Non-communicable Disease	Disease which cannot be passed from person to person. Is caused by a problem in the body.
Cardiovascular Disease	Disease affecting the heart and circulatory system, can high blood pressure, heart attack and strokes
Pathogen	A microorganism that can cause disease eg virus, bacteria and protist
Vector	An organism that carries disease from one person to another
Lysozyme	An enzyme which breaks down bacteria, part of the bodies chemical defense.
Antigens	Protein markers on the surface of any cell
Antibodies	Proteins released from lymphocytes which destroy or inactivate a pathogen
Lymphocytes	White blood cell which releases antibodies
Antibiotic	Substances which kill bacteria.
Tier 2 Vocabulary	Definition
Health	A state of complete physical , social and mental well-being
Disease	An illness that prevents the body from working properly
Vaccine	Contains a weakened or inactive pathogen or bits of the antigen.
Immunisation	Artificial immunity triggered by vaccine

Section 2: Types of Disease

Communicable Diseases

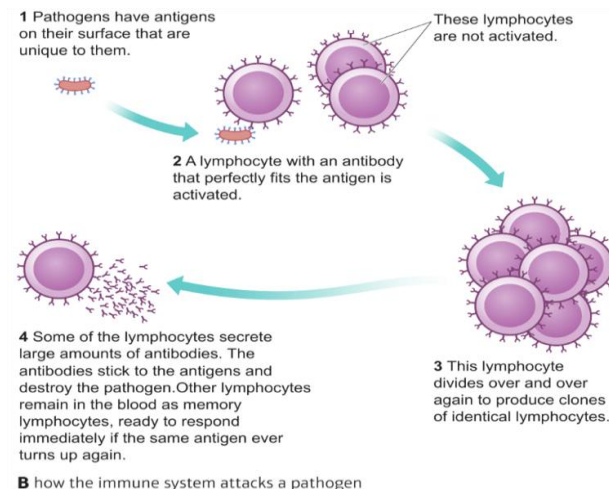| Disease	Pathogen	Symptoms
Cholera	Bacteria	Diarrhoea, vomiting, dehydration
AIDS	Virus	Destroys white Blood cells
Malaria	Protist	Destroys red blood cells
Chalara Dieback	Fungi	Lesions on branches, dead leaves at top
Tuberculosis (TB)	Bacteria	Coughing, mucus, fever
Stomach Ulcers	Bacteria	Stomach pain, weight loss, sickness
Ebola	Virus	Internal bleeding, fever

Non-Communicable Diseases

Caused by many different factors;

1. *Genetic Disorder* - Eg Sickle Cell Anaemia, Cystic Fibrosis
2. *Malnutrition* - Eg Scurvy (lack of vit C) or Anaemia (lack of Iron)
3. *Lifestyle;*
   a. *Alcohol* - causes Liver Cirrhosis
   b. *Smoking* - causes cardiovascular disease
   c. *Obesity* - causes cardiovascular disease

Body Mass Index

$$BMI = \frac{Mass}{Height^2}$$

Section 3: The Immune System

1 Pathogens have antigens on their surface that are unique to them.

These lymphocytes are not activated.

2 A lymphocyte with an antibody that perfectly fits the antigen is activated.

4 Some of the lymphocytes secrete large amounts of antibodies. The antibodies stick to the antigens and destroy the pathogen. Other lymphocytes remain in the blood as memory lymphocytes, ready to respond immediately if the same antigen ever turns up again.

3 This lymphocyte divides over and over again to produce clones of identical lymphocytes.

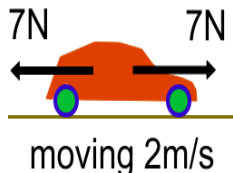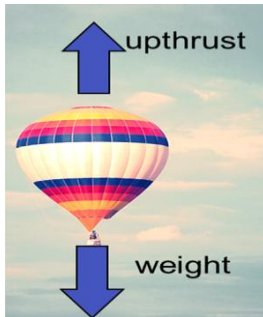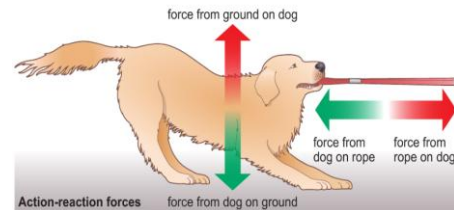**B** how the immune system attacks a pathogen

First vs Secondary Response

The first response is slow and not as extreme meaning the antibody numbers in the blood are not very high. This means that when you experience a pathogen for the first time you often get sick.
The second response is much more extreme and rapid reducing the chances of getting sick the next time you are infected with the same pathogen
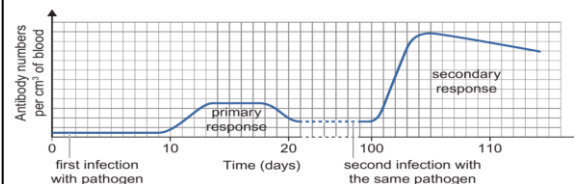
C The immune responses to the first and second infection by a pathogen are different.
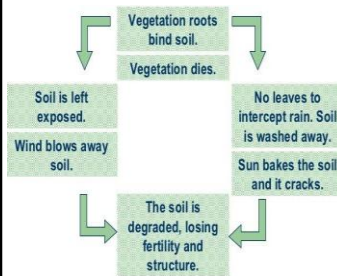
Science: P3 Physics Topic 2. Motion & Forces (Newton's Laws)

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Centripetal force	A force that causes objects to follow a circular path. The force acts towards the centre of the circle.
Inertial mass	The mass of an object found from the ratio of force divided by acceleration.
Action–reaction forces	Pairs of forces on interacting objects. Action–reaction forces are always the same size, in opposite directions, and acting on different objects. They are not the same as balanced forces.
Equilibrium	When a situation is not changing because all the things affecting it balance out.
Mass	A measure of the amount of material that there is in an object. Mass is a scalar quantity.
Weight	The force pulling an object downwards, it depends upon the mass of the object and the gravitational field strength.
Gravitational field strength	A measure of how strong the force of gravity is somewhere. It is the force on a 1 kilogram mass, so the units are newtons per kilogram (N/kg).
Free body diagram	A diagram with one simple object shown (circle or box) and all the objects acting on that object.
Resultant force	One force (value and direction) that represents all the forces on an object.
Balanced forces	The resultant force equals zero.

Section 2: New Knowledge/Skills

Newton's laws of motion

1st Law

If the resultant force on an object is zero (balanced forces), then it will;

- Be stationary
- Or moving at a constant velocity

2nd Law

The amount an object accelerates is affected by the size of the force acting on and the object's mass.

These are shown in the equation;

Force = mass x acceleration

mass = 1 kg

10 N

$a = \dfrac{10\ N}{1\ kg}$

$= 10\ m/s^2$

Section 3: Other subject specific things

3rd Law

Forces come in pairs. The action force and reaction force.

These are;

- Equal in size
- Opposite in direction
- Of the same type

Mass and weight

The mass of an object is a measure of how much matter it has. The units are kg.

Weight is a measure of the pull of gravity on an object and depends on;

- The mass of the object
- The strength of gravity

Weight = mass x gravitational field strength

If your mass is say 50kg and you were to travel to the Moon you would still have the same mass but your weight would be less because there is a lower gravitational field strength there.

