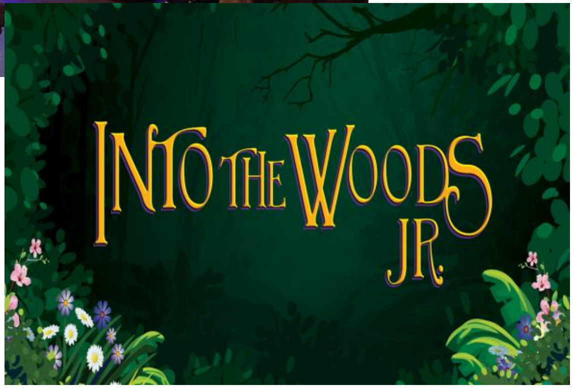
Knowledge Organiser

Year 8 Spring 2 2026

BELPER SCHOOL and Sixth Form Centre

Create Your Future


INTO THE WOODS JR.

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

Name:

Tutor Group:

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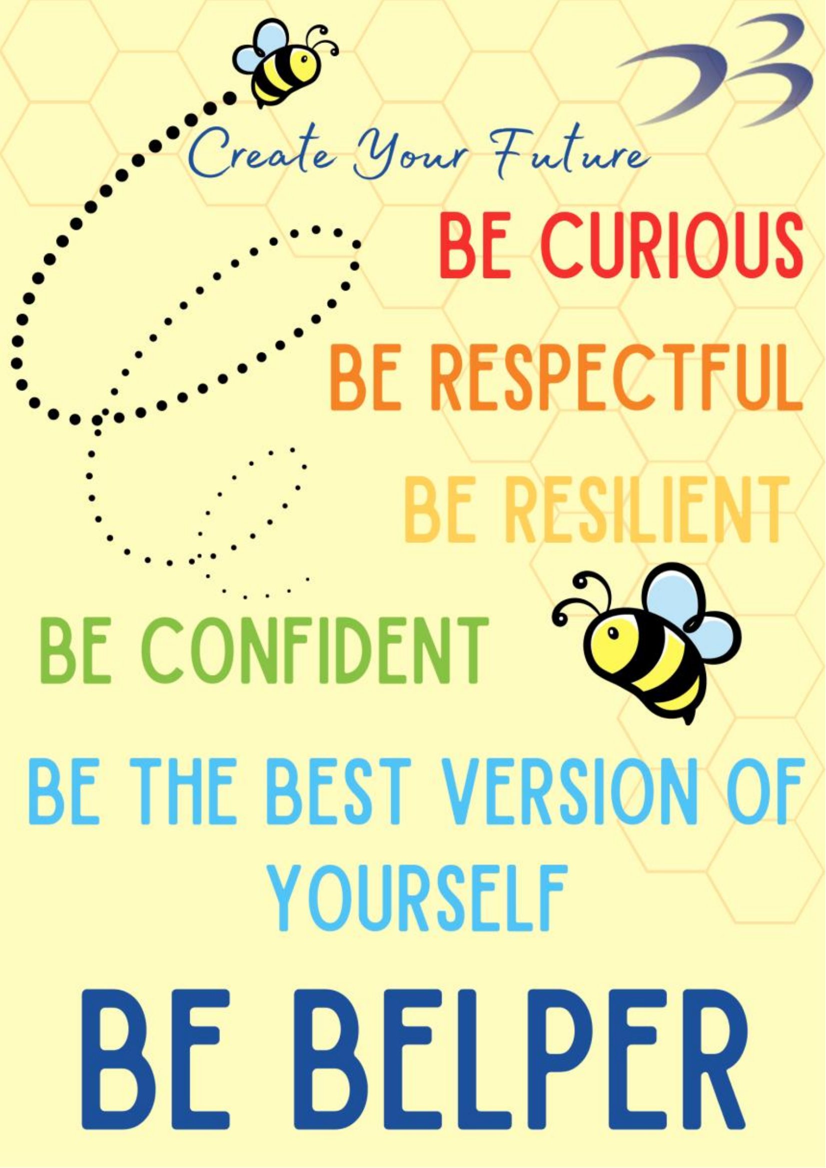
Science, PE and Technology are on a rotation so have multiple pages in this booklet.
Your teacher will direct you to the appropriate pages when setting work.

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

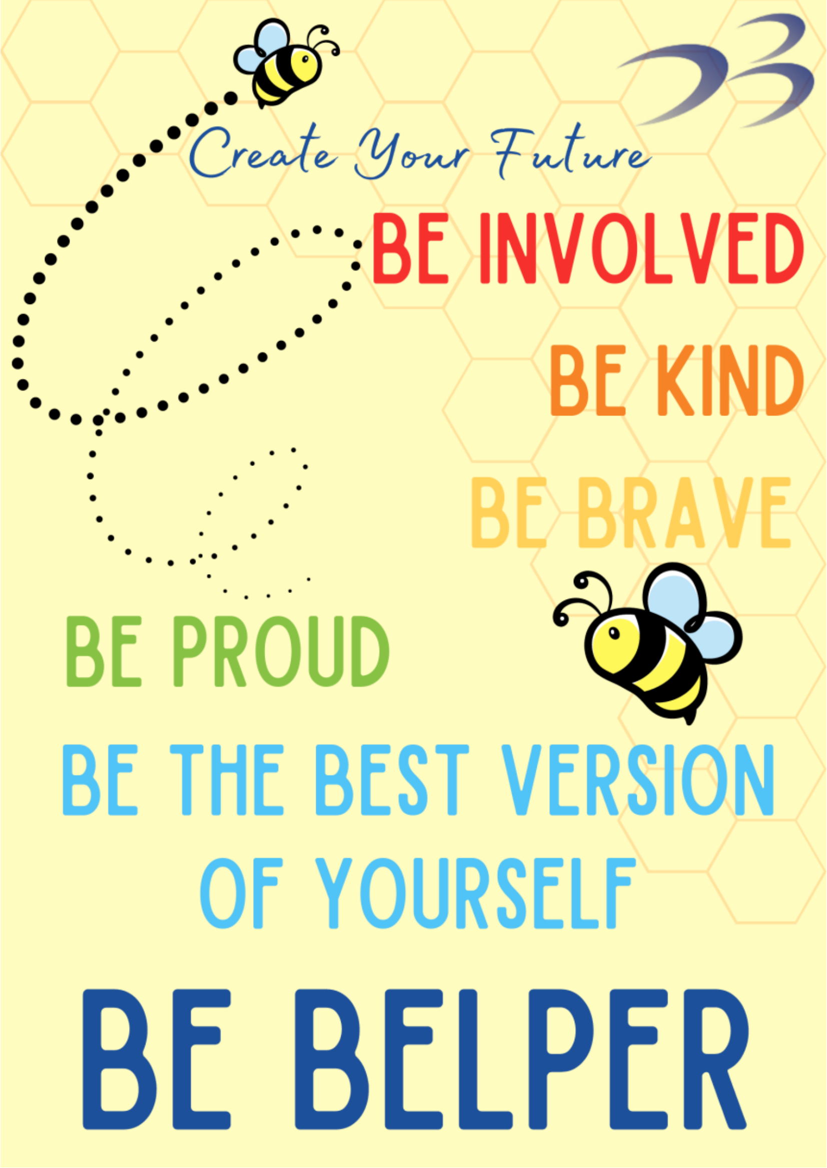
BE RESILIENT

BE CONFIDENT

BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

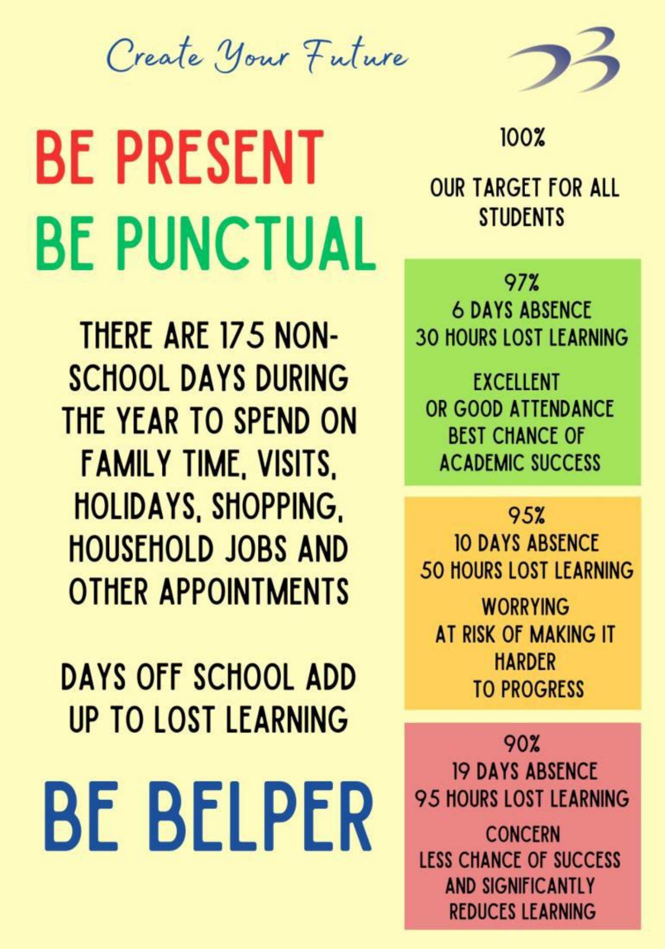
BE PROUD

BE THE BEST VERSION OF YOURSELF

BE BELPER

Attendance and Punctuality

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



Create Your Future

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

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

Attendance

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

Punctuality

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

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

Attendance this half term

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

Guided Reading Tracker

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

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

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

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

English: War Poetry

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

Trench Conditions

- Extreme Heat
- Extreme Cold
- Trench Foot
- Disease
- Rats
- Sleep Deprivation
- Malnutrition
- Gas
- Silence
- Homesickness
- No Man's Land

Example Analysis

Simile – 'beggars' – visual imagery – older than their years

Dulce et Decorum Est

Bent double, like old beggars under sacks,
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.
Men marched asleep. 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.

Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived

Year 8 Spring 2

Maths: Percentages and Proportionality

BELPER SCHOOL
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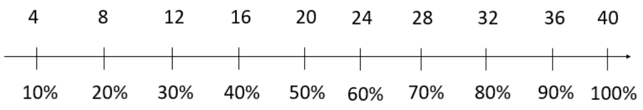
Section 1: Key Vocabulary

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

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

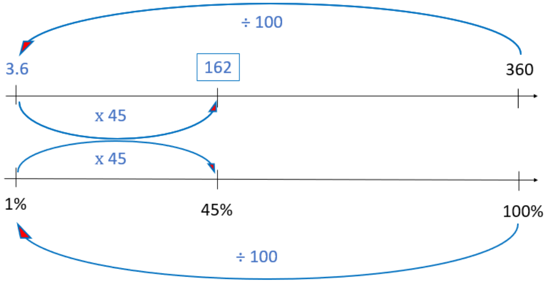
Section 2: Representations

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:



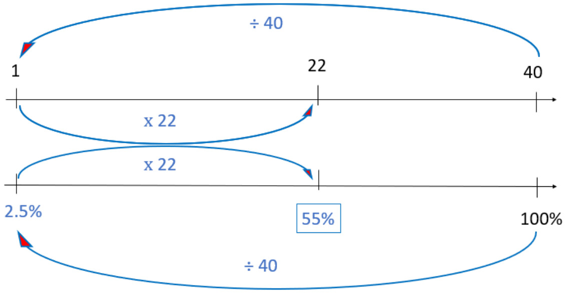
We can use all of our existing skills in **scaling** numbers in when working with percentages.

Example question - What is 45% of 360?



Likewise, we can use scaling to express one amount as a percentage of another.

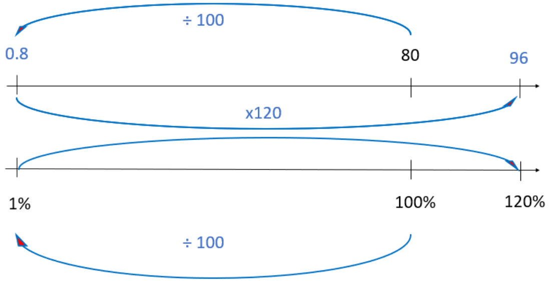
Example question – What is 22 out of 40 as a %?



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%

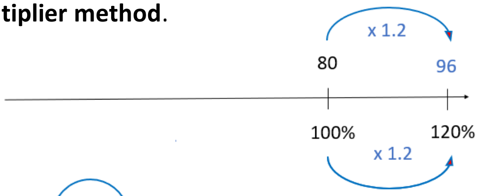


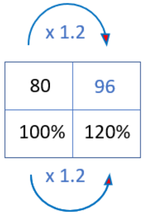
Numerically, our procedure is: 80 ÷ 100 x 120

Which is the same as:

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

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





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

Year 8 Spring 2

Maths: Statistical representation and measures

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Measure of central tendency	The statistical measure that identifies a single value as representative of an entire distribution
Measures of Dispersion	Describes the spread of the data.
Discrete	Data that can only take certain values
Continuous	Data that can take any value
Quantitative	Can be counted or measured in numerical values
Qualitative	Non-numeric information

Tier 2 vocabulary	Definition
Mean	Total of the data values divided by how many values there are.
Median	Middle value when the data has been listed in order
Mode / Modal	Most common data value / group.
Range	The spread of the data given.
Grouped	Data given in the form of class interval
Sample	A subset of the data.

Section 2: Knowledge/new skills

Averages from a frequency table

60 students took a maths test. Here are their marks out of 10.

Score (out of 10)	Frequency	Working
7 x	13 =	91
8 x	20 =	160
9 x	14 =	126
10 x	13 =	130

Total frequency

60

Total of all scores

Mean = Total of all scores ÷ total frequency

= 507 ÷ 60 = 8.45 marks

Modal score = 8 (because 8 has the highest frequency)

Median = 8 (because 8 would be the score in the middle if we wrote out the list in full)

Range from a frequency table

Highest score – Lowest score = 10 – 7 = 3

Examples of Discrete Data

Number of people, shoe size, number of tickets sold, score on a test, …..

Examples of Continuous Data

Height, length, time, weight, …

Examples of Qualitative Data

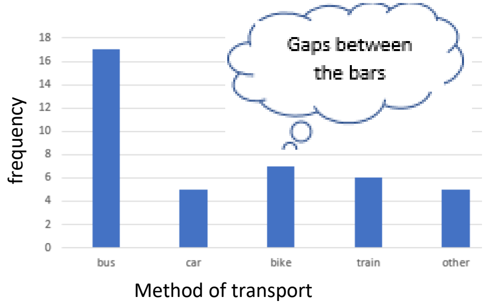
Colour, types of pet, favourite team, favourite subject, method of transport to school, ….

Section 3: Skills

Diagrams showing what form of transport 40 people use to get to work.

Method of transport	Frequency
bus	17
car	5
bike	7
train	6
other	5

Bar Chart

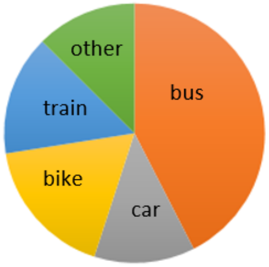


Pie Chart

360÷40 = 9° per item

Method of transport	Frequency	Angle
bus	17 x 9 =	153
car	5 x 9 =	45
bike	7 x 9 =	63
train	6 x 9 =	54
other	5 x 9 =	45

Total frequency = 40



Year 8 Spring 2

Maths: Statistical representation and measures

BELPER SCHOOL and Sixth Form Centre

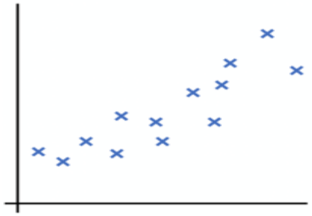
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Scatter diagram	A graph of plotted points that shows the relationship between two variables.
Scatter graph	An alternative name for scatter diagram.
Correlation	The link between two variables
Bivariate data	Data with two variables
Interpolation	Using the line of best fit to make predictions within the range of data collected
Extrapolation	Using the line of best fit to make predictions outside of the range of data collected
Line of best fit	A line through a scatter graph/diagram that best expresses the relationship between those points

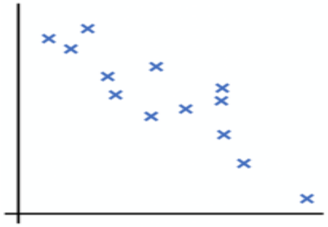
Tier 2 vocabulary	Definition
Estimate	Use the trend to make a sensible prediction
Scale	A series of marks at regular intervals
Plot	To place points on a coordinate grid

Section 2: Knowledge/new skills

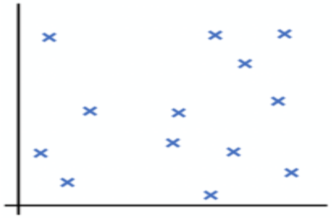
Positive Correlation As one variable increases, so does the other.

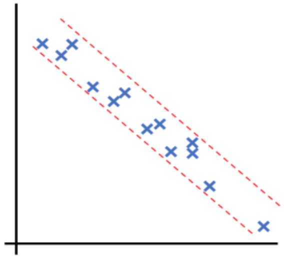


Negative Correlation As one variable decreases, the other increases.

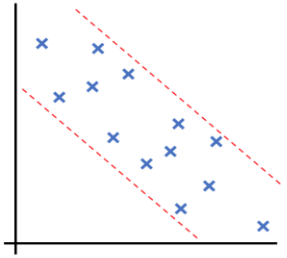


No Correlation The variables have no link..





Stronger correlation

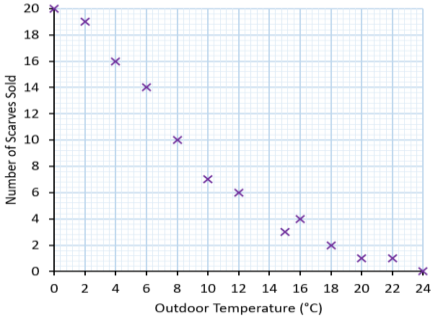


Weaker correlation

Section 3

Using Scatter Graphs

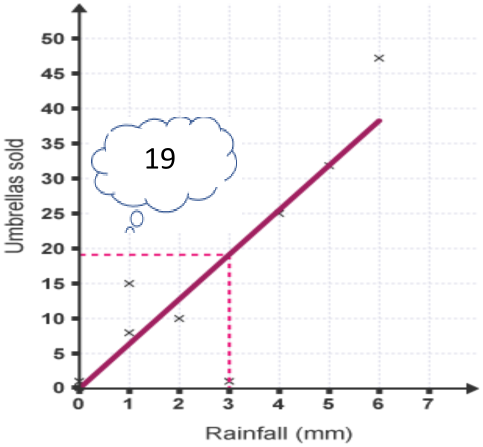
Describing the relationship shown on a scatter graph requires a sentence and can be written in different ways.



The hotter it is, the less scarves are sold.

The colder is is, the more scarves are sold.

The scatter diagram below shows rainfall plotted with umbrella sales. Use a line of best fit to estimate the number of umbrellas sold when there is 3mm of rain.



Year 8 Spring 2

Science: 8c Food and Digestion

Section 1: Key Vocabulary

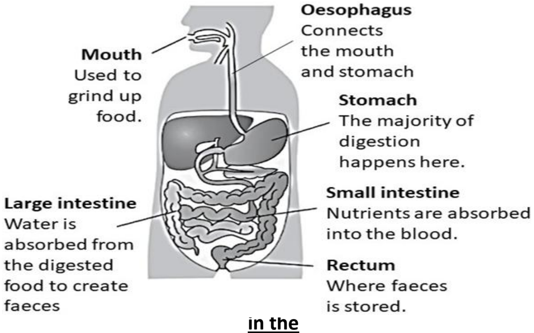
Tier 3 vocabulary	Definition
Oesphagus	The muscular tube that connects the mouth to the stomach
Hydrochloric acid	The acid in the stomach which aids digestion
Absorption	The process of taking digested food products from the small intestine into the blood. Uses microvilli
Small Intestine	The part of the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

Section 2: Food Groups and the Digestive system

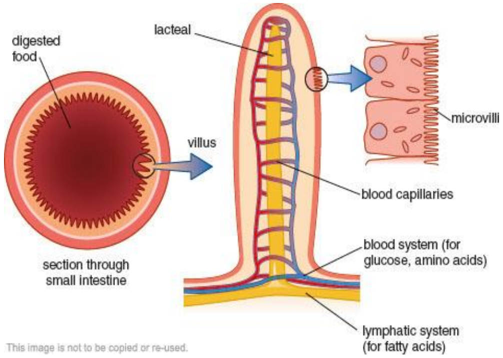
Food group	Use	Food test/ positive result
Complex carbohydrates (Starch)	Energy	Iodine = black
Simple carbohydrate (Sugar)	Energy	Benedict's = green, yellow, orange or red
Proteins	Growth and repair	Biuret = purple
Lipids (fats)	Energy storage	Emulsion test = white

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


Oesophagus
Connects the mouth and stomach
Mouth
Used to grind up food.
Stomach
The majority of digestion happens here.
Large intestine
Water is absorbed from the digested food to create faeces
Small intestine
Nutrients are absorbed into the blood.
Rectum
Where faeces is stored.

in the Small Intestine


digested food
lacteal
villus
microvilli
blood capillaries
blood system (for glucose, amino acids)
section through small intestine
lymphatic system (for fatty acids)

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Section 3: Digestive System

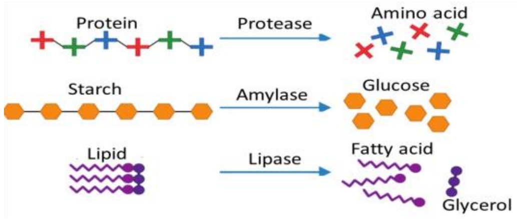
Organs of the Digestive system

Mouth **Oesophagus** **Stomach** **Liver**

Pancreas **Gall Bladder** **Small Intestine**

Large Intestine **Rectum** **Anus**

Enzymes
Enzymes are used in digestion to break down large molecules.

