



"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
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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



BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

100%
OUR TARGET FOR ALL STUDENTS

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

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

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

Attendance

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

Punctuality

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

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

Attendance this half term

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

Guided Reading Tracker

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

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

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

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Non-Linear	A story told using a non-chronological structure
Analepsis	A literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story. Also known as a flashback
Narrative perspective	The point of view a writer uses when telling a story
Enigma	A person or thing that is mysterious or difficult to understand
In Media Res	In the middle of a story / action
Exposition	A literary device in which the author tells readers what is happening
Syndetic listing	A list connected with conjunctions
Holophrastic	A single word sentence, such as 'Believe!'
Tier 2 vocabulary	Definition
Ambiguous	Something that is unclear or uncertain
Structure	How something has been shaped or put together
Explore	Consider, think about and justify your ideas
Context	The background, individual, social and historical, that we bring to a text
Analyse	Focus in depth on how something is done and explain why with justification

Section 2: New Key Skills/Strategies
<p>Plot can be talked about in a number of different ways. This diagram shows one of the most common structures for a story.</p> <p style="text-align: center;">PLOT DIAGRAM</p> <p style="text-align: center;">BEGINNING MIDDLE END</p> <p>Possible Structure Questions</p> <ul style="list-style-type: none"> - Why has the writer focussed your attention on this at the start? - How does the writer end the piece of writing? - How does the writer create tension? <p>Writing about structure</p> <p>When writing about structure, think about it like making a sandwich. I might like a sandwich with ham, mustard and lettuce in it. I might decide to put my bread first, then mustard, then ham, then lettuce and then bread on top of that. That's a conventional sandwich. Now imagine I started with my mustard, and put that on the outside of my sandwich – why would I do that? Writing about structure is the same kind of thing... why has the writer decided to start with the middle of their story rather than conventional beginning?</p> <p>Sentence Starters</p> <ul style="list-style-type: none"> - I think the writer has chosen to start in the middle of the action because... - I think the writer ended the story on a cliff-hanger because... - Perhaps the author used a non-linear structure to...

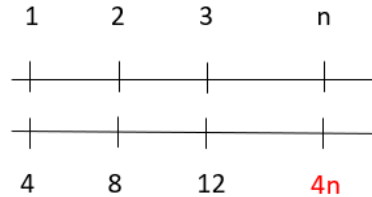
Section 3: Genre Background
<p>The Science Fiction genre grew out of the advancement of science and development in areas of astronomy, physics and maths. It is a genre that sparks the imagination and unknown frontiers feature heavily which tie to the genre's notions of discovery and exploration. It is a blend of modern scientific interests and fantasy where anything is possible. Famous examples of science fiction include: War of the Worlds by H. G. Wells; A Journey to the Centre of the Earth. by Jules Verne and Nineteen Eighty-Four by George Orwell. Science fiction tends to look forward, imagining new technologies, worlds and creatures, or exploring the impact that these may have.</p> <p><u>Possible Discussion Questions</u></p> <ul style="list-style-type: none"> - Why do you think science fiction remains such a popular genre? - Why do you think science fiction is so often linked with horror?
<p>Reading for Context</p> <p>Science Fiction writers often use made up or complex vocabulary to help them set an alien scene. This can make it hard to read, so you often need to use context clues in order to work out what words might mean.</p> <ol style="list-style-type: none"> 1. Word Parts Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. 2. Definition/explanation Look for a definition or an explanation within the sentence. 3. Synonym Words next to the unknown word can be a clue that there is a synonym. 4. Example Providing examples of the unknown word can give readers a clue to meaning. 5. Antonym/contrast Opposite information about the unknown word can be offset by words and phrases such as unlike, as opposed to, different from. 6. Analogy Comparisons of the word help to determine what it means.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Arithmetic sequence	A sequence of numbers where the gap between one term and the next is constant
Geometric sequence	A sequence of numbers where each term is found by multiplying the previous term by a number called the common ratio.
Triangular number	A sequence of numbers that are represented through a series of dots formed into equilateral triangles
Multiplicative relationship	A relationship between two quantities whereby the values are linked by a multiplier, e.g. $n \rightarrow 5n$
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a number, e.g. $2n \rightarrow 2n + 3$

Tier 2 vocabulary	Definition
Sequence	A particular order in which related objects follow each other
Term	An individual number in a sequence, such as "6 is the 2nd term in the sequence 1,6,11,16"
Square number	The product of a number multiplied by itself
Cube number	The product of a number multiplied by itself three times
Natural numbers	The counting numbers, that is, the positive integers 1,2,3...