Geography: Africa

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Tier 3 vocabulary	Definition
Biome	Large scale ecosystems eg. tropical rainforests, deserts.
Climate	Long term atmospheric conditions in an area. The expected weather.
Continent	One of the Earth's seven divisions of land. See the map opposite.
Desertification	The process of land turning into a desert, as the quality of soil becomes worse over time.
Development	How the wealth and quality of life of people varies from place to place and changes over time.
Diversity	A wide range of things eg. people's lifestyles and cultures, plants and animals.
Ecosystem	The living and non-living parts of an environment and how they are connected.
Fair trade	A system that makes sure farmers and other workers receive a better price for the product they are producing.
Multinational company	A business operating in more than one country.
Resource	A material that is of use to humans.
Tourism	The business connected with people's travel for pleasure.

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 causes of desertification

Vegetation roots bind soil.

Vegetation dies.

Soil is left exposed.

No leaves to intercept rain. Soil is washed away.

Wind blows away soil.

Sun bakes the soil and it cracks.

The soil is degraded, losing fertility and structure.
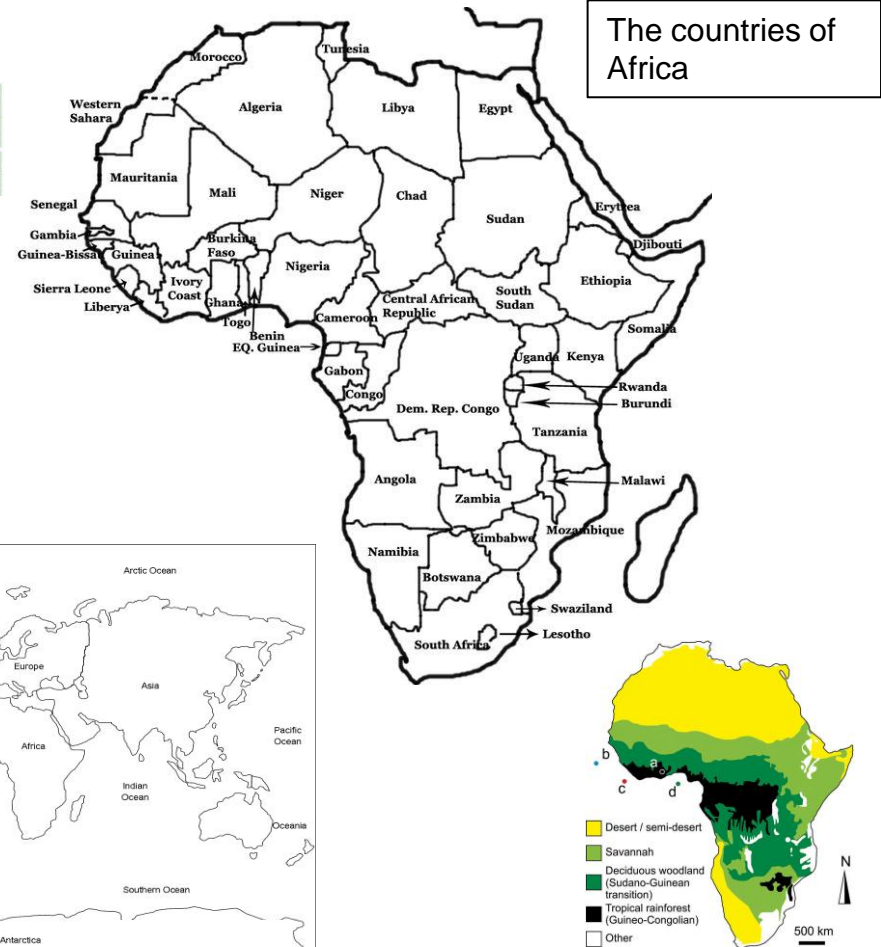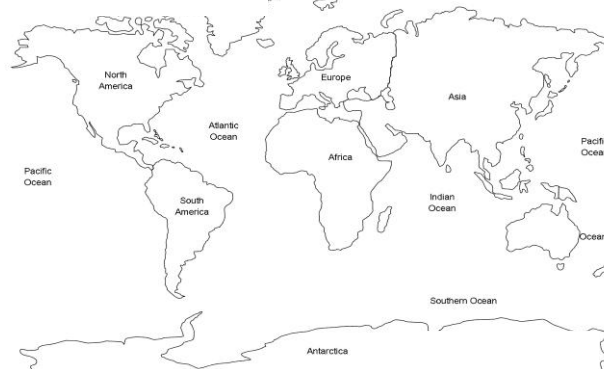
Measures of development
- Gross National Income (GNI)
- Life expectancy
- Education
- Human Development Index (HDI)
- Number of doctors per 1000 people

The countries of Africa

The continents

Desert / semi-desert
Savannah
Deciduous woodland (Sudano-Guinean transition)
Tropical rainforest (Guineo-Congolian)
Other

500 km

Section 3: Geographical Skills

When describing a graph, your writing should include the following things:
1. Give the general trend / pattern eg. up or down.
2. Add figures from the graph eg. the highest value is…, the lowest number is…, the range of values is….
3. Mention other obvious features eg. anomalies (data that does not fit the general pattern).

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Aryan	People who settled in northern Europe thousands of years ago. Nazis believed they were the 'master race'
Antisemitism	Being hostile or prejudice to Jews
Holocaust	Usually used to describe the murder of millions of Jews by the Nazis
Concentration Camps	Places where large numbers of people were kept as prisoners under armed guard.
Death camp	Killing centres established by the Nazis
Einsatzgruppen	Special units that conducted mass shootings of Jews
Holy Land	Land on the eastern edge of the Mediterranean around Jerusalem
Militia	An army or some other fighting organization of non-professional or part-time soldiers
Tier 2 vocabulary	**Definition**
Prejudice	An unfair opinion or judgement or feelings towards someone
Palestine	Country belonging to Palestinian Arabs in the Holy Land
Israel	Jewish state in the Holy Land
Terrorism	The use of violence to achieve political aims.

Section 2: Unit Summaries

1. What were the causes of 9/11?

On the 11th of September 2001, al-Qaeda carried out four coordinated terrorist attacks against the United States of America. These attacks have become known as 9/11. In this unit, we will be looking at both the long term and short term causes for this attack.

Tasks:
1. What questions do you have about this picture?

Second order concept = Cause and Consequence

2. How did conflict in the Holy Land develop?

From the 14th Century to 1919 the Holy Land was part of the Ottoman Empire, ruled from Istanbul in modern Turkey. People from all 3 Abrahamic faiths lived there, although the majority were Muslim.

From the mid 19th century onwards Jewish people began fleeing persecution in Europe and migrating to the Holy Land. The numbers of people migrating increased following pogroms in Russia after 1890.

During World War I The Ottoman Empire fought with Austria-Hungary and Germany. During the war the British made 3 promises about the Holy Land. The promised the Sharif of Mecca (in the Hussein McMahon letters) that if there was an Arab revolt against Ottoman rule, after the war Arabs would be free of colonial rule. Then the government promised Jewish people to grant a Jewish homeland in the Holy Land (the Balfour Declaration). Secretly however the British planned to divide the Holy land between themselves and the French, which is what happened.

