Knowledge Organiser

Year 8 Autumn 1 2025

BELPER SCHOOL and Sixth Form Centre

Create Your Future

Lucy Ball
Belper School Year 11 student 2025
Team GB cyclist

"Have a dream and pursue it with everything you've got. Don't let anyone or anything get in the way of your goal and happiness"

Name:

Tutor Group:

BELPER SCHOOL and Sixth Form Centre

Contents Page

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

Timetable

Week 1	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

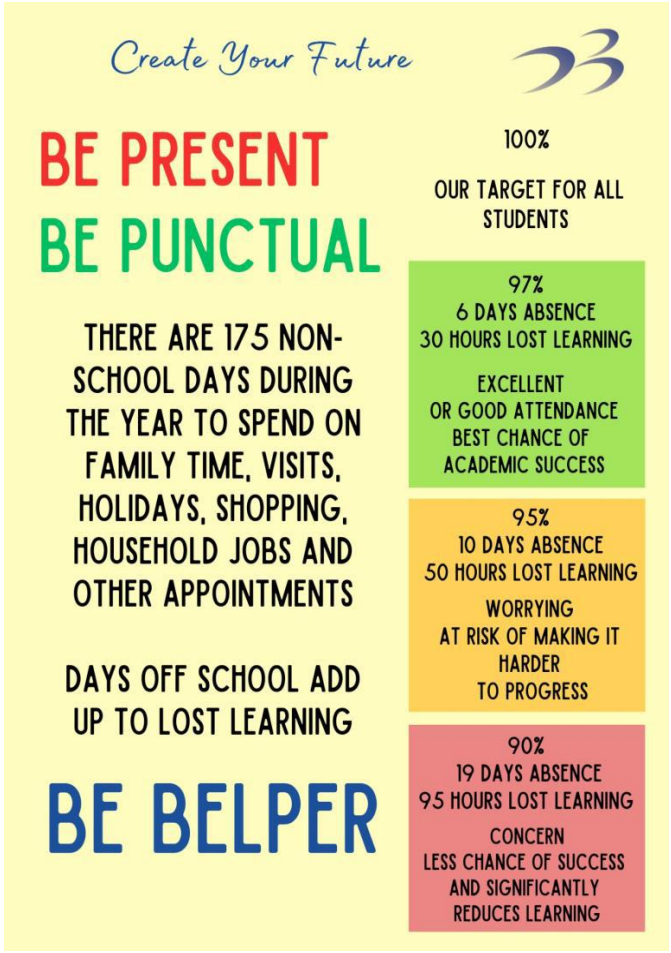
Week 2	1	2	3	Lunch extra-curricular club	4	5	After school extra-curricular club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

In Class Expectations

Out of Class Expectations

Attendance and Punctuality

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."

Attendance this half term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

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: Gothic Fiction

Section 1: Key Vocabulary

Tier 3 vocabulary	Définition
Gothic	Genre featuring dark themes, strong emotions, mysterious characters
Supernatural	Phenomena outside of, or unexplained by, science
Foreboding	A feeling of approaching disaster
Macabre	Ideas associated with death, or the fear of death
Isolation	The experience of being either literally or metaphorically alone
Emotions	Feelings and reactions, different to thoughts and ideas
Tier 2 vocabulary	**Définition**
Tension	The unknown difference between the current moment in a narrative and a future point
Foreshadowing	The suggestion of an event that will occur later in the narrative
Pathetic fallacy	The relationship between environment and atmosphere
Plot development	The evolution of narrative and character through different stages
Enigma	The creation of mystery and intrigue by presenting information that is incomplete
Characterisation	The creation of characters through vivid description

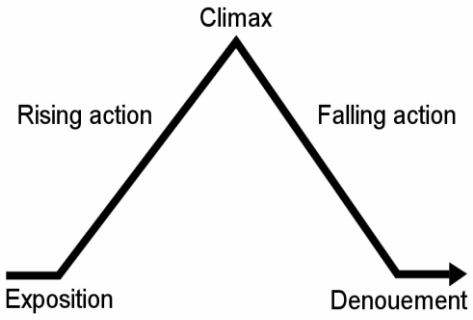
Section 2: New Key Skills and Strategies

CPEAT is the writing frame to use when analysing a text.

Below is an example of how to build a paragraph.

C	Connective	Firstly...
P	Point	the writer uses the simile...
E	Evidence	"the classroom glowed like a sweetshop"...
A	Analysis	this suggests that the room is exciting...
T	Think (intention and impact)	revealing the character has happy memories of school.

Freytag Pyramid of Structure



Section 3: Example Questions: Applying Section 2 Skills

Write a description as suggested by this image
OR
Write a story titled 'Into the Unknown'

Many questions sentence: What if she was lost**?** Trapped**?** Captured**?** Murdered**?**

Emotion word comma phrase**: Desperate,** she screamed for help.

Personification of the **weather** sentence**:** The **wind stroked** his face gently as he meandered along the path.

O.I. sentence (outside, inside): **Outside,** he tried to remain composed. **(Inside,** however, his heart was pounding in fear).

Year 8 Autumn 1

Maths: Sequences

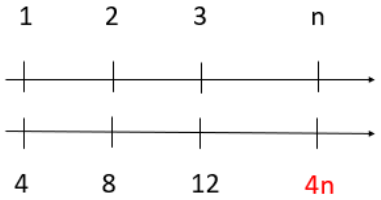
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Arithmetic sequence	A sequence of numbers where the gap between one term and the next is constant
n^{th} term of a sequence	An expression, containing n, the position number, that gives a rule for finding any term in a sequence. Also called a position to term rule
Multiplicative relationship	A relationship between two quantities whereby the values are linked by a multiplier, such as n → 5n
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a number, such as 2n → 2n + 3
Tier 2 vocabulary	**Definition**
Sequence	A particular order in which related objects follow each other
Term	An individual number in a sequence, such as "6 is the 2nd term in the sequence 1,6,11,16"
Substitution	To make an exchange of one object for another. In this context, we give a numerical value to the letter n
Natural numbers	The counting numbers, that is, the positive integers 1,2,3…

Maths watch revision links

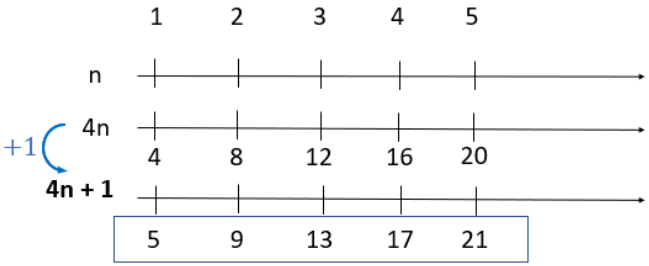
Section 2: Representations

When we use the natural numbers for the upper number line, the multiplicative relationship shown by the double number line also shows a sequence.



The n^{th} term rule '4n' takes any number 'n' and gives a term '4n'. This generates the sequence 4,8,12,… which we recognise as the 4 times table.

We can move from the 4 times table by adding or subtracting, to generate a different sequence that also moves by 4 each time:

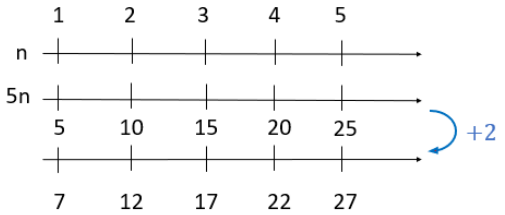


From the rule '4n + 1' we can find any term in the sequence.

e.g. for the 20th term, substitute n=20
4 x 20 + 1 = 81
The 20th term in the sequence 5,9,13,17… is 81

Section 3: Skills

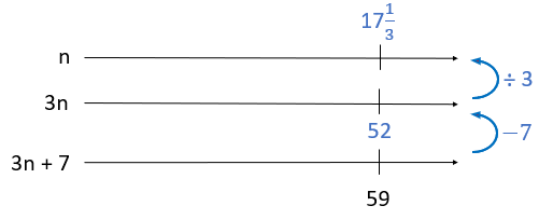
What is the n^{th} term rule that generates the sequence 7, 12, 17, 22, 27, …….. ?



We see that the sequence increases by 5 from term to term, so it is related to the 5 times table. We put the sequence 5n on the middle number line and look to adjust the sequence accordingly.

We have found the n^{th} term rule is 5n + 2

Is the number 59 a term in the sequence generated by the n^{th} term rule 3n + 7 ?



The n^{th} term rule 3n + 7 is related to the 3n sequence, so we use this as the middle number line. To move upwards to this, we subtract 7. Here we can see that there is not an integer position number that generates 52, since $52 \div 3 = 17\frac{1}{3}$
We conclude that 59 is not in the sequence

Year 8 Autumn 1 Maths: Graphical Representations Of Linear Relationships

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	
gradient	How steep a line is
intercept	Where two lines cross
co-ordinate(s)	A numeric location on a graph
axis (sing.) axes (pl.)	The reference lines from which all coordinates are located
origin	The point (0 , 0) where the coordinate axes intercept each other
linear	In or of a straight line
cartesian	Relating to the x – y – z system of graphing (after Rene Descartes 1596-1650)
quadrant	One of the four quarters of a graph as separated by the coordinate axes
line segment	A given length of line between two points

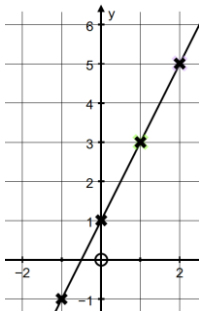
Tier 2 vocabulary	
rate of change	How the y-values change each time the x-values increase by 1
parallel	Running in the same direction
perpendicular	Running at right-angles

Maths watch revision links

Section 2: New Knowledge/Skills

In Year 7 you plotted straight-line graphs using co-ordinates that you had generated, probably using a table of results like the one below.
eg y =2x + 1

X	-1	0	1	2
Y	-1	1	3	5



Generate A Table Of Coordinates Using Your Calculator

If you have a scientific calculator such as the Casio fx-83 (incl. the ClassWizz) or the Aurora AX-59 it will produce a table of coordinates if you follow these instructions

1. Select Table mode
2. Input your equation eg f(x) = 2X+1
3. Tell it your start and finish x-values (eg start = -1, End = 2)
4. Step up in 1s

The Gradient Of A Straight Line, m

We can work out how steep a line is by finding the change in the y-coordinates and the change in the x-coordinates between any two points on the line. The steepness is called ***gradient*** and is represented by the letter ***m***.

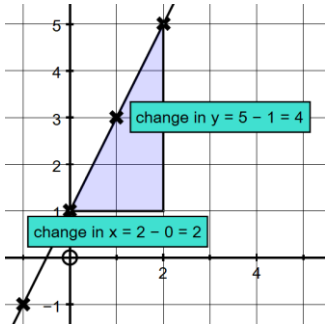
$$m = \frac{\Delta y}{\Delta x} = \frac{y_2 - y_1}{x_2 - x_1} = \frac{change\ in\ y}{change\ in\ x}$$

If we look at y = 2x + 1 again:

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

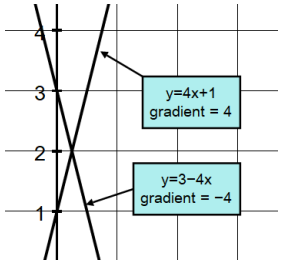
$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{5-1}{2-0} = \frac{4}{2} = 2$$

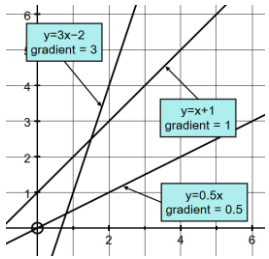
Gradient can also be considered as:
rate of change
i.e. how fast y changes in respect to the change in x



More On Gradient

Gradients can be positive (going right AND up) or negative (going right AND down).
Steeper lines have higher value gradients.