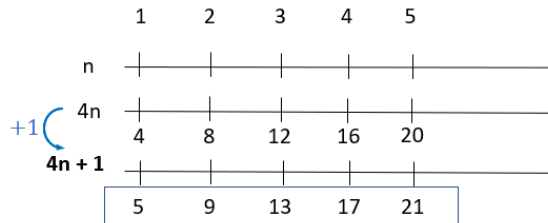
Section 2: Representations

When we use the natural numbers for the upper number line, the multiplicative relationship shown by the double number line also shows a sequence.



The n^{th} term rule '4n' takes any number 'n' and gives a term '4n'. This generates the sequence 4,8,12,... which we recognise as the 4 times table.

We can move from the 4 times table by adding or subtracting, to generate a different sequence that also moves by 4 each time:

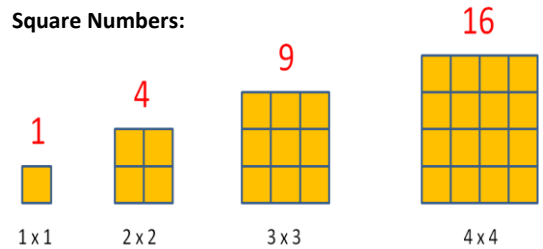


From the rule '4n + 1' we can find any term in the sequence.

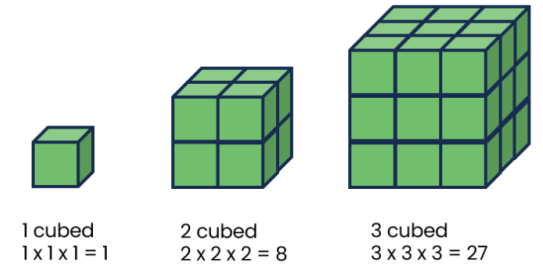
e.g. for the 20th term, substitute $n=20$
 $4 \times 20 + 1 = 81$

The 20th term in the sequence 5,9,13,17... is 81

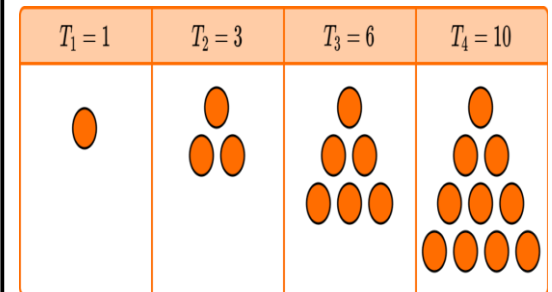
Square Numbers:



Cube Numbers:



Triangular Numbers:



Fibonacci sequence:




The next term is found by adding the previous two terms.

1, 1, 2, 3, 5, 8, 13, 21, ...

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Exponent	Another word for power or index . The exponent in the number 3^8 is 8.
Base	The number 3^8 has a base number 3
Equivalent	Two expressions that have the same value but are written in different forms. These are all equivalent ways of writing 530 $53 \times 10 = 5.3 \times 100 = 5300 \times 10^{-1}$

Tier 2 vocabulary	Definition
Decimal point	The position in a number that separates the whole number part from the decimal part
Integer	This refers to a whole number which could be either positive or negative. Zero is an integer.
Index (plural is indices)	An index is a word commonly used for a power. For example, in the number 10^5 , 5 is the index
Power of 10	For example, 1000 is a power of 10 as it can be written as 10^3 . In the same way, 10^2 , 10^{10} and 10^{-3} are all powers of 10.
Standard Form	A number written in a specific way that uses a power of 10. The number has to look like $A \times 10^n$ where $1 \leq A < 10$ and n is an integer
Ordinary Form	A number written in the usual way. For example, 530 or 12.917 or 23000, etc