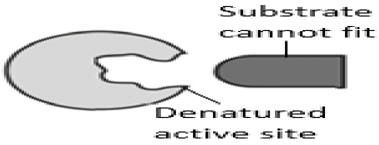

Protein
Protease
Amino acid
Starch
Amylase
Glucose
Lipid
Lipase
Fatty acid
Glycerol

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

Questions

- Explain why digestion is important.
- Describe the route of food through the digestive system.
- Describe the role of each organ in the digestive system.
- A food turns purple with benedict's and white with the emulsion test, explain what this shows.
- Explain how enzymes aid the digestion of food?
- Explain how enzymes are denatured and the effect of this.


Substrate cannot fit
Denatured active site

Science : The Earth

Section 1: Key Vocabulary

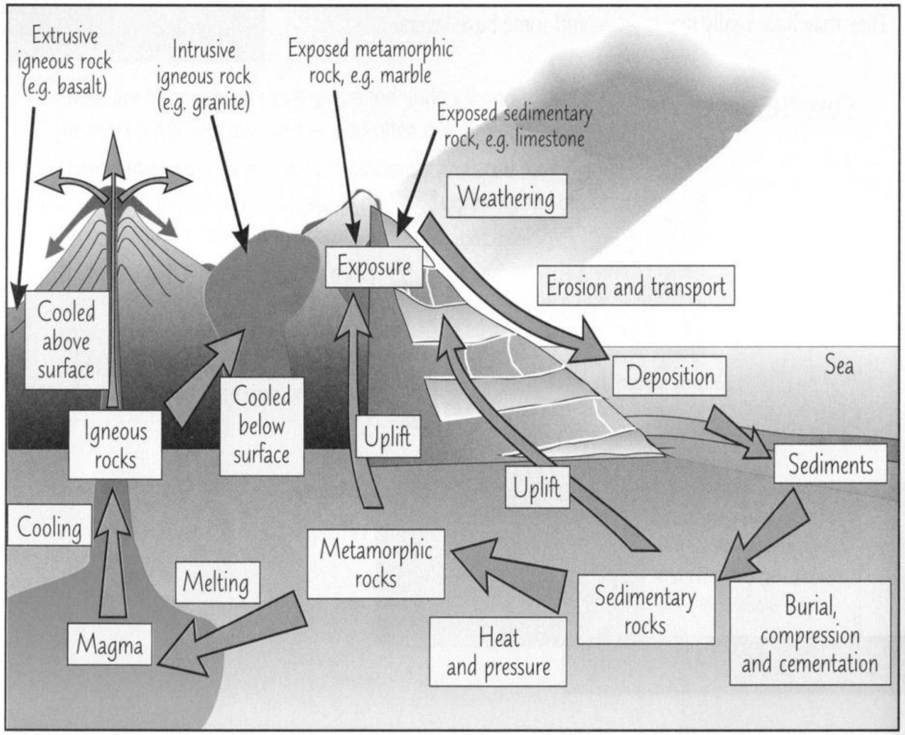
Tier 3 vocabulary	Definition
Sedimentary	A type of rock formed from cemented grains
Igneous	Crystalline rocks formed from cooled molten rocks
Metamorphic	Produced when pressure and/or heat change rocks
Rock Cycle	The cycle of minerals through different stages
Erosion	Gradual wearing and smoothing of rock fragments
Weathering	Breaking off of large chunks of rock
Transport	Movement of rocks usually including erosion
Deposition	Laying down of grains of rock (sediments)
Compaction	Pressure on sediments leading to cementation
Grains	Small fragments of rock
Crystals	Interlocking grains of rock
Permeable	(Porous) able to absorb water
Magma	Molten rock below the surface
Lava	Molten rock above the surface
Minerals	The different chemicals rocks are made of
Fossil	Remains of living things turned to rock
Tectonic plates	The cracked surface (crust) of the Earth

Tier 2 vocabulary	Definition
Acid Rain	Rain water with a pH below 7
Volcano	Site where Molten rock reaches the surface
Evidence	Data/information used to (dis)prove a theory
Theory	An idea to explain an observation or evidence

Section 2: New Knowledge

Rock Type	Formation	Appearance	Example
Intrusive Igneous	When Magma cools slowly below the surface	Large visible crystals, various colours	Granite, Gabrro
Extrusive Igneous	When Lava cools quickly above the surface	Small crystals, can be porous, various colours	Basalt, Pumice
Sedimentary	When grains of sediment are laid down, compacted and cemented together	Made of grains, can be various sizes, often shows layers, colour varies depending on where it was deposited, often porous	Limestone, Sandstone, Mudstone
Metamorphic	When other rocks are changed through heat and/or pressure	Huge variety depending on rock formed from, can have layers, crystals, not usually porous	Marble, Slate, Gneiss

The Rock Cycle


Extrusive igneous rock (e.g. basalt)
Intrusive igneous rock (e.g. granite)
Exposed metamorphic rock, e.g. marble
Exposed sedimentary rock, e.g. limestone
Weathering
Exposure
Erosion and transport
Cooled above surface
Deposition
Sea
Cooled below surface
Igneous rocks
Uplift
Sediments
Uplift
Cooling
Metamorphic rocks
Melting
Sedimentary rocks
Burial, compression and cementation
Magma
Heat and pressure

Types of weathering

Chemical - Acid rain
Biological - Plant roots
Physical - Waves/water freeze-thaw, wind, Onion-skin

Plate boundaries
Constructive
Where two plates move away from each other.

Destructive - Where two plates move towards each other.

Year 8 Spring 2

Geography: Weather and Climate

Section 1: Key Vocabulary

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

Tier 2 vocabulary	Definition
Weather	The day to day conditions of the atmosphere.
Climate	Average weather over at least 30 years.

Section 2: New Knowledge

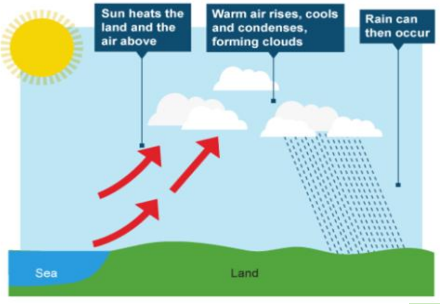
Summer Anticyclones

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

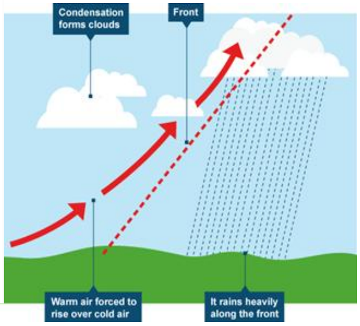
Winter Anticyclones

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.

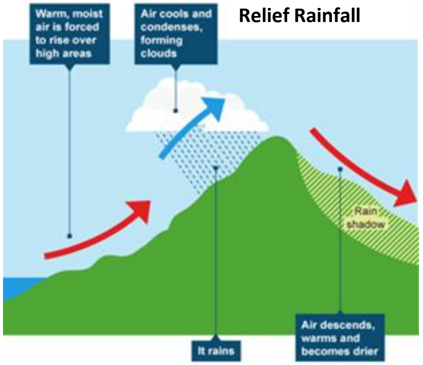
Convectional Rainfall


Sun heats the land and the air above
Warm air rises, cools and condenses, forming clouds
Rain can then occur
Sea
Land

Frontal rainfall


Condensation forms clouds
Front
Warm air forced to rise over cold air
It rains heavily along the front

Relief Rainfall

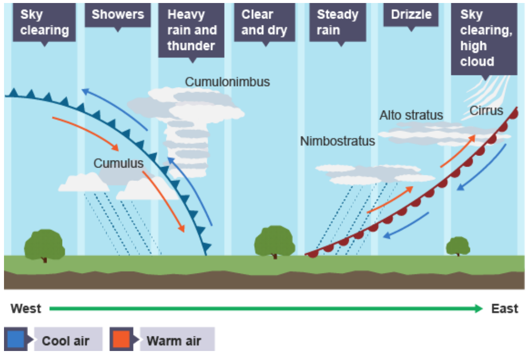

Warm, moist air is forced to rise over high areas
Air cools and condenses, forming clouds
Rain shadow
It rains
Air descends, warms and becomes drier

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


Sky clearing
Showers
Heavy rain and thunder
Clear and dry
Steady rain
Drizzle
Sky clearing, high cloud
Cumulonimbus
Cumulus
Nimbostratus
Alto stratus
Cirrus
West
East
Cool air
Warm air

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

History: The relationship between Europe and Africa from 1200 to present.

Section 1: Key Vocabulary

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

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

Year 8 Spring 2

Subject: Judaism

Section 1: Key Vocabulary

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

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

Section 2: New Knowledge

Abraham

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

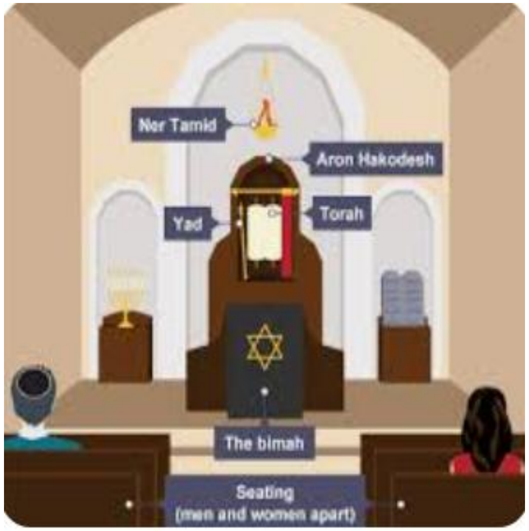
Key Beliefs

There is only one God

God created the universe and is eternal

God is omniscient

God rewards those who obey his commands and punishes those who disobey them



Section 3: New Knowledge

The Tenakh

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

- Torah
- Nevi'im
- Ketuvim

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

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

Worship

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

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

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

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

Source of Authority

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

Year 8 Spring 2

French: School life, in the news and new places

BELPER SCHOOL
and Sixth Form Centre

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 French
Present continuous	present tense used in English to describe ongoing, current actions; it is not used in French
Adverbs of time	tell you when something happens, e.g. 'le week-end prochain' which means 'next weekend'.
Stress	pronouncing one syllable more heavily than other syllables in a word
Verb stem	part of the verb that appears in all forms, created by removing the ending of the infinitive

Questions	Translation
Peux-tu aider ?	Can you help?
Que fait-il normalement ?	What do you normally do?
Que fais-tu après l'école ?	What do you do after school?
Qui est ton professeur préféré ?	Who is your favourite teacher?
À quelle heure commences-tu l'école ?	What time do you start school?
Quelle matière aimes-tu à l'école ?	Which subject do you like at school?