The General Equation Of A Straight Line y = mx + c

All straight lines have equations that can be written in the general form

y = mx + c

where m is the gradient
and c is the intercept with the y-axis and

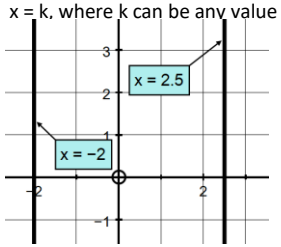
those values can simply be read from the equation

Eg y = 2x + 1 has gradient 2 and y-intercept +1
y = 4x + 1 has gradient 4 and y-intercept +1
y = x - 1 has gradient 1 and y-intercept -1
y = 3 – 2x has gradient -2 and y-intercept +3

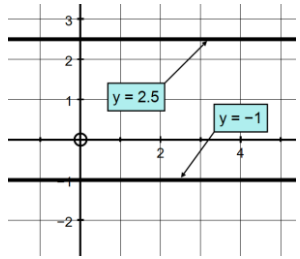
BUT TAKE CARE
3y = 4x + 1 **does not** have gradient 4 and the y-intercept **is not** +1

Horizontal & Vertical Lines

Vertical lines are always written as
x = k, where k can be any value



Horizontal lines are always written as
y = k, where k can be any



Year 8 Autumn 1

Maths: Solving Linear Equations

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Algebra	The use of letters or symbols to represent unknown values.
Equation	Shows two things as equal and can be solved to find an unknown, or variable amount.
Solution	A value or values which, when substituted for a variable in an equation, make the equation true.
Unknown	an unknown is a number we do not know. They are commonly used in algebra, where they are also known as variables and represented by symbols
Coefficient	The numerical multiplier for any variable in an expression/equation.
Simplify	To write in a simpler form by collecting common terms.

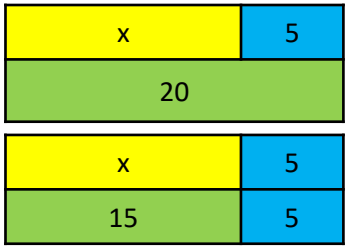
Tier 2 vocabulary	Definition
Term	A single number or variable
Expression	A "bit of algebra" with a minimum of two numbers/variables and at least one operation.
Variable	A quantity that may change within the context of a problem.
Subject	The unknown number we need to find the value of.
Collecting terms	Simplifying an expression by combining "like terms"
Solve	Numerical value that satisfies the equation.
Product	The result of a multiplication.

Maths watch revision links

Section 2: Knowledge/Skills

Solving one-step equations

1.

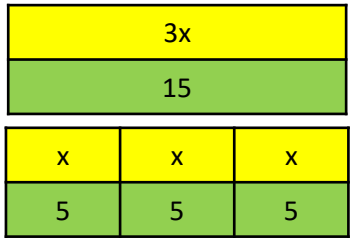


$x + 5 = 20$

$-5 \quad -5$

$x = 15$

2.

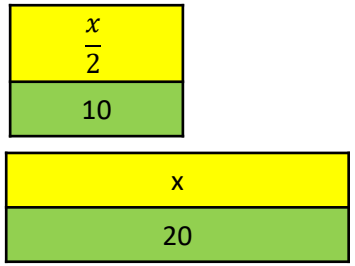


$3x = 15$

$\div 3 \quad \div 3$

$x = 5$

3.



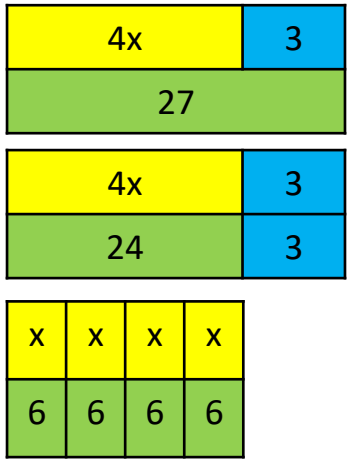
$\frac{x}{2} = 10$

$\times 2 \quad \times 2$

$x = 20$

Section 2: Knowledge/Skills

Solving two step equations



$4x + 3 = 27$

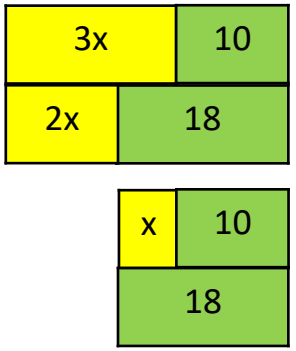
$-3 \quad -3$

$4x = 24$

$\div 4 \quad \div 4$

$x = 6$

Solving equations with unknowns on both sides



$3x + 10 = 2x + 18$

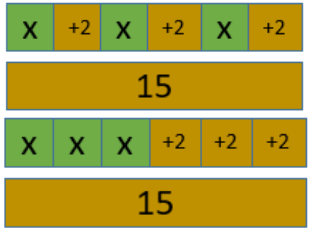
$-2x \quad -2x$

$x + 10 = 18$

$-10 \quad -10$

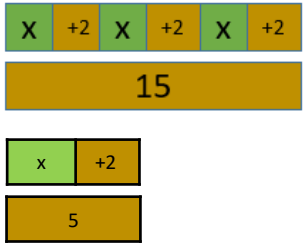
$x = 8$

Solving equations involving brackets



$3(x+2) = 15$

$3x + 6 = 15$



$3(x+2) = 15$

$\div 3 \quad \div 3$

$x+2 = 5$

Year 8 Autumn 1

8C1 - Chemistry: Chemical Reactions 2

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Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Combustion	The scientific name for burning.
Oxidation	When an element reacts with oxygen.
Thermal decomposition	Breaking down a compound into two or more substances by heating.
Exothermic	A reaction which releases heat, its temperature increases.
Endothermic	A reaction which absorbs heat, its temperature decreases.
Conservation of mass	No mass is lost or gained during a chemical reaction.
Chemical reaction	Chemical bonds are broken and formed making new products.
Reactivity Series	A list of metals in order from most reactive to least reactive.
Neutralisation	Reaction of an acid with an alkali or metal.
Displacement reaction	A reaction in which a more reactive element displaces a less reactive element from a compound.
Tier 2 vocabulary	**Definition**
Concentrated	A solution with a large amount of dissolved solid.
Dilution	.Adding water to a mixture.
Salt	A chemical produced in a neutralisation reaction.

Section 2: Chemical reactions

Oxidation

Metals react with oxygen to produce metal oxides.

Metal + Oxygen → Metal Oxide

e.g.
Magnesium + oxygen → Magnesium oxide

Neutralisation reactions

Acid + Metal → A Salt + Hydrogen

e.g.
Hydrochloric acid + magnesium → Magnesium chloride + hydrogen

Acid + Base → A Salt + Water

e.g.
Sulfuric acid + magnesium → Magnesium sulfate + water

Acid + Metal Carbonate → A Salt + Water + Carbon Dioxide

e.g.
Nitric + magnesium → Magnesium + water + carbon
acid carbonate nitrate dioxide

Naming Salts

Salt names are based on the metal and the acid in the neutralisation reaction.

Name of acid	Name of salt formed
Hydrochloric acid	_____ chloride
Sulfuric acid	_____ sulfate
Nitric acid	_____ nitrate

Section 3: Displacement reactions

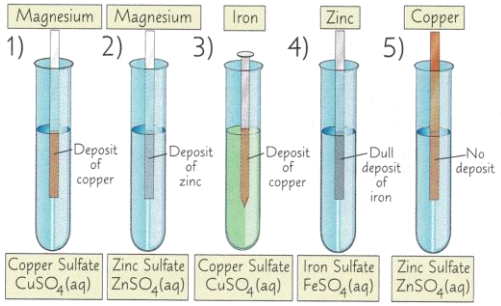
Reactivity Series

Potassium, Sodium, Calcium — React violently with dilute acids. (likely to explode)

Magnesium, Aluminium, Zinc, Iron, Lead — React fairly well with dilute acids.

Copper, Silver, Gold — Don't react with dilute acids.

Investigating displacement reactions



1) Samples of metals (**elements**) are reacted with solutions containing metal **compounds**.
2) If the element is **more reactive** than the compound a **displacement** reaction happens.

Zinc + copper sulfate → zinc sulfate + copper

Copper + zinc sulfate → no reaction

Oxidation | Neutralisation | Displacement reactions

Science: Unit 6a - Elements, Compounds and Mixtures

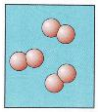
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Atom	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
Element	A substance which cannot be broken down into simpler substances
Molecule	A group of chemical atoms joined together by chemical bonds
Compound	A substance which consists of two or more different elements chemically joined together.
Periodic table	A list of all the known chemical elements.
Group	A column on the periodic table. Elements in the same group react in a similar way.
Period	The rows on the periodic table
Chemical Symbol	Letters which are used to represent a chemical.
Word equation	Word equations are used to represent chemical reactions.
Tier 2 vocabulary	**Definition**
Mixture	A substance containing two or more different substances which are not joined together.
Property	The way a substance behaves or reacts.
Chemical reaction	When the particles in substances join together or split apart to form new substances

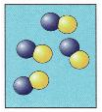
Section 2: New Knowledge/Skills

Element



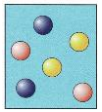
An element contains only one type of particles.

Compound



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

Mixture



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

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

Word equations

These show what happens in a chemical reaction.

Reactants → Products

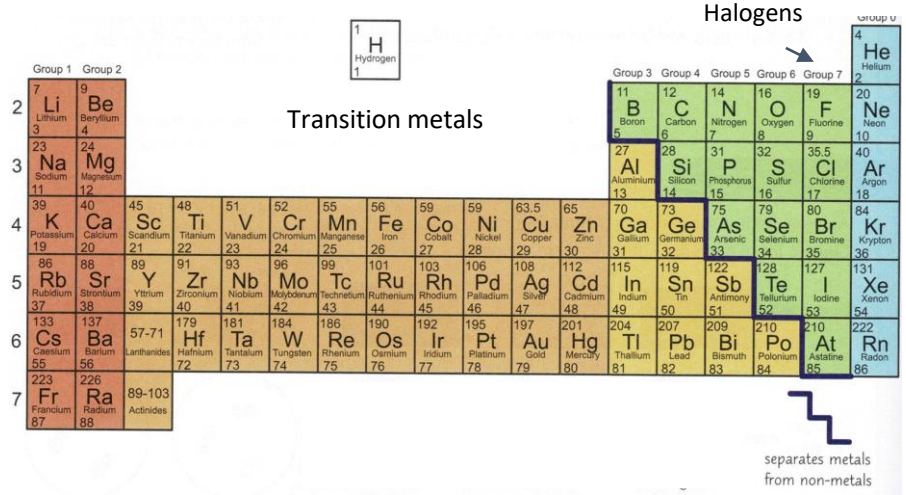
Group 7 is called the Halogens

Columns on the periodic table are called groups.