Section 2: New knowledge
<p>Know and be able to apply the laws of indices</p> $a^m \times a^n = a^{m+n}$ $a^m \div a^n = a^{m-n}$ $(a^m)^n = a^{m \times n}$ <p>Examples $7^3 \times 7^2 = 7^5$ $8^{12} \div 8^3 = 8^9$ $(4^3)^5 = 4^{15}$</p> <p>Important note: Anything to the power of 0 is 1 For example $10^0 = 1$ and $8^0 = 1$</p> <p>Know how to write a number in 'standard form' A number in standard form has to look like $A \times 10^n$ where $1 \leq A < 10$ and n is an integer</p> <p>Ordinary numbers bigger than 10</p> $1280 = 1.28 \times 1000 = 1.28 \times 10^3$ <p>Most students think about how the decimal point moves to make the number between 1 and 10.</p> <p>Example: 156000</p> $156000. = 1.56 \times 10^5$ <p>Move decimal point 5 places left, exponent goes up by 5</p> <p>Ordinary numbers between 0 and 1</p> $0.091 = 9.1 \times \frac{1}{100} = 9.1 \times 10^{-2}$ <p>This time, the decimal point has to move the other way</p> <p>Example: 0.0000053</p> $0.0000053 = 5.3 \times 10^{-6}$ <p>Move decimal point 6 places right, exponent goes down by 6</p>

Section 3: Calculating with standard form
<p>Use of a calculator All calculators have a standard form button but it could look like any of these. Ask your teacher if you are unsure.</p>   <p>To type 3.6×10^4, press 3.6, then the standard form button, then 4. You can use this to do calculations involving standard form.</p> <p>Example $(4 \times 10^7) \div (5 \times 10^2)$</p> <p>The safest way is to use brackets on your calculator or use the fraction button</p>  <p>Check that you get the answer 8×10^4</p>
<p>Without a calculator</p> <p>Adding/subtracting by converting to ordinary form</p> $(4.2 \times 10^3) + (5.3 \times 10^4) = 4200 + 53000 = 57200$ <p>Now convert this answer back into standard form</p> $57200 = 5.72 \times 10^4$ <p>Multiplying/dividing using the laws of indices</p> $(4 \times 10^7) \div (5 \times 10^2) = (4 \div 5) \times (10^7 \div 10^2)$ $= 0.8 \times 10^5$ <p>Note the first number is not now between 1 and 10, so I make the first number 10 times bigger which means I have to subtract 1 from the exponent of 10</p> $0.8 \times 10^5 = 8 \times 10^4$

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Communicable Disease	Disease caused by pathogens which can be passed from person to person
Non-communicable Disease	Disease which cannot be passed from person to person. Is caused by a problem in the body.
Cardiovascular Disease	Disease affecting the heart and circulatory system, can high blood pressure, heart attack and strokes
Pathogen	A microorganism that can cause disease eg virus, bacteria and protist
Vector	An organism that carries disease from one person to another
Lysozyme	An enzyme which breaks down bacteria, part of the bodies chemical defense.
Antigens	Protein markers on the surface of any cell
Antibodies	Proteins released from lymphocytes which destroy or inactivate a pathogen

Tier 2 vocabulary	
	Definition
Health	A state of complete physical , social and mental well-being
Disease	An illness that prevents the body from working properly
Vaccine	Contains a weakened or inactive pathogen or bits of the antigen.
Immunisation	Artificial immunity triggered by a vaccine

Section 2: Types of Disease		
Communicable Diseases		
Disease	Pathogen	Symptoms
Cholera	Bacteria	Diarrhoea and vomiting
AIDS	Virus	Destroys White Blood cells
Malaria	Protist	Fatigue and sickness
Chalara Dieback	Lesions on bark and shrivelled leaves	Lesions on branches, dead leaves at top
Tuberculosis (TB)	Bacteria	Extreme coughing and chest pain, fever
Stomach Ulcers	Virus	Stomach pain, weight loss, sickness
Ebola	Virus	Sickness, diarrhoea and rash