Section 2: Grammar

Using 'vous' as formal you (singular)

We use the pronoun **vous** when talking to more than one person.
We also use **vous** when talking to one person in a formal situation, such as when we talk to an adult we don't know well.

Vous sortez ce week-end ?
Without context, this can mean:
a)Are **you** (plural) going out this weekend?
b)Are **you** (one adult you don't know well) going out this weekend?

We use **tu** in informal situations, such as when we talk to friends, family and children.
Tu sors ce week-end ?
Are **you** (one person you know well) going out this weekend?

Saying 'please' in French

There are two ways of saying **please** in French.

s'il te plait	please (informal)
s'il **vous** plait	please (formal)

'Plait' is the 3rd person singular of the verb 'plaire' which means 'to please' in French. So this literally means 'if it pleases **you**'.

Using 'on' to mean 'we'

We use the pronoun **on** when talking about people in general. We can translate it as 'people', 'you' or 'one'.
On parle anglais en Écosse.

Without context, this can mean:
a) People speak English in Scotland.
b) **We** speak/are speaking English in Scotland.

On uses the 3rd person singular (il, elle) verb endings.
On can also mean **we** in informal conversations, such as when you are talking to friends about something.
The verb endings are the same. We have to use the context to work out if **on** means 'people' or **we**.

The verb '**aller**' means to **go**, **going** and is an irregular verb.
Placed before an infinitive, it indicates future plans e.g. Je **vais** visiter (I'm **going** to visit).
To make two-verb structures negative, put ne … pas around the first verb in the sentence e.g. 'Je ne **vais** pas visiter'.

Section 3: Section 3: WAGOLL & phonics

Un journaliste doit écrire plusieurs articles chaque jour. Parfois, il y a un feu en ville ou un oiseau rare qui arrive pour l'été. Parfois une personne célèbre vient pour ouvrir un hôpital ou un autre bâtiment important. Beaucoup de journalistes travaillent pour un journal local, mais j'écris pour un réseau social. S'il y a un festival international du jeu vidéo, écrire sur internet est idéal. On peut publier l'article le jour même.

Practising stress syllabification

French is not a **stress**-timed language.
All vowels are fully sounded.
Say syllables equally with a slight emphasis on the **last** one.

Internatio**nal**
français
apparte**ment**

Using plural forms of -ir verbs like 'choisir'

nous fin**issons**	we finish,we are finishing
vous fin**issez**	you (plural/polite) finish, you (plural/polite) are finishing

Remember, 'vous' can mean 'you' plural or is the polite form of 'you' when you are referring to one person.

French phonics

oi	dr**oi**te, v**oi**r, av**oi**r	**oy**	v**oy**ager, r**oy**al
y	s**y**stème, ph**y**sique, anal**y**ser	**h**	**h**uit, **h**iver
oy	The SSC [**oy**] sounds like a 'yih' sound after [**oi**]. This is similar to the [i] vs [-ill-/ille] pattern.	**[y]**	sound-symbol correspondence pronounced as in 'ph**y**sique'; it sounds the same as the [i] in midi

8Fr Spr2 W1	
choisir	choose, choosing
définir	to define, defining
remplir	to fill, filling
réussir	to pass (an exam), passing (an exam)
le blanc	gap, blank
le cahier	exercise book
l'examen	exam
le lycée	high school
la note	mark
alors	so, well

8Fr Spr2 W2	
finir	to finish, finishing
nourrir	to feed, feeding
le chat	cat
le dimanche	Sunday
l'heure	hour
le jeudi	Thursday
le lundi	Monday
le mardi	Tuesday
le mercredi	Wednesday
la minute	minute
le vendredi	Friday

8Fr Spr2 W3	
le feu	fire
les feux	fires
l'hôpital	hospital
les hôpitaux	hospitals
le jeu	game
les jeux	games
le journal	newspaper
les journaux	newspapers
l'oiseau	bird
les oiseaux	birds
le réseau	network
les réseaux	networks
autre	other
même	same
idéal	ideal (m)
idéale	ideal (f)
idéaux	ideal (mpl)
international	international (m)
internationale	international (f)
internationaux	international (mpl)
local	local
locale	local (f)
locaux	local (mpl)
plusieurs	several
social	social (ms)
sociale	social (fs)
sociaux	social (mpl)

8Fr Spr2 W4	the same as W3

Revision vocab is in your Y8 French vocabulary book under these labels

8Fr Spr2 W4 extension

8Fr Spr2 W5A	revision
8Fr Spr2 W5B	revision
8Fr Spr2 W5C	revision
8Fr Spr2 W5D	revision

Year 8 Spring 2

German: Last year or this year and what we like and prefer.

Section 1: Key Vocabulary/Questions

Tier 3 vocabulary	Definition
perfect tense	verb tense that describes completed actions in the past, e.g., ‘I said’, ‘she played’
noch nicht	adverbial phrase meaning ‘not yet’
1st person singular	the ‘ich’ form, the verb ends in -e
1st person plural	the ‘wir’ form, the verb ends in -en
plural noun	a word that refers to more than one person, place or thing
comparative	a form of adjective or adverb used to compare people, things or ideas
separable verb	two-part verb with a prefix and a main verb, e.g. ‘aussehen'
adverb	word that describes a verb or an adjective
possessive adjective	shows who something belongs to, e.g. **my**, **your**
lieber	The adverb **lieber** means ‘rather’,and is used to say ‘prefer’ with a verb. ‘'ieben’ is a verb meaning ‘to love, loving’. It is important not to confuse the two.

Questions	Translation
Fährst du oft nach Polen?	Do you often travel to Poland?
Kommt sie mit dem Schiff **an**?	Is she arriving by ship?

Section 2: Grammar & Phonics

Use the **perfect tense** to say what happened or has happened.
Wir haben häufig getanzt.
We frequently danced. We have frequently danced.

Wir sind häufig in die Schweiz gefahren.
We frequently travelled to Switzerland. We have frequently travelled to Switzerland.

The **perfect tense** can be translated into English in two ways.

And in German, the past participle goes at the end of the sentence.

Noch nicht can be used with the **perfect tense** to say what hasn’t yet happened, e.g., ‘ich habe **noch nicht** gegessen’.

Früher can be used with the **perfect tense** to say what used to happen, e.g., ‘ich habe **früher** Bücher gelesen’.

To make comparisons in German, add -er to an adjective or an adverb to form the **comparative**:
schnell = fast schnell**er** = faster

Add an umlaut to a, o, u in single syllable words
arm = poor **ärmer** = poorer

Don’t forget the irregulars!
gern changes to lieber !!

Separable verbs have a prefix that moves to the end of the sentence in the present tense.
aus**sehen** = to appear/look
Du **siehst** ein bisschen müde **aus**. = you look a bit tired.

The conjunctions **denn** and **weil** both mean **because**.
The verb follows the subject when using **denn**. This is standard word order or word order 1 (WO1). The verb moves to the end of the clause when using **weil**. This is word order 3 (WO3).

haben to have/ having		**sein** to be/ being	
ich habe have	**wir haben** we have	**ich bin** I am	**wir sind** we are
du hast you have	**ihr habt** you have	**du bist** you are	**ihr seid** you are
er hat he has	**sie haben** they have	**er ist** he is	**sie sind** they are
sie hat she has	**Sie haben** you have (polite)	**sie ist** she is	**Sie sind** you are (polite)

Section 3: WAGOLL & phonics

Die Wildbiene in Deutschland

Die Wildbiene hat heute große Probleme. Die Natur enthält weniger Blumen, und die Biene findet nichts zu fressen. Wenn man der Biene helfen will, kann man ihr Blumen pflanzen. Wir müssen der Biene für ihre wichtige Arbeit danken. Von der Biene kriegen wir Honig und noch viel mehr. Manchmal schenkt der Mensch der Biene ein kleines Haus. Es ist wichtig, dass man der Biene hilft, damit sie weiterleben kann.

German phonics

sch	schr**ei**ben	**eu**	D**eu**tsch
ei	fr**ei**	**ie**	**Lie**be

It is important to listen carefully to hear the difference between similar sounds.

zw	**schw**
zwanzig = twenty	**schw**ierig = difficult
die **Zw**illinge = twins	**sch**wimmen = to swim
zwischen = between	die Ge**schw**ister = siblings

Final [e] is not silent. It is a short **[e]** sound, as in 'Lieb**e**'.

ein**e** nett**e** Frau

die kurz**e** Straß**e**

Ich mein**e**

Many feminine nouns end in **[e]**.

8Gr Spr2 W1	
eng	narrow
alt	old
jung	young
kurz	short
einfach	easy, simple
genau	exact
arm	poor
reich	rich
hell	light, bright
der Rock	skirt
das Kleid	dress
alles	everything
alle	everyone

8Gr Spr2 W2	
annehmen	to accept
anschauen	to watch, look at
aufhören	to stop, stopping
aufstehen	to get up, getting up
schauen	to look, looking
der Preis	prize
aussehen	to appear, look
rufen	to call
fangen	to catch

8Gr Spr2 W3	
modern	modern
traditionell	traditional
lieber	rather
besonders	particularly
die Stimme	voice, vote
die Musik	music
das Bild	picture
statt	instead of
was für?	what type of?
die Art	type, kind

8Gr Spr2 W4	
edoch	however
ohne	without
allein, alleine	alone
erklären	to explain, explaining
erlauben	to allow, allowing
erzählen	to tell, telling
kennen	to know, knowing
gekannt	known (pp)
gegeben	gave, given (pp)
geholfen	helped (pp)
ihnen	(to) them
uns	us
die Geschichte	story, history
die Wahrheit	truth
ihr	their, (her, (to) her)
unser	our

8Gr Spr2 W5	
gleich	same
kennen	to know (person, place, thing)
einmal	once
seit	since, for
die Firma	company
der Anwalt	lawyer (m)
die Weile	while
Deutschland	Germany
seit	since
bei	at (the house of)

Year 8 Spring 2

Computing: Databases

Section 1: Key Vocabulary

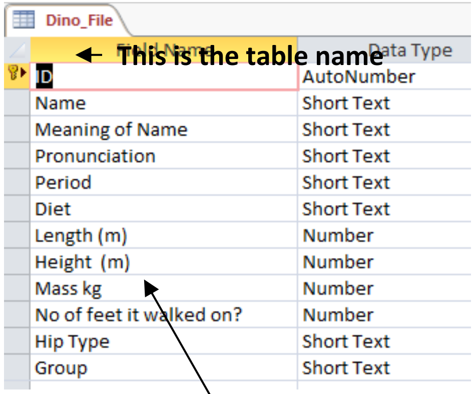
Tier 3 vocabulary	Definition
Field	A field is a place to storage a single piece of data, where the information is structured around the same topic. E.g., a Colour or a Name.
Record	A record is a group of fields which are all related and grouped together on one bigger topic on either a person, item/object or area of interest.
Query	A query is a tool within a database used to select specific pieces of information about a topic.
Report	A report is a printed/digital copy outputted to a screen which contains the completed queries.
Wildcard Query	A wildcard query is used to identify fields which start with a particular letter of sequence of letters.
Boolean Value	A Boolean value is a value in a database which contains 2 options, typically Yes or No, or True or False.
Data Type	Is the type of data put into a database. Usually text, integer, date or Boolean
Table	The structure of a database file.

Tier 2 vocabulary	Definition
Search	To look for information
Sort	To put into a particular order
Filter	To remove pieces of information
Sequence	To follow instructions step-by-step

Section 2: New Knowledge

A Database is a Store of Data

1) Databases are used to store lots of data in an organised way.
2) Databases hold data in one or more tables. A table consists of a series of Fields and Records.

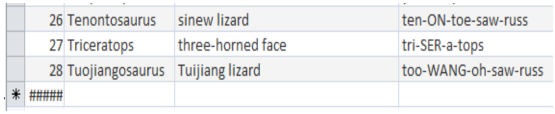


Field Name	Data Type
ID	AutoNumber
Name	Short Text
Meaning of Name	Short Text
Pronunciation	Short Text
Period	Short Text
Diet	Short Text
Length (m)	Number
Height (m)	Number
Mass kg	Number
No of feet it walked on?	Number
Hip Type	Short Text
Group	Short Text

These are the different fields in a database about Dinosaurs

Changing and Adding Data in a Databases

A database is a table of information that looks like a spreadsheet. Individual fields can be edited in the cells to change data, and new records can be added at the end an existing one.



26	Tenontosaurus	sinew lizard	ten-ON-toe-saw-russ
27	Triceratops	three-horned face	tri-SER-a-tops
28	Tuojiangosaurus	Tuijiang lizard	too-WANG-oh-saw-russ
* ######			

The benefit of databases is that you can search them quickly to find specific data or use them to generate reports. E.g., what books in a book shop have sold the most copies.

Databases can also be used to store and hold lots of information digitally. This means that the use of paper is reduced, and these do not need to be stored inside filing cabinets.

Section 3: Useful Subject Information

Wildcard Queries

A wildcard is a character that can be used to substitute for another character or a set of characters.
For example, you can use a wildcard to query for any names of movies that begin with B.

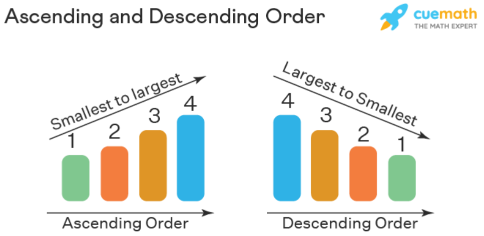
To do this in an Access Database you would you the wildcard search =B* in the criteria box.

To find movies starting with the letters Bat, you would use the wildcard search =Bat* in the criteria box.

Sorting in a Database

You can sort tables in databases using a sort on either the record or the field. The two most common sorts are sorting the data Alphabetically or by number size

- An Ascending sort puts the smallest values first and the largest last, and alphabetically A first to Z last.
- A Descending sorts puts the highest values first and the smallest last, and alphabetically Z first to A last.



Searching and Filtering in a Database

Queries can be used to search and filter to databases. A filter is a condition applied to a field. It can be used to filter out data from the database which meets a certain argument. E.g., people who are older than 21.

A search is a more complex filter query applied to a database which compares conditions in different fields and returns results based on those conditions. E.g., People who are older than 21 and are Female in gender.

PE: Basketball

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Jump Shot	The most common way to shoot the ball by jumping up straight to shoot over the defender.
Set Shot	Keeping the feet on the floor when shooting - only used for free-throw.
Lay-up	A close range shot taken with a running action after dribbling to the basket.
Dribble-move	Changing hands or direction when dribbling to evade a defender - key techniques are the crossover, spin, through-the-legs and behind-the-back.
Man-to-man	A defensive system where each player is responsible for marking a player from the opposing team.
Over-dribble	Taking too many bounces of the ball and either losing possession or having a negative effect on your team's attacking options.
Violation	Breaking the rules of the game such as travel, double-dribble, out-of-bounds, carrying.
Foul	Physical contact which gives an unfair advantage over an opponent.
Free-throw	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
Rally	Hitting the shuttle or ball back and forth with your opponent.
Service	Getting the rally started with a serve - there are some important rules to follow to keep things fair.
Umpire	Net games are officiated by an umpire - you will take a turn as umpire in most lessons.
Love	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.
Fault	When a player breaks a rule they commit a fault. There are many faults that you will need to watch out for when umpiring.
Court	The correct name for the playing area in badminton.
Tramlines	The double lines around the badminton court.
Service line/box	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
Flight	Producing gymnastic shapes and movements in the air, with or without assistance.
Apparatus	A piece of equipment used in a gymnastics lesson to enhance safety or enable you to perform skills.
Cannon	Performing skills or actions one after another.
Mirror	Performing skills and actions in time and in opposition.
Vault	A gymnastic skill performed using apparatus such as a box, buck or horse.
Controlled landing	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?**

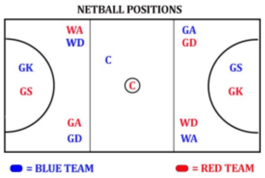
PE: Netball

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
1st Stage Defence	Marking the player
2nd Stage Defence	Marking the ball
Horizontal Band	An area across the width of the court
Held Ball	Holding the ball for more than 3 seconds
Contact	Touching another player
Obstruction	Standing less than a metre away from a player with the ball
Free Pass	A method of restarting the game after a player has broken a rule.
Penalty Pass	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 1st and 2nd stage defence. Know when to do this and why it is important .

PE: Hockey

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Possession	Keeping control of the ball as a team by passing it or dribbling it and not letting the other team get it.
Stickwork	Being able move your hockey stick quickly to control, dribble and turn with the ball, making it difficult for defenders.
Self-pass rule	When re-starting the game, remember that you can dribble the ball as well as pass it.
Shooting circle	The semi-circle in front of goal. You need to be inside it to take a shot.
Give-and-go	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.
Dodging	Trying to dribble past a defender in a one-on-one situation.
Deception	When dodging, make the defender think you are going one way, then go the other!
Passing angles	Make sure there is a clear line between you and your teammate in order to make a pass.
Formation	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
Speed	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.
Endurance	The ability to keep swimming for a long period of time, but not particularly fast.
Efficiency	A smooth technique can help you move through the water with less effort, increasing both your speed and your endurance.
Breathing	It sounds obvious again, but a smooth and regular breathing pattern can improve the efficiency of the stroke.
Straddle entry	A safe way to enter deep water in an emergency situation. Your face should stay out of the water.
HELP position	Heat Escape Lessening Posture - take up this position to stay afloat in a survival situation.
Surface dive	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
Tackle	Wrapping your arms around a players legs to try to bring them to the ground.
Breakdown	The point at which the attacking teams forward progress is stopped, usually by a tackle.
Recycle	After the breakdown, the attacking team try to set up for another attack.
Ruck	After a player is tackled and the ball is placed on the floor, the teams compete for the ball
Maul	When a player with the ball stays on their feet in the tackle and players arrive to compete for the ball.
Line-out	The forwards of both teams line up for a throw-in from the touchline.
Scrum	The restart after a forward pass or knock-on where the forwards bind together to push over the ball.
Offside	Players must always stay on their own team's side of the ball.
Forwards	Players who usually use their size and strength to win the ball for their team and make ground up the pitch.
Backs	Players who use their speed and skill to avoid being tackled and to get the ball up the pitch.
Scrum-half	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
Possession	The team or player in control of the ball.
Formation	Players plan and perform in set positions in the game.
Width	Using the sides of the playing area.
Depth	Using the ends of the playing area.
Distribution	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 **endurance** in running this year with further **target setting** to help you towards achieving a **personal best** in your timed runs.

We will look at how we can use **lap times** and **split times** to help break down a performance and help us to achieve a target.

We will consider some of the **mental** aspects of running which can be used to **motivate** ourselves and therefore improve performance, for example, **positive self-talk**.

PE: Health and Fitness

New knowledge/Skills

Through the various activities in Year 8 we will consider the **effects of exercise** on the body and the science behind them, including:

- Redness of the skin
- Changes to our breathing
- Increased heart rate
- Sweating

We will link these effects to the importance of the **warm-up** and we will introduce the idea of having a **cool down** 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 **personal qualities** which can help you become a good leader such as: **communication, initiative, responsibility, knowledge, reliability, confidence, body language**.

You may be ask to take on various leadership **roles** such as **coach, captain, referee, scorekeeper.**

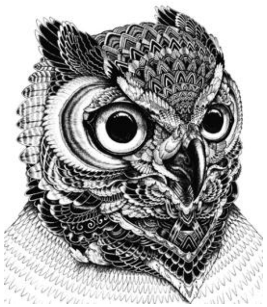
Art: Birds

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.

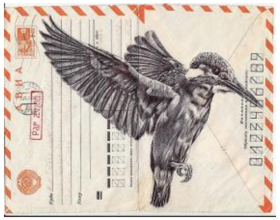
Tier 2 vocabulary	Definition
Tone	Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.
Gradient	A process of transitioning a tone from light to dark or dark to light.
Blending	A process of layering two or more colour pencils together to create new colours and transitions of colour.
Flat Wash	Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.
Under Painting	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 & Techniques



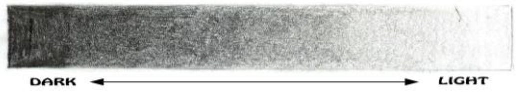
Ian Macarthur is a renowned artist / illustrator from Swindon, England. He has achieved fame across the globe for his zentangle inspired patterns often depicted on the surface of humans and animals.

1. Draw the basic outline of a birds 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 birds face. (no patterns in the eyes and beak, just tone.)
4. Make your design symmetrical.
5. Use black pen to go over and shade your design.

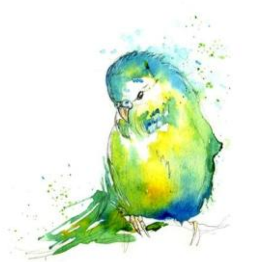


Mark Powell is a well know fine artist from Yorkshire. He is most famous for his depictions of people and animals in biro pen on the surface of found used paper materials such as envelopes, postcards, maps, and old documents

1. Find and old, used, discarded paper; the more interesting the better.
2. Draw the basic outline of a bird on the surface considering its placement on the document.
3. Shade your bird using a black biro focussing on the shadows and leaving highlights. Practise applying biro pressure 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

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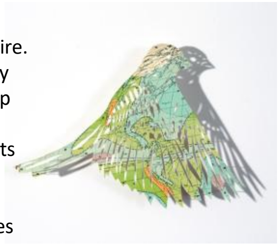
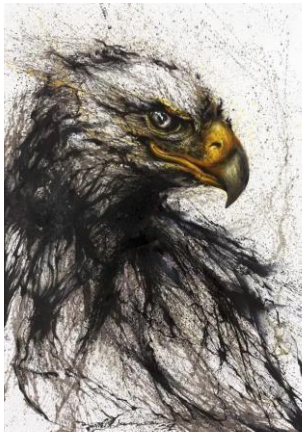


Claire Brewster is a British papercut artist from Lincolnshire. Her process involves intricately cutting map paper with a sharp craft knife. She first draws the silhouette of the bird she wants to create onto a map carefully selected based on where the birds are found. Her silhouettes are often presented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

Art: African Art

Section 1: Key Vocabulary

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

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

Section 2: Observational drawing

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

Initially you are learning about what your mask looks like.

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

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

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

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

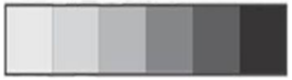
Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

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

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

Section 2: Adding tone

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



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

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

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

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

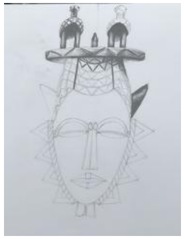
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

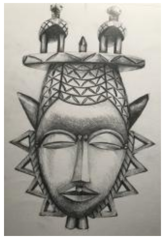
Start with your darkest tone. Decide where you are going to start and gradually apply this dark tone to your drawing.

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

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

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





Year 8: Spring 2

Exploring Performance: Hooks and Riffs

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Hook	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
Riff	A repeated musical pattern, usually heard in the introduction. RIFFS can be rhythmic, melodic or lyrical. They are short and repeated.
Ostinato	A repeated musical pattern. Similar to the riff; but a term used in more classical music.
Bass Line	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass.

Tier 2 vocabulary	Definition
Harmony	Two or more sounds played simultaneously.
Melody	A combination of pitch and rhythm. Often the main tune.
Rhythm	A combination of different note values to create a pattern.
Fluency	The ability to play a melody or chord pattern with dexterity; moving between pitches without losing time.
Timing	Being able to keep a beat, maintaining a steady speed.

Section 2: New Knowledge/Skills

A **hook** or **riff** is a short repeated pattern in music. Within popular music (E.g. Rock and Pop) riffs are often heard in the introduction to the song. The riff would then repeat throughout the song.

This can be heard in **7 Nation Army by The White Stripes.**

A hook is similar to a riff; but is often the catchy vocal part of the song. This will be short and heard mostly in the chorus.

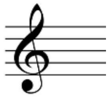
This can be heard in **Stayin' Alive** by **The Bee Gees.**

In classical music a repeated pattern is called an **ostinato**. They can be rhythmic, as heard in **Bolero** by **Ravel** or **Mars** by **Holst.**

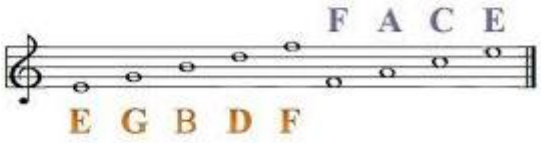
Or they can be melodic, as heard in **Pachelbels's Canon in D.**

Section 3: Other/Previous Knowledge/Skills

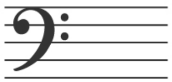
The Treble Clef



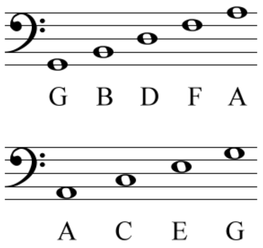
When music has this symbol at the start it is telling us that the notes will be higher in pitch. On the keyboard this is the notes from the centre to the right

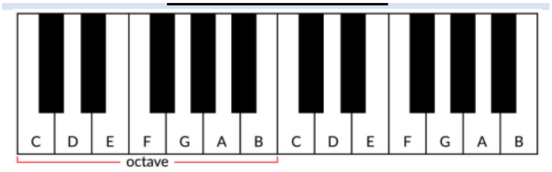


The Bass Clef



When music has this symbol at the start it is telling us that the notes will be lower in pitch. On the keyboard this is the notes from the centre to the left.





Useful apps/websites

Perfect Piano – a piano/keyboard app
www.musicca.com/piano - Virtual Piano

Links to prior knowledge: Keyboard Skills, I've Got Rhythm.

Year 8 Spring 2

Drama: Bullying

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Cross cutting	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.
Character Status	Status is the level of power or influence a character has.
Intonation	This is the rise and fall of your voice.
Phrasing	The way you break up a longer chunk of text into smaller pieces to help give it more meaning to the audience.
Emphasis	The way certain words are stressed to help communicate meaning to an audience.
Naturalistic acting	An acting style that is believable and mirrors how people behave in real life.
Proxemics	The deliberate use of distance between you and other characters or objects to communicate something to an audience.

Tier 2 vocabulary	Definition
Stereotype	A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.
Sensitivity	Thinking and reflecting carefully on the subject matter.
Explore	Considering the subject matter from various different perspective.
Cause and effect	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…

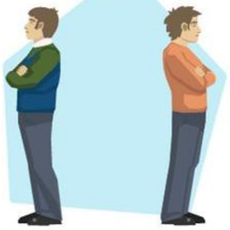
A useful way to remember different vocal skills is through the four Ps.

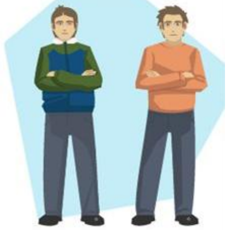
Pitch - the height or depth of the voice
Pace - the speed at which lines are delivered
Pauses - often forgotten and particularly important for building tension
Phrasing - the inclusion of pauses and how an actor chooses to break up or emphasise certain words or phrases

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

Year 8 Rotation 2

D&T: Food Booklet 2

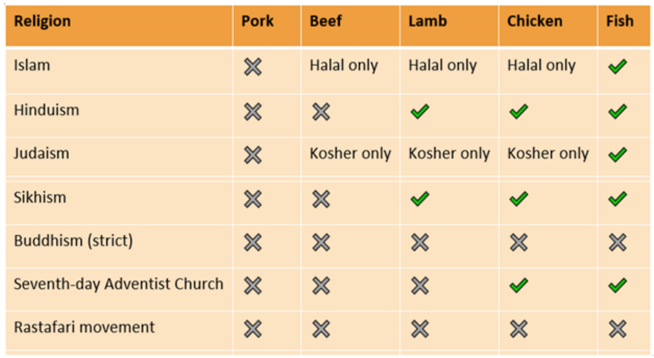
BELPER SCHOOL and Sixth Form Centre

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Provenance	Where something comes from
Sensory Analysis	Analysing products based on the 5 senses
Umami	Savoury flavour e.g. from cooked mushrooms / onions
Kosher	Foods that are prepared according to Jewish dietary laws
Halal	Meat that is prepared in accordance with the Muslim faith
Protected Designation of Origin	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
Al dente	"To the bite" - not overcooked, food still has a firm (rather than soggy) texture. Usually used to describe pasta or vegetables.

Tier 2 vocabulary	Definition
Recipe development	Changing /adapting recipes to improve them or make them more appropriate for different needs
Filo pastry	Very thin pastry used to make spring rolls & samosas
Creaming method	Cake making method used for Victoria Sandwich cake, margarine & sugar are mixed until they look creamy, then eggs are added and flour is folded in
Seasoning	The addition of salt, pepper, herbs and spices to give a dish flavour
Tradition	Customs / beliefs / habits passed from generation to generation
Bland	Lacking in flavour
Intense or concentrated flavour	Strongly flavoured

Section 2: New Knowledge/Skills



Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	✗	Halal only	Halal only	Halal only	✓
Hinduism	✗	✗	✓	✓	✓
Judaism	✗	Kosher only	Kosher only	Kosher only	✓
Sikhism	✗	✗	✓	✓	✓
Buddhism (strict)	✗	✗	✗	✗	✗
Seventh-day Adventist Church	✗	✗	✗	✓	✓
Rastafari movement	✗	✗	✗	✗	✗

GREENLAND
USA
CANADA
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RUSSIA
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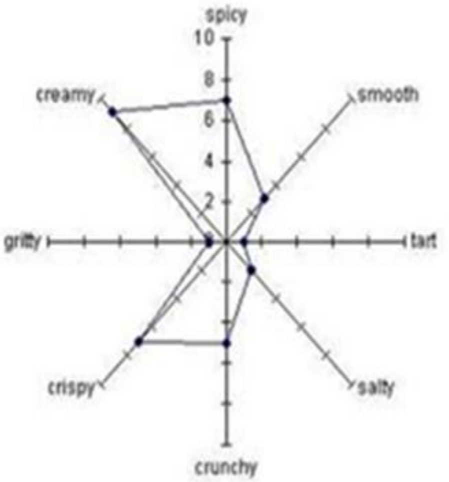
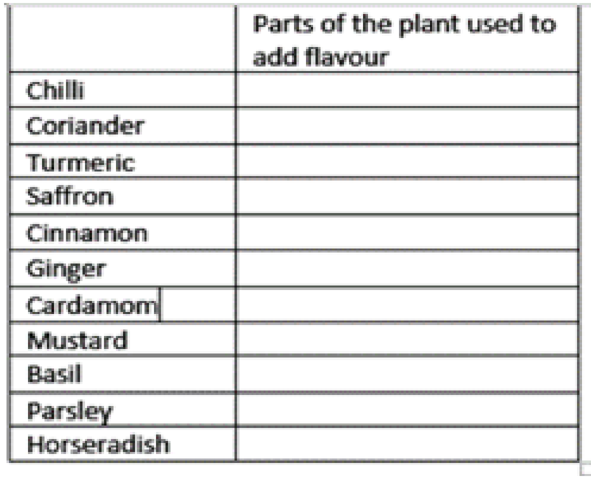
JAPAN
BRAZIL
AUSTRALIA



Descriptive words
Colourful
Heavy
Dense
Fluffy
Moist
Soft
Hot
Sloppy
Consistency
Attractive
Garnished
Contrasting
Delicate
Subtle

Section 3: To do



	Parts of the plant used to add flavour
Chilli	
Coriander	
Turmeric	
Saffron	
Cinnamon	
Ginger	
Cardamom	
Mustard	
Basil	
Parsley	
Horseradish	

Homework 1 - Sensory Analysis
Complete a star diagram and results chart analysing the Bombay Potatoes or Chilli Con Carne which you made. Use the descriptive words from this knowledge organiser to help you. Then complete the evaluation on Google Classroom (ask your teacher for a paper copy if needed).

Taster's Name	Appearance	Taste	Texture
1.			
2.			
3.			

Homework 2 - British Food Traditions
Complete the homework page from your school booklet. (Finding out about British traditions and matching the food to the are that it is linked with on the map.)

D&T Textiles : Hats

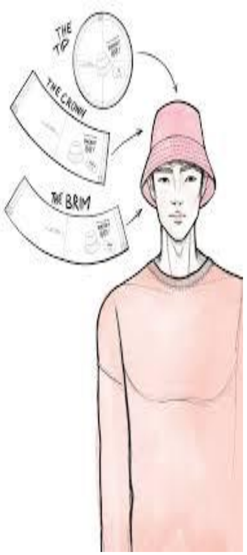
Section 1: Key Vocabulary

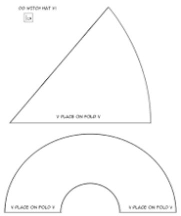
Tier 3 vocabulary	Definition
Wadding	The middle layer of a quilt that provides padding and warmth.
Resist	The material (like elastic bands) used in tie-dye to block dye from the fabric.
Aida	Specially woven fabric used for cross stitch that has a visible grid.
Seam allowance	The area between the edge of the fabric and the stitching line (usually 1.5cm).
Embellishment	Adding decorative features like stitching to improve a product's look.

Tier 2 vocabulary	Definition
Function	How a product works or what it is used for.
Refine	To improve a design or technique by making small changes
Aesthetic	The visual appearance of the final hat.
Symmetry	When two halves of a design are identical mirror images
Annotation	Adding notes to designs to explain choices and techniques.
Prototype	A tester version to check the design works

Section 2: Skills

Templates & Patterns: Paper shapes used as guides to cut out fabric accurately for the different sections of the hat.





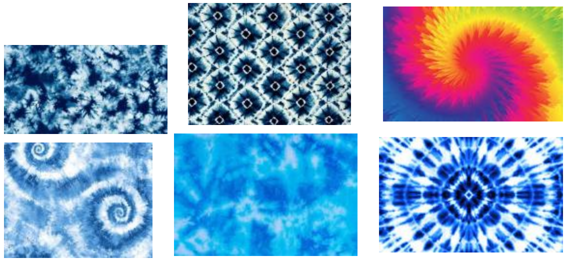
Quality Control:

The hat needs to fit your head! More than ever before this project requires you to work neatly and consistently. As you work you should be QUALITY CONTROLLING your work without really thinking to ensure it can be the best it can be. Here is a list of checks you should be making:

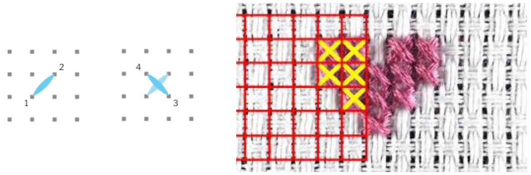
- Checking for neat stitches as you sew
- Accurate cutting at the start will ensure your hat sews together well.
- Fabric selection, picking the most suitable fabric for the hat will help ie. not a flimsy fabric for a witches hat as it will not stand up and keep its shape.
- Consistent seam allowance of 1.5cm
- Neat and careful decorations eg. Buttons attached securely.

Section 3: Knowledge

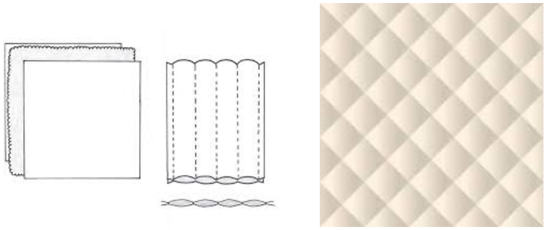
Tie-Dye: A resist-dyeing technique where parts of the fabric are tied to prevent dye from reaching them, creating unique patterns like spirals or sunbursts.



Cross Stitch: A decorative hand-embroidery technique where two diagonal stitches form an 'X' shape on a grid-like fabric (Aida) to create patterns.



Quilting: The process of sewing together three layers—top fabric, wadding, and backing—to create a thick, padded, and insulating material.



Year 8 Rotation 2

D&T:- Desk Light - Maze

Section 1: - Key Vocabulary

Tier 3 Vocabulary

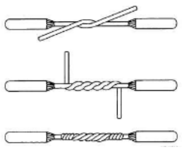
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes thought it in the correct direct
Solder	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
Resistor	An electronic component used to slow the flow of electricity by converting some of it to heat
Image Contour	Technique used on 2D design to create an outline of an image
Laser Cutter	Machine used to accuracy cut and engrave wood and some types of plastic

Tier 2 Vocabulary

Pine	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
Acrylic	Oil based thermoplastic. Can be reheated and reshaped many times
Plywood	Thin layers of wood glued together to form a board
Pillar Drill	Machine used to cut holes into wood, metal and plastics
Polishing Machine	Machine used to smooth and polish the edge and surface metal and plastic
Laser	Light Amplification by Simulated Emissions of Radiation – Can be used as to cut none reflective materials

Section 2: Skills

Introduction to soldering



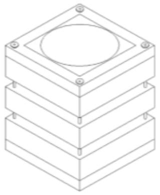
Connecting two wires by neatly wrapping them around each other, then permanently fixing them with solder. Finally covering them with heat shrink to protect the joint and stop 'shorts'

Drilling

Be able to safely and accurately drill large diameter holes with a forstner bit and pillar drill, and small diameter holes with a twist bit and pistol drill

Isometric Drawing

Develop skills in 3D drawing with the aid of an 'isosketch' to recreate a drawing of the desk lamp



Acrylic Shaping

Be able to shape and form acrylic into new curves and corners using strip heater and oven, then be able to fix acrylic using plastic cement

Surface Finish

COATINGS & FINISHES
Polyurethane
Varnish
SATIN
1 Le

Be able to apply a surface finish to wood which will retain the natural features of wood, while enhancing it's visual and physical properties

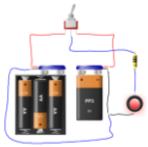
RONSEAL
Teak Oil
Nourishes & Protects

Section 3:- New Knowledge

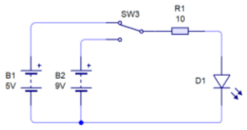
Evaluation

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

Electronics



Identify and describe the components used in the circuit for the desk lamp. Use a diagram to represent the circuit



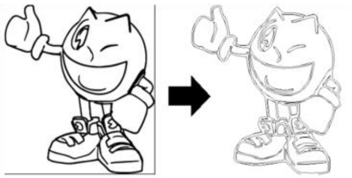
Materials

Continue to develop your knowledge of the range of materials used to create the desk lamp project, including Pine, Acrylic and Plywood

Understand the difference between a 'Physical Property' and a 'Working Property' of a material.

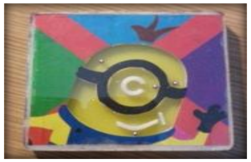
Be able to give examples of physical and working properties of Pine, Acrylic and Plywood

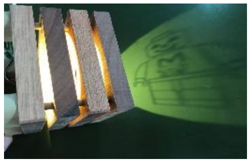
2 CAD Software - Contouring



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

Section 4:- WAGOLL





Year 8 Spring 2

PSHE: Health & Wellbeing

BELPER SCHOOL
and Sixth Form Centre

Section 1: Key Vocabulary	
Tier 2 vocabulary	**Definition**
Stigma	Negative or often unfair assumptions of a topic, person or group
Misconceptions	False information which is commonly accepted as truth.
Drugs	Substances taken which affect the human brain and body
Alcohol	Alcohol sometimes referred to by the chemical name ethanol, is the second most consumed psychoactive drug globally behind caffeine
Tobacco	A dried leave which is smoked in cigarettes, cigars and pipes. Contains nicotine
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action
Body image	A person’s perceived idea of their body
Sex	Sexual activity, including specifically sexual intercourse.

Tier 3 vocabulary	Definition
Triggers	A stimulus that elicits a reaction.
Coping Strategies	Behavioural and cognitive techniques used to manage stressful situations
CPR	Short for cardiopulmonary resuscitation
STI	Short for sexual transmitted infection
Contraception	The use of medicines, devices, or surgery to prevent pregnancy

Section 2: Key Themes:

Mental Health & the stigma attached: The stigma attached to mental health and why it is important to learn strategies to support our mental health. Where to seek help from if needed.

Drugs, Alcohol & Tobacco – Influence: The different types of legal and illegal substances and how they can influence us, our behaviour and decision making. Challenging misconceptions.

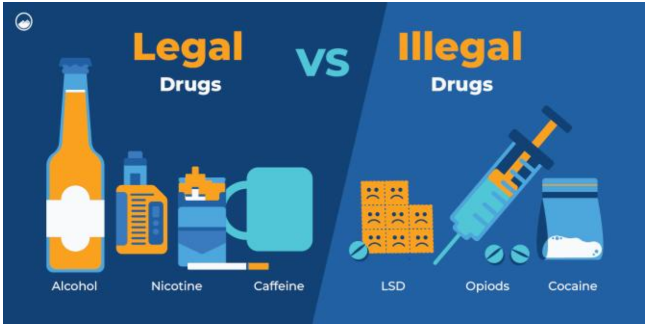
Maintaining a balance life: Learning strategies to support a balanced and health life and understand how our choices might be influenced. The different elements that make up a healthy life.

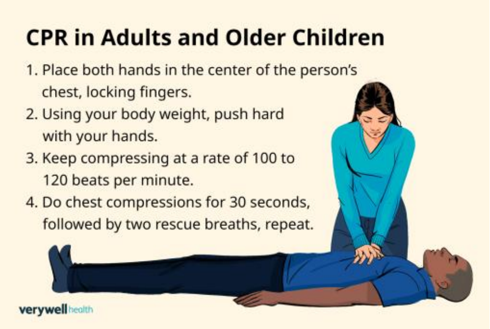
First aid & responding to an emergency: An introduction into how to respond in an emergency and how to perform CPR. The positive impact this can have on society.

