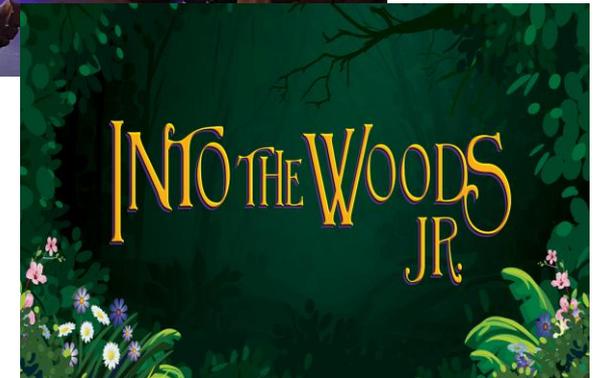


Knowledge Organiser

Year 7 Spring 2 2026

Create Your Future



‘The best thing about Belper School is the experiences we share together, and the things we achieve’

Name:

Tutor Group:

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

Timetable

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

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

In Class Expectations



Create Your Future

BE CURIOUS

BE RESPECTFUL

BE RESILIENT

BE CONFIDENT



BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

BE PROUD



BE THE BEST VERSION OF YOURSELF

BE BELPER

Being in school and being on time is crucial for success and preparing for the future. Lost learning can lead to additional anxiety and pressure to catch up work and risks the student falling even further behind.

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING

WORRYING AT RISK OF MAKING IT HARDER TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING

CONCERN
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

Attendance

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

Punctuality

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

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

Attendance this half term

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

Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.



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

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

Section 2: New Key Skills/Strategies

What-How-Why Paragraphs

WHAT IS THE WRITER SAYING?

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

IDEAS + QUOTE

HOW IS THE WRITER SAYING IT?

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

METHODS

WHY IS THE WRITER SAYING IT?

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

EFFECT/CONTEXT

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

The Globe Theatre

Academic Verbs for Expert Writing

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

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

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

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

Section 2: Representations

Fraction wall

The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

Equivalent fractions, decimals and percentages

Multiplying a fraction by a fraction

$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$

Section 3: Operations

Dividing a fraction by an integer

$$\frac{8}{9} \div 4 = \frac{2}{9}$$

$\frac{8}{9}$ shared into 4 equal parts of size $\frac{2}{9}$

Using equivalence to find a fraction between two others

Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

Division by a fraction

To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that $2\frac{1}{2}$ when contains 10 lots of $\frac{1}{4}$ so:

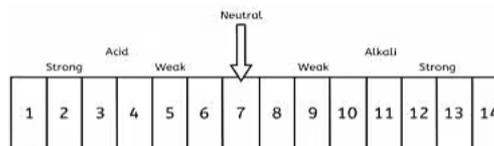
$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Indicator	A substance used to distinguish an acid from an alkali
pH	A number assigned to a substance to identify it as acid, alkali or neutral
Reactant	The starting substances which react together
Product	The substances which are created from the chemical reaction
Sodium Hydroxide	A common alkali with formula NaOH
Hydrochloric acid	A common acid with formula HCl
Nitric acid	A common acid with formula HNO_3
Sulfuric acid	A common acid with formula H_2SO_4
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H_2

Tier 2 vocabulary	Definition
Neutralisation	A chemical reaction between an acid and an alkali
Hazard	Something that could cause harm
Concentration	A measure of how many particles are dissolved in a solution
Combustion	Scientific word for burning
Neutral	pH7, when a substance is neither an acid or an alkali

Section 2: New Knowledge/Skills

Colour in the pH scale below;



Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.



General word equations for neutralisation

Acid + alkali \rightarrow salt + water

Acid + metal \rightarrow salt + hydrogen

Acid + metal carbonate \rightarrow salt + water + carbon dioxide

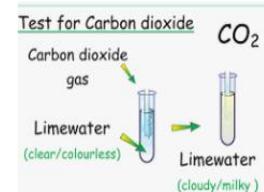
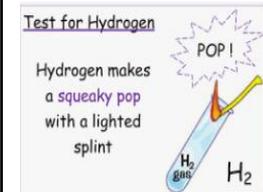
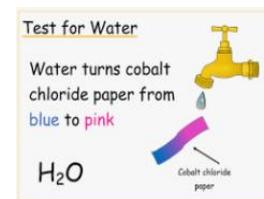
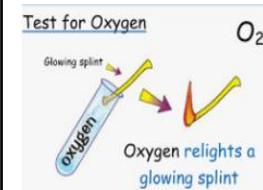
Bee stings are acidic, so you would put an alkali cream on bee stings to neutralise them. This reduces the swelling and pain.

Wasp stings however are alkaline, so you would put an acidic cream on wasp stings to neutralise them.



Section 3: Other subject specific things

Gas Tests



Signs that a reaction is happening

- A change in colour / appearance
- A change in temperature
- Fizzing / gas production

The Fire Triangle



You need all 3 sides of the fire triangle for a fire. If you remove any of these then the fire will go out (or not start).

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Orbit	Path taken by a satellite, planet or star moving around a larger body.
Axis	An imaginary line about which a body rotates.
Moon Phases	The shape of the Moon's directly sunlit portion, as viewed from Earth
Eclipse	A blocking of the light from one celestial body by the passage of another between it and the observer or between it and its source of illumination.
Hemisphere	A half of the earth, usually as divided into northern and southern halves by the equator
Lunar month	The time it takes the moon to orbit the earth once
Dwarf planet	a celestial body like a small planet but lacking certain criteria

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

Section 2: New Knowledge

Day and Night

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

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

Ways of investigating space
Find examples of each and where they can be used.

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

Section 3: Skills

Research
Used to stimulate debate, challenge and benefit your deeper knowledge

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

Sources of information

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

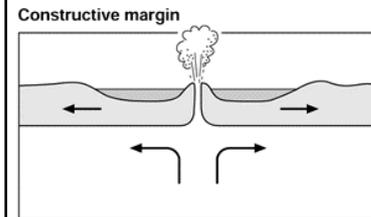
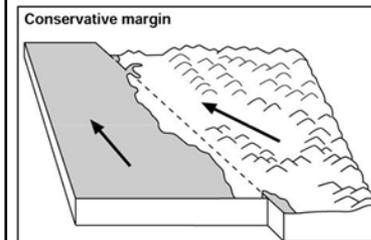
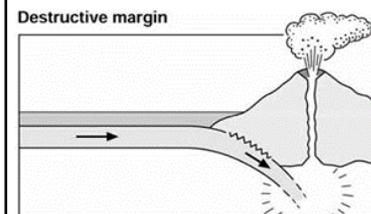
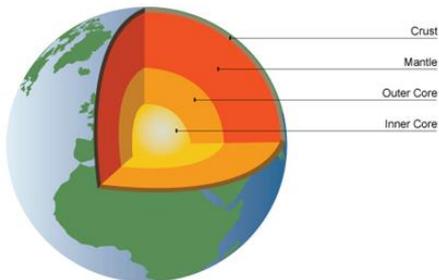
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Collision margin	Two continental plates move towards each other causing the crust to fold upwards to make fold mountains.
Conservative margin	Two plates pass each other and cause earthquakes.
Constructive margin	Two plates that are moving apart, magma rises, cools and new crust is formed.
Composite volcano	Steep sided volcano made up of layers of ash and thick lava.
Destructive margin	Two plates moving together - one is oceanic and one is continental. This destroys crust.
Epicentre	The point on the earth's surface immediately above the focus of an earthquake.
Focus	The point underground where an earthquake starts.
Lava	Molten rock flowing out of the ground.
Magma	Molten rock below the earth's surface.
Shield volcano	A volcano with gentle slopes formed by highly fluid lava.
Seismic waves	The waves of energy created by earthquakes.
Tectonic plates	Large sections of the earth's crust.

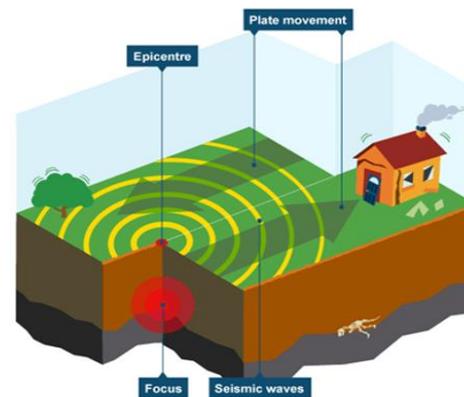
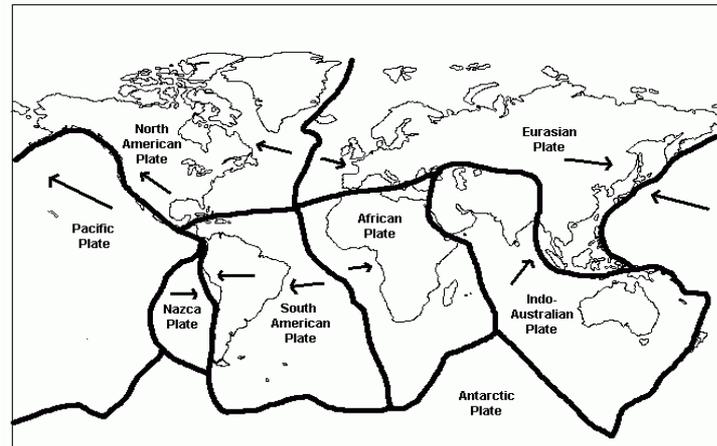
Tier 2 vocabulary

Tier 2 vocabulary	Definition
Distribution	The spread of earthquakes and volcanoes across the earth.
Natural disaster	A sudden event that causes widespread destruction and loss of life.
Natural hazard	A natural event that threatens or has the potential to cause damage and loss of life.

Section 2: New Knowledge



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



How an earthquake occurs

- Managing the risk
- Prediction
 - Planning
 - Preparation

Section 3: Geographical Skills

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

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

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

Section 2: Unit Summaries
<p>1. What can the evidence tell us about the Crusades?</p> <p>This unit will look at the Holy Wars between Christians and Muslims from 1095 until 1291 . In 1095 Pope Urban II told the Christians to travel to Jerusalem and to reclaim their Holy Land back from the Muslims. Jerusalem was the Muslims Holy Land too. This resulted in 200 years of fighting over religion.</p> <p>In the medieval era, there were several <i>Crusades</i> made by people from European Christian countries. Crusaders believed they were carrying out their God's work by taking part in military campaigns to 'reclaim' the <i>Holy Land</i> for Christianity. They followed the wishes of the Pope - the head of the Catholic Church. People who went on the Crusades were motivated by different reasons including the prospect of wealth, freedom or power. Key figures involved in the Crusades included Richard the Lionheart and Salah ad-Din who was known to the Crusaders as Saladin.</p>  <p>Godfrey of Bouillon giving thanks to God on 15th July 1099.</p>

<p>2. How could royal power lie in female hands?</p> <p>In 1135 King Henry I dies. Two cousins believe they should be the next Monarch. There is a succession crisis between Stephen and Matilda, resulting in the Anarchy. This unit explores why some many people were afraid of female rule in the middle ages.</p> <p>Bishop Henry of Winchester, recorded by the Chronicler William of Malmesbury, 1141.</p> <p>“We choose as Lady of England and Normandy the daughter of a king who was a peacemaker, a glorious king, a wealthy king, a good king, without peer in our time. And we promise her faith and support.”</p> <p style="text-align: right;">Second order concept = Interpretations</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Denominations	The different groups within a religion., especially Christianity.
Trinity	Three persons in one God' - Father, Son and Holy Spirit in Christianity.
Bible	Christian Holy book.
Disciples	Followers - In Christianity Jesus chose 12 disciples.
Commandment	Law from God. Famously Ten Commandments.
Eucharist	Also called Mass, Holy Communion, Divine Liturgy or Lord's Supper' the sacrament which re-enacts Jesus' Last Supper where he shared bread and wine with his disciples.
Gospels	First four books of the New Testament - Matthew, Mark, Luke and John - which tells the story of Jesus' life.
Parables	Kind of story to help people understand how God wants them to live
Tier 2 vocabulary	Definition
Prophecy	Foretelling or prediction of what will happen (often in symbolic terms).
Messiah	'The one to come', the figure Jewish people believe would come to Earth just before the coming of the Kingdom of God at the end of time; Christians believe this is Jesus.
Incarnation	Born as a human.
Nativity	Term given to the combined stories of Jesus' birth.
Miracles	A good event which is contrary to the laws of nature' believed by many to be the work of God in this world.

Section 2: Christianity Around The World
<p>Christianity is the biggest religion in the world. There are 2.3 billion Christians who live in over 240 countries in the world. There are many types of Christians. We call these denominations.</p>
<p>Key Beliefs</p> <p>Christianity's central belief is that God is the Trinity - three -in-one made up of the God the Father, God the Son, and God the Holy Spirit.</p> <p>Christians believe that after we die, we will be judged and sent to heaven or hell.</p>

<p>The Bible</p> <p>The Christian holy book is the Bible. This is made up of the Old Testament and the New Testament. The first four books of the New Testament are called the Gospels. These tell us the story of Jesus' life from the words of Matthew, Mark, Luke and John.</p>


Section 3: Jesus
<p>Christianity is based on the teachings of Jesus. Jesus was Jewish and lived 2000 years ago in Palestine. Jesus had 12 disciples (followers), who he taught and who continued his teaching after he died.</p>

<p>The main principles of Jesus' teaching are based around two 'Great Commandments) - Love God and love your neighbour. Jesus taught using parables (stories with another meaning) These principles are important guides for the way most Christians live their lives.</p>
<p>Worship</p> <p>The Christian place of worship is the church. Very large churches which are the lead church for a diocese and which are the 'seat' for a bishop are called cathedrals. The people who attend worship are also call the 'church'.</p>

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
3rd person singular	the 'il' or 'elle' form (he/she)
3rd person plural	the 'ils' or 'elles' form (they)
2nd person singular	the 'tu' form of the verb (you)
2nd person plural	the 'vous' form of the verb (you)
1st person singular	the 'je' form (I)
1st person plural	the 'nous' form (we)
Cognates	words with the same meaning and same or similar spelling in English and French. We use them to infer meaning. We pronounce them differently in French to English.
Adverb	describes a verb or adjective
Preposition	a word used before a noun, noun phrase, or pronoun to connect it to another word, indicating direction, location, or possession.
Reference materials	tools or materials designed to provide quick access to information that support learning.

Section 2: Grammar & Phonics				
Intonation questions				
Add a question mark to a statement and raise your voice at the end. Tu vas à l'école ? Do you go to school?				
Add a question word after the verb in French. Tu vas où à l'école ? Where do you go to school? Tu vas comment à l'école ? How do you go to school? Tu vas quand à l'école ? When do you go to school?				
Inversion questions				
For yes/no or closed questions, swap the subject pronoun + verb and insert a hyphen in-between. Tu vas à l'école ? this intonation question becomes: Vas-tu à l'école ? Do you go to school?				
	masculine singular	feminine singular	before a vowel or an 'h'	plural
the	le	la	l'	les
to the/at	au	à la	à l'	aux
	au parc	à la poste	à l'hôtel	aux États-Unis
à + town or city to/at + town or city e.g. à Belper				
chez 'to (the place of) or 'at' (the place of) e.g. Chez Marsha –at Marsha's				
en + a feminine country e.g. en Angleterre in England				
en + means of transport = by a form of transport e.g. nous allons en train				

Section 3: WAGOLL & phonics
Tu es content(e) aujourd'hui.
Tu as un animal.
Tu aimes la couleur rouge.
Tu regardes un film le weekend.
Tu chantes bien.
Tu écoutes la musique rock.
Tu manges un fruit chaque jour.
Tu prends le vélo à l'école.
Can you translate these sentences?
How would you make them into questions?

French phonics	ain/in	train
ou nous	u	tu
SFe timide	é, er,ez	écrire allez aller
en/an enfant	on	non/onze
Liaison (the s or the x sounds like a 'z' when followed by a vowel.		
Nous allons (nousallons) aux États-Unis (oh-z-Etatz-Unis)		

Questions	Translation
1. Manges-tu des oranges ?	Do you eat oranges?
2. Écoutes-tu de la musique ?	Do you listen to music?
3. Aimes-tu les chats ?	Do you like cats?
4. As-tu un animal ?	Do you have an animal?
5. Es-tu grand(e) ?	Are you tall?

aller to go/ going		dire to say/ saying	
Je vais I go	nous allons we go	Je dis I am	nous sommes we go
tu vas you go	vous allez you go	tu dis you say	vous êtes you go
il va he goes	ils vont they go (m)	il dit he say	ils sont they go (m)
elle va she goes	elles vont they go (f)	elle dit she say	elles sont they go (f)
prendre to take/ taking		other verbs like prendre	
Je prends I take	nous prenons we take	comprendre –to understand	
tu prends you take	vous prenez you go	apprendre –to learn	
il prend he goes	ils prennent they take (m)	Follow the same pattern as 'prendre'	
elle prend she goes	elles prennent they take (f)	e.g. tu comprends – you understand	
		J'apprends –I learn	

Adverbs of frequency
'souvent' and 'rarement' come after the verb in French unlike English.
Je mange souvent à l'aéroport. I often eat at the airport.
Some adjectives follow different patterns. naturel (ms) naturelle (fs) heureux (ms) heureuse (fs)
'de' some and it replaces 's' for possession e.g. le cousin de Léa Léa's cousin

7Fr Spr2 W1	
aller	to go, going
je vais	I go, I am going
tu vas	you go, you are going
il va	he goes, he is going
elle va	she goes, she is going
la caisse	checkout
le collègue	secondary school
comment	how
le jour	day
où	where
le parc	park
la poste	post office
quand	when
samedi	Saturday
le train	train

7Fr Spr2 W2	
l'aéroport	airport
les États-Unis	USA
à l'étranger	abroad
l'hôtel	hotel
l'île	island
rarement	rarely
souvent	often
l'université	university

7Fr Spr2 W3	
ressembler à	to look like, looking like
frapper	to knock, knocking
frapper à	to knock on, knocking on
blanc	white (m)
blanche	white (f)
noir	black (m)
noire	black (f)
si	if
le cœur	heart
le temps	time
pour	for, in order to

7Fr Spr2 W4	
nous allons	we go, we are going
vous allez	you go, you are going (plural)
ils vont	they go, they are going (m, m/f)
elles vont	they go, they are going (f)
l'année	year
le mois	month
les vacances	holidays
la ville	town
l'Écosse	Scotland
l'Angleterre	England
la France	France
chez	at the home of
en	by, in, to

7Fr Spr2 W5	
chez	to (the place of), at (the place of)
comme	like, as
arriver	to arrive, arriving
changer	to change, changing
à	to, at, in
créer	to create, creating
le monde	world
gagner	to win, winning
les vêtements	clothes
habiter	to live, living (somewhere)
le pays	country
la politique	politics

1 un	5 cinq	9 neuf
2 deux	6 six	10 dix
3 trois	7 sept	11 onze
4 quatre	8 huit	12 douze

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Adverb	word that describes a verb or an adjective
Simple present	present tense used to describe habitual, routine actions; it is the only present tense in German
Present continuous	present tense used in English to describe ongoing, current actions; it is not used in German
Modal verb	verb of necessity or possibility (must, can, want) used with a 2nd verb in the infinitive, which goes to the end
Strong verb	a verb which changes its vowel in the verb stem of some of its forms
Verb stem	part of the verb that appears in all forms, created by removing the ending of the infinitive

Questions	Translation
Gehst du schwimmen?	Do you go swimming? / Are you going swimming?
Bist du Einzelkind?	Are you an only child?
Mit wem spielst du Rugby?	Who do you play/are you playing rugby with?
Wann siehst du Filme?	When do you watch/are you watching films?
Kann dein Lehrer gut singen?	Can your teacher sing well?
Trägt deine Lehrerin einen Hut?	Does your teacher wear a hat?/Is your teacher wearing a hat?

Section 2: Grammar
<p>Compound nouns Combine two or more nouns to form a compound noun. Extra letters may be added to aid pronunciation. The grammatical gender of a compound noun is the same as its final noun. The English meaning of German compound nouns is not always a word-for-word translation.</p> <p><u>die</u> Lieblings<u>nummer</u> - favourite number <u>der</u> Deutsch<u>unterricht</u> - German lessons <u>der</u> Früh<u>zug</u> - early train <u>die</u> Sprach<u>schule</u> - language school <u>das</u> Schlaf<u>zimmer</u> - bedroom (sleep room)</p>
<p>Adverbs Adverbs are used after the verb. This is not always the case in English. Wir <u>lernen</u> zusammen – we <u>learn</u> together Ich <u>singe</u> oft - I often <u>sing</u> Er <u>kocht</u> immer - he always <u>cooks</u></p>
<p>Using sein with nouns No indefinite article is needed when using 'sein' + noun to talk about yourself or others Ich bin Einzelkind - I am (an) only child Sie ist Lehrerin – she is (a) teacher Bist du Sänger? - Are you (a) singer?</p>
<p>Wir Wir means we The present tense verb ending is 'en' and this looks identical to the infinitive to play – spielen we play – wir spielen</p> <p>to cook – kochen we cook – wir kochen</p> <p>*BUT* to be – sein we are – wir sind</p>
<p>Negation Use nicht with a verb Ich tanze nicht – I don't dance / I'm not dancing Wir singen nicht gut – We don't sing well / We're not singing well</p> <p>Use kein before a noun Ich habe keine Katze – I don't have a cat Wir finden keinen Fußball - We can't find a football</p>

Section 3: Grammar & Phonics	
<p>Strong verbs A strong verb changes its vowel in the verb stem of the 2nd (du) and 3rd (sie, er, es) person singular forms of the verb. There is no vowel change in the 'ich' form of strong verbs.</p> <p>Only verbs with an 'a' or 'e' in their stem can be strong. Stems with 'a' change to 'ä' and 'e' becomes 'i' or 'ie'.</p> <p>sehen – to see, watch ich sehe du siehst er/sie/es sieht wir sehen</p> <p>tragen – to wear, carry ich trage du trägst er/sie/es trägt wir tragen</p>	
<p>Modal verbs - können</p> <p>Modal verbs require a second verb. The second verb is</p> <ul style="list-style-type: none"> in the infinitive form placed at the end of the clause <p>Ich kann gut <u>singen</u> – I can sing well Kannst du laut <u>reden</u>? – Can you talk loudly? Er kann Rad <u>fahren</u> – He can ride a bike Sie kann einen Kuli <u>benutzen</u> – She can use a pen Wir können jeden Tag <u>schwimmen</u> – We can swim every day</p>	
German phonics	
au Haus, Maus, Auto, laut	äu Mäuser, Häuser
eu Leute, neun, heute	v vergessen, vier
r Consonantal [r] is a 'rolling' sound, a gentle vibration pronounced from the back of the throat if [r] is at the start of a syllable, after a consonant or a short vowel. <u>reden</u>	r Vocalic [r] is a gentle 'ah' sound after a long vowel and in '-er'. It often sounds barely there. <u>Uhr</u>

7Gr Spr2 W1	
Angst vor	fear of
beide	both
das Einzelkind	only child
gemeinsam	common, mutual
immer	always
die Moschee	mosque
das Schlagzeug	drums
schwimmen	to swim, swimming
türkisch	Turkish
wir sind	we are
zusammen	together
wir	we

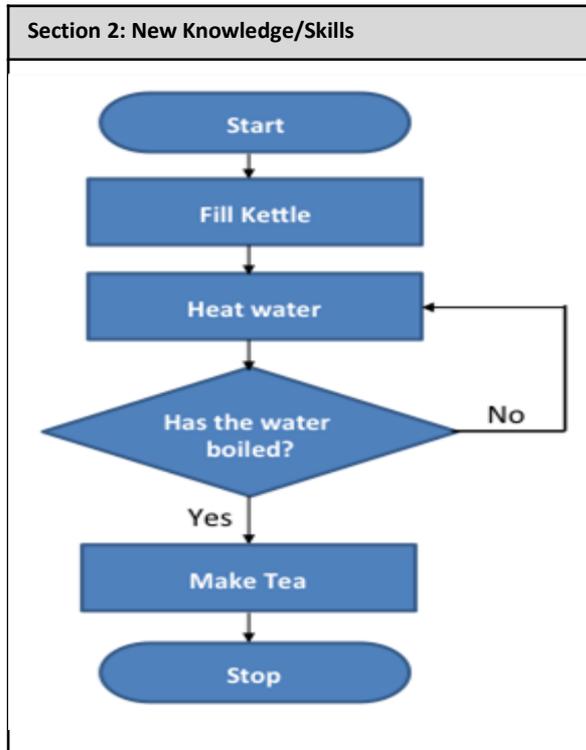
7Gr Spr2 W2	
können	to be able, can
ich kann	I can, am able to
du kannst	you can, are able to (singular)
er kann	he can, is able to
sie kann	she can, is able to
sehen	to see, seeing
etwas	something
die Leute	people
tragen	to carry, wear
trinken	to drink, drinking
essen	to eat, eating

benutzen	to use, using
die Hose	trousers
der Hut	hat
das Obst	fruit
der Keks	biscuit
das Butterbrot	sandwich
7Gr Spr2 W3	
fahren	to drive, ride, go
fast	almost
geben	to give, giving
das Geld	money
helfen	to help, helping
laufen	to run, running
mir	to me, me
schlafen	to sleep, sleeping
der Urlaub	holiday
vergessen	to forget, forgetting
die Zeitung	newspaper

7Gr Spr2 W4	
am Abend	in the evening
am Nachmittag	in the afternoon
am Wochenende	at the weekend
das Eis	ice cream
das Fleisch	meat, flesh
das Gemüse	vegetables
heute	today
mit wem?	with whom?
Rad fahren	to cycle, cycling
die Tasche	bag
7Gr Spr2 W5	
dann	then
lassen	to leave, leaving
nehmen	to take, taking
halten	to stop, stopping
später	later
deshalb	therefore, for that reason
schließlich	in the end, finally
danach	after it, afterwards
zuerst	first

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Instruction	An instruction is a single command we give to a computer, to perform one action.
Branching	A decision or choice in the program, which makes different.
Process	A single instruction, or group of instructions given a name.
Sub-routine or Sub-program	A "reusable" block of instructions, "called" or used within a procedure.
Flowchart	A picture of the instructions used to solve a problem
Simulation	A simplified copy of a real-world system (traffic lights, train points etc)
Mimic	A the tools to run a simulation in the Flowol software

Tier 2 vocabulary	Definition
Computational Thinking	Identify and understand a problem, work out the steps to solve it.
Model	"Run" or investigate a simulation. eg What would happen if I changed this value...
Investigate	Find out why the program behaves in a specific way.
Modify	Take some working code and change values in it.
Run	Instruct the computer to follow a program.
Comment	Write messages on your flowchart, to help understand it better.
Operate	Control or change values in a program.
Decompose	Split a problem into tiny, solvable steps



Flowchart Symbols

	Start / Stop
	Decision
	Process
	Subroutine
	Flow of data
	Input / Output

Section 3: Other subject specific things

Flowol 4

This is the software we'll be using to experiment with flowcharts. It uses "Mimics" or simple real life situations.

We can then easily build a flowchart to control each mimic, and simulate changes, as we control motors, sensors, lights etc.

When used as intended, flowol can actually control real devices, like the arduino microcontroller we discussed in Term 2

Making a Flowchart using Computational thinking techniques:

A Computer Scientist would use a *flowchart* before programming (like last term's Scratch) to create a simple, easily understandable version of a problem.

The first step is to *abstract* the problem, by removing any unwanted information or detail (in a program that calculates a perimeter, we don't care what the item is we're calculating it for, or what colour it is - we just need the length and width).

Then we *decompose* the problem into tiny steps - what steps do we need to complete in order to solve the problem? Each step becomes an *instruction* (or *sub-routine*).

Now we have a clear structure for a flowchart, which then helps to write clear, understandable code.

You can see how the flowchart below gives us the structure of a Scratch program like the ones we made last term..

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

Section 2: New Knowledge/Skills

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

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

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

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



holding the ball

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

Section 2: New Knowledge/Skills

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

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

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

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



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

← The handshake grip

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

Section 2: New Knowledge/Skills

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

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

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

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

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



start and finish position

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

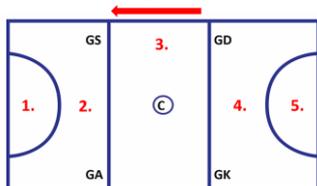
Section 2: New Knowledge/Skills

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

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

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

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



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

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

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

Section 2: New Knowledge/Skills

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



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

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

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

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

Section 2: New Knowledge/Skills

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

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

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

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



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

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

Section 2: New Knowledge/Skills

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

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



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

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

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

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

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

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

Section 2: New Knowledge/Skills

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

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

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

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

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

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



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

New Knowledge/Skills
Running is an important part of our PE programme for 2 main reasons:
Running is essential to being able to play all other sports, and... Running is the most popular way across the world that people use to keep fit.
Can you list some of the reasons why running is the most popular keep fit activity
In our Year 7 running lessons, we will develop our ability to run at a steady pace for a long period of time. We will set a target time and understand what a personal best is.

PE: Health and Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:
<ol style="list-style-type: none"> 1. To reduce the chance of injury 2. To improve performance
You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the key muscles.
Can you name 5 of the major muscles in the body?
Can you demonstrate 10 exercises you can use in a warm-up?

PE: Leadership

New Knowledge/Skills
Leadership is an essential part of all sports and fitness activities.
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.
Key question: Why are leaders important in sport?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Primary colour	Root colour from which secondary colours are mixed.
Secondary colour	Two primary colours mixed together.
Tertiary colour	A secondary colour mixed with a neighbouring primary colour.
Complementary	Colours opposite each other on the colour wheel that contrast highly.
Abstract	Art that does not attempt to show external reality.
Non-naturalistic	Not closely imitating real life.
Impasto	Use of thick paint to create texture.
En plein air	Painting outdoors.
Expressionist	Expressing the inner world of emotion rather than external reality.
Impressionist	An artistic style capturing a moment of time.
Stipple	A painting technique using small dots of colour.

Tier 2 vocabulary	Definition
Pigment	The coloured part of paint.
Blended	One colour merged into another.
Media	Type of material used, e.g. paint.
Strokes	Marks used in painting.
Applied	Added to the painting.
Landscape	Depiction of an outdoor scene.
Portrait	Depiction of a person.

Section 2: New Knowledge/Skills	
ARTISTS:	
Henri Matisse	Andre Derain
Claude Monet	Berthe Morisot
<p>Fauvism - A term applied to a group of artists working in a similar way around 1905-1910. This group included Andre Derain and Henri Matisse. Their paintings were made using bold, non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours - these are pairs of colours which appear opposite each other on the colour wheel. When used side by side in a painting, they form a strong contrast. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.</p>	
Complementary colours:	
Red – Green	
Yellow – Purple	
Blue - Orange	
<p>Impressionism- A term applied to a group of artists, initially in France, working in the 1860s onwards. They worked ‘on the spot’ outdoors - ‘en plein air’ rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet’s work ‘Impression- Soleil Levant’ (impression-sunrise)</p> <p>This group of artists included Monet, Renoir, Degas and Berthe Morisot. Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).</p>	

Section 3: Colour Mixing

<p>Primary colours: Red Yellow Blue</p>
<p>Secondary colours: YELLOW mixed with RED to make ORANGE RED mixed with BLUE to make PURPLE BLUE mixed with YELLOW to make GREEN</p>
<p>Tertiary colours: A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in red-orange.</p>
<p>Harmonious colours Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. yellow, yellow-green and green.</p>
<p>Tint A colour mixed with white. E.g. Orange mixed with white.</p>
<p>Shade A colour mixed with black. E.g. Blue mixed with black.</p>
<p>-tone A colour mixed with grey. E.g. Red mixed with grey.</p> <p>Artists use tints, shades and tones when mixing colours.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern.
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part.
Verse	The part of the song that tells the story. The melody repeats in each verse but the words will change.
Chorus	The part of the song that is repeated, often after the verse. It gives the main message of the song.
Chord	Two or more notes played together.
Chord Sequence	A set of chords played in a particular pattern.
Verse/Chorus structure	A form of structure which has alternating verses and chorus.
Tonality	Tonality refers to the system of notes that a piece of music is based on.

Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another.
Timing	The ability to synchronise with another person.
Melody	The main theme or tune of the music.
Structure	How a piece of music is organised into different sections of parts.

Section 2: New Knowledge/Skills

Most pieces of music we listen to are in **verse/chorus** structure. This is a type of musical form.

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

The **verses** will have the same melody, however the lyrics will change on each verse to tell a story. The **chorus** of a song stays the same each time it is repeated. This will give the main message of the song. The **bridge** of the song is a linking section

Music contains notes in succession (**melody**) or notes in combination.

When notes are played at the same time it is called **harmony**. The type of harmony created in a piece of music or a song is the **tonality** of the music.

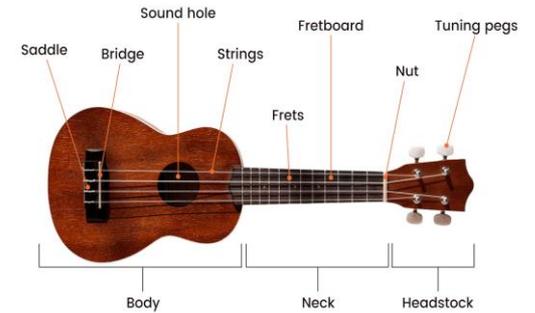
When a piece of music uses **simple harmonies** it means that the music using a limited number of chords in a sequence.

The **primary triads** refers to three chords that form a chord sequence. These chords are commonly used in songs. The **primary chords/triads** are chord I, IV and V; meaning if C is I, F would be IV and G would be V



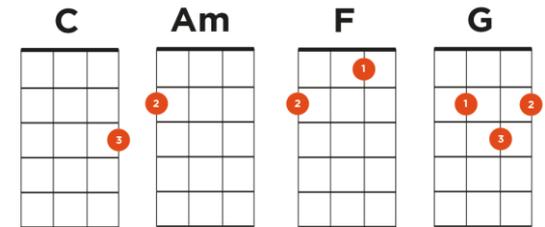
The **four chord trick** is a **chord sequence** that is used in hundreds of songs. It uses the primary chords and one extra, chord VI

Section 3: Ukulele Anatomy



We use chord diagrams when learning the ukulele. These are pictures of the fretboard and show where to put your fingers for the different chords.

The four vertical lines represent the strings, and the horizontal lines represent the frets.



IKO IKO

I'M YOURS



Links to prior learning: *Introducing performance and introducing composition.*

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Theatre Production	The planning, rehearsal and presentation of a work to an audience at a particular set time.
Set Design	The set helps show where and when the story of a play takes place, while also conveying meaning to the audience.
Adaptation	In a theatrical adaptation, material from another artistic medium, such as a novel or a film is re-written and turned into a play or musical.
Costume	The clothes designed to be worn within a performance to say something about the character and the production.
Performance Convention	Rules that exist in production.
Director	A director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production.

Tier 2 vocabulary	Definition
Character	The person created in a play or novel.
Analysis	Detailed examination of the elements or structure.
Evaluation	The making of a judgement about the value of something.

Section 2: New Knowledge/Skills
<p>The famous novel 'Peter and Wendy' was written in 1911 by J M Barry and has been adapted many times for stage and screen.</p>  <p>Image from 1953 Disney adaptation.</p> <p>Other films like 'Hook' and 'Tinkerbell' have focussed on key characters.</p>   <p>Themes</p> <p>The main idea of Peter Pan is that there is a kind of tragedy involved in growing up and leaving behind childhood innocence, imagination, and sense of adventure. For Peter, growing up seems to be the worst possible fate.</p> <p>"All children, except for one, grow up." This is the opening line of both the book and the play. The main theme of the story is the conflict between wanting to remain a child, but knowing that one has to become an adult. Both Mrs. Darling and Wendy are portrayed as very maternal, and it is suggested that their role in life should be to nurture children. This is a stereotypical depiction of the role of women in society. There is even a suggestion that Wendy is falling in love with Peter, but he tells her he thinks of her more as a mother figure.</p>

Section 3
<p>Peter Pan by The National Theatre</p> <p>The school is lucky to have access to the resource; Drama Online Library. The students watch the National Theatre production of Peter Pan.</p> <p>The play explores fantasy, childhood and growing up, these themes are also explored in this superb production of the piece.</p> <ul style="list-style-type: none"> • How does the company create locations and situations using basic props, furniture and pieces of set? • Why decide to double the characters of Mrs Darling and Captain Hook and have the latter played by a woman? • How the flying is achieved in this production and how it is different to other productions where characters fly? <p>Flying How do the characters fly?</p> <p>Mechanics</p> <ul style="list-style-type: none"> • Thick steel wire • Each actor wears a harness underneath their costume • Each actor is paired with another • Ladders are used • Counterbalance between two actors – one goes up one goes down <p>Magic</p> <ul style="list-style-type: none"> • Fairy string • A wonderful thought <p>Do you notice the wires as a member of the audience?</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Dietary Fibre	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
Carbohydrate	Found in pasta, rice and potatoes - it gives us energy
Protein	Found in beans, nuts, lentils, meat, fish ,eggs & dairy products - it helps us grow
Vitamins	Help to prevent illness
Minerals	E.g. Calcium / Iron - help maintain body processes
Energy balance	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
Traffic light labelling	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
Perishable	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly
Tier 2 vocabulary	
Definition	
Fats	Needed for energy found in margarine, butter, oil.
Vegetarian	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
Preservation	Making something last longer (extending its shelf life).
Modifying	Changing / altering
Descending order	Most to least e.g. ingredients on a food label

Section 2: New Knowledge/Skills

5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.
 Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.
 Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day

- 1 Base your meals on starchy foods** (Illustration: chopsticks, bowl)
- 2 Eat lots of fruit and veg** (Illustration: apple, broccoli)
- 3 Eat more fish – including a portion of oily fish each week** (Illustration: fish, calculator)
- 4 Cut down on saturated fat and sugar** (Illustration: burger, chocolate)
- 5 Eat less salt – no more than 6g a day for adults** (Illustration: salt shaker)
- 6 Get active and try to be a healthy weight** (Illustration: person running)
- 7 Drink plenty of water** (Illustration: glass of water)
- 8 Don't skip breakfast** (Illustration: plate with egg)

Diet related health issues

By choosing to eat the wrong balance of foods we increase our risk of some of the following health issues:

- Heart disease
- Stroke
- Diabetes Type 2
- Tooth Decay
- Cancer

Section 3:

Preservation

Food can be preserved in different ways. This means that it will keep for longer without spoiling or causing food poisoning. Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.
Use by dates should always be followed as they are found on perishable foods which can cause food poisoning.
Best before dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

Homework 1

Revision for Assessed task. Read the information on both of the Y7 Food Tech Knowledge Organisers to help remind you of the Eatwell guide, nutrients and healthy eating ready for your assessment.

Homework 2

Sugar coated cornflakes

30g contains

Energy 488kJ 114kcal	Fat <0.5g	Saturates <0.1g	Sugars 13g	Salt 0.45g
6%	<1%	<1%	15%	8%

of an adult's Reference Intake.
 Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod

Energy 2474kJ 593kcal	Fat 37g	Saturates 4.3g	Sugars <0.5g	Salt 0.96g
29%	53%	22%	<1%	16%

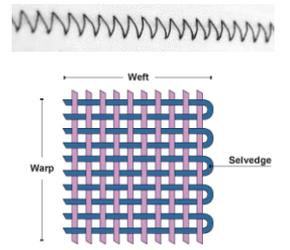
of an adult's Reference Intake.
 Typical values per 100g: Energy 1031kJ/247kcal

Analyse the traffic light labels provided above.
 Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Block Print	A method of printing textiles by stamping ink-dipped blocks—usually made from wood or linoleum—onto fabric
Applique	Means applying (sewing or bonding) one piece of fabric to another – usually shapes or designs on top of a fabric background
Bondaweb	Is a soft adhesive mesh with a transfer paper backing . Makes bonding (or sticking) two fabrics together quick & easy.
Calico	Calico fabric is a plain-woven textile , made from half-processed and unbleached cotton fibres.
Woven	A Woven fabric is any textile formed by weaving . Woven fabrics are often created on a loom
Loom	A loom is a machine or device for weaving thread or yarn into textiles . Looms can range in size from very small hand-held frames, to large free-standing looms
Warp	The warp is the set of yarns that run lengthwise (up & down) on a loom
Weft	Weft threads are the horizontal threads that are interlaced (in & out) through the warp
Tier 2 vocabulary	
Tier 2 vocabulary	Definition
Template	A paper or cardboard shape which can be traced onto fabric prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills
<p>Applique You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together. To use the bondaweb:</p> <ol style="list-style-type: none"> 1. Firstly cut the shape you want to make from it. 2. Next iron the shape onto the REVERSE of the fabric. 3. Cut out the fabric shape using the outside of the Bondaweb as a guide. 4. Peel the paper from the back of the bondaweb 5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down. 6. Place a paper towel over the top of your work 7. Iron in place for 10 swirls 8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.
<p>Block Printing</p> <p>Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.</p> 
<p>Manufacturing Steps</p> <ol style="list-style-type: none"> 1. Mark out the seam allowances on the calico fabric. 2. Use bondaweb to applique the design to the front of the bag. 3. Sew around the applique design. 4. Make the block print 5. Use the block print to make a repeat pattern on the back of the bag 6. Iron the fabric paint when it is dry to fix it into the fabric 7. Fold the bag together INSIDE OUT 8. Sew along the seam allowance lines down each side, in straight stitch and zig zag. 9. Fold the top of the bag over twice and sew in place. 10. Make the straps 11. Sew the straps to the top of the bag

Section 3: Knowledge
<p>Zig Zag A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.</p>  <p>It is also useful to neaten the edges of a woven fabric and stop it from fraying.</p>
<p>Fabric Crayons Fabric crayons are an easy way to add more detail to a fabric design. They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc. You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.</p>
<p>Weaving The cotton calico fabric you are using for your bag is woven on a loom.</p>  <p>This diagram shows you the key parts of the fabric.</p> <p>It is easy to remember that the WEFT goes from LEFT to right if you think of WEFT=LEFT</p>
<p>Cotton The bag you will make is made from cotton which is a NATURAL fibre. It is harvested from the cotton plant which grows in warmer climates.</p> 

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Mental Health	Health of a person's brain and mental state
Wellbeing	The state of your being or self
Substances	Something that is take which alters the body or brain in some way.
Addiction	A dependency on something, that is difficult to give up.
Balanced	When 2 or more things are equal
Personal Safety	Being able to go about your daily life without fear
Peer pressure	Influence by your peer group
Unique	Unlike anything else, one of a kind
Self confidence	Believing in your own abilities
Puberty	When a child experiences physical and hormonal changes that mark a transition into adulthood

Tier 3 vocabulary	Definition
Stalking	Someone regularly following you or what you do
Vaping	The action or practice of inhaling and exhaling vapour containing nicotine
Self identity	The way we present ourself and the key aspects about us that make us, us
Self-esteem	How we value and perceive ourselves
Menstruation	The monthly cycle a biological woman goes through where they shed blood.
Hormones	Chemical substances that act like messenger molecules in the body

Section 2: Key Themes:

An introduction to mental health & wellbeing: learning to articulate different emotions appropriately and sensitively and become aware of some strategies to manage our emotions and mental health.

Drugs, alcohol & tobacco: The different types of drugs in society, both positive and negative. The short-term and long-term impact of substances and what addiction and dependency means.

Personal Wellbeing: The different element of a lifestyle that contribute to a well-balanced life. How the choices we make impact our own wellbeing.

Personal Safety: How to manage personal safety and be aware of the risks of independent situations including online risks. Steps to reduce risk in relation to wellbeing and personal safety.

Self-Identity & individuality: How we are all unique and how we can positively celebrate this. To identify our areas of strength and build self-confidence.

Puberty: The key stages of puberty for different sexes including how to manage the mental changes that happen as a natural part of growing up.

Section 3: Key concepts:

Confusing symptoms of puberty
If you're a preteen or teen, you may feel:

AWKWARD ABOUT BODY CHANGES	YOUR PARENTS DON'T UNDERSTAND YOU	EXTRA SWEATY AND SMELLY
GROWTH SPURTS	EXTRA HAIRY	YOUR VOICE MAY CRACK
EMBARRASSED ABOUT YOUR PERIOD	MOODY	LIKE YOU WANT A SIGNIFICANT OTHER

Signs Of Low Self-Confidence

Self-Doubt 	Avoidance
Negative Self-Talk 	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Register	A variety of language determined by formality, vocabulary, pronunciation and syntax.
Turn taking	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else
Articulate	The ability to express oneself clearly and effectively, or to pronounce words clearly.
Rhetoric	The art of using language effectively, especially in persuasive speaking or writing.

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

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

Section 3: Student agreement for oracy	
<p>In order for all students to get the most from oracy lessons and activities we should always:</p> <ul style="list-style-type: none"> • Be respectful at all times • Be supportive of others • Consider how what you say may impact others around you • If you disagree, make sure you do so with respect • Actively listen • Observe the rules of turn taking • Be curious • Be confident to have your opinion heard 	
Types of talk	
Exploratory talk	<p>A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.</p>
Presentational talk	<p>Includes speeches, presentations, and other forms of one-way communication.</p>
Debate Talk	<p>A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.</p>
Instructional Talk	<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	
	<p>The person who starts the discussion might say:</p> <p>'I would like to start by saying...' 'I think the first thing we should consider is...'</p> <p>'To begin with let's talk about...'</p>
Builder	
	<p>The person who build or develops, adds to or runs with an idea might say:</p> <p>'I agree and I would like to add...'</p> <p>'Linking to your point I would suggest...'</p> <p>'Building on that idea...'</p>
Challenger	
	<p>The person who disagrees or presents an alternative argument might say:</p> <p>'That is true but have you considered...'</p> <p>'I respect your viewpoint but what about...'</p> <p>'I hear what you are saying but ...'</p>
Clarifier	
	<p>The person who clarifies makes things clearer and simplifies ideas by asking questions might say:</p> <p>'What do you mean when you say...'</p> <p>'Could you tell me more about that...'</p> <p>'Does that mean that...'</p>
Prober	
	<p>This person digs deeper into the argument, asks for evidence or justification of ideas might say:</p> <p>'What evidence do you have to support that?'</p> <p>'How does that support your argument?'</p> <p>'How did you come to that conclusion?'</p>
Summariser	
	<p>This person presents reflections on the discussion and may offer a conclusion or balanced assessment of the main point and may say:</p> <p>"Overall, the main points covered were...'</p> <p>'In summary...'</p> <p>'To round up what has been discussed...'</p>

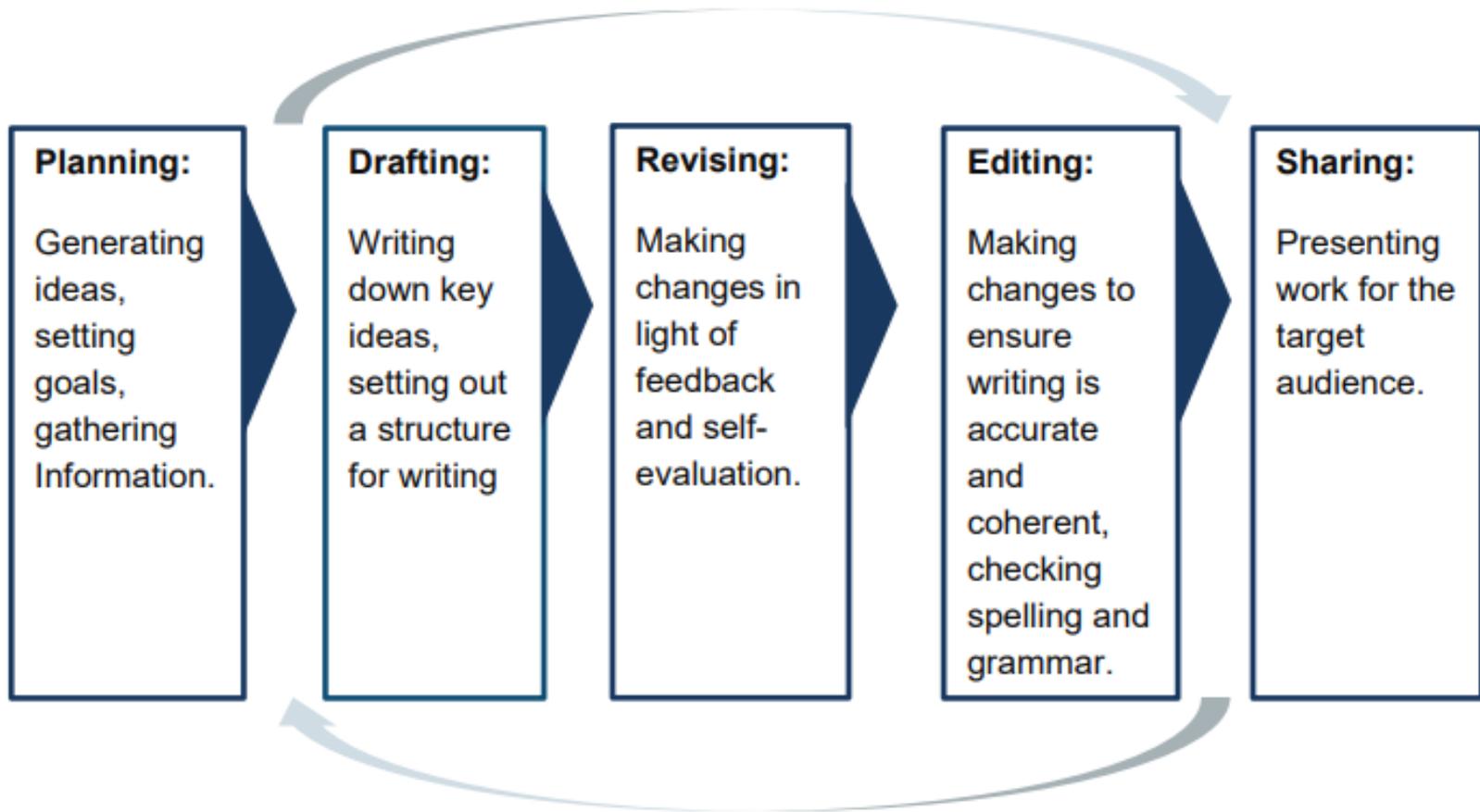
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly

Organise our thoughts

Spot mistakes

Write with purpose



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

Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7-11 Girls Indoor Sports Club with Leanne
Year 7 Music club with Phil (music rooms)	Knitting and crochet club with Emma (S9)	Belper Wind Band with Anna (music rooms)	Wellbeing club with Sophie (English area)	
Warhammer and Tabletop Games Hobby club with Richard (art area)	Modern Foreign Languages club with Sarah (L5)	Anti-bullying Ambassadors (week 1) with John	Wellbeing Ambassadors (week 1) with Sophie (English area)	
	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 10 Inter-tutor football competition with James and Matt (3G)	Year 10/11 Badminton Club with Tom	Belper Choir with Anna (music rooms)	
	Year 7 Creative Writing Club with Tamara and Liv (E8)	Model Railway Club with Phill (T2)	Year 7 Inter-tutor football competition with James and Matt (3G)	
		Textiles Club with Sarah (T1)		

BE INVOLVED



Extra-Curricular Clubs – After School

Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		Year 10-13/Staff Friday Sports Club with Matt, James, Tom and Leanne
Music Club with Phil (music rooms)	Year 13 A-level Revision with Tom	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7, 8 & 9 Football club with Matt, James and Tom	STEM Club for Year 7 and 8 (S8) with Year 11	Pride Club with Karen (T5)		
AVSSP Events Year 9,10 & 12 Sports Leaders Events with Rebecca		Year 9 'Your Time' Leadership Programme with Rebecca and Matt		
Robot Club with Sarah (T1)		GCSE PE Practical Club with Tom – Week 1 only.		
GCSE PE Drop-in with Leanne (P6) Week 1 only.		GCSE PE Revision Club with Tom – Week 2 only.		

BE INVOLVED



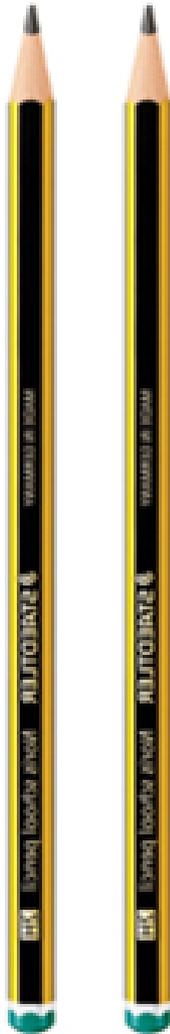
2 Black or Blue Pens



1 Coloured Pen



2 Pencils



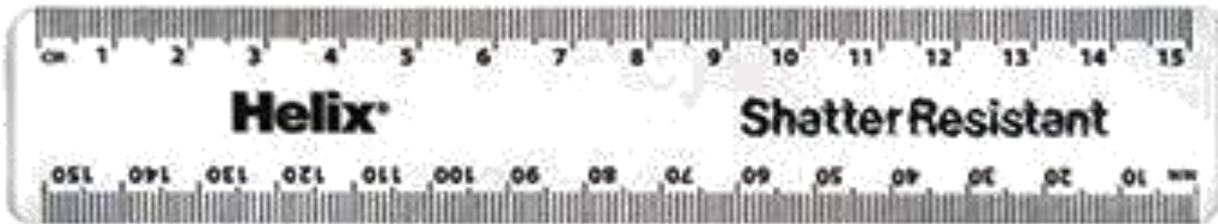
Eraser



Pencil Sharpener



Ruler



Scientific Calculator