Body Mass Index

$$BMI = \frac{Mass}{Height^2}$$

Non-Communicable Diseases

Caused by many different factors;

Genetic Disorder - Eg Sickle Cell Anaemia, Cystic Fibrosis
Malnutrition - Eg Scurvy (lack of vit C) or Anaemia (lack of Iron)
Lifestyle:
Alcohol - causes Liver Cirrhosis
Smoking - causes cardiovascular disease
Obesity - causes cardiovascular disease

Section 3:

1 Pathogens have antigens on their surface that are unique to them.

2 A lymphocyte with an antibody that perfectly fits the antigen is activated.

3 This lymphocyte divides over and over again to produce clones of identical lymphocytes.

4 Some of the lymphocytes secrete large amounts of antibodies. The antibodies stick to the antigens and destroy the pathogen. Other lymphocytes remain in the blood as memory lymphocytes, ready to respond immediately if the same antigen ever turns up again.

B how the immune system attacks a pathogen

Antibody numbers per cm³ of blood

Time (days)

primary response

secondary response

first infection with pathogen

second infection with the same pathogen

C The immune responses to the first and second infection by a pathogen are different.

Vaccination Task

A vaccine contains a weakened or inactive pathogen or bits of an antigen which will create a safe immune response.

Draw a flow diagram, using the information in the graph above, to explain what happens in the body when you are vaccinated against a pathogen and then at a later date you catch the real pathogen.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Ionic bond	Electrostatic forces between opposite charged ions.
Electrostatic forces	Forces attracting ions which have opposite charges.
Cation	Positive charged ions – formed when metals lose electrons.
Anion	Negative charged ions – formed when non-metals gain electrons.
Ionic compounds	Formed from positive and negative ions held together by ionic bonds.
Dot and cross diagram	A diagram which uses symbols (dots and crosses) to show the arrangement of electrons.
Ionic lattice	The alternating arrangement of positive and negative ions in an ionic solid.
Tier 2 vocabulary	
Bonds	Definition
Bonds	Forces of attraction that hold atoms together.
Ions	Charged particles formed when atoms gain or lose electrons.
Property	The way a substance behaves e.g. it conducts electricity.
Aqueous	A substance dissolved in water.
Molten	When a substance has been melted

Section 2: Ionic bonding

Ionic compounds always contain a metal and a non-metal.

Forming ions

When metals react they **lose** electrons forming **positive** ions called **cations**.

When non-metals react they **gain** electrons forming **negative** ions called **anions**.

Sodium atom

loses one electron

Sodium ion, Na⁺

Chlorine atom

gains one electron

Chloride ion, Cl⁻

Metal ions are positive because they have lost electrons and contain more positive protons than negative electrons.

Non-metal ions are negative because they have gained electrons and contain more negative electrons than positive protons.

Section 3: Ionic compounds

Common ions

Positive ion	Ion formula	Negative ion	Ion formula
sodium	Na ⁺	fluoride	F ⁻
lithium	Li ⁺	chloride	Cl ⁻
potassium	K ⁺	bromide	Br ⁻
magnesium	Mg ²⁺	oxide	O ²⁻
calcium	Ca ²⁺	sulfide	S ²⁻
aluminium	Al ³⁺	phosphide	P ³⁻

Ionic Lattice

Properties of ionic compounds

High melting points

- Lots of bonds to break
- Ionic bonds are **strong**
- Takes a **lot of energy** to break the bonds

Electrical Conductivity

Solids

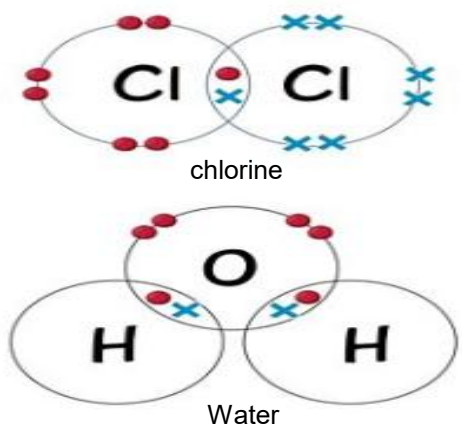
- Do **NOT** conduct electricity
- Because **ions cannot** move

