

Knowledge Organiser

Year 7 Spring 1 2026

Create Your Future

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“Success stories are like meal deals – everyone’s is different”

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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



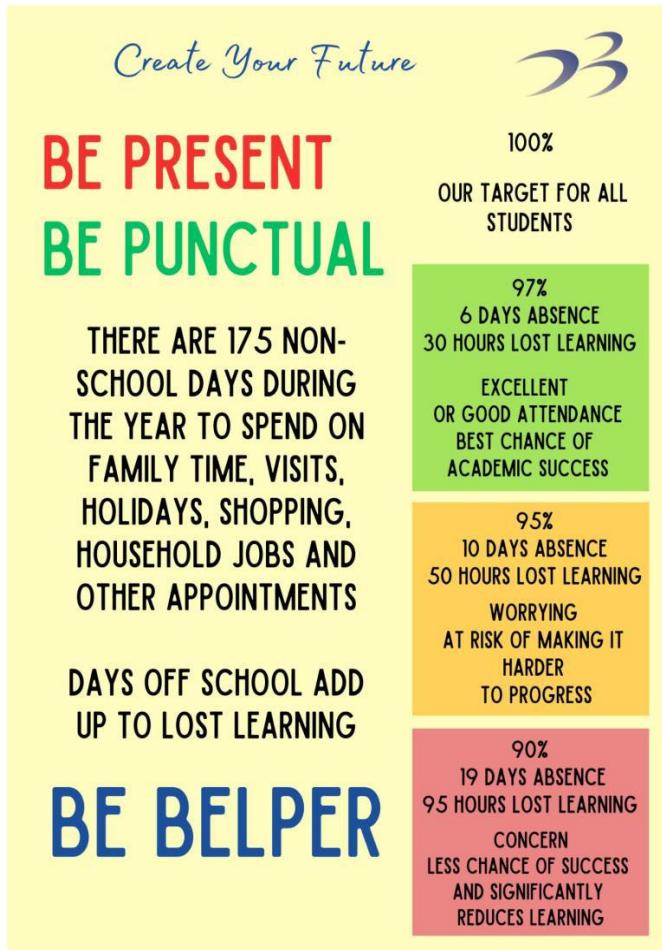
Out of Class Expectations



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.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Tragic Hero	The central character of a play, film, etc., depicted as a noble figure who experiences a tragic downfall.
Protagonist	The leading character or one of the major characters in a play, film, novel, etc.
Antagonist	In a play, the antagonist is the character, group, or force that actively opposes the protagonist (main character)
Archetype	A very typical example of a certain person or thing.
Soliloquy	An act of speaking your thoughts aloud when by yourself, especially by a character in a play.
Hamartia	A fatal flaw or crucial error that leads to the downfall of a tragic hero or heroine.

Tier 2 vocabulary	Definition
Alliteration	Repetition of consonant sounds at the beginning of a group of words. Eg Groovy Greeks
Rhyme	When the two final syllables sound the same in two words. Eg Stormin' Normans
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point.
Exclamatory Statement	A sentence which ends with an exclamation mark.
Hero	A person who is admired for their courage, outstanding achievements, or noble qualities.
Villain	A character whose evil actions or motives are important to the plot.

Section 2: New Key Skills/Strategies

What-How-Why Paragraphs

WHAT IS THE WRITER SAYING?

WHAT IS THE WRITER TELLING US ABOUT THE THEME/CHARACTER /SETTING?
WHAT DO THEY WANT YOU TO FEEL AS A READER?

IDEAS + QUOTE

HOW IS THE WRITER SAYING IT?

HOW DO THEY USE LANGUAGE /STRUCTURAL TECHNIQUES TO DO THIS? HOW DO KEY WORDS/PHRASES SHOW THIS? HOW DOES IT TELL US SOMETHING ABOUT THE TIME A TEXT WAS WRITTEN?

METHODS

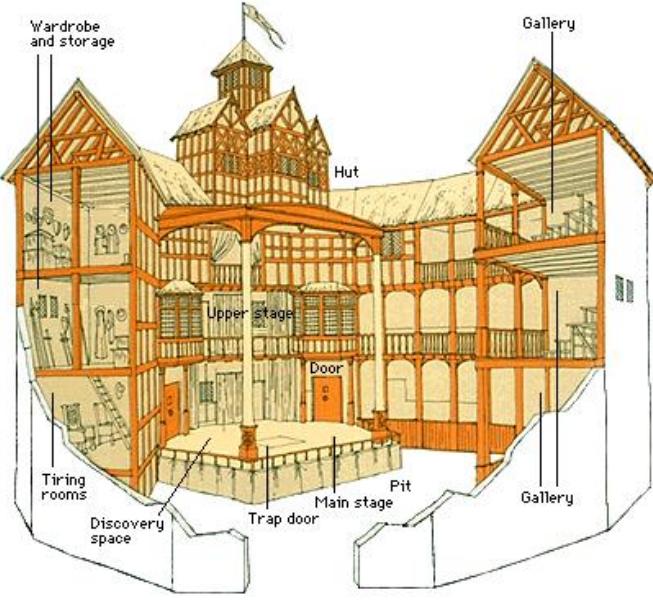
WHY IS THE WRITER SAYING IT?

WHY IS THE WRITER DOING THIS?
WHY DID THE WRITER CHOOSE THAT LANGUAGE?
WHY MIGHT THEY WANT US TO INTERPRET IT IN A DIFFERENT WAY?

EFFECT/CONTEXT

Section 3: Shakespeare's Life and Times: The Globe Theatre

The Globe Theatre



Academic Verbs for Expert Writing

In this unit, we are really trying to consider **how** and **why** Shakespeare crafted his villains in the ways that he did. In order to do this in an expert way, we need to use academic verbs in our **WHAT-HOW-WHY** paragraphs when considering his intentions. Here are some examples...

Suggests...	Expose...	'Shakespeare crafts Iago as a villain in the play Othello because of his manipulative motives'.
Implies...	Challenges...	'Shakespeare uses the character of Lady Macbeth to challenge traditional gender roles in Jacobean society.'
Crafts...	Highlights...	

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.
The term comes from the method of calculating the area of a square of known side-length.

Cube number multiplied by itself twice

Product The result after a multiplication

Section 2: Knowledge/new skills

Square numbers

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

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

$$\begin{array}{ll} 1^3 = 1 \times 1 \times 1 = 1 & \sqrt[3]{1} = \\ 2^3 = 2 \times 2 \times 2 = 8 & \sqrt[3]{8} = 2 \\ 3^3 = 3 \times 3 \times 3 = 27 & \sqrt[3]{27} = 3 \\ 4^3 = & \sqrt[3]{64} = 4 \\ 5^3 = & \sqrt[3]{125} = \end{array}$$

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.

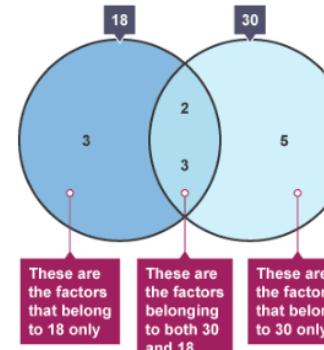
Finding the HCF and LCM

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:

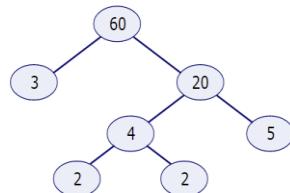
$$\text{LCM} = 2 \times 3 \times 3 \times 5 = 90$$

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 tasks

Correct the following answers, what mistakes have been made?

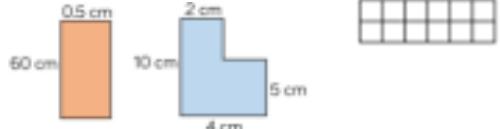
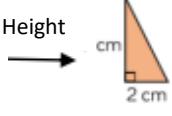
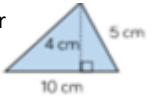
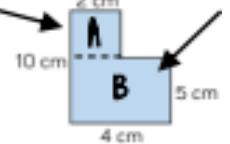
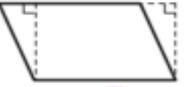
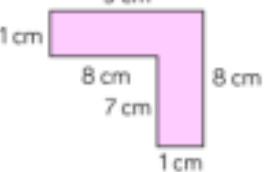
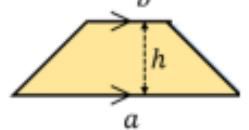
$$6^2 = 12$$

$$\sqrt{100} = 50$$

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

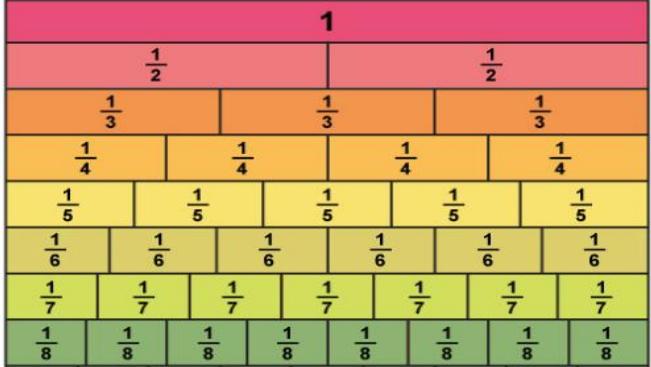
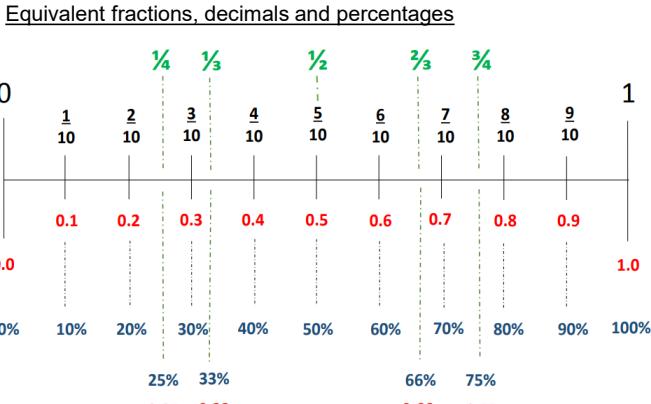
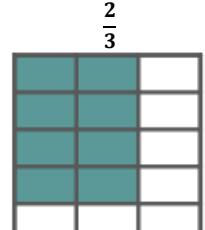
15 Questions

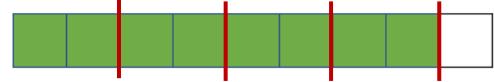
1. Write down the square root of 196
2. Write down 6 multiples of 8
3. Write down the factors of 100
4. List the first 10 prime numbers
5. Calculate the square root of 2
6. Write down the cube root of 64
7. Write down the squared numbers up to 15²
8. Write down the factors of 24
9. Write 80 as a product of its prime factors
10. Write 56 as a product of its prime factors
11. Calculate the HCF and LCM of 45 and 60
12. Use your calculator to find 65²
13. Use your calculator to find the cube root of 658503
14. What answer do you get if you cube root any number then cube it?
15. Calculate the HCF and LCM of 120 and 70

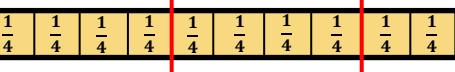
Section 1: Key Vocabulary		Section 2	Section 3
Tier 3 vocabulary	Definition		
Rectilinear	Bounded by straight lines. Also called a polygons	All of the shapes have an area of 12cm^2 - they are all made up of 12 squares. 	Area can be calculated by counting squares. Often this is an estimation with triangles because not all of the small squares are cut exactly in half. $\text{Triangle area} = \frac{1}{2} \text{area of the square}$
Trapezium	A quadrilateral with one pair of parallel sides	The shapes below also have the same area 	Notice the relationship between the square and the triangle 
Trapezia	Plural of trapezium		Perpendicular heights The perpendicular height meets the base at 90° 
Parallelogram	A quadrilateral with two pairs of parallel sides. Opposite sides and angles are equal.	Area Rectangle or square area = Base \times Height	$\text{Triangle area} = \frac{1}{2} \times \text{base} \times \text{perpendicular height}$
Congruent	When two shapes are exactly the same in every way except for their position in space	Compound Shapes Area of A The height of shape A is 5cm $2 \times 5 = 10\text{cm}^2$ 	Area of parallelograms Area of B $4 \times 5 = 20\text{cm}^2$ 
Perpendicular	A line or plane that is at right angles to another line or plane	Total Area = Area A + Area B = $10 + 20 = 30\text{cm}^2$	$8 \times 4 = 32\text{cm}^2$ $\text{Parallelogram area} = \text{base} \times \text{perpendicular height}$
Tier 2 vocabulary	Definition	Perimeter 	Area of a trapezium $\text{Trapezium Area} = \frac{(a+b) \times h}{2}$ 
Area	The amount of space inside a 2-dimensional shape	In compound shapes make sure all the lengths have measurements. Calculate by adding all of the lengths together. $9\text{cm} + 8\text{cm} + 1\text{cm} + 7\text{cm} + 8\text{cm} + 1\text{cm} = 34\text{cm}$	Why? <ul style="list-style-type: none"> Two congruent trapezia make a parallelogram New length $(a + b) \times \text{height}$ Divide by 2 to find the area of one trapezium
Perimeter	The distance around the boundary of a 2-dimensional shape		
Unit	Standard measure used for a quantity. Eg cm, m, km, inches, cm^2 , m^2 , ...		

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Terminating Decimal	A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero
Recurring decimal	A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666\ldots$ or $1.851851851\ldots$
Numerator	The part of a fraction <i>above</i> the vinculum, or fraction bar
Denominator	The part of a fraction <i>below</i> the vinculum, or fraction bar
Improper fraction	A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$
Mixed number	A number made up of an integer and a proper fraction such as $4\frac{2}{3}$

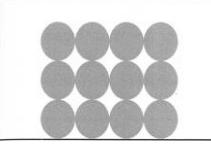
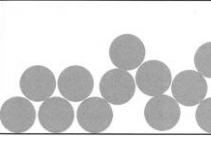
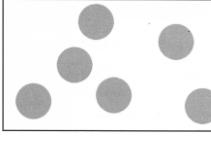
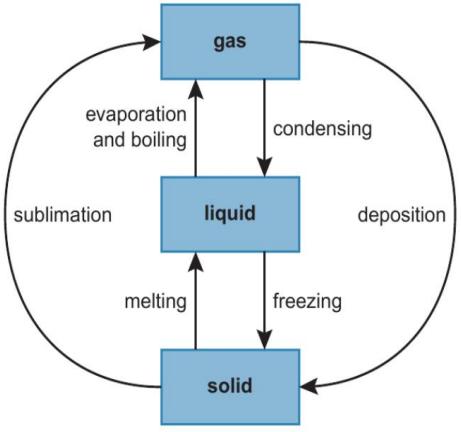
Tier 2 vocabulary	Definition
Infinite	Endless and immeasurable, such as the sequence of counting numbers
Simplify	To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship
Equivalent	Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

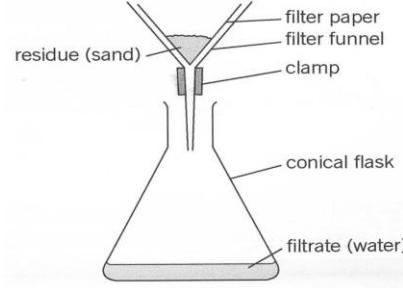
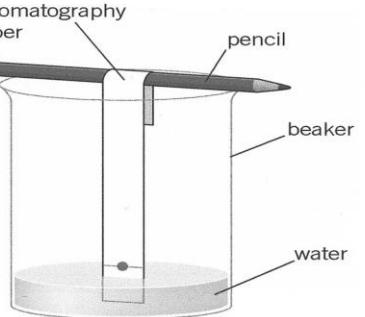
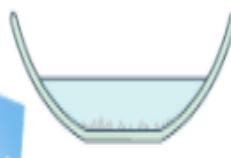
Section 2: Representations	
Fraction wall 	
<p>The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall</p>	
Equivalent fractions, decimals and percentages 	
Multiplying a fraction by a fraction $\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$ 	

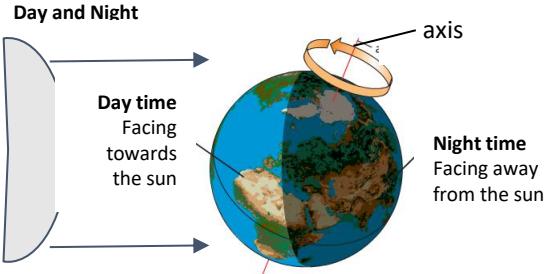
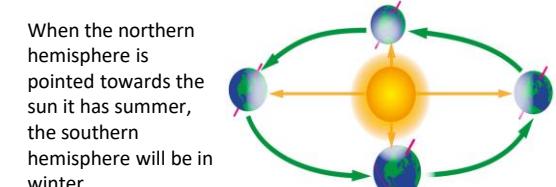
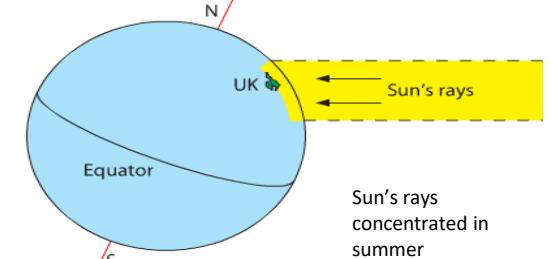
Section 3: Operations
Dividing a fraction by an integer
$\frac{8}{9} \div 4 = \frac{2}{9}$

$\frac{8}{9}$ shared into 4 equal parts of size $\frac{2}{9}$
Using equivalence to find a fraction between two others
Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$
$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$
$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$
$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$
Division by a fraction


To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.
Here, we see that $2\frac{1}{2}$ when contains 10 lots of $\frac{1}{4}$ so:
$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$

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	
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

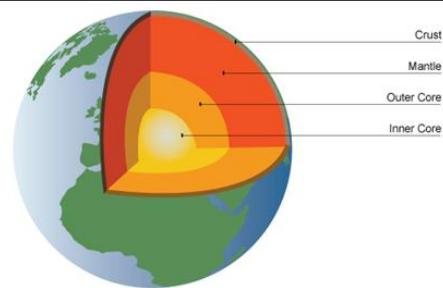
Section 2: New - Particles and changes of state	
Solids	 <p>In a solid the particles are arranged in regular rows. Solids cannot be compressed and do not flow.</p>
Liquids	 <p>In a liquid the particles are arranged randomly. Liquids can flow and they change shape to fit their container.</p>
Gases	 <p>In a gas the particles are arranged randomly with a lot of space between them. Gases can expand to fill their containers.</p>
Changes of State	<p>Changes of state are when a material changes from one state of matter to another (e.g. when a solid melts). Changes of state are physical changes and can easily be reversed.</p> 

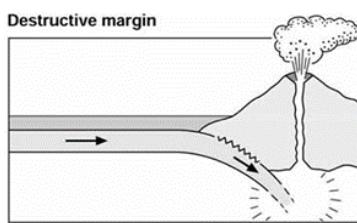
Section 3: Separation techniques	
Filtration	- separates an insoluble solid from a mixture. The solid is called the residue and the liquid is called the filtrate .
	
Chromatography	- Separates mixtures of liquids (e.g. mixtures of inks).
	
Crystallisation	- separates a soluble substance from a mixture
	Evaporating basin

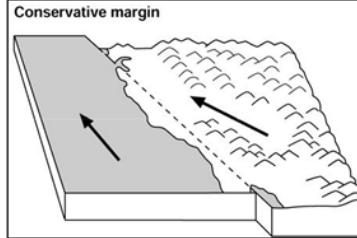
Section 1: Key Vocabulary		Section 2: New Knowledge	Section 3: Skills
Tier 3 vocabulary	Definition		
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.		
Orbit	Path taken by a satellite, planet or star moving around a larger body.		
Axis	An imaginary line about which 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		
Day and Night		 <p>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.</p>	Research Used to stimulate debate, challenge and benefit your deeper knowledge
		 <p>When the northern hemisphere is pointed towards the sun it has summer, the southern hemisphere will be in winter.</p>	<ol style="list-style-type: none"> 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 you information and references with any relevant diagrams in a suitable format
		 <p>Sun's rays concentrated in summer</p>	Sources of information <ul style="list-style-type: none"> • 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
Ways of investigating space		<p>Find examples of each and where they can be used.</p> <ul style="list-style-type: none"> • Telescopes • Probe • Satellite • Lander or rover 	

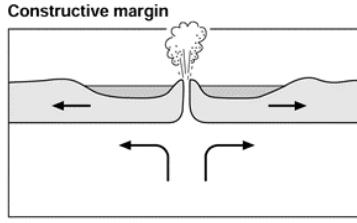
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Collision margin	Two continental plates move towards each other causing the crust to fold upwards to make fold mountains.
Conservative margin	Two plates pass each other and cause earthquakes.
Constructive margin	Two plates that are moving apart, magma rises, cools and new crust is formed.
Composite volcano	Steep sided volcano made up of layers of ash and thick lava.
Destructive margin	Two plates moving together - one is oceanic and one is continental. This destroys crust.
Epicentre	The point on the earth's surface immediately above the focus of an earthquake.
Focus	The point underground where an earthquake starts.
Lava	Molten rock flowing out of the ground.
Magma	Molten rock below the earth's surface.
Shield volcano	A volcano with gentle slopes formed by highly fluid lava.
Seismic waves	The waves of energy created by earthquakes.
Tectonic plates	Large sections of the earth's crust.
Tier 2 vocabulary	
Distribution	The spread of earthquakes and volcanoes across the earth.
Natural disaster	A sudden event that causes widespread destruction and loss of life.
Natural hazard	A natural event that threatens or has the potential to cause damage and loss of life.

Section 2: New Knowledge

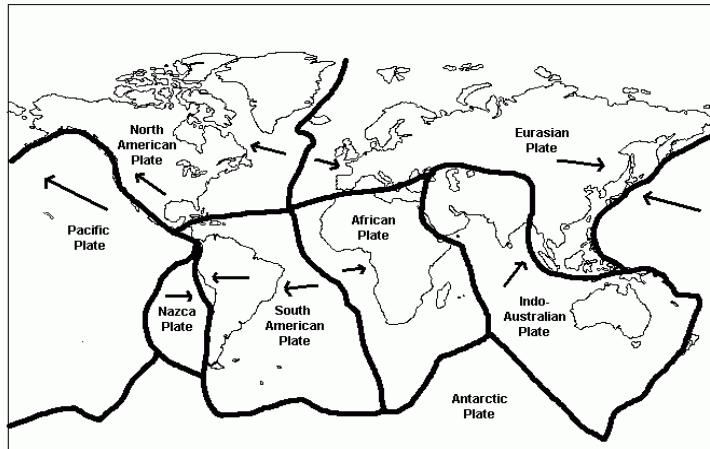


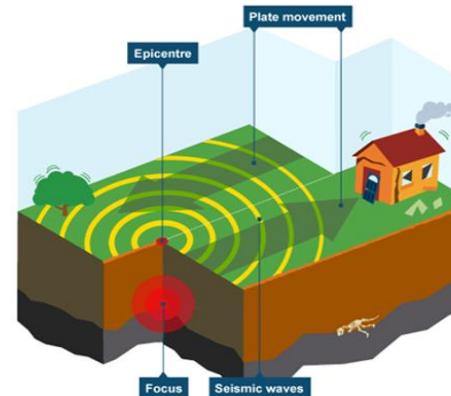






Wegener's Theory – also known as continental drift theory. Millions of years ago the continents that we know today were joined together as one super continent known as **Pangaea**. This broke up and the continents moved apart. This was later explained by the tectonic plate theory.





How an earthquake occurs

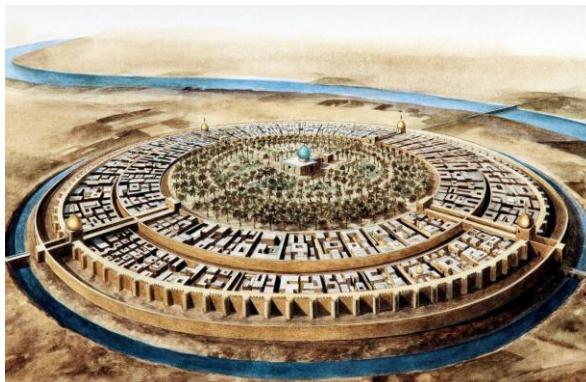
Managing the risk

- Prediction
- Planning
- Preparation

Section 3: Geographical Skills

- Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics.
- Describe the distribution of earthquakes and volcanoes – how they are spread out.

13

Key Vocabulary		Significance of Baghdad	Timeline
Tier 3 vocabulary	Definition		
Abbasid Caliphate	The Muslim dynasty ruled by the descendants of al 'Abbas' (prophet Muhammed's uncle).	The House of Wisdom / Grand Library of Baghdad One of the largest public libraries in the world which had a massive collection of books and poetry and allowed scholars and scientists to discuss a range of ideas. 	762 CE: Baghdad was founded
Siege	A military operation in which enemy forces surround a place to take control of it.		813-833 CE: Baghdad's Golden Age, when it was at the height of intellectual, cultural, and commercial prosperity.
Civilisation	An advanced stage of human social and cultural development.		832 CE: The House of Wisdom was established. This became a renowned centre of learning, translation, and intellectual exchange.
Golden Age	A period of significant achievements, advancements, and prosperity.		1258 CE: The Siege of Baghdad which led to the fall of Baghdad to the Mongolian Empire. This ended the power of the Abbasid Caliphate.
The Silk Road	A big network of ancient trade routes that connected the East and West. Crucial for the exchange of goods and ideas.		1508 CE: The Ottoman Conquest of Baghdad meant that Baghdad became part of the Ottoman Empire.
Tier 2 vocabulary	Definition	Baghdad / 'The Round City' A historic centre of learning, trade and culture which had over a million inhabitants. It's location near the river Tigris and the river Euphrates made it ideal of food production and trade which helped it to sustain a large population. 	Map
Remarkable	Worthy of attention		
Intellectual	Relating to the development of knowledge.		
Cultural	Relating to customs, traditions, arts, and social aspects of a society.		
Significance	The importance of relevance of a particular subject.		
Dynasty	A line of hereditary (family) rulers of a country.		
Trade	The action of buying and selling or exchanging goods.		

Key Vocabulary		Royal Family Tree	
Tier 3 vocabulary	Definition		
Empress	The wife of an emperor (the ruler of an empire).	William I (The Conqueror) 1066-1087	MATILDA of Flanders
Empire	A group of countries or provinces ruled from the centre by one person or group of people.	Robert Curthose	William II (Rufus) 1087-1100
Succession	Inheriting a title or office.	Henry I 1100-1135	MATILDA (Edith) of Scotland
Anarchy	An absence of government in society which leads to political or social disorder.	Geoffrey Plantagenet of Anjou	MATILDA (Maude) "Empress"
Civil War	A war between citizens of the same country.	Adela	Stephen of Blois
Siege	A military operation in which enemy forces surround a place to take control of it.	Matilda of Boulogne	Stephen 1135-1154
Plantagenet	A royal dynasty who ruled England from 115 to 1485.	Key People	
Tier 2 vocabulary	Definition	King Henry I	Empress Matilda
Misogyny	Prejudice against women.		
Patriarchy	A social system in which men hold the power and have most roles of leadership.		King Stephen I
Status	A person's social status.		
Rivalry	Competition between two people or two groups of people.		
Turmoil	A state of great confusion or disorder		
Rebellion	An act of resistance against a ruler or government		

Section 1: Key Vocabulary		Section 2: Christianity Around The World	Section 3: Jesus
Tier 3 vocabulary	Definition		
Denominations	The different groups within a religion., especially Christianity.	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 .	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.
Trinity	Three persons in one God' - Father, Son and Holy Spirit in Christianity.		
Bible	Christian Holy book.	Key Beliefs	
Disciples	Followers - In Christianity Jesus chose 12 disciples.	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 Son, and God the Holy Spirit.	
Commandment	Law from God. Famously Ten Commandments.	Christians believe that after we die, we will be judged and sent to heaven or hell .	
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	The Bible	
Tier 2 vocabulary	Definition		
Prophecy	Foretelling or prediction of what will happen (often in symbolic terms).	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.	
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.		
			Worship
			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'.

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
2nd person singular	the 'tu' form of the verb
2nd person plural	the 'vous' form of the verb
1st person singular	the 'je' form, the verb ends in -e
1st person plural	the 'nous' form, the verb ends in -ons.
Plural noun	a word that refers to more than one person, place or thing
Singular indefinite articles	un, une in the masculine and feminine forms meaning a, an
Plural indefinite article	des meaning some
Adjective agreement	when the ending of an adjective matches the noun it describes in gender and number
Possessive adjective	shows who something belongs to, e.g. my, your
Sound-symbol correspondence	relationship between letters and their sounds, also known by the acronym SSC
Vocabulary	body of words used in a language; mon vocabulaire (my vocabulary) is the body of words I know in French
High frequency verb	verb used most frequently in a language and therefore the most useful, such as: être, avoir, faire, and -er verbs, for example parler, penser, regarder
Cognates	words with the same meaning and same or similar spelling in English and French
Questions	Translation
1. tu fais une activité ?	Do you do an activity? Are you doing an activity?
2. il y a des chiens ?	Are there some dogs?

Section 2: Grammar & Phonics			
ER verbs The 1st person singular of the verb is the 'je' form, the verb ends in -e. The 1st person plural is the 'nous' form, the verb ends in -ons. The 2nd person singular of the verb is the 'tu' form, the verb ends in -es. The 2nd person plural is the 'vous' form, the verb ends in -ez. These forms are the you (singular) and the you (plural) forms.			
Intonation questions To turn a statement into a question, you raise your voice at the end. This is called intonation.			
The irregular verb phrase il y a means there is, are and can be used with numbers and singular or plural nouns .			
Plural noun: a word that refers to more than one person, place or thing Adding -s to nouns makes them plural .			
Numbers 1-12 go before nouns to indicate how many there are; most numbers don't change spelling for gender or number.			
'Un' and 'une' are the indefinite article 'a/an.' 'Un' is used with masculine nouns, 'une' is used with feminine nouns. The indefinite article ' des ' is 'some'; it is used with plural nouns.			
Adjectives often add -e in the feminine form; this is regular adjective gender agreement as adjectives agree with the noun they describe. Adjectives often add -s as the regular marker in the plural form.			
French has different words for possessive adjectives because all nouns have grammatical gender. To say my/your , use mon/ton for masculine singular nouns, ma/ta for feminine singular nouns and mes/tes for plural nouns. To say my for any singular nouns starting with a vowel/h, use mon .			
avoir to have/ having être to be/ being			
j'ai I have	nous avons we have	Je suis I am	nous sommes we are
tu as you have	vous avez you have	tu es you are	vous êtes you are
il a he has	ils ont they have (m)	il est he is	ils sont they are (m)
elle a she has	elles ont they have (f)	elle est she is	elles sont they are (f)
aller to go/ going			
Je vais I go	nous allons we go	Je fais I do	nous faisons we do
tu vas you go	vous allez you go	tu fais you do	vous faites you do
il va he goes	ils vont they go (m)	il fait he does	ils font they do (m)
elle va she goes	elles vont they go (f)	elle fait she does	elles font they do (f)
faire to do, make/ doing, making			
Je fais I do	nous faisons we do	tu fais you do	vous faites you do
tu fais you do	vous faites you do	il fait he does	ils font they do (m)
elle fait she does	elles font they do (f)	elle fait she does	elles font they do (f)

Section 3: WAGOLL & phonics			
Mon livre préféré est 'Kiffe kiffe demain'. C'est un livre excellent.			
Mon footballeur préféré est Kylian Mbappé. C'est un footballeur français.			
Mon film préféré est 'Les Choristes'. C'est un film amusant.			
Mon numéro préféré est le sept. C'est un numéro intéressant.			
Mon actrice préférée est Audrey Tautou. C'est une actrice sympa.			
Ma chanteuse préférée est Suzane. C'est une chanteuse intelligente.			
French phonics			
eu	deux	u	tu
e	je	ou	nous
au/eau	gauche/bateau		
Liaison			
pronouncing a usually silent final consonant when followed by a vowel e.g. deux <u>enfants</u>			
<ul style="list-style-type: none"> o nous avons and vous avez have a liaison; the -s in nous and vous is pronounced as it is followed by a vowel. o a liaison is optional between a verb and an article, such as 'nous avons <u>un</u> chien'. o We can pronounce the final letters of mon and mes when the next word starts with a vowel. o When numbers ending in an -s or -x are followed by a vowel, the -s and -x are pronounced. o 't' is a silent final consonant, therefore it is not usually pronounced at the end of a word, but when followed by a vowel, we can pronounce it. e.g. Ils font <u>un</u> voyage à Paris. o Ils ont and elles ont have a liaison; the -s in 'ils' and 'elles' is pronounced as 'z' as it is followed by a vowel. o The 's' in ils ont and elles ont ('z') is pronounced differently to the 's' in 'ils sont' and 'elles sont' ('s'). o The 's' in vais is usually a silent final consonant, except if it is followed by a vowel, whereby it is pronounced like the English 'z'. 			

7Fr Spr1 W1

des	some
un	one
deux	two
trois	three
quatre	four
cinq	five
six	six
sept	seven
huit	eight
neuf	nine
dix	ten
onze	eleven
douze	twelve
il y a	there is, there are
combien	how much, how many

7Fr Spr1 W2

sage	wise, well-behaved (m/f)
le frère	brother
jeune	young (m/f)
ouvert	open (m)
ouverte	open (f)
les parents	parents
la sœur	sister
nous sommes	we are, we are being
vous êtes	you are, you are being (plural)
ils sont	they are, they are being (m, m/f)
elles sont	they are, they are being (f)
strict	strict (m)
stricte	strict (f)
grand	tall, big (m)
grande	tall, big (f)
petit	short, small (m)
petite	short, small (f)

7Fr Spr1 W3

aussi	also
nous avons	we have, we are having
vous avez	you have, you are having (plural)
ils ont	they have, they are having (m, m/f)
elles ont	they have, they are having (f)
difficile	difficult (m/f)
le problème	problem
un enfant	a child (m)
une enfant	a child (f)
ici	here
pour	for
la famille	family
très	very
dans	in

7Fr Spr1 W4

Attention!	Be carefull!, Watch out!
d'accord	okay, alright
nous faisons	we do, we make
vous faites	you do, you make (plural)
ils font	they do, they make (m, m/f)
elles font	they do, they make (f)
l'exercice	written exercise
la liste	list
quoi	what
la fête	party
l'attention	attention
l'effort	effort

7Fr Spr1 W5A-D revision on Languagenut

How to consolidate your language learning

- Describing a photograph is a useful way to consolidate key grammar and vocabulary.
- Reading a longer passage can help practise and consolidate previously learnt and newly acquired vocabulary and grammar.
- Revisiting **SSCs** regularly supports accurate spelling and pronunciation of new and familiar words and helps build confidence.
- To embed **vocabulary** in our long-term memory, it is important to practise listening, speaking, reading and writing the **vocabulary** and to revisit words regularly, particularly **high frequency verbs**.

saying 'my' (possessive adjectives)

masc. singular	fem. singular	plural (m+f)	before a vowel or an 'h'
mon	ma	mes	mon
mon frère	ma sœur	mes parents	mon actrice

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Plural	more than one
Subject pronoun	represents the person, people or thing(s) doing the verb, e.g. I, we, they, it
Object pronoun	replaces the noun receiving the action of the verb, e.g. me, us, them, it
Present tense	describes what is happening now or habitual events in the present, e.g. I do, I am doing
Closed question	a question that can be answered with yes or no
Open question	a question starting with a question word that needs more information from the answer than yes or no.
Weak verb	a verb which follows a regular pattern of changes
Questions Translation	
Wie viele?	How many?
Wie viele Fenster gibt es?	How many windows are there?
Closed question Start with the verb	
Hast du eine Flasche?	Do you have a bottle?
Magst du Montag?	Do you like Monday?
Open questions Start with a question word	
Warum hast du eine Flasche?	Why do you have a bottle?
Wie findest du Montag?	How do you find Monday?

Section 2: Grammar																
Plurals For all plural nouns, the German word for 'the' is 'die'. 90% of masculine and 75% of neuter nouns either add -e or add an -e plus an umlaut to the vowel to make the noun plural.																
Rule 1 many masculine nouns add -e or -e + umlaut on a, o, u. Rule 2 masculine and neuter nouns ending in -en, -el, -er often have no change. Rule 3 most feminine nouns add -n or -en. Rule 4 some masculine and neuter nouns add -er, with or without an umlaut.																
Hund → Hunde Tisch → Tische Fenster → Fenster Zimmer → Zimmer Jacke → Jacken Tür → Türen Fach → Fächer Haus → Häuser																
Subject and Object Pronouns Subject pronouns tell us the grammatical gender of the subject . Object pronouns tell us the grammatical gender of the object of the sentence. German has 3 words for it, depending on the gender of the noun that 'it' refers to.																
<table border="1"> <thead> <tr> <th></th><th>subject</th><th>object</th></tr> </thead> <tbody> <tr> <td>masculine</td><td>er it/he</td><td>ihn it/him</td></tr> <tr> <td>feminine</td><td>sie it/she</td><td>sie it/her</td></tr> <tr> <td>neuter</td><td>es it</td><td>es it</td></tr> <tr> <td>plural</td><td>sie they</td><td>sie them</td></tr> </tbody> </table> Wo ist der Tisch? Er ist da. Magst du den Hund? Ja, ich mag ihn.			subject	object	masculine	er it/he	ihn it/him	feminine	sie it/she	sie it/her	neuter	es it	es it	plural	sie they	sie them
	subject	object														
masculine	er it/he	ihn it/him														
feminine	sie it/she	sie it/her														
neuter	es it	es it														
plural	sie they	sie them														
Weak verbs Weak - or regular - verbs have these endings for the following pronouns: 1st person: -e 2nd person: -st 3rd person: -t e.g. ich glaube → I believe ich bleibe → I'm staying du verstehst → you understand du brauchst → you are needing sie reist → she travels er kocht → he is cooking																
The verb finden adds an 'e' before the '-st' and '-t' endings to make it easier to pronounce: du findest er/sie findet																

Section 3: Grammar & Phonics										
Other Verbs										
Some verbs don't have the same endings as regular verbs.										
mögen - to like ich mag → I like du magst → you like er mag → he/it likes sie mag → she/it likes es mag → it likes	werden - to become ich werde → I become du wirst → you become er wird → he/it becomes sie wird → she/it becomes es wird → it becomes									
Negation										
To say you don't like something, add nicht at the end of the statement										
Ich mag Kunst nicht → I don't like Art Er mag Hunde nicht → He doesn't like dogs										
Es gibt										
Use this to say what there is or what there are. Use the accusative case after es gibt.										
Es gibt einen Fußball → There is a football Es gibt zwei Flaschen → There are 2 bottles Es gibt das Mädchen → There is the girl										
Present Tense										
There is only one present tense in German, not 2 like English ich arbeite → I work, I am working										
German phonics										
ä	short or long	hässlich Mädchen	äu	oy!	Mäuse					
ö	short or long	plötzlich schön	sch	sh	schwierig					
ü	short or long	fünf Tür	sp	shp	Sport					
s /	s sounds like the English 'z' before a vowel.									
ss /	sehen									
ß	gesund reisen ss and ß sound like the English 's'. So does s at the end of a word after a vowel: es / eins Write ss after a short vowel: messen / hassen Write ß after a long vowel: Fuß / weiß									

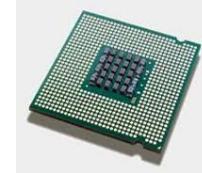
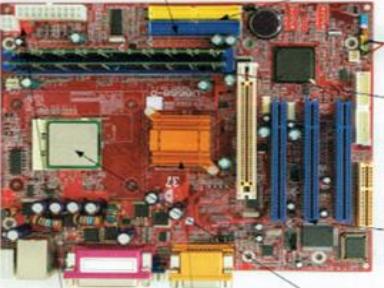
7Gr Spr1 W1	
denken	to think, thinking
das Geschenk	gift
hässlich	ugly
toll	great, terrific
der Gutschein	voucher
das Fahrrad	bicycle
ganz	much, a lot, many
ziemlich	quite, fairly
jetzt	now
in Ordnung	OK
das Handy	mobile phone
die Jacke	jacket
er	he, it (m)
sie	she, it (f)
es	it (nt)
7Gr Spr1 W2	
null	zero
eins	one
zwei	two
drei	three
vier	four
fünf	five
sechs	six
sieben	seven
acht	eight
neun	nine
zehn	ten
elf	eleven
zwölf	twelve

7Gr Spr1 W3	
sie	she, her, it (f)
ihn	him, it (m)
mögen	to like, liking
ich mag	I like
du magst	you like
er mag	he likes
sie mag	she likes
die Fremdsprache	foreign language
die Kunst	art
die Mathematik	mathematics
die Naturwissenschaft	science
das Fach	subject
das Deutsch	German
7Gr Spr1 W4	
zu	too, at
finden	to find, finding
wichtig	important
ein bisschen	a little
leicht	light, easy
schlecht	bad
schwierig	difficult, hard
praktisch	practical
das Essen	food, meal
streng	strict
nett	nice
gesund	healthy
langweilig	boring
lecker	tasty
die Uniform	uniform

7Gr Spr1 W5	
nach	after, to, towards
bleiben	to stay, to remain, staying, remaining
liegen	to lie, lying (position)
heißen	to be called, being called
glauben	to believe, believing
leben	to live, living
brauchen	to need, needing
verstehen	to understand, understanding
reisen	to travel, travelling
österreichisch	Austrian
nach Hause	(to) home
werden	to become, becoming
er wird	he becomes, she is becoming
sie wird	she becomes, she is becoming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Hardware	The physical parts of the computer that you can touch.
Software	The programs that allow computer hardware to run.
Peripherals	A device that allows information to be entered into or retrieved from a computer; peripherals are normally divided into input devices, output devices and storage devices.
Motherboard	The main circuit board found in a computer, which connects all the components together so they can communicate.
CPU	The Central Processing Unit carries out all the processing in a computer by completing the fetch-decode-execute cycle.
RAM	Random Access Memory is storage connected directly to the motherboard of a computer. Data stored in RAM can be accessed more quickly than data stored on the hard drive.
Graphics card	An additional component of a computer that plugs directly into the motherboard. It is used to output and display graphics on a screen.
Hard drive	The permanent storage in a computer. There are two main types - magnetic hard drives and solid-state drives.
Optical drive	Use a laser to read or write from optical discs such as CDs, DVDs and Blu-Ray discs.
Clock speed	How many fetch-decode-execute cycles a CPU can process per second.
Internet of Things (IoT)	An IoT device is a device that connects to the Internet so that it can 'talk' to other devices.

Section 2: New Knowledge/Skills	
Tier 2 vocabulary	Definition
Hertz	A unit of speed. Other units include: - kilohertz (1,000 hertz) - megahertz (1,000 kilohertz) - gigahertz (1,000 megahertz).
Byte	A Unit of storage. Other units of include: - bit (8 bits in a byte), - kilobyte (1,000 bytes) - megabyte (1,000 kilobytes) - gigabyte (1,000 megabytes) - terabyte (1,000 Gigabytes) - petabyte (1,000 Terabytes)
Cloud storage	Is where data is stored online. It is a form of secondary external storage. It is not physically attached to the computer.
Computers use two types of storage - primary & secondary.	
Primary Storage	The fastest memory in a computer. RAM is an example. Most of the time, primary storage will lose all the data it contains when the power is switched off.
Secondary storage	It contains a computer's hard disk and external storage. Secondary storage will keep all the data it contains even when the device is switched off.
There are three types of secondary storage:	
Optical storage	Uses a laser to write data to and read from a disc.
Magnetic storage	Uses magnetic platters and a write/read head to write to and read from the disk.
Solid state storage	Uses miniature electronic switches to store data. It has no moving parts and provides very fast access to data.

Section 3: Other subject specific content	
Hardware devices	
Hard disk drive	
Processor	
USB Memory Stick	
Memory Modules	
The Motherboard	
Optical drive	
Hard drive	
RAM (Random Access Memory)	
Graphics card	
Motherboard	
Power supply	
CPU (Central Processing Unit)	

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

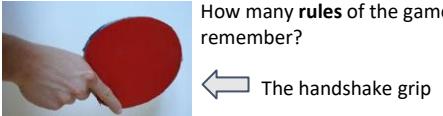
In your year 7 table tennis lessons you will work towards being able to play a ***game of singles*** with a classmate, knowing the important rules and being able to do the basic skills.

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/Transitions I 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

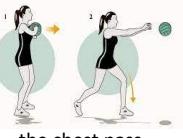
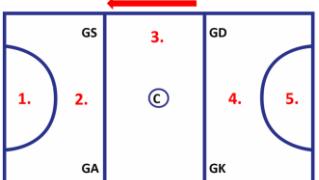
A key phrase for remembering the footwork rule is: **CLIP - CLOP**

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 score 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.

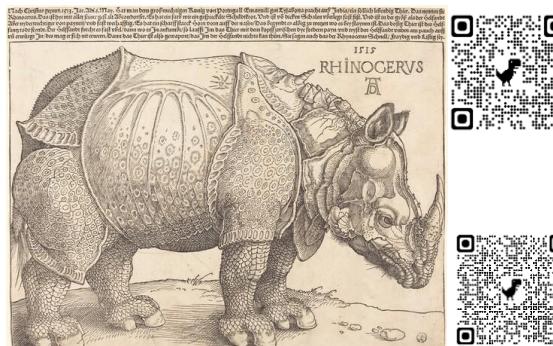
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.

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.

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 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

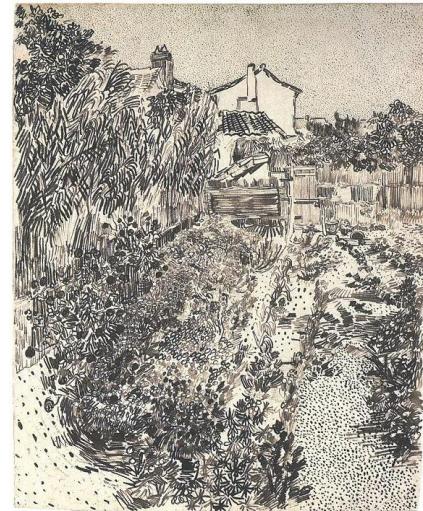


Looking closer

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
 <p>Vincent van Gogh Drawing, reed pen and ink Arles: August, 1888</p> <p>To help you better understand this drawing and other works of art you can use these questions.</p> <p>Who is this picture by and when was it made?</p> <p>What part of the image do you notice first?</p> <p>Can you name any of the marks used?</p> <p>What time of year do you think it is?</p> <p>What part of the world do you think this could be?</p> <p>If this picture were in colour, what colours do you think would be used?</p> <p>What does it make you feel?</p> <p>Describe the sounds that you might hear if you were in this picture.</p>



bit.ly/gardenbad

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 Hearld

Mark Hearld (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/bsadmark



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

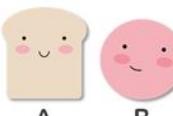
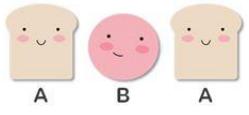
The short video linked below explores further examples of Mark Hearld's work. In it he discusses his influences and some of his techniques.

bit.ly/bsadhearld



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Harmony	Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
Melody	The main theme or tune of the music.
Pitch	How high or low the note is.
Ostinato	A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.
Binary Form	A piece of music in two sections. AB.
Ternary Form	A piece of music in three sections, where the first section returns at the end. ABA.
Rondo Form	A piece of music which has a recurring melody, which comes between contrasting sections. ABACA.

Tier 2 vocabulary	
	Definition
Contrast	To be different especially in a way that is very obvious.
Timing	The ability to play fluently to a beat.
Form/ Structure	How a piece of music is organised into different sections of parts.
Composition	The process of creating a piece of music.

Section 2: New Knowledge/Skills	
Binary Form (AB) describes music in two sections. The first section can be labelled “A” and the second section “B” (either or both sections may be repeated). The “B” section contrasts musically in some way to the first “A” section.	
	A B
Ternary Form (ABA) describes music in three sections. The first section can be labelled “A” and the second section “B” The “B” section contrasts in some way to the first “A” section which is then repeated after the “B” section again.	
	A B A
Rondo Form (ABACADA...) describes music where a main theme or melody “A” keeps returning between different contrasting sections “B, C, D...” (called episodes).	
	A B A C A

Section 3
Staff Notation

Rhythm Notation

Musescore 
Musescore is a piece of web based software used to write music using staff notation. Learn the basics here: 
Links to prior learning: <i>Introduction to Performance – I've Got Rhythm, Keyboard skills</i>

Section 1: Key Vocabulary		Section 2: New Knowledge/Skills	Section 3: More Knowledge and Skills
Tier 3 vocabulary	Definition		
Thought Tunnel	Student in a tunnel, teacher walks down the TUNNEL everyone says what they are thinking on set topic.	Exploring the use of Dramatic Tension As performers we learn to use a range of techniques to create suspense in our Audience's mind. We will use sections of script as starting points to add our own SOUND SCAPES, MOVEMENT and ACTION. Techniques you will use: VoiceAn actor's voice provides lots of information for the audience, through the use of: <i>Pitch</i> - the height or depth of the voice. <i>Pace</i> - the speed lines are spoken. <i>Single Voices & Ensemble Voices</i> – Deciding where to put in single actor's speaking and using more than one speaker. Silence Actor's make decisions about where to place these using: Pauses Important for building tension Phrasing How the lines a broken up for meaning and effect.	"During afternoon tea there's a shift in the air. A bone trundling chill that tells you she's there There are those who believe that the whole town is cursed, But the house in the marsh is by far the worst What she wants is the unknown but she always comes back. <i>The spectre of darkness, the Woman in Black</i> " Script from 'The Woman in Black' Lighting Effects - light is used to draw focus to the character, or element it is highlighting and can be used to separate a character from the back drop and characters around them often for an important piece of dialog or to emphasise the action, emotion, or expression of the character. Lighting should be creating separation, or casting a shadow, or it should be adding fill. Shadows - Playing with torches, or using the rig to create shadows, or highlight specific moments, such as faces. Use of props – Using material creatively, to hide actors, or transform their shape. Also using fabric to distort lights and reveal surprises.
Tier 2 vocabulary	Definition		
Thriller	These tend to be action-packed and fast-paced with moments full of tension, anxiety, and fear. Without fail, they are plot-driven stories.	Action - Using movement to tell stories and show the relationships between characters using: Gesture - used to show a character's emotions, eg; shaking a fist to represent anger. Gestures can also show a character's personality, eg; strong and sharp gestures such as wagging a pointed finger may show an aggressive character. Proxemics - the positioning of the actors but also of any set and props used. Levels - Heights being used to represent relationships and emotions.	Greek Theatre we learnt about the CHORUS, reading lines and creating VOCAL LAYERS, we used this technique in lessons using the script "Hero" and "Oedipus". The STILL IMAGE will continue to be used as a starting point in many scenes to allow you to use the physical techniques of CANON, UNISON and SYNCHRONISED MOVEMENT.
Scene	A specific section of a play, it will often hold a section of plot, or idea.		
Script	Format used to set out lines for characters to speak.		
Will	A document that someone leaves with instructions for after their death.		
Tidal Island	A piece of land that appears and disappears with the tide.		
Causeway	A often manmade path to an piece of land off shore.		

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



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	Celeriac
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	Potatoes	Potatoes
Watercress	Salad & salad leaves	Apples	Red Cabbage
Rhubarb	New Potatoes	Blackberries	Swede
Gooseberries	Radishes	Damsons	Turnip
	Salad onions	Elderberries	
	Tomatoes	Pears	Apples
	Watercress	Plums	Pears
	Blueberries		
	Currants		
	Plums		
	Raspberries		
	Strawberries		

FOOD SAFETY

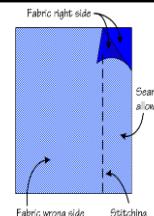


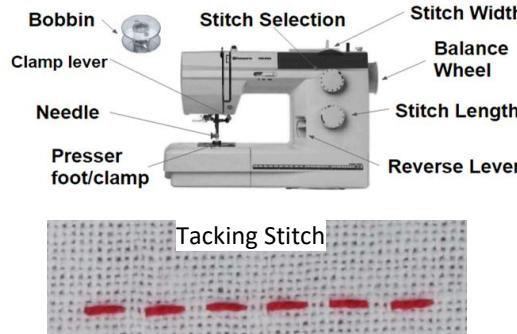
Bacteria grow really rapidly at room temperature and body temperature. Remember to store perishable food in the refrigerator between 1-5°C

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	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 <p>Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks off 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.</p> <p>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.</p> 	
Manufacturing Steps <ol style="list-style-type: none"> 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	<p>A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together.</p> 
Sewing Safely	<p>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.</p>
Machine Setting for Straight Stitch	<p>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.</p> <p>You are going to use STRAIGHT STITCH for this project. Here are the settings you will need:</p> <p>Stitch Width: 2.5 Stitch Selection: 1 Stitch Length: 2.5</p>

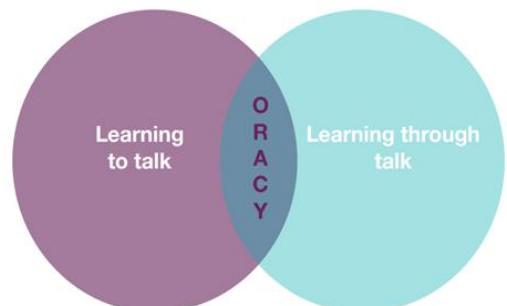


Section 1: Key Vocabulary		Section 2: Key Themes:
Tier 2 vocabulary	Definition	<p>Staying Safe Online: How the internet works and its different features, the scale and speed at which information travels and the different risks online, strategies to operate safely online and the benefits of being online.</p>
The internet	A worldwide system of interconnected computer networks and electronic devices that communicate with each other	<p>Goals & Ambitions: Setting goals and the benefits of doing so, how we can be open to opportunities in all aspects of life, to recognise and challenge stereotypes and understand how these can limit aspirations and future goals.</p>
Risk	A situation involving exposure to danger.	<p>Work Roles & Career Pathways: Different work roles and career pathways including clarifying early aspirations of their own. Link careers with subject that they study at school and where they could lead.</p>
Careers	An occupation undertaken for a significant period of a person's life and with opportunities for progress.	<p>Making the best use of my money: Understanding and assessing risk related to finances that young people might make, evaluating social and moral dilemmas about the use of money, including advertisement.</p>
Work roles	A set of responsibilities, duties, and expectations that an employee has within an organization.	<p>Employment Rights & Responsibilities: About young people's employment rights and responsibilities, what jobs might be available to them when they are older.</p>
Financial	Relating to finances and money.	<p>Self Evaluating & Setting Goals: To be able to review their own strengths, interest skills, qualities and values, to be able to set realistic goals and target for their future.</p>
Realistic	having a sensible and practical idea of what can be achieved or expected.	
Expectations	A strong belief that something will happen or be the case.	
Moral dilemma	A situation in which a difficult choice has to be made between two courses of action	
Advertising	The activity or profession of producing advertisements for commercial products or services.	
Tier 3 vocabulary		Section 3: Key concepts:
Definition		<p>Careers at Belper School</p> <p>What we do:</p> <p>Careers Advice & Guidance</p> <p>We can support you with Year 9 Pathways, Sixth Form & College Courses. We also assist with Work Experience & Work Shadowing and organise events including Careers Inspiration Day & Mock Interviews.</p> <p>Richard Leach Careers Coordinator <small>The Careers Office is located in the school library</small></p>
Boundaries	A limit or space between you and another person.	 <p>Stay safe online</p> <p>Share responsibly We all love to share photographs, fun things, and much more. Be careful what you share and always ask if it's ok for somebody else to see the photo or video.</p> <p>Manage your privacy If you're using apps that can communicate with others, turn on privacy. Only share what you really know follow you unless you've got permission from your parents.</p> <p>Ask for help Don't ever be worried about asking for help from someone you trust. You will NOT be judged.</p> <p>Respect others Be kind. Other people may have different opinions from you. That's ok, but if they become abusive, block them, report, and tell an adult.</p> <p>Think critically Is it true? Does it make sense? Has that really happened? Always question!</p>
Ambition	A strong desire to do or achieve something.	
Stereotypes	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	<p>COMPLEX DECISION</p> 
Employment	The state of having paid work.	<p>Specific Make goals clear and specific.</p> <p>Measurable Define measurable assets.</p> <p>Attainable Confirm your goals are attainable.</p> <p>Relevant Verify your goals are relevant.</p> <p>Time-based Set up a time-based plan.</p>
Aspirations	A hope or ambition of achieving something.	

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	
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 is 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:	
	<ul style="list-style-type: none"> • 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	
Presentational talk	
Debate Talk	
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 builds 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...'

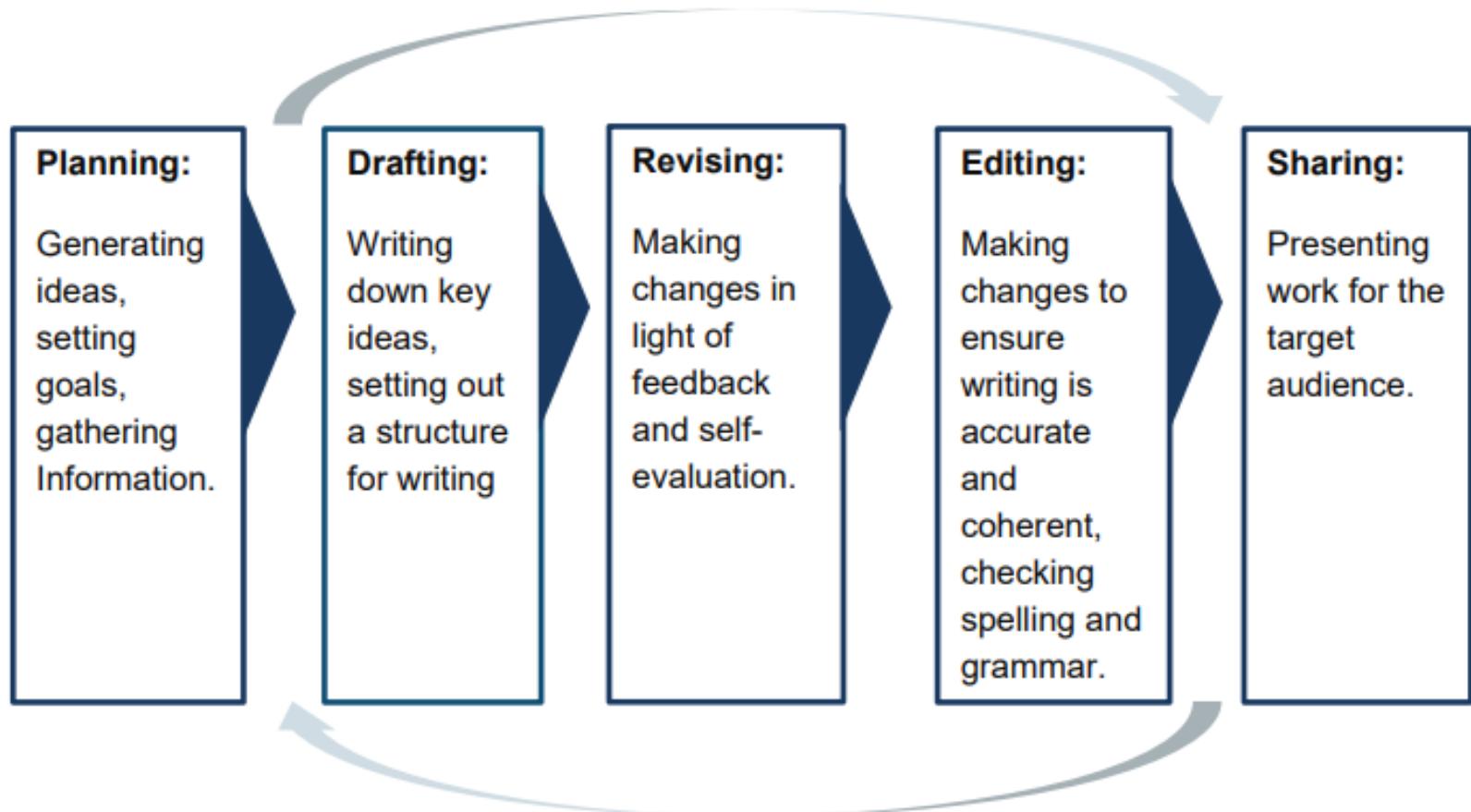
'In summary...'

'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 7-11 Girls Indoor Sports Club with Leanne
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)	
	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 10 Inter-tutor football competition with James and Matt (3G)	Year 10/11 Badminton Club with Tom	Belper Choir with Anna (music rooms)	
	Year 7 Creative Writing Club with Tamara and Liv (E8)	Model Railway Club with Phill (T2)	Year 7 Inter-tutor football competition with James and Matt (3G)	
		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)		Year 10-13/Staff Friday Sports Club with Matt, James, Tom and Leanne
Music Club with Phil (music rooms)	Year 13 A-level Revision with Tom	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7, 8 & 9 Football club with Matt, James and Tom	STEM Club for Year 7 and 8 (S8) with Year 11	Pride Club with Karen (T5)		
AVSSP Events Year 9,10 & 12 Sports Leaders Events with Rebecca		Year 9 'Your Time' Leadership Programme with Rebecca and Matt		
Robot Club with Sarah (T1)		GCSE PE Practical Club with Tom – Week 1 only.		
GCSE PE Drop-in with Leanne (P6) Week 1 only.		GCSE PE Revision Club with Tom – Week 2 only.		

BE INVOLVED



2 Black or
Blue Pens



1 Coloured
Pen



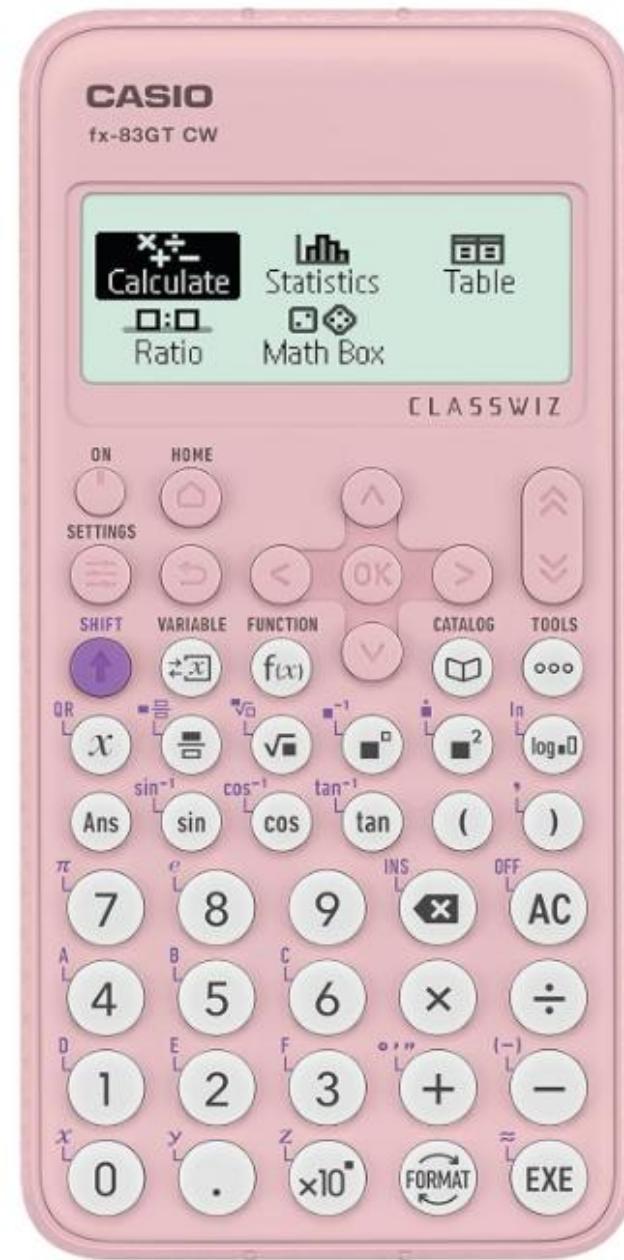
2 Pencils



Eraser



Scientific Calculator



Pencil Sharpener



Ruler

