

Create Your Future



"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

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

Timetable

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

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

In Class Expectations



Create Your Future

BE CURIOUS

BE RESPECTFUL

BE RESILIENT

BE CONFIDENT



BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

BE PROUD




BE THE BEST VERSION OF YOURSELF

BE BELPER

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

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

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

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

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

BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

Attendance

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

Punctuality

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

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

Attendance this half term

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

Guided Reading Tracker

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

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

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

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
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	
Imagery	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
<p>Trench Conditions</p> <p>Extreme Heat Extreme Cold Trench Foot</p> <p>Disease Rats Sleep Deprivation Malnutrition</p> <p>Gas Silence Homesickness No Man's Land</p>

Example Analysis
<p><i>Dulce et Decorum Est</i></p> <p>Bent double, <u>like old beggars</u> 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. <u>Men marched asleep.</u> Many had lost their boots, But limped on, blood-shod. All went lame, all blind; Drunk with fatigue; deaf even to the hoots Of gas -shells dropping softly behind.</p>
<p>Simile – 'beggars' – visual imagery – older than their years</p>
<p>Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	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	
Mean	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	13	= 91
8	20	= 160
9	14	= 126
10	13	= 130

Total frequency 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

frequency

Method of transport

Gaps between the bars

Pie Chart

360 ÷ 40 = 9° per item

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

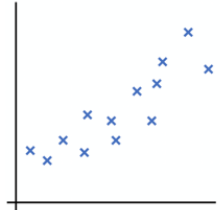
Total frequency = 40

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

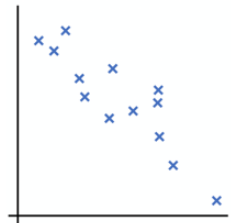
Tier 2 vocabulary	Definition
Estimate	Use the trend to make a sensible prediction
Scale	A series of marks at regular intervals
Plot	To place points on a coordinate grid

Section 2: Knowledge/new skills

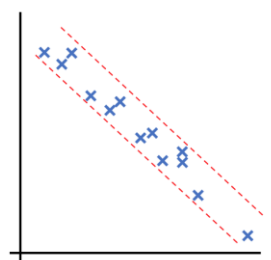
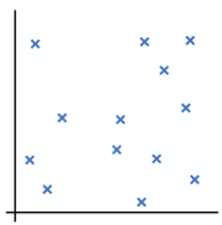
Positive Correlation As one variable increases, so does the other.



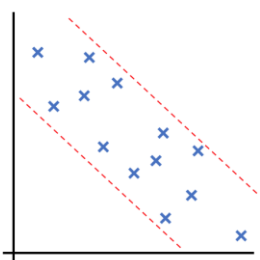
Negative Correlation As one variable decreases, the other increases.



No Correlation The variables have no link..



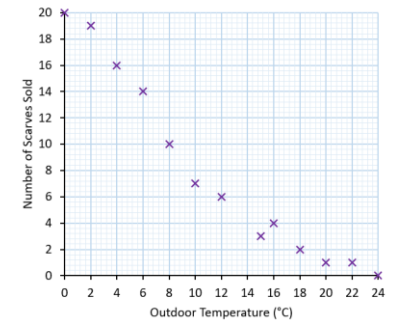
Stronger correlation



Weaker correlation

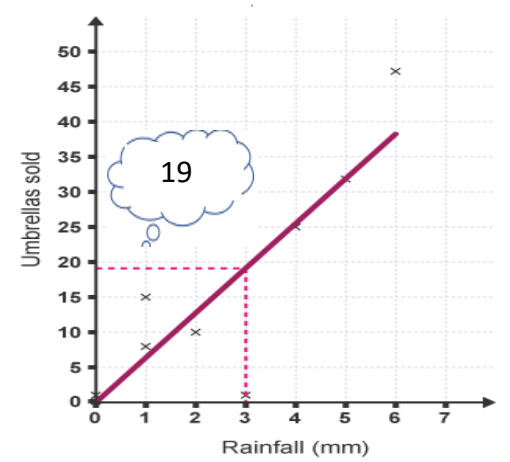
Section 3

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 it 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.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Rectilinear	Bounded by straight lines. Also called a polygons
Pi (π)	The ratio of the circumference of a circle to its diameter is the constant, pi, symbol: π. It's precise value cannot be written as a fraction or recurring decimal. 3.142 is correct to 3 decimal places.
Cross-section	A two dimensional shape made by slicing through a 3 dimensional shape.
Prism	A prism shape is a 3D shape which has a constant cross-section. Both ends have the same 2D shape, and they're connected by rectangular sides.
Congruent	When two shapes are exactly the same in every way except for their position in space

Tier 2 vocabulary	Definition
Surface Area	The surface area of a 3D figure is a measure of the area covered by all of its surfaces
Perimeter	The distance around the boundary of a 2-dimensional shape
Volume	The amount of space in 3 dimensions that a shape takes up

Section 2

Area of a circle

Area of the segments joined together = $r \times \frac{1}{2} \pi D$
 So area of a circle = πr^2

Example
 Work out the area of a circle with radius 3cm
 $A = \pi \times 3^2 = 9\pi \text{ cm}^2$

How would you work out the area of a circle with diameter 8cm?

$C = \pi \times d$

The circumference, and the diameter of every circle are connected by a functional multiplier, this is the number given the letter π

An answer can be given in terms of pi, eg 2π , or as a decimal approximation $2\pi = 6.28319 = 6.3$ to 1 dp

Units
 Volume is measured in cm cubed (units³) because we are counting how many cm cubes fit into the shape. In the shape below there are 12 cm cubes so the volume is 12cm³

Section 3

Volume of a prism = area of cross-section x length*
 *length = distance between two ends

Example
 Work out the volume of the cylinder

Area of cross section
 Area of a circle = πr^2
 $A = \pi \times 3^2 = 9\pi \text{ cm}^2$

Perpendicular length
 Volume
 $9\pi \text{ cm}^2 \times 8 \text{ cm} = 72\pi \text{ cm}^3$

Surface area
 To work out surface area you work out the area of each 2D shape which makes up the net of the shape and add them together. To the right There is an example of a net.

Example
 Find the surface area of the shape below:

Front = $7 \times 4 = 28 \text{ cm}^2$
 Back $7 \times 4 = 28 \text{ cm}^2$
 Base $3 \times 7 = 21 \text{ cm}^2$
 Top $3 \times 7 = 21 \text{ cm}^2$
 Left face $3 \times 4 = 12 \text{ cm}^2$
 Right face $3 \times 4 = 12 \text{ cm}^2$

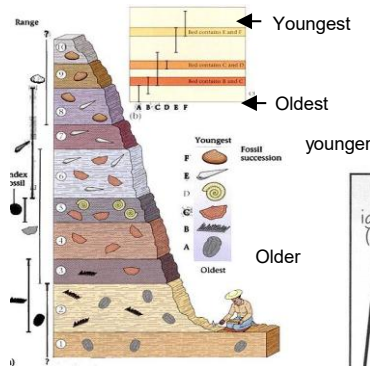
Surface area = $28 + 28 + 21 + 21 + 12 + 12 = 122 \text{ cm}^2$

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Sedimentary	A rock formed from cemented grains
Igneous	Crystalline rocks formed from cooled molten rocks
Metamorphic	Produced when pressure and/or heat changes rocks
Rock Cycle	The cycle of minerals through different forms
Erosion	Gradual wearing and smoothing of rock fragments during transport
Weathering	Breaking off of large chunks of rock in situ
Transport	Movement of rocks usually with erosion
Deposition	Laying down of grains of rock (sediments)
Compaction	Pressure on sediments leading to cementation
Grains	Small fragments of rock
Crystals	Interlocking minerals
Permeable	(Porous) able to absorb water
Magma	Molten rock below the surface
Lava	Molten rock above the surface
Minerals	An inorganic solid substance with a definite chemical composition, formed from geological processes
Fossil	Remains of living things turned to rock
Tectonic plates	The cracked surface (crust) of the Earth
Continental drift	The gradual movement of tectonic plates due to convection currents in the mantle
Mass extinction	The catastrophic disappearance of many species at once, at a higher rate than usual

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 interlocking crystals, various colours	Granite, Gabbro
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

Fossil Evidence - Shows the habitat rocks were formed in, evidence of extinctions, evolution and continental drift
Evidence in rocks- Uplifting and Weathering expose older layers of rock.



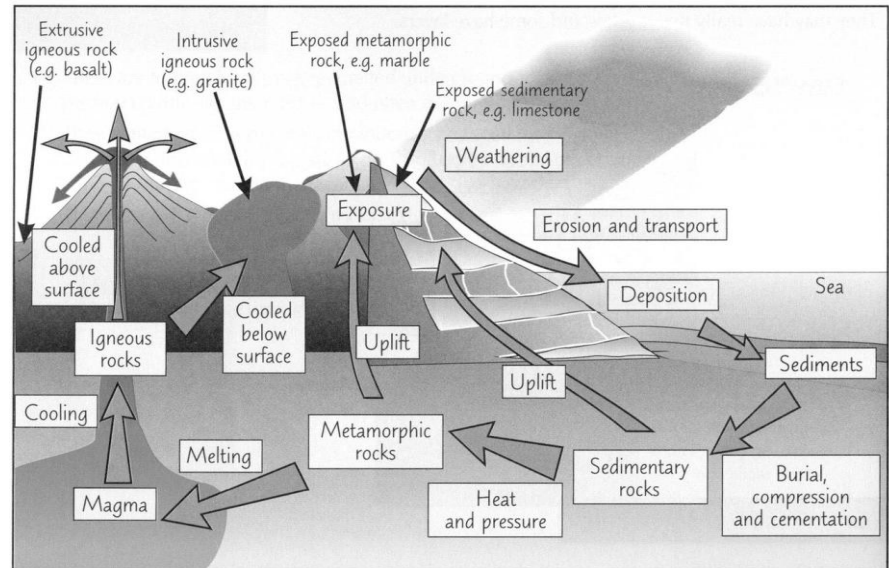
Identifying minerals – Tests

- Hardness (test with fingernail, copper coin, Iron nail then quartz)
- Lustre (How it reflects light, e.g. opaque, transparent, translucent)
- Density=(Mass/Volume)

The Rock Cycle

Types of weathering -
Chemical - Acid rain
Biological - Plant roots
Physical - Waves/water, freeze-thaw, wind, onion-skin

Plate boundaries (often with volcanoes)
Constructive - Where two plates move away from each other.
Destructive - Where two plates move towards each other.



Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Health	State of complete physical, social and mental wellbeing.
Drug	A substance that is taken into the body that affects how the body works.
Deficiency disease.	Disease caused by a lack of a particular nutrient in the body.
Malnutrition	Health problems caused by having too much or too little of a certain nutrient.
Cardiovascular disease	A disease of the heart or circulatory system.
Stent	A small mesh tube used to widen arteries to treat cardiovascular disease.
Pathogen	A microorganism that causes a communicable disease.
Vector	An animal that can transfer a disease to another individual.
Phagocyte	White blood cell that engulfs and destroys pathogens.
Lymphocyte	White blood cells that produce antibodies.
Antigen	Protein on the structure of cells that allows white blood cells to recognise cells.
Antibody	Protein produced by lymphocytes to destroy pathogens.
Lysozyme	Enzyme in tears, saliva and mucus which damages pathogens.
Vaccine	A method of producing immunity to a disease via artificial means.
Antibiotic	Medicine that is used to treat bacterial infection.
Clinical trial	Method of testing new medicines.

Section 2:

Pathogens and disease

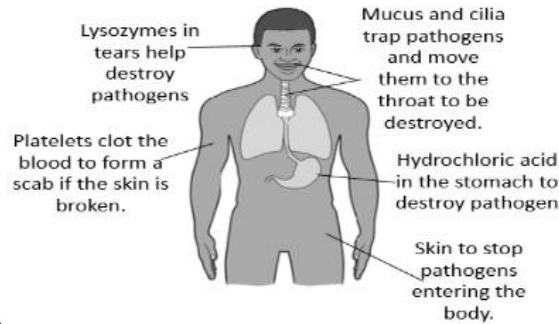
Pathogens are microbes that causes disease, there are 4 types.
 Bacteria – causes plague and tuberculosis.
 Viruses – causes HIV and influenza (Flu)
 Fungi – causes thrush and athlete's foot.
 Protists – causes malaria.

Spreading disease

Diseases can be spread in many ways for example;
 Droplets in the air (**influenza**), direct contact (**chicken pox**), blood contact (**HIV**), vectors (**malaria**), water (**cholera**) and food (**E.coli**).

Defences against disease

The body has ways to prevent pathogens from infecting it. If an infection occurs the immune system will fight off the infection.



Immune system

The immune system is made from white blood cells, there are two different types; phagocytes and lymphocytes.

Diagram	Description
	Pathogen enters the body. The antigen on the surface tells the body that it has an infection.
	The body needs to find the correct lymphocyte to match the antigen, this can take up to 10 days. Once the correct one is found it attaches to the antigen.
	The correct lymphocyte is copies lots of times.
	The lymphocytes make lots of antibodies. These destroy the pathogen.
	Some lymphocytes remain in the blood as memory lymphocytes to fight future infections.

Section 3:

Vaccines

Vaccines provide immunity to a disease without having to be infected by it. Vaccines make you body produce memory lymphocytes so you can fight the real pathogen if it enters your body and destroy it before it makes you sick.

Antibiotics

Antibiotics are a medicine that kills bacteria, this means they can only be used to treat infections caused by bacteria so not the cold or flu.

Non-communicable

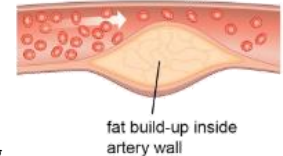
Non communicable diseases – cannot be spread between people. Causes are lifestyle or genetics.

Examples of non-communicable diseases of deficiency diseases caused by not eating the correct nutrients.

Disease	Caused by	Foods that contain this nutrient.
Scurvy	Lack of vitamin C	Fruits and vegetables
Rickets	Lack of vitamin D	Dairy and fish
Kwashiorkor	Lack of protein	Meat, pulses, fish
Anaemia	Lack of iron	Meat, pulses, vegetables

Cardiovascular disease

Cardiovascular disease is caused by fatty deposits building up inside arteries, it can cause a heart attack or stroke.



Common risk factors include eating lots of fatty foods and smoking.

Task: some of the treatments for cardiovascular disease are below. Research how each of them treat cardiovascular disease.

Treatment	How it treats cardiovascular disease.
Stent	Physically holds the artery open to increase lumen diameter
Bypass	Allows the blood to flow around a blockage
Medication (statin)	Reduces how the level of cholesterol in the body that helps the liver remove fats from the blood

Tier 3 vocabulary	Definition
Economy	The money of a country.
Employment structure	The jobs that people do in a country. This is divided into four categories. See the diagram on the right.
Labour	The workforce / people who work. Child labour is when children do work for a wage.
Location	Where a place is found.
Megacity	A city with a population over 10 million. See the India map.
Migration	The movement of people from one place to another.
Monsoon	A monsoon is a wind pattern that causes a significant change in rainfall in places like India.
Multinational company	A business with branches in more than one country.
Population density	How crowded a place is. The number of people per km ² .
Raw materials	The resources used to make products.
Rural-urban migration	Moving from the countryside to the city.
Sweatshop	A factory or workshop where workers are paid low wages for long hours and to work in unhealthy conditions.
Urbanisation	The growth of cities.

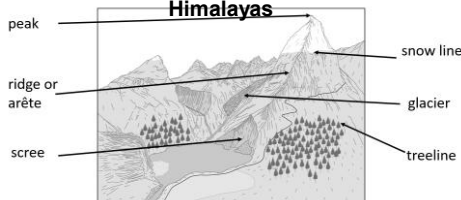
Tier 2 vocabulary	Definition
Social	Things affecting people and their community.
Economic	Things relating to money.
Environmental	Things relating to our surroundings.

Section 2: New Knowledge

The countries of Asia



Glaciation in the Himalayas

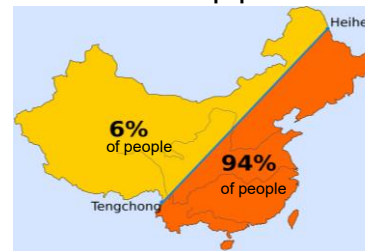


Key word	Definition
Freeze-thaw	Rock is weathered by the water in cracks freezing and melting. This puts pressure on the rock and it breaks apart.
Plucking	Ice freezes on the rock and pulls some of it away as the glacier moves.
Abrasion	Rocks in the glacier wear away the rock they scrape against.
Moraine	Loose material carried or deposited by a glacier.
Corrie	Curved shape in the ground created by a glacier.
Rock lip	Raised area where the erosion is least.

Employment Structure

<p>Primary Jobs involving the extraction of resources eg. mining, farming.</p>	<p>Secondary Jobs involving making products eg. car manufacturing, toy factory.</p>	<p>Tertiary Jobs involving services eg. medicine, transport, education, shops, tourism.</p>	<p>Quaternary Jobs involving the exchange of information eg. Internet, stock exchange, research.</p>
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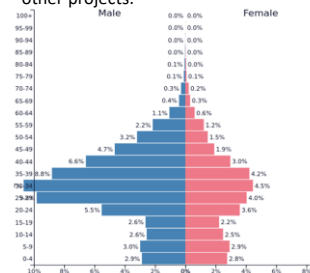
China – population



- More people live in the east of China because:
- the land is flatter for building
 - the climate is less extreme
 - the soil is better for farming
 - there are more jobs in the cities
 - it is near the sea for overseas trade.

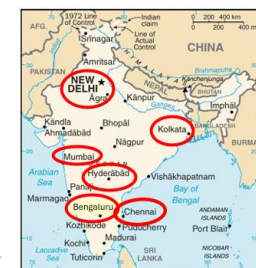
Dubai, UAE – rapid growth

This population pyramid shows an uneven pattern because there are a lot of male workers in the city to build the many skyscrapers and other projects.



India – six megacities







These cities have different functions e.g. New Delhi is the capital city, Bengaluru has a lot of IT industries.



Section 3: Geographical Skills

Skills you will develop during this module:

- drawing a population pyramid to show the structure of a population
- adding labels and annotations to a diagram - use a ruler!
- reading a climate graph – bar graph for rainfall and line graph for temperature.

Section 1: Key Vocabulary		Timeline	Key Individuals	
Tier 3 vocabulary	Definition	1789: Meeting of the Estates-General.	Louis XVI King of France 1774-1792	Marie Antoinette Queen of France 1774-1792
Divine Right of Kings	The belief that the king is chosen by God.	June 1789: Tennis Court Oath.		
Guillotine	A machine with a heavy blade used to behead people.	July 1789: Storming of the Bastille.	Maximilien Robespierre President of the French Convention	Napoleon Bonaparte Emperor of the French
Supreme	Highest member of authority	August 1789: Declaration of the Rights of Man.		
Bankruptcy	When a person or organization cannot pay their debts	1793: Louis XVI is executed.		
Jacobin	A member of a ruthless political group	1793-1794: Robespierre leads the reign of terror.		
Absolute monarchy	The king or queen having total power.	1795: Rise of the Directory.		
Reign of Terror	A period of bloodshed during the French Revolution	1799: Napoleon takes power.		
Tier 2 vocabulary	Definition	1815: Napoleon defeated at Waterloo		
Revolution	A forcible overthrow of a government in favour of a new system.	The Motto of the Rebels	Monarchy	Republic
Corrupt	Being dishonest in return for money or personal gain.	 Liberté • Égalité • Fraternité Liberty, Equality, Brotherhood	A form of government where political power is legally passed on to the family members of a head of state who rules for life.	A form of government where political power is given to an elected or nominated person.
Government	A group of people with the authority to govern a country.		The French adopted this rallying cry against monarchy and privilege	
Equality	Being equal in status, in rights or in opportunities.			
Privilege	A special right, advantage, or immunity only available to a particular group or person			
Divine	God-given			

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Absolute	Something that is always true and unchanging.
Deontology	A way of thinking about ethics that focuses on following principles or duties to make a good choice
Teleological Ethics	Ethical theories that focus on the outcomes or consequences of an action
Situation Ethics	An ethical theory which argues that the most loving action should guide decisions in each situation
Eudemonia	The state of living well and flourishing
Justify	To explain why something is right or acceptable
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>The Nature of Human Goodness</u></p> <p>Natural evil refers to suffering and harm caused by natural events or processes that are not directly controlled by humans.</p> <p>Examples include earthquakes, hurricanes, diseases, and famines, which often result in loss of life, destruction and widespread misery</p> <p>Moral evil refers to suffering and harm caused by human actions or choices that are intentionally harmful.</p> <p>Examples include murder, theft, bullying and war, which often lead to pain, injustice, and destruction.</p> <ul style="list-style-type: none"> ● ‘Good’ can be absolute (unchanging) or relative (context-dependent). ● Moral evil is caused by human choice, while natural evil results from natural events. ● Philosophical views include humans having potential for goodness, being naturally selfish, or having an inbuilt sense of duty. ● Psychological views highlight the influence of instincts, growth and rewards. ● Sociological views suggest humans are shaped by society and social interactions. ● History offers examples of both inherent human goodness and evil. <p><u>Deontology and Emmanuel Kant</u></p> <p>Deontology is an approach to ethical decision-making that focuses on following rules and duties, regardless of the outcomes.</p> <p><u>Suffering and Compassion</u></p> <ul style="list-style-type: none"> ● When applied, most ethical theories encourage showing compassion. ● The value of showing compassion can be debated and opinions will vary depending on someone’s worldview. ● The question ‘does compassion justify suffering’ is asking whether compassion makes suffering fair or right. ● Philosophers use logic to approach ultimate questions such as ‘Does compassion justify suffering?’. ● A philosophical answer begins with a statement of intention, before moving on to consider a counter argument and to respond.

Section 3: Other
<p><u>Situation Ethics</u></p> <ul style="list-style-type: none"> ● Christians make ethical decisions in a variety of ways. ● Joseph Fletcher developed situation ethics in the 1960s as an alternative way of making ethical decisions in Christianity. ● Situation ethics argues that love is the only thing that is always good and it is a teleological theory. ● Applying situation ethics means weighing up different actions and choosing the one which is the most loving. ● A criticism of situation ethics is that people have different ideas about which action is the most loving. <p><u>Virtue Ethics</u></p> <ul style="list-style-type: none"> ● Aristotle argued that practising virtues helps people to achieve eudaimonia. ● Virtues are good qualities that become habits. ● They are the golden mean or balance between two vices. ● Vices are bad qualities that become habits. ● Virtues can be found in many worldviews. ● Philippa Foot is a modern philosopher who promoted virtue ethics. ● One issue with practising virtue ethics is that it is difficult to apply to individual situations. <p><u>Teleology and Utilitarianism</u></p> <ul style="list-style-type: none"> ● Teleological ethics judges the rightness or wrongness of an action on its outcomes or consequences. ● Jeremy Bentham introduced the teleological ethical theory of utilitarianism. ● According to Bentham, an action is morally right if it creates the greatest good for the greatest number of people. ● Utilitarianism can be criticised because of the difficulty of calculating which action will create the greatest good.

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Adjective agreement	adjectives change their ending to match the noun's gender and number
Comparative	a form of the adjective or adverb used to compare people, things or ideas
Adverb	word that describes a verb or an adjective
Adjective	word that gives information about a noun
Preposition	a word used before a noun, noun phrase, or pronoun to connect it to another word, indicating direction, location, or possession.
Inversion	the subject pronoun and the verb switch place to form a question
SSC sound-symbol correspondence	relationship between letters and their sounds.
Definite article	words 'le', 'la', 'les' and 'l' meaning 'the'

Questions	Translation
1. L'italien est-il plus difficile que l'espagnol ?	Is Italian more difficult than Spanish?
2. Le foot est meilleur que le rugby ?	Is football better than rugby?
3. Est-ce que les chiens sont meilleurs que les chats ?	Are dogs better than cats?
4. Danser, c'est plus facile que chanter pour toi ?	Is dancing easier than singing for you?
5. Est-ce que le café est plus savoureux que la limonade selon toi ?	Is coffee tastier than lemonade according to you?

Section 2: Grammar
<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>adjectives</p> <ul style="list-style-type: none"> agree in number and gender feminine forms often add -e or change to -eur to -euse some masculine adjectives double the final consonant before adding -e (e.g. gentil > gentille).
<p>comparatives to compare people and things in French, we say one is more/less + adjective than another. We use 'que' for 'than'. plus...que = more than moins...que = less than aussi...que = as...as e.g. le village est plus grand que la ville.</p> <p>🌟 'bon' (good) and 'mauvais' (bad) have special comparative forms: 'meilleur' (better) and 'pire' (worse).</p>
<p>'plus' and 'moins' go before adverbs to compare how things happen, e.g. Inès arrive plus vite (Inès arrives more quickly)</p>
<p>'better' is both an adjective and adverb in English. In French, the adjective is 'meilleur(e)' and the adverb is 'mieux'. e.g. il a un meilleur ordinateur (he has a better computer) il chante mieux (he sings better).</p>

dire to say/ to tell (lire-to read)		entendre -to hear	
Je dis I say/ tell	nous disons we say/ tell	J'entends I hear	nous entendons we hear
tu dis you say/ tell	vous dites you say/ tell	tu entends you hear	vous entendez you hear
il dit he says/ tells	ils disent they say/ tell (m)	il entend he hears	ils entendent they hear
elle dit she says/ tells	elles disent they say/tell (f)	elle entend she hears	elles entendent they hear
prendre to take/ taking (comprendre -to understand/ apprendre- to learn)		écrire -to write	
Je prends I take	nous prenons we take	J'écris I write	nous écrivons we write
tu prends you take	vous prenez you go	tu écris you write	vous écrivez you write
il prend he goes	ils prennent they take (m)	il écrit he writes	ils écrivent they write
elle prend she goes	elles prennent they take (f)	elle écrit she writes	elles écrivent they write

Section 3: WAGOLL & phonics
<ul style="list-style-type: none"> Sam va plus lentement qu'Alex. Jacques dort moins facilement que Margot. Daniel écrit mieux que Hugo. Andrea gagne plus facilement que Katja. Romain organise ses vêtements mieux que Max. Alain conduit moins vite que Thomas.

Phonics	u	tu
open [eu/œu]	cœur ♥	closed [eu] deux
[r] at the back of the throat like 'rue'	[ill/ille]	fille
[ien]	bien	[tion] attention
nasal sounds 🗣️		become non-nasal before a vowel
on, om	monde, bombe	omelette monotone
un, um	lundi	union lune

<p>'répondre' is followed by 'à' in French 'dépendre' is always followed by 'de'</p> <p>e.g.</p> <ul style="list-style-type: none"> Est-ce que Marsha répond à la question ? Ça dépend de la question !
<p>use a definite article with languages – except after 'parler' e.g. J'aime le français. Je parle français.</p>
<p>nationalities are capitalised when referring to people: agree with the noun.</p>
<p>tout/ tous/ toute/ toutes mean 'all' or 'whole' and agree with the noun</p>

8Fr Sum1 W1	
l'italien	Italian language
plus	more
moins	less
aussi	also, as
que	that, what, than
dangereux	dangerous (m)
dangereuse	dangerous (f)
gentil	kind (m)
gentille	kind (f)
gros	fat (m)
grosse	fat (f)
italien	Italian nationality (m)
italienne	Italian nationality (f)
meilleur	better
mince	thin
pire	worse
sûr	safe (m)
sûre	safe (f)
l'Italie	Italy

8Fr Sum1 W2	
nous prenons	we take, we are taking
vous prenez	you take, you are taking (pl)
ils prennent	they take, they are taking (m/mixed)
elles prennent	they take, they are taking (f)
la décision	decision
le soin	care
dur	hard (m)

dure	hard (f)	*extension words are in your word list booklet
facilement	easily	
lentement	slowly	
mal	badly	
mieux	better	
vite	quickly	

8Fr Sum1 W3	
nous prenons	we take, we are taking
vous prenez	you take, you are taking (pl)
ils prennent	they take, they are taking (m/mixed)
elles prennent	they take, they are taking (f)
la décision	decision
le soin	care
dur	hard (m)
dure	hard (f)
facilement	easily
lentement	slowly
mal	badly
mieux	better
vite	quickly

8Fr Sum1 W4	
dépendre	to depend, depending
dépendre de	to depend on, depending on
entendre	to hear, hearing
répondre	to answer, answering
répondre à	to answer someone, answering someone
l'annonce	announcement
la conversation	conversation

l'espagnol	Spanish language
le soleil	sun
le temps	time, weather
espagnol	Spanish nationality (m)
espagnole	Spanish nationality (f)
l'Espagne	Spain
le message	message

8Fr Sum1 W5	
décrire	to describe, describing
traduire	to translate, translating
la communauté	community
la culture	culture
l'expérience	experience
l'information	information
le produit	product
le programme	schedule
tout	all, the whole (ms)
tous	all, the whole (mpl)
toute	all, the whole (fs)

8Fr Sum1 W6	
attendre	to wait, waiting
descendre	to come down, coming down
en bas	at the bottom
l'histoire	story, history
la règle	ruler, rule
la piste	ski slope
le roman	novel
le texte	text
répondre à	to answer someone,

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Infinitive	form of the verb giving its general meaning
Interrogative adjective	asks a question about a noun, translated as 'what' or 'which'
Demonstrative adjective	specifies a particular noun, indicating 'this', 'that', 'these' or 'those'
Impersonal verb	verb that doesn't refer to a particular person or thing, and whose subject is most often 'il' (it)
Preposition	a word used before a noun, noun phrase, or pronoun to connect it to another word, defining relationships of time, place, or manner
Word family	group of related words with a common 'base' word, e.g. arbeiten, arbeitet, die Arbeit, der Arbeiter
Infer	work out the likely meaning of an unfamiliar word based on knowledge of the surrounding words in the text and the structure of the word itself
Modal verb	Verb of necessity or possibility used with a 2nd verb in infinitive e.g., must, can, want
Word order two	inverts the subject and verb in a sentence
Future tense	used to refer to future time, e.g. I will do
Two verb structure	a sentence made up of two verb phrases

Questions	Translation
Seit wann lernst du Deutsch?	Since when have you been learning German?
Wirst du am Wochenende deine Freunde besuchen?	Will you visit your friends this weekend?

Section 2: Grammar
suffix -heit : added to some adjectives to form nouns meaning -ness or -ity (e.g. Freiheit, Klarheit). Word ending in -heit are always feminine (die Freiheit)
possessive adjectives : unser (our), ihr (their). Both change endings for case and gender. E.g. unser Hund, unsere Katze, ihr Vater, ihre Mutter
object pronouns <u>direct</u> : mich(me), dich(you), ihn(him), sie(her), uns (us), sie (them) <u>indirect/dative</u> : mir(to/for me), dir(to/for you), ihm(to/for him), ihr(to/for her) uns (to/for us), ihnen (to/for them)
seit preposition meaning 'since' or 'for', followed by the dative case. In German ' seit ' is used with the present tense to say 'for' e.g. Ich lerne seit vier Jahren (I have been learning for 4 years) as well as 'since' e.g. Ich lerne seit Juni Deutsch I have been learning German since June)
key prepositions seit - 'since/for' always with the dative vor - 'ago', used with the dative bei - 'at the house of', 'with', 'for', with the dative nach - 'to' (with countries, cities, continents) Never followed by the definite article. zu - 'to', used with places that need articles and with people, professions, events, followed by the dative case.; also part of two-part structures) an* -'on' or 'onto' for a vertical surface auf* -'on' or 'onto' for a horizontal surface *with the accusative, tells us where something or someone is moving to *with the dative case, tells us where something or someone is located
two verb rule : if there are two verbs in a German sentence, the infinitive goes to the end of the sentence. This is different word order to English. E.g. Er vergisst, Wasser zu trinken . A comma separates verb phrases.
modal verbs and ' werden ' do <u>not</u> require 'zu' before the infinitive in two-verb structures.

future tense		modal verbs	
formed using ' werden ' + infinitive		sollen = should/supposed to müssen = must/ to have to dürfen = may/ allowed wollen = want (not future tense)	
ich werde + infinitive	I will	sollen	ich soll, du sollst
du wirst + infinitive	you will	müssen	ich muss, du musst
er/sie/es wird + infinitive	he/she/it will	dürfen	ich darf, du darfst
		wollen	ich will, du willst
ich werde spielen (I will play)		time expressions present tense + time phrase can refer to the future: Am Montag fahre ich nach Berlin.	
du wirst essen (you will eat)			
sie wird arbeiten (she will work)			

Section 3: WAGOLL & phonics
1. Ich plane, mit Spanisch anzufangen.
2. Am Mittwoch werde ich mit Katja Sport machen.
3. Ich werde mehr Gitarre spielen. Die neue Lehrerin ist ganz gut!
4. Ich plane, auch in einer anderen Band zu spielen.
5. Ich werde in den Ferien im Café arbeiten.
6. Ja, ich plane, auch in den Ferien zu arbeiten.
How many future plans can you work out?

German phonics	
short e and ä are pronounced the same	
long e and ä sound similar but differ slightly	
short e becomes ä in some plural forms	
[er] stressed in first syllable; unstressed at word end	Herz Bruder
[ch] has a hard or soft sound depending on the preceding vowel	Buch
[ck] is different to [ch]	glücklich
[pf] both parts pronounced	Apfel Pferd
[kn] both sounds pronounced	Knie
[d] sounds like English 'd' at the start and middle but like 't' at the end.	Pferd
SSC [d] often corresponds to English 't/th'	Ding (thing)
SSC [t] often corresponds to English 'd'	Bett (bed)

8Gr Sum1 W1	
hängen	to hang, be hanging
schützen	to protect
verdienen	to earn
der Angriff	attack
der Euro	euro
die Daten	data
das Gesetz	law
die Milliarde	billion
die Million	million
das Unternehmen	enterprise, company
die Wand	wall (inside)
an	at, on
gegen	against
laut	according to

8Gr Sum1 W3	
kosten	to cost
lachen	to laugh, laughing
sollen	to ought to, should
ich soll	I should, ought to
du sollst	you should, ought to
er soll	he should, ought to
sie soll	she should, ought to
teilen	to share
verlassen	to leave, leaving (somewhere)
versuchen	to try, trying
der Fehler	mistake
das Gefühl	feeling
das Glas	glass
die Kosten	costs
die Stunde	hour, lesson
etwas	about, approximately

8Gr Sum1 W4	
die Karte	ticket, menu
bald	soon
vielleicht	perhaps
der Ausflug	outing, trip
der Eintritt	entry, admission
der Kurs	course
der Preis	price, prize
das Boot	boat
das Essen	food, meal
planen	to plan, planning
werden	to become, will (future)
er wird	he becomes (will)
sie wird	she becomes (will)
es wird	it becomes (will)
du wirst	you become (will)

***Week 2 revision lists are in the word list booklet**

8Gr Sum1 W5	
beschreiben	to describe
wohin	where...to
der Beruf	occupation, job
die Dame	lady
das Foto	photo
der Nachbar	neighbour
der Raum	room
die Sachen	things
der Stoff	material, cloth
bester	best (m)
beste	best (f)
bestes	best (nt)
weiß	white
8Gr Sum1 W6	
der Baum	tree
das Feld	field
das Gebäude	building
die Nähe	nearby area, vicinity
die Seite	page, side
der Teil	particularly
die Universität	university
bekannt	well-known, famous
aus	out, out of
hinter	behind
neben	next to, beside
vor	ago, in front of
auf der rechten Seite	on the right hand side
auf der linken Seite	on the left hand side

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Data Validation	Ensuring the correct type of data goes into the corresponding place.
IF Statement	A function in a spreadsheet used to return values which meet a specific criteria.
Absolute Cell References	An absolute cell reference is a formula which is used to reference one cell on a spreadsheet.
Charts	A graphical representation of a set of data. This could be a Pie, Bar, Scatter or Line Chart.
Formula	This is a feature in a spreadsheet that can be written to work out the total value of combined cells.
VLOOKUP	A function in a spreadsheet used to look up another value from another part of a spreadsheet.
Data Sort	This is a tool used to sort data in a spreadsheet into a particular order. This could be alphabetically or in a descending or ascending order if it is numerical.
Text Wrap	This is a tool in a spreadsheet to put the contents of a cell into one place.
Cell Reference	This is the technical name given to a particular cell in a spreadsheet.

Tier 2 vocabulary	Definition
Check	To identify any issues and errors with work.
Calculate	To work out the value of a calculation.
Obtain	To look/gather and use information.
Repeat	To copy a similar action from before.
Sort	To put into an order.

Section 2: New Knowledge

Formulas are like simple Computer Programs

A formula is an instruction to the computer to process data held in specific cells.
 A formula always starts with an equals sign (=).
 Simple formulas contain normal maths symbols like +, -, * (for multiply) and / (for divide).
 Spreadsheets also have built-in formulas called functions. You can type functions in or choose them for a list.

See the list opposite in Section 3 – Useful Subject Information

VLOOKUP Finds and Displays Data

The VLOOKUP function displays data from a table in another part of a spreadsheet. The example below shows the price of order number 3019 from another sheet in the spreadsheet displayed in the price column.

	A	B	C	D	E	F
1	Sales				Lookup	
2	Order ID	Sales rep.	Price	Order ID	Price	
3	3019	Peter	912	3019	1,010	
4	3019	Sarah	1,010	3034	1,096	
5	3020	Peter	1,096			

Note: A green callout box points to the VLOOKUP formula in cell E3, and arrows show the lookup value (3019) being used to find the corresponding price (1,010) in the source table.

Charts and Graphs

Charts and Graphs can be created in spreadsheets. Charts and Graphs are a visual display of data.

In Spreadsheets we can create these 4 main charts and graphs.

Section 3: Useful Subject Information

Useful Formulas and Functions for this topic:

<code>=B2-C9</code>	Subtracts values in the two cells
<code>=D8*A3</code>	Multiplies the numbers in the two cells
<code>=A1/A3</code>	Divides value in A1 by the value in A3
<code>=MAX(C27:C34)</code>	Calculates the largest number in a range
<code>=MIN(A1:A8)</code>	Calculates the smallest number in a range
<code>=SUM</code>	Calculates the sum of a group of values
<code>=AVERAGE</code>	Calculates the mean of a group of values
<code>=IF</code>	Tests for a true or false condition

DID YOU KNOW???

Excel was originally released on Mac.

Mr Spreadsheet and Master Plan were considered as potential names before Excel was chosen.

Excel was the first application to use a toolbar.

You can't save an Excel worksheet as "History". This is because Excel creates a helper worksheet called History in the background.

Every worksheet is made up of 1,048,576 rows and 16,384 columns which translates into 17, 179, 869,184 cells!

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Staggered Start	In some sprint races the athletes each have their own staggered start line in each lane.
Phases	Some athletics events can be split into phases to make them easier to learn such as the run up, take off and landing in a jumping event.
Fosbury Flop	This is a high jump technique that was introduced by athlete Dick Fosbury in the 1968 Olympic Games.
Infield	In rounders, the infield comprises the backstop, bowler and post fielders.
Outfield/Deep Field	The outfield players in rounders and cricket are positioned further out in order to get any catches or prevent the ball hitting the boundary.
Barrier	A fielding skill used to stop a ball that is rolling or bobbling along the ground.
Backstop/Wicket Keeper	These players play directly behind the batter and must have fast reactions.
Tier 2 Vocabulary	
Lane	Definition
Lane	The track is normally divided into 8 lanes and in most sprint races you must stay in lane.
Sprint	Races ranging from 100m-400m including hurdles and relays.
Middle Distance	Races ranging from 800m, 1500m & 3000m.
No-Ball	When the ball is bowled incorrectly such as with a bent arm action or too high, low or wide.
Run/Rounder	When a batter gets a run or rounder it is added to their team score.

Section 2: Track and Field Athletics



Pacing

Pacing is used in middle and long distance track events in order to manage your energy levels. Running too fast at the beginning of a race can cause fatigue later on, pacing can help avoid this and leave you with enough energy for a faster finish.

Triple Jump



Many field athletics events can be broken down and learned in stages or phases. One such event is the triple jump, with its distinctive hop, step and jump, followed by a landing (above). Once the phases have been learned in isolation they can be put together to form the whole skill.



Staggered Start

A staggered start is used in sprint events in athletics that involve one or more curves. This means that some athletes begin ahead of others. This may seem unfair at a glance, but due to the curve of the track the outer lanes cover a greater distance than the inner lanes so the staggered start ensures all athletes cover the same distance.

Section 3: Striking and Fielding Games Specific Skills

Bowling Action



In both rounders and cricket the ball is bowled, meaning the throwing arm must be straight. In cricket we normally bowl overarm as above, releasing the ball just after the 12 O'clock position. In rounders the ball is bowled underarm and must be between the knee and the top of the head as it crosses the front of the batting box.

Long Barrier

When fielding, the ball is often rolling or bobbling along the ground, in this situation we collapse one leg behind the foot on the opposite leg to form a barrier. When doing this we aim to take the ball in both hands with the barrier acting as a fail safe.



Throwing into a Post or Stumps




The ball will sometimes need to be thrown into the stumps/post very quickly by a fielder as there may be a chance to get a batter out. In cricket we can throw into the stumps and in rounders to the fielder on the post. To generate power and speed the ball is thrown overarm and we step into it as the baseballer on the left.

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	
Tone	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.




DARK ← → LIGHT


Section 2: Artists



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

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





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

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
Ombé	Ombé is the blending of one colour hue to another, usually moving tints and shades from light to dark
Proportion	How the sizes of different parts of a piece of art or design relate to each other.
Symmetry	When two halves of a work of art mirror each other
Press print	Thin polystyrene printing sheets
Gradient	A gradual blending from one tone to another tone
Elongate	To stretch out of proportion lengthwise

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

Section 2: Observational drawing

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

Initially you are learning about what your mask looks like.

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

1. Lightly draw a **straight line** down the centre of your mask photograph and repeat this on your blank page, using a ruler. This will be the centre of your mask. This is a construction line so don't press on as you will be rubbing these out later!
2. Lightly draw the **outline** of the main mask. Ignore any bits that are add-ons. (headdresses or ears) Is your mask symmetrical? If so copy over the shape.
3. Now add headdresses, ears, to the outer shape. Don't add facial details yet, you are only looking at the main outline..... **remember to sketch lightly**, as these may need to be moved.

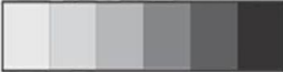
Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

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

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

Section 2: Adding tone

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



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

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

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

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

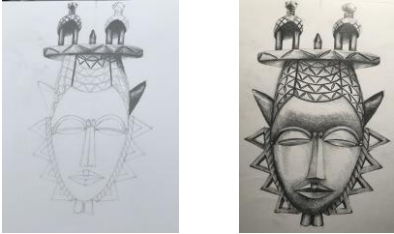
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

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

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

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

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
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>Hip Hop Hip Hop and rap music originated in America in the early 1970s. It was developed by African-Americans and immigrants from the Caribbean, and the music reflects the social and political reality of their lives.</p> <p>A major aspect of Hip Hop music is rapping, or MCing. This is a spoken rhythmic delivery of wordplay and rhymes over a beat.</p> <p>Song Writing The songs of hip-hop and rap tell the stories of the people and communities and reflect their life.</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 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 This song writing technique involves taking a starting topic/theme and creating a bank of words associated with it; like a mind map. These are then used to tell a new story.</p> <p>Frankenstein We will be using the story of Frankenstein as our stimulus for this project.</p> <p>“Beware; for I am fearless, and therefore powerful” – Mary Shelley, Frankenstein.</p>

Section 3
<p>Frankenstein – Play Script Can you remember the story of Frankenstein? Can you remember the themes within the story? Can you retell the story in your own words?</p> <div style="text-align: center;"> <p>Story Mountain</p> <p>Rising Action <i>This includes the events leading up to the main problem or conflict.</i></p> <p>Climax <i>This is when the problem reaches a high point!</i></p> <p>Falling Action <i>This is when the characters work to solve the problem or conflict.</i></p> <p>Resolution <i>This is how things end up in the story.</i></p> <p>Background <i>This includes the introduction of characters and setting.</i></p> </div> <div style="text-align: center;"> <p>Explicit meaning – the words the writer uses and their literal meaning</p> <p>Implicit meaning – what has been suggested but not directly expressed</p> </div> <p>Links to prior learning: How to Build A Song, I’ve Got Rhythm. Let’s Keep Singin</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Lazzi	A short, comical physical routine inserted in the story.
Mime	The theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.
Pantalone	<i>Pantalon de' Bisognosi</i> , Italian for 'Pantalone of the Needy', is one of the most important principal characters found in commedia dell'arte. With his exceptional greed and status at the top of the social order, Pantalone is "money" in the commedia world.
Commedia Dell'arte	Commedia dell'arte is a form of improvisational theatre that began in Italy in the 16th century. It continued to be popular during the 17th century and is still popular today. The title is difficult to translate. A close translation is "comedy of craft".
Slapstick	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

Tier 2 vocabulary	Definition
Improvised performances	Actors worked off a base narrative and made up their lines accordingly.
Stock characters	Characters were always the same, only the situations changed.
Themes	There were familiar bases to every scenario, such as love, money or food.
Mask	The mask defined the features of the characters, such as long noses and defined eyebrows.

Section 2: Commedia Characters



'As long as there is life, my dear friends, laughter will be the weapon of we who mock it even as we struggle to understand it.'

Commedia dell'arte used a wide range of stock characters in their performances

The most popular character in Commedia was Pulcinella, a character with a big nose, squeaky voice and clownish manner, a charlatan and a lazy-bones.

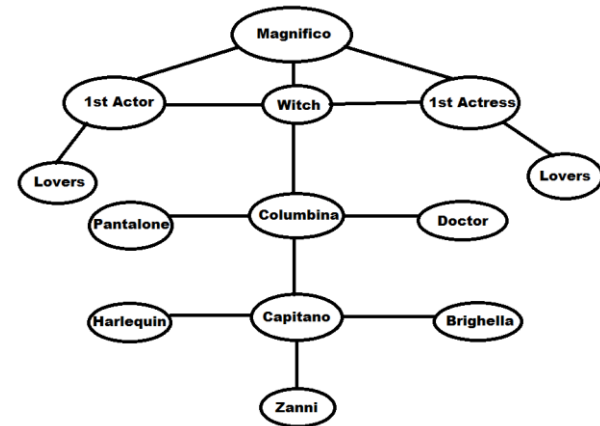
Most characters wear masks, but the persona of the character is treated as a mask. In Commedia, the characteristics of a character such as walk or gesture make up a huge part of the character, just like wearing a mask.



Can you spot any links to how stock characters are used in modern media and tv?

Section 3: Exploring Character Hierarchy

The Hierarchy of Commedia Characters



Characters in Commedia follow this strict hierarchy and never stray from it: the comedy mainly revolves around relationship between masters and servants.



Commedia characters fall into one of three categories: Servants (eg Arlecchino; Columbina), Masters (Pantalone), and Lovers (Isabella, Flavio).

The Masters are usually greedy old men, the Servants are usually hungry and mischievous and the Lovers are always happy and in love.



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
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	Strongly flavoured

Section 2: New Knowledge/Skills
<p>Food availability Some ingredients or foods are available throughout the year because they have been imported from other countries where they are in season at different times of the year. Climate and terrain are two key factors that affect food availability and where food is grown, reared and caught. The type of farming is partly determined by the climate and the geography of the country or region. The terrain or landscape determines which crops are grown or animals reared. Cereal crops are grown in flat plains, whereas sheep can be reared in hilly terrain</p> <p>Food Miles - The distance food travels from Farm To Fork</p> <p>Locally Sourced Foods – One way of reducing food miles is to buy locally sourced foods, these are also seasonal and can sometimes be organic too.</p> <p>Grown, Reared or Caught? Food is grown in an environment where light, food (soil) and water are available to them so they can grow and photosynthesise. There are many different breeds of animals which are reared on farms. The most common in the UK are cattle (cows), pigs, sheep & poultry (birds such as chickens) We catch fish in the sea, such as crab and haddock as well fish in rivers and lakes, for example salmon and trout. Game can be caught in the wild e.g. venison (deer), pheasants</p> <p>Carbon Footprint - Amount of greenhouse gas emissions produced as a result of activities & purchases</p> <p>Fairtrade is about better prices, safe working conditions, local sustainability, and fair pay for farmers and workers in developing countries</p>
 

Section 3: New Knowledge/Skills																																										
<p>Food Traditions Around the World</p> <p>India: Indian food often uses spices like chilli, cumin, and turmeric, with famous dishes such as curry and naan bread, and meals are often shared with family. During festivals like Diwali, families enjoy traditional foods such as sweets (ladoo, jalebi) and spicy curries made with fragrant spices.</p> <p>China: Chinese cooking includes stir-frying and steaming, using ingredients like rice and noodles, with popular dishes such as dumplings and fried rice. At Chinese New Year, people eat dumplings and noodles, which are steamed or boiled and symbolize luck and long life.</p> <p>Italy: Italian food is known for pasta and pizza, made with ingredients such as tomatoes, cheese (e.g. parmesan, ricotta, mascarpone & mozzarella), and olive oil, and meals are an important family tradition.</p> <p>Mexico: Mexican dishes like tacos and enchiladas use corn, beans, and chili peppers, and cooking is often part of festivals and celebrations. On Day of the Dead (Día de los Muertos), families prepare foods like tamales and sweet bread to honour loved ones.</p>																																										
<table border="1"> <thead> <tr> <th>Religion</th> <th>Pork</th> <th>Beef</th> <th>Lamb</th> <th>Chicken</th> <th>Fish</th> </tr> </thead> <tbody> <tr> <td>Islam</td> <td>✗</td> <td>Halal only</td> <td>Halal only</td> <td>Halal only</td> <td>✓</td> </tr> <tr> <td>Hinduism</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Judaism</td> <td>✗</td> <td>Kosher only</td> <td>Kosher only</td> <td>Kosher only</td> <td>✓</td> </tr> <tr> <td>Sikhism</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Buddhism (strict)</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✗</td> </tr> <tr> <td>Seventh-day Adventist Church</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	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	✗	✗	✗	✓	✓
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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	
Function	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.

Section 1: - Key Vocabulary	
Tier 3 Vocabulary	
Light Emitting Diode	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
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 accurately 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 Stimulated Emissions of Radiation – Can be used as to cut non 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 : forstner bit and pillar drill, and small diameter holes with : 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	
	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

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 development of 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 white DXF image which a laser cutter can then engrave
Section 4:- WAGOLL	

Section 1: Key Vocabulary

Tier 2 vocabulary	Definition
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
Consent	Permission for something to happen or agreement to do something.
Sexual orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.
Contraception	The use of drugs, devices, or surgery to prevent pregnancy.
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.
Coercive	Using force or threats to persuade someone to do something they don't want to do.
Expectations	A strong belief that something will happen or be the case.

Tier 3 vocabulary	Definition
Unprotected sex	Having sex without using any form of contraception or barrier method to prevent pregnancy or sexually transmitted infections (STIs)
Gender roles	The role or behaviour considered to be appropriate to a particular gender as determined by prevailing cultural norms.
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
Prejudice	Preconceived opinion that is not based on reason or actual experience.

Section 2: Key Themes:

Gender roles & relationships: The expectations about gender roles, behaviour and intimacy within romantic relationships, the idea of gender roles being a social construct, how gender roles can not be conformed to and challenged.

Relationships & the media: How the media portrays relationships and the potential impact of this on people's expectations of relationships.

Consent: The concept of consent and what this means, what does not class as consent, the law relating to sexual consent, how to seek, give, not give and withdraw consent (in all contexts, including online)

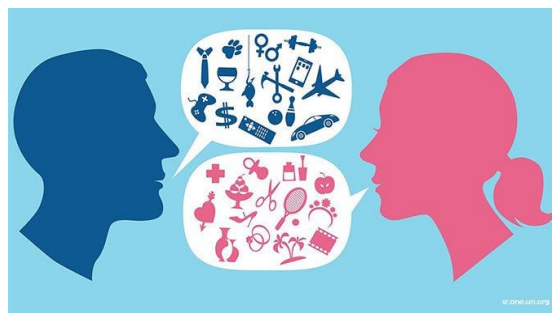
Navigating contraception: The communication and negotiation skills necessary for contraceptive use in healthy relationships, the risks related to unprotected sex

Sex, gender & sexual orientation: The difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse

Challenging prejudice: 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:





CONSENT

Freely Given

Reversible

Informed

Enthusiastic

Specific





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:	
<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’

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

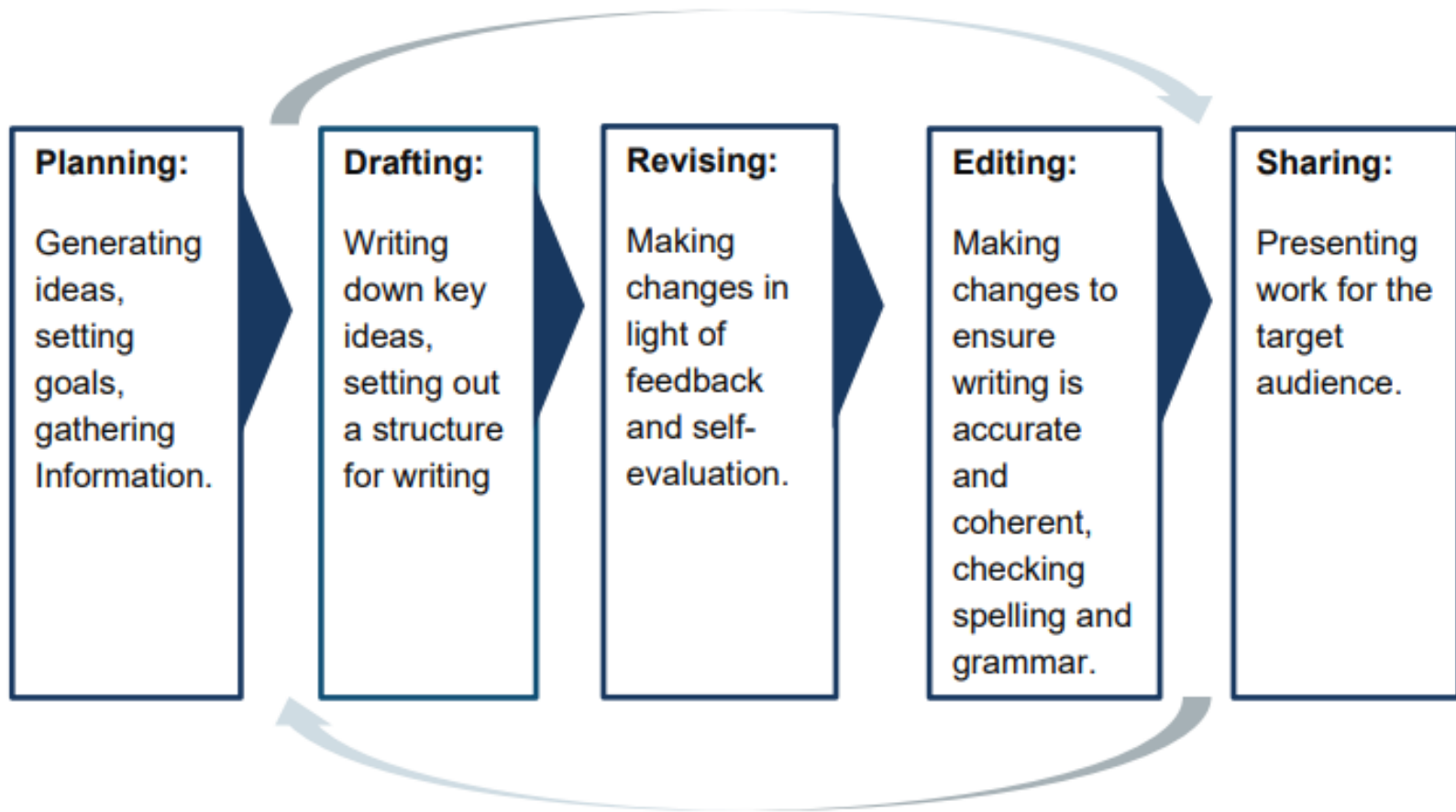
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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

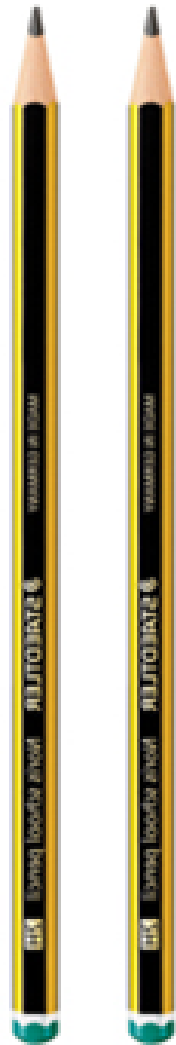
Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		Year 10-13/Staff Friday Sports Club with Matt, James, Tom and Leanne
Music Club with Phil (music rooms)	Year 13 A-level 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/Blue Pens and 1 Coloured Pen



2 Pencils



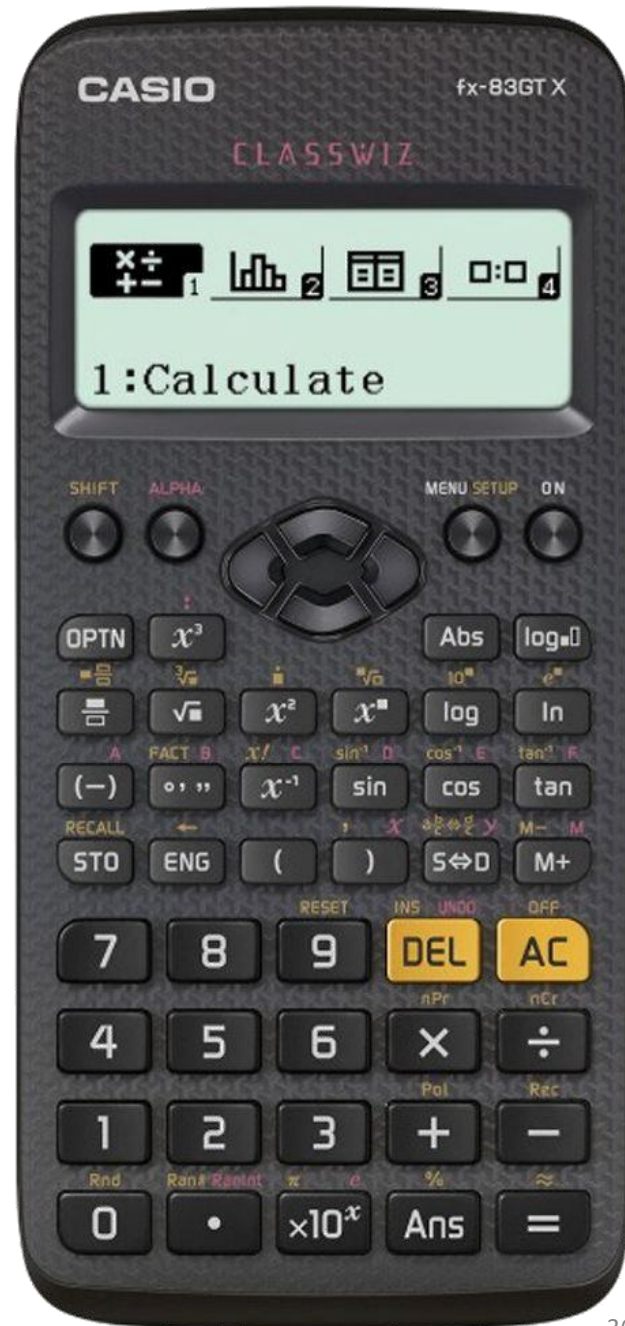
Eraser



Pencil Sharpener



Scientific Calculator



12

Knowledge
Organiser

Ruler