Molten or dissolved

- **Do** conduct electricity
- Because **ions can** move

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Molecular	Substance containing groups of non-metal atoms held together by covalent bonds.
Covalent bond	Shared pair(s) of electrons.
Single bond	One shared pair of electrons.
Double bond	Two shared pairs of electrons.
Molecular formula	A formula listing the atoms in the molecule e.g. CH ₄
Structural formula	A formula which uses lines to represent the bonds and show how they are attached.
Valency	The number of electrons in the outer shell
Simple covalent	Substances made from a small number of atoms joined together (less than 100 atoms)

Section 2: Knowledge



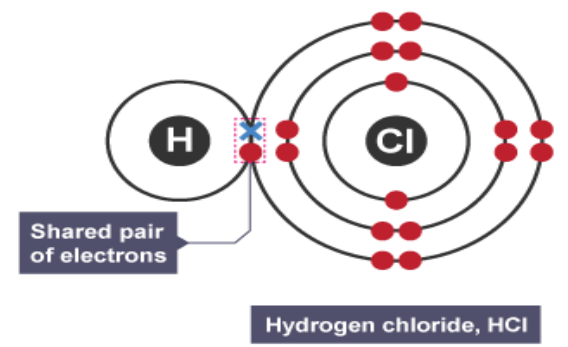
Section 2: Simple Covalent Substances

Melting point

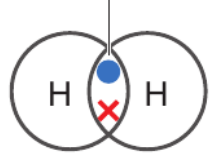
- **Low** melting points
- only **weak intermolecular** forces are broken when melted
- this only takes a **small amount of energy**

Electrical Conductivity

- Do **NOT** conduct electricity
- There are **no electrons** which can move

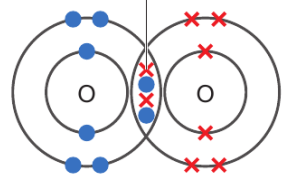


single covalent bond



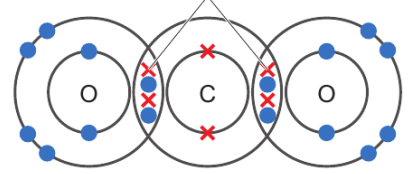
a hydrogen

double covalent bond



c oxygen

double covalent bond



d carbon dioxide

Different ways of representing molecules

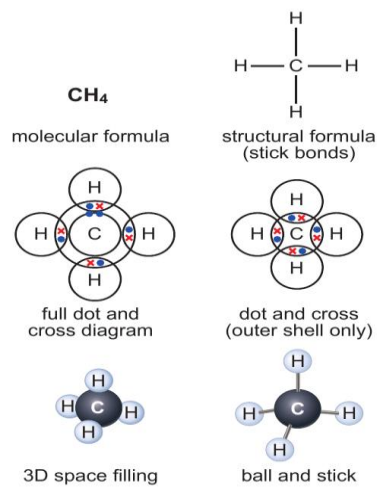


Diagram type	Advantages	Disadvantages
Molecular formula	Shows which atoms it contains	No information about the bonds or shape of molecule.
Structural formula	Shows how atoms are bonded	No information about the shape or size.
Dot and cross diagram	Shows the arrangement of the electrons	Does not show the shape or size.
Space filling diagram	Shows the size and shape	Does not show the electrons.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Centripetal force	A force that causes objects to follow a circular path. The force acts towards the centre of the circle.
Inertial mass	The mass of an object found from the ratio of force divided by acceleration.
Action-reaction forces	Pairs of forces on interacting objects. Action-reaction forces are always the same size, in opposite directions, and acting on different objects. They are not the same as balanced forces.
Equilibrium	When a situation is not changing because all the things affecting it balance out.
Mass	A measure of the amount of matter that there is in an object. a scalar quantity.
Weight	The force pulling an object downwards, it depends upon the mass of the object and the gravitational field strength.
Gravitational field strength	A measure of how strong the force of gravity is somewhere. It is the force on a 1 kilogram mass, so the units are newtons per kilogram (N/kg).
Free body diagram	A diagram with one simple object shown (circle or box) and all the objects acting on that object.
Resultant force	One force (value and direction) that represents all the forces on an object.
Balanced forces	The resultant force equals zero.