The impact of social media: The impact of social media on how we express ourself but also how it can affect our body image and mental health. Managing internal and external influences on our wellbeing.

Contraception & STIs: An introduction to different forms of contraceptives and how they work. An introduction to STIs and how they can spread. Where to access advice.

Section 3: Key concepts:

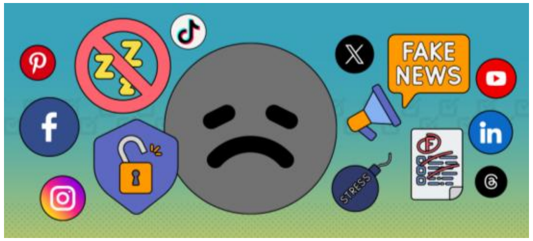


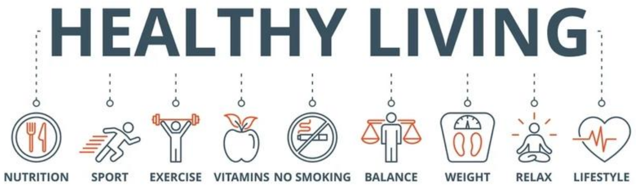


CPR in Adults and Older Children

1. Place both hands in the center of the person’s chest, locking fingers.
2. Using your body weight, push hard with your hands.
3. Keep compressing at a rate of 100 to 120 beats per minute.
4. Do chest compressions for 30 seconds, followed by two rescue breaths, repeat.

verywell health





Oracy

Section 1: Key Vocabulary

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

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

Section 2: The 4 Strands of Oracy You Will Cover

Physical

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

Linguistic

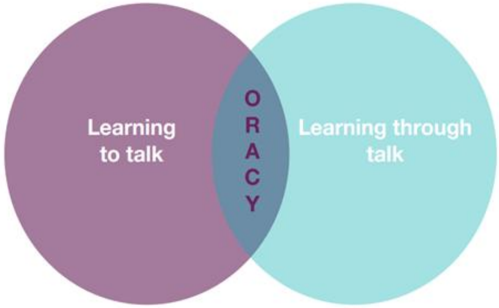
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.

Cognitive

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

Social and Emotional

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



Section 3: Student agreement for oracy

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

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

Types of talk

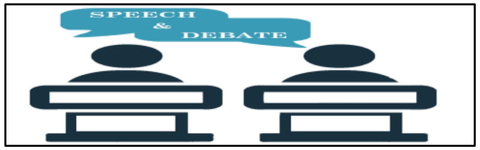
Exploratory talk

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

Presentational talk

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

Debate Talk



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

Instructional Talk

STEP
BY
STEP

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

Section 3: Talking Roles You Will Take:

Instigator

The person who starts the discussion might say:

‘I would like to start by saying…

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

‘To begin with let’s talk about…’

Builder

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

‘I agree and I would like to add…’

‘Linking to your point I would suggest…’

‘Building on that idea…’

Challenger

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

‘That is true but have you considered…’

‘I respect your viewpoint but what about…’

‘I hear what you are saying but …’

Clarifier

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

‘What do you mean when you say…’

‘Could you tell me more about that…’

‘Does that mean that…’

Prober

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

‘What evidence do you have to support that?’

‘How does that support your argument?’

‘How did you come to that conclusion?’

Summariser

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

‘’Overall, the main points covered were…’

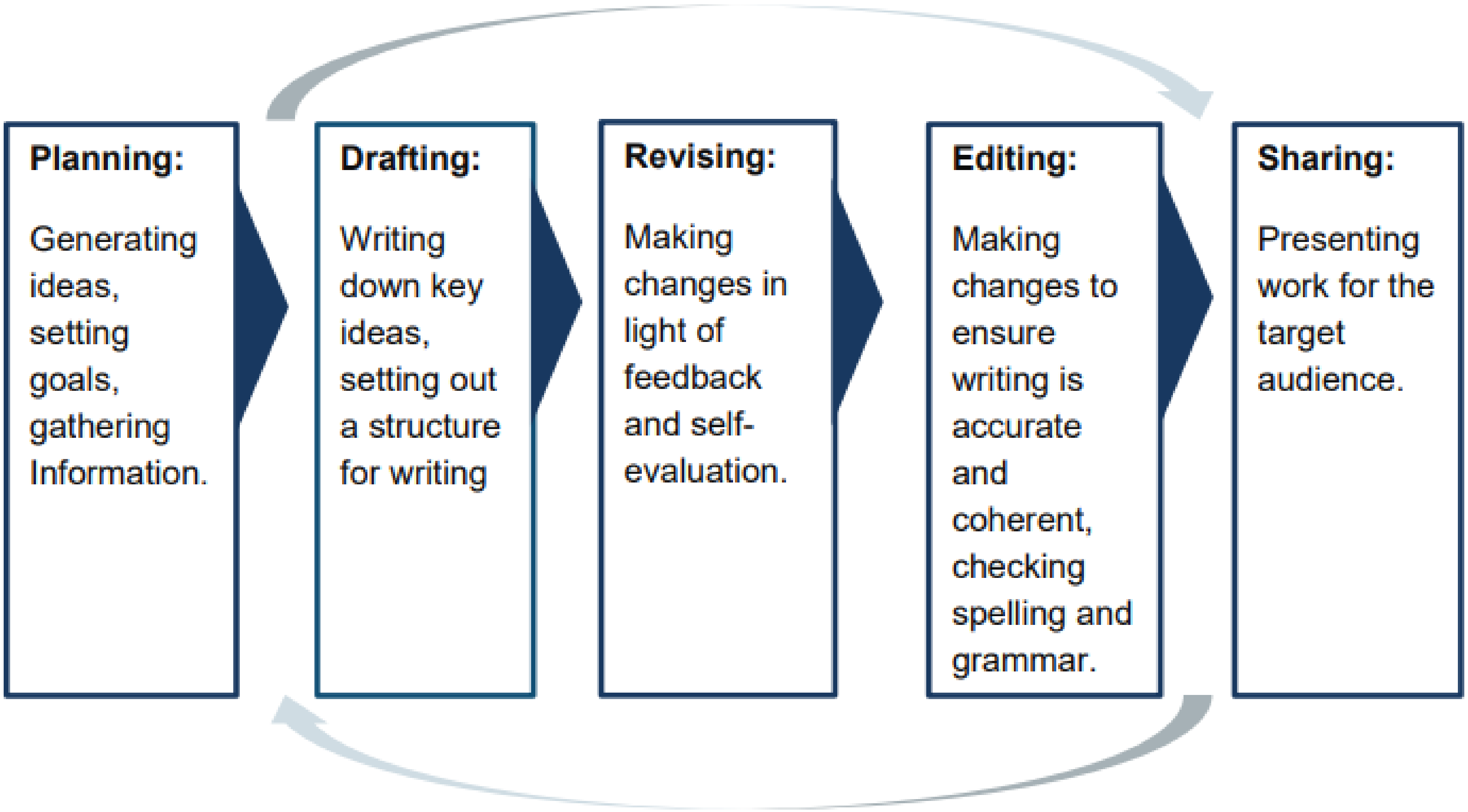
‘In summary…’

‘To round up what has been discussed…’

The Writing Process

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

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



Planning:

Generating ideas, setting goals, gathering Information.

Drafting:

Writing down key ideas, setting out a structure for writing

Revising:

Making changes in light of feedback and self-evaluation.

Editing:

Making changes to ensure writing is accurate and coherent, checking spelling and grammar.

Sharing:

Presenting work for the target audience.

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

BIC medium
BIC medium
BIC medium

2 Pencils

STAEDTLER
STAEDTLER

Eraser

HI-POLYMER
ERASER
Pentel

Pencil Sharpener

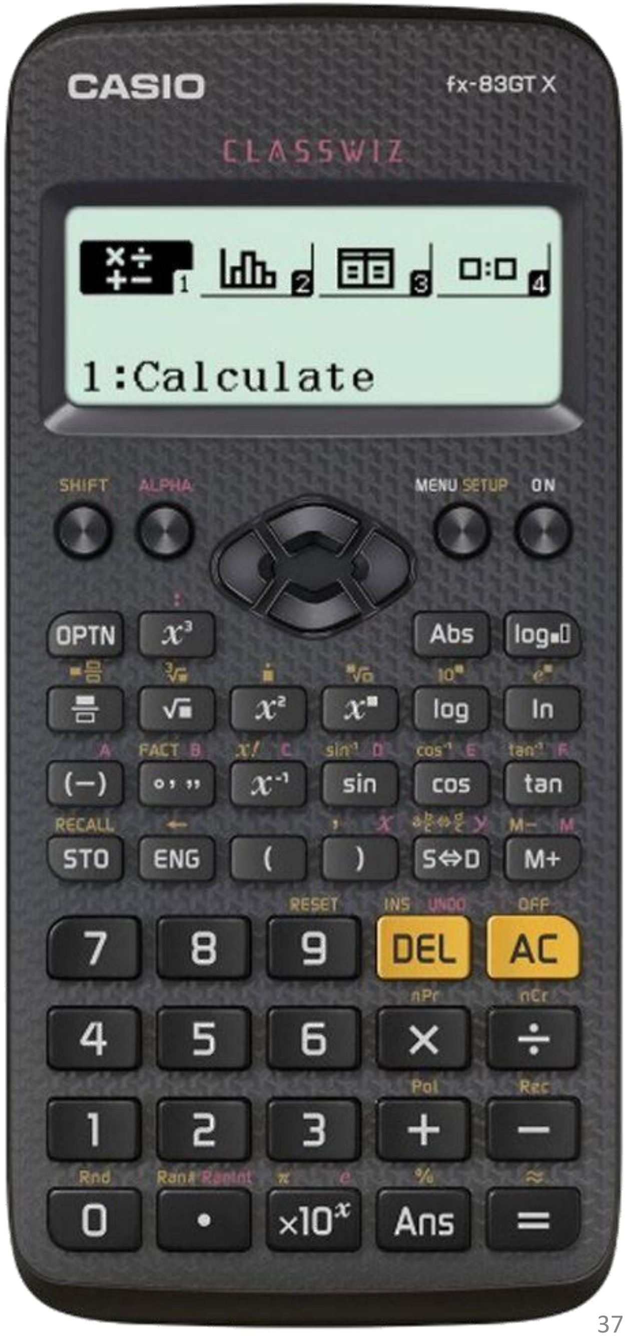
12

Knowledge Organiser

Ruler

Helix
Shatter Resistant

Scientific Calculator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