After World War 1 the British controlled the Holy Land through a mandate. Jewish migration increased significantly after the Nazi Party gained power in Germany, and there were several Arab revolts against British rule and levels of migration.

After World War II levels of violence increased with militia formed from both Arab and Jewish communities. Britain was targeted in attacks, including one on their military headquarters (King David Hotel) faced international condemnation when it sent a ship of concentration camp survivors back to Germany. Control over the Holy land was handed over to the United Nations.

The United Nations (UN) decided to partition the Holy Land, and in April 1948 the new state of Israel was declared by the United Nations. Neither side was happy with the outcome.

Immediately after the State of Israel was declared, 5 Arab neighbours invaded. Israel won this war, captured a lot more land in order to reduce the length of her borders and make Israel easier to defend. At least 750, 000 Palestinians fled their homes during this war and have never been able to return.

In 1967 it appeared that Israel was about to be invaded again, and so launched a pre-emptive strike. This war lasted only 6 days, and Israel took much more Palestinian land. The UN told Israel to return this land, but she has not done so.

In 1973 Israel was invaded on Yom Kippur (the holiest day of the Jewish calendar). Israel was almost defeated in this war, but was helped by America. In order to stop this help OPEC countries increased the price of oil until America and Russia put pressure on all sides to end the conflict

The most successful peace negotiations to date were held in Oslo in 1993. Some aspects of this agreement have held (such as a Palestinian authority) but others have not (Palestinian refugees remain in refugee camps and Israel still holds Palestinian land captured in 1948 and 1967.

World views: Is Death the End?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Life	The existence of an individual human being or animal.
Purpose	A person's sense of resolve or determination. Or: The reason for which something is done or created or for which something exists.
Death	The action or fact of dying or being killed; the end of the life of a person or organism.
Hedonist	A person who believes that the pursuit of pleasure is the most important thing in life; a pleasure-seeker.
Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
Abortion	The deliberate termination of a human pregnancy
Sanctity of Life	Human life is holy, precious and sacred.

Section 2: Sources of Authority

John 5:24-25
John 5:28-29
John 14:1-7
Corinthians 15:51-576
Revelations 21:1-4

Section 2: New Knowledge/Skills

Key Questions:
What do people believe about life?

What do people believe about the afterlife?

What is the sanctity of life?

What is abortion?

What is euthanasia?

Has medicine gone too far?

Why do we have funerals?

What do Buddhists believe about life and death?

Does death matter to Humanists?

Is this life hell?

Abortion:
UK Law
Legal up to 24 weeks (in some circumstances) with the agreement of two doctors.

Christianity
Some argue we should be compassionate and permit abortion if the mothers life is in danger. Other Christians say it is a moral evil because every life is a gift from God.

Euthanasia:

UK Law
Illegal and considered either murder or manslaughter and carries a life in prison penalty.
Hospices and palliative care offer pain relief and comfort as end of life care.

Christianity
Christians are generally against Euthansia - "Do not commit murder" but some argue "the most loving action"

Section 3: Assessment Essay Question:

Assessment Essay Question:

Is Death the End?

In answering the question - you should consider:

- A range of beliefs regarding the possibility of life after death.
- Consider where these beliefs come from?
- the importance of this life compared to the hope of an afterlife. (Remembering to consider different views).
- The impact of differing views of life after death on how individuals view earthly life.
- Similarities and differences between Humanists and Christian funeral services.
- Similarities and differences between Buddhist, Christian and Humanists on the purposes of life.

Skills checklist –
As you write your essay check that you have included…
Knowledge – facts and religious or non-religious beliefs,

Impact of belief – how it affects what people think and do,

Specialist terms,

Sources of authority – where people get their ideas/beliefs from – quotations,
Judgement – how strong, valid or sound the argument is,

Opinion – at least 2 different points of view

Section 1: Key Vocabulary/Questions

Tier 2 vocabulary	Definition
the superlative	**used when something is the best, least, most etc.**
negation	**the absence or opposite of something actual or positive.**
the conditional tense	**used to talk about things that would happen or that would be true under certain conditions**
possessive adjectives	**used in front of nouns to indicate to whom or to what those nouns belong.**

Questions	Translation
1.Qu'est-ce qu'on mange/tu manges ?	What do we eat/you eat?
2. Est-ce que tu manges **de la viande ?**	Do you eat **meat**?
3. Est-ce que tu es pour ou contre **le végétarisme ?**	Are you for or against **vegetarianism**?
4. Qu'est-ce qu'il faut faire pour protéger **les animaux** ?	What must we do to protect **animals**?
5. Qu'est-ce que tu fais pour aider l'environnement ?	What do you do to help the environment
6. Qu'est-ce que tu as fait récemment pour aider l'environnement ?	What have you done recently to help the environment?
7. Qu'est-ce que tu voudrais faire pour changer le monde ?	What would you like to do to change the world?
8. Pourquoi serait –il important d'aider ?	Why would it be important to help?

Possessive adjectives

	m	f	pl	before a vowel
my	mon	ma	mes	mon
your	ton	ta	tes	ton
her/his/one's	son	sa	ses	son
our	notre	notre	nos	
your	votre	votre	vos	
their	leur	leur	leurs	

Section 2: Grammar

Negative expressions
These negative expressions all form a sandwich around the verb in French:

ne...pas	not
ne…jamais	never
ne...plus	no longer, not any more
ne…rien	nothing, not anything

Je **ne** mange **plus** de bœuf   I **no longer** eat beef

★ After **pas, jamais** and **plus**, **un/une** and **du/de la/des** change to **de/d'**:
Je mange **du** porc.   I eat pork.
Je **ne** mange **jamais de** porc   I **never** eat pork

The superlative
The superlative is used to say 'the most' or the least' etc. In English, we use 'the most…' or add '-est' to the adjective. In French:

	adj. **before** noun	adj. **after** noun
Masc. nouns	le **plus grand** village	**le** village **le plus important**
Fem. nouns	**la plus grand<u>e</u>** ville	**la** ville **la plus important<u>e</u>**

The conditional tense
The conditional tense is translated using the word 'would'.
J'aimerais and **je voudrais** are two very useful conditional tense verbs. They both mean '**I would like**' and are followed by the infinitive.
J'aimerais *changer* le monde. **I would like** *to change* the world.
Formation:
Use the same **future stem** (usually the infinitive) and the **imperfect tense endings**:

Je jouer**ais**	I would play
Tu jouer**ais**	you would play
Il/elle/on jouer**ait**	he/she/we would play
Nous jouer**ions**	we would play
Vous jouer**iez**	you would play
Ils/elles jouer**aient**	they would play

Section 3: WAGOLL

J'habite à Lyon en France avec ma famille. Au collège en France, les élèves mangent la nourriture saine et équilibrée par exemple on mange souvent de la viande, du riz, de la salade et du yaourt. On boit de l'eau. Je pense que c'est plus sain que le fast-food. Je mange de la viande mais mon ami ne mange plus de viande. Je trouve que le porc est savoureux cependant l'empreinte carbone des légumes est moins grande que l'empreinte carbone de la viande. Je suis pour le végétarisme et je voudrais commencer à manger moins de viande pour protéger l'environnement.