Tier 2 vocabulary	
Tier 2 vocabulary	Definition
Velocity	The speed of an object in a particular direction.
Acceleration	A measure of how quickly the velocity of something is changing.

Section 2: New Knowledge/Skills

Newton's laws of motion

1st Law
If the resultant force on an object is zero (balanced forces), then it will;

- Be stationary
- Or moving at a constant velocity

What is the missing force of Thrust the car is producing?

2nd Law
The amount an object accelerates is affected by the size of the force acting on and the object's mass.

These are shown in the equation;

Force = mass x acceleration

Moments
The turned force on an object

Moment= force x perpendicular distance from pivot

Section 3: Other subject specific things

3rd Law
Forces come in pairs. The action force and reaction force. These are;

- Equal in size
- Opposite in direction
- Of the same type

Mass and weight

The mass of an object is a measure of how much matter it has. The units are kg.

Weight is a measure of the pull of gravity on an object and depends on; Measured in N

- The mass of the object
- The strength of gravity

Weight = mass x gravitational field strength

If your mass is say 50kg and you were to travel to the Moon you would still have the same mass but your weight would be less because there is a lower gravitational field strength there.

Density
Density is the amount of mass in a certain volume and can be calculated by;

Density (kg/m³) = $\frac{\text{Mass (Kg)}}{\text{Volume (m}^3\text{)}}$

Volume of irregular shapes can Be measured using a Eureka beaker

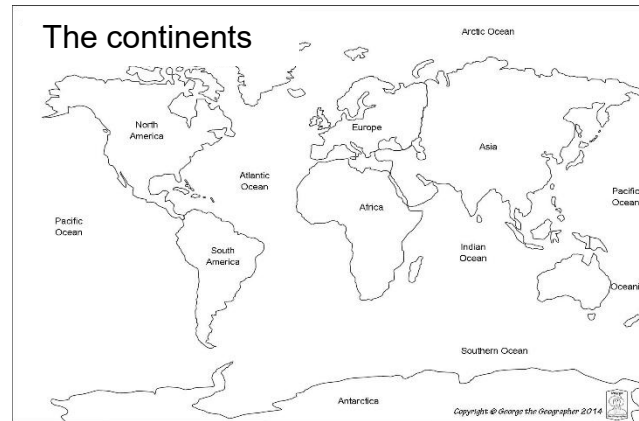
$V_{\text{box}} = \text{length} \times \text{width} \times \text{height}$

$V_{\text{box}} = l \times w \times h$

Tier 3 vocabulary	Definition
Biome	Large scale ecosystem eg. tropical rainforests, deserts.
Climate	Long term atmospheric conditions in an area. The expected weather.
Continent	One of the Earth's seven divisions of land. See the map opposite.
Desertification	The process of land turning into a desert, as the quality of soil becomes worse over time.
Development	How the wealth and quality of life of people varies from place to place and changes over time.
Diversity	A wide range of things eg. people's lifestyles and cultures, plants and animals.
Ecosystem	The living and non-living parts of an environment and how they are connected.
Fair trade	A system that makes sure farmers and other workers receive a better price for the product they are producing.
Multinational company	A business operating in more than one country.
Resource	A material that is of use to humans.
Tourism	The business connected with people's travel for pleasure.

Tier 2 vocabulary	Definition
Sustainability	The practice of using 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



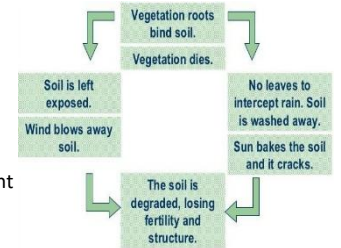
The countries of Africa



Measures of development

- Gross National Income (GNI)
- Life expectancy
- Education
- Human Development Index (HDI)
- Number of doctors per 1000 people

The causes of desertification



Multinational

Advantages	Disadvantages
<ul style="list-style-type: none"> •jobs •workers develop new skills •taxes to the government •introduces technology into a country. 	<ul style="list-style-type: none"> •may cause air / water pollution •workers may be treated badly •may take business from local companies.