Transition metals

Group 1 is called the Alkali Metals

Group 0 is called the Noble Gases



These elements are metals

These elements are non metals.

Year 8 Autumn

Science: 8a Our Body

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary	
Tier 3 vocabulary	**Definition**
Tissue	Group of cells of one type.
Organ	Group of different tissues working together to carry out a job.
Organ system	A group of organs working together to perform a certain function.
Antagonistic pair	Pairs of muscles that relax and contract to create movement.
Joints	Places where bones meet.
Ventilation	Movement of air in and out of the lungs.
Trachea (windpipe)	Carries air from the nose and mouth to the lungs.
Bronchi	Tubes which branch off from the trachea and carry air into the lungs.
Bronchioles	Small tubes branching off the bronchi that carry air throughout the lung tissue.
Alveolus (plural alveoli)	Small air sacs where gas exchange happens.
Gas exchange	The exchange of oxygen into the blood and carbon dioxide out.
Aerobic respiration	Chemical reaction that uses oxygen release energy from glucose.
Anaerobic respiration	Chemical reaction that does not use oxygen to release energy from glucose.
Diaphragm	Sheet of muscle found under the lungs.
Tar	A thick black substance produced by cigarettes.
Carbon monoxide	A poisonous gas that stops the blood from carrying oxygen.
Nicotine	The addictive substance in cigarettes

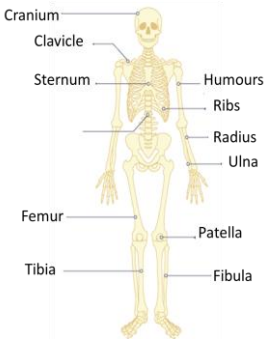
Section 2: organ systems

Key human organ systems include;

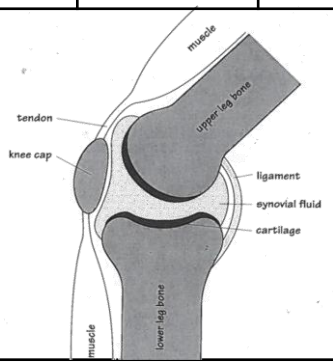
- Circulatory system used to pump blood around the body.
- Respiratory system used to get oxygen into the blood
- Reproductive system used to produce babies
- Musculoskeletal system used for movement
- Digestive system used to get nutrients from food
- Immune system used to fight infections
- Nervous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

The skeleton

There are 206 bones in the human body, below are some of the most important bones.

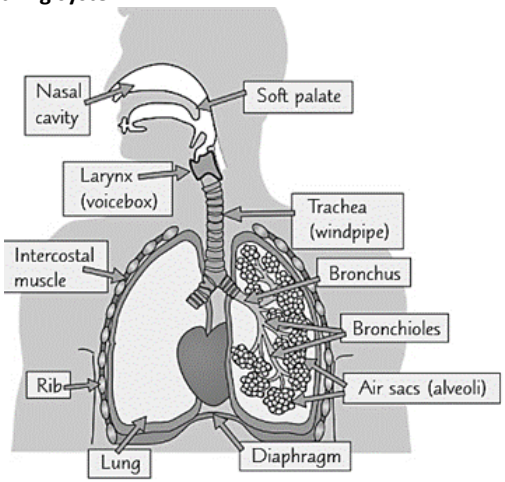


Antagonistic muscle pairs	Lower arm raises and elbow bends	Lower arm lowers and elbow straightens
Tricep		
Bicep		

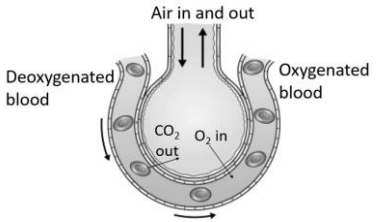


Section 3: Breathing System and Cellular Respiration

Breathing system



Gas Exchange in the Alveoli



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

Aerobic respiration requires oxygen.

Glucose + Oxygen → Carbon Dioxide + Water

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

Glucose → Lactic Acid

Year 8 Autumn

Geography: Rivers

BELPER SCHOOL and Sixth Form Centre

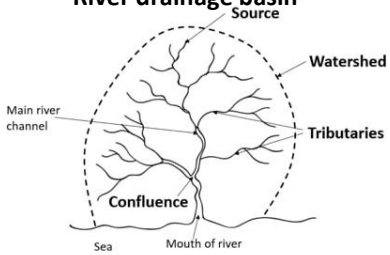
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Source	The place where a river begins.
Mouth	The place where a river ends. This is often the sea but can be a lake.
Evaporation	When the sun heats water as a liquid and it turns into a gas (water vapour).
Condensation	When water vapour cools and becomes a liquid eg. when clouds form.
Interception	When plants catch the falling rain (precipitation) on their leaves.
Infiltration	Water sinks into the ground.
Surface runoff	Water runs over the top of the ground. A lot of surface runoff will often cause floods.
Groundwater	Water stored in the bedrock underground.
Watershed	The edge of a river's drainage basin.
Abrasion	Erosion where sediment (eg rocks) in the river wears away the banks and bed of the river.
Attrition	Erosion where the rocks in the river hit each other and over time become smaller and smoother.
Hydraulic action	Erosion where the force of the water pushes into cracks in the river's bed and banks, causing rock to break away.
Solution	Erosion where rocks such as chalk and limestone dissolve in the slightly acidic river water.
Transport	The movement of sediment along the river channel.
Deposition	When the river loses energy and it drops the sediment it is carrying.
Waterfall	A steep fall of water. These are found in the upper course of a river.
Meander	Bends in the river. These are found in the middle course of a river.
Floodplain	The flat area next to a river.

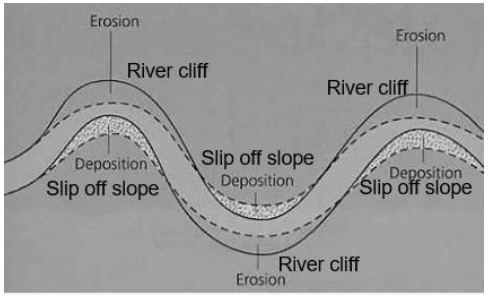
Section 2: New Knowledge

The water cycle

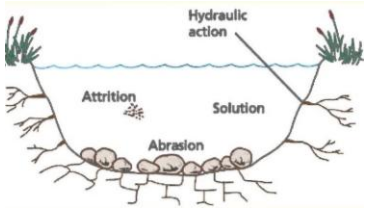
River drainage basin



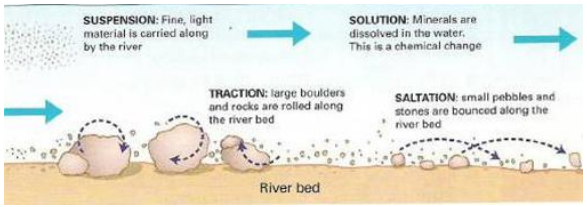
Meanders



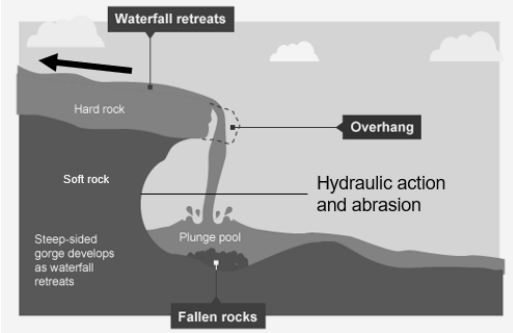
Types of erosion



Types of sediment transport



Waterfalls



Reasons for flooding: Heavy rain, impermeable surfaces, no trees, steep slopes, no flood management eg. walls, urban areas (towns and cities).

Section 3: Geographical Skills

- Using OS maps and aerial photographs to identify the features of a river.
- Labelling diagrams, using geographical terms.

Year 8 Autumn

History: Revolution in Industry and Voting Rights

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Revolution	A period of great change
Industrial Revolution	The process of change from an agricultural economy to one dominated by industry and machines .
The Flying Shuttle	An invention that could produce much wider cloth at faster speeds than before.
The Spinning Jenny	An invention meaning that up to eight threads could be spun at once and sped up the process of spinning.
The Water Frame	Machine producing thread that is far stronger.
Suffrage	The right to vote.
Suffragists	A person advocating that the right to vote be extended to more people, especially to women.
Suffragettes	Women seeking the right to vote through organized protest.
Shell Shock	The psychological effects of war
Tier 2 vocabulary	**Definition**
Reformers	People who want to bring about change
Chartists	A group who campaigned for better social and industrial conditions for the working classes
Franchise	The right to vote in elections for public officials

Section 2: New Knowledge

The Industrial Revolution

- **1750-1900** There was a huge shift in Britain from farming and household work by hand to machines, mills and factories this is known as the Industrial Revolution.
- The causes of the Industrial Revolution in 1750.
- The role that Belper and the local area played in the Industrial Revolution.
- The new inventions of the period like the Spinning Jenny, The Water Frame and The Flying Shuttle.
- Key individuals of the Industrial Revolution including: Richard Arkwright, John Kay and James Hargreaves.

The Impact of the Industrial Revolution on people's lives.

- Conditions in the mills and factories. The impact these had on the workers.
- The work of men in mines and textile factories.
- Children in the mills. The jobs they were expected to do and the conditions in which they worked.
- Strutts Mill in Belper and how it treated its workers.
- A comparison between Belper's Mill and others nearby.
- The working lives of women in mills. Their role and the expectations of working women.
- Liberty's Dawn and what can be learnt from the book about the impact of the Industrial Revolution on people's lives.

The Campaign For The Vote and Equal Rights in the 1800s

- The efforts of reformers to extend the right to vote.
- The arguments for and against reforming the democratic system in the 1800s
- The work of the Chartists, their methods and supporters in the 1830s.
- The successes of the Chartists in extending the franchise and workers rights.
- Women's rights and the campaign for women's suffrage in the 1800s
- Views for and against women having the right to vote
- The work, campaigns and limitations of the Suffragist movement
- The rise and popularity of the Suffragette movement
- The tactics and treatment of the Suffragettes
- The success of the Suffragettes
- The campaign for equal rights focussing on the life of Anne Lister and other groups in society.

Section 3: Enquiry Questions

What was it like living and working in Belper during the 18th and 19th century?

Did the efforts of Chartists and Reformers change anything?

What's the story of the women's suffrage campaign?

Section 4: Source Analysis

When analysing sources consider the following:
Content- What is happening in the picture, who are the key people, what message is it giving?
Context- What else is happening at the time?
Purpose- Why was this cartoon drawn?
Provenance- Who drew it? Who is it the audience?

Section 5: Interpretations

How and why historians and others have interpreted the same events and developments in different ways.

For example:
Some historians will argue that the Suffragettes were campaigners for a just cause.

Other historians will argue that their methods amounted to terrorism.

Subject: Judaism

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Mantle	The cover of a Torah Scroll.
Mitzvah	Commandment
Pesach	(Passover) Jewish festival commemorating the Exodus from Egypt.
Torah	'The Law'' the first section of the Tenakh and the first five books of the of the Jewish Bible.
Tenakh	The 24 books of the Jewish Bible. Comprising three sections; Torah, Nevi'im and Ketuvim.
Ketuvim	'The writings' the third section of the Jewish Tenakh.
Ten Commandments	Fundamental laws of the Jewish people which tells them how to live.
Synagogue	Jewish place of worship.