Pour protéger les animaux et la nature, il faut ramasser les déchets, manger moins de viande, utiliser moins de plastique et consommer moins d'énergie. À mon avis, il ne faut jamais acheter des souvenirs d'origine animale.

Quand j'étais plus jeune, j'utilisais les sacs en plastique tous les jours. Maintenant je recycle le plastique et j'utilise les sacs réutilisables. L'année dernière, on a organisé une campagne anti-plastique au collège. On a changé des idées et on n'utilise jamais de bouteilles en plastique.

À l'avenir, je voudrais utiliser moins d'eau à la maison. J'aimerais aussi réparer plus de choses et consommer moins. À mon avis, le plus grand problème pour les ados, c'est l'environnement.

À savoir:
How to agree/disagree

Je suis pour/contre…	I am for/against…
À mon avis…	In my opinion
Je pense que…	I think that
Je trouve que…	I find/think that
Tu es d'accord?	Do you agree?
Je suis d'accord.	I agree
Je ne suis pas d'accord.	I don't agree. Tu as
tort!	You're wrong!
Tu as raison!	You're right!
Tu rigoles!	You must be joking!
cependant	however
par contre	on the other hand
d'un côté…de l'autre côté..	on one hand,..on the other hand

? **Research the following French charities. What do they do?**

FRENCH Y9 Word list Summer 2.A

Vb	il faut +infinitive	it's necessary/you must
Vb	il ne faut pas +infinitive	it's not necessary/you mustn't
Vb	il ne faut jamais+ infinitive	it is never necessary/you mustn't ever
Inf	ramasser les déchets	to pick up rubbish
Inf	recycler	to recycle/ recycling
Inf	consommer	to consume/consuming
	moins de viande	less meat
	moins de plastique	less plastic
	moins d'énergie	less energy
	à pied/à vélo	by foot/ by bike

FRENCH Y9 Word list Summer 2.B

Adv	extrêmement	extremely
vb	Je trouve que c'est...	I find that it's
	trop d'eau	too much water
	trop d'énergie	too much energy
inf	refuser le plastique	refuse/reject
	plus de produits bio	more organic products
	moins de viande	less
nf	une bouteille réutilisable	a reusable bottle
nm	un sac recyclable	a recyclable bag
nm	le verre	(the) glass

FRENCH Y9 Word list Summer 2.C

pos adj	votre/vos	Your (singular/plural)
pos adj	notre/nos	our (singular/plural)
pos adj	leur/leurs	their (singular/plural)
inf	protéger l'environnement	to protect the environment
	ne... plus	no longer
	ne... rien	nothing/not anything
	des produits laitiers	dairy products
	des produits d'origine animal	products of animal origin
	en cuir	(made of) leather
adj	végétarien(ne)	vegetarian

FRENCH Y9 Word list Summer 2.D

nm	le végétarisme	vegetarianism
nm	le véganisme	veganism
vb	Je suis pour...	I am for
vb	Je suis contre...	I am against
vb	Tu as raison	You are right
vb	Tu as tort	You are wrong
vb	Je suis d'accord	I agree
adv	par contre	however
	d'un côté...	on one hand
	d'un autre côté	on the other hand

FRENCH Y9 Word list Summer 2.E

	le plus grand	the biggest/tallest (masc.)
	la plus grande	the biggest/tallest (fem.)
Adj	grave	serious
Adj	sain(e)	healthy
Adj	lent(e)	slow
	bon(ne) pour la santé	good for your health
Adj	pratique	practical
Adj	recyclé(e)	recycled
Inf	éliminer	eliminate
Inf	(pour) réduire	(in order) to reduce

FRENCH Y9 Word list Summer 2.F

Inf	devenir	to become/becoming
Vb	(il est) devenu	(it) became
Vb	j'aimerais + infinitive	I would like to + infinitive
vb	Je voudrais + infinitive	I would like to+ infinitive
inf	manifester pour	to protest for
	bon pour la santé	good for your health
nm	le plastique à usage unique	single-use plastic
inf	réparer plus de choses	repair more things
inf	réutiliser	to re-use
inf	important	important

Phonics: **i**	
éliminer	viande
bio	pratique

Phonics: -ui	
suis	cuir
réduire	oui

Phonics: **a**	
réutilisable	grave
ramasser	pratique

Phonics: **-tion**	
pollution	éducation

Phonics: -ain	
train	sain
main	maintenant

German: Rechte und Pflichten

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary/Questions

Tier 2 vocabulary	Definition
Conditional	*e.g. ich würde* This is used to say what you *would* or *would not* do.
Word Order 3 (WO3)	used in German with a subordinating conjunction. The first verb in the clause is moved to the end of that clause
WO2 Inversion	*e.g. Später möchte ich....* Where a sentence starts with an adverb, the subject pronoun and verb are swapped
clause	A group of words containing a subject and a verb
subordinate clause	a clause connected to a main clause that doesn't make sense by itself

Question	Translation
1. Was ist dir wichtig?	What's important to you?
2. Was ist dir nicht wichtig?	What is not important to you?
3. Wie kann man ein besseres Welt haben?	How can we have a better world?
4. Wie kann man umweltfreundlich sein?	How can you be environmentally friendly?
5. Was hast du früher in deiner Freizeit gemacht?	What did you used to do in your free time?
6. Was wirst du in der Zukunft machen, um anderen zu helfen?	What will you do in the future to help others?

Section 2: Grammar

Indirect object pronouns

Das ist **mir** wichtig – that's important **to me**

Das ist **dir** wichtig – that's important **to you (informal)**

Das ist **ihm** wichtig – that's important **to him**

Das ist **ihr** wichtig – that's important **to her**

Das ist **uns** wichtig – that's important **to us**

Das ist **euch** wichtig – that's important **to you (plural)**

Das ist **Ihnen** wichtig – that's important **to you (formal)**

Das ist **ihnen** wichtig – that's important **to them**

_____

Infinitive constructions

um... zu...   in order to (do something)

ohne...zu...   without (doing something)

anstatt...zu... Instead of (doing something)

Always use the infinitive form of the verb after zu **in these constructions**

Ich arbeite ehrenamtlich, **um** anderen Leuten **zu** helfen.

Ich kann das Haus nicht verlassen, **ohne** meine Handy mit**zu**bringen.

Anstatt ins Kino **zu** gehen, will ich einkaufen gehen.

Section 3: WAGOLL

Mein Handy ist mir das Wichtigste, weil es so nützlich ist. Jedoch sind meine Freunde mir auch sehr wichtig. Wenn ich mit meinen Freunden bin, ist es immer schön, denn sie machen mich glücklich. Musik ist mir nicht so wichtig. Sie interessiert mich nicht.

Um eine bessere Welt zu haben, kann man Energie und Wasser sparen. Ich bin sehr umweltfreundlich, denn ich fahre mit den öffentlichen Verkehrsmittel und ich dusche mich sehr schnell.

Ich habe früher Rugby gespielt, aber jetzt spiele ich Gitarre in einer Band. Meiner Meinung nach macht das viel Spaß. Rugby war toll, weil meine Mannschaft wirklich freundlich war und ich vermisse sie.

In der Zukunft werde ich weniger Strom verwenden. Ich werde viel lesen, anstatt fernzusehen. Auch möchte ich einen Brief an die Regierung schicken. Sie muss mehr Fahrradadwege bauen.