The biomes of Africa



A **tropical rainforest** is an area with very wet and hot weather. There will often be over 2000mm of rain per year.

A **desert** is an area of very low precipitation (rain / snow). It usually has less than 250mm of precipitation per year.

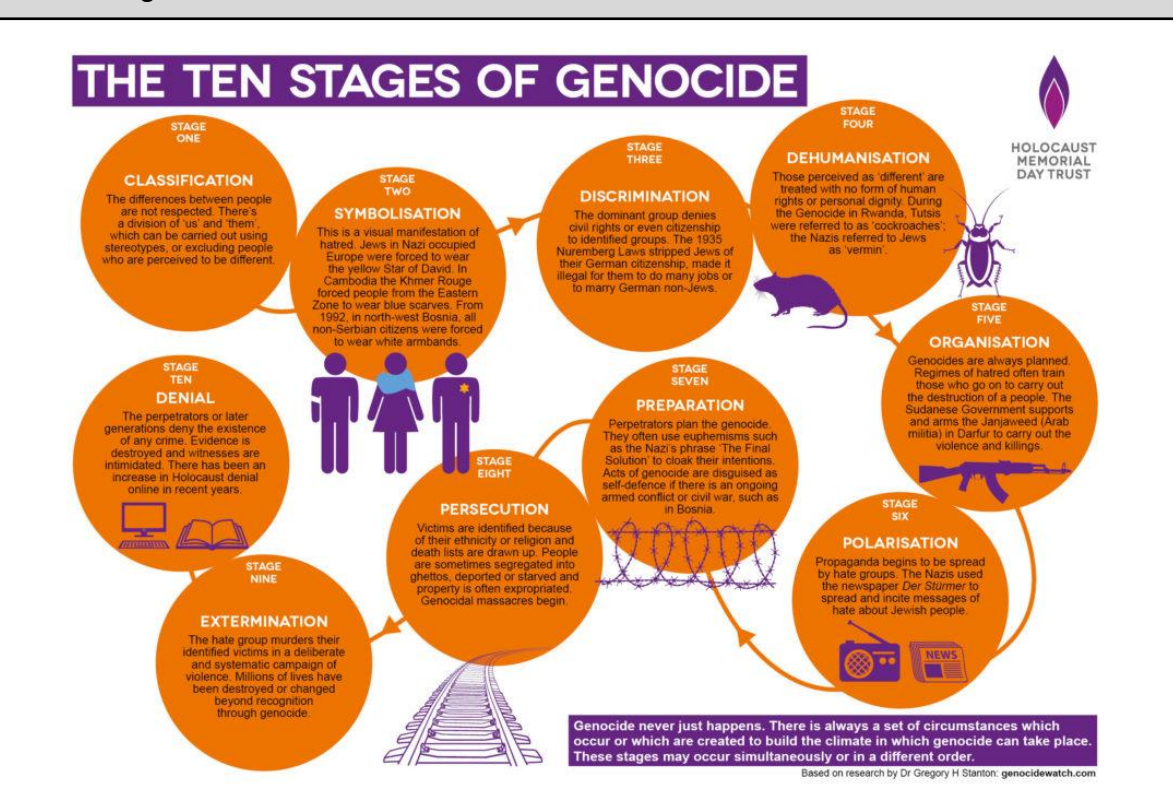
Section 3: Geographical Skills

When **describing a graph**, your writing should include the following things:

1. Give the general trend / pattern e.g. up or down.
2. Add figures from the graph e.g. the highest value is..., the lowest number is..., the range of values is....
3. Mention other obvious features e.g. anomalies (data that does not fit the general pattern).

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Aryan	“Natural born Germans” who Nazis saw as the “master race”.
Antisemitism	The hatred of or hostility towards Jews.
Holocaust	Usually described as the murder of millions of Jews by the Nazis
Concentration