



"The sport runs off people applying, giving it a shot and taking the opportunity with both hands. I didn't think I would ever be going to the Games competing in skeleton nine years ago ... it's been an amazing journey."

Name:

Tutor Group:

Tabby Stoecker
Matt Weston

Gold Medal Skeleton Mixed Team

Contents Page

Timetable	3
School Expectations	4
Attendance & Punctuality	5
Guided Reading Tracker	6
Subject: English	7-9
Subject: Maths	10-12
Subject: Science	13-16
Subject: Geography	17
Subject: History	18-19
Subject: World Views	20
Subject: French	21-22
Subject: German	23-24

Subject: Computing	25
Subject: PE	26
Subject: Art	27
Subject: Music	28
Subject: Drama	29
Subject: D&T Food	30
Subject: D&T Textiles	31
Subject: D&T Product Design	32
Subject: PSHE	33
Subject: Oracy	34-35
Subject: Writing	36
Extra-curricular timetable	37-38
Equipment Check	39

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

Timetable

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

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

In Class Expectations



Create Your Future

BE CURIOUS

BE RESPECTFUL

BE RESILIENT

BE CONFIDENT



BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

BE PROUD




BE THE BEST VERSION OF YOURSELF

BE BELPER

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

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

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

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

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

BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

Attendance

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

Punctuality

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

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

Attendance this half term

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

Guided Reading Tracker

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

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

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

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





Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Futile	Pointless or useless
Auditory imagery	Words or phrases that describe sound eg '...a gradual crescendo of excitement and laughter ... interspersed with barked orders.'
Comparative adjectives	Adjectives used to compare eg 'It was sweeter than the sweetest bran-mash I had ever tasted.'
Metaphor	A literal comparison eg 'She was a star'
Pathos	Evoking a strong feeling in the reader, usually sadness, using emotive language.

Tier 3 vocabulary	Definition
Cavalry	Soldiers who fought on horseback
Colt	A young, male horse
Halter	A strap or rope placed around the head of a horse used for leading it
Artillery	Heavy military weapons
Ammunition	A supply or quantity of bullets and shells.

Section 2: New Key Skills/Strategies- CPEAT Writing
<p>Example- How does the writer present the <u>futility of war in War Horse?</u></p> <p>C = Connective- Firstly, Moreover, In conclusion,</p> <p>P = Point- The writer uses a simile to...</p> <p>E = Example-This is illustrated by/ For example '.....'</p> <p>A = Analysis- This suggests/ This infers...</p> <p>T = Think intention and impact- The writer's intention is... This evokes a sense of ...</p>

Firstly, the writer uses emotive language to show the futility of war. For example 'The wounded were everywhere – on stretchers, on crutches, in open ambulances, and etched on every man was the look of wretched misery and pain.' The abstract nouns 'misery' and 'pain' show how distressed the soldiers were and evokes pathos within the reader as we feel so sad for them. The writer's intention is to show how futile war is; it makes us question why so many men had to die in such awful conditions.

Section 3: WW1 Context and War Horse themes
<p>Key dates</p> <p>WW1- 1914-1918</p> <p>Horses in Word War 1</p> <p>Prior to WWI, horses had been used by the cavalry as a quick and effective strategy in winning battles. With the introduction of trenches, barbed wire and machine guns, this form of attack became useless. Instead they were used to haul artillery to the front line, aid the transportation of the injured and help with logistical support. Hundreds of thousands of horses were killed or injured during the war.</p>
 
<p>Themes</p> <p>The Futility of War</p> <p>When war is announced, the hopelessness of war is discussed when the villagers talk about the loss of young men on the front line. During his time in France, Joey sees soldiers on both sides and believes there is not much difference between them and that they do not really understand why they are fighting. This is shown in the story when both sides work together to free Joey from the barbed wire, and then go back to fighting – they are not true enemies but fight because of their situation.</p> <p>Relationships</p> <p>The story explores the deep and lasting relationships between a horse and his rider. Joey and Albert form an emotional bond from the very beginning, and each demonstrates his commitment, loyalty and love to the other. Michael Morpurgo also explores similar relationships between the artillery horses and soldiers of both sides through Joey's description of them.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Auditory imagery	Detailed description of sounds
Olfactory imagery	Detailed description of smells
Pathetic fallacy	Using the weather to reflect a particular mood or feeling
Holophrastic sentence	A one word sentence eg 'STOP'
Compound sentence	Two simple sentences joined using a coordinating conjunction eg 'The cat sat on the mat and the cat went to sleep'
Complex sentence	A dependent and independent clause using a subordinating conjunction eg ' Since she became ill, she has felt very tired'

Tier 2 vocabulary	Definition
Setting	The location where the story takes place
Atmosphere	The mood or feeling created through the description
Simile	Using 'like' or 'as' to compare eg 'He ran as fast as a cheetah'
Metaphor	A literal comparison eg 'She was a star'
Visual Imagery	Painting a detailed picture in the reader's mind
Descriptive writing	A detailed snapshot of a place, object or person

Section 2: New Key Skills/Strategies

Writing an effective description
 Techniques to include: Similes, metaphors, imagery, range of sentence types, range of punctuation, ambitious vocabulary.

Example

On the shelves were all kinds of different jars, packed together **like sardines in a tin**. Inside, were mysterious **concoctions** of what seemed like pickled eye balls, salted pig's brains and stewed dragon's livers. The lights were dimly lit and multi-coloured smoke was bubbling from the cauldrons, **creating a carpet of mist that hovered above the floor**. The putrid odour of **fermented herbs teased Harry's nose** and the **sound of crackling fire** beneath the stoves gave the room an unnerving presence. 'What is this place?' he thought.

Diagram labels with arrows pointing to the text:
 - **Simile** points to "like sardines in a tin"
 - **Ambitious vocabulary** points to "concoctions"
 - **Metaphor** points to "creating a carpet of mist that hovered above the floor"
 - **Olfactory imagery** points to "fermented herbs teased Harry's nose"
 - **Auditory imagery** points to "sound of crackling fire"

Section 3:	
R	Read the question
U	Underline the key words
C	Choose the best approach
S	Select information from the text
A	Answer the question using the text
C	Check your answer

C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer's intention is to... This evokes a sense of...

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grief	The mourning of a loss, usually the loss of a loved one
Prejudice	A liking or dislike for one rather than another especially without good reason
Terrorism	The unlawful use of violence or threats to intimidate or coerce a civilian population or government
Conflict	A serious disagreement and argument
Islamophobia	Prejudice, negative sentiments, and hostility toward Islam and Muslims
Affair	A situation in which a person involved in an exclusive relationship is having a relationship with someone else
Hijab	A head covering worn in public by some Muslim women

Tier 2 vocabulary	Definition
Narrative Voice	Narrative voice is the perspective the story is told from.
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices
Intention	The reason <i>why</i> someone chooses to do something
Impact	The effect of something on the reader

Section 2: New Key Skills/Strategies		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	“the classroom glowed like a sweetshop”
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...

Techniques To Engage Audience	
	Direct address
	Alliteration
	Facts
	Opinions
	Rhetorical questions
	Emotive language
	Statistics
	Triplets/Rule of three
	Anecdote
	Punctuation

Section 3:	
Structural Techniques	
Beginning	You might be able to talk about these features in the different sections of the novel.
Middle	
End	
Speaker	
Setting	



Simple or minor sentences	You might be able to write about these features in your work and why the writer has chosen them.
Zooming in	
Repetition	
Character introduction	
Time changes	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Terminating Decimal	A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero
Recurring decimal	A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666 \dots$ or 1.851851851
Numerator	The part of a fraction <i>above</i> the vinculum, or fraction bar
Denominator	The part of a fraction <i>below</i> the vinculum, or fraction bar
Improper fraction	A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$
Mixed number	A number made up of an integer and a proper fraction such as $4\frac{2}{3}$
Tier 2 vocabulary	Definition
Infinite	Endless and immeasurable, such as the sequence of counting numbers
Simplify	To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship
Equivalent	Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

Section 2: Representations

Fraction wall

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

Equivalent fractions, decimals and percentages

Multiplying a fraction by a fraction

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

Section 3: Operations

Dividing a fraction by an integer

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

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

Using equivalence to find a fraction between two others

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

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

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

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

Division by a fraction

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

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

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

Maths: Plotting co-ordinates

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Cartesian Coordinate system	A system used to define the position of a point in 2- or 3-dimensional space
Linear	Straight line
Gradient	The steepness of the line
Intercept	Where lines cross
Integer	Whole number
Non – integer	Not a whole number

Tier 2 vocabulary	Definition
Coordinate	A point on a coordinate grid (x, y)
Infinite	Endless. Immeasurably extensive
Plot	To mark a coordinate
Quadrant	One of the four sections on a Cartesian coordinate grid
Origin	The point (0, 0) where the x-axis and the y-axis cross

Section 2

Coordinates in four quadrants

Coordinate (x, y)
 x is the position on the x – axis first
 y is the position on the y – axis second

In this case, the coordinate is (3,2)

From the origin this is 3 places across the positive x – axis and 2 places up the positive y – axis

(0, a) will always be a point on the y – axis (a can be any number)
 (a, 0) will always be a point on the x – axis (a can be any number)

Lines parallel to the axes

This line is $x = 1$
 All coordinates on this line have an x –coordinate of 1
 (1, 3), (1, 0) and (1, -1) are on the line because the x –coordinate is 1

The intersection point is (1, -2).

This line is $y = -2$
 All coordinates on this line have an y –coordinate of -2
 (4, -2), (0, -2) and (-1, -2) are on the line because the y –coordinate is -2

Recognise and use the lines $y = kx$

The value of **k** changes the steepness of the line. It is also known as the gradient.

The bigger the value of **k**, the steeper the line will be.

The closer to 0 the value of the **k**, the closer the line will be to the x –axis

All the lines go through the origin

Section 3

Lines in the form $y = x + a$

$y = x + 5$
 $y = x$
 $y = x - 6$

These lines are all **parallel** because their gradients are the same.

$y = x + 5$ is a translation of the line $y = x$
 The line $y = x$ has been moved 5 places up the graph.
 5 has been added to each of the x –coordinates

Plotting $y = mx + c$ graphs

$y = 3x - 1$ → Multiply the x –coordinate by 3, then subtract 1

Draw a table to display this information:

This line is $y = -2$
 All coordinates on this line have a y-coordinate of -2 (4, -2) and (-1, -2) and are on the line because the y-coordinate is -2

This represents the coordinate (-3, -10)

You only need to plot two coordinates to form a straight line.

Plotting more points helps to check that your calculations are correct if they still make a straight line.

Join the points using a pencil and ruler to make a straight line.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Centre of enlargement	A point which tells you where to draw an enlargement
Centre of rotation	A point about which the object is rotated
Congruent	Exactly the same
Vector	The instruction that tells you how far to move an object and in which direction
Scale factor	The number each side length is multiplied by in an enlargement
Invariant point	A point that does not move after a transformation has taken place

Tier 2 vocabulary

Tier 2 vocabulary	Definition
Similar	An object is similar if the side lengths are in proportion with the original object. The angles do not change
Object	The original shape before a transformation has taken place
Transformation	A process where a shape is changed or moved resulting in an image. This could be an enlargement, rotation, reflection or translation
Image	The shape after a transformation has taken place
Enlargement	A change in size.
Reflect	An image as it would be seen in a mirror
Translate	Move in straight lines
Rotate	Turn

Section 2

Translations and vector notation

Image after translation by the vector $\begin{pmatrix} -3 \\ 3 \end{pmatrix}$

Object

How far to the left or right (negative value – left)

How far up or down (negative value – down)

All vertices have been translated by the same vector

The image after a translation is congruent to the original object

Rotations

Object

Centre of rotation

Image after a rotation 90° clockwise about the point x

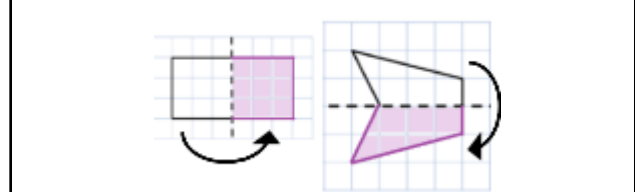
1. Trace the original shape
2. Hold the pencil on the centre of rotation and turn
3. Draw the new shape

The image after a rotation is congruent to the original object

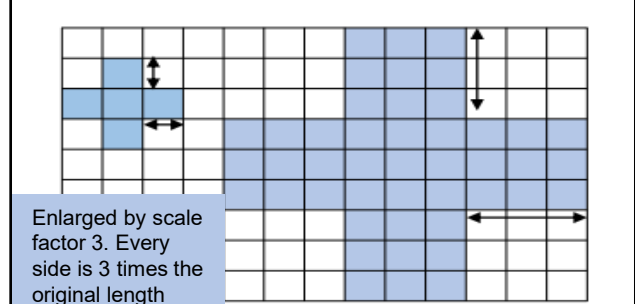


Section 3

Reflections



Enlargements without a centre of enlargement



Enlargements from a centre

Scaled distances method

Scale the distance between the centre of enlargement and each corresponding vertex

Ray method

Multiply the distance from the centre of enlargement to the corresponding vertex by the scale factor along the ray

The image after an enlargement is similar to the original object

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Indicator	A substance used to distinguish an acid from an alkali
pH	A number assigned to a substance to identify it as acid, alkali or neutral
Reactant	The starting substances which react together
Product	The substances which are created from the chemical reaction
Sodium Hydroxide	A common alkali with formula NaOH
Hydrochloric acid	A common acid with formula HCl
Sulfuric acid	A common acid with formula H ₂ SO ₄
Nitric acid	A common acid with formula HNO ₃
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H ₂

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

Section 2:

Colour in the pH scale below;

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

General word equations for neutralisation

Acid + alkali → salt + water

Acid + metal → salt + hydrogen

Acid + metal carbonate → salt + water + carbon dioxide

Bee stings are acidic, so you would put an alkaline cream on it to neutralise it.

Section 3:

Gas Tests

Test for Oxygen O₂

Test for Carbon dioxide CO₂

Test for Hydrogen

Test for Water

Signs that a reaction is happening

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

Fire Triangle: Fire needs these 3 things

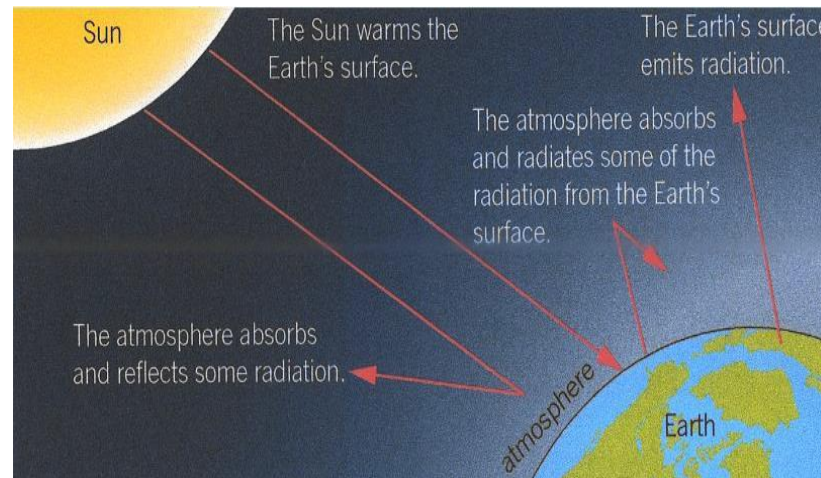
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Greenhouse effect	The process in which gases trap heat in the atmosphere.
Greenhouse gas	Gases which trap heat in the Earth's atmosphere.
Global warming	An increase in the Earth's average temperature.
Deforestation	Cutting down trees, or burning them to make space for crops or cattle.
Atmosphere	The gases surrounding a planet like the Earth.
Drought	A lack of rainfall.

Tier 2 vocabulary	Definition
Weather	The weather conditions at a specific time e.g. it rained on Tuesday.
Climate	The weather conditions over a period of time e.g. the yearly air temperature.
Recycling	Collecting and processing materials so they can be used again.
Reusing	Collecting materials and reusing them without processing them.
Source	Where something comes from
Impact	The effect something has.
Resource	Materials that we use to make the materials we use e.g. rocks used to make metals.

Section 2:

The Greenhouse Effect



Greenhouse gases

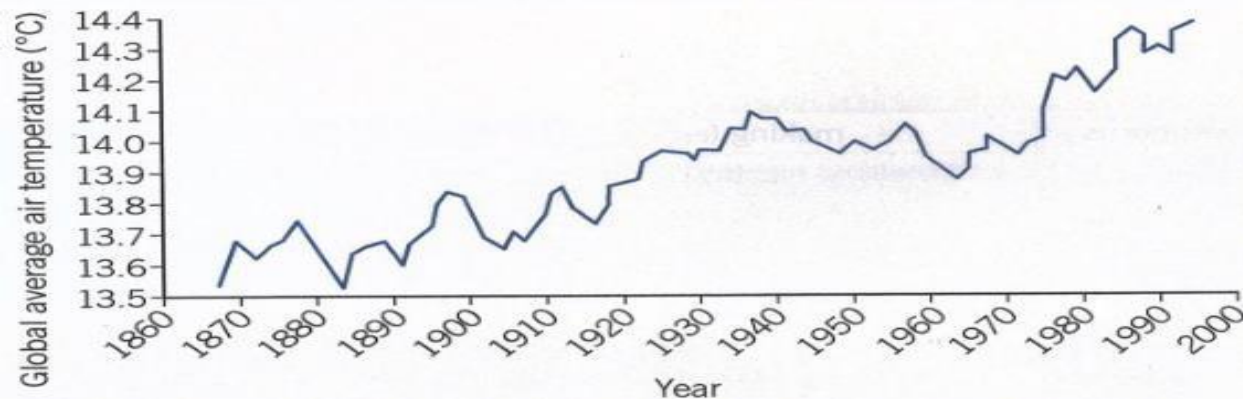
- Carbon dioxide

Sources of greenhouse gases

- Combustion (burning fossil fuels)
- Volcanoes
- Decomposers

Impacts of climate change:

- Increased global temperatures
- Extreme weather such as storms



Recycling



- Advantages** of recycling:
- Resources will last longer
 - Saves energy
 - Reduces waste and pollution

- Disadvantages** of recycling:
- Separating rubbish takes time and effort
 - Recycling schemes take time and cost money to set up

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Organism	An individual living being such as a dog
Habitat	A place where organisms live
Community	A group of organisms living together
Ecosystem	Interactions between a community and the habitat which they live in
Vertebrates / Invertebrates	Animals with a backbone / without a backbone
Biotic	Factors that are caused by living organisms
Abiotic	Factors that are caused by non-living organisms
Quadrat	Square frame used for sampling
Transect	A line across a habitat used for sampling
Pooter	Device used to safely suck small animals into a container for sampling
Pitfall Trap	Buried container used to catch animals which fall into it for sampling
Sweep Net	Net used to collect small animals from water or long grass for sampling

Tier 2 vocabulary	
Environment	Definition
Environment	Surroundings around an object or organism
Population	The total number of a species living in a particular place, at a particular time
Variation (inherited environmental)	Differences between organisms caused by genetics (inheritance) or the environment
Inheritance	Characteristics received from parents via genetics
Classification	Arranging things into groups or categories
Sampling	Collection method used to estimate populations of species within a habitat
Characteristics	Feature or quality belonging to something
Adaptation	Certain characteristics that exist for a function

Section 2: New Knowledge/Skills

Adaptations
Look at some of the characteristics of the polar bear. These characteristics help it survive in the very cold habitat where it lives.

Classification
Below is a classification of vertebrates. There are 5 classes of vertebrates as can be seen below:

All of the animals above have a backbone which is why they are known as vertebrates. Other animals without a backbone are known as **invertebrates**.

Ecosystem

Community

Population

Individual

Section 3: Other subject specific things

Below is a classification key. This is used to classifying living organisms. It can be used to classify organisms.

Biotic Factors

- Food availability
- Predators
- Disease

Abiotic Factors

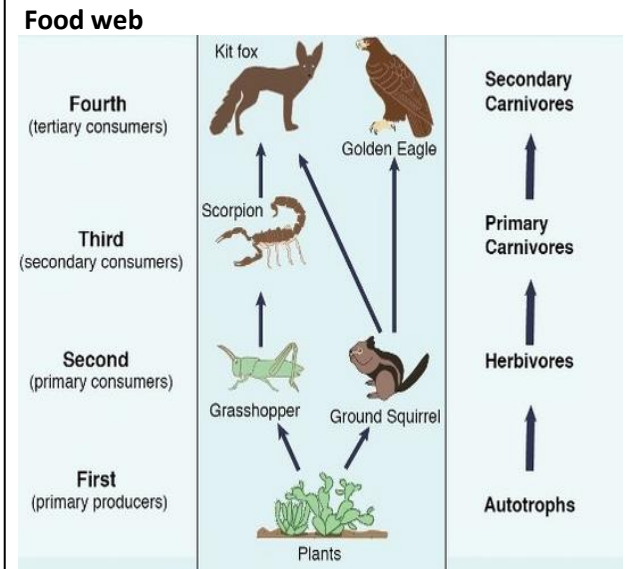
- Light
- Water
- Nutrients
- Soil pH
- Temperature

Sampling
Quadrats and transect are used for sampling habits. This is a method where you sample a small area of a habitat to estimate the whole population within the habitat.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Food Chain	A diagram to show the flow of energy through living things.
Food Web	A diagram to show how food chains join together
Biomass	The dry mass of a living thing
Producer	An living thing able to make its own food
Consumer	A living thing that needs to eat other living things for food
Tertiary	The third level
Predator	An animal that hunts prey for food
Prey	An animal hunted by a predator
Adaptation	Changes that increases a living thing's chance of survival
Natural Selection	Living things better adapted to their environment are more likely to survive and reproduce

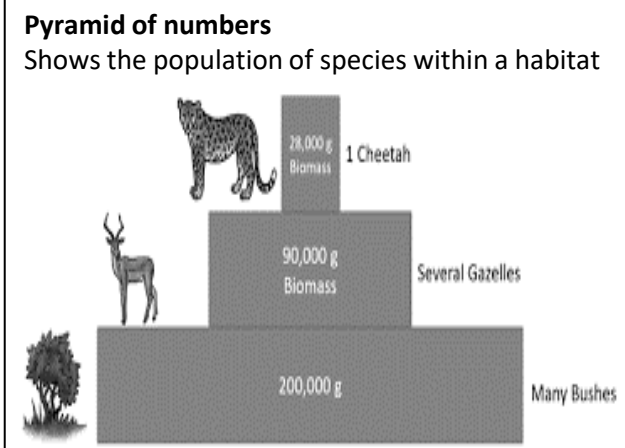
Tier 2 vocabulary	
Pyramid	Definition
Pyramid	A shape that has a wide base and narrower top
Primary	The first level
Secondary	The second level
Population	All the members of one species living in an area
Conclusion	A judgement reached based on evidence
Evidence	Information gathered to support a conclusion

Section 2: Key questions



Prey vs Predators

Consider the features of prey and predators



Often pyramids of biomass are preferred

Section 3: Assessment

You will complete an assessment activity in this topic; you will be asked to research and process different pieces of evidence in order to produce a balanced argument and draw a scientific conclusion to answer the question....

“ Which Predator is the most successful?”

Consider

- Is there enough data?
- Is the data biased?
- Is the data from different sources all the same quality?
- How could it be improved?

Evolution

You will begin to explore the theory of evolution and to learn how Darwin researched and developed his theory of Natural Selection.

A mutation is a change in DNA. These happen all the time, if they happen in the sex cells. (Gametes) these can be passed on. If a mutation offers an advantage then these individuals are more likely to reproduce and pass on the new genes to future generations. The peppered moth is a good example of when this happened.

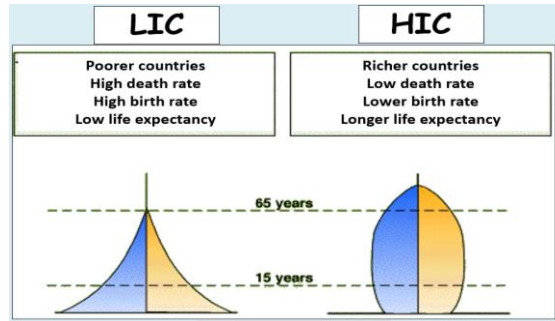


Tier 3 vocabulary	Definition
Birth rate	The number of babies born per 1000 of the population per year.
Census	A count of the population. In the UK, this is every 10 years.
Death rate	The number of deaths per 1000 of the population per year.
HIC (High Income Country)	A wealthier country.
Infant mortality rate	The number of babies who do not survive to the age of 1 per 1000 live births.
LIC (Low Income Country)	A poorer country.
Population	The number of people who live in a place.
Population distribution	How people are spread out across an area.
Quality of life	How good a person's life is. This could be due to a mix of social, economic and environmental factors (see Tier 2 vocabulary below).
Settlement	A place where people live eg. village, town, city.
Shanty town	A poor community where people have made their housing from scrap materials.

Tier 2 vocabulary	Definition
Sustainability	The practice of using natural resources responsibly, so they can support both present and future generations.
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

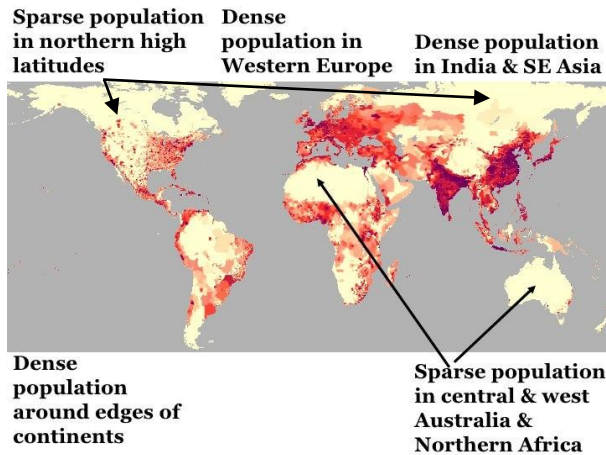
Section 2: New Knowledge

Population pyramids

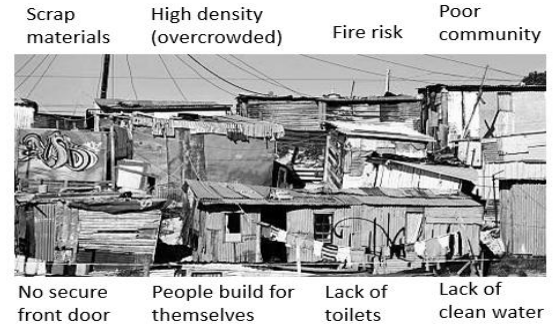


Population distribution

Sparse = not many people live there.
Dense = crowded area, lots of people.

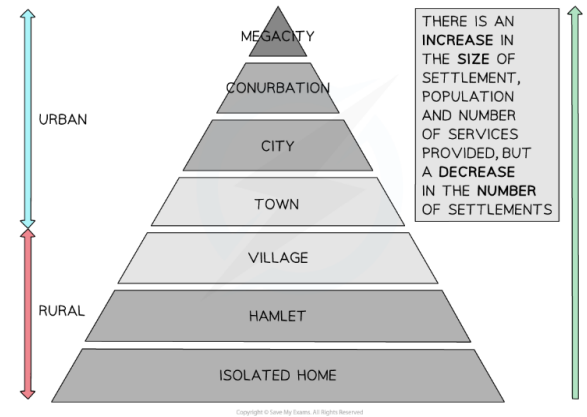


Shanty towns



Settlement hierarchy

Megacity = City with over 10 million people.
Conurbation = Large city and its surrounding towns.



Section 3: Geographical Skills

Different graphs are used for different types of data. For example:

- To show how population is distributed across an area, a **choropleth** is used.
- To show how the number of people in a place has changed over time, use a **line graph**.
- To show the structure of a population in a place, use a **population pyramid**.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Silk Roads	A network of trade routes that connected Europe and Asia.
Black Death	The plague that arrived in England in 1348—named black because of the colour of the buboes .
Buboes	The swellings that appeared on Black Death victims.
Miasma	Bad air that caused disease
Yersinia Pestis	The bacteria that caused the Black Death
Flagellation	Whipping yourself in the hope that God recognised that you were repentant and would not get the plague

Map of the Silk Roads

Tier 2 vocabulary	Definition
Trade	The action of buying and selling goods.
Globalisation	When different parts of the world become more connected.
Disease	A sickness or illness that can often be spread.
Treatments	Different methods that are used to try and cure a disease.
Transmission	The process of spreading a disease
Cultural Exchange	Sharing of ideas, art and religion.

- ### Believed Causes of the Black Death
- It being a punishment from God
 - Miasma (bad air)
 - The movements of the planets
 - Jewish community poisoning the water wells

- ### Believed Cures of the Black Death
- Praying
 - Rubbing a chicken on the buboes
 - Bathing in urine
 - Killing cats and dogs
 - Making potions out of vinegar

- ### Symptoms of the Black Death
- Buboes
 - Dark patches on the skin
 - Coughing up blood
 - Fever
 - Insanity





Section 1: Key Vocabulary		Religion of each monarch		Tudor Rose
Tier 3 vocabulary	Definition			
Reformation	The period when England changed from being Catholic to Protestant. Also called the 'break from Rome'.			
Dissolution of the Monasteries	Henry VIII closed all of the monasteries in England. He took their gold, silver, and land			
Heresy	A religious belief against the agreed religious opinion of a country or organisation			
Treason	The crime of betraying your country or the monarch	Catholicism	The Church of England (Protestantism)	
Indulgences	Paying the Catholic Church to reduce the punishment for your sins and go to heaven quicker.	The Pope is the head of the Church		The monarch is the head of the Church
		The Pope is the most important source of rules		The Bible is the most important source of rules
		Priests could not get married (celibate)		Priests could get married
Tier 2 vocabulary	Definition	Believe the bread and wine literally turns into the body and blood of Jesus Christ during mass		Believe the bread and wine is a representation of Jesus's body and blood during mass.
Hierarchy	A system in which members of a system are ranked according to importance	Believe that churches should be very decorated to show the greatness of God		Believe that churches should be plain and simple, so that nothing distracts from the word of God.
Clergy	The name for people within the church	Believe the Bible and Church services should be in Latin		Believe that the Bible and Church services should be in English (or the language of the country)
Catholic	A branch of Christianity led by the Pope	<p>Diagram of a Catholic Church</p>		<p>Diagram of a Protestant Church</p>
Protestant	A branch of Christianity separate from the Pope			
Monastery	A building where monks or nuns lived			
Corruption	Dishonest behaviour by people who are in power			

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Values	Core beliefs that guide how a person behaves and makes decisions
Premise	A statement that supports an argument
Worldview	A person's way of understanding, experiencing and responding to the world
Allegory	A story where characters or events represent deeper ideas or messages
Ethics	The study of right and wrong
Blik	A person's fundamental worldview that shapes how they see the world and live their life

Tier 2 vocabulary	
	Definition
Knowledge	Facts, information, and skills acquired through experience or education. What have I learnt this lesson? What do I know about this topic?
Impact	A marked effect or influence. E.g. the impact that ones belief has upon their actions.
Specialist Terms	Specialist terms (or terminology) are words, phrases, and acronyms specific to a particular field, profession, or subject area. E.g. Belief, teachings, God, philosophy
Source of Authority	A source of authority is a person, rule, or book that tells us what is right, what is true, or what we should do. It is a trusted guide that helps us make good decisions and know the rules
Judgement	Having or displaying critical points of view. E.g. this is a strong/weak argument because....
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge

Section 2: New Key Skills/Strategies
<p><u>What is meant by philosophy? How do philosophers seek to understand?</u></p> <p>Ultimate questions are questions that do not have straightforward answers. E.g. How do we know what is right and wrong? Does God exist? What happens when we die?</p> <p>The word philosophy comes from Ancient Greece... Philo – meaning love Sophos – meaning wisdom</p> <p>Philosophy means the love of wisdom and involves exploring ultimate questions that are dynamic in nature, meaning they change over time. Philosophy is a tool for thinking deeply and challenging our assumptions. Philosophers use arguments to debate issues, improving our understanding of ourselves and the world</p> <p>Socratic Questioning The word 'unexamined' comes from the Greek word Socrates would have used. Un meaning not Examined meaning not tested.</p> <p>Socrates developed Socratic questioning, using it to stimulate critical thinking.</p> <p>Socrates has given us the tool of Socratic questioning to respectfully challenge worldviews.</p> <p><u>How our World Views are shaped.</u> A worldview is a person's way of experiencing, understanding and responding to the world.</p> <p>It is a perspective on life and is the way in which we see the world.</p> <p>Some people compare it to a lens because we look through it to understand the world.</p> <p>Even though worldviews are personal to us, they are influenced by our experience and develop over time.</p>

Section 3: Other
<p><u>Plato's Theory of Forms</u> 'What is real?' is an important ultimate question.</p> <p>If we can find out what is real, we can know what actually exists and develop our worldview.</p> <p>Plato tried to answer the question 'What is real?' by using the allegory of the cave.</p> <p>Plato's theory about what is real and what we can know continues to influence philosophers today.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">shadows</div>  </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 20px;">prisoners</div>  </div> <p><u>Aristotle and the Importance of Observing the World.</u> Aristotle emphasised the importance of observation in understanding the world and laid the groundwork for modern science. He believed that everything has a telos (purpose).</p> <p>For human beings, this purpose relates to achieving eudaimonia, or living a flourishing life.</p> <p>Eudaimonia can be achieved by exercising virtue.</p> <p>Virtue is a golden mean between extremes or vices.</p> <p>Aristotle's views on ethics show how different worldviews can influence everyday behaviour.</p> <p><u>RM Hare and Blik</u> Flew used the parable of the gardener to argue that religious beliefs have no meaning and that believers make excuses when they are presented with evidence against their beliefs.</p> <p>R M Hare agreed that many religious believers do not accept evidence against their beliefs, but did not think this made them meaningless.</p> <p>Religious beliefs are blisks which strongly influence someone's view of the world and impact their behaviour.</p>

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
SSC sound-symbol correspondence	relationship between letters and their sounds.
Inversion question	the subject pronoun and the verb switch place to form a question
Two-verb inversion	an inversion question using a two-verb structure: pronoun+verb+infinitive
Information question	question starting with a wh-word that has more information in the answer than yes/no.
Preposition	a word used before a noun, noun phrase, or pronoun to connect it to another word, indicating direction, location, or possession.
Negation	two elements e.g 'ne...pas' around the main verb expressing a negative meaning
Definite article	words 'le', 'la', 'les' and 'l'' meaning 'the'
Indefinite article	the words 'un' and 'une', meaning 'a', 'an'
Irregular feminine adjective	an adjective in the feminine form that does not follow the regular pattern
Pre-nominal adjective	a BAGS adjective (beauty, age, good/bad or size) that goes before the noun.
Post-nominal adjective	an adjective that goes after the noun: 'un livre intéressant' (most adjectives in French)
Questions	Translation
1. Sors-tu ce soir ?	Are you going out this evening?
2. Aimes-tu sortir ?	Do you like going out?
3. Quand vas-tu en vacances ?	When are you going on holiday?

Section 2: Grammar & Phonics
<p>inversion questions For yes/no or closed questions, swap the subject pronoun + verb and insert a hyphen in-between. Tu vas à l'école ? this intonation question becomes: Vas-tu à l'école ? Do you go to school? When asking a closed inversion question using 'il/elle', pronounce the 't' e.g. sort-elle ce soir ? If the verb ends in a vowel, add a 't' before 'il/elle' e.g. a-t-elle un chien ?</p>
<p>two-verb inversion an inversion question using a two-verb structure: pronoun + verb + infinitive (e.g. 'Aimes-tu sortir ?')</p>
<p>quel/quelle (which) The question word 'quel' matches the gender of the noun: 'quel' (m) and 'quelle' (f).</p>
<p>information question to form an information question, use intonation: 'Tu vas quand en vacances ?' The question word goes after the verb. Or use inversion: 'quand vas-tu en vacances ?' and put the question word at the front.</p>
<p>'quoi' and 'que' both mean 'what'. Use 'quoi' with intonation questions and 'que' with inversion questions.</p>
<p>ne...pas French negative structure that translates as 'not' or 'don't', e.g. 'je ne parle pas' (I don't talk, I am not talking) 'ne' shortens to 'n' before a verb starting with a vowel. e.g. je n'ai pas... To say what you don't have use 'ne...pas' around 'avoir'. After this indefinite articles change to 'de' or 'd' e.g. je n'ai pas de réponse. 'il y a' becomes 'il n'y a pas de/d' * see over for more detail</p>
<p>pre-nominal adjective Some adjectives go before the noun. These adjectives refer to beauty, age, good/bad and size (BAGS): 'un vieux vélo'.</p>

dire to say/ to tell		venir to come	
Je dis I say/ tell	nous disons we say/ tell	Je viens I am	nous venons we come
tu dis you say/ tell	vous dites you say/ tell	tu viens you say	vous venez you come
il dit he says/ tells	ils disent they say/ tell (m)	il vient he say	ils viennent they come
elle dit she says/ tells	elles disent they say/ tell (f)	elle vient she say	elles viennent they come
prendre to take/ taking (comprendre –to understand/ apprendre- to learn)		sortir to go out/ exit	
Je prends I take	nous prenons we take	Je sors I am	nous sortons we come
tu prends you take	vous prenez you go	tu sors you say	vous sortez you come
il prend he goes	ils prennent they take (m)	il sort he say	ils sortent they come
elle prend she goes	elles prennent they take (f)	elle sort she say	elles sortent they come

Section 3: WAGOLL & phonics
<p>Salut Sophie, Aujourd'hui, je suis malade et je ne suis pas une fille heureuse ! Je ne suis pas à l'école et je ne fais pas d'exercices. Je regarde un film français mais ce n'est pas un film amusant et je ne mange pas de pizza. C'est comment, l'école ?</p>

Phonics			
a	amusant	(e)au	mauvais
i	un ami	ain/in	train
ou	nous	u	tu
è ai	tête vrai	é, er,ez	écrire allez aller
ch	chercher	oi	voir
<p>c is soft before 'i' + 'e' but 'c' is hard before 'a', 'o' or 'u' e.g. ce (soft) & calme (hard) ç the 'cédille' softens the 'c' e.g. français</p>			

prepositions of place	
de	of/ from
dans	in
sur	on
sous	under
derrière	behind
devant	in front (of)
entre	between
<p>Most adjectives add an 'e' in the feminine form. Some adjectives are irregular in the feminine e.g. beau (m), belle (f)</p>	
<p>dormir to sleep Je dors I sleep/ I am sleeping Tu dors you sleep/ you are sleeping il/elle dort he/she sleeps/ is sleeping</p>	

7Fr Sum1 W1	
prendre	to take, taking
je prends	I take, I am taking
tu prends	you take, you are taking
il prend	he takes, he is taking
elle prend	she takes, she is taking
l'erreur	mistake
facile	easy (m/f)
apprendre	to learn, learning
comprendre	to understand, understanding
dire	to say, saying
je dis	I say, I am saying
tu dis	you say, you are saying
il dit	he says, he is saying
elle dit	she says, she is saying
7Fr Sum1 W2	
devenir	to become, becoming
revenir	to come back, coming back
sortir	to go out, going out
je sors	I go out, I am going out
tu sors	you go out, you are going out
il sort	he goes out, he is going out
elle sort	she goes, she is going out
important	important (m)
importante	important (f)
de	of, from
venir	to come, coming
je viens	I come, I am coming
tu viens	you come, you are coming
il vient	he comes, he is coming
elle vient	she comes, she is coming
algérien	Algerian (m)
algérienne	Algerian (f)
l'Algérie	Algeria
Alger	Algiers

7Fr Sum1 W3	
que	that, what?
quel	which? (m)
quelle	which? (f)
combien	how much, how many
la langue	language
la matière	subject
la musique	music
la science	science
les maths	maths
le nom	name
pourquoi	why
parce que	because
7Fr Sum1 W4	
parfois	sometimes
l'équipe	team
le bureau	desk
sous	under
sur	on
dormir	to sleep, sleeping
je dors	I sleep, I am sleeping
tu dors	you sleep, you are sleeping
il dort	he sleeps, he is sleeping
elle dort	she sleeps, she is sleeping

Translation tips
 Word order is often different in French and English. In many cases, we can't translate word-for-word and you may need to paraphrase.

7Fr Sum1 W5 & W6	
la plage	beach
la rue	street
le café	café
le cinéma	cinema
derrière	behind
devant	in front of
entre	between
nouveau	new (m)
nouvelle	new (f)
vieux	old (m)
vieille	old (f)
belle	beautiful (f)
haut	high (m)
haute	high (f)
le bâtiment	building
l'église	church
le pont	bridge
le jardin	garden

***Negation continued.**

When negating 'avoir' change the indefinite article to '**de/d**' e.g. je n'ai pas **d**'idée

The definite articles stay the same in negative sentence with 'avoir'.
 e.g. je n'ai pas l'ordinateur
 I don't have **the** computer

However, **être** is different to other verbs. The indefinite article stays the same in negative sentences.

C'est **une** ville calme.
 Ce n'est pas **une** ville calme.

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
WO1	word order 1 – standard word order: subject, then verb
WO2	word order 2 – subject and verb are inverted (swapped) after a phrase starts with an adverb or a time phrase
Adverb	word that describes a noun or an adjective
Time phrase	a multi-word phrase that describes when something happens
Accusative case	used with prepositions to show movement towards someone or something
Dative case	used with prepositions to show the location of someone or something
Possessive adjective	describes a noun by saying who possesses it, e.g. his, her, my, your
Questions	Translation
Wie viel Zeit hast du?	How much time do you have?
Wie viele Leute gibt es?	How many people are there?
Trinkt er sein Wasser?	Is he drinking his water?
Sieht sie montags ihre Tante?	Does she see her aunty on Mondays?
Gehst du am Nachmittag in die Stadt?	Are you going into town in the afternoon?
Bist du jetzt in der Stadt?	Are you in town now?

Section 2: Grammar											
<p>Word Order German has very specific rules for word order.</p> <p><u>Word Order 1</u> This is standard word order subject + verb + adverb + noun (Not all sentences need an adverb or noun) Er trinkt heute Wasser Wir spielen am Montag Tennis</p> <p><u>Word Order 2</u> Use this to emphasise when something happens. The subject and adverb swap places, but the verb remains in the same place adverb + verb + subject + noun Heute trinkt er Wasser Am Montag spielen wir Tennis</p>											
<p>Days of the week</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>time phrases - nouns (in the week ahead)</th> <th>adverbs (regular routine)</th> </tr> </thead> <tbody> <tr> <td>am Montag</td> <td>montags</td> </tr> <tr> <td>am Morgen</td> <td>morgens</td> </tr> <tr> <td>am Nachmittag</td> <td>nachmittags</td> </tr> <tr> <td>am Abend</td> <td>abends</td> </tr> </tbody> </table>		time phrases - nouns (in the week ahead)	adverbs (regular routine)	am Montag	montags	am Morgen	morgens	am Nachmittag	nachmittags	am Abend	abends
time phrases - nouns (in the week ahead)	adverbs (regular routine)										
am Montag	montags										
am Morgen	morgens										
am Nachmittag	nachmittags										
am Abend	abends										
<p>This side refers to a specific Monday/a specific evening</p>	<p>This side refers to regular Mondays/ evenings etc</p>										
<p>viel/viele viel means much / a lot of Use with uncountable nouns Es gibt viel Essen – there is a lot of food Es gibt nicht viel Zeit – there is not much time</p> <p>viele means many / a lot of Use with countable nouns Es gibt viele Leute – there are lots of people Wir haben viele Hunde – we have many dogs</p>											

Section 3: Grammar & Phonics																													
<p>Possessive adjectives The possessive adjective matches the gender of the noun it refers to, not of the person who possesses it!</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>masculine</th> <th>feminine</th> <th colspan="2">neuter</th> </tr> </thead> <tbody> <tr> <td>my</td> <td>mein Bruder</td> <td>meine Mutter</td> <td colspan="2">mein Kind</td> </tr> <tr> <td>your</td> <td>dein Bruder</td> <td>deine Mutter</td> <td colspan="2">dein Kind</td> </tr> <tr> <td>his</td> <td>sein Bruder</td> <td>seine Mutter</td> <td colspan="2">sein Kind</td> </tr> <tr> <td>her</td> <td>ihr Bruder</td> <td>ihre Mutter</td> <td colspan="2">ihr Kind</td> </tr> </tbody> </table>						masculine	feminine	neuter		my	mein Bruder	meine Mutter	mein Kind		your	dein Bruder	deine Mutter	dein Kind		his	sein Bruder	seine Mutter	sein Kind		her	ihr Bruder	ihre Mutter	ihr Kind	
	masculine	feminine	neuter																										
my	mein Bruder	meine Mutter	mein Kind																										
your	dein Bruder	deine Mutter	dein Kind																										
his	sein Bruder	seine Mutter	sein Kind																										
her	ihr Bruder	ihre Mutter	ihr Kind																										
<p>Prepositions Use accusative if your preposition is showing movement towards. Use dative if your preposition is showing location. in can be translated as in (location) / into (movement) auf can be translated as on (location) / onto (movement)</p> <p>Use the verb and context to decide whether the sense is movement or location</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>in/auf</th> <th>der (m)</th> <th>die (f)</th> <th>das (nt)</th> </tr> </thead> <tbody> <tr> <td>Ich gehe (accusative case, movement towards)</td> <td></td> <td>in den Park</td> <td>in die Stadt</td> <td>in das Kino</td> </tr> <tr> <td>Ich bin (dative case, fixed location)</td> <td></td> <td>in dem Park</td> <td>in der Stadt</td> <td>in dem Kino</td> </tr> </tbody> </table>						in/auf	der (m)	die (f)	das (nt)	Ich gehe (accusative case, movement towards)		in den Park	in die Stadt	in das Kino	Ich bin (dative case, fixed location)		in dem Park	in der Stadt	in dem Kino										
	in/auf	der (m)	die (f)	das (nt)																									
Ich gehe (accusative case, movement towards)		in den Park	in die Stadt	in das Kino																									
Ich bin (dative case, fixed location)		in dem Park	in der Stadt	in dem Kino																									
<p>German phonics</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td>th</td> <td>like t</td> <td>Bibliothek</td> <td>st</td> <td>like sht</td> <td>stark</td> </tr> <tr> <td>ie</td> <td>like eee</td> <td>viele</td> <td>ei</td> <td>like eye</td> <td>seine</td> </tr> <tr> <td>final d</td> <td>like t</td> <td>Hand</td> <td>ig</td> <td>like ich ik</td> <td>zwanzig in the north in the south</td> </tr> </tbody> </table>					th	like t	Bibliothek	st	like sht	stark	ie	like eee	viele	ei	like eye	seine	final d	like t	Hand	ig	like ich ik	zwanzig in the north in the south							
th	like t	Bibliothek	st	like sht	stark																								
ie	like eee	viele	ei	like eye	seine																								
final d	like t	Hand	ig	like ich ik	zwanzig in the north in the south																								

7Gr Sum1 W1	
wann?	when
das Theater	theatre
Sonntag	Sunday
die Bibliothek	library
Dienstag	Tuesday
der Verein	club
Mittwoch	Wednesday
Freitag	Friday
Samstag	Saturday
Donnerstag	Thursday
im Orchester	in the orchestra
im Chor	in the choir
am Morgen	in the morning
7Gr Sum1 W2	no list

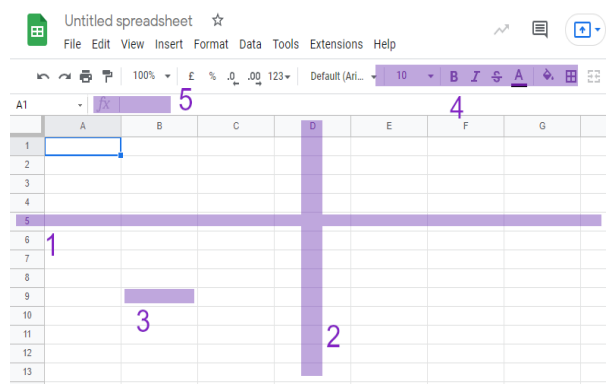
7Gr Sum1 W3	
in	in, into
auf	on, onto
die Stadt	city, town
fallen	to fall, falling
das Geschäft	shop
das Museum	museum
springen	to jump, jumping
das Konzert	concert
angenehm	pleasant
das Kino	cinema
die Party	party
der Markt	market
die Straße	street
7Gr Sum1 W4	
ihr	her
sein	his
über	about
mein	my
das Kind	child
dein	your

die Eltern	parents
der Bruder	brother
die Schwester	sister
der Schauspieler	male actor
die Geschwister	siblings, brothers and sisters
7Gr Sum1 W5A-D	revision
7Gr Sum1 W6	
dort	there
das Land	country
die Stunde	hour
suchen	to search, look for
schaffen	to manage, achieve
erreichen	to reach, reaching
dauern	to last, take (time)
normalerweise	normally
Schottland	Scotland
die Schweiz	Switzerland
Wien	Vienna
viel	a lot of, much
viele	a lot of, many
dort	there

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Spreadsheet	A computer program that represents data in a grid, and helps you to perform calculations.
Cell reference	A letter and number to refer to a specific cell (or group of cells) in a spreadsheet
Relative cell reference	Relative references change when a formula is copied to another cell.
Absolute cell reference	Relative references stay the same when a formula is copied to another cell.
Variable	A value we put in a cell in the spreadsheet. This value may change

Tier 2 vocabulary	Definition
Modelling	Modelling is the process of describing a real world problem or situation in a mathematical way. Spreadsheets excel at this!
Simulation	The process of using a model to predict behaviour.
Cost	The amount of money needed to buy something.
Profit	The difference between the amount something is sold for, and the amount it cost.
Formatting	Laying out data in a spreadsheet, in as clear and readable a way as possible.
Chart	A visual way to represent data from a spreadsheet.

Section 2: New Knowledge/Skills



Spreadsheet Terms

Row	1	Formatting tools	4
Column	2	Formula Bar	5
Cell	3		

Workbooks and worksheets


A spreadsheet file is made up of one workbook and multiple worksheets. Worksheets appear as tabs at the bottom of a workbook. They can be reordered and renamed.

Sorting cell data and duplicating cells


The A-Z feature automatically orders data in ascending/descending order or alphabetically.

The fill handle duplicates a cell's contents or fills a series. Click and drag the fill handle over the cells you want the duplicate data or series to fill.

Section 3: Other subject specific things



Microsoft Excel is probably the most famous and commonly used spreadsheet. It was first released in 1987. It can be purchased together with Word and Powerpoint.



We are using Google Sheets for this term. It is free to use, automatically saves your work to Google drive and can be accessed anywhere on nearly any device (even your phone!)

Useful Formulae

$= A1 + B3$ $= A1 - B3$ $= A1 * B3$ $= A1 / B3$	Addition Subtraction Multiplication Division
B2:E4	The colon (:) between the two cell references uses a GROUP of cells (Top left to bottom right)
\$B3, B\$3, \$B\$3	The dollar sign (\$) makes an absolute cell reference. It freezes the column or the row.
$=SUM(A1:A7)$ $=MAX(A1:A7)$ $=MIN(A1:A7)$	SUM adds the contents of all the cells in brackets. MAX shows the largest value and MIN gives the smallest.
$=COUNT(A1:A7)$ $=COUNTA(A1:A7)$ $=COUNTIF(A1:A7)$	$=IF(B5<=60,"Pass","Fail")$ > Greater than < Less than >= Greater than or equal to <= Less than or equal to

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Striking	The team that is performing the role of hitting the ball and scoring runs or similar.
Innings	A division of the game in which both teams have a turn at striking and fielding.
Rounder/Run	When a member of the striking team successfully makes it a set distance without being out, they are awarded a run or similar like points.
Base/Post	In rounders/baseball/softball the striking team must make it to a base before the ball to be safe (not out).
Wicket	The wicket is made up of 3 stumps and 2 bails in cricket and is defended by a batter.
No-Ball	The ball must be thrown in a certain way to be legal, if this is not the case it is a no-ball.
Out	A member of the striking team is no longer able to take part or score points, for example after being caught.
Tier 2 Vocabulary	
Definition	Definition
Throw	Sending the ball through the air with the hand or arm into a target such as a base.
Catch	Receiving and controlling the ball with the hands, without dropping it.
Bowler	The member of the fielding team that throws the ball to a member of the striking team to attempt to hit.
Batter	The member(s) of the striking team responsible for attempting to hit the ball when bowled.
Fielding	The team performing the role of bowling and collecting the ball to minimise points scored by the striking team.

Section 2: Track and Field Athletics Safety

Track and Field Athletics



The track element of athletics takes place on a running track, this may be an artificial surface often red in colour, but may also simply be marked out with lines on grass. The standard length of a track is 400m and a range of running races take place from 100m sprints through to longer distance races at a slower pace such as the 1500m. All races start at different points but always finish on the same finish line. Field events take place on the inside or outside of the track and involve jumping or throwing.

Safety

When we are running, jumping or throwing we need to be fully warmed up to avoid injury. Athletics areas or equipment should never be used or touched without the permission of a member of staff. Throwing implements such as javelins must be carried a certain way and in lessons there will always be a safety line to stand behind along with a separate throwing line. We never run/jump/throw/collect until told to do so.



Section 3: Introduction to Striking and Fielding Games

Striking and Fielding Games



Striking and Fielding games normally involve a striking team aiming to hit a ball into space or certain areas in order to score points or to gain a time advantage in which to score points. The fielding team must 'field' (collect) the ball as fast as possible and may be able to get the other team out or prevent them from scoring further points by throwing it to certain areas such as a base. During an innings, both teams will have a turn at performing the striking role and the fielding role and will swap over after each. At the end of the innings (or after several innings) the team with the most runs or points will be declared the winner. An innings can be timed, or may be played until there have been a certain number of balls bowled, a certain number of bats each, or until everyone is out depending on the game.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Chord	Multiple notes played simultaneously.
Verse	The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change.
Chorus	The repeated part of a song that delivers the main message.
Harmony	The chords used within a song.
Triad	A chord of three notes.
Cut it Out	A lyric writing technique that involves taking existing text and rearranging into new material.
Lotus Diagram	A structured mind mapping tool.

Tier 2 vocabulary	Definition
Accompaniment	Music that accompanies/ plays alongside the melody.
Lyrics	The words of a song.
Oral Tradition	Word of Mouth.

Section 2: New Knowledge/Skills
<p>Folk Music is traditional music of the people used to tell stories of people, places and events.</p> <p>Folk Music is traditionally passed on orally (through speech or song) from one generation to the next – the oral tradition (passed down by word of mouth), and many Folk Songs were not originally written down.</p> <p>Folk music tells a story, stories about everyday life, the seasons, battles and wars, shepherd’s songs, sea shanties and lullabies.</p> <p>Song Writing</p> <p>Songs will often be in verse and chorus structure. The verses will tell the story, whilst the repeated chorus delivers the main message.</p> <p>Cut it out technique</p> <p>This song writing technique involves taking existing writings (poetry, stories, newspaper articles etc) and ‘cutting’ out words and phrases that are then used in a new way to tell a new story.</p> <p>Lotus Diagram</p> <p>This song writing technique involves taking a starting topic/theme and creating a bank of words associated with it. These are then used to tell a new story.</p> <p>Accompaniment</p> <p>Folk songs will either be unaccompanied (a cappella) or have minimal harmonic/chordal accompaniment.</p>

Section 3
<p>Many folk songs use quite simple harmony; the primary chords. These are CHORDS I, IV and V in a sequence. We use roman numerals to label chords so I, IV and V is 1, 4 and 5</p> <p>Starting on C these chords are</p> <div style="text-align: center;"> <p>I IV V C F G (CEG) (FAC) (GBD)</p> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>C Major</p> <p>C</p> </div> <div style="text-align: center;"> <p>F Major</p> <p>F</p> </div> <div style="text-align: center;"> <p>G Major</p> <p>G</p> </div> </div> <p>We can play these chords as full chords – where we play all the notes at the same time or as broken chords.</p> <p>Broken chords are where we split the notes up one at a time</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <p>Listen to folk songs here</p> </div> <p>Links to prior learning: How to Build A Song, I’ve Got Rhythm</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Teacher in Role	Working with your teacher pretending to be somebody else, or taking on a role. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.
Naturalistic Still Image	A frozen image created to help capture a key moment or emotion.
Monologue	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
Vocal Projection	Voice projection is the technique of controlling the volume, pitch, and distance that your voice travels.
Hot seating	This is an exercise to deepen understanding of character. Hot-seating helps an actor become more familiar with their role.
Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Reflection	To think carefully and deeply about a subject.
Plot Twist	In literature, film, television, and even video games, a plot twist is an unsuspected occurrence or turn of events in the story that completely changes the direction or outcome of the plot from the direction it was likely to go.
Refugee	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Section 2: New Drama Strategies

Hot seating

Ask questions that force the actor to consider the life of their character in depth and beyond the world of the play. You could ask them about home life, childhood, family relationships, hopes, fears, hobbies and how they feel about other characters.

Thought Tracking

A thought-track is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.

Section 3

An extract from a poem

Home
By Warsan Shire (British-Somali Poet)

no one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well
your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory is
holding a gun bigger than his body
you only leave home
when home won't let you stay.
no one leaves home unless home chases you fire under
feet
hot blood in your belly
it's not something you ever thought of doing until the
blade burnt threats into
your neck
and even then you carried the anthem under your
breath
only tearing up your passport in an airport toilets
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.
you have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than journey.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Dietary Fibre	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
Carbohydrate	Found in pasta, rice and potatoes - it gives us energy
Protein	Found in beans, nuts, lentils, meat, fish ,eggs & dairy products - it helps us grow
Vitamins	Help to prevent illness
Minerals	E.g. Calcium / Iron - help maintain body processes
Energy balance	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
Traffic light labelling	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
Perishable	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly

Tier 2 vocabulary	
Tier 2 vocabulary	Definition
Fats	Needed for energy found in margarine, butter, oil.
Vegetarian	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
Preservation	Making something last longer (extending its shelf life).
Modifying	Changing / altering
Descending order	Most to least e.g. ingredients on a food label

Section 2: New Knowledge/Skills

5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.

Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: www.nhs.uk/live-well/eat-well/why-5-a-day

1 Base your meals on starchy foods

2 Eat lots of fruit and veg

3 Eat more fish – including a portion of oily fish each week

4 Cut down on saturated fat and sugar

5 Eat less salt – no more than 6g a day for adults

6 Get active and try to be a healthy weight

7 Drink plenty of water

8 Don't skip breakfast

Diet related health issues

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

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

Section 3:

Preservation

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

Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.

Use by dates should always be followed as they are found on perishable foods which can cause food poisoning.

Best before dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

Homework 1

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

Homework 2

Sugar coated cornflakes

30g contains

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

6% of an adult's Reference Intake.

Typical values per 100g: Energy 1626kJ/381kcal

Battered fried cod

Each fillet (240g) contains

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

29% of an adult's Reference Intake.


Typical values per 100g: Energy 1031kJ/247kcal

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

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

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

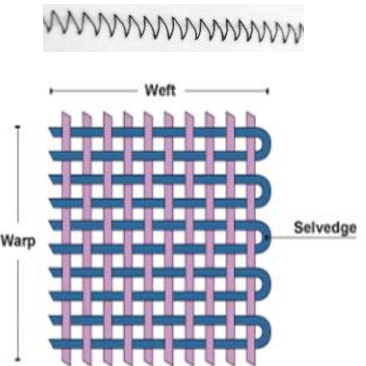
Tier 2 vocabulary	Definition
Template	A paper or cardboard shape which can be traced onto fabric prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills
<p>Applique You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together. To use the bondaweb:</p> <ol style="list-style-type: none"> 1. Firstly cut the shape you want to make from it. 2. Next iron the shape onto the REVERSE of the fabric. 3. Cut out the fabric shape using the outside of the Bondaweb as a guide. 4. Peel the paper from the back of the bondaweb 5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down. 6. Place a paper towel over the top of your work 7. Iron in place for 10 swirls 8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.
<p>Block Printing</p> <p>Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.</p> 

<p>Manufacturing Steps</p> <ol style="list-style-type: none"> 1. Mark out the seam allowances on the calico fabric. 2. Use bondaweb to applique the design to the front of the bag. 3. Sew around the applique design. 4. Make the block print 5. Use the block print to make a repeat pattern on the back of the bag 6. Iron the fabric paint when it is dry to fix it into the fabric 7. Fold the bag together INSIDE OUT 8. Sew along the seam allowance lines down each side, in straight stitch and zig zag. 9. Fold the top of the bag over twice and sew in place. 10. Make the straps 11. Sew the straps to the top of the bag
--

Section 3: Knowledge
<p>Zig Zag A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.</p>  <p>It is also useful to neaten the edges of a woven fabric and stop it from fraying.</p>

<p>Fabric Crayons Fabric crayons are an easy way to add more detail to a fabric design. They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc. You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.</p>
--

<p>Weaving The cotton calico fabric you are using for your bag is woven on a loom.</p>  <p>This diagram shows you the key parts of the fabric.</p> <p>It is easy to remember that the WEFT goes from LEFT to right if you think of WEFT=LEFT</p>
--

<p>Cotton The bag you will make is made from cotton which is a NATURAL fibre. It is harvested from the cotton plant which grows in warmer climates.</p> 

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Aluminium	Non ferrous metal, can be polished to a mirror finish, mailable and ductile, can be cut with a hack saw and filed.
Cold forming	Bending, shaping and forming metal when it is cold
Rasp	Similar to a file, however it has rougher more course teeth, used to removed waste and shape wood
Rivet	Short metal pin which can be used to fix and secure two pieces of metal together
Jig	Tool used to bend and form metal into a new shape
Bandsaw	Machine used to cut wood to length, or cut into a new shape, ideal when rough cutting larger sections of wood
Countersink	Special V shaped drill used to cut a V shaped recess into wood or metal which can then have a countersunk rivet or screw fitted leaving a flat surface
Fretsaw	Mechanical saw which can be used to quickly and accurately cut and shape thin sections of wood, uses a similar blade to a coping saw
Pine	Coniferous softwood, fast growing, found in temperate climates, easy to shape and cut, can be finished well, it can be surfaces damaged easily and contain knots
Pin Hammer	Small light hammer ideal for use on panel pins and cold forming rivets

Section 2: New Knowledge/Skills

Shaping Metal and wood
Be able to use the following tools to shape wood
Fret saw/disc sander/rasp/file/glasspaper

Shaping Metal
Be able to use the following tools to shape metal
Hack saw/file/emery cloth/wet and dry/buffing machine

Drilling and fixing metal and wood
Be able to use the a Pillar Drill and Electric hand drill

Understand the function of the a twist Bit and countersink drill bit

Be able to fix different materials together using wood screws and rivets

Applying surface finishes
Be able to apply a range of surface finishes to wood including, acrylic paint, paint pens, and wood dye

Using CAD/CAM
Be able to use **Computer Aided Design** software to create a design for a door hanger using the drawing tools in the program and contouring images from the internet. The designs must be suitable for a laser cutting **Laser Cutter**:
Is a machine that cuts out designs drawn using CAD. They can make really accurate and fine cuts through paper, card, plastic and sheet metals.
Cutting - The laser beam burns away material to get the desired shape.
Engraving -Is the practice of using lasers to draw onto an object.
Rasterize - Raster engraving is where the material is removed from the materials.

Section 3: Knowledge

Metals.
Metals come in 3 different categories:

Ferrous Metals:
These metals contain Iron because of this almost all of them are magnetic.

Non-Ferrous Metals:
These metals do not contain Iron, so do not rust, useful if they are exposed to moisture.

Alloys:
Are formed when one or more elements are combined with a metal

Types of Metals:
Identify a range of different common metals, and their physical and working properties

Iron	Aluminium	Brass
Steel	Copper	Stainless Steel

Cold forming with Jigs

Hole punching jig used to remove a circle of metal from flat metal bar

Scrolling jig used to bend flat metal bar into a curved (scrolled) shape

Angle jig used to bend flat metal bar into a cornered angle

Product evaluation
Evaluate a product based on its form and Function, including forming a personal opinion about the product

WAGOLL

The Coat Hanger and Door sign will be finished to a high standard, function as intended, and match the designs.

Gantt Chart Planning
Use a Gantt chart to plan The manufacture of the Coat hook in a suitable Order and time scale

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Marriage	the legally or formally recognized union of two people as partners in a personal relationship.
Commitment	The state or quality of being dedicated to a cause, activity or person.
Relationships	The way in which two or more people or things are connected.
Civil partnership	A legally recognized relationship between two people, similar to marriage, that provides them with the same rights and responsibilities.
Gender	The characteristics of women, men, girls and boys that are socially constructed.
Sex	The two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions.
Sexual Orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.

Tier 3 vocabulary	Definition
Prejudice	Pre-conceived opinion that is not based on reason or actual experience.
Diversity	The practice of including or people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc
Explicit	Material that portrays sexual acts, violence, or other adult themes in a graphic and detailed manner.
Coercion	The practice of persuading someone to do something by using force or threats.
Consent	Permission for something to happen or agreement to do something.

Section 2: Key Themes:

Trust & relationships: The importance of trust in a relationship, the behaviours that show and undermine trust and how to build trust.

Marriage: What marriage is and what alternatives there are, the level of commitment that is required of a marriage, forced and arrange marriages.

Sexual images: What counts as a sexual image, the short term and long-term impact of sharing sexual images, managing pressures and requests for sexual images and where to seek help.

The importance of long-term relationships: The roles and responsibilities of parents, carers, children and families, types of families, the importance of a stable long-term relationships.

Diversity in relationships: the difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse.

Everybody is welcome: the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice and the need to promote inclusion and challenge discrimination, and how to do so safely, including online.

School year reviewed: Looking back on this academic year to celebrate the highlights and achievements and reflect on areas of improvement ready for the next academic year.

Section 3: Key concepts:



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

Tier 2 vocabulary	
Instigate	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:	
<ul style="list-style-type: none"> • Be respectful at all times • Be supportive of others • Consider how what you say may impact others around you • If you disagree, make sure you do so with respect • Actively listen • Observe the rules of turn taking • Be curious • Be confident to have your opinion heard 	
Types of talk	
Exploratory talk	<p>A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.</p>
Presentational talk	<p>Includes speeches, presentations, and other forms of one-way communication.</p>
Debate Talk	<p>A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.</p>
Instructional Talk	<p>Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.</p>

Section 3: Talking Roles You Will Take:

Instigator



The person who starts the discussion might say:

‘I would like to start by saying...’

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

‘To begin with let’s talk about...’

Builder



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

‘I agree and I would like to add...’

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

‘Building on that idea...’

Challenger



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

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

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

‘I hear what you are saying but ...’

Clarifier



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

‘What do you mean when you say...’

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

‘Does that mean that...’

Prober



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

‘What evidence do you have to support that?’

How does that support your argument?’

‘How did you come to that conclusion?’

Summariser



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

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

‘In summary...’

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

The Writing Process

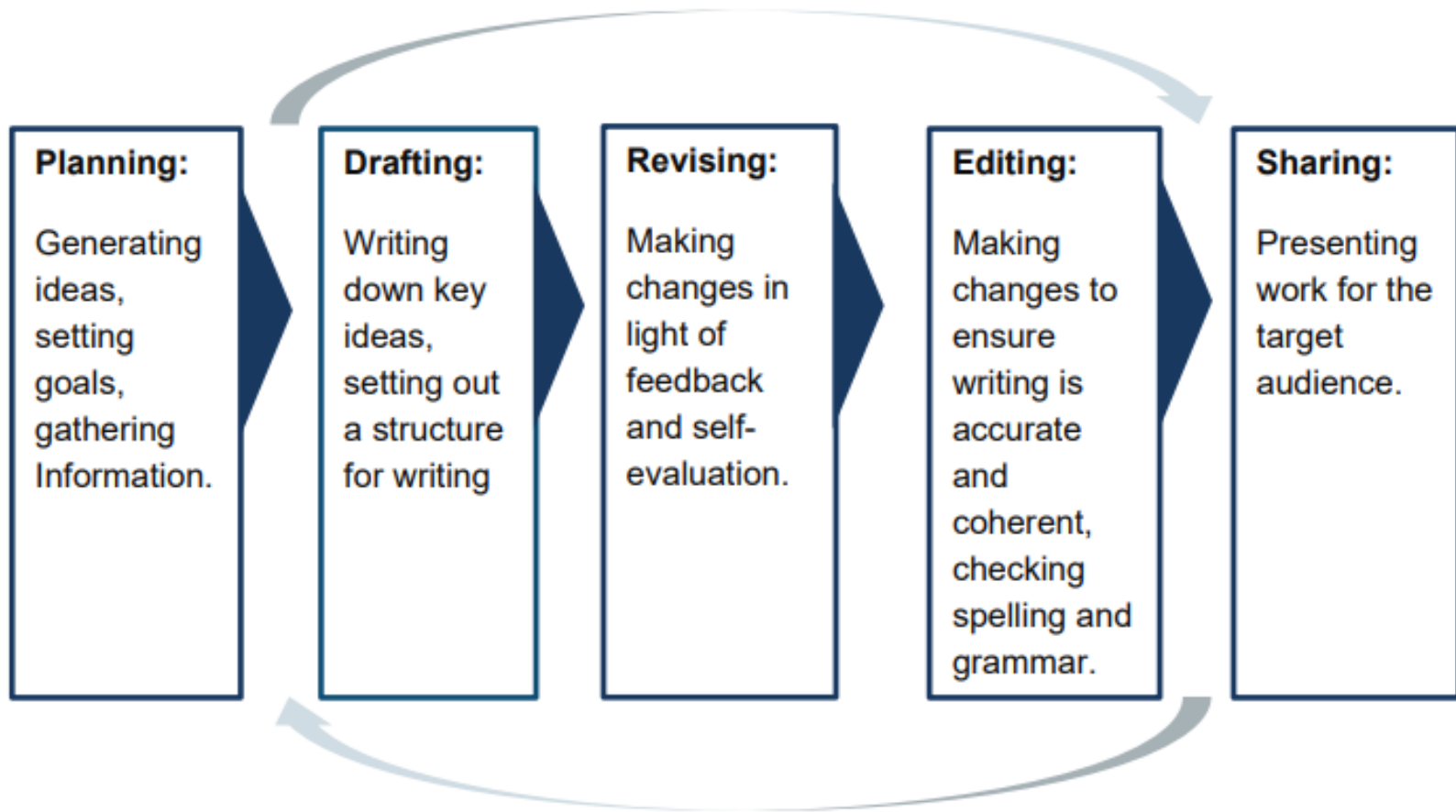
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly

Organise our thoughts

Spot mistakes

Write with purpose



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

Extra-Curricular Clubs - Lunch

Monday	Tuesday	Wednesday	Thursday	Friday
Book club with Sarah (library)	Drama club with Sarah (drama studio)	Art club with Lucy (art area)	Technical Theatre club with Sarah (drama studio)	Year 7-11 This Girl Can 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)	Year 9 3G Inter Tutor Football Competition with James and Matt	Year 8 and 9 Book Club with Sophie (E7)
Warhammer and Tabletop Games Hobby club with Richard (art area)	Modern Foreign Languages club with Sarah (L5)	Anti-bullying Ambassadors (week 1) with John	Belper Choir with Anna (music rooms)	
	Chess with Dan (M2)	Student Leadership Group (week 2) with John	Year 7 & 8 Games club with Emma (library)	
	Year 8 3G Inter Tutor Football Competition with James and Matt	Year 7-10 Ultimate Frisbee with Tom		
	Year 7 Creative Writing Club with Tamara and Liv (E8)	Textiles Club with Sarah (T1)		



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 7-10 Tennis Club with Matt and Tom	STEM Club for Year 7 and 8 (S8) with Year 11	Year 7-10 Athletics Club with Matt, James and Gavin		
AVSSP Events Year 9,10 & 12 Sports Leaders Events with Rebecca	Year 7-10 Striking and Fielding Club with Matt, James and Tom	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.		



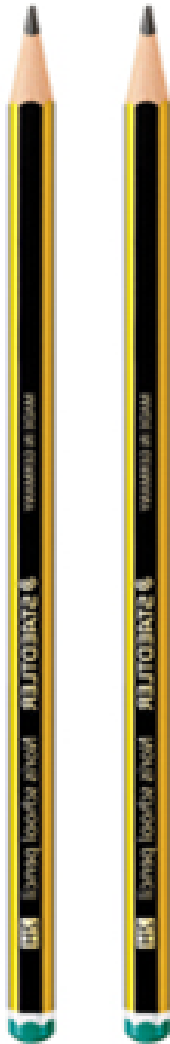
2 Black or Blue Pens



1 Coloured Pen



2 Pencils



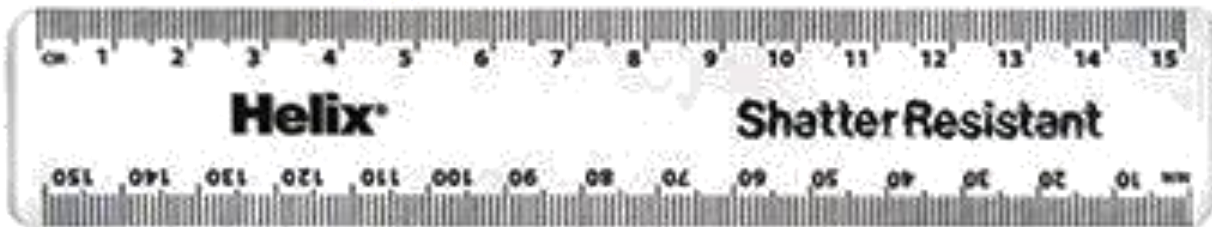
Eraser



Pencil Sharpener



Ruler



Scientific Calculator