Nächste Woche werde ich ein gesponsertes Schweigen machen, um Geld für arme Kinder zu sammeln.

Gut zu wissen!

To say you **used to** do something, use the perfect tense with **früher** as a time phrase.

Früher habe ich in London gewohnt.
I **used to** live in London.

Ich bin **früher** oft ins Kino gegangen.
I often **used to** go to the cinema.

GERMAN Y9 Word list Summer 2.A

	Was ist dir wichtig?	What's important to you?
	das Wichtigste	the most important (thing/one)
	gute Noten	good grades/marks
	die Sicherheit	safety
	die Gesundheit	health
	die Bildung	education
	die Umwelt	the environment
	das Einkommen	income
	ausschlafen	to have a lie-in
	das macht mich glücklich	that makes me happy

GERMAN Y9 Word list Summer 2.B

	angefangen	started
	jetzt	now
	vermissen	to miss (emotionally)
	die Mannschaft	the team
	das Leben	the life
	die Großstadt	the city
	vergleichen	(to) compare
	der Vergleich	the comparison
	ich habe früher in York gewohnt	I used to live in York
	ich bin früher mit dem Rad gefahren	I used to go by bike

GERMAN Y9 Word list Summer 2.C

	Energie sparen	(to) save energy
	ehrenamtlich	voluntary
	Briefe	letters
	die Regierung	the government
	statt	instead of
	ausmachen	to switch/turn off
	selbst gemacht	home made
	der Kuchenverkauf	the cake sale
	das gesponsorte Schweigen	the sponsored silence
	das Benefizkonzert	the charity concert

GERMAN Y9 Word list Summer 2.D

	Strom	electricity
	Menschen	people
	umweltfreundlich	environmentally friendly
	umweltfeindlich	bad for the environment
	die öffentlichen Verkehrsmittel	public transport
	der Frühling	the spring
	der Herbst	the autumn
	bauen	(to) build
	verwenden	to use
	benutzen	to use

GERMAN Y9 Word list Summer 2.E

	noch	still
	noch nicht	not yet
	noch mal	again
	nicht besonders	not especially
	dies	this
	gleich	same
	leider	unfortunately
	welche	which
	was für	what kind of
	woher	where from

Phonics: **ch** (soft)

ni**ch**t	Mil**ch**
abwas**ch**en	Tei**ch**
Chef	modis**ch**
i**ch**	s**ch**le**ch**t

Phonics: **ch** (hard)

no**ch**	a**ch**t
jedo**ch**	**Ch**or
au**ch**	Bu**ch**
se**ch**s	geda**ch**t

Computing: Networking & the Internet

BELPER SCHOOL and Sixth Form Centre

| Section 1: Key Vocabulary	
Tier 3 vocabulary	
IP address	Each device on a network has a unique IP address so that data can be sent to the correct place; IP stands for Internet Protocol.
Protocol	A set of rules; the Internet Protocol is a specific set of rules for transmitting data from one device to another.
Switch	Network hardware that connects devices on a network so that they can send data to one another.
Router	A device that transfers data from one network to another. It forwards data packets to their destination by the most efficient route.
Web browser	The software used to view and interact with web pages.
Domain name	A part of a web address that indicates the organisation that runs the site e.g. bbc.co.uk.
Wireless Access Point (WAP)	A device that uses a radio transceiver to allow wireless connections to a network.
Internet	A global network that connects computers around the world so that they can communicate with one another
Cloud Computing	Data is stored online and software is used via a browser, rather than being stored locally on a computer's hard drive.
Malware	Software designed to do harm to a computer.
Ethernet	Cables are used to create a wired network connection.
Wifi	Uses radio waves transmitted to and from a wireless access point to create a wireless connection.
Encryption	A method of scrambling a message so that it cannot be understood if someone else reads it.
Mobile data	Using a SIM card to connect to the Internet using the mobile phone network of cell towers; 2G, 3G, 4G and 5G are all types of mobile data.
Public hotspot	A method of connecting to the Internet wirelessly; everyone has access to a public hotspot and access is usually free.
Tier 2 Vocabulary	
Internet	The Internet is a vast network that connects computers all over the world.
World wide web	The world wide web (www, W3, or the Web) is an interconnected system of public web pages accessible through the Internet. The Web is not the same as the Internet: the Web is one of many applications built on top of the Internet.
Web browser	The software used to view and interact with web pages.
Search engine	A search engine is a software system that is designed to carry out web searches.

Section 2: New Knowledge

Packet Switching - when travelling over a network, packets of data can take different routes to their destination to avoid traffic jams.
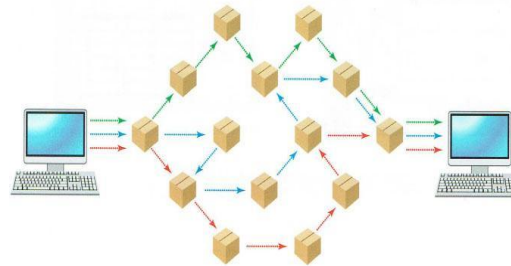
Traceroute - a traceroute provides a map of how data on the internet travels from your computer to its destination.

Network connection Wired: Ethernet cables Offices and classrooms usually use a cabled network connection.

Network connection Wireless: Wi-Fi People usually use a wireless network connection in their homes.

Section 3: Useful Subject Information

Did you know that approximately 200 active cables crisscross the ocean's floors.
These cables electronically link all of the world's continents and nearly every island with a human population.

Top tips for using public hotspots safely

1. Look for the padlock to see if the hotspot is encrypted before deciding whether or not to use it.

2. Never use a public hotspot to make online purchases, do online banking or send personal information.

3. Never set your device to automatically connect to a public hotspot.

Sir Tim Berners-Lee is a British computer scientist who invented the World Wide Web in 1989 while working at CERN, revolutionizing how information is shared and accessed globally.

He also developed foundational web technologies such as HTML, HTTP, and URLs, and was knighted in 2004 for his groundbreaking contributions.
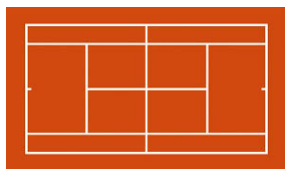
PE: Tennis

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 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

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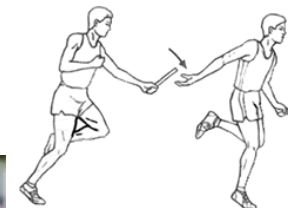
Can you describe some of the key points for the sprint start and the down-sweep baton hand-over?

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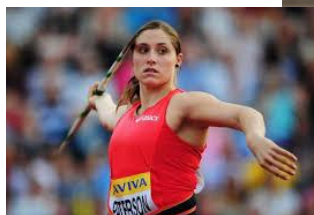
Which important points of technique can you recognise in these pictures?

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.**

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Émigré	A person who has left their own country to live in another.
Depiction	To represent or show something.
Fatalities	An occurrence of death by accident.
Conflict	War
Provocative	Causing anger or another strong reaction.
Dehumanizing	To deprive someone or something of human qualities or dignity.
Segregated	Set apart from each other, isolated or divided.

Tier 2 vocabulary	Definition
Charcoal	Drawing media- black , crumbly stick made from burnt wood
Blend	Merge tone/colour from one to another
Tone	Light and shade
Proportion	Comparative measurements
Ink	An ancient writing and drawing medium in a liquid or paste form, containing coloured dyes of pigment.