Tier 2 vocabulary	Definition
Eternal	'Everlasting': without beginning or end.
Reform	Progressive form of Judaism
Orthodox	Traditionalist branch of Judaism.
Covenant	In Judaism an agreement or contract.
Exodus	The journey of the Israelites out of Egypt.

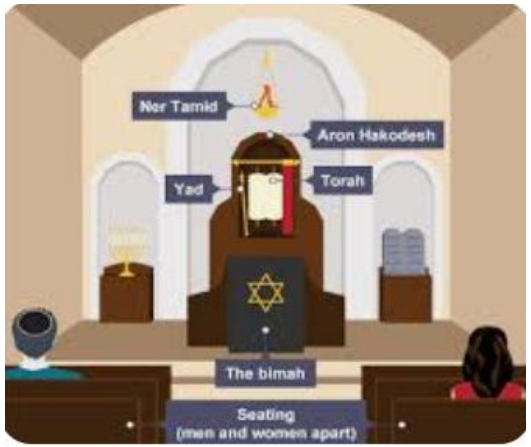
Section 2: New Knowledge

Abraham

The Torah says that God appeared to Abraham, saying that there is only one God and that he should leave his home to travel to Canaan, a land that God would give to him and his descendants

Key Beliefs

There is only one God
God created the universe and is eternal
God is omniscient
God rewards those who obey his commands and punishes those who disobey them



Section 3: New Knowledge

The Tenakh

The Jewish Bible is called the Tenakh and is a collection of 24 separate books, divided into three sections:

- Torah
- Nevi'im
- Ketuvim

Jewish people try to follow the commands contained in the Torah, believing that they came from God.

The Ten Commandments are probably the best known of the 613 mitzvot. While the first four are about the Jewish people's relationship with God, the last six are about relationships with other human beings.

Worship

Orthodox Judaism teaches that men should pray three times a day (morning, afternoon and evening) except at Shabbat - the weekly day of rest - when there should be 4 prayers daily.

Shabbat begins before nightfall on Friday and lasts for 25 hours. It is a command from the Torah that Jewish people should recite the shema twice a day - morning and night. Shema is a short collection of passages from the Torah.

A Jewish place of worship is called synagogue or shul. Individuals may pray anywhere, but Jewish law says that some forms of worship are communal. Readings from the Tenakh play an important part in worship in the synagogue.

Two festivals that are important in Judaism are Pesach which celebrates Moses' mission to free the Israelites from slavery in Egypt, and Sukkot, which reminds Jewish people of the time when the ancient Israelites, having escaped from slavery in Egypt, travelled through the desert sleeping in temporary shelters.

Source of Authority

- Genesis 12:1-3
- Exodus 1
- Deuteronomy 6.4-5

Year 8 Autumn 1

French: Greeting, belongings, people & activities.

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Definite article	'the'- in French they use 'le', 'la', 'les' and 'l'' before a vowel.
Indefinite article	**A or an** in English, **un** (masculine) and **une** (feminine)
Verb (vb)	A word used to describe an action or a state
Adjective (adj)	Tells more about noun
Adjectival agreement	In French the adjective must agree with the noun its describing
Subject pronoun	je, tu, il, elle, nous, vous, ils, elles (I, you, he, she, we, you, they (m) and they (f))
Posssessive adjectives	Saying 'my', 'your', 'his/her' etc. French has 3 words for each.
Inversion questions	Swap the subject pronoun and the verb to form a question
Intonation questions	Raise your voice at the end of a statement to ask a Q.

Questions	Translation
1. Comment ça s'écrit ?	How do you spell that?
2. Comment dit-on ……?	How do you say…..?
3. Tu es…?	Are you…..? (intonation)
4. Es-tu ….?	Are you…? (inversion)
5. Est-ce que tu es**…?**	Are you….? (Est-ce que + statement)

Section 2: Grammar

Using 'il y a' and 'il n'y a pas de'

To say **there is**, use **il y a** + **indefinite article:**

il y a un vélo il y a une télé il y a des vélos

To say what there **isn't**, use il **n'**y a **pas** + **article** '**de**' for **all genders**:

Il **n'**y a **pas de** vélo Il **n'**y a **pas de** télé Il **n'**y a **pas de** vélos

Verbs with prepositions

★ Some verbs need to be followed by a **preposition** in English, but **not** in French:

*I listen **to** the radio.* **J'écoute la radio**. (no ***à***)

*I am looking **at** the train.* **Je regarde le train**. (no ***au***)

*I am looking/asking **for** a book.* **Je cherche/demande un livre**. (no ***pour***)

★ Other verbs need a preposition in French too, often a form of **à:**

*I am talking **to** the teacher.* Je parle **au** professeur.

*I am giving a present **to** the girl.* Je donne un cadeau **à la** fille.

		masculine singular	feminine singular	masculine/ feminine plural	before a vowel/ non-aspirated 'h'
indefinite articles	a/an	un	une	des	no change
definite articles	the	le	la	les	l'
possessive adjectives	my	mon	ma	mes	mon
	your	ton	ta	tes	ton
	our	notre	notre	nos	no change
à + definite article	at the/ to the	au	à la	aux	à l'

Saying 'it' and 'they'

When we are referring to **things,** il/elle means '**it**' and ils/elles means '**they**'. The word for it or they matches the gender:

Le livre est bon. **Il** est bon. ***It (m)** is good.*

La règle est petite. **Elle** est petite. ***It (f)** is short.*

French Masculine → Feminine Grammar Rules ☑ **Key Tips:**

•ADJECTIVES -Add **-e** for general rule, unless the word already ends in **-e**.

•Watch for irregulars: not all follow these patterns.

•Same spelling: Some words stay the same for both genders (ex: *un/une artiste*).

Type	Masculine Ending	Feminine Ending	Example (M → F)
Adjective	(general) + **e**	Add **e**	petit → petite *(small)*
Adjective	**-x**	**-se**	heureux → heureuse *(happy)*
Noun	(general) + **e**	Add **e**	ami → amie *(friend)*
Noun	**-eur**	**-ice**	acteur → actrice *(actor → actress)*
Noun	**-eur**	**-euse**	chanteur → chanteuse *(singer)*

Section 3: WAGOLL & phonics

Bonjour ! Pour mes devoirs, je lis un livre ou j'écris des phrases. Mon frère, travaille à l'ordinateur et ma sœur prépare le déjeuner. Ma sœur est avocate et elle est travailleuse. Le soir, nous écoutons la radio et nous regardons la télé. Normalement on regarde une série avec des enfants, ils jouent et chantent. Voici ma maison, il y a des affaires, des vêtements et les devoirs. En juillet, nous allons passer des vacances en France. Nous allons chanter, parler, et étudier le français. Je suis très heureuse. Est-ce que tu vas en vacances ? Au revoir !

***le soir –in the evening**

French phonics

liaison with h	l'h**ô**tel	**liaison with 's'**	trois hôtels
em	ens**em**ble	**um**	parf**um**
am	ch**am**bre	**un**	l**un**di
aim	f**aim**	**gn**	li**gn**e
im	s**im**ple	**SFC**  Shhhhh!	Silent Final Consonant like ballet
om	c**om**bat	**SFE**	Silent Final E like petit**e**

Autumn 1 week 1 (Y7 revision- 54 words)		
Y8 French Autumn 1 week 2		
nm	**l'avocat (m)**	lawyer (m)
nf	**l'avocate (f)**	lawyer (f)
nm	**le bureau**	desk, office
nm	**le directeur**	headteacher (m)
nf	**la directrice**	headteacher (f)
nm	**l'emploi (m)**	job
nm	**le facteur**	postman (m)
nf	**la factrice**	postwoman f)
nm	**le secrétaire**	secretary (m)
nf	**la secrétaire**	secretary (f)
adj	**ambitieux**	ambitious (m)
adj	**ambitieuse**	ambitious (f)
adj	**prudent**	careful (m/f)
adj	**travailleur**	hard-working (m)
adj	**travailleuse**	hard-working (f)
adv	**assez**	quite
	est-ce que	questioning device (do/does)
Autumn 1 week 3 (revise week 2 and Y7)		
Autumn 1 week 4		
	célébrer	to celebrate, celebrating
	préférer	to prefer, preferring
	avril (m)	April
	la date	date
	l'événement (m)	event
	février (m)	February
	janvier (m)	January
	juin (m)	June
	mars (m)	March
	mai (m)	May
	la tradition	tradition
	premier	first (m)
	première	first (f)
	quatorze	fourteen
	quinze	fifteen
	seize	sixteen
	trente	thirty
	treize	thirteen
	vingt	twenty
	on	everyone, you, one
Autumn 1 week 5 (revise week 4 and Y7)		
Autumn 1 week 6		
	organiser	to organise, organising
	chacun	each person
	l'anniversaire (f)	birthday
	août (m)	August
	décembre (m)	December
	juillet (m)	July
	septembre (m)	September
	octobre (m)	October
	novembre (m)	November
	général	general (m)
	générale	general (f)
	national	national (m)
	nationale	national (f)
	partout	Everywhere
Autumn 1 week 7 (Y7 revision list on Quizlet)		

Quizlet links for revision

A a	G jay	M em	S ess	W doubla-vay
B bay	H ash	N en	T tay	X eeks
C say	I ee	O oh	U oo	Y ee greque
D day	J gee	P pay	V vay	Z zed
E euh	K kah	Q koo	L'alphabet français	
F eff	L el	R air		

1.un
2.deux
3.trois
4.quatre
5.cinq
6.six
7.sept
8.huit
9.neuf
10.dix

11.onze
12.douze
13.treize
14.quatorze
15.quinze
16.seize
17.dix-sept
18.dix-huit
19.dix-neuf
21.vingt et un
20.vingt

21.vingt et un
22.vingt-deux
23.vingt-trois
24.vingt-quatre
25.vingt-cinq
26.vingt-six
27.vingt-sept
28.vingt-huit
29.vingt-neuf
30.trente
31.trente et un

Scan to revise numbers

Regular ER verb CONJUGATION
example: jouer (to play,playing)
Remove –er and add the correct ending

je joue (I play/am playing)	**nous** jou**ons** (we play/are playing)
tu jou**es** (you play/are playing)	**vous** jou**ez** (you (pl/fml) play/are playing)
il/elle joue (he/she plays/is playing)	**ils/elles** jou**ent** (they (m/f) play/are playing)

Year 8 Autumn 1

German: holidays, an exchange and who am I?

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
Weak verb	A **regular** verb. The **past participle** sandwiches the verb stem with 'ge' and '-t'; for example, 'gespielt'
Strong verb	An **irregular** verb. The **past participle** usually sandwiches the verb stem with 'ge' and 'en'; the stem vowel often changes
Perfect tense	Describes actions that have been completed in the past.
Past participle	The form of the verb used in the **perfect tense**; for example, '(I have) ***done***', '(I have) ***eaten***'
Accusative	Form(s) used for the object or 'receiver' of the action of the verb
Dative	Shows **to whom** or **for whom** something is done. It's mainly used for indirect objects. Example: *Ich gebe **dem Mann** das Buch.*
Time adverbial	A word or phrase that tells **when**, **how often**, or **how long** something happens
Nominative case	Used to describe the subject of a sentence, i.e., who or what is doing the action of the verb

Questions	Translation
1. Was hast du gestern gemacht?	What did you do yesterday?
2. Bist du schon nach London gefahren?	Have you already been to London?
3. Hast du Hunger?	Are you hungry?
4. Was must du machen?	What do you have to do?
5. Worauf hast du Lust?	What do you fancy doing?
6. Warum magst du Wassersport?	Why do you like water sports?

Section 2: Grammar

The perfect tense has 3 parts

	1	2		3
1) a subject	ich	habe	(Tennis)	gespielt
2) an auxiliary verb	er	hat	(Musik)	gehört
3) a past participle	wir	haben	(Pommes)	gegessen

*Most verbs in the perfect tense use **haben** as their auxiliary verb
* Weak verbs form their past participle by taking the stem of the infinitive, then adding **ge** to the front and **t** the end of the stem.
e.g. **ge**spiel**t** (played), **ge**mach**t** (did)
* Strong verbs usually form their past participle by taking the stem of the infinitive, adding **ge** to the front and **en** to the stem. The vowel in the stem may change as well.

Present — **Past (perfect)**

Ich **mache** eine Tour. — Ich **habe** eine Tour **gemacht**.

I am doing a tour. / I do a tour. — I have done a tour. / I did a tour.

Regular past participles sandwich the stem with **ge-** and **–t**:

machen → **ge**mach**t**
spielen → **ge**spiel**t**
kaufen → **ge**kauf**t**

Some verbs don't add –ge!
besuchen → besucht
erleben → erlebt
It would be harder to pronounce them if they did!

Sie **hat** im Café **gegessen**. She *has eaten* / *ate* in the café.

Sie **hat** eine Liste **geschrieben**. She *has written* / *wrote* a list.

The past participle stays the same when we are talking about different people!

Er **hat** Freunde **getroffen**. He *has met* / *met* friends.

Er **hat** viel Wasser **getrunken**. He *has read* / *read* a book.

Infinitive clauses with *zu*

Ich *habe* keine Lust, **zu arbeiten**. I don't have any desire **to work.**

Er *vergisst* immer, Kaffee **zu kaufen**. He always forgets **to buy** coffee.

Es *ist* wichtig, Deutsch **zu lernen**. It is important **to learn** German.

Like in other two-verb structures, the second verb (with **zu**, in infinitive) is at the **end.**

Adjectival agreement in the nominative and accusative cases

R1

Ein kleiner Mund ist schön.
Das ist eine lange Nase.
Ein rundes Gesicht ist komisch.

R2

Sie hat einen klein**en** Mund.
Ihr Bruder hat eine lang**e** Nase.
Die Oma hat ein rund**es** Gesicht.

Section 3: WAGOLL & phonics

Gestern habe ich meine Austauschfotos gesehen. Letztes Jahr habe ich einen tollen Austausch in Deutschland gemacht. Ich habe viele Briefe an meinen Austauschpartner geschrieben. Er heißt Nico und er hat für mich Schnitzel und Bratkartoffeln gekocht.

Dieses Wochenende muss ich meine Hausafgaben machen. Ich muss mein deutsches Vokabular lernen aber ich will nicht. Ich habe Lust, in der Stadt Eis zu essen und ich habe auch Lust, zum See zu fahren.

Ich mag Wassersport, weil er so spannend und lustig ist. Ich vergesse manchmal, wieviel Zeit notwendig ist.

Using *which* in German

To ask ***which?*** in German, use the question word **welcher, welche, welches:**

masculine	**Welcher** Tisch ist das? *Which table is that?*	**Der** Schreibtisch. *The writing table (desk).*
feminine	**Welche** Flasche ist das? *Which bottle is that?*	**Die** Wasserflasche. *The water bottle.*
neuter	**Welches** Schwimmbad ist das? *Which swimming pool is that?*	**Das** Schulschwimmbad. *The school swimming pool.*

German phonics

ei	ein	**u**	du
ie	sie	**ü**	fünf
sch	schreiben	**SSC**	Sound-symbol correspondence
st-	stark	**ai**	der Hai
sp	spielen	**r**	Uhr

Year 8 German (Y7 Revisited Term 3.2 Week 4)

Y8 German Autumn 1 week 1

dieser, diese, dieses	this
letzter, letzte, letztes	last
so	so
schon	already
die Kultur	culture
die Türkei	Turkey
die Kleidung	clothing
die Tour	tour
der Spaß	fun
Juli	July
August	August
die Ferien	holidays
selbst, selber	-self
kaufen	to buy, buying
Besuchen	to visit, visiting
erleben	to experience, experiencing

Y8 German Autumn 1 week 2

bisher	until now, up to now
der Sommer	summer
Spanien	Spain
Frankreich	France
welcher, welche, welches	which
treffen	to meet, meeting
getroffen (pp)	met (pp)
gesprochen (pp)	spoke, spoken (pp)
geschrieben (pp)	wrote, written (pp)
gesungen [pp]	sang, sung (pp)
getrunken (pp)	drank, drunk (pp)
gegessen (pp)	ate, eaten (pp)
gelegen (pp)	lay (pp)

Autumn 1 week 3

müde	tired
oben	above, upstairs
unten	below, downstairs, down
noch	still, yet
die Küche	kitchen
die Lust	desire
der Hunger	hunger
der Schmerz	pain
der Brief	letter
die Wohnung	appartment, flat
der Kaffee	coffee
das Bad	bathroom
Sie	you [formal]
gefunden (pp)	found (pp)

Autumn 1 week 4 (Y7 revision list on Quizlet- 50 words)

Autumn 1 week 5

bequem	comfortable
freundlich	friendly
wieder	again
die Jahreszeit	season
Dezember	December
März	March
der Blick	look, view
der Wechsel	change
der Schuh	shoe
die Pflanze	plant
das Mal	time
duschen	to shower, showering
begreifen	to understand, understanding

Autumn 1 week 6

rund	round
breit	wide
dünn	thin
neu	new
ähnlich	similar
als	as
die Schülerin	pupil (f)
die Zeit	time
die Nase	nose
der Schüler	pupil (m)
der Mund	mouth
das Gesicht	face
das Auge	eye
das Haar	hair
verbringen	to spend (time)

Autumn 1 week 7

interessant	interesting
unmöglich	impossible
notwendig	necessary
wunderbar	wonderful
spannend	exciting, thrilling
lustig	funny, enjoyable
warum?	why
weil	because
denn	because, for

Quizlet links for revision

Year 8 Autumn 1

Computing: The History of Computing

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Transistors	Tiny electronic switches and amplifiers found inside electronic devices such as computers and mobile phones.
CPU	The part of the computer that is responsible for carrying out calculations and processing instructions.
Hertz	A measure of the speed a computer's processor executes instructions.
Moore's Law	A theory in Computing relating to the knowledge that computer speed and processing will be expected to double every 2 years.
Enigma Code	The project worked on during World War II at Bletchley Park to decipher Nazi communications by the British.
Colossus	The first purpose built computer based at Bletchley Park.
Microchips	Integrated printed circuits inside computers that transfer digital communications.
The Internet	A global network of connected computers.
The World Wide Web	'WWW' or 'web' for short, is a collection of webpages found on the Internet.
Tier 2 vocabulary	**Definition**
Investigate	To find relevant information
Produce	To make a piece of work
Logic	To solve a problem through steps
Problem Solving	To find a solution to a problem
Execution	To produce and run a solution

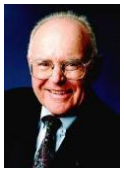
Section 2: Famous historical people in Computing

Al-Khwarizmi - was a Persian mathematician born in 800 AD who was the father of algebra. Without his work, in solving problems, we would not have logic in computing.

Ada Lovelace - Ada is considered the first computer programmer. Even though she did not build a physical computer she wrote about one named "The Analytical Engine". She wrote about the fact that this computer could follow simple programmed instructions to perform a complex calculation.

Alan Turing - Alan is considered to be the most famous mathematician and programmer in British history. His work during World War II on the Enigma Machine helped to bring down the Nazi's and shorten the war by 2-4 years.

Gordon Moore - is an American businessman and developer of computer processors. In 1965 he developed a theory in which he stated that every 2 years the processing power and speed of computers would double. His theory is called "Moore's Law".



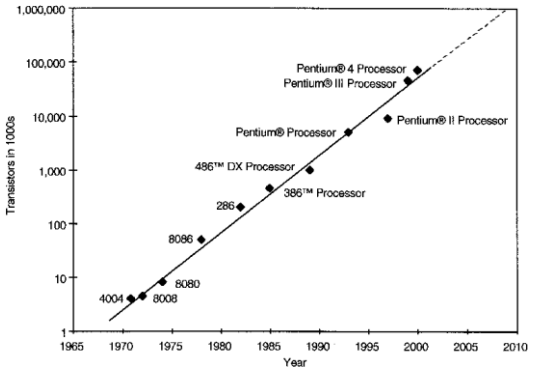
Sir Tim Berners Lee - the founder of the World Wide Web.

In 1989 he developed a set of rules or protocols which include HTML (hyper text markup language), HTTP and URLs.

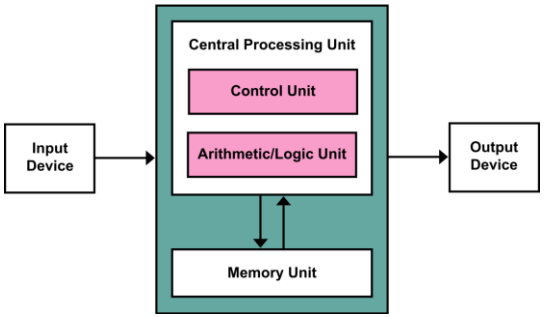
Bill Gates - is the founder of Microsoft.

Microsoft is one of the largest software companies in the world today.

Section 3: Subject Content and Questions



The chart above shows the modelling of Moore's Law and his prediction about computer speed and processing



The diagram above is The Von Neumann Computer Architecture developed by John Von Neumann.

Who founded Google?

Google was founded by Larry Page and Sergey Brin in 1998 while they were PhD students at Stanford University in California. They initially developed a search engine called BackRub, which looked at the connections between websites using a system that would later become known as PageRank.

The name "Google" is a play on the word "googol", which refers to the number 1 followed by 100 zeros—symbolising their mission to organise a seemingly infinite amount of information on the web.

Year 8 Autumn

Physical Education: Invasion Games

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

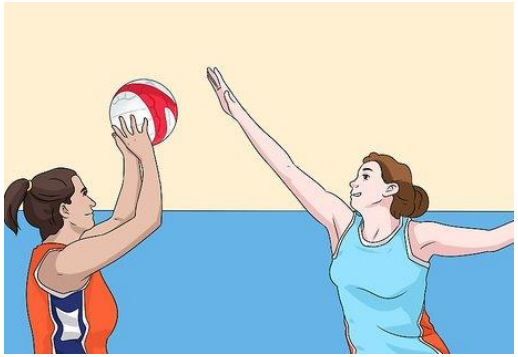
Tier 3 vocabulary	Definition
Give and Go (One-Two)	Passing to a teammate, running up the court or pitch and receiving the ball back.
Layup	A method of shooting in Basketball.
Deception, Dummy or Feint	Methods used to send an opposing player the wrong way in order to beat them.
Breakdown	The point at which the attacking team's forward progress is stopped.
Ruck	After a player is tackled in Rugby and players contest the ball on the ground.
Possession	The team or player that currently has the ball.
1st Stage Defence	Marking a player
2nd Stage Defence	Marking the ball.

Tier 2 Vocabulary	Definition
Contact	Touching another player.
Foul	Breaking the rules of the game such as unfair contact that gains an advantage.
Free Pass/Kick	Normally awarded after a foul or ball out of play as a way to restart the game.
Offside	A player in the wrong position gaining an unfair advantage (varies by sport).
Obstruction	Unfairly blocking or standing too close to an opponent to impair their progress (varies by sport)

Section 2: Developing Skills in Court Based Invasion Games

In all invasion games there are many skills that are common between the sports, but there are also more specialist skills that are specific to each sport. Examples of these are given below.

Netball Shooting & Marking



Basketball Layup

When shooting in Netball bending the elbows and knees can help gain power and therefore height on the ball to get it over a defender. When marking in Netball you must keep your feet 1 metre away from the attacker to avoid breaking the obstruction rule whilst leaning and stretching to block. In Basketball you can shoot as you dribble into the basket by performing a layup. When performing a layup we stretch and push the ball up onto the backboard, driving with the knee.

Section 3: Developing Skills in Field/Pitch Based Invasion Games

Football Lofted Pass

Rugby Tackle

In Football the lofted pass can be used to pass the ball over the top of opposition players rather than risking a ground pass or several short passes being intercepted. The ball needs to be struck in it's lower half and you should lean back and follow through to gain height and power. In Rugby a tackle is used to prevent the player with the ball making further progress. Tackles must be safe and effective, you should hit with the shoulder into the thighs and holding tightly with both arms, ensuring your head goes down the side of the player 'cheek to cheek' and with your 'spine in line'.

Year 8 Autumn

Physical Education: Swimming & Fitness

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Survival	Continuing to exist in difficult circumstances.
HELP	Heat Escape Lessening Posture/Position.
HUDDLE	A group survival technique.
Training Method	The style of training used.
Fartlek	Known as 'speed play', a training method with varying intensity.
Continuous	A training method that takes place over a long duration at low intensity.
Resistance	Exercising muscles against an opposing force, such as a free weight.
Tier 2 Vocabulary	**Definition**
Emergency Situation	Un unexpected event that has the potential to put us in danger.
Signal	Trying to gain the attention of someone.
Fitness Training	A method used to improve or maintain a component of fitness.
Duration	How long something goes on for.
Intensity	How hard something is.
Targeting	When training is aimed at a certain component of fitness or body part.

Section 2: Personal Survival

Personal survival is about being able to enter the water in an emergency situation, without panicking. Personal survival skills can then be used to help you survive for longer as an individual or group and maximise your chances of rescue.

HELP and HUDDLE Position

HELP Position

The HELP position stands for Heat Escape Lessening Posture or Position. The idea of the HELP position is to retain as much heat in the body as possible as well as conserving energy. This works by closing the areas most susceptible to heat loss such as the armpits and groin, covering the chest to protect the organs and keeping the head above water.

HUDDLE Position

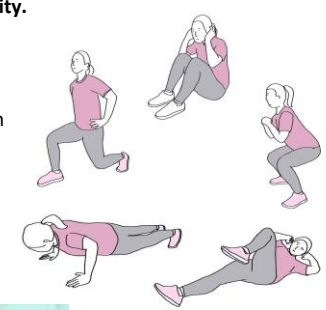
The HUDDLE position can be used in a group survival situation. The group gather together to form a circle and use their collective body heat to survive for longer. Again, the areas where heat is lost are closed or protected and the head stays above the water. The HUDDLE position also makes rescue more likely as the group forming a circle is easier to spot. Members of the group can take turns to raise their arms or signal for help.

Section 3: Fitness Training – Methods of Training

A method of training is a training type or style that targets a particular component of fitness or activity.

Circuit Training

Doing several exercises in turn at stations, targeting different areas of the body or different components of fitness.



Weight Training

Weight training uses weights to act as resistance for the muscles, this allows you to work on different types of strength and to target individual muscles or groups of muscles.

Continuous Training

Continuous training is normally aimed at athletes taking part in long duration activities such as running, road cycling or open water swimming. You train at a low intensity for a long duration.

Fartlek Training

Fartlek training is aimed at athletes that take part in activities where the intensity can change, such as invasion games players. Fartlek means 'speed play' and you alter the intensity throughout the training.

Year 8 Autumn

Physical Education: Gymnastics & Net Games

BELPER SCHOOL and Sixth Form Centre

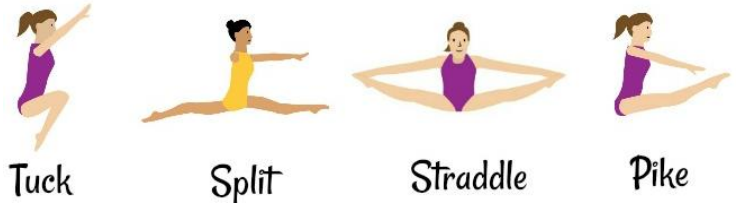
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Apparatus	A piece of gymnastic equipment with a particular purpose.
Vault	A gymnastic skill performed using apparatus such as a box, buck or horse.
Depth	Altering how long or short the ball or shuttlecock is played in net games.
Service Line/Box	In net games we normally need to begin behind the service line and may serve into a service box
Springboard	A piece of gymnastic equipment designed to assist with flight.
Trampette	A piece of gymnastic equipment designed to assist with flight.
Advanced Skills	Skills or specific techniques unique to an activity.

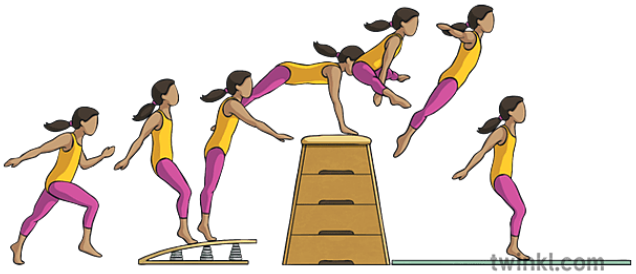
Tier 2 Vocabulary	Definition
Landing	A controlled landing is vital in gymnastics for safety and as it is aesthetically pleasing.
Flight	Producing gymnastic shapes in the air, with or without assistance.
Jump	Used in gymnastics flight and can take many forms.
Angle	Changing the direction of the ball or shuttlecock in net games.
Pace	Changing the speed at which the ball or shuttlecock moves in net games.
Spin	Getting the ball to move or bounce in an unpredictable way, making it harder to return in net games.

Section 2: Gymnastics Flight

Jumps and Vaults



Gymnastic jumps involve creating aesthetically pleasing shapes in the air. When going over or onto a piece of apparatus this is known as a vault. We can gain extra height by using apparatus such as a springboard or trampette, or even by using a partner.



Landing

When attempting any flight, we must attempt to land in a safe and controlled manner. You should always aim to land on 2 feet and for the landing to be aesthetically pleasing, take no more than 1 step.

Section 3: Net Games Advanced Skills

Advanced skills or specific skills are used in individual net games as we become more experienced. These skills can help to give an advantage and can be used to put an opponent under pressure.

Table Tennis Serve

In Table Tennis you can change the angle, depth, pace and spin of your serve but must follow all of the service rules. You should have an open, flat palm, you should be behind the table, the ball must be above the table, it should be thrown up a minimum of 6 inches and only be hit on it's downward flight, it should also hit your side of the table followed by your opponents. If you clip the net but it lands in this is a 'let' and you are allowed another go.

Badminton Serve

In Badminton, you can alter the angle, pace and depth of your serve to make it difficult for your opponent to return the shuttle. You should stand behind the service line and must serve into the service box diagonally opposite you with both feet on the ground. The shuttlecock must be hit underarm and below the waist in one continuous forward motion.

Art: African Art

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scarification	Scratching, etching, burning, branding, or superficially cutting designs into skin.
Fragmented	To break or cause to break into pieces.
Tonal bar	A way of demonstrating a tonal range.
Ombré	Ombré is the blending of one colour hue to another, usually moving tints and shades from light to dark.
Proportion	How the sizes of different parts of a piece of art or design relate to each other.
Symmetry	When two halves of a work of art mirror each other.
Press print	Thin polystyrene printing sheets.
Gradient	A gradual blending from one tone to another tone.
Elongate	To stretch out of proportion lengthwise.

Tier 2 vocabulary	Definition
Carving	The act of using tools to shape something from a material.
Blend	The gentle transition from one tone or colour to another.
Texture	How something feels e.g., rough or smooth.
Detail	An individual or small part of an item.
Highlight	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
Distort	To stretch out of proportion.

Section 2: Observational drawing

You are going to make a drawing of an African mask - this is called first-hand observational drawing.

It is important you draw lightly and carefully using a 2B pencil.

Initially you are learning about what your mask looks like.

Look closely at your mask –
What shape is it?
Is it symmetrical?
Where are the eyes positioned?
How long is the nose?
Does it have hair or ears?
What sort of a mouth does it have?
Are there any other details? Headdress? Facial markings?

You are now going to start your drawing.

1. Lightly draw a **straight line** down the centre of your mask photograph and repeat this on your blank page, using a ruler. This will be the centre of your mask. This is a construction line so don't press on as you will be rubbing these out later!

2. Lightly draw the **outline** of the main mask. Ignore any bits that are add-ons. (headdresses or ears) Is your mask symmetrical? If so, copy over the shape.

3. Now add headdresses, ears, to the outer shape. Don't add facial details yet, you are only looking at the main outline…… **remember to sketch lightly,** as these may need to be moved.

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

Start by placing the eyes. Notice on this mask the eyes are central to the main head shape. Study your mask and decide where, and how big your masks eyes are. Now **lightly** draw in where you want them to go using **construction lines.**

Use **construction lines** to help you place all of the main facial features now – as shown on the photo. So how low does the nose drop below the eyes? How far is it to the centre of the lips?

Section 2: Adding tone

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

Below is a drawing of An African mask. You can see all of the line work is done and the artist has started to add tone using a shading pencil. Use a **4B or a 6B pencil** for your shading. Before applying tone to your drawing, draw up a **tonal bar** somewhere at the edge of your page.

Use a ruler to draw the grid. Then carefully and smoothly fill in the tones from darkest to lightest using your **4B or 6B pencil**. You should look to use each of these tones in your drawing.

Important- Before adding any tone to your mask, rub out any construction lines.

Now, using the full range of tones, start to apply shading to your mask drawing.

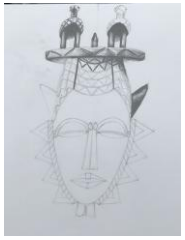
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

Apply this same dark tone to the mask drawing where you feel it should be.

Now look at how this tone changes as the shape of the mask changes. Look carefully to see how the tones **blend** from dark to light carefully and **smoothly**.

Dark, mid and light tones can be found all over the mask where the light and shadows fall.



Year 8 Autumn 1

Art: Birds

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Hyperrealism	A genre of art in which the work is of such detail that it resembles a photograph.
Burnishing	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
Illustrator	A person who draws or creates pictures for magazines, books, advertising, etc
Zentangle	A form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.

Tier 2 vocabulary	Definition
Tone	Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.
Gradient	A process of transitioning a tone from light to dark or dark to light.
Blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Flat wash	Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.
Underpainting	The application of a flat wash of colour to start a piece of work before layering materials such as colour pencil over the top.

Section 2: Artists and techniques

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

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

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

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

Section 2: Artists

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

Claire Brewster is a British papercut artist from Lincolnshire. Her process involves intricately cutting map paper with a sharp craft knife. She first draws the silhouette of the bird she wants to create onto a map carefully selected based on where the birds are found. Her silhouettes are often presented showing the shadow of the bird cast on a white surface.

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

Year 8 Autumn 1

Music: Exploring Performance

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

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

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

Section 2: New Knowledge/Skills

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

Vocal warmups

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

Different types of songs

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

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

Solo – a song sung on your own.

Duet – a song sung in a pair; with harmony.

Trio- a song sung in a group of four; with harmony.

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

Section 3

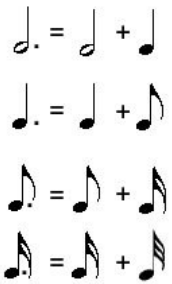
Rhythm

Kodály Rhythm Method

𝅝	Ta __ __ __
𝅗𝅥	Two __
♩	Ta
♪	Te
♫	Te-te
𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	Tecka-tecka
𝅗𝅥.	Three __ __
♩.	Tay
♪♩	Tim-ka
³♫	Tri-cy-cle

Dotted Notes

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



Time signatures

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

Year 8 Autumn 1

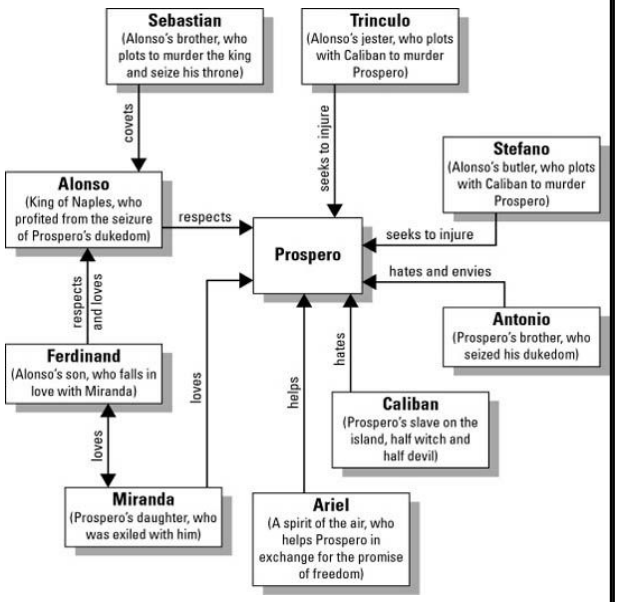
Drama: The Tempest.

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Abstract Still Image	Used to represent people or objects and even abstract concepts like emotions or atmospheres.
Physical Theatre Sequence	A rehearsed range of movements, which have a fluid quality and a physical self discipline.
Proxemics	Proxemics is the use of space/distance between characters on stage. This can represent the relationship between characters
Director	A director is responsible for the overall creative vision of the show.
Production Concept	The production designer works closely with the director to establish a shared vision for the piece and then they are responsible for every area of design. This can also encompass other areas of design, such as film and multimedia.
Theatrical convention	A convention is a technique employed regularly in the drama so that the audience come to attach specific meaning to it. When a technique is used repeatedly in a drama the audience recognise its significance.
Tier 2 vocabulary	**Definition**
Interpretation	Choices you make about the way to play the scene are called the interpretation.
Status	Status is the level of power or influence a character has.
Character	A person in a novel, play or film.

Section 2: Characters in The Tempest



How the characters are played in the productions

Prospero - Powerful, magical, scary, caring, kingly, wizard, intimidating, uses the space confidently, big strides, mocking, deep voice, fierce, threatening, use of arms and magical staff.

Ariel - Magical, light on feet, moves with fluidity, more animal then human, magical creature, feather like costume, make up, soft voice compared to Prospero, walks on toes, big gestures, frightened, lower status, a slave.

Who's Who - Test yourself.

Section 3: Other subject specific content

You will watch two productions of The Tempest, from the RSC and The Globe Theatre.

"We create world class theatre, made in Stratford-upon-Avon and shared around the world. We perform plays by Shakespeare and his contemporaries, as well as commissioning a wide range of original work from contemporary writers. Our purpose is to ensure that Shakespeare is for everyone, unlocking the power of his plays and live performance, throughout the UK and across the world."

Take a tour of the Globe Theatre.

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

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

D&T Food : Booklet 1

BELPER SCHOOL and Sixth Form Centre

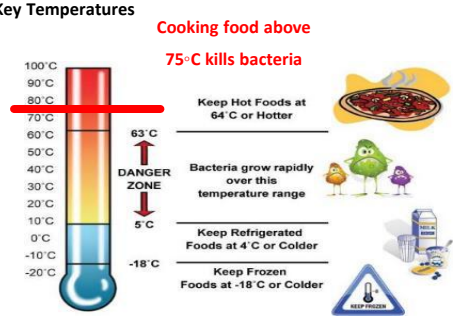
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Pathogenic bacteria	Harmful bacteria (can cause Food Poisoning)
Raising Agent	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
Fermentation	When yeast has the correct conditions it will produce carbon dioxide.
Reduction Sauce	Flavours in a liquid sauce become more intense when the water content is reduced through evaporation
Core Temperature	The central temperature that meat should reach to ensure that it is safely cooked.
Preservation	To keep something for longer without it decaying or deteriorating
Gluten	A stretchy protein which gives bread dough the capacity to expand as yeast produces carbon dioxide. (Some people who have coeliac disease cannot digest.
Hypothesis	Prediction of results
Enzymic browning	An oxidation reaction (usually in fruit and vegetables) which causes browning

Tier 2 vocabulary	Definition
Cross Contamination	Transfer of bacteria or an ingredient which can cause allergies from one place to another
Dough	Thick paste which can be shaped and moulded (e.g. pastry / bread)
Knead	Action of folding and stretching dough to develop gluten strands
High Risk Foods	Foods which have a high risk of carrying food poisoning
Prove	Leaving dough in a warm place to give the yeast time to produce carbon dioxide

Section 2: New Knowledge/Skills

Key Temperatures



The temperature of a domestic fridge should be 1-5°C
The temperature of a freezer should be -18°C
The core temperature of meat should reach 75°C
The danger zone is the temperature that is perfect for bacterial growth -it is between 5°C - 63°C

Making bread

Strong plain flour is used as it contains a lot of **gluten (**a protein which becomes stretchy when **kneaded)**
Yeast is a microorganism which produces C02 when given warmth, moisture, food and time to grow.
The stretchy gluten in the **dough** can expand around the C02 bubbles creating a light airy texture

Section 3: Other subject specific things

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

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

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

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

Year 8 Rotation 1

D&T Textiles : Fabulous Felt Food

BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Embroidery	Decorating fabric using thread and a needle to create a pattern
Fleece	A soft, warm, knitted fabric.
Non Woven Fabric	Fabric created by bonding fibres together using pressure, heat or adhesive
Knitted	Fabric created with rows of loops that interlock with each other
Sequin	A decorative, reflective piece of plastic that can be sewn onto a product
Button	A component that is sewn onto a textile item for decoration or functional purposes. Can be many different shapes, sizes and colours.
Tailors Chalk	A thin, triangle shaped chalk that is used to mark fabric.
Back Stitch	A stitch that can be used for decorative purposes or to secure stitches at the start or end of seam.
Oversewing	A stitch where the thread goes over the edge of the fabric to hold the pieces together securely and neatly.

Tier 2 vocabulary	Definition
Sculpture	A 3D form, can be made from many different materials.
Template	A paper shape that shows the exact size of fabric that needs to be cut out

Section 2: Skills

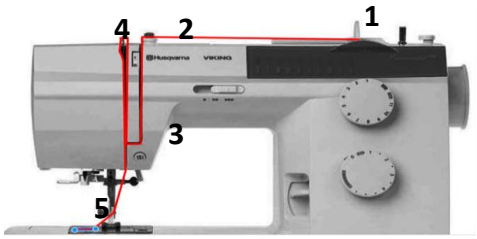
Manufacturing Process

1. Draw the packing to scale
2. Label the different fabrics/decoration skills you will use.
3. Trace templates from your drawing for each of the pieces you will need to cut from fabric. Cut out.
4. Place the templates onto the fabric. Hold in place with pins or draw around with Tailors chalk/pencil.
5. Carefully cut out fabric shapes
6. Pin the fabric shapes together to match your drawing. Sew together using hand or machine skills
7. Sew the front and back together, leaving a gap on one side.
8. Fill the design with stuffing and hand sew the gap.
9. Add details with 3D puff paint or embroidery.

How to thread the top of the sewing machine

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

Remember to pull the balance wheel out before you start to ensure you are safe. Pulling the balance wheel out stops the needle from moving if you accidentally put your foot on the pedal.



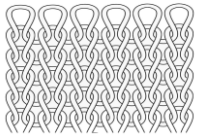
If you need to change the bobbin you should as your teacher for help.

Section 3: Knowledge

Lucy Sparrow

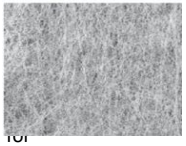
Lucy is an artist who creates soft sculptures from felt. Her most famous piece was an installation of a supermarket where everything was made from felt.
She recently made an instillation for Buckingham Palace! To celebrate the Queen's Jubilee she made a full afternoon tea with every part made from felt.
The work of artists can be a very interesting starting point for a project.

Knitted Fabric



Knitted fabric is created by looping yarn in rows. The structure of the fabric means that it has a built in amount of stretch.
Fleece is a knitted fabric. Knitted fabrics are commonly used in garment production as it is comfortable due to the fabric being able to stretch with your body as you move, resulting in comfortable clothes.

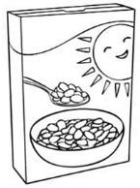
Non Woven Fabric



Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are Bonded together using adhesive, heat or friction. The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic.

Creating 3D shapes in Felt

You will select a piece of packaging to recreate in felt for this project. To do this you will need to think about how the shapes will be made up, for example:
This cereal packet would need to be made from…



x2 rectangles for the front

x2 rectangles for the base

x2 rectangles for the sides

Year 8 Rotation 1

D&T Product Design :- Mechanical Cam Toy

BELPER SCHOOL and Sixth Form Centre

Section 1: - Key Vocabulary

Tier 3 Vocabulary

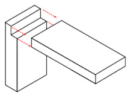
Cam	A shaped profile which transfers rotary movement to another form of movement in a new direction
Cam Shaft	A cylinder which carries the cams and is rotated
Cam Follow	A cylinder which rests on, and follows the movement of the cam profile
Lap Joint	A simple corner joint which increased the glued surface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

Tier 2 Vocabulary

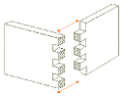
Mechanism	A system of joined moving parts designed to transfer or change an input movement into a new output movement
Reciprocating	Moving back and forth in a straight line
Rotary	Movement in full circles
Linear	Movement in a straight line in one direction
Design Brief	A context used to define a problem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

Section 2: Skills

Bench Carpentry



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

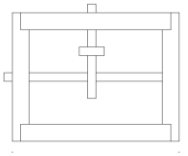


Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

Pillar Drill

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

Mechanism assembly and testing



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

Practical Problem solving

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

Graphics application

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

Section 3:- New Knowledge

Design Briefs

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

Types of movement

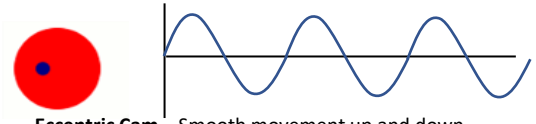
Linear Movement in a straight line in one direction

Reciprocating Movement in a straight line back and forth

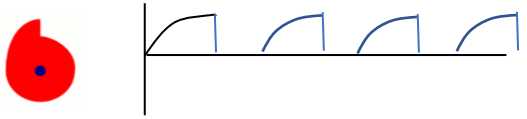
Oscillating Movement back and forth in an arch

Rotary Movement in a continuous full circle

Cam mechanisms

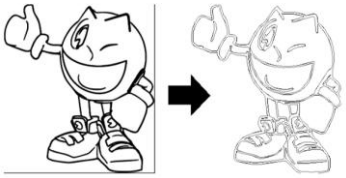


Eccentric Cam – Smooth movement up and down



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

2 CAD Software - Contouring



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

Section 4:- WAGOLL

Year 8 Autumn 1

PSHE: BE BELPER

Section 1: Key Vocabulary	
Vocabulary	Definition
Curious	Interested in learning about people or things around you
Involved	To take part in or become involved in an activity
Respectful	Politeness, honour, and care shown towards someone or something that is considered important
Kind	Generous, helpful, and thinking about other people's feelings
Resilient	An ability to recover from or adjust easily to change
Brave	Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage
Confident	Being certain of your abilities
Proud	Feeling pleasure and satisfaction because you or people connected with you have done or got something good

BE THE BEST VERSION OF YOURSELF

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

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

BE CURIOUS

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

BE RESPECTFUL

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

BE RESILIENT

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

BE CONFIDENT

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

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

BE INVOLVED

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

BE KIND

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

BE BRAVE

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

BE PROUD

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

Oracy

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Register	A variety of language determined by formality, vocabulary, pronunciation and syntax.
Turn taking	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else
Articulate	The ability to express oneself clearly and effectively, or to pronounce words clearly.
Rhetoric	The art of using language effectively, especially in persuasive speaking or writing.

Tier 2 vocabulary	Definition
Instigate	Present an idea or open up a new line of enquiry
Probe	Dig deeper, ask for evidence or justification of ideas
Challenge	Disagree or present an alternative argument
Clarify	Asking questions to make things clearer and check your understanding
Summarise	Identify and recap the main ideas
Build	Develop, add to or elaborate on an idea

Section 2: The 4 Strands of Oracy You Will Cover

Physical

This is how you use your voice and body Language to communicate and can include the pace or tempo of how you talk, the tone of voice, voice projection, posture, facial expression and eye contact.

Linguistic

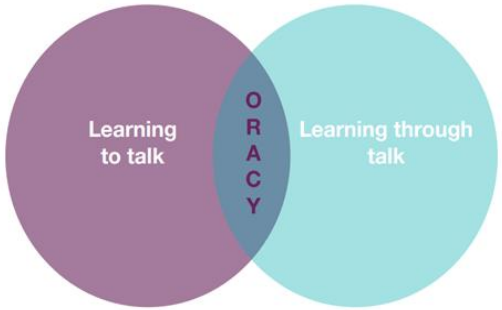
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.

Cognitive

This is about the choice of content you select to present meaning to an audience. It is about how you structure and organise your talk to engage your audience. Added to that it is seeking clarification through questioning, while maintaining focus and managing time.

Social and Emotional

This is about working with others, guiding or managing interactions through turn-taking. It is about listening actively and responding appropriately. Added to that it is about confidence in speaking, self assurance and being aware of what your audience may or may not know.



Section 3: Student agreement for oracy

In order for all students to get the most from oracy lessons and activities we should always:

- Be respectful at all times
- Be supportive of others
- Consider how what you say may impact others around you
- If you disagree, make sure you do so with respect
- Actively listen
- Observe the rules of turn taking
- Be curious
- Be confident to have your opinion heard

Types of talk

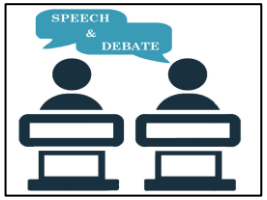
Exploratory talk

A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.

Presentational talk

Includes speeches, presentations, and other forms of one-way communication.

Debate Talk



A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.

Instructional Talk

Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.

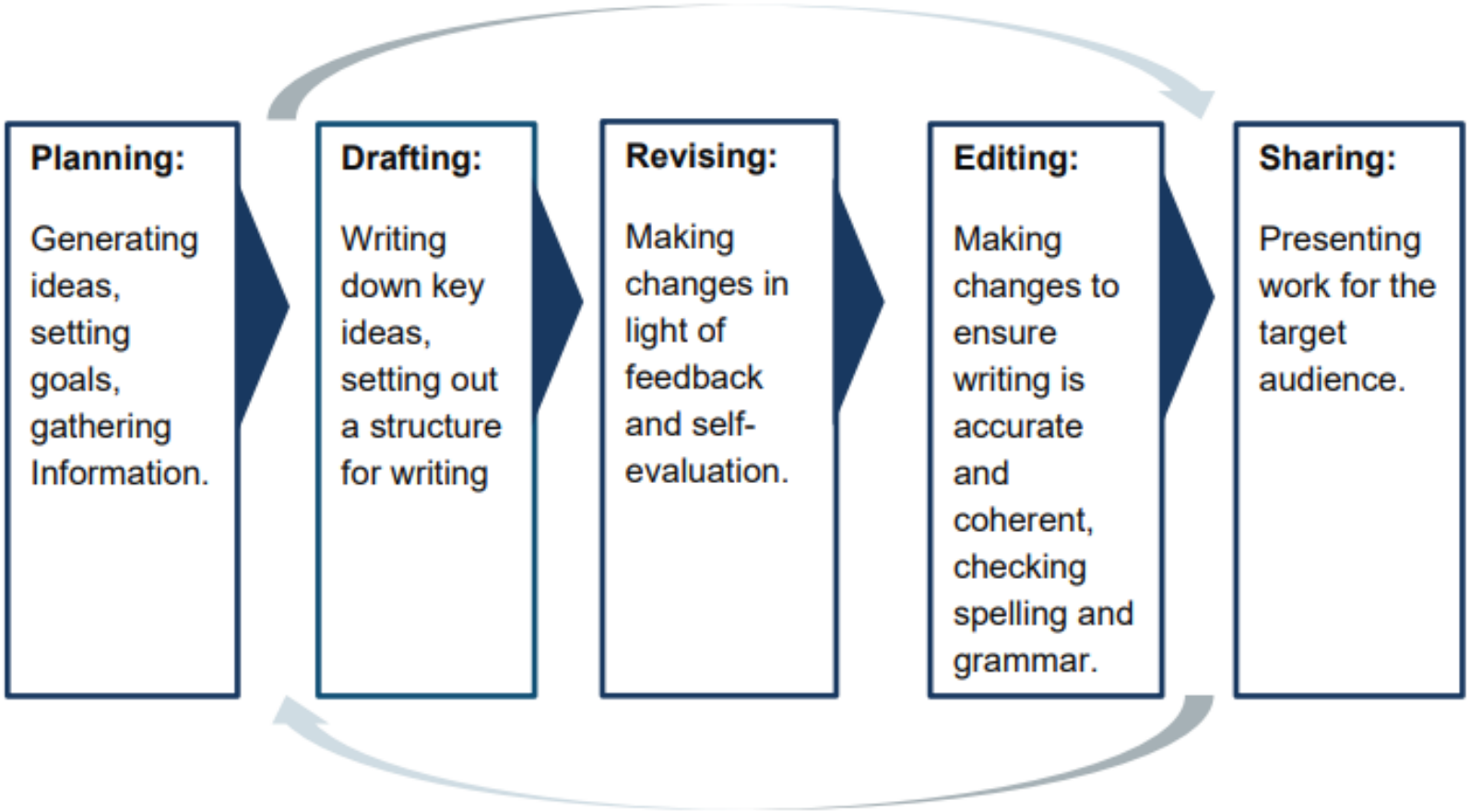
Oracy

Section 3: Talking Roles You Will Take:	
Instigator	
	The person who starts the discussion might say: 'I would like to start by saying… 'I think the first thing we should consider is…' 'To begin with let's talk about…'
Builder	
	The person who build or develops, adds to or runs with an idea might say: 'I agree and I would like to add…' 'Linking to your point I would suggest…' 'Building on that idea…'
Challenger	
	The person who disagrees or presents an alternative argument might say: 'That is true but have you considered…' 'I respect your viewpoint but what about…' 'I hear what you are saying but …'
Clarifier	
	The person who clarifies makes things clearer and simplifies ideas by asking questions might say: 'What do you mean when you say…' 'Could you tell me more about that…' 'Does that mean that…'
Prober	
	This person digs deeper into the argument, asks for evidence or justification of ideas might say: 'What evidence do you have to support that?' 'How does that support your argument?' 'How did you come to that conclusion?'
Summariser	
	This person presents reflections on the discussion and may offer a conclusion or balanced assessment of the main point and may say: ''Overall, the main points covered were…' 'In summary…' 'To round up what has been discussed…'

The Writing Process

When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly **Organise our thoughts** **Spot mistakes** **Write with purpose**



Strong writing doesn't happen by accident—it comes from thinking, crafting, and shaping your ideas over time. **Writing is thinking made visible.** The more we follow the process, the more confident and skilled we become.

Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7, 8 & 9 Table tennis club with Mary
Year 7 Music club with Phil (music rooms)	Knitting and crochet club with Emma (S9)	Belper Wind Band with Anna (music rooms)	Wellbeing club with Sophie (English area)	
Warhammer and Tabletop Games Hobby club with Richard (art area)	Modern Foreign Languages club with Sarah (L5)	Anti-bullying Ambassadors (week 1) with John	Wellbeing Ambassadors (week 1) with Sophie (English area)	
Year 10/11 Table tennis and badminton club with Tom	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 11 Inter-tutor football competition with James and Matt (3G)	Year 8 Dodgeball competition with Tom	Belper Choir with Anna (music rooms)	
		Model Railway Club with Phill (T2)	Year 7 Multi-sports club with Matt	
		Textiles Club with Sarah (T1)		

Extra-Curricular Clubs – After School

Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		KS4, 5 and Staff Friday Sports Club with Matt, James, Tom & Leanne
Music Club with Phil (music rooms)	Year 9 Inter-tutor Basketball competition with James	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7, 8 & 9 Football club with Matt, James & Tom		Pride Club with Karen (T5)		
Year 9,10 & 12 Sports Leaders Events		Year 9 'Your Time' Leadership Programme with Rebecca and Matt		
Robot Club with Sarah (T1)				

2 Black or Blue Pens

1 Coloured Pen

2 Pencils

Eraser

Pencil Sharpener

Ruler

Scientific Calculator