

Knowledge Organiser

Year 7 Autumn 2 2025

Create Your Future



"I am proud to represent my country, and it shows that hard work pays off."

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Team GB Inline Skating Development Squad

Name:

Tutor Group:

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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



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

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

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

**BE PRESENT
BE PUNCTUAL**

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING

WORRYING
AT RISK OF MAKING IT HARDER TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING

CONCERN
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

Attendance

- 90% attendance is half a day missed every week
- 90% attendance in one school year is 4 whole weeks of lessons (100 lessons) missed in that year.
- 90% attendance over 5 years of secondary school is half a year of school missed.
- Evidence suggests that, on average, every 17 days of school missed by a student equates to a drop of 1 GCSE grade.

Punctuality

- 10 minutes late each day = 50 minutes of lessons missed each week
- 10 minutes late each day = 2000 minutes (33.3 hours, 5.5 days) every academic year
- 10000 minutes (166.5 hours, 27.5 days) of missed learning from year 7 to year 11.

“Everyday you show up, you’re investing in your future self. Don’t underestimate the power of attendance.”

Attendance this half term

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Narrative perspective	The point of view that the story is told from. It might be internal to a specific character or an external narrator
Characteristics	The features and elements that make a character unique
Extended noun phrase	When more than one adjective is used to give detail about a noun
Olfactory imagery	A picture created using sense of smell
Auditory imagery	A visual picture created using sense of sound
Tier 2 vocabulary	Definition
Odyssey (n)	An epic journey, spanning time and place
Genesis (n)	The origin of something, e.g. 'this tale had its genesis in chaos'
Myth (n)	An ancient story explaining the early history of a social group
Infer (v)	To make an educated guess about something based on evidence
Moral (n)	A lesson that teaches the difference between right and wrong

Section 2: New Key Skills/Strategies

Using CPEAT to answer questions		Thesis Statements	
Connective	Organise your ideas by using Firstly...Moreover...Additionally...	A thesis statement lays out what you think about the question so that the person reading your answer understands what you are arguing. There are 5 steps to writing a thesis statement: 1. Where? 2. Who/What? 3. 'presented as' 4. Adjective/phrase 5. 'because' <i>Did Prometheus' crime deserve this punishment?</i>  In Prometheus's case, stealing the fire to help humans is presented as a kind act because they were suffering.	
Point	Using the words of the question you make a point to answer it		
Evidence	You choose some words from the text to prove your point		
Analyse	You analyse how the words that you've chosen prove the point that you've made and what the impact could be on the reader		
Think			
Example <i>How does the writer present Orpheus's feelings towards Eurydice?</i> (P) The writer presents Orpheus's feeling towards Eurydice as loving. (E) When Eurydice is killed, the story says that Orpheus's "grief was overwhelming." (AT) Overwhelming suggests that it took over every part of this life and he couldn't think of anything else which shows how much he loved Eurydice.			

Section 3: New Knowledge

Myth Origins	Creation	Hero	Monster	Underworld
Greek	Prometheus created the first humans from mud and clay.	Odysseus went on an epic journey	Cerberus guards the entrance to hell.	Hades is God of the Underworld, guarded by Cerberus
Norse	Yggdrasil is the tree of life that connects all realms of existence.	Was immortal except for one type of wood, and was tricked by Loki into his death...	Fenrir was a giant wolf who was kept in chains.	Helheim is a cold and dark version of Hell, ruled by Hel.
China	A giant cosmic egg contained the universe, and from it emerged life and balance (ying+yang).	Hao Mulan - female warrior that joined the army to spare her father.	Yaoguai - supernatural monsters that trick humans...	Diyu - a realm where souls are judged before reincarnation.

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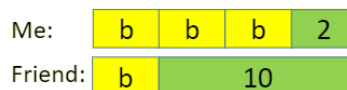
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Algebra	The use of letters or symbols to represent unknown values.
Equation	Shows two things as equal and can be solved to find an unknown, or variable amount.
Formula	A rule used to find a value.
Factor	A factor of a number can divide into that number without remainder.
Factorise	To use brackets in an expression to show a common factor.
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.
Substitute	To replace a variable with a particular number, often to evaluate and expression or formula.
Product	The result of a multiplication.

Section 2: Knowledge/Skills

Modelling with Bars: "I buy 3 packs of bananas and 2 loose ones. My friend buys 1 pack of bananas and 10 loose ones. We both have the same number of bananas"

Here let b represent the number of bananas in a pack. The totals are the same so the bars are of equal length:



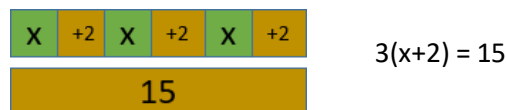
Forming an Equation and Simplifying

$$b + b + b + 2 = b + 10$$

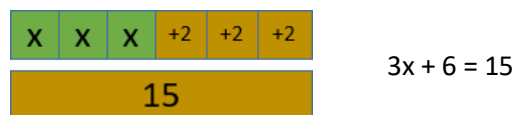
$$3b + 2 = b + 10$$

Forming an Equation

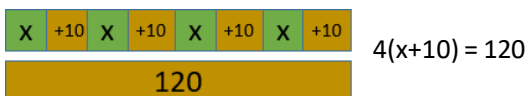
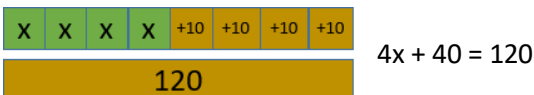
"Add two to a number and multiply the result by three. The result is fifteen."



Expanding Brackets and Collecting Like Terms



Factorising into Brackets



Section 3: Question Examples

Simplify the following expressions

- $3x + 2y + 5x + 4y$
- $7a + 3b + a + 2b$
- $5m + n + 4m + 2n$
- $x + 3y + 6x - 2y$
- $6a + 2b + 5a - 7b$
- $2x + 3x^2 + x - 7x^2$
- $9m - 4m^2 - 7m - 2m^2$

Expanding the following brackets

- $4(x + 6) =$
- $3(x + 3) =$
- $5(x - 2) =$
- $2(5x + 8) =$
- $x(x + 2) =$

Factorise the following expressions

- $2x + 6 =$
- $3t + 9 =$
- $5a - 15 =$
- $12e - 18 =$

Expand and simplify

- $5(x + 6) + 3(x + 2) =$
- $6(x + 2) + 2(x - 8) =$
- $2(x + 1) - 2(x - 1) =$

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/768/practice/1>
<https://vle.mathswatch.co.uk/vle/browse/771/practice>
<https://vle.mathswatch.co.uk/vle/browse/770/practice>

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Cube root	The opposite of cubing a number
Exponent	Also known as 'index' or 'power'. It is a number, positioned above and to the right of another (the base), indicating repeated multiplication when it is a positive integer
Highest common factor (HCF)	The greatest factor that will divide into two or more numbers
Lowest common multiple (LCM)	The smallest number that two or more numbers share - the first multiple that they both have in common
Prime factor decomposition	The process of breaking a number down into its prime factors
Square root	The opposite of squaring a number
Venn diagram	A diagram made of circles that shows the relationship between groups of different things
Prime number	A prime number is a number with exactly two factors, 1 and itself
Factor	An integer that divides exactly into a whole number without a remainder The factors of 20 are 1, 2, 4, 5, 10, 20

Tier 2 vocabulary

Definition	
Multiple	numbers that can be divided by other numbers The multiples of 3 are 3, 6, 9, 12, ...
Integer	A whole number
Square	When we square a number, we multiply it by itself.
Cube	number multiplied by itself twice
Product	The result after a multiplication

Maths watch revision links

<https://vle.mathswatch.co.uk/vle/browse/755/practice>
<https://vle.mathswatch.co.uk/vle/browse/756/practice>
<https://vle.mathswatch.co.uk/vle/browse/754/practice>

Section 2: Knowledge/new skills

Square numbers

$$\begin{array}{lll}
 1^2 = 1 \times 1 = 1 & 6^2 = & 11^2 = \\
 2^2 = 2 \times 2 = 4 & 7^2 = & 12^2 = \\
 3^2 = 3 \times 3 = 9 & 8^2 = & 13^2 = \\
 4^2 = 4 \times 4 = & 9^2 = & 14^2 = \\
 5^2 = 5 \times 5 = & 10^2 = & 15^2 =
 \end{array}$$

Square roots

$$\begin{array}{lll}
 \sqrt{1} = 1 & \sqrt{196} = & \sqrt{64} = \\
 \sqrt{4} = 2 & \sqrt{25} = & \sqrt{9} = \\
 \sqrt{16} = 4 & \sqrt{225} = & \sqrt{16} =
 \end{array}$$

Cube numbers

$$\begin{array}{l}
 1^3 = 1 \times 1 \times 1 = 1 \\
 2^3 = 2 \times 2 \times 2 = 8 \\
 3^3 = 3 \times 3 \times 3 = 27 \\
 4^3 = \\
 5^3 =
 \end{array}$$

Cube roots

$$\begin{array}{l}
 \sqrt[3]{1} = \\
 \sqrt[3]{8} = 2 \\
 \sqrt[3]{27} = 3 \\
 \sqrt[3]{64} = 4 \\
 \sqrt[3]{125} =
 \end{array}$$

Prime numbers

2, 3, 5, 7, 11, ...

These numbers are prime as they can only be divided by 1 and themselves.

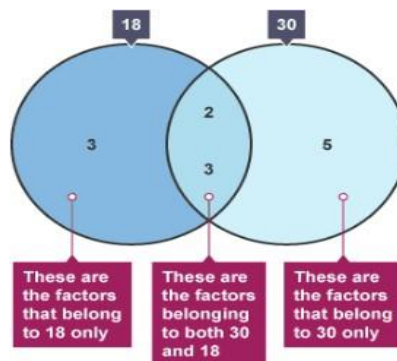
6 is not prime as you can divide it by 1, 2, 3 and 6.

Finding the HCF and LCM

Example – find the LCM and HCF of 18 and 30
Write the numbers as product of their prime factors

$$18 = 2 \times 3 \times 3 = 2 \times 3^2$$

$$30 = 2 \times 3 \times 5$$



LCM is simply a matter of multiplying all the numbers in the Venn diagram together:

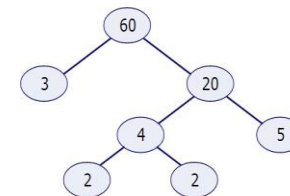
$$\text{LCM} = 3 \times 2 \times 3 \times 5 = 90$$

To find the HCF we multiply the numbers in the overlapping quadrant together:

$$\text{HCF} = 2 \times 3 = 6$$

Section 2: Continued

Prime factor decomposition



$$60 = 2 \times 2 \times 3 \times 5$$

In index form $2^2 \times 3 \times 5$

Using your calculator

Square button

Cube button

Square root button



To cube root press shift then the square root button

Section 3: Problem solving task examples

Correct the following answers, what mistakes have been made?
 $6^2 = 12$

$$\sqrt{100} = 50$$

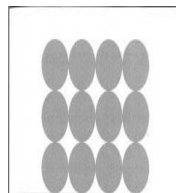
$$\sqrt[3]{15} = 2.46 \text{ (to 2 decimal places)}$$

15 Questions

- Write down the square root of 196
- Write down 6 multiples of 8
- Write down the factors of 100
- List the first 10 prime numbers
- Calculate the square root of 2
- Write down the cube root of 64
- Write down the squared numbers up to 15^2
- Write down the factors of 24
- Write 80 as a product of its prime factors
- Write 56 as a product of its prime factors
- Calculate the HCF and LCM of 45 and 60
- Use your calculator to find 65^2
- Use your calculator to find the cube root of 658503
- What answer do you get if you cube root any number then cube it?
- Calculate the HCF and LCM of 120 and 70

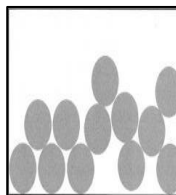
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Property	The way a substance behaves
Evaporation	The change of state from a liquid to a gas
Boiling point	The temperature at which a substance boils
Melting point	The temperature at which a substance melts
Classifying	Separating materials into groups based on their properties
Soluble	A material which can dissolve in a liquid
Insoluble	A material which cannot dissolve
Filtration	Separates an insoluble solid from a mixture
Crystallising	Separates a soluble solid from a solution.
Chromatography	Separating mixtures of soluble substances from a solution.
Tier 2 vocabulary	Definition
Melting	The change of state from solid to liquid
Boiling	The change of state from liquid to gas that occurs when bubbles of the substance form

Section 2: New - Particles and changes of state

Solids

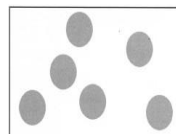
In a solid the particles are arranged in regular rows.

Solids cannot be compressed and do not flow.

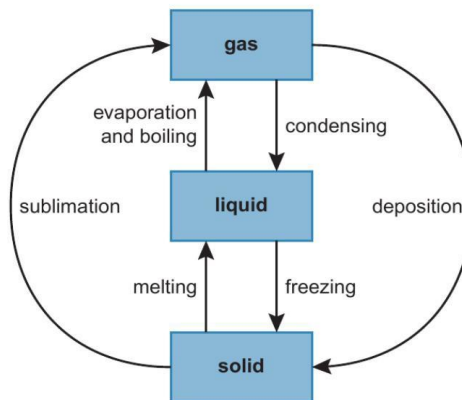
Liquids

In a liquid the particles are arranged randomly.

Liquids can flow and they change shape to fit their container.

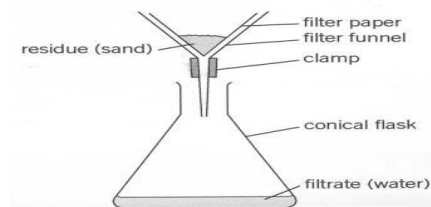
Gases

In a gas the particles are arranged randomly with a lot of space between them.

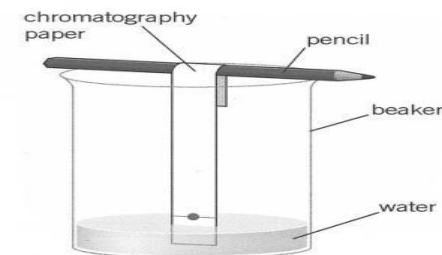


Section 3: Separation techniques

Filtration - separates an **insoluble** solid from a mixture. The solid is called the **residue** and the liquid is called the **filtrate**.



Chromatography - Separates mixtures of liquids (e.g. mixtures of inks).



Crystallisation - separates a soluble substance from a mixture

Evaporating basin



Q1 - How would you separate a mixture of sand and water? Q2 - How would you collect salt from salty water?
 Q3 - How would you separate a mixture of inks?
 Q4 - When filtering a mixture where would you find the residue?
 Q5 - Describe how the particles are arranged in a solid, a liquid and a gas.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Resultant force	Single force which can replace all forces acting on an object and have same effect.
Gravitational field strength (g)	The force from gravity on 1 kg (N/kg).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Thrust	Force from an engine or similar
Tension	Force extending or pulling apart.
Static	Non-contact force from charges
Non-contact force	One that acts without direct contact
Field	The area where other objects feel a force.
Magnetic	Material affected by magnetic fields
Electromagnet	Magnet produced by electric current
Tier 2 vocabulary	Definition
Weight	The force of gravity on an object (N).
Mass	The amount of stuff in an object (kg).
Friction	Force opposing motion, caused by the interaction of surfaces moving over one another. Called 'drag' if one is a fluid.
Substitute	Replacing words with numbers or symbols
Independent variable	The variable in an investigation you will change
Dependent variable	The variable in an investigation that you will measure
Control variables	Variables you need to keep the same to make the test fair (accurate)

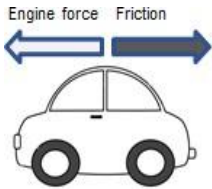
Section 2: New Knowledge

Forces are measured with a **Newton Meter**, in the unit **Newtons (N)**

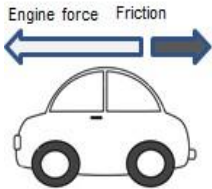
Forces are represented by arrows, the size and direction of the arrow tells you the size and direction of the force

Balanced forces (equal and opposite)

- Stationary
- Constant speed



Unbalanced forces (unequal or different directions)

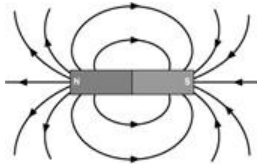


- Accelerate
- Decelerate
- Change direction

$$(\text{average}) \text{ speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

Drag always acts in the opposite direction to which an object is moving. Tries to slow things down.
Streamlining reduces drag, to allow things to move faster.

Magnetic fields around a bar magnet



Opposite poles **Attract**
 Like poles **Repel**

Section 3: Skills

Investigative skills

Variables (Something that could change in an investigation)

- **Independent variable** – The one you change/are investigating the effect of
- **Dependent variable** – The one you will measure/your results
- **Control variables** – The variables you need to keep the same in order to make the experiment accurate (fair test)

Planning (Method writing)

Step-by-step numbered **instructions** on how to complete a practical.

If someone could reasonably ask **HOW** from your method it needs more detail

Always include **Repeats** and **average**!

e.g. Measure the Distance...

...using a tape measure

Maths skills

Rearranging equations

1. **List** what you're given and what you need to find (*check units*)
2. Write an **equation** with these things in
3. **Substitute** numbers or symbols in for the words
4. Put into a **triangle**
5. Use a **calculator** to find answer
6. Write **units**
7. **Check** answer



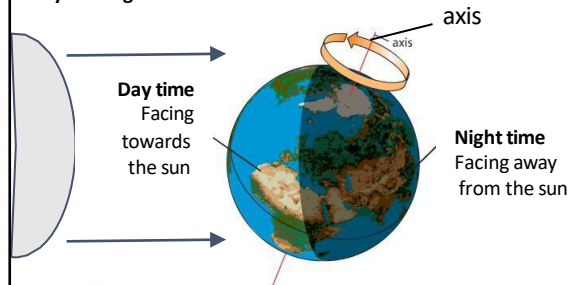
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Orbit	Path taken by a satellite, planet or star moving around a larger body.
Axis	An imaginary line about which a body rotates.
Moon Phases	The shape of the Moon's directly sunlit portion, as viewed from Earth
Eclipse	A blocking of the light from one celestial body by the passage of another between it and the observer or between it and its source of illumination.
Hemisphere	A half of the earth, usually as divided into northern and southern halves by the equator
Lunar month	The time it takes the moon to orbit the earth once
Dwarf planet	a celestial body like a small planet but lacking certain criteria

Tier 2 vocabulary	Definition
Stars	Bodies which give out light, and which may have a solar system of planets.
Satellite	Object orbiting around a planet, either natural or man-made e.g our moon
Planet	Object of large enough mass, roughly spherical which clears its local orbit around a star
Solar system	A star together with the group of celestial bodies that are held by its attraction and orbit around it
Equator	A line drawn on the earth equal distance from the poles, dividing the earth into northern and southern hemispheres
Year	The time it takes a planet to orbit a star, usually given in earth days
Day	The time it takes a planet to rotate about its axis once, measured in hours

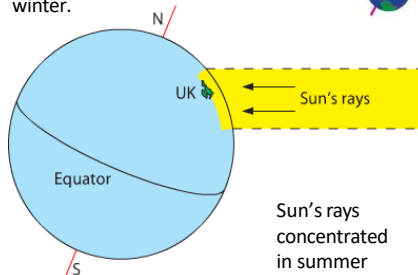
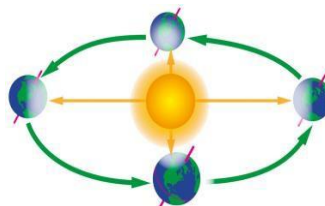
Section 2: New Knowledge

Day and Night



The Earth takes **24hrs** to rotate on its axis once, this is one day and is why the sun appears to rise in the east and set in the west.

When the northern hemisphere is pointed towards the sun it has summer, the southern hemisphere will be in winter.



Ways of investigating space

Find examples of each and where they can be used.

- **Telescopes**
- **Probe**
- **Satellite**
- **Lander or rover**

Section 3: Skills

Research

Used to stimulate debate, challenge and benefit your deeper knowledge

1. Determine/list the key details you need to know (list the **key words/phrases** you could look up)
2. **Search** only the important key words (not whole sentences), if this doesn't work, add more specific detail (use "quotation marks" for words in order)
3. **Scroll** through beyond the first few results
4. Check the **website** address (the http:// part), does it look sensible, then click this to go to actual website not just google (this address is reference not google)
5. **Read** the information and maybe **check** from two sources before you use it (ask yourself; do you understand it, does it answer the question you asked, is it a trustworthy site/author, is the information enough, is it what you actually want?)
6. **Do not** copy and paste information this is **plagiarism** and is illegal.
7. Having read the information, write out an answer to the questions you wanted in your **own words!** Best to do this without looking at the original source.
8. Write **rough** notes first.
9. If you wish to copy a direct **quote** from a source then it must be in "quotation marks" and referenced.
10. **Reference** where you got information from, giving the title of book or website and the author if given.
11. **Present** all your information and references with any **relevant** diagrams in a suitable format

Sources of information

- **Books** can be borrowed from a library or read online
- **Internet** (use google to search, do not copy straight from google, click the link to the website)
- **Specialist adults** ensure the person you quote has accurate knowledge

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Physical	What our planet is like, features of the natural world.
Human	Features created by people. How and where people live and earn a living.
Environmental	How humans affect the natural world. This could be positive or negative impacts.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents).
Country	A nation with its own government.
Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining places of equal height above sea level.
Map Key	This shows the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground, in real life.
Ordnance survey (OS)	The national mapping agency in the UK. They produce detailed maps of the UK.
Latitude	These lines show how far north or south from the equator a place is located. The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator. This is line 0°.
Longitude	These lines show how far east or west from the Prime Meridian a place is located. The Prime Meridian (also known as the Greenwich Meridian) is line 0° and passes through the UK.

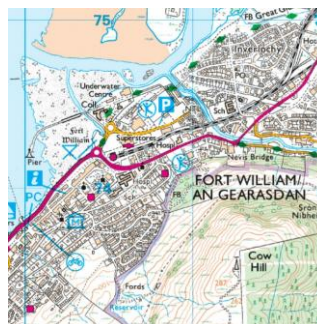
Section 2: New Knowledge

Think like a geographer:

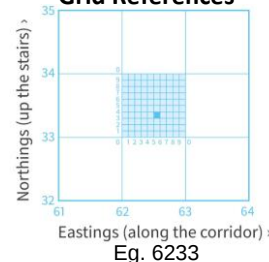
- Where is this place?
- What is it like?
- Why is it like this?
- How is it changing?
- Who is affected by the changes?
- How do I feel about it?



An Example of an OS Map



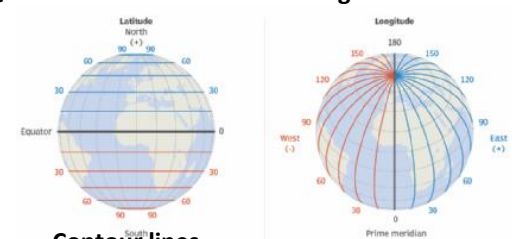
Four and Six Figure Grid References



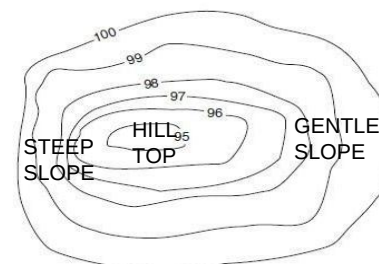
An Example of an aerial photograph



Latitude and Longitude



Contour lines



Section 3: Geographical Skills

- Locate and describe places using latitude and longitude
- Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Virgin Mary	The mother of Jesus
Psalter	A book of psalms; sacred poems or songs.
Crusade	A holy war.
Chronicle	A factual written account of important events.
Sultan	A Muslim sovereign; king.
Pope	The head of the Roman Catholic Church.

Tier 2 vocabulary	Definition
Submit	Accept the authority of a superior power.
Usurped	Take a position by force.
Coronation	The crowning ceremony of a monarch.
Legacy	What is left behind to history.
Islam	The religion of the Muslims.
Judaism	The religion of the Jewish people.

Section 3: Timeline of Crusades
1095 Pope Urban II calls the First Crusade
1099 Taking of Jerusalem by the Crusaders
1187 Saladin captures Jerusalem to end the Second Crusade.
1189 Third Crusade begins under Richard I
1191 Battle of Asurf sees Richard defeat Saladin
1192 Battle of Jaffa is won by Saladin and the Christians are forced to sign a peace deal that restricts their land in the Holy Land.

Section 4: Timeline of Plantagenet Women
1120 The death of the King Henry I's son.
1127 Henry I makes the nobles swear that Matilda will inherit the throne.
1135 The Death of Henry I
1135 Stephen usurps the crown.
1141 Battle of Lincoln
1142 Stephen's army attacks Matilda at Oxford
1153 Stephen's son and heir dies. Matilda's son is named heir.
1154 Matilda's son, Henry becomes Henry II

Section 5: Enquiry Questions
Were the Crusades a Holy War? How could royal power lie in female hands?
Section 6: Source Analysis
This painting is an interpretation of the Crusades.


Section 7: Significance
Jerusalem is important in Islam as the location of the shrine on Temple Mount and the connection to Muhammad.
Jerusalem is important to Christians as the site of key events in Jesus' life and the site of his crucifixion.


Section 1: Key Vocabulary		Section 2: New Knowledge	Section 3: New Knowledge
Tier 3 vocabulary	Definition	<u>Christianity Around the World</u> Christianity is the biggest religion in the world. There are 2.3 billion Christians who live in over 240 countries in the world. There are many types of Christians. We call these denominations. <u>Key Beliefs</u> Christianity's central belief is that God is the Trinity - three -in-one made up of the God the Father, God the Son, and God the Holy Spirit. Christians believe that after we die, we will be judged and sent to heaven or hell. <u>The Bible</u> The Christian holy book is the Bible. This is made up of the Old Testament and the New Testament. The first four books of the New Testament are called the Gospels. These tell us the story of Jesus' life from the words of Matthew, Mark, Luke and John.	<u>Jesus</u> Christianity is based on the teachings of Jesus. Jesus was Jewish and lived 2000 years ago in Palestine. Jesus had 12 disciples (followers), who he taught and who continued his teaching after he died. The main principles of Jesus' teaching are based around two 'Great Commandments) - Love God and love your neighbour. Jesus taught using parables (stories with another meaning) These principles are important guides for the way most Christians live their lives. <u>Worship</u> The Christian place of worship is the church. Very large churches which are the lead church for a diocese and which are the 'seat' for a bishop are called cathedrals. The people who attend worship are also call the 'church'.
Denominations	The different groups within a religion., especially Christianity.		
Trinity	Three persons in one God' - Father, Son and Holy Spirit in Christianity.		
Bible	Christian Holy book.		
Disciples	Followers - In Christianity Jesus chose 12 disciples.		
Commandment	Law from God. Famously Ten Commandments.		
Eucharist	Also called Mass, Holy Communion, Divine Liturgy or Lord's Supper' the sacrament which re-enacts Jesus' Last Supper where he shared bread and wine with his disciples.		
Gospels	First four books of the New Testament - Matthew, Mark, Luke and John - which tells the story of Jesus' life.		
Parables	Kind of story to help people understand how God wants them to live		
Tier 2 vocabulary	Definition		
Prophecy	Foretelling or prediction of what will happen (often in symbolic terms).		
Messiah	'The one to come', the figure Jewish people believe would come to Earth just before the coming of the Kingdom of God at the end of time; Christians believe this is Jesus.		
Incarnation	Born as a human.		
Nativity	Term given to the combined stories of Jesus' birth.		
Miracles	A good event which is contrary to the laws of nature' believed by many to be the work of God in this world.		

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Cognates	Words with the same or similar spelling in English and French
Adjectival agreement	Adjectives agree with the noun they describe
Similes with 'comme'	Comparing something with like or as (comme)
Definite articles	The: le/la/les/l'
Indefinite articles	A,an: un/une
Plural	More than one
Singular	One
Infinitive	The 'to + verb or -ing'
Regular verb	A verb that follows the regular rules
Two-verb structures	A conjugated verb + infinitive
Simple present	E.g. I play
Present continuous	E.g. I am playing
Prepositions	A word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word
3rd person singular/plural	He/she il/elle They ils/elles
2nd person singular/plural	You tu You vous
Intonation questions	French statements become questions by raising tone at the end
Questions	Translation
1. Tu aimes Paris ?	Do you like Paris?
2. Tu aimes travailler ?	Do you like working?

Section 2: Grammar																					
<table border="1"> <thead> <tr> <th colspan="2">être (to be , being)</th></tr> </thead> <tbody> <tr> <td>je suis</td><td>I am</td></tr> <tr> <td>tu es</td><td>you are</td></tr> <tr> <td>il est</td><td>he is</td></tr> <tr> <td>elle est</td><td>she is</td></tr> </tbody> </table>	être (to be , being)		je suis	I am	tu es	you are	il est	he is	elle est	she is	<table border="1"> <thead> <tr> <th colspan="2">faire (to do, doing, to make, making)</th></tr> </thead> <tbody> <tr> <td>je fais</td><td>I do, make</td></tr> <tr> <td>tu fais</td><td>you do, make</td></tr> <tr> <td>il fait</td><td>he does, makes</td></tr> <tr> <td>elle fait</td><td>she does, makes</td></tr> </tbody> </table>	faire (to do, doing, to make, making)		je fais	I do, make	tu fais	you do, make	il fait	he does, makes	elle fait	she does, makes
être (to be , being)																					
je suis	I am																				
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il est	he is																				
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je fais	I do, make																				
tu fais	you do, make																				
il fait	he does, makes																				
elle fait	she does, makes																				
Faire is used to talk about activities and translates as both 'to do' and 'to make'. It is often followed by the definite articles 'le', 'la' and 'les'. Faire also means 'to go' with some activities and 'is' in weather expressions. Je fais le lit. Je fais les magasins. Il fait beau. I make the bed. I go to the shops. It is fine (weather).																					
Yes/no questions (raised intonation) In French, change a statement into a question by raising your voice at the end: Statement: Elle est malade.  She is ill. Question: Elle est malade ?  Is she ill?																					
Two-verb structures J'aime écouter le prof. I like to listen/listening to the teacher. Tu aimes faire la cuisine. You like to cook/do the cooking.																					
'En' = 'in' and 'by'. Je suis en France. I am in France. Je voyage en bus. I travel by bus.																					
Adjectives (gender). In French, when an adjective describes a feminine noun, the adjective's spelling and sometimes its sound change. The most common change is an 'e' on the end of the adjective. (for adjectives not already ending in 'e'.) Je suis petit I am short (m). Je suis petite I am short (f).																					
Present tense regular ER verbs 1. Remove the -er 2. add the correct ending to the stem jouer jou-																					
je joue	I play/am playing nous jouons we play/are playing																				
tu joues	you play/are playing vous jouez you play/are playing																				
il joue	he plays/is playing ils jouent they play/are playing																				
elle joue	she plays/is playing elles jouent they play/are playing																				
Verbs ending in -ger have a slight exception in the nous form. They keep the E after the G. Nous mangeons –we eat																					
The preposition 'à' has several meanings in French. Use it with 'penser' to mean think about. 'Penser que' means to think that and 'que' is needed even if an English translation would miss it out. 'Que' shortens to 'qu' before words starting with a vowel.																					

Section 3: grammar, WAGOLL & phonics			
The 2nd person singular of the verb is the tu form, the verb ends in -es. The 2nd person plural of the verb is the vous form, the verb ends in -ez. Vous mangez quoi à Noël ? Nous mangeons du chocolat. Vous célébrez Noël ? Oui, nous célébrons ensemble. Vous écoutez la radio ? Oui, nous dansons !			
Tu regardes les films ? Oui, je regarde les comédies. Tu aimes chanter ? Oui, j'aime chanter ! Tu demandes quoi comme cadeau ? Je demande un ordinateur.			
French phonics			
qu	musique	ai	vrai
j/ soft g	jour/génial	oi	voir
ch	chercher	tion	position
ç / c	ça va/ calme	ien	bien
SFE	timide	a	animal
SFC	mot	i	midi
Silent Final Consonant-SFC The consonants c, r, f and l are exceptions to this rule. Be c a r e f u l with these!			
	sac	neuf	animal

7Fr Aut2 W1	
le poète	poet (m)
la poète	poet (f)
le poème	poem
la couleur	colour
rouge	red (m/f)
jaune	yellow (m/f)
vert	green (m)
verte	green (f)
bleu	blue (m)
bleue	blue (f)
comme	like
la vague	wave
le ciel	sky
le rêve	dream
7Fr Aut2 W2	
mauvais	bad (m)
mauvaise	bad (f)
faire un voyage	to go on a journey
faire une promenade	to go for a walk
faire une visite de	to go on a tour of, visit
faire les magasins	to go shopping
il fait beau	it's nice weather
il fait mauvais	it's bad weather
le bateau	boat, ship
beau	beautiful (m)
de	of
en	in, by
Londres	London
le magasin	shop
mauvais	bad (m)
le numéro	number
Paris	Paris
la promenade	walk, ride
la question	question
la réponse	answer, response

la visite	visit, tour
le voyage	trip, journey
7Fr Aut2 W3	
aimer	to like, liking
chaque	every
passer	to spend time, spending time
porter	to wear, wearing
la semaine	week
la solution	solution
trouver	to find, finding
l'uniforme	uniform
le moment	moment
cocher	to tick, ticking
à	at
rester	to stay, staying
l'école	school
avec	with
7Fr Aut2 W4	
l'exemple	an example
montrer	to show, showing
penser	to think, thinking
penser à	to think about, thinking about
la raison	reason
demander	to ask for, asking for
que	that
normalement	normally
aujourd'hui	today
à	to, at
donner	to give, giving
le cadeau	present
7Fr Aut2 W5	
manger	to eat, eating
dehors	outside
le déjeuner	lunch
le film	film
la maison	house

marcher	to walk, walking
nous	we
préparer	to prepare, preparing
regarder	to watch, watching
la télé	television
travailler	to work, working
le partenaire	partner (m)
la partenaire	partner (f)
préféré	favourite (m)
préférée	favourite (f)
7Fr Aut2 W6	
chanter	to sing, singing
étudier	to study, studying
le fruit	fruit
l'histoire	history, story
jouer	to play, playing
manger	to eat, eating
ils	they (m, m/f)
elles	they (f)
ensemble	together
la radio	radio
un élève	pupil (m)
une élève	pupil (f)
7Fr Aut2 W7	
regarder	to watch, to look at
la chemise	shirt
la classe	class
la salle	room
le silence	silence
le tableau	board
vous	you (plural)
la fenêtre	window
la porte	door
fermer	to close, closing
bien	good, well

Section 1: Key Vocabulary/Questions		Section 2: Grammar		Section 3: WAGOLL & phonics	
Tier 3	Definition	Weak verbs in the present tense Use the stem of the verb and then add the following endings: spielen: to play, playing ich spiele → I play, I am playing du spielst → you play, you are playing er spielt → he plays, he is playing sie spielt → she plays, she is playing *If the verb stem ends in d or t, add an et for the 3rd person er arbeitet → he works, he is working sie findet → she finds, she is finding *If the verb stem ends in z, only add t to the 2nd person du tanzt → you dance, you are dancing Questions Swap the position of the verb and subject to form a closed question (a yes/no question). <u>Du machst</u> das Bett → You make the bed. / You are making the bed. <u>Machst du</u> das Bett? → Do you make the bed? / Are you making the bed? For an open question (information question), place a question word in front of the verb in a closed question. Wann machst du das Bett? → When do you make the bed ? / When are you making the bed? Adverbs Frequency adverbs show how often something happens. They come after the verb. English is more flexible, but follow the German rule carefully. Ich lerne oft → I often learn / I learn often The adverb comes <u>after the verb</u>, but <u>before the noun</u>. Again, this is different from English Ich spiele manchmal Tennis → I play tennis sometimes / I sometimes play tennis Ich lerne jeden Tag in der Schule → I learn at school every day		Lieber Jacob, Ich bin in der Schule. Es ist Montag. Was lernst du in der Schule? Fußball ist sehr gut. Ich mache jeden Tag Sport. Ich spiele Tennis mit Freunden oder im Garten. Der Garten ist groß. Mia macht hier Hausaufgaben. Ich verstehe nicht! Ich lerne nichts! Viele Grüße, Wolf Lieber Wolf, Wie geht's? Ich wohne in London aber ich bin zu Hause. Ich zeichne jeden Tag oder ich spiele im Garten Tennis. Wie oft hörst du Musik? Ich lerne und spreche in der Schule Deutsch. Meine Lehrerin ist sehr gut. Viele Grüße, Jacob	
Infinitive	The dictionary form of the verb				
3rd person singular	The short form of a verb, used to say what she, he does or is doing				
1st person singular	The form of the verb used to talk about 'I'				
Verb stem	Created by removing the 'en' ending from the infinitive				
Verb ending	Added to the verb stem to show who is doing an action				
Conjunction	A word used to link ideas together and make longer sentences				
Weak verb	A verb which follows a regular pattern of changes				
Frequency adverb	Describes how often something happens				
Adverb	Word that describes a verb or adjective				
Questions	Translation			German phonics	
Was machst du?	What do you do? / What are you doing?			short	long
Was macht sie?	What does she do? / What is she doing?			a kalt	a sagen
Spielst du oft Tennis?	Do you play tennis often?			e denken	e geben
Arbeitest du?	Do you work? / Are you working?			i finden	i wir
Wie oft tanzt du?	How often do you dance?			o Kopf	o Wo
Was lernt die Klasse?	What does the class learn? / What is the class learning?			u Punkt	u du
				soft	
				ch ich	ch Buch

7Gr Aut2 W1	
wohnen	to live, living
schreiben	to write, writing
spielen	to play, playing
reden	to talk, talking
lernen	to learn, learning
machen	to do, make
der Montag	Monday
die Aufgabe	task, assignment, job
im Klassenzimmer	in the classroom
in der Schule	at school
mit Freunden	with friends
im Unterricht	in the lesson, in class
mit	with
das Klassenzimmer	classroom
der Unterricht	lesson

7Gr Aut2 W2	
arbeiten	to work, working
putzen	to clean, cleaning
kochen	to cook, cooking
sitzen	to sit, sitting
das Auto	car
zu Hause	at home
der Garten	garden
der Boden	ground, floor
das Zimmer	room
die Liste	list
nochmal	again
ich verstehe nicht	I don't understand

7Gr Aut2 W3	
tanzen	to dance, dancing
gehen	to go, going
hören	to hear, hearing
jeden Tag	every day
einmal die Woche	once a week
nie	never

kaum	hardly
manchmal	sometimes
sehr	very
oft	often
7Gr Aut2 W4 & W5	
zeigen	to show, showing
zuhören	to listen, listening
sprechen	to speak, speaking
lesen	to read, reading
wiederholen	to repeat, repeating
die Antwort	answer, reply
freiwillig	voluntary
kommen	to come, coming
stehen	to stand, standing
der Körper	body
der Kopf	head
die Tür	door
der Vater	father
die Mutter	mother
der Junge	boy
das Mädchen	girl
dunkel	dark
die Nacht	night
7Gr Aut2 W6	
es gibt	there is, there are
wünschen	to want, to wish, wanting, wishing
Wie viele?	How many?
der Zug	train
der Platz	place, room, square
der Arzt	doctor
das Spiel	game
das Stück	piece
grün	green
auch	also
7Gr Aut2 W7	
sind	are (they)

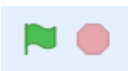
bekommen	to get, to receive, getting, receiving
Ich wünsche mir	I wish for, I'm wishing for
die Kirche	church
die Familie	family
die Idee	idea
die Woche	week
schön	beautiful, pleasant, good
früh	early
spät	late
der Hund	dog
die Katze	cat

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Programming constructs	There are 3 key programming constructs: sequence, selection and iteration.
Algorithm	A series of simple, logical, step-by-step instructions that must be followed in a strict sequence.
Sequencing	When a set of instructions is carried out in order.
Selection	A decision or question, which leads to a different branch in the algorithm.
Iteration	When a set of instructions is repeated; also known as a loop.
Variable	A storage location with a given name or identifier. Stores and accesses data while the program is running.
Value	Variables contain values. A value is a number or a piece of text.
Identifier	The label or name given to a variable.
Data	Words, numbers, dates, images, sounds without context, stored
Tier 2 vocabulary	Definition
Problem solving	Identify and understand a problem, finding a structured solution
Predict	Try to state what a program does before you run it
Investigate	Find out why the program behaves in a specific way
Modify	Take some working code and change or adapt it.
Run	Instruct the computer to follow a program
Assignment	Store or keep your code so you can change it or run it later

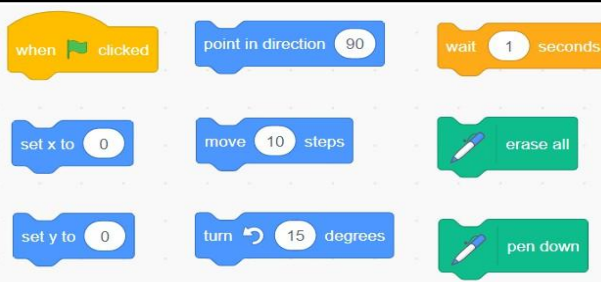
Section 2: New Knowledge and skills



Find Scratch at: <https://scratch.mit.edu/>
It is free, and you can use it on any device. Even your phone!

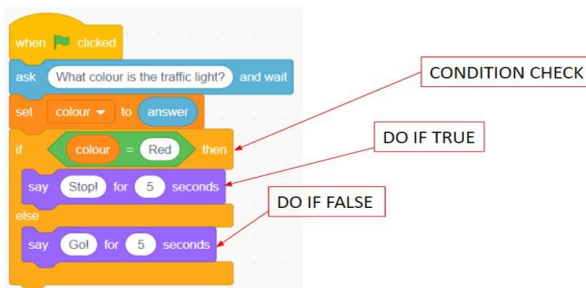


These buttons start or stop your program

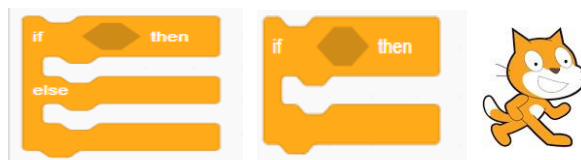


Selection

This is an example of an if-else statement:

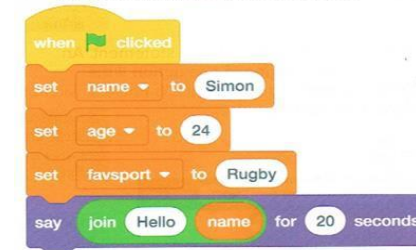


If-else statements will perform one action if the condition is True and another if it is False. They will not perform both actions.



Section 3: Other subject knowledge

- 1 What is a variable?
- 2 How many variables are there in this code? What are the names of the variables?



The 'join' block is used to join text together with variables. This is called **concatenation**.

join The final number you entered was number

say join The final number you entered was number for 20 seconds

You can combine the 'say' block and the 'join' block. This line of code would **output** The final number you entered was: and then the value that is stored in the **number** variable.

The 'ask' block displays a message and you can customise what it says in the white area.

The ask block automatically creates a variable called 'answer' that stores whatever is answered by the user. If you want to output the answer straight away, you do not need to create a variable.



PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Stance	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
Triple threat position	When holding the ball, always be ready to pass, shoot or dribble.
Jump stop	Land on two feet when you catch the ball from a pass or at the end of a dribble.
Pivot	Turn on the ball of one foot when holding the ball to face a different direction.
Chest pass	Pass the ball in a straight line from your chest to your teammate's chest.
Bounce pass	Push the ball towards the floor so that it bounces up into your teammate's hands.
Travel	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
Double dribble	Another important rule: once you have dribbled the ball, you cannot start dribbling again.

Section 2: New Knowledge/Skills

In your Year 7 basketball lessons you will spend some time developing your **co-ordination** by doing a wide range of ball skills to improve your control over the ball with your hands.

You will learn the key points of the main skills of basketball including: **stance, footwork, passing shooting and dribbling**.

You will learn to play the game using some of the major **rules** such as: **travel, double dribble, out of bounds**. You will learn how to **start** the game with a **'tip-off'** and how to **re-start** the game after an infringement or after a basket is scored: **endline ball/sideline ball**.

You will also learn how to play the game by following the **Top Tips for being a Good Basketball Player**. How many of these can you remember?



holding the ball

PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip (handshake grip)	Hold the bat the correct way to help you to play all the different shots effectively. Three fingers round the handle and the finger and thumb on the blade.
Stance	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
Service/serve	To start the rally, hit the ball so that it bounces on both sides of the net.
Rally	Playing the ball back and forth with your partner/opponent.
Backhand push	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
Forehand push/drive	Turn your feet and body slightly towards the same side you hold your bat. Keep your elbow close to your body and push the ball back over the net from your strong side. A harder hit is called a drive.

Section 2: New Knowledge/Skills

In your year 7 table tennis lessons you will work towards being able to play a **game of singles** with a classmate, knowing the important rules and being able to do the basic skills.

Firstly, learning to grip the bat correctly and to take up a good stance will be key to your progress: use the handshake grip.

You will learn how to **serve** the ball to start a **rally**, trying to make sure the ball bounces on both sides of the net.

The basic shots needed to keep the rally going are the forehand and backhand push. The forehand push is played on your strong side and the backhand push with your bat across in front of your body.



How many **rules** of the game can you remember?



The handshake grip

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Routine/sequence	A series of gymnastic movements and skills performed in a flowing given order.
Tension/Extension/Control	The 3 fundamental skills required to hold an aesthetically pleasing balance.
Travel/Transitional Movements	A gymnastic movement through space from one area to another.
Balance	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
Jump	Performing gymnastic shapes and movements in the air.
Roll	A form of gymnastic travel, pivoting around the centre of mass.
Flow	The ability to link gymnastic skills and movements together with no obvious joints (needed during a routine/sequence).

Section 2: New Knowledge/Skills

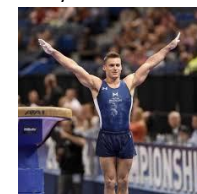
What do you understand the term **aesthetically pleasing** to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (**tension, extension and control**) in order to produce high quality balances and also be able to recognise points of balance.

Know/demonstrate various methods of gymnastic travel/transitional movements to include **hop, jump, slide, crawl, twist, roll**.

You should be able to perform a simple individual **sequence**, demonstrating knowledge of or use of the key vocabulary

Sequences should incorporate **flow** between different gymnastic skills and movements.

SLD (**speed, level and direction**) changes should be used to enhance sequences.



start and finish position

PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Footwork	The landing foot of a player can move until they have passed the ball.
Pivot	Turning on the ball of the foot when holding the ball to face a different direction.
Marking	Standing in front of another player - preventing them from moving or receiving the ball.
Dodging	A method used to move away from a defender.
Passing	Sending the ball to another player.
Signalling	Pointing or indicating to other players to give them useful information.
Centre pass	Method used to start a game or to restart the game after a goal is scored.
Free pass	Method of restarting the game after a foul has been committed.

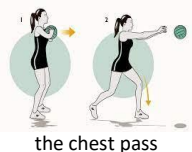
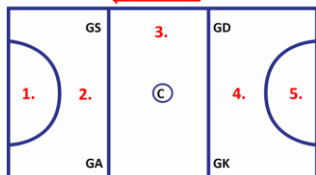
Section 2: New Knowledge/Skills

A key phrase for remembering the footwork rule is: **CLIP - CLOP**

3 keywords to remember when passing a ball are:
STEP - PUSH - POINT

The different types of passing that can be used within a game of netball are: **Chest, bounce, shoulder and overhead.**

The diagram below shows a netball court and the starting positions of each player at a centre pass. Identify the areas each player can go in.



Free passes are awarded for: footwork, offside, held ball

Only the GS and GA can shoot and this must be from within the shooting circle

PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
Stance	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
Dribble	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
Block tackle	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
Push pass	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
Reverse stick	Turn that stick over to make sure you always use the flat side of the stick.
Self pass rule	Remember that you can dribble the ball to yourself when restraining the game.
Shooting circle	To make hockey safer, no longer shots are allowed - make sure you are inside the circle when you try to score.

Section 2: New Knowledge/Skills

In year 7 hockey you will learn all the **skills** and **rules** needed for you to be able to safely play a **small-sided game** with your classmates, such as 5v5.



You will learn the key skills of: **grip, stance, dribble, block tackle, push pass and reverse-stick.**

You will learn that in a game you must not touch the ball with your feet or the back of your stick. You will know how to **start** the game (**a pass-back**) and how to **restart** the game after the ball goes out: **sideline ball, top of the circle.**

Watch out for your classmates who use the '**self-pass rule**'!!
A great way to score before the other team are ready!!

PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Technique	The way you perform something in sport.
Stroke	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
Water confidence	The ability to perform a variety of skills in the water.
Push and glide	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
Streamlined	Keeping the body in a position - straight and narrow - which reduces water resistance.
Personal survival	Skills which may help a person survive in a dangerous situation.
Treading water	Staying afloat in the same place with minimum effort.
Water polo	A team sport where players try to throw the ball into a goal at the end of the pool.

Section 2: New Knowledge/Skills

It is of vital importance that we follow the **safety rules** in and around the swimming pool. Can you list 3 safety rules that must be followed in your swimming lessons?

You will focus mainly on developing your **technique** in front crawl and back crawl. The two key parts of technique that we will focus on are the arm action and the leg action.

Question - can you describe the key points of the arm and leg actions in front crawl and back crawl?

You will learn and practice a variety of **water skills** and **survival skills** to improve your confidence in the water, including breath holding, underwater swimming and treading water.



Question - Can you list some of the basic rules of **water polo** and describe how to **dribble** and **pass** the ball?

PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Carry (grip)	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
Passing	Send the ball to a teammate using a two-handed swinging action across the body.
Running with the ball	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
Try	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
Support	Helping a teammate by running just behind and to the side of them so that they can pass to you.

Section 2: New Knowledge/Skills

In Year 7 we will be playing 'touch' rugby. There is no tackling so that you can focus on learning the skills and how to play the game.

You will learn how to carry the ball and how to pass the ball.



Question - What 2 things should you do as soon as you catch the ball?

You will play small-sided games passing the ball between teammates to get the ball across the try-line.

Question - How many points are awarded for a try and what else happens after a try is scored in a full rugby game.

You will learn how to pass the ball backwards and how to position yourself so that a teammate with the ball can pass backwards to you.

Question - What 'code' of rugby do we play at Belper School?
rugby union or rugby league

PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Passing	Sending the ball to another player.
Receive	Collecting the ball from another player.
Control	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
Dribble	Moving with the ball at your feet.
Turn	Changing direction with the ball.
Signalling	Pointing or indicating to other players to give them useful information.
Possession	The team or player in control of the ball.

Section 2: New Knowledge/Skills

Here are some questions to see what you can remember from your football lessons.

List three different types of **pass**.
Name three different body parts that a player can use to **control** the ball.

When might a player choose to **dribble** rather than **pass** the ball?

Which ways of **turning** with the ball have you used in lesson time?

Can you identify one rule for each of the following situations when playing a game:

Kick-off
Throw-in
Goal-kick
Free-kick:



Don't forget to complete the homework task on google classroom once you have completed your football lessons.

PE: Running

New Knowledge/Skills

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

Running is essential to being able to play all other sports, and...
Running is the most popular way across the world that people use to keep fit.

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

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

PE: Health and Fitness

New Knowledge/Skills

Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:

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

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

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

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

PE: Leadership

New Knowledge/Skills

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

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

Key question: Why are leaders important in sport?

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Analysis	Studying an artwork to understand how it was made and its creator's intentions.
Medium (plural: media)	The materials used to make art, e.g. pencil on paper, oils on canvas
Post-impressionism	A French artistic movement that followed impressionism, roughly spanning 1886-1905.
Rhinoceros	A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.
Technique	The particular skill or set of skills used to produce an effect.
Woodcut	A relief printing technique in which a design is cut into a flat wooden block.

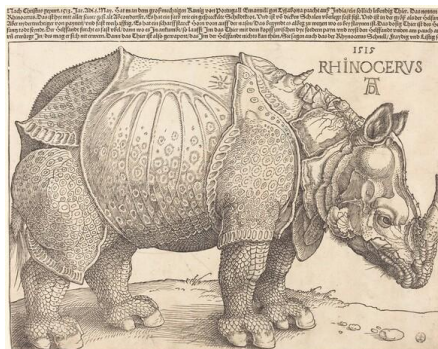
Section 2: Dürer's Rhinoceros

In the mid 16th Century, the king of Portugal was gifted a live rhinoceros, an animal unseen in Europe at that time.

A description of the rhinoceros soon reached Nuremberg, presumably with sketches, from which Dürer prepared a drawing and woodcut.

No rhinoceros had been seen in Europe for over 1000 years, so Dürer had to work solely from these reports. He has covered the creature's legs with scales and the body with hard, patterned plates. Perhaps these features interpret lost sketches, or even the text, which states, '[The rhinoceros] has the colour of a speckled tortoise and it is covered with thick scales'.

So convincing was Dürer's fanciful creation that for the next 300 years European illustrators borrowed from his woodcut, even after they had seen living rhinoceroses without plates and scales. bit.ly/badrhino



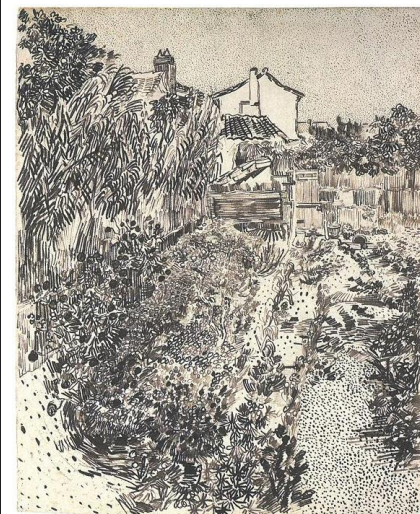
Looking closer

Use the link on this page to view the rhino online. You can zoom in to the image to see the image close up. Compare Dürer's rhino with a photo of an Indian rhino. bit.ly/bsadrhino

How many different textures can you see on Dürer's rhino?

What differences can you see between Dürer's rhino and the photo of an Indian Rhino?

Section 3: A Garden with Flowers



bit.ly/gardenbad

Vincent van Gogh
Drawing, reed pen and ink
Arles: August, 1888

To help you better understand this drawing and other works of art you can use these questions.

Who is this picture by and when was it made?

What part of the image do you notice first?

Can you name any of the marks used?

What time of year do you think it is?

What part of the world do you think this could be?

If this picture were in colour, what colours do you think would be used?

What does it make you feel?

Describe the sounds that you might hear if you were in this picture.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Albrecht Dürer	A German painter and printmaker, 1471-1528
Reed pen	A writing and drawing tool made from a shaped section of reed (hollow plant stem).
Stroke	A single movement of a pencil or other tool that makes a single mark.
Texture	How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.
Tone	How light or dark a part of an artwork is.
Tonal range	A continuous range of tones from the lightest to darkest value.
Vincent Van Gogh	A Dutch post-impressionist painter, 1853-1890

Section 1: Key Vocabulary

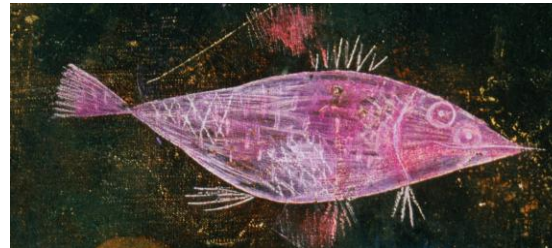
Tier 3 vocabulary	Definition
Linocut	A relief printing technique in which a design is cut into a flat sheet of linoleum – originally a type of sheet floor covering.
Lithographic	A specialised printing technique that uses the properties of oil and water to create a print.
Sgraffito	An artistic technique which uses scratching into a surface to make marks.
Technique	The particular skill or set of skills used to produce an effect.
Underpainting	Paint applied to a surface that will be subsequently covered by other layers of paint.

Tier 2 vocabulary	Definition
Ceramics	Pottery – functional items, like plates, bowls & cups, and also sculpture, made from fired clay.
Collage	An artistic technique that usually involves cutting out and sticking down shaped paper or fabric to form an image.
Illustrator	A person who draws or creates pictures for magazines, books, advertising, etc.
Medium (plural: media)	Material(s) used to make an artwork, e.g. watercolour paint.
Printmaker	An artist using printed media, e.g. linocut.
Surrealism	An early 20 th Century artistic movement, often featuring dreamlike imagery.

Section 2: Paul Klee – Fish

Paul Klee (1879 - 1940) was a Swiss-German artist. His highly individual style was influenced by movements in art that included expressionism, cubism, and surrealism.

Among Klee's works is 'Fish Magic' (painted 1925). This painting features colourful fish against a dark and murky background. Klee scratched into the surface of the wet paint to reveal lighter colours underneath. The illustration below shows a detail of the full painting.



Notice how the scratched lines in the fish's fins reveal lighter underpainting.

bit.ly/fishmagic



Looking closer

Use the link above to view the full Fish Magic painting online. You can zoom in to the image to see the image very close up.

How do you think Klee created the line and texture of the fishes in the painting?

Section 3: Mark Heard

Mark Heard (b. 1974) is a painter and printmaker. Taking his inspiration from the flora and fauna of the British countryside, Mark works across a number of mediums, producing limited edition lithographic and linocut prints, unique paintings, collages and hand-painted ceramics.



bit.ly/bsadmarkh



Follow the link above to view some other examples of Mark Heard's work. Look for the different ways that Mark Heard has made marks in his work.

The short video linked below explores further examples of Mark Heard's work. In it he discusses his influences and some of his techniques.

bit.ly/bsadheard



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Semibreve	A note that last for 4 beats.
Minim	A notes that last for 2 beats.
Crotchet	A notes that lasts for 1 beat.
Quaver	A notes that lasts for ½ beat. Two quavers fit into one crotchet.
Semiquaver	A note that last for ¼ beat. Four semiquavers fit into one crotchet.
Treble Clef	The symbol at the start of the music that tells the player.
The Stave	The stave is the set of five lines that the music is written on.

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Melody	The main tune of the music.
Phrase	A musical sentence.
Fluency	The timing and flow of the music in time with the beat.
Notation	The way in which the music is written down.

Section 2: New Knowledge/Skills- s

Rhythm Notes

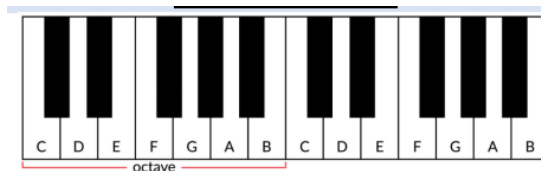
Note Name	Note Symbol	Note Value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		½ of a beat

The Treble Clef

At the start of a piece of music we see this symbol .



This is a treble clef, it tells us that the notes are 'treble' or high notes. On the keyboard this is notes from **middle C** and higher.



Middle C

This is C found roughly in middle of the keyboard and looks like this in music Notation

Treble Clef



Middle C

Section 3

Music Notation

The Stave

The notes move by step on the stave and use letters A to G. The note head is positioned either with the line running through it, or in the space between. Mnemonics can be used to help remembers to position of the notes

Every Green Bus Drives Fast.



Notes in the SPACES spell "FACE"



Theory Rocks

The Musical Alphabet

Note Values

Treble and Bass Clef Staves



Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Greek Chorus	The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.
Synchronised Movement	Synchronized movement is when a group of performers move in unison. The audience is unable to tell who is leading the movements.
Narration	Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.
Canon	Canon is a technique that requires performers to take it in turns to perform a movement that is then identically copied and performed by others.
Vocal Layering	Layering voices, overlapping sounds and words to create texture, interest and depth.
Still Image	This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.

Tier 2 vocabulary Definition

Democracy	The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.
Repetition	Repeating a spoken word or movement multiple times.

Section 2: Group Work Skills

Practical drama is, in its very essence, a collaborative activity. Working with others can lead to greater tolerance, empathy and inclusion. Students are more able to work independently of the teacher when in groups, where they can learn from and support each other while working towards a shared goal. Leadership skills can be developed as students take responsibility for different aspects of the shared work.

In Drama we succeed TOGETHER.



A Greek Chorus works as ONE.



Section 3: The Chorus in Contemporary Theatre

In musical theatre, the ensemble or chorus are the on-stage performers other than the featured players. Ensemble members typically do not play named characters and have few or no spoken lines or solo parts; rather, they sing and dance in unison. An ensemble member may play multiple roles through the course of a show.

The QR code below take you to a National Theatre video about the role of the chorus in modern (contemporary) theatre.



The Oompa Loompas sing about how Augustus's greed has led to his demise. The chorus comment on the action that has taken place using movement and song, all performed in unison.



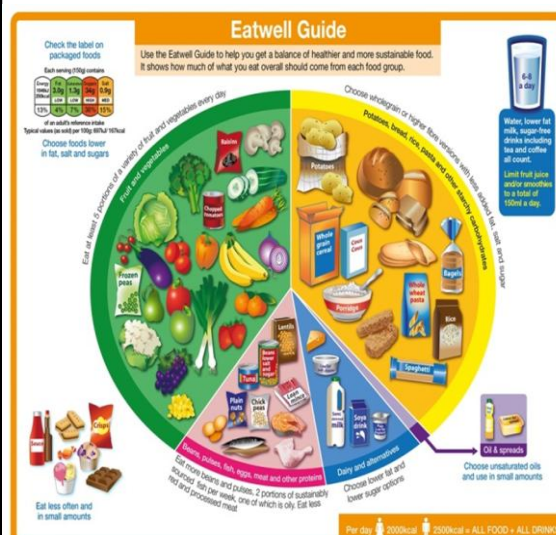
Follow the QR code to watch their song.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Claw Grip	A knife hold where the fingers are curled under and not laid flat on the food surface.
Bridge Grip	A knife hold where the knife is positioned between the thumb and fingers to create a bridge shape.
Pre-heat	Turning the oven on prior to being needed so it reaches the required temperature.
Simmer	A cooking method which requires the liquid to be just below boiling point (small bubbles on surface).
Rubbing-in method	Using your finger-tips to rub together the fat and flour in a recipe to create a breadcrumb looking texture.
All-in-one method	A cake making method. When all ingredients for a recipe are added into the mixing bowl and combined.
Eatwell Guide	A guide which shows the different food groups and the proportions they should be eaten in.

Tier 2 vocabulary	Definition
5-A-Day	A Government scheme to encourage eating more fruit and vegetables.
Safety	Working in a way to avoid injury or danger.
Hygiene	Keeping yourself, equipment & food clean
Peeling / Chopping / Slicing	Methods of preparing some fruit and vegetables.
Equipment	The necessary tools for a particular purpose
Measuring / weighing	Accurately preparing the correct amount of ingredients / liquids for a recipe

Section 2: New Knowledge/Skills



Claw grip



Bridge Grip



Knife safety

Choose the appropriate sized knife for the job
Always chop down onto a chopping board (red chopping board for raw meat)
Make sure that the chopping board is not overhanging the table and is on a flat surface
Carry knives pointing down to the side
Wear sensible shoes which cover your whole foot (no open toes or heels).
Never leave sharp knives unattended in a sink of soapy water.
Store knives in a knife block
Make sure the knife and your hands are clean and dry
Never try to catch a falling knife
Remember to use the bridge and claw grip and keep flat sides down

Section 3: Other subject specific things

Useful Abbreviations:

- tsp = teaspoon (5ml)
- tbs = tablespoon (15ml)
- g = grams
- ml = millilitres
- l = litres

For measuring flour / sugar
1 flat tablespoon = 15g
1 rounded tablespoon = 25g

SEASONAL FOODS

Foods which are grown and ready-to-eat at different times of the year. (Spring, Summer, Autumn and Winter).

Spring	Summer	Autumn	Winter
Asparagus	Beetroot	Field Mushrooms	Brussels Sprouts
Carrots	Broad beans	Lettuce	Cabbage
Cauliflower	Carrots	Marrow	Carrots
Celeriac	Cauliflowers	Potatoes	Cauliflower
Cucumbers	Courgettes	Pumpkin	Celeriac
Curly Kale	Cucumber	Rocket	Curly Kale
Purple sprouting broccoli	Fennel	Squashes	Fennel
Savoy Cabbage	Fresh Peas	Sweetcorn	Leeks
Spring Greens	Garlic	Watercress	Parsnip
Spring Onions	Green beans	Apples	Potatoes
Watercress	Salad & salad leaves	Blackberries	Red Cabbage
	New Potatoes	Damsons	Swede
Rhubarb	Radishes	Elderberries	Turnip
Gooseberries	Salad onions	Pears	Apples
	Tomatoes	Plums	Pears
	Watercress		
	Blueberries		
	Currants		
	Plums		
	Raspberries		
	Strawberries		

FOOD SAFETY



Bacteria grow really rapidly at room temperature and body temperature. Remember to store perishable food in the refrigerator between 1-5°C

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Needle	A thin piece of metal with a point at one end and an 'eye' at the other that the thread passes through. Used to sew.
Stitch	Thread passes through the fabric to keep it together
Pin	A thin piece of metal with a point at one end and a colourful bead at the other. Used to hold fabric together temporarily
Thread	A piece of spun polyester to sew with
Seam allowance	The distance from the edge of the fabric to the stitching line that joins the fabric together.
Cotton	A natural fibre that comes from the cotton plant.
Tacking	A temporary stitch to hold fabric together whilst you sew on the sewing machine.
Quick Unpick	A sharp pointed tool that is used to remove unwanted stitches.
Freezer Paper	A paper with a thin coating of plastic that will stick to fabric when ironed. Used to make stencils

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Natural	Comes from nature, a plant or animal.
Stencil	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Section 2: Skills

Stencil

Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp.

These two images show good examples of what the stencil might look like. The paint goes through the holes in the stencil onto the fabric beneath.



Manufacturing Steps

1. Pin, tack and sew the outside of the banner
2. Fold the top edge over to make the casing. Pin, tack & machine sew in place.
3. Remove the tacking stitches with the unpicker
4. Design your stencil
5. Cut out your stencil using a craft knife and cutting mat
6. Iron the stencil onto your banner
7. Using a sponge to apply fabric paint to the stencil
8. Leave to dry then remove the stencil
9. Iron the fabric paint design to fix it into the fibres of the fabric.
10. Add the wooden banner holder and a wool hanger.



Section 3: Knowledge

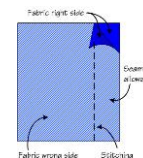
Cotton

Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. **Properties** of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.

Seam Allowance

A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together.

This is the gap between the edge of the fabric and the sewn seam. If we sewed right on the edge of the fabric the stitching would come undone as the fabric started to fray. This would result in products that would fall apart because the seams are not sturdy enough.



Sewing Safely

Follow these steps to ensure accurate and safe sewing:

1. Pin the fabric in place
2. Tack through all layers of the fabric, removing the pins as you go
3. Machine sew over the tacking
4. Use the quick unpick to remove the tacking stitches.

Machine Setting for Straight Stitch

The sewing machine can be adjusted to produce many different stitch patterns. This is done by adjusting the 3 dials on the right hand side of the machine. There is also a key printed on the machine to show you what each of the stitches look like.

You are going to use STRAIGHT STITCH for this project. Here are the settings you will need:

Stitch Width: 2.5
Stitch Selection: 1
Stitch Length: 2.5

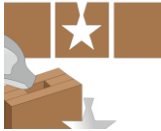
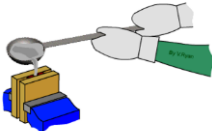
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Task Analysis	Investigating the topic being studied by breaking it down in the different possible focal points
Orthographic	A style of 3D drawing shown in 3 different views
Isometric	A style of drawing using 30 degree angles
Timber	A wooden beam in the frame of a house, boat, etc.
Hardwoods	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers
Softwoods	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees
Man-made wood/ board	They are usually composed of natural woods and resin, which binds them together. This forms wood such as Ply
PPE	Personal protective equipment used in the workshop
Tri-Square	A tool for measuring or marking out accurate right angles
Pillar Drill	Versatile machines that can be used on a wide range of materials where single hole drilling is required.
Disc sander	A machine to help sand down work to a correct measure or creating a smooth finish
Steel Rule	A tool to help measure accurately
Tenon Saw	A tool for cutting different types of wood by using a forwards and backwards movement
Hand File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking
PVA adhesive	Polyvinyl acetate, commonly known as wood glue

Tier 3 vocabulary	Definition
Grain	The lines along the wood that create the decorative look
Annual Rings	Circular rings that indicate the age of the tree
Knot	Small dark circles where a branch once grew
Warping	When wood has twisted in different directions
Splitting	When ends of wood have dried too quickly and split
Cupping	When a plank of wood curves towards the centre
Pewter	Shiny silver coloured alloy metal which has a low melting point, non toxic, food safe, and malleable
Pewter Casting	The process of heating pewter until it melts, then pouring it into a mould to create a new shape

Section 2 Skills




Laser Cutting – Design and cut a pewter vesting mould

Pewter Casting – Cast a small metal token



Use standard workshop tools and equipment to make the wooden robot

Section 3 Knowledge

Wood types

Oak	Medium-Density	Redwood
Beech	Density -	Cedar
Mahogany	Fibreboard	Pine
Teak	Plywood	Spruce
Balsa	Chipboard	Fir

Properties of woods:
Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbercy.

There are 3 main categories of wood:
Hard woods, Soft woods and man-made boards.



Hardwood trees take a long time to grow.

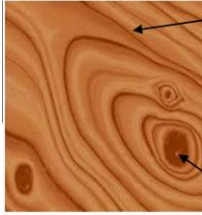


Softwood trees grow quickly.



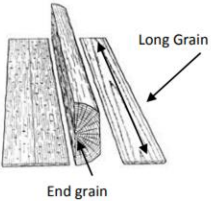
Manufactured Boards are made and NOT grown.

Wood Grain



Wood Grain
Wood Grain are the lines in the wood. Knots are small dark circles where branches once grew

Knots



Long Grain

End grain

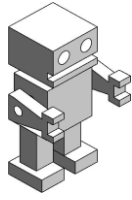
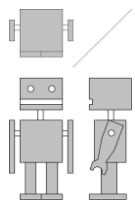
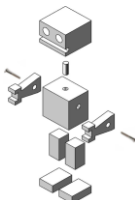
Medium Density Fibreboard (aka MDF) is made from wood fibres and glue which have been mixed together and compressed into large sheets

Drawing Styles:

Isometric

Orthographic Projection

Exploded View

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Bullying	The repetitive, intentional hurting of one person or group by another person or group
Actions	Something done or performed; act; deed. an act that one consciously does.
Relationships	The way in which two or more people or things are connected.
Support	To provide someone with something they need in a time of need.
Relationship Breakdown	When a relationship between 2 people stops being positive.
Teamwork	The act of 2 or more people working together towards a shared goal..
Trait	A characteristics or describable feature about a person.
Family	A group of people who are related to each other
Behaviour	The way in which a person acts, especially towards others.

Tier 3 vocabulary Definition

Communication	The way we exchange information with one another
Online safety	Being aware of the possible threats that you could encounter whilst engaging in activity on the internet.
Social Circles Tool	A techniques used to establish how close people in your life are to you.
Peer pressure	Is when your peers or friends convince you to do something you don't really want to do.
Safeguarding	Protecting everyone's health, wellbeing and human rights; allowing them to live free from harm, abuse and neglect

Section 2: Key Themes:

Bullying: The different types of bullying, the signs that these types of bullying are happening and where you can get support from.

Changes and breakdown of Relationships: The different relationships we have in our life and how they can change or break down over time, the ways we cope and deal with this and the support that is on offer.

Different types of relationship: The different types of relationships we and others might have in our/their lives and what different factors might affect these relationships.

Actions & Behaviours that affect relationships: The qualities that we look for in others and the actions we exhibit and how these affect the relationships in our lives,

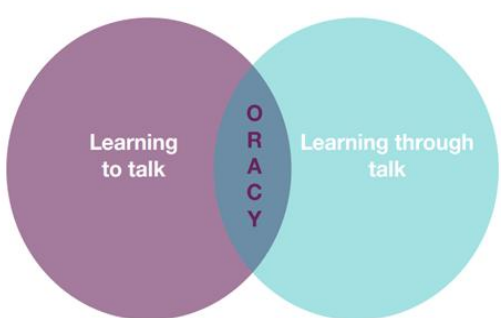
The affect our peers can have: The introduction to the term peer pressure and what this means, how this can affect us both positively and negatively and how we can set persona limits.

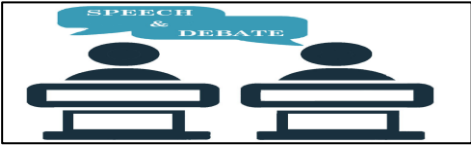
Teamwork: The key traits needed to be a successful team player, how to be in a team where everyone feels heard and how to resolve conflicts when they do arise.

Section 3: Key concepts:



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	
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.

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

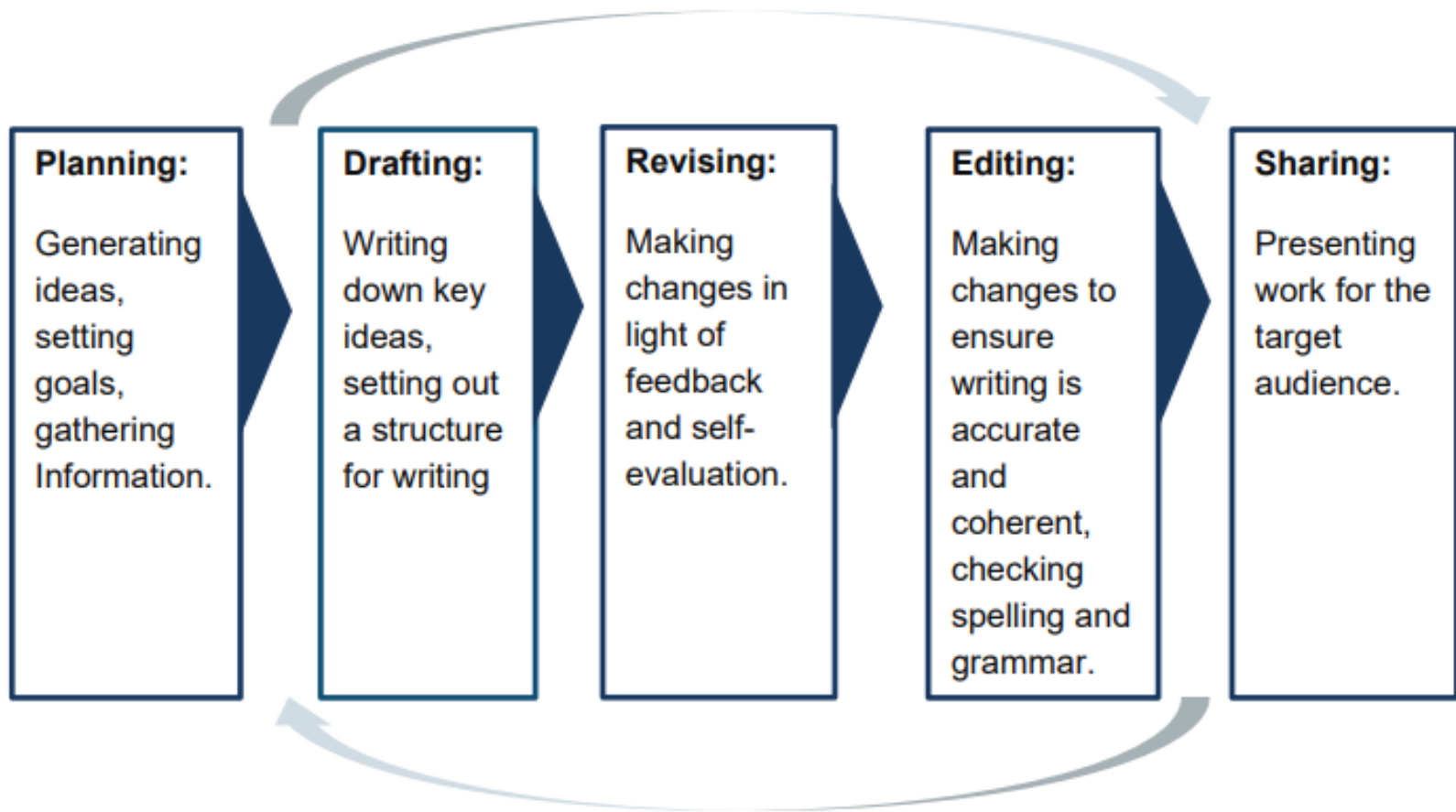
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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)		

BE INVOLVED



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)				

BE INVOLVED



2 Black or
Blue Pens



1 Coloured
Pen



2 Pencils



Eraser



Pencil Sharpener



Ruler



Scientific Calculator