Section 2: New Knowledge/Skills

World War II was a global conflict between the Allies and the Axis powers. During this conflict there were around 50 to 85 million fatalities. Throughout this project, we will be looking at different artists depiction of predominantly black soldiers or of individuals overlooked in mainstream depictions of war.

Barbara Walker is a British artist known for her powerful and often provocative works that explore gender, identity, race and history. Walker's work doesn't focus on the traditional battlefield scenes or heroic depictions of soldiers, but rather on the intimate human aspects of war. Her work often combines elements of portraiture, abstraction and symbolism, creating compelling visual narratives. Her work is less about the glorification of conflict and more about the dehumanizing effect of violence, the emotional cost of war, and the resilience of individuals who endure it.

I was there IV
1964
Ink on tracing paper

Black people had participated in every major American conflict since the birth of the nation. And though by 1940, the War Department had removed a number of restrictions on permitting African Americans to join the armed forces under the Selective Service Act, society as a whole remained racially segregated. This separation of black and white people in the US was upheld by state and local laws, referred to as 'Jim Crow', and was particularly notable in the American deep south. These laws excluded black American citizens from economic and political rights.

Elizabeth Catlett was an American and Mexican sculpture and graphic artist. Her work spans over six decades and focusses on her own personal experiences as an African American women, mother and emigre living in Mexico.

"I am inspired by Black people and Mexican people, my two peoples."

Elizabeth Catlett's work directly addresses people whose perspectives and experiences, like hers, had historically been excluded from artistic representation.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Role	An actor's portrayal of someone in a play.
Role play	A theatrical exercise that includes a mix of improvisation, designed to allow an actor to step into the shoes of the character.
Improvisation	Improvisation can tell us created information about the character outside of the world of the play.
Back Story	Backstory is a set of events that have occurred before the main story. These events can either be alluded to, described by one or more characters, or shown in flashback.
Original Staging Conditions	The way in which the first performance of a play was designed and staged.

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Character	A person portrayed in a drama, a novel, film, TV or other artistic piece.
Character Traits	These are parts of a person's behaviour and attitude.
Character development	The process of building a unique, three-dimensional character with depth, personality, and clear motivations.

Section 2: Exploring:Characters

The character traits and the moral choices they make are more important than a name.

Jan and **Mark** appear together at the beginning of each section. They act as narrators or as a 'Greek chorus' and throw the audience directly into the action at the beginning of each section. They are also used to fill in any blanks for us and make us aware of any new developments in the story.

Leah and **Phil** are another pair of characters who always appear together. Leah is the talkative one and Phil is the character that doesn't say anything in scenes where they are together, but just eats. Leah obviously adores Phil, but he just ignores her.

Lou, is a follower – she swears a lot and again panics over Adam's death. Although she is on stage a lot, she is often quiet.

John Tate only appears in one scene – Scene 3 Section 1. When we first see him, he appears to be the leader of the group. This doesn't last long, and his leadership is challenged.

Danny is intelligent but is a follower. He is disturbed by Adam's death and is terrified that it will affect his future – he wants to be a dentist.

Richard seems to be a responsible character and when we first meet him, he appears to have the potential to be a leader.

Cathy finds the whole situation exciting and 'better than ordinary life' (p. 16).

Brian is the weakest link in the group. The other characters must see him as such.

Adam…. a boy. He does not appear physically until Section 3. When he appears, it is a massive shock to the others that he is still alive.

Section 3

Structure of the play:

The structure of the play The play has been constructed with a cyclical narrative. The structure repeats itself and when we read the play, we come to realise that there is a pattern to the sequence of the different scenes – and to the three different locations. For example, the first scene is always Mark and Jan in A Street, who introduce the problem of that particular section. Then it's Leah and Phil, before moving on to a greater scene with everyone where the problem is solved. This sequence is repeated throughout the play and below is an overview in order to see the exact structure of the play.

The Messages of the play:

"The main themes of the play are bullying, gang membership, social responsibility, morality and leadership. The characters remain in role in the interview-style sequences, commenting on the events of the play and explaining their views on the events and their role in what has taken place." *Dennis Kelly*

Themes

Many themes in <u>DNA</u> challenge the audience to reflect upon our role in society and whether our life should simply be about self-preservation or whether we should always consider society in general when we act.

"I am hoping that our production will help students see the wider social conversation that we are having about what happens to society if you only act in terms of self interest,.. what we see in this play is a group of young people who act in the interest of self-preservation, but ultimately what happens is you see the effect that has on everyone else." *Tom Walsh,Birmingham Theatre.*

A self-replicating material that is present in nearly all living organisms as the main constituent of chromosomes. It is the carrier of genetic information.

Music: Consolidation – Responding to a Brief

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Verse	The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change.
Chorus	The repeated part of a song that delivers the main message.
Harmony	The chords used within the song.
Timbre/Sonority	To tone quality produced by the instrument or vocalist.
Riff/ Hook	A short repeated pattern. A riff is instrumental and a hook is vocal.
Tempo	The speed of a sound or piece of music – fast/slow.

Tier 2 vocabulary	Definition
Brief	A set of instructions given about a particular job or task.
Arrangement	A new version of existing material. A cover version.
Melody	The main tune.
Ensemble	A group of musicians performing together.
Solo	A single musician performing on their own.

Section 2:

What is consolidation?
To review, practice and apply what you have learned.

What is a brief?
A brief is a set of instructions given about a particular job or task. It will include information on what is required and a criteria for success.

Performance: Prepare a performance to show to the class at the end of the term. This could be on piano, keyboard, ukulele, guitar, voice or any other instrument you play. It should demonstrate your ability on the instrument, and could be either a solo or an ensemble.

Music Technology: Create a 1 minute long song on BandLab or Soundtrap, to be played to the class at the end of the term. It must demonstrate your understanding of tempo, structure and texture. It can be in any genre.

Musicology (the study of music): Create a PowerPoint presentation or set of posters to be displayed to the class at the end of the term. It should be about any artist or band and should give information on their history and their musical output.

Composition: Write a piece of music for an instrument of your choice. It should demonstrate an understanding of structure and melody.
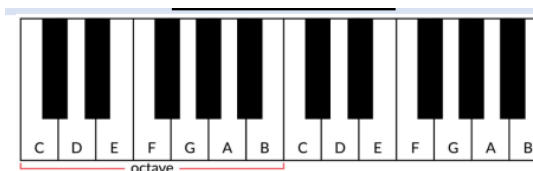
Section 3:

Notation

Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"
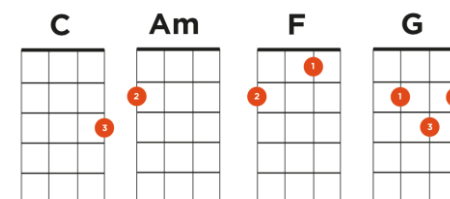
E G B D F   F A C E

Keyboard

C D E F G A B C D E F G A B
octave

Guitar

A   C   D
E   F   G

Ukulele

C   Am   F   G
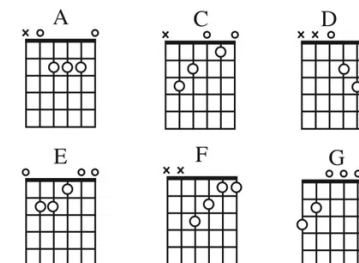
Links to Prior Learning: All units at KS3; in particular performance and composition.

BELPER SCHOOL

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Colostrum	The very first "Milk" produced when a baby is born. It is rich in nutrients and antibodies to protect the baby who is born with no immune system
Folic Acid	Folic Acid is the synthetic version of the Vitamin B9 (Folate). Recommended during pregnancy to prevent neural tube defects.
Anaemia	Deficiency disease caused by a lack of iron in the diet.
Body Mass Index	A method of calculating whether ADULTS are at the recommended weight for their height.
Osteoporosis	Sometimes known as "brittle bone" disease. More likely (but not only) to occur in older women. occure
Anaphylaxis	Severe potentially life threatening allergic reaction

Tier 2 vocabulary	Definition
Infancy	. Birth to early years (toddlers)
Adolescence	Teenage years
Lactation	Breast feeding
Weaning	Moving from breast milk to soft foods
Menstruation	Also known as periods. Girls lose blood monthly and are more prone to anaemia
Menopause	As women age they stop having periods, their hormones change and their dietary requirements change.
Vegan	Eats no ingredients which have come from animals / fish /birds /insects
Vegetarian	Doesn't eat meat & fish but will eat eggs, milk & cheese

Section 2: New Knowledge/Skills

A food intolerance means that the body can't digest food properly, or that a particular food might irritate the digestive system. (e.g. coeliac disease) Symptoms include nausea, cramps, tummy ache, diarrhoea.

A food allergy happens when the body's immune system sees the food as an invader. This leads to an allergic reaction. Someone with a food allergy is always at risk for the next reaction being life-threatening. Eating a tiny amount of the food could lead to anaphylaxis. So anyone with a food allergy must avoid the problem food and always carry emergency injectable epinephrine. (Epi- pen)

The 14 allergens which must be labelled in bold are celery, cereals containing gluten (such as barley and oats), crustaceans (such as prawns, crabs and lobsters), eggs, fish, lupin, milk, molluscs (such as mussels and oysters), mustard, peanuts, sesame, soybeans, sulphur dioxide and sulphites

Red Tractor is a food assurance scheme showing the food has been farmed, processed and packed in the **UK**. It is **traceable,** safe to eat and has been produced responsibly.

Marine Stewardship Council Using **sustainable methods** of fishing to prevent the decline in number of **fish** in our seas.

Organic means the food has been produced without using any chemicals. Only **natural fertilisers and pesticides** are used to help crops grow.

Foods that have this label mean the **animals** have had a good life and have been treated with respect & farms checked by the RSPCA

Section 3: Other subject specific things

Factors affecting food choice

Factor	
Cost	Some families have to budget due to low incomes
Age Group	Different age groups have different nutritional needs
Health	e.g. type 2 diabetes, anaemia, osteoporosis, obesity
Vegetarian Vegan	Don't eat meat/fish; don't eat or use any animal products
Religion	e.g. Hindu/Muslim/Jewish/ Buddhist etc
Intolerance	e.g. intolerance to wheat /gluten, dairy/lactose
Allergies	e.g. nuts/shellfish, eggs, wheat, dairy (14 allergens)

Heat Transfer

Conduction - heat transfer through physical contact e.g. the base of a pan on a hob
Convection - convection currents tend to occur in liquids (e.g. boiling water) and gases . Hotter particles rise and cooler particles drop.
Radiation - thermal radiation is emitted from a heat source e.g. the grill, and travels to the food via particles in the air (photons)
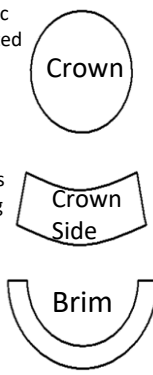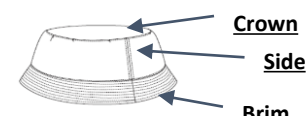
Homework

Read through the information in your booklet and on the Knowledge organiser about diet through life then complete the Google classroom quiz. (Ask your teacher for a paper copy if needed.)

D&T TEXTILES: Hats off!

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

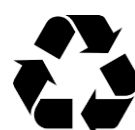| Tier 3 vocabulary	Definition
Top Stitching	A line of stitching that is decorative on the outside of a garment.
Stay Stitching	A row of stitching that helps to keep fabric in the correct shape. Stops it distorting or ripping.
Lining	A layer of different material covering the inside surface of something.
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 Product Design:- Systems

Section 1: - Key Vocabulary

Tier 3 Vocabulary

Resistor	Electronic component designed to resist the flow of electricity by converting it into heat energy
Capacitor	Electronic component used to store and discharge a small amount of electricity
Integrated Circuit	Collection of electronic components combined together into a predesigned 'chip', often with a fix program
Microcontroller	An integrated circuit which can be 'programmed to react to input and output variables
Voltage Regulator	Collection of transistors designed to create a 'stable' voltage supply
Flowchart	A changeable program which can be stored on a microcontroller

Tier 2 Vocabulary

Soldering	The process of using a metal with a low melting point to fix two other metal wires permanently together
LED	Electronic component designed to emit light when electricity is passed thought it in the correct direction
Wire Strippers	Hand held tool used to remove the protective plastic cover of f the end of wire
Side Cutters	Handheld tool used to cut metal wire to length
CAD	Computer Aided Design – Software used to design a product
Laser Cutter	Machine which is controlled by a computer and using high energy light to cut and engrave wood and plastic

Section 2: Skills

|	
Soldering	Being able to solder 'of board' components to 'fly wires'
	Being able to solder 'on board' components to a PCB
	Be able to solder an integrated circuit to a PCB
	Soldered joints should be neat, use the correct amount of solder, they should be shiny to avoid 'dry joints'
Follow chart programming	Use electronic CAD software to design a flowchart program which be controlled, and control multiple inputs and outputs
	Use electronic CAD software to design a flowchart program which be controlled, and control inputs and outputs
2D design software	Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs
Application of laser cutting	Understand the set up requirement needed to laser cut and engrave materials, including the use of colour to define cut type, and power/speed setting requirements for different materials
Product Assembly	Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques
Health and Safety	Consistently use a wide range of tools and equipment safety, always using the correct PPE

Section 4:- WAGOLL
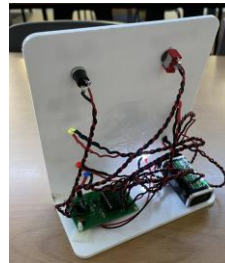
Section 3:- New Knowledge

Specification Writing

- Understand the need for a product specification.
- Apply the use of ACCESSFM to write a multipoint, justified product specification

Flowchart Programming

Be able to use flowchart programming (coding) to control the inputs and outputs of a simulated and real circuit, using the following common flowchart commands

 Start – Beginning the flowchart program

 Decision - Detect a digital input (on/off) signal to make a YES/NO decision

 Output – Turn on or off one or more outputs when commanded to

 Wait – Make the program wait for a fixed time until moving onto the next command

 Stop – End the flowchart program
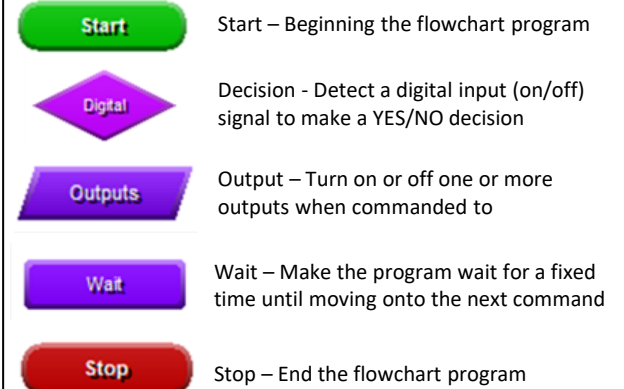
CAD

- Use CAD to create and modify an outline shape
- Use CAD to Contour bitmaps in to line drawings which can be laser engraved
- Apply the use of the following CAD software functions

Select, Line between 2 points, Circle, Arc, Shape, Line between many points, Contour, Zoom in/out, Undo/Redo
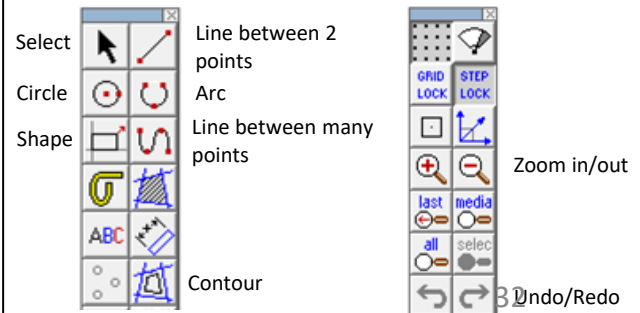
Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.
Intimacy	A situation in which you have a close friendship or sexual relationship with someone. Can be used to describe sex, however it can describe other physical sexual contact.
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Consent	Permission for something to happen or agreement to do something.
Misconceptions	A view or opinion that is incorrect because based on faulty thinking or understanding
Pleasurable	Pleasing; enjoyable – Can be used to describe enjoyable sexual intimacy.

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).
Pornography	Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.
Personal values	The beliefs and principles that guide a person's actions, thoughts, and decisions.
Sexual Orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.

Section 2: Key Themes:

Relationships, values & intimacy: To develop personal values in friendships, love and sexual relationships, that everyone has the choice to delay sex, or to enjoy intimacy without sex

Sex & the media: The portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex, how to manage the impact of pornography and maintain realistic expectations.

Consent revisited: That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected, to gauge readiness for sexual intimacy, that intimate relationships should be pleasurable

Unprotected sex - The risks: The risks related to unprotected sex, the consequences of unintended pregnancy, sources of support and the options available

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

Promoting inclusion and challenging discrimination: 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 **Table Tennis** **Year 10/11** With Tom GYM **Book Group** **Year 9** With Sarah Phillips Library **Art Club** **All Years** With Lucy A4 **Wargaming Hobby Painting Club** **All years** With Richard A3	**Duolingo Club** **All Years** With Sarah Knappett Languages Block **Badminton (week 1)** **Year 8/9** With Tom Sports Hall **Football** **Year 9/10** With James/Matt 3G **Ultimate Frisbee (week 2)** **Year 7/8/9** With James Sports Hall	**Technical Theatre Club** **All Years (max 10 students)** With Sarah Holmes A7 **Football** **Year 11/12/13** With Matt and Tom 3G **Belper Band** **All Years** **Woodwind, Brass and Strings** With Anna MU1 **Handball** **Year 8/9** With Tom Sports Hall	**Digital Skills Drop In** Yr10-13 With Jody A2 **Football** **All Years Girls** With Leanne Sports Hall/3G **Music Club** **All Years** With Phil MU2 **Knitting and Crochet Club** **All Years** With Emma T5 **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	**Chess** **All Years** With Carlos M2 **Football** **Year 8** With Tom 3G **Games Club** **Years 7, 8** With Emma Library 12.20 – 1.00 **Multisports Club** **Year 7 (Yr10 Sports Leaders)** With Rebecca and Matt Sports Hall & Gym

Summer 2: Extra – Curricular Timetable

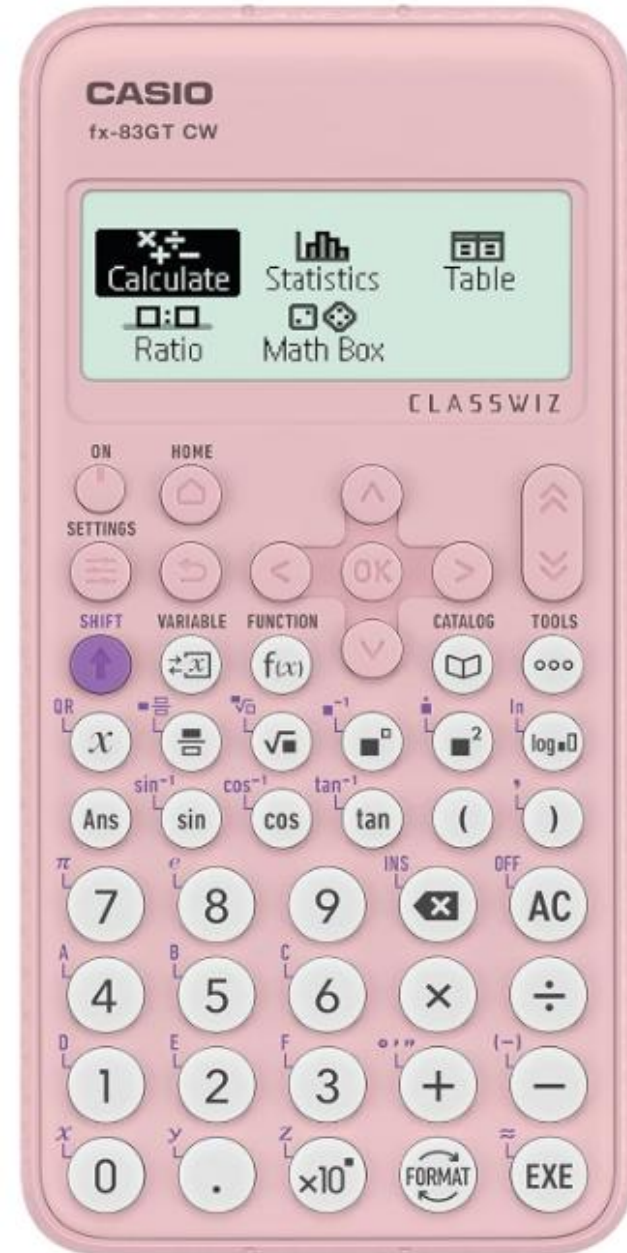| Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs				
Gardening **All Years** With Marc and Tony Rosie's Garden 3.05 – 4.00 **More Than Robots** **Years 8, 9, 10, 11** With Sarah Speight T1 3.05 – 4.00 **Music Producers Club** **Years 9, 10, 11** With Phil MU2/Recording Studio 3.05 – 4.00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

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2 Black/Blue Pens and 1 Coloured Pen

2 Pencils

Eraser

HI·POLYMER ERASER

Pentel

Pencil Sharpener

Scientific Calculator

Knowledge Organiser

Ruler

Helix   Shatter Resistant