

# Knowledge Organiser

Year 8 Spring 1 2026

Create Your Future

Harry Smith

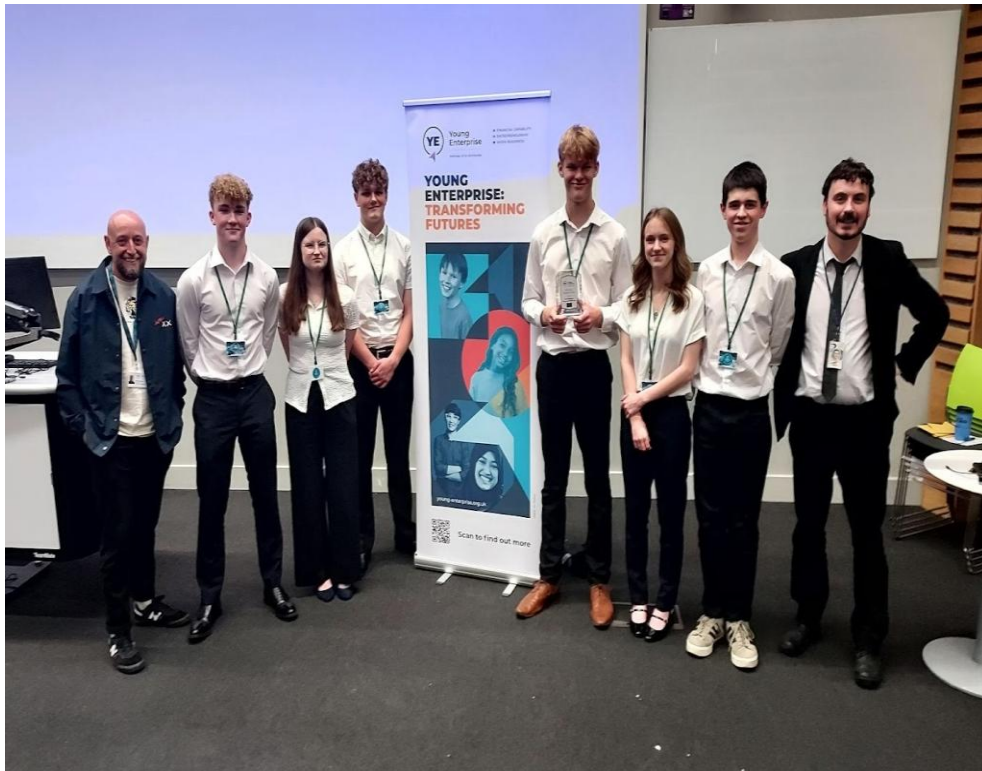
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Year 12 Young Enterprise Team

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

# Contents Page

Timetable	3
School Expectations	4
Attendance & Punctuality	5
Guided Reading Tracker	6
Subject: English	7
Subject: Maths	9
Subject: Science	11
Subject: Geography	13
Subject: History	14
Subject: World Views	15
Subject: French	16
Subject: German	18

Subject: Computing	20
Subject: PE	21
Subject: Art	24
Subject: Music	27
Subject: Drama	28
Subject: D&T Food	29
Subject: D&T Textiles	30
Subject: D&T Product Design	31
Subject: PSHE	32
Subject: Oracy	33
Subject: Writing	35
Extra-curricular timetable	36
Equipment Check	38

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

# Timetable

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

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

## In Class Expectations




## Out of Class Expectations



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

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

Create Your Future



100%  
OUR TARGET FOR ALL STUDENTS

97%  
6 DAYS ABSENCE  
30 HOURS LOST LEARNING  
EXCELLENT OR GOOD ATTENDANCE  
BEST CHANCE OF ACADEMIC SUCCESS

95%  
10 DAYS ABSENCE  
50 HOURS LOST LEARNING  
WORRYING  
AT RISK OF MAKING IT HARDER TO PROGRESS

90%  
19 DAYS ABSENCE  
95 HOURS LOST LEARNING  
CONCERN  
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

**BE PRESENT**

**BE PUNCTUAL**

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

**BE BELPER**

## 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

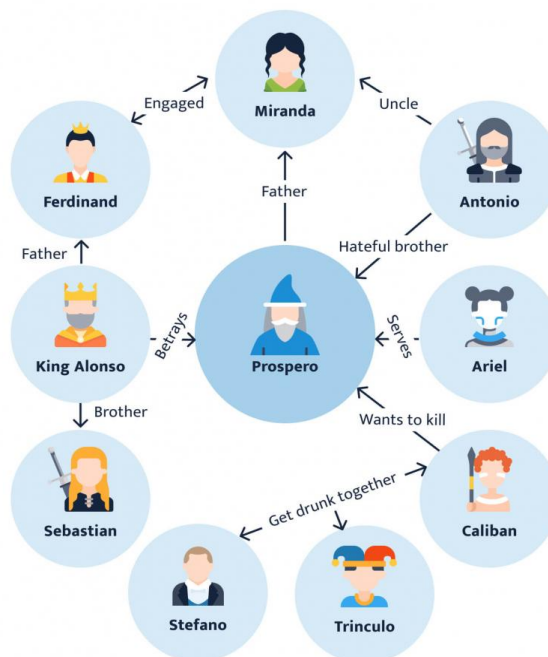
Tier 3 vocabulary	Definition
<b>Colonialism</b>	Acquiring political control over another country, occupying it with settlers, and exploiting it economically.
<b>Tempest</b>	A violent storm
<b>Pathos</b>	To evoke emotional responses in the audience
<b>Duality</b>	Two sides to a character
<b>Shakespearean Tragicomedy</b>	A play which contains elements of both tragedy and comedy
<b>Usurper</b>	A person who takes power from another with no right to
<b>Playwright</b>	Someone who writes plays – note the 'wright' means 'maker'
<b>Duchy / Dukedom</b>	Areas ruled over by a Duke, such as Milan in the play
Tier 2 vocabulary	Definition
<b>Infer</b>	To work something out based on evidence
<b>Connotation</b>	What a word makes you think of
<b>Impact</b>	The effect something has on a reader
<b>Reiterates</b>	Reinforcing an idea within a text
<b>Develop</b>	To advance a particular viewpoint
<b>Ambiguous</b>	Not clear or decided – open to interpretation
<b>Authority</b>	To have the power or right to give orders, and make decisions
<b>Benign</b>	Gentle or not harmful
<b>Malevolent</b>	Evil or deliberately bad

## Section 2: New Key Skills/Strategies

Shakespeare was a great wordsmith and introduced over 1700 words to the English Language. This sometimes means that some of his vocabulary can be hard to follow. Don't worry too much about every single word – as long as you get the gist of the story and can work out what the characters are like, that's enough. Treat it a bit like a foreign language. Here's some common words and their meanings:

thou / thee	you
o'er	over
e'er	ever
doth / dost	does / do
hark	listen
prithee	pray thee

## The Tempest: Character map



## Section 3: Themes

The Tempest is one of Shakespeare's last plays and explores a number of important themes.

**Justice**

The story involves an unjust act, Prospero and Miranda's banishment to the island, and then Prospero's attempts to re-establish justice – but any consideration of justice is from Prospero's viewpoint and so is that really fair?

**Man or Monster**

The play explores the nature of monster, and considers whether monsters are born or made. It also raises questions about who is a monster? Caliban looks like a monster, but are Trinculo and Stefano more monstrous in how they try to use him?

**Colonisation**

Themes surrounding the idea of colonisation are explored, particularly connected to ownership of the island. Who has the 'right' to lead other people and where does that so-called right come from?

**Children and Family**

Through the characters of Miranda and Ferdinand, but also Caliban and Ariel, the play looks at questions of family and how important children are.

## Section 3: Writing about Shakespeare

Question: How does Shakespeare present the character of Prospero?

Connect	In the first instance,
Point	Shakespeare presents Prospero as being a caring father to Miranda. Prospero says when we first meet him that he has done nothing
Evidence	'but in care of Miranda'
Analysis	which means that everything he has done is for her.
Think Impact / Intention	This suggests that he is a very caring father, who is always looking out for his daughter.


Going for excellence? Why not try adding some alternative ideas on. For example: On the other hand, this could suggest that he's a very **controlling** father as it makes the audience think that he's **dominating** every area of Miranda's life. It seems a bit obsessive to be doing everything for your daughter.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Caesura	A pause or break between words in a line of poetry
Rhyme Scheme	The ordered pattern of rhymes at the end of the lines in a poem.
Personification	Giving non-living objects human characteristics. E.g. the trees danced.
Sibilance	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
Enjambment	When the line continues onto the next line, without punctuation at the end
Anaphora	the repetition of words or phrases in a group of sentences, clauses, or poetic lines.

Tier 2 vocabulary	Definition
Imagery	Visually descriptive language that you can image in your mind.
Alliteration	Words in a sentence that begin with the same letter or sound.
Propaganda	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Connotation	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
Patriotic	having or expressing devotion to and vigorous support for one's country.

Section 2: Key Acronyms and Strategies - RUCSAC	
R	Read the question
U	Underline the key words
C	Choose the best approach
S	Select any key information
A	Answer the question
C	Check your answer

CPEAT		
C	CONNECTIVE	Firstly, moreover, furthermore, in conclusion.
P	POINT	Use the wording of the question and identify what your paragraph will explore.
E	EVIDENCE	Find a relevant quotation and identify a language or structural device in it...
A	ANALYSIS	... and then explore the deeper meaning of this quote/technique and how it links to the question.
T	THINK	Finally, think about the intention behind the language choice (why?) and the possible impact on the reader

Section 3: Poetry Analysis And Context

<b>Trench Conditions</b>
Extreme Heat      Extreme Cold      Trench Foot Disease      Rats      Sleep Deprivation Malnutrition Gas      Silence      Homesickness      No Man's Land
Example Analysis
<p> <i>Dulce et Decorum Est</i> </p> <p>           Bent double, <u>like old beggars under sacks</u>,            Knock-kneed, coughing like hags, we cursed            through sludge,            Till on the haunting flares we turned our backs,            And towards our distant rest began to trudge.  <u>Men marched asleep.</u> Many had lost their boots,            But limped on, blood-shod. All went lame, all            blind;            Drunk with fatigue; deaf even to the hoots            Of gas -shells dropping softly behind.         </p> <p>           Simile – 'beggars' – visual imagery – older than their years         </p> <p>           Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived         </p>



Section 1: Key Vocabulary	
Tier 3 vocabulary	
<b>Integers</b>	Whole numbers
<b>Decimal Places</b>	Digits after a decimal point
<b>Significant figures</b>	The digits in a number with the <b>largest place values</b>
<b>Place value</b>	The actual value of a digit according to the column in which it sits
<b>Upper Bound</b>	The largest value that a rounded number might originally have had.
<b>Lower Bound</b>	The smallest value that a rounded number might originally have had.
<b>Error Interval</b>	The range of values that a number could have been before it was rounded

Tier 2 vocabulary	
<b>Limits</b>	A value beyond which a number may not extend or pass
<b>Round</b>	Rounding means making a number shorter or simpler but keeping its value close to what it was.
<b>Approximate</b>	A value which is close to but not equal to the true value of a number
<b>Estimate</b>	A calculated value made using rounded numbers
<b>Truncate</b>	To cut a decimal number short
<b>Error</b>	The difference between an estimated value and the true value

## Section 2: New Knowledge/Skills

You should already know how to round numbers to the nearest: integer eg. 32.38 rounds to 32  
 32.8731 rounds to 33  
ten eg. 32 rounds to 30  
 36 rounds to 40  
hundred, thousand and so on

### Rounding To A Given Number Of Decimal Places (d.p.)

Eg Round the number 12.68 to 1 decimal place (1 d.p.)

So 12.68 **rounds** to 12.7 to one decimal place (1 d.p.)  
**BUT** if we **truncate** 12.68 to 1 d.p. we get 12.6

### Rounding To A Given Number Of Significant Figures (sig. fig.)

In the number 234, the most significant digit is the 2 because it represents 200, whereas the 3 only represents 30 and the 4 is 4.  
**We could understand significant as having the biggest value.** So when we round to the nearest significant figure we are rounding to the column with the same place value as the most significant figure.

234 rounded to 1 significant figure (1 s.f.) rounds to the 100 column.  
 234 rounds to 200

234 rounded to 2 significant figures rounds to the tens column.  
 234 rounds to 230

0.0234 rounded to 1 significant figure (1 s.f.) rounds to the 100ths column.  
 0.0234 rounds to 0.02

### Estimation

When we find approximate values of calculations using estimation, we round all the values in the calculation to 1 sig fig before calculating.

$$\frac{62.5 + 7.9}{12.4} \approx \frac{60 + 8}{10} = \frac{68}{10} = 6.8$$

**Error Intervals**

An error interval uses the inequality symbols ( $<$ ,  $>$ ,  $\leq$ ,  $\geq$ ) to show all the values that a rounded number might have had **before** it was rounded.

In the example in Section 2 we rounded 12.68 to 12.7. If it hadn't been 12.68 what else could the number have been? We can see from the number line that everything to the right of 12.65 rounds up to 12.7. 12.65 also rounds up to 12.7, so  $x \geq 12.65$ . Beyond 12.7 everything up to 12.75 rounds down to 12.7, but at 12.75 we start rounding up to 12.8, so  $x < 12.75$ , giving the following error interval for 12.7 rounded to 1 d.p.

$$12.65 \leq x < 12.75$$


---

**Section 3:**

**Rounding Examples**

	Nearest integer	1 decimal place	2 decimal places	1 significant figure	2 significant figures
43.782	44	43.8	43.78	40	44
154.967	155	155.0	154.97	200	150
0.0816	0	0.1	0.08	0.08	0.082

**Estimation**


**Q.** Find approximate values for the following calculations and state whether the estimate is an over-estimate or under-estimate.:

a)  $4.85 \times 28.7 \div 96.2$  **A:** 1.5 (over)

b)  $\frac{642 \times 318}{43 \times 4.9}$  **A:** 900 (over!)

**Error Intervals**

**Q.** A rectangle has a length of 6.2 cm and a width of 3.4 cm.



**Q.** If each measurement is given to one decimal place, state the error interval for the length and the width of the rectangle.

**A:**  $6.15 \leq \text{length} < 6.25$  and  $3.35 \leq \text{width} < 3.45$

**Q.** What are the values for the smallest possible area and the largest possible area for the rectangle?

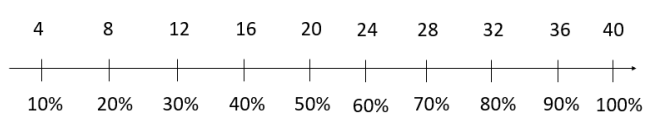
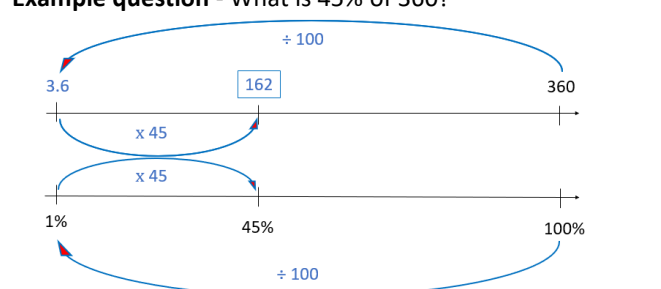
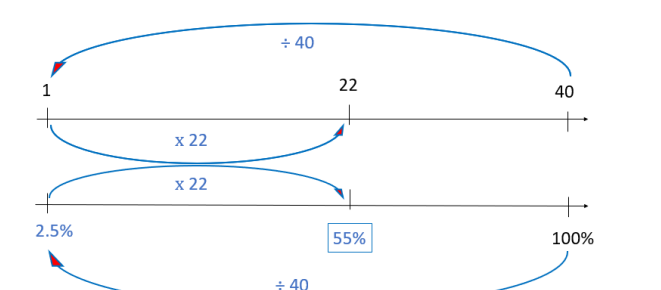
**A:** smallest =  $20.6025 \text{ cm}^2$  largest =  $21.5625 \text{ cm}^2$

**Q.** What is the largest possible **error** in the area?

**A:** 0.96

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Direct proportion</b>	When one value increases so does the other. One of the values is a multiple of the other value
<b>Inverse proportion</b>	When one value increases and the other decreases
<b>Scalar multiplier/ Scale factor</b>	Is a number that moves <i>along</i> lines in a double number line, that is, stays within the same variable
<b>Functional multiplier</b>	Is the multiplier that links the two quantities

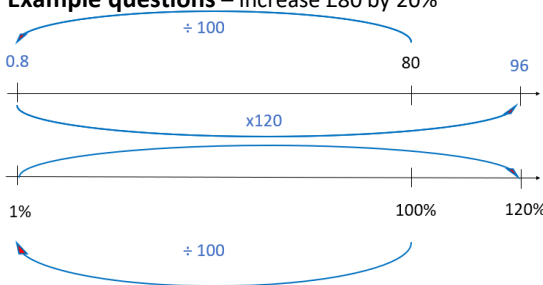
Tier 2 vocabulary	Definition
<b>Percent</b>	A proportion that shows a number as parts per hundred. The symbol % means 'per cent'
<b>Percentage Increase</b>	Adding a given percentage of a value to the original value
<b>Percentage Decrease</b>	Subtracting a given percentage of a value from the original value
<b>Proportion</b>	Two or more quantities that increase or decrease at the same rate

Section 2: Representations
<p>We can utilise a double number line to work with percentages. By making the original value equal to 100%, we can partition the number line to find other percentage:</p>  <p>We can use all of our existing skills in <b>scaling</b> numbers in when working with percentages.</p> <p><b>Example question - What is 45% of 360?</b></p>  <p>Likewise, we can use scaling to express one amount as a percentage of another.</p> <p><b>Example question – What is 22 out of 40 as a %?</b></p> 

### Section 3: Procedures

To increase a value by a given percentage, we can start by thinking about scaling from the original value (100%), down to find 1% and then scale up to a percentage larger than 100.

**Example questions** – Increase £80 by 20%

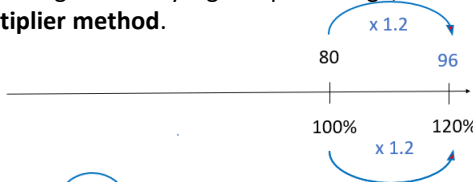


Numerically, our procedure is:  $80 \div 100 \times 120$

Which is the same as:

$80 \times 120 \div 100$  or  $80 \times \frac{120}{100}$  or  **$80 \times 1.2$**

Here we arrive at the most efficient method for increasing a value by a given percentage, the **multiplier method**.



80	96
100%	120%

A proportionality table is an even more efficient way to represent this procedure.

100

## Section 1: Key Vocabulary

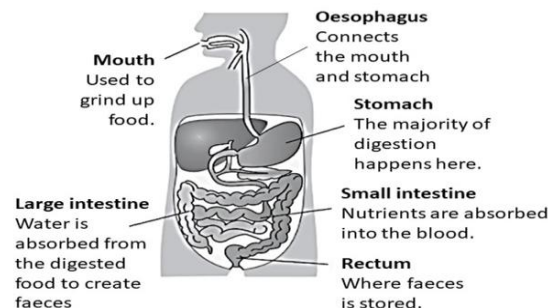
Tier 3 vocabulary	Definition
<b>Oesophagus</b>	The muscular tube that connects the mouth to the stomach
<b>Hydrochloric acid</b>	The acid in the stomach which aids digestion
<b>Absorption</b>	The process of taking digested food products from the small intestine into the blood. Uses microvilli
<b>Small Intestine</b>	The part of the guts in which most of digestion and absorption takes place
Large Intestine	The part of the guts in which water is absorbed back into the blood.
<b>Malnutrition</b>	Lack of proper nutrition.
<b>Obesity</b>	The condition of being very overweight, often through eating large amounts of fat and carbohydrates.
<b>Food group</b>	A group of foods that share similar nutritional properties.
<b>Food test</b>	Chemical tests that are used to determine if a specific food group is present.
<b>Digestion</b>	Process of breaking down large insoluble molecules into smaller soluble molecules.
<b>Liver</b>	Organ that produces bile.
<b>Peristalsis</b>	The squeezing of the muscles of the oesophagus to push food down into the stomach.
<b>Pancreas</b>	Where the majority of digestive enzymes are produced. Also responsible for controlling blood sugar levels.
<b>Catalyst</b>	A molecule that speeds up a chemical reaction without being used itself.
<b>Enzyme</b>	A biological catalyst.
<b>Substrate</b>	The molecule that an enzyme acts on eg: starch is a substrate as it is broken down by an enzyme.
<b>Active site</b>	The space on an enzyme where the substrate joins.
<b>Denature</b>	When the active site of an enzyme changes shape and the substrate no longer fits.

## Section 2: Food Groups and the Digestive system

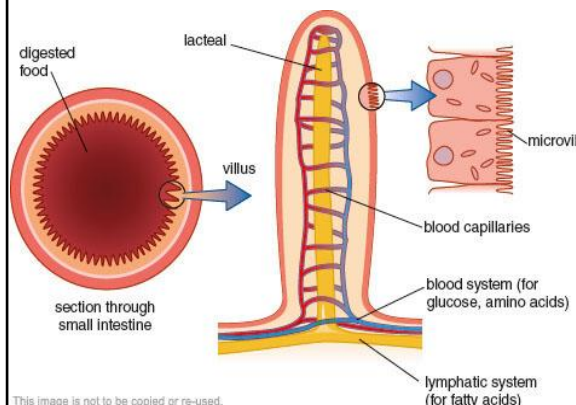
Food group	Use	Food test/ positive result
Complex carbohydrates (Starch)	Energy	Iodine = black
Simple carbohydrate (Sugar)	Energy	Benedict's = green, yellow, orange or red
Proteins	Growth and repair	Biuret = purple
Lipids (fats)	Energy storage	Emulsion test = white

Vitamins. Minerals and fibre are also key food groups. They are responsible for keeping key systems in the body working correctly; for example the nervous system.

## The Digestive System



## Absorption in the Small Intestine

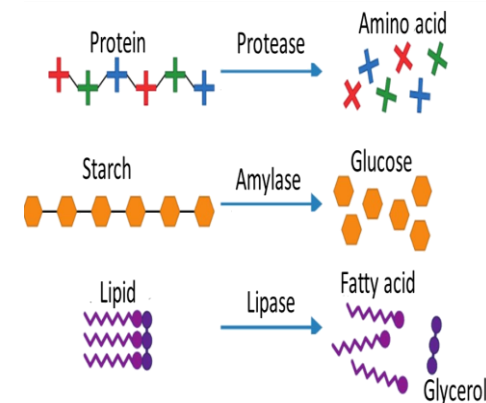


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## Section 3: Digestive System

## Enzymes

Enzymes are used in digestion to break down large molecules.

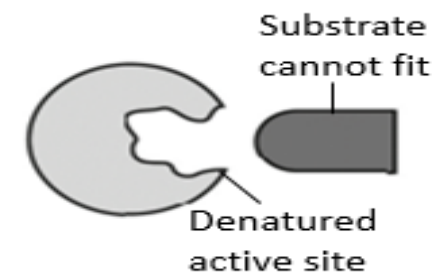


## Lock and key hypothesis

The lock and key hypothesis explains that only one substrate can fit into the active site of an enzyme.

If enzymes are put into the wrong conditions their active site changes shape. This is called denaturing. This means the enzymes can no longer work this happens in;

- A too low or high pH
- A high temperature



## Section 1: Key Vocabulary

## Tier 3 vocabulary

## Definition

<b>Atom</b>	The smallest part of a chemical element which can take part in a chemical reaction and remain unchanged
<b>Element</b>	A substance which cannot be broken down into simpler substances
<b>Molecule</b>	A group of chemical atoms joined together by chemical bonds
<b>Compound</b>	A substance which consists of two or more different elements chemically joined together.
<b>Periodic table</b>	A list of all the known chemical elements.
<b>Group</b>	A column on the periodic table. Elements in the same group react in a similar way.
<b>Period</b>	The rows on the periodic table
<b>Chemical Symbol</b>	Letters which are used to represent a chemical.
<b>Word equation</b>	Word equations are used to represent chemical reactions.

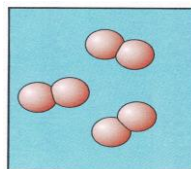
## Tier 2 vocabulary

## Definition

<b>Mixture</b>	A substance containing two or more different substances which are not joined together.
<b>Property</b>	The way a substance behaves or reacts.
<b>Chemical reaction</b>	When the particles in substances join together or split apart to form new substances

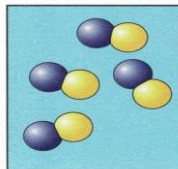
## Section 2: New Knowledge/Skills

## Element



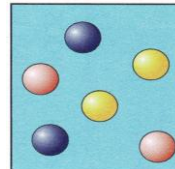
An element contains only one type of particles.

## Compound



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

## Mixture



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

## Metals

Conduct heat and electricity.

Malleable (can be shaped)

Ductile (can be pulled into wires)

## Non Metals

Poor conductors of heat and electricity.

Brittle

Most have low melting points.

## Word equations

These show what happens in a chemical reaction.

Reactants → Products

Columns on the periodic table are called groups.

Group 1 is called the Alkali Metals

Transition metals

Group 7 is called the Halogens

Group 0 is called the Noble Gases

1 H Hydrogen																	2 He Helium
3 Li Lithium	4 Be Beryllium											5 B Boron	6 C Carbon	7 N Nitrogen	8 O Oxygen	9 F Fluorine	10 Ne Neon
11 Na Sodium	12 Mg Magnesium											13 Al Aluminium	14 Si Silicon	15 P Phosphorus	16 S Sulfur	17 Cl Chlorine	18 Ar Argon
19 K Potassium	20 Ca Calcium	21 Sc Scandium	22 Ti Titanium	23 V Vanadium	24 Cr Chromium	25 Mn Manganese	26 Fe Iron	27 Co Cobalt	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	31 Ga Gallium	32 Ge Germanium	33 As Arsenic	34 Se Selenium	35 Br Bromine	36 Kr Krypton
37 Rb Rubidium	38 Sr Strontium	39 Y Yttrium	40 Zr Zirconium	41 Nb Niobium	42 Mo Molybdenum	43 Tc Technetium	44 Ru Ruthenium	45 Rh Rhodium	46 Pd Palladium	47 Ag Silver	48 Cd Cadmium	49 In Indium	50 Sn Tin	51 Sb Antimony	52 Te Tellurium	53 I Iodine	54 Xe Xenon
55 Cs Caesium	56 Ba Barium	57-71 Lanthanides	72 Hf Hafnium	73 Ta Tantalum	74 W Tungsten	75 Re Rhenium	76 Os Osmium	77 Ir Iridium	78 Pt Platinum	79 Au Gold	80 Hg Mercury	81 Tl Thallium	82 Pb Lead	83 Bi Bismuth	84 Po Polonium	85 At Astatine	86 Rn Radon
87 Fr Francium	88 Ra Radium	89-103 Actinides															

These elements are metals

These elements are non metals.



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Air pressure</b>	The weight of the air pushing down on the earth.
<b>Anticyclones</b>	High pressure system - dry , calm conditions.
<b>Clouds</b>	Water vapour condenses to make water droplets. We see these as clouds.
<b>Cold front</b>	Meeting of two air masses where the warm air is followed by cold air.
<b>Condensation</b>	Water vapour is cooled and turns into water droplets.
<b>Convective rainfall</b>	Rain formed when warm moist air rises due to the heat of the sun.
<b>Depressions</b>	Low pressure system - associated with wet, windy weather. Also called a storm.
<b>Frontal rainfall</b>	Rain formed when warm air rises over cold air at a front.
<b>Isobar</b>	A line joining points of equal air pressure on a weather map.
<b>Meteorology</b>	The study of the weather.
<b>Precipitation</b>	Water droplets in clouds become too heavy and fall as rain, hail or snow.
<b>Prevailing wind</b>	The direction the wind usually comes from - SW in the UK.
<b>Relief rainfall</b>	Rain formed as air is forced to rise over hills.
<b>Warm front</b>	Meeting of two air masses where the cold air is followed by warm air.

### Tier 2 vocabulary

<b>Weather</b>	The day to day conditions of the atmosphere.
<b>Climate</b>	Average weather over at least 30 years.

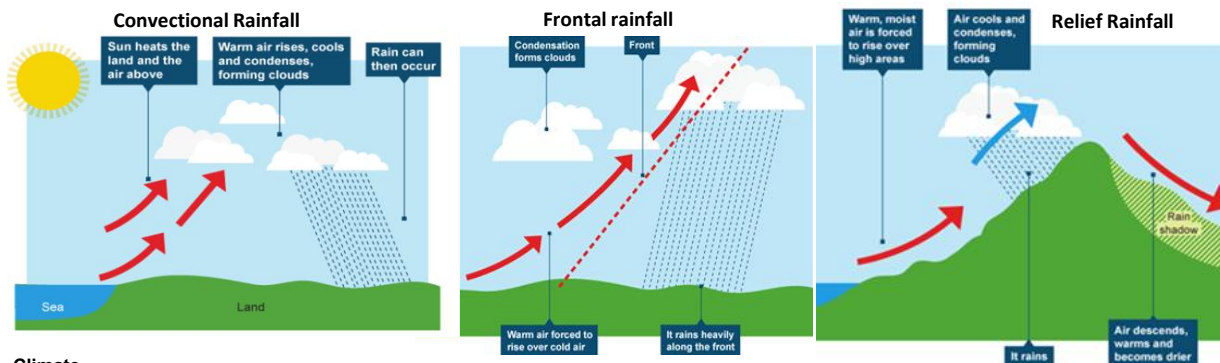
### Section 2: New Knowledge

#### Summer Anticyclones

Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convective rainfall and thunderstorms.

#### Winter Anticyclones

Cold, dry days with light winds. The clear skies allow heat to be lost from the earth's surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost and ice.

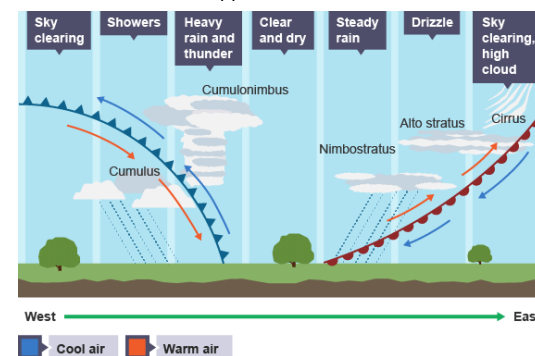


#### Climate

- Latitude** - places near the equator are much warmer than places near the poles.
- Distance from the sea** - land and sea heat up at different rates. The sea takes a lot longer to heat up than the land but keeps its heat for longer as more than just the surface is heated up. In winter the sea keeps coastal areas warm and in the summer cools them down. The further away from the sea the wider the range of temperatures found there eg. central Russia.
- Altitude** - temperatures decrease by around 1°C for every 100m increase in height. Many parts of the Alps mountain range in Europe are over 4,000m above sea level which means they are 40°C colder than coastal areas.
- Prevailing winds** - the prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows across the Atlantic Ocean from the Gulf of Mexico. It warms the prevailing winds or air masses, making western areas of the UK and Europe warmer than areas inland.
- The climate in the UK** is variable meaning it changes a lot. The UK has cool summers, mild winters and rainfall evenly spread throughout the year. The climate is classified as temperate which means we rarely experience extremes of temperature.

#### Depressions (low pressure weather system)

These bring cloud, rain and high wind speeds. The diagram below shows two fronts (lines), where the cloud and rain happens.



### Section 3: Geographical Skills

- Use the synoptic symbols, weather charts and satellites to analyse weather patterns.
- Interpret and draw climate graphs for the UK.
- Interpret climate maps for the UK and the world.
- Describe and explain weather patterns and the climate of the UK.
- Use new geographical terminology - weather and climate.

#### Weather Instruments and units of measure:

Temperature = **Thermometer**, measured in °C.  
Air pressure = **Barometer**, Millibars  
Wind speed = **Anemometer**, Knots or mph.  
Wind direction = **Weather vane**, Compass points  
Rainfall = **Rain gauge**, mm

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Sexuality</b>	Part of a persons identify
<b>Gender</b>	Characteristics of men or women
<b>Estate</b>	Large amount of land
<b>Mansa Musa</b>	Ruler of the Malian Empire
<b>Medieval</b>	The period of History from 476-1492
<b>Hajj</b>	A religious pilgrimage made by Muslims
<b>Enslavement</b>	The action of making someone a slave.
<b>Abolition</b>	Bringing something to an end.
<b>West Africa</b>	The western section of the African continent. Made up of 17 countries.
<b>The Mali Empire</b>	A huge territorial empire that flourished in west Africa in the 13th and 14th centuries.

Tier 2 vocabulary	Definition
<b>Trade</b>	The action of buying and selling goods and services
<b>Independence</b>	The freedom to act freely
<b>Trade Triangle</b>	Trade between three countries
<b>Economic</b>	Involving money and trading
<b>Independence</b>	Being free from an overseeing power.
<b>Empire</b>	A group of states ruled over by a single monarch or country
<b>Kingdom</b>	An area ruled by a king.

### Unit Summaries:

#### 1. What can we learn about Anne Lister from her diaries?

Anne Lister has been 'nicknamed' the first modern lesbian. She wrote a secret diary which we can use as a primary source to learn about her unique life.

#### Timeline of events:

**1791:** Born at Shibden Hall in Halifax, Yorkshire.

**1810s–1820s:** Began writing her extensive coded diaries.

**Early 1830s:** Met Ann Walker and formed a committed romantic partnership.

**1834:** Considered "married" to Ann Walker.

**1840:** Died while traveling in the Caucasus; her diaries later became famous for documenting her life and sexuality.



Secondary Order Concept = Evidence

### Unit Summaries:

#### 2. What was the relationship like between Europe and Africa from 1200 to present?

In 1312 the Malian King, Mansa Musa ruled a vast empire. Mansa Musa owned so much gold that even today, he is still considered the richest man to ever exist! At this time, Europe and Africa had a great relationship and both continents were seen as equals. This relationship began to change in the 1500's with the emerge of the Trade of Enslaved Africans which continued until the Slavery Abolition Act of 1833. We then look at the 'Scramble for Africa' and the consequences of colonisation on the relationship between Europe and Africa.

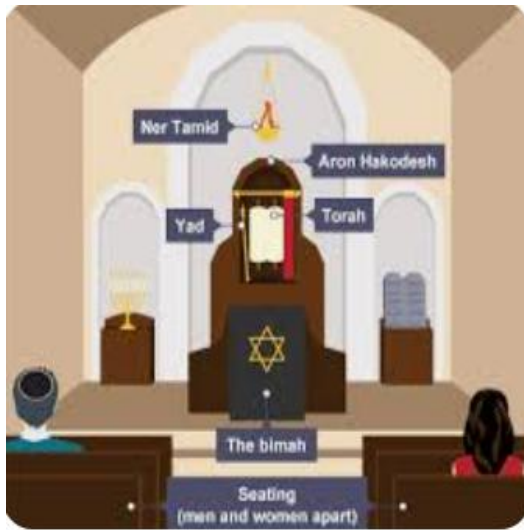


Second order concept = Change and Continuity



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Mantle</b>	The cover of a Torah Scroll.
<b>Mitzvah</b>	Commandment
<b>Pesach</b>	(Passover) Jewish festival commemorating the Exodus from Egypt.
<b>Torah</b>	'The Law' the first section of the Tenakh and the first five books of the of the Jewish Bible.
<b>Tenakh</b>	The 24 books of the Jewish Bible. Comprising three sections; Torah, Nevi'im and Ketuvim.
<b>Ketuvim</b>	'The writings' the third section of the Jewish Tenakh.
<b>Ten Commandments</b>	Fundamental laws of the Jewish people which tells them how to live.
<b>Synagogue</b>	Jewish place of worship.

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

Section 2: New Knowledge
<p><b><u>Abraham</u></b></p> <p>The Torah says that God appeared to Abraham, saying that there is only one God and that he should leave his home to travel to Canaan, a land that God would give to him and his descendants</p> <p><b><u>Key Beliefs</u></b></p> <p>There is only one God          God created the universe and is eternal          God is omniscient          God rewards those who obey his commands and punishes those who disobey them</p> 

Section 3: New Knowledge
<p><b><u>The Tenakh</u></b></p> <p>The Jewish Bible is called the Tenakh and is a collection of 24 separate books, divided into three sections:</p> <ul style="list-style-type: none"> <li>Torah</li> <li>Nevi'im</li> <li>Ketuvim</li> </ul> <p>Jewish people try to follow the commands contained in the Torah, believing that they came from God.</p> <p>The Ten Commandments are probably the best known of the 613 mitzvot. While the first four are about the Jewish people's relationship with God, the last six are about relationships with other human beings.</p> <p><b><u>Worship</u></b></p> <p>Orthodox Judaism teaches that men should pray three times a day (morning, afternoon and evening) except at Shabbat - the weekly day of rest - when there should be 4 prayers daily.</p> <p>Shabbat begins before nightfall on Friday and lasts for 25 hours. It is a command from the Torah that Jewish people should recite the Shema twice a day - morning and night. Shema is a short collection of passages from the Torah.</p> <p>A Jewish place of worship is called synagogue or shul. Individuals may pray anywhere, but Jewish law says that some forms of worship are communal. Readings from the Tenakh play an important part in worship in the synagogue.</p> <p>Two festivals that are important in Judaism are Pesach which celebrates Moses' mission to free the Israelites from slavery in Egypt, and Sukkot, which reminds Jewish people of the time when the ancient Israelites, having escaped from slavery in Egypt, travelled through the desert sleeping in temporary shelters.</p> <p><b><u>Source of Authority</u></b></p> <ul style="list-style-type: none"> <li>Genesis 12:1-3</li> <li>Exodus 1</li> <li>Deuteronomy 6.4-5</li> </ul>

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Perfect tense</b>	a verb tense that describes completed actions in the past e.g. 'I said', 'she played'
<b>Past participle</b>	verb form that forms the perfect tense, usually together with 'avoir'
<b>Intonation questions</b>	French statements become questions by raising tone at the end
<b>Demonstrative adjectives</b>	a word to specify a particular noun, indicating <b>this</b> , 'that', <b>these</b> or 'those'
<b>Est-ce que</b>	French questioning device
<b>Negation</b>	two words, e.g. <b>ne ... pas</b> , around the main verb negating meaning
<b>Adverb</b>	a word that describes a verb, an adjective, or another adverb, providing more information about where, when, or how something is done.
<b>Infinitive</b>	the 'to + verb or -ing'
<b>Regular verb</b>	a verb that follows the regular rules
<b>Possessive adjectives</b>	"my," "your," "his," or "her" show ownership, and they must agree in gender and number with the noun, not with the owner.

Questions	Translation
1. Joues-tu aux cartes?	Do you play cards?
2. Tu joues du piano ?	Do you play the piano?
3 Est-ce que tu joues d'un / de l'instrument ?	Do you play an instrument?

Section 2: Grammar & Phonics
<p><b>'Jouer' with sports and instruments</b></p> <p>Some verbs are followed by the <b>preposition à</b>, which has different translations into English.</p> <p>Je parle <b>à</b> la fille. I speak <b>to</b> the girl.  Je pense <b>à</b> l'été. I think <b>about</b> summer.  Je demande <b>au</b> médecin. I ask the doctor.</p> <p>So, sometimes <b>à</b> can mean <b>to</b> or <b>about</b>. And sometimes <b>à</b> doesn't have an English translation!</p> <p>The verb <b>jouer</b> can be followed by <b>à</b> or <b>de</b>.</p> <p>Je joue <b>au</b> foot. I play football.  Je joue <b>du</b> piano. I play the piano</p> <p>The French use <b>à</b> for playing sport or games and <b>de</b> for playing an instrument!  And the <b>prepositions</b> aren't translated in English at all.</p>
<p><b>Questions</b></p> <p>Remember the three ways to ask a question:</p> <p><b>Intonation</b> Raise the pitch of your voice at the end of the sentence:  Tu joues d'un instrument ? Do you play an instrument?</p> <p><b>est-ce que</b>  <b>Est-ce que</b> tu joues d'un instrument ? Do you play an instrument?</p> <p><b>Inversion</b> Swap the order of the subject and verb:  <b>Joues-tu</b> d'un instrument ? Do you play an instrument?</p> <p>The irregular verb phrase <b>il y a</b> means <b>there is, are</b> and can be used with numbers and singular or <b>plural nouns</b>.</p>

boire to drink/ drinking		aller to go/going	
<b>Je bois</b> I drink	<b>nous buvons</b> we drink	<b>je vais</b> I go	
<b>tu bois</b> you drink	<b>vous buvez</b> you drink	<b>tu vas</b> you go	
<b>il boit</b> he drinks	<b>ils boivent</b> they drink (m)	<b>il va</b> he goes	
<b>elle boit</b> she drinks	<b>elles boivent</b> they have (f)	<b>elle va</b> she goes	
manger to eat/ eating			
<b>Je mange</b> I eat	<b>nous mangeons</b> we eat	<b>nous allons</b> we go	
<b>tu manges</b> you eat	<b>vous mangez</b> you eat	<b>vous allez</b> you go	
<b>il mange</b> he eats	<b>ils mangent</b> they eat (m)	<b>lis vont</b> they go (m, m/f)	
<b>elle mange</b> she eats	<b>elles mangent</b> they eat (f)	<b>elles vont</b> they go (f)	

Section 3: WAGOLL & phonics
<p>Bonjour Abdel,</p> <p>J'ai une petite question : combien de langues parles-tu ?  J'ai un professeur très intelligent au collège – il comprend six langues ! Mon professeur dit que je suis un bon élève. Je comprends que les langues sont importantes.</p> <p>La semaine prochaine, deux filles anglaises vont rester chez moi. Je vais parler anglais, parce que je ne sais pas si elles parlent français.</p> <p>À bientôt !</p> <p>Franck</p>

French phonics			
ail/aill	taille	i	midi
ill/ille	filie	th	thé

**S maison** it's like a **z** sound!

Liaison
<p>pronouncing a usually silent final consonant when followed by a vowel e.g. deux <u>e</u>nfants</p> <ul style="list-style-type: none"> <li><b>nous av</b>ons and <b>vous av</b>ez have a <b>liaison</b>; the -s in <b>nous</b> and <b>vous</b> is pronounced as it is followed by a vowel.</li> <li>a <b>liaison</b> is optional between a verb and an article, such as '<b>nous av</b>ons <u>u</u>n chien'.</li> <li>We can pronounce the final letters of <b>mon</b> and <b>mes</b> when the next word starts with a vowel.</li> <li>When numbers ending in an -s or -x are followed by a vowel, the -s and -x are pronounced.</li> <li>'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>u</u>n voyage à Paris.</li> <li><b>ils ont</b> and <b>elles ont</b> have a <b>liaison</b>; the -s in 'ils' and 'elles' is pronounced as 'z' as it is followed by a vowel.</li> <li>The 's' in <b>ils ont</b> and <b>elles ont</b> ('z') is pronounced differently to the 's' in 'ils sont' and 'elles sont' ('s').</li> <li>The 's' in <b>vais</b> is usually a silent final consonant, except if it is followed by a vowel, whereby it is pronounced like the English 'z'.</li> </ul>

8Fr Spr1 W1	
boire	to drink, drinking
je bois	I drink, I am drinking
tu bois	you drink, you are drinking (s)
il boit	he drinks, he is drinking
elle boit	she drinks, she is drinking
gagner	to win, to earn
l'argent	money
la chance	luck
le lait	milk
le café	café, coffee
le thé	tea
la viande	meat
le verre	glass
un peu	a little (bit)
beaucoup	a lot
8Fr Spr1 W1 extension A	on Sprachenut

8Fr Spr1 W1 extension B	on Sprachenut
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8Fr Spr1 W2A	revision on Sprachenut
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8Fr Spr1 W2B	revision on Sprachenut
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8Fr Spr1 W2C	revision on Sprachenut
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8Fr Spr1 W2 extension	revision on Sprachenut
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8Fr Spr1 W3A	revision on Sprachenut
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8Fr Spr1 W3B	revision on Sprachenut
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8Fr Spr1 W3C	revision on Sprachenut
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8Fr Spr1 W3 extension	
le petit-déjeuner	breakfast
avoir faim	to be hungry
le haricot	bean
le jambon	ham
le champignon	mushroom
l'œuf	egg
la tomate	tomato
la pomme de terre	potato
le raisin	grape
le concombre	cucumber
le thon	tuna
l'ail	garlic
la nouille	noodle
travailler	to work
la fin	end
voyager	to travel
un peu de lait	a little milk
un kilo de viande	a kilo of meat
un verre d'eau	a glass of water
J'achète du fruit	I buy some fruit
J'achète de la glace	I buy some ice-cream
Il n'y a pas de lait dans le thé	There isn't any milk in the tea
le riz	rice
les légumes	vegetables
les chips	crisps
les animaux sauvages	wild animals
le bruit	noise
nager	to swim
8Fr Spr1 W4	no list

8Fr Spr1 W5	
sortir	to go out, to take out
vous	you (pl)
la maman	mum, mummy
le papa	dad, daddy
possible	possible
seul	alone (male)
seule	alone (female)
sans	without
salut	hi, bye
s'il te plaît	please (informal)
s'il vous plaît	please (formal)

8Fr Spr1 W5 extension	on Sprachenut
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8Fr Spr1 W6	
sortir	to go out, to take out
vous	you (pl)
la maman	mum, mummy
le papa	dad, daddy
possible	possible
seul	alone (m)
seule	alone (f)
sans	without
salut	hi, bye
s'il te plaît	please (informal)
s'il vous plaît	please (formal)
8Fr Spr1 W6 extension	on Sprachenut

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Word order 3</b>	after certain conjunctions,e.g., weil the verb is sent to the end of the clause
<b>Relative clause</b>	adds information about the noun in the main clause
<b>Relative pronoun</b>	pronoun that introduces a relative clause, 'who', 'that', 'which'
<b>Perfect tense</b>	verb tense that describes completed actions in the past
<b>Transitive verb</b>	a verb requiring an object to make sense, e.g. 'to say', 'to tell'
<b>Intransitive verb</b>	a verb which does not require an object to make sense, e.g. 'to speak', 'to live'
<b>Separable verb</b>	a verb with a separable prefix, such as 'aufmachen'
<b>Modal verb</b>	verb of necessity or possibility, used with a 2nd verb in the infinitive, which goes to the end e.g, ich kann,ich soll,
<b>Imperfect tense</b>	German single word past tense used mainly to narrate past events in writing, e.g. 'war', 'hatte', 'gab'
<b>Past participle</b>	verb form that forms the perfect tense, usually together with 'haben'

Questions	Translation
1. Hast du die Aufgabenliste geschrieben?	Did you write the task list?
2. War das Essen gut?	Was the food good?

Section 2: Grammar
<p><b>Using 'gern' to express likes and dislikes</b></p> <p><b>Gern</b> is an <b>adverb</b> and is used to express that you like doing something. <b>Gern</b> means <b>gladly</b>. It goes right after the verb in sentences.</p> <p>Ich gehe <b>gern</b> in den Jugendclub = I like going to the youth club. Since <b>gern</b> means <b>gladly</b>, in German, it literally means 'I go <b>gladly</b> to the youth club'.</p> <p>Use <b>nicht</b> with <b>gern</b> to express that you don't like doing an activity. Wir spielen nicht <b>gern</b> Federball. = We don't like playing badminton. This sentence literally means 'We don't <b>gladly</b> play badminton.'</p>
<p><b>Narrating new experiences in the perfect tense</b></p> <p>The <b>perfect tense</b> of most verbs uses the present tense of the verb haben together with a <b>past participle</b>.</p> <p>Ich habe den Boden <b>geputzt</b> = I have cleaned the floor / I cleaned the floor. Du hast das Essen <b>gekocht</b> = You have cooked the meal/food. You cooked the meal/food. <b>Notice the two ways we can translate this tense into English.</b></p> <p>The <b>past participle</b> sandwiches the stem with <b>ge-</b> and <b>-t</b>.</p> <p>Past participles of <b>strong verbs</b> in German sandwich the stem with <b>ge-</b> and <b>-en</b> and may have a vowel change.</p> <p>Sie hat ein Lied <b>geschrieben</b> vowel change in the stem</p>
<p><b>Using separable verbs</b></p> <p>Some German verbs have two parts: a <b>prefix</b> and the main verb. These are <b>separable verbs</b>.</p> <p><b>ankommen</b> = to arrive, arriving    <b>anrufen</b> = to phone, call (on phone)</p> <p>In sentences, the <b>prefix</b> of a <b>separable verb</b> moves to the end of the clause.</p> <p>Mia <b>bereitet</b> eine Party vor.    Mia is <b>preparing</b> a party.</p> <p>Ich <b>komme</b> früh an.    I'm <b>arriving</b> early</p> <p>Wir <b>bringen</b> den Kuchen mit.    We're <b>bringing</b> the cake (with us).</p>

Section 3: WAGOLL , grammar & phonics

Mieze schläft und träumt. Sie fällt ins Wasser. Sie fängt einen großen Fisch. Sie trägt ihn in ihrem Mund fest. Sie lässt ihn nicht los. Sie trägt ihn nach Hause.  
Mia ist glücklich. Sie hat Hunger. Sie wäscht den Fisch und brät ihn. Mieze und Mia essen zusammen den Fisch.  
Er ist lecker!

Negation

To make a sentence mean the opposite, we use **negation**. One way we can do this is by adding 'nicht'.

To negate a whole sentence, **nicht** usually goes at the end.

Wolf backt den Kuchen **nicht**.    Wolf ist **not** baking the cake.

To negate a whole sentence with a **separable verb**,**nicht** goes before the **prefix**.

Wolf ruft die Gäste **nicht an**.    Wolf ist **not** calling the guests

umlaut

The German alphabet has 26 standard letters, like English, and four additional characters: ß and three **umlaut** letters [ä], [ö], and [ü].  
An **umlaut** is a pair of dots over vowels [a], [o] and [u] signalling a change in vowel sound, so [ä], [ö], and [ü] need plenty of practice!

German tongue twister

Zwölf tolle Töchter mögen oft Obst holen.  
*Twelve great daughters often like fetching fruit.*

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
o	Wo?	ö schön			

As well as ‘beautiful’, ‘schön’ is used a lot in conversation to mean ‘nice, lovely’! And I learnt that ‘bitte schön’ and ‘danke schön’ are a bit like ‘pretty please’ or ‘thanks a lot’.

18

8Gr Spr1 W1	
antworten	to answer, answering
danken	to thank, thanking
dir	(to) you
eigen	own
für	for
ihm	(to) him
ihr	(to) her
kriegen	to get, getting
schenken	to give, giving (as a present)
8Gr Spr1 W2	
schwer	difficult, heavy
weh	sore, hurt
fit	fit
dass	that
die Meinung	opinion
das Leid	sorrow, grief
meinen	to think, have an opinion
tun	to do, doing
gehören	to belong, belonging
gefallen	to please, pleasing
fehlen	to lack, be missing, be absent
8Gr Spr1 W3 A-C	revision on Sprachen

8Gr Spr1 W4 A-G	revision on Sprachen
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8Gr Spr1 W5	
es gab	there was, there were
hatte	had
war	was
heiß	hot
kalt	cold
nah	near(by), close
tief	deep
voll	full
wenig	few
früher	in former times
damals	back then
links	on/to the left
rechts	on/to the right
8Gr Spr1 W6	
billig	cheap
teuer	expensive
lang	long
sicher	safe, secure
gefährlich	dangerous
häufig	frequent
besser	better
noch	still, another, one more, even
mehr	more
als	as, than

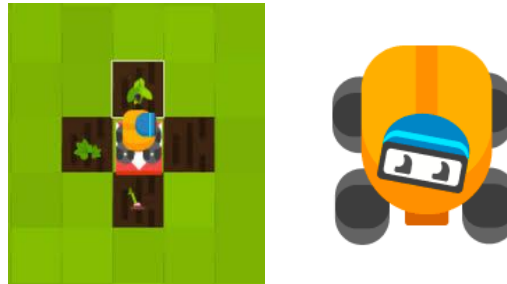
## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Algorithm</b>	A set of instructions that need to be followed to solve a problem.
<b>Sequence</b>	A set of instructions in the right order.
<b>Variable</b>	Computer memory used to store data used in programs. Stored data can be changed.
<b>Data type</b>	Different types of data are stored in variables: strings, integers, float, Boolean.
<b>String</b>	Characters that can include any combination of letters. A string must be inside quotation marks.
<b>Integer</b>	A whole number e.g. 403 or 10.
<b>Float</b>	A decimal number e.g. 19.25 or -0.001.
<b>Syntax</b>	The format that the code needs to be in.
<b>Selection</b>	Is used to check a condition and then do one thing if the condition is True and another thing if the condition is False.
<b>Iteration</b>	When a set of instructions is repeated.
<b>Casting</b>	Used to change the data type of a variable.

## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Programming language</b>	Used by programmers to write computer programs e.g. Python, SQL and Java.
<b>Execute</b>	To run a program you have created once saved.
<b>Condition</b>	Used to make decisions in a program.
<b>Process</b>	All modern computers function of the idea of input - process - output.

## Section 2: New Knowledge/Skills



## Functions

Functions are blocks of reusable and organised code that usually perform a single, related action. They are a crucial part of programming because they save you a lot of time and make your code cleaner.

## Selection

Selection is a decision or question. At some point, a program may need to ask a question because it has reached a step where one or more options are available. Depending on the answer given, the program will follow a certain step and ignore the others.

## Sequence

Sequence is the most common programming construct. In programming, statements are executed one after another. Sequence is the order in which the statements are executed. The sequence of a program is extremely important. Carrying out instructions in the wrong order leads to a program performing incorrectly.

## Section 3: Other subject specific content



## Debugging

*Debugging* is an important process in developing *algorithms* and computer *program*. It involves testing the outcome of programs and looking for any errors or mistakes, either in the original algorithms or in the final program *code*.

## Syntax Bug

The word syntax means the order of elements in a language sentence. The language can be a familiar one like English or a coding language. A syntax bug is one that involves typing mistakes and errors in the symbols, letters and numbers used to write the code itself. A syntax bug means the code doesn't make sense to the computer, so often the program will not run at all.

## Logic Bug

A logic bug is an error in the organisation or sequence of the algorithm or program instructions themselves. Perhaps the programmer has written the wrong command, missed one out or put the instructions in the incorrect order.



# PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Jump Shot</b>	The most common way to shoot the ball by jumping up straight to shoot over the defender.
<b>Set Shot</b>	Keeping the feet on the floor when shooting - only used for free-throw.
<b>Lay-up</b>	A close range shot taken with a running action after dribbling to the basket.
<b>Dribble-move</b>	Changing hands or direction when dribbling to evade a defender - key techniques are the crossover, spin, through-the-legs and behind-the-back.
<b>Man-to-man</b>	A defensive system where each player is responsible for marking a player from the opposing team.
<b>Over-dribble</b>	Taking too many bounces of the ball and either losing possession or having a negative effect on your team's attacking options.
<b>Violation</b>	Breaking the rules of the game such as travel, double-dribble, out-of-bounds, carrying.
<b>Foul</b>	Physical contact which gives an unfair advantage over an opponent.
<b>Free-throw</b>	If you are fouled when shooting, you will get a free-throw - basketball's equivalent of a penalty shot

## Section 2: New Knowledge/Skills

In Year 8 basketball you will develop your scoring ability by working on the two main **techniques** for scoring baskets: the **jump-shot** and the **lay-up**.

You will learn how to use the **skill of dribbling** more effectively in the game to help your team.

You will start to work as a team in games by communicating with each other to organise an effective **man-to-man** system. As your understanding of the game improves more rules will come into play to keep games fair and you may be asked to **referee** your classmates' games.

# PE: Net Games

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Rally</b>	Hitting the shuttle or ball back and forth with your opponent.
<b>Service</b>	Getting the rally started with a serve - there are some important rules to follow to keep things fair.
<b>Umpire</b>	Net games are officiated by an umpire - you will take a turn as umpire in most lessons.
<b>Love</b>	The score of zero in net games is called 'love' eg. 3-0 is said "3 love". Love comes from the French for 'egg' - l'oeuf - because a zero looks like an egg.
<b>Fault</b>	When a player breaks a rule they commit a fault. There are many faults that you will need to watch out for when umpiring.
<b>Court</b>	The correct name for the playing area in badminton.
<b>Tramlines</b>	The double lines around the badminton court.
<b>Service line/box</b>	Badminton courts have a service line and service box.

## Section 2: New Knowledge/Skills

In your Net Games lessons this year you will play some badminton and some table tennis, developing the key skills that you learned in Year 7 table tennis lessons and gaining an introduction to the key points of the game of badminton.

In table tennis you will develop your ability to play competitively against an opponent. In badminton you will be introduced to the basics such as grip stance, backhand, forehand, overarm, underarm as well as the key rules.

### Questions:

How many rules of the table tennis serve can you list?

How many rules of the badminton serve can you list?

What happens in each sport when the serve clips the top of the net?

In each sport, when does the serve go over to the other player?

# PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Flight</b>	Producing gymnastic shapes and movements in the air, with or without assistance.
<b>Apparatus</b>	A piece of equipment used in a gymnastics lesson to enhance safety or enable you to perform skills.
<b>Cannon</b>	Performing skills or actions one after another.
<b>Mirror</b>	Performing skills and actions in time and in opposition.
<b>Vault</b>	A gymnastic skill performed using apparatus such as a box, buck or horse.
<b>Controlled landing</b>	Landing safely and effectively on 2 feet, having performed gymnastic flight.

## Section 2: New Knowledge/Skills

Do you know 3 important **safety procedures** that we should follow when setting out apparatus in a gymnastics lesson?

Can you explain what the following pieces of **apparatus** are used for and how we would use them safely? **Springboard, trampette, box, buck, bench, gym mat, crash mat, horse..**

How should we **land** after performing flight and give 2 reasons why this is so important?

Can you explain or demonstrate some of the following types of flight? **Tuck jump, star jump, straddle jump, pike, through vault, turn, diving roll.**

When performing a flight **routine** with a partner we may choose to work in **cannon or mirror**. What is meant by these terms? Could you spot them being used in a lesson?

Can you give an example of **assisted flight**?

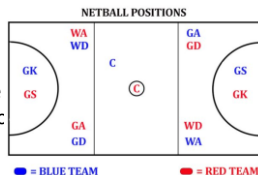
# PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>1st Stage Defence</b>	Marking the player
<b>2nd Stage Defence</b>	Marking the ball
<b>Horizontal Band</b>	An area across the width of the court
<b>Held Ball</b>	Holding the ball for more than 3 seconds
<b>Contact</b>	Touching another player
<b>Obstruction</b>	Standing less than a metre away from a player with the ball
<b>Free Pass</b>	A method of restarting the game after a player has broken a rule.
<b>Penalty Pass</b>	A method of restarting the game after a player has committed a foul against another player - the player who committed the foul stands by the stand of the player taking the pass.

## Section 2: New Knowledge/Skills

Within the netball module you will learn how to:

Play the full 7-a-side version of the game. You will learn the names, roles and the areas of the court each playing position can go in. Be introduced to some new rules - **held ball, obstruction, contact & over a third** and how the game is re-started after these rules have been broken. Do you know the difference between a **free** and **penalty pass**. What are these awarded for?



Perform a range of dodges (**sprint, change of direction** and **feint**) in order to get free from a defender.

Perform the correct shooting technique & develop movement within the shooting circle to create space & receive the ball

Use horizontal bands to create space on the court in order for your team to keep possession of the ball

Switch from 1<sup>st</sup> and 2<sup>nd</sup> stage defence. Know when to do this and why it is important.

# PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Possession</b>	Keeping control of the ball as a team by passing it or dribbling it and not letting the other team get it.
<b>Stickwork</b>	Being able move your hockey stick quickly to control, dribble and turn with the ball, making it difficult for defenders.
<b>Self-pass rule</b>	When re-starting the game, remember that you can dribble the ball as well as pass it.
<b>Shooting circle</b>	The semi-circle in front of goal. You need to be inside it to take a shot.
<b>Give-and-go</b>	A quick way to get the ball up the field: pass to a teammate, run up the field and they give you the ball back.
<b>Dodging</b>	Trying to dribble past a defender in a one-on-one situation.
<b>Deception</b>	When dodging, make the defender think you are going one way, then go the other!
<b>Passing angles</b>	Make sure there is a clear line between you and your teammate in order to make a pass.
<b>Formation</b>	Arranging your team into roles such as defence, midfield and attack so that all areas of the pitch are covered.

## Section 2: New Knowledge/Skills

In this year's hockey unit you will continue to develop your individual skills but there will be more focus on working as team.

**Stickwork** will be an important part of your effectiveness as a player - quick and accurate control so you don't get tackled.

Keeping **possession** as a team will now become essential in order to create more goals and we will explore ways to link passes with teammates such as **creating passing angles** and using the **give-and-go**.

In games, we will start to get some team organisation and look at how to play in **formation**.

# PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Speed</b>	This obviously means going as fast as you can, but we need to recognise it at as the opposite of endurance. You cannot go fast for very long.
<b>Endurance</b>	The ability to keep swimming for a long period of time, but not particularly fast.
<b>Efficiency</b>	A smooth technique can help you move through the water with less effort, increasing both your speed and your endurance.
<b>Breathing</b>	It sounds obvious again, but a smooth and regular breathing pattern can improve the efficiency of the stroke.
<b>Straddle entry</b>	A safe way to enter deep water in an emergency situation. Your face should stay out of the water.
<b>HELP position</b>	Heat Escape Lessening Posture - take up this position to stay afloat in a survival situation.
<b>Surface dive</b>	Diving underwater from the surface of the water.

## Section 2: New Knowledge/Skills

In Year 8 swimming, we will be looking at ways to measure and improve the **efficiency** of our strokes. This will help both our speed and endurance.

We will explore how to start widths efficiently to gain maximum momentum, including sitting and standing **dives**. We will also look at efficient turn technique such as the **tumble turn**.

In **personal survival** we will try some tougher challenges such as the **straddle** entry into deep water, head-first and feet-first **surface dives** and endurance swimming. We will also have a go at swimming with clothes on.

In water-polo we will play the full-version of the game with goals, goalkeepers and a range of rules.

## PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Tackle</b>	Wrapping your arms around a players legs to try to bring them to the ground.
<b>Breakdown</b>	The point at which the attacking teams forward progress is stopped, usually by a tackle.
<b>Recycle</b>	After the breakdown, the attacking team try to set up for another attack.
<b>Ruck</b>	After a player is tackled and the ball is placed on the floor, the teams compete for the ball
<b>Maul</b>	When a player with the ball stays on their feet in the tackle and players arrive to compete for the ball.
<b>Line-out</b>	The forwards of both teams line up for a throw-in from the touchline.
<b>Scrum</b>	The restart after a forward pass or knock-on where the forwards bind together to push over the ball.
<b>Offside</b>	Players must always stay on their own team's side of the ball.
<b>Forwards</b>	Players who usually use their size and strength to win the ball for their team and make ground up the pitch.
<b>Backs</b>	Players who use their speed and skill to avoid being tackled and to get the ball up the pitch.
<b>Scrum-half</b>	Collects the ball from the forwards and passes to the backs.

### Section 2: New Knowledge/Skills

This year will see a move to contact rugby and you will first learn the key points of safe and effective tackling.

This will then be transferred to game situations where we will introduce many of the roles and rules mentioned in the table above. You will work towards becoming either a forward or a back depending on the personal and physical qualities you offer your team.

## PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Possession</b>	The team or player in control of the ball.
<b>Formation</b>	Players plan and perform in set positions in the game.
<b>Width</b>	Using the sides of the playing area.
<b>Depth</b>	Using the ends of the playing area.
<b>Distribution</b>	Making good decisions about how and where to send the ball.

### Section 2: New Knowledge/Skills

You will be encouraged to demonstrate a good ready position, to prepare for action. This will include outfield and goalkeeping roles.

Continue to demonstrate passing, dribbling and control skills to keep possession. Have you been able to use your left and right side to do this?

When we perform in small sided games you will be using basic positions in a formation. These are defence (including goalkeeping), midfield and attack.

Position	What do you need to do in this role?
Goalkeeper	
Defender	
Midfielder	
Attacker	

List three actions that are needed when you are a team captain?

## PE: Running

New knowledge/Skills
You will continue to develop your <b>endurance</b> in running this year with further <b>target setting</b> to help you towards achieving a <b>personal best</b> in your timed runs.
We will look at how we can use <b>lap times</b> and <b>split times</b> to help break down a performance and help us to achieve a target.
We will consider some of the <b>mental</b> aspects of running which can be used to <b>motivate</b> ourselves and therefore improve performance, for example, <b>positive self-talk</b> .

## PE: Health and Fitness

New knowledge/Skills
Through the various activities in Year 8 we will consider the <b>effects of exercise</b> on the body and the science behind them, including: <ul style="list-style-type: none"> <li>• Redness of the skin</li> <li>• Changes to our breathing</li> <li>• Increased heart rate</li> <li>• Sweating</li> </ul>
We will link these effects to the importance of the <b>warm-up</b> and we will introduce the idea of having a <b>cool down</b> after an intense exercise session.

## PE: Leadership

New knowledge/Skills
To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.
We will discuss and try to develop some of the key <b>personal qualities</b> which can help you become a good leader such as: <b>communication, initiative, responsibility, knowledge, reliability, confidence, body language</b> .
You may be asked to take on various leadership <b>roles</b> such as <b>coach, captain, referee, scorekeeper</b> .

### Section 1: Key Vocabulary

#### Tier 3 vocabulary Definition

**Scarification** Scratching, etching, burning, branding, or superficially cutting designs into skin.

**Fragmented** To break or cause to break into pieces

**Tonal bar** A way of demonstrating a tonal range

**Ombre** Ombre is the blending of one colour hue to another, usually moving tints and shades from light to dark

**Proportion** How the sizes of different parts of a piece of art or design relate to each other.

**Symmetry** When two halves of a work of art mirror each other

**Press print** Thin polystyrene printing sheets

**Gradient** A gradual blending from one tone to another tone

**Elongate** To stretch out of proportion lengthwise

#### Tier 2 vocabulary Definition

**Carving** The act of using tools to shape something from a material

**Blend** The gentle transition from one tone or colour to another

**Texture** How something feels e.g., rough or smooth

**Detail** An individual or small part of an item

**Highlight** The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.

**Distort** To stretch out of proportion

### Section 2: Observational drawing

You are going to make a drawing of an African mask - this is called first-hand observational drawing. It is important you draw lightly and carefully using a 2B pencil.

Initially you are learning about what your mask looks like.

#### Look closely at your mask –

What shape is it?

Is it symmetrical?

Where are the eyes positioned?

How long is the nose?

Does it have hair or ears?

What sort of a mouth does it have?

Are there any other details? Headdress? Facial markings?

**You are now going to start your drawing.**

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

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

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

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

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

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

### Section 2: Adding tone

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



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

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

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

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

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

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

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

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

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Scarification</b>	Scratching, etching, burning, branding, or superficially cutting designs into skin.
<b>Fragmented</b>	To break or cause to break into pieces
<b>Tonal bar</b>	A way of demonstrating a tonal range
<b>Proportion</b>	How the sizes of different parts of a piece of art or design relate to each other.
<b>Symmetry</b>	When two halves of a work of art mirror each other
<b>Pressprint</b>	Thin polystyrene printing sheets used for printing
<b>Easel</b>	A frame for holding an artist's work or an object while it is being painted or drawn.
<b>Gradient</b>	A gradual blending from one colour to another colour
<b>Elongate</b>	To stretch out of proportion lengthwise
Tier 2 vocabulary	Definition
<b>Carving</b>	The act of using tools to shape something from a material
<b>Blend</b>	The gentle transition from one tone or colour to another
<b>Texture</b>	How something feels, e.g. rough or smooth
<b>Detail</b>	An individual or small part of an item
<b>Highlight</b>	The lightest parts of an object, drawing or painting. Where the light hits or reflects off an object.
<b>Distort</b>	To stretch out of proportion

## Section 2: New Knowledge

**Cubism** - A term applied to a group of artists working in a particularly inventive, new way starting in 1907. Influenced heavily by African art, they brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.

### Artists

Pablo Picasso      George Braque  
Juan Gris            Paul Cezanne

**Context** - In 1907 Pablo Picasso, George Braque and other European artists visited an exhibition of African Art at an exhibition at the Ethnographic Museum of Trocadero in Paris. There they saw a large amount of African art and craft items including masks, sculptures and fabric. They saw African Art for the first time and were inspired by what they saw.

They began to incorporate African influences in their own work. They were inspired by the stylised and distorted faces and the expressive power of the tribal artwork on show.

One of the earliest and most important pieces of work influenced by African Art was by Pablo Picasso and is called **Les Femmes d'Alger (O. J. R. M.)** and was painted in 1907. This piece, marked a radical break from traditional composition and perspective in painting. It shows five naked women painted as flat, splintered surfaces whose faces were inspired by African masks. The cramped space in which they stand together appears to push forward in jagged shards.

Another painting by Picasso which demonstrates how African art influenced the cubist style of painting is called **Nude with Drapery** and was painted in 1907. The head and figure in this painting are simplified, elongated and have harsh markings resembling a deeply carved wooden surface.

## Section 3: Techniques

### African Fabric

For centuries African artists have used the tie dye technique to produce vivid fabrics for garments and home decor.

### The Process

#### Fabric + dye

The process starts with a base fabric, intricate patterns are deftly created by winding or tying string or small strips of grass to form a resist. After a cloth is fully tied it visits the dye bath where the tied areas form a resist against the new colour. The string or grass is left wrapped around the areas of fabric and then released once the fabric has dried.

### Printing artists

**Kate Watkins** –Watkins first discovered printmaking while studying for a Fine Art degree at Leeds University during the 90's but returned to it over 20 years ago while attempting to find balance with her job as an art and photography teacher in Hampshire.

Other famous printing artists include –

John Muafangejo

Charles Nkosi

Azaria Mbatha

To view the work of  
Kate Watkins, visit

[www.katewatkins.co.uk/](http://www.katewatkins.co.uk/)



To view a range of  
African artefacts, visit

[www.quaibrantly.fr](http://www.quaibrantly.fr)





## Section 1: Key Vocabulary

Tier 3  
vocabulary

## Definition

**Hyperrealism** A genre of art in which the work is of such detail that it resembles a photograph.

**Burnishing** A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.

**Illustrator** A person who draws or creates pictures for magazines, books, advertising, etc

**Zentangle** A form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.

Tier 2  
vocabulary

## Definition

**Tone** Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.

**Gradient** A process of transitioning a tone from light to dark or dark to light.

**Blending** A process of layering two or more colour pencils together to create new colours and transitions of colour.

**Flat wash** Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.

**Underpainting** The application of a flat wash of colour to start a piece of work before layering materials such as colour pencil over the top.

## Section 2: Artists and techniques



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

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

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



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



## Section 2: Artists



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

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



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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern, usually heard in the introduction.
Harmony	Playing two or more notes at the same time. The “harmony part” in music is different to the melody part.
Rhythm	A series of long and short notes put together to form a beat.
Texture	Layers of sound, and how these layers interact.
Chord	Two or more notes played together.
Syncopation	A placement of rhythmic stresses or accents where they wouldn't normally occur (off the beat).
Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another.
Chord Pattern	A set of chords played in a particular sequence.
Timing	The ability to play fluently to a beat.
Melody	The main theme or tune of the music.

Section 2: New Knowledge/Skills

**Reggae** is one of the traditional musical styles from **Jamaica**.

Reggae was first heard in the UK in the 1950’s when immigrants began to settle. During the 1960’s, people began importing singles from Jamaica to sell in UK shops. Now, Reggae is known as the national music of Jamaica.

The **lyrics** of Reggae songs are strongly influenced by Rastafarianism and are often political including themes such as **love, brotherhood, peace, poverty, anti-racism, optimism and freedom**.

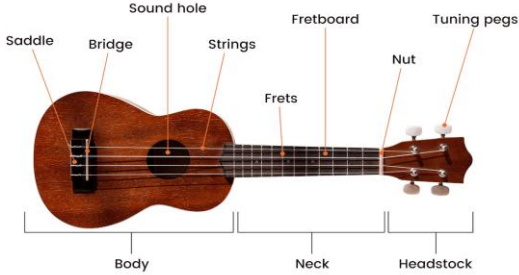
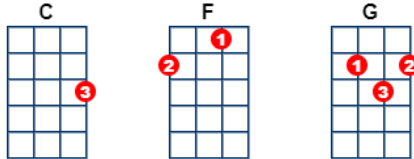


One of the main features of reggae is **off beat rhythms** – these are rhythms that emphasise or stress the **weak beats of a bar**. In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a “missing beat feel” to the rhythm and makes the music sound **offbeat**, often emphasised by the **bass drum** or by hitting the edge of a **snare drum**.

ONBEAT RHYTHM GRID

Pulse/ Beat	1	2	3	4	1	2	3	4
“Onbeat” rhythms (strong beats)								

OFFBEAT RHYTHM GRID

Pulse/ Beat	1	2	3	4	1	2	3	4
“Offbeat” rhythms (weak beats)								

Section 3


<p>Bob Marley was a Jamaican musician, performing with the band The Wailers. He is considered on of the pioneers of reggae music.</p> <div>   </div>
<p>Don't <b>[C]</b> worry about a thing,  'Cause <b>[F]</b> every little thing gonna be all <b>[C]</b> right  Singin' don't worry about a thing,  'Cause <b>[F]</b> every little thing gonna be all <b>[C]</b> right  Rise up this mornin', smiled with the <b>[G]</b> risin' sun,  Three little <b>[C]</b> birds pitch by my <b>[F]</b> doorstep  Singin' <b>[C]</b> sweet songs of melodies <b>[G]</b> pure and true,  Sayin', <b>[F]</b> this is my message to <b>[C]</b> you-ou-ou</p>

## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Cross cutting</b>	A device to move between two or more scenes staged in the space at the same time. It's important that the audience know which part of the action they should follow. One part of the action remains in still image while another scene is played out, directing the audience's focus.
<b>Character Status</b>	Status is the level of power or influence a character has.
<b>Intonation</b>	This is the rise and fall of your voice.
<b>Phrasing</b>	The way you break up a longer chunk of text into smaller pieces to help give it more meaning to the audience.
<b>Emphasis</b>	The way certain words are stressed to help communicate meaning to an audience.
<b>Naturalistic acting</b>	An acting style that is believable and mirrors how people behave in real life.
<b>Proxemics</b>	The deliberate use of distance between you and other characters or objects to communicate something to an audience.

## Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Stereotype</b>	A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.
<b>Sensitivity</b>	Thinking and reflecting carefully on the subject matter.
<b>Explore</b>	Considering the subject matter from various different perspective.
<b>Cause and effect</b>	In a cause and effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

## Section 2: New Knowledge/Skills



Try this vocal warm up.



How do we use FACE, BODY, VOICE, SPACE to communicate emotions? The QR code will give you ideas.

**P is for...**

A useful way to remember different vocal skills is through the four Ps.

Pitch - the height or depth of the voice

Pace - the speed at which lines are delivered

Pauses - often forgotten and particularly important for building tension

Phrasing - the inclusion of pauses and how an actor chooses to break up or emphasise certain words or phrases



In this clip actors explore how to show status on stage.

Cross cutting is used to cut between two different actions happening at the same time. By cutting back and forth between these different events, the director can establish that they are somehow linked. For example, in the film Jaws (1975) the director cross-cuts between point of view shots of the killer shark moving beneath the waves and shots of swimmers splashing above the waves. By cutting back and forth between the two locations audiences soon get the impression that a shark attack is imminent.

## What do these images Communicate?



## Section 3: Characters and Information

## Characters that you will play this term.

Bully

Victim

Passer-by



The QR code takes you to the poem *Four O'clock Friday* by John Foster.

## Where to get help at Belper School?

You could speak to one of our anti-bullying ambassadors.

**Becca Green**

**Lola Postlethwaite**

**Ellisha Turner**

**Lottie Jenkins**

**Aine Richardson**

**Lucy Annable**

**Daisy Senior**

**Lainey Saint**



You can also speak to any member of staff.

## Section 3: Links to Prior Learning

**Status** was explored in *The Tempest* when creating scenes between Prospero and Caliban.

**Vocal Techniques** are taught when exploring how to create tension in *The Woman in Black*.

**Naturalistic Acting** was the style of acting that was taught in *The Home From Home*.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Pathogenic bacteria</b>	Harmful bacteria (can cause Food Poisoning)
<b>Raising Agent</b>	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
<b>Fermentation</b>	When yeast has the correct conditions it will produce carbon dioxide.
<b>Reduction Sauce</b>	Flavours in a liquid sauce become more intense when the water content is reduced through evaporation
<b>Core Temperature</b>	The central temperature that meat should reach to ensure that it is safely cooked.
<b>Preservation</b>	To keep something for longer without it decaying or deteriorating
<b>Gluten</b>	A stretchy protein which gives bread dough the capacity to expand as yeast produces carbon dioxide. (Some people who have coeliac disease cannot digest.
<b>Hypothesis</b>	Prediction of results
<b>Enzymic browning</b>	An oxidation reaction (usually in fruit and vegetables) which causes browning

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

Section 2: New Knowledge/Skills	
<p><b>Key Temperatures</b></p> <p style="color: red;">Cooking food above 75°C kills bacteria</p> <p>The temperature of a domestic fridge should be 1-5°C  The temperature of a freezer should be -18°C  The core temperature of meat should reach 75°C  The danger zone is the temperature that is perfect for bacterial growth -it is between 5°C - 63°C</p>	
<p><b>Making bread</b></p> <p><b>Strong plain flour</b> is used as it contains a lot of <b>gluten</b> (a protein which becomes stretchy when <b>kneaded</b>)  <b>Yeast</b> is a microorganism which produces CO2 when given warmth, moisture, food and time to grow.  The stretchy gluten in the <b>dough</b> can expand around the CO2 bubbles creating a light airy texture</p>	

Section 3: Other subject specific things	
<p><b>What Conditions Do Bacteria Need To Grow?</b></p> <p>Warmth, Moisture, Food, Time</p> <p><b>Who is most at risk of Food Poisoning?</b></p> <p>Babies and toddlers, very elderly frail people, pregnant women, people who are already seriously ill or who have a compromised immune system.</p> <p><b>Examples of high risk foods are:</b></p> <p>Meat and meat products, Fish (especially shellfish), poultry, eggs, dairy products &amp; reheated rice</p>	
<p><b>Some Names of Bacteria</b></p> <p><i>Salmonella</i></p> <p><i>Staphylococcus aureus</i></p> <p><i>Bacillus cereus</i></p> <p><i>E. coli</i></p> <p><i>Campylobacter</i></p>	<p><b>Where they are found</b></p> <p><i>Chicken &amp; Eggs</i></p> <p><i>Humans &amp; animals, skin / hair</i></p> <p><i>Reheated rice</i></p> <p><i>Animals / meat, unpasteurised milk / unclean water</i></p> <p><i>Animals / meat especially poultry</i></p>

### Section 1: Key Vocabulary

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

### Tier 2 vocabulary

<b>Sculpture</b>	A 3D form, can be made from many different materials.
<b>Template</b>	A paper shape that shows the exact size of fabric that needs to be cut out

### Section 2: Skills

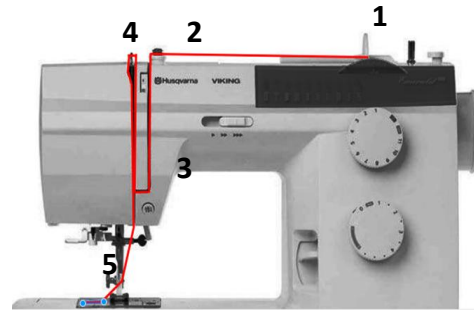
#### Manufacturing Process

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

#### How to thread the top of the sewing machine

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

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



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

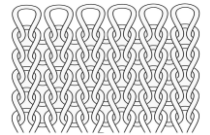
### Section 3: Knowledge

#### Lucy Sparrow

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

#### Knitted Fabric

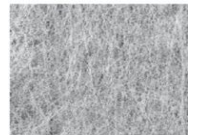
Knitted fabric is created by looping yarn in rows. The structure of the fabric means that it has a built in amount of stretch.



Fleece is a knitted fabric. Knitted fabrics are commonly used in garment production as it is comfortable due to the fabric being able to stretch with your body as you move, resulting in comfortable clothes.

#### Non Woven Fabric

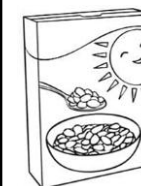
Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are Bonded together using adhesive, heat or friction. The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you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



#### Creating 3D shapes in Felt

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

This cereal packet would need to be made from.....



X2 Rectangles for the base

X2 Rectangles for the front

X2 Rectangles for the side



### Section 1: - Key Vocabulary

#### Tier 3 Vocabulary

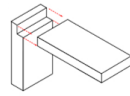
<b>Cam</b>	A shaped profile which transfers rotary movement to another form of movement in a new direction
<b>Cam Shaft</b>	A cylinder which carries the cams and is rotated
<b>Cam Follower</b>	A cylinder which rests on, and follows the movement of the cam profile
<b>Lap Joint</b>	A simple corner joint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

#### Tier 2 Vocabulary

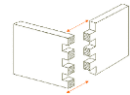
<b>Mechanism</b>	A system of joined moving parts designed to transfer or change an input movement into a new output movement
<b>Reciprocating</b>	Moving back and forth in a straight line
<b>Rotary</b>	Movement in full circles
<b>Linear</b>	Movement in a straight line in one direction
<b>Design Brief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

### Section 2: Skills

#### Bench Carpentry

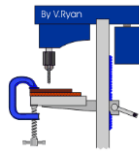


Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove  $\frac{1}{2}$  the thickness of the one part of wood to create a larger gluing surface area.



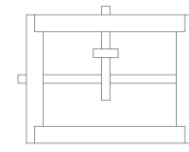
Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.

#### Pillar Drill



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

#### Mechanism assembly and testing



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

#### Practical Problem solving

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

#### Graphics application



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



### Section 3:- New Knowledge

#### Design Briefs

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

#### Types of movement



**Linear**  
Movement in a straight line in one direction



**Reciprocating**  
Movement in a straight line back and forth

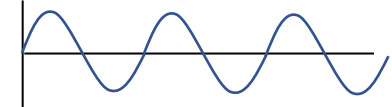


**Oscillating**  
Movement back and forth in an arch



**Rotary**  
Movement in a continuous full circle

#### Cam mechanisms

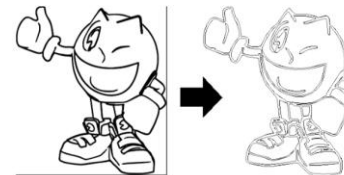


**Eccentric Cam** – Smooth movement up and down



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

#### 2 CAD Software - Contouring



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

### Section 4:- WAGOLL



### Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
<b>Evidence</b>	The available body of facts or information indicating whether a belief or proposition is true or valid.
<b>Online presence</b>	How a person or business is represented online.
<b>Social media</b>	Websites and applications that enable users to create and share content or to participate in social networking.
<b>Self-employed</b>	Someone that earns income from a business they own and operate, rather than from an employer
<b>Voluntary work</b>	Individuals willingly dedicating their time and skills for the benefit of others without pay.
<b>Moral dilemma</b>	A situation in which a difficult choice has to be made between two courses of action
<b>Financial</b>	Relating to finances and money.
Tier 3 vocabulary	Definition
<b>Perspective</b>	A particular attitude towards or way of regarding something; a point of view.
<b>Key Stages</b>	Key stages are the different levels of education in the UK education system.
<b>Work shadow</b>	A type of informal work experience where you observe someone in their role to learn how they do their job.
<b>Financial exploitation</b>	The act of taking advantage of someone's vulnerability to obtain their money or assets.
<b>Work's rights</b>	Are both legal rights and human rights relating to labour relations between workers and employers.

### Section 2: Key Themes:

**Being informed & Assessing Information:** The importance of seeking a variety of perspectives on issues and being able to assess evidence, understanding how people present themselves differently online.

**Pathways & Future Opportunities:** The different options available to you at the end of Key Stage 3 (Year 9), where you can get information, advice and support from, skills to manage this kind of decision making.

**Types of Work & Employment:** The different types of work patterns, including employment, self-employment and voluntary work, The different employment journeys that people go through in life.

**The Use of Money & financial Exploitation:** The social and moral dilemmas about the use of money, including external influences, understanding financial exploitation in different contexts.

**Employment Rights & Responsibilities Revisited:** About young people's employment rights and responsibilities, what jobs might be available to them when they are older. What restrictions there are in the workplace.

**Preparing for Future Study & Learning:** How to study, be organised, carry out research and present work and ideas, the importance and benefits of being a lifelong learner

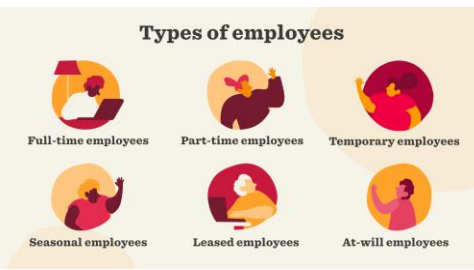
### Section 3: Key concepts:



**Richard Leach**  
Careers Coordinator  
*The Careers Office is located in the school library*

**Careers at Belper School**  
**What we do:**  
**Careers Advice & Guidance**  
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.

**Types of employees**



Full-time employees    Part-time employees    Temporary employees  
Seasonal employees    Leased employees    At-will employees



**HOW TO SPOT FAKE NEWS**



**CONSIDER THE SOURCE**  
Click away from the story to investigate the site, its mission and its contact info.

**READ BEYOND**  
Headlines can be outrageous in an effort to get clicks. What's the whole story?

**CHECK THE AUTHOR**  
Do a quick search on the author. Are they credible? Are they real?

**SUPPORTING SOURCES?**  
Click on those links. Determine if the info given actually supports the story.

**CHECK THE DATE**  
Reposting old news stories doesn't mean they're relevant to current events.

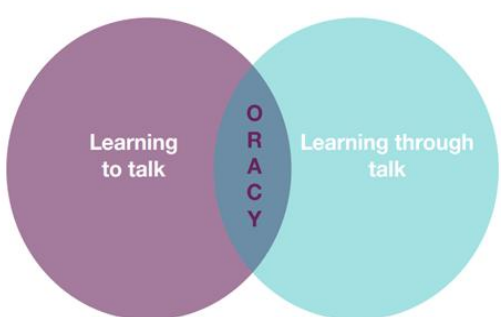
**IS IT A JOKE?**  
If it is too outlandish, it might be satire. Research the site and author to be sure.



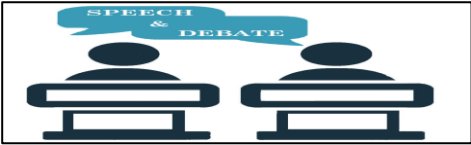

**CHECK YOUR BIASES**  
Consider if your own beliefs could affect your judgement.

**ASK THE EXPERTS**  
Ask a librarian, or consult a fact-checking site.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Register</b>	A variety of language determined by formality, vocabulary, pronunciation and syntax.
<b>Turn taking</b>	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else
<b>Articulate</b>	The ability to express oneself clearly and effectively, or to pronounce words clearly.
<b>Rhetoric</b>	The art of using language effectively, especially in persuasive speaking or writing.
Tier 2 vocabulary	Definition
<b>Instigate</b>	Present an idea or open up a new line of enquiry
<b>Probe</b>	Dig deeper, ask for evidence or justification of ideas
<b>Challenge</b>	Disagree or present an alternative argument
<b>Clarify</b>	Asking questions to make things clearer and check your understanding
<b>Summarise</b>	Identify and recap the main ideas
<b>Build</b>	Develop, add to or elaborate on an idea

Section 2: The 4 Strands of Oracy You Will Cover
Physical
This is how you use your voice and body Language to communicate and can include the pace or tempo of how you talk, the tone of voice, voice projection, posture, facial expression and eye contact.
Linguistic
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.
Cognitive
This is about the choice of content you select to present meaning to an audience. It is about how you structure and organise your talk to engage your audience. Added to that it is seeking clarification through questioning, while maintaining focus and managing time.
Social and Emotional
This is about working with others, guiding or managing interactions through turn-taking. It is about listening actively and responding appropriately. Added to that it is about confidence in speaking, self assurance and being aware of what your audience may or may not know.


Section 3: Student agreement for oracy
In order for all students to get the most from oracy lessons and activities we should always:
<ul style="list-style-type: none"> <li>• Be respectful at all times</li> <li>• Be supportive of others</li> <li>• Consider how what you say may impact others around you</li> <li>• If you disagree, make sure you do so with respect</li> <li>• Actively listen</li> <li>• Observe the rules of turn taking</li> <li>• Be curious</li> <li>• Be confident to have your opinion heard</li> </ul>
Types of talk
<b>Exploratory talk</b>  <p>A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.</p>
<b>Presentational talk</b>  <p>Includes speeches, presentations, and other forms of one-way communication.</p>
<b>Debate Talk</b>  <p>A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.</p>
<b>Instructional Talk</b>  <p>Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.</p>

## Section 3: Talking Roles You Will Take:

### Instigator



The person who starts the discussion might say:

‘I would like to start by saying...’

‘I think the first thing we should consider is...’

‘To begin with let’s talk about...’

### Builder



The person who build or develops, adds to or runs with an idea might say:

‘I agree and I would like to add...’

‘Linking to your point I would suggest...’

‘Building on that idea...’

### Challenger



The person who disagrees or presents an alternative argument might say:

‘That is true but have you considered...’

‘I respect your viewpoint but what about...’

‘I hear what you are saying but ...’

### Clarifier



The person who clarifies makes things clearer and simplifies ideas by asking questions might say:

‘What do you mean when you say...’

‘Could you tell me more about that...’

‘Does that mean that...’

### Prober



This person digs deeper into the argument, asks for evidence or justification of ideas might say:

‘What evidence do you have to support that?’

‘How does that support your argument?’

‘How did you come to that conclusion?’

### Summariser



This person presents reflections on the discussion and may offer a conclusion or balanced assessment of the main point and may say:

“Overall, the main points covered were...”

‘In summary...’

‘To round up what has been discussed...’

# The Writing Process

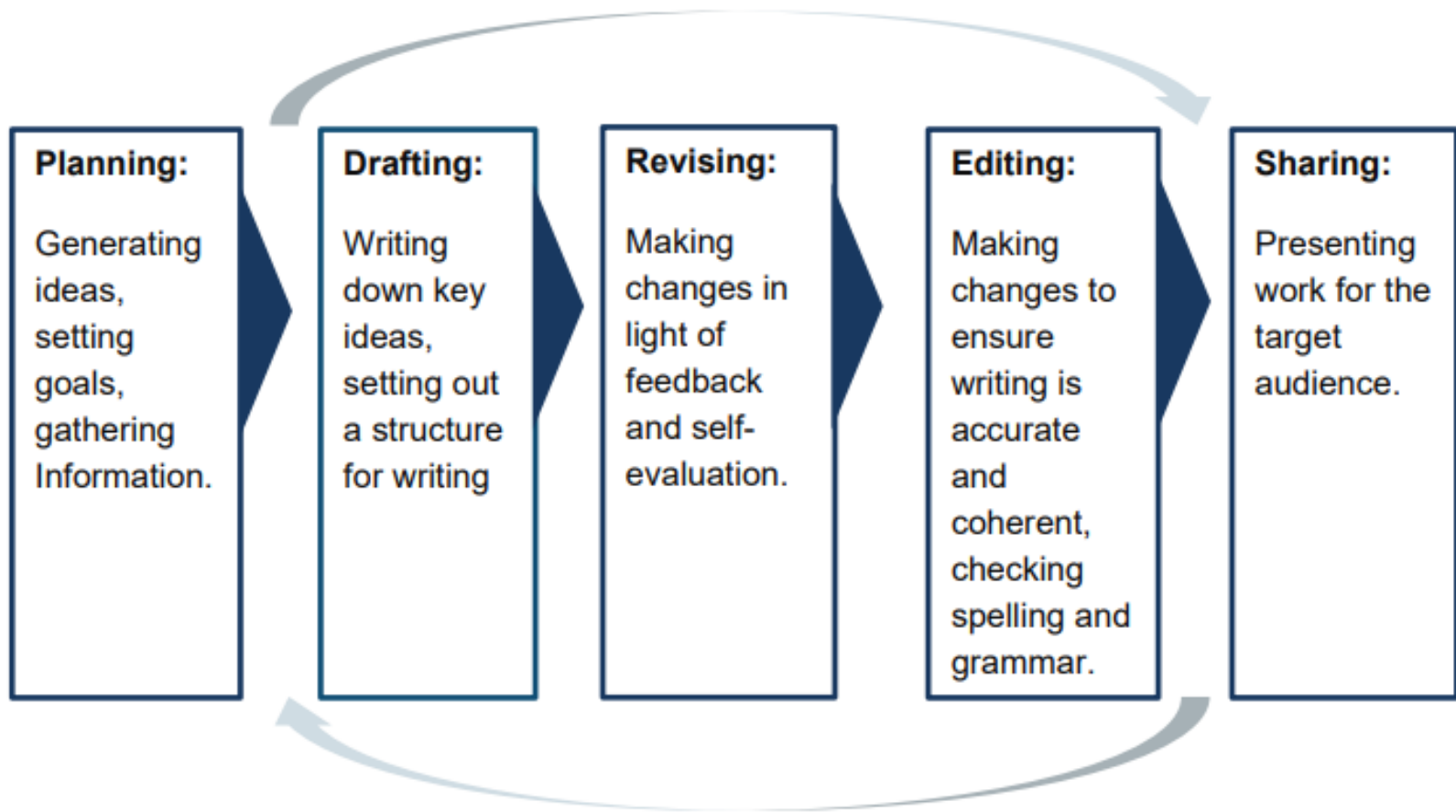
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly

Organise our thoughts

Spot mistakes

Write with purpose



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

# Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7-11 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**

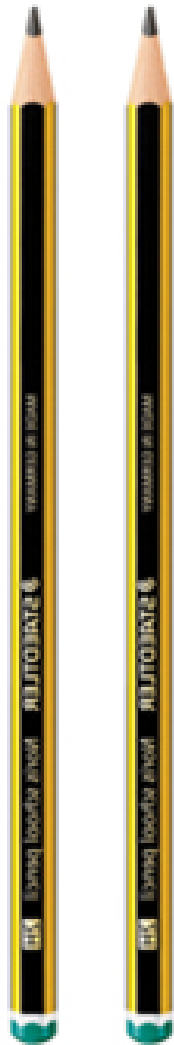




2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



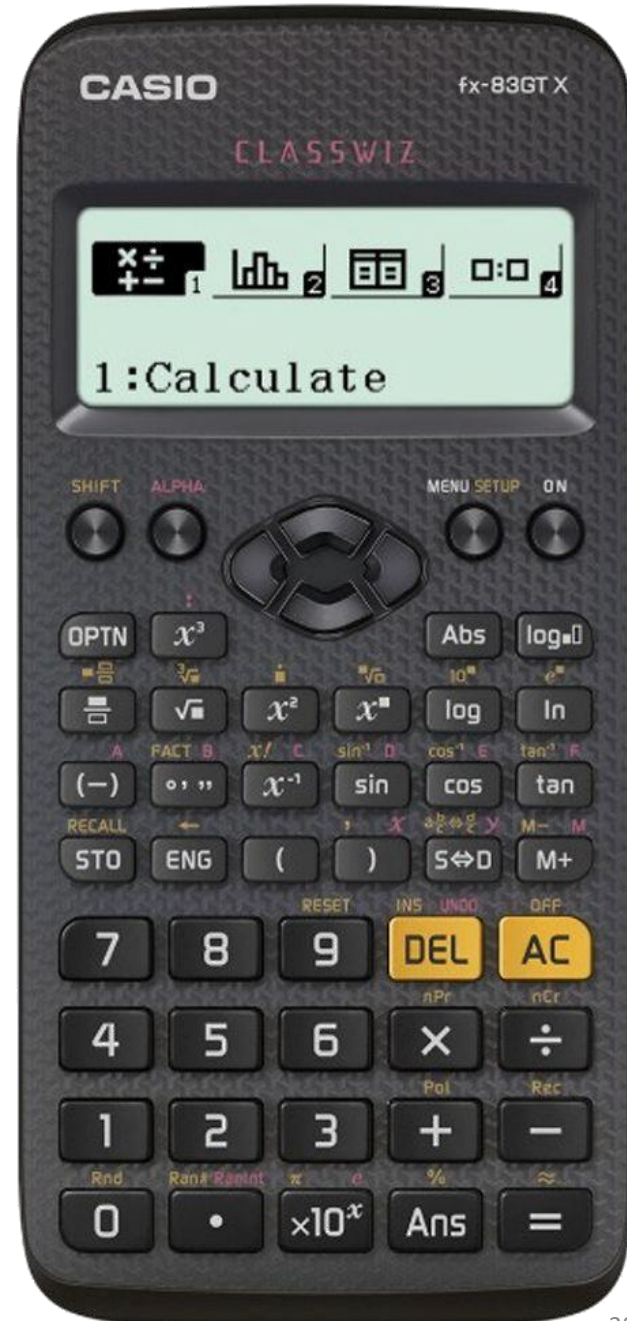
Eraser



Pencil Sharpener



Scientific Calculator



12

Knowledge  
Organiser

Ruler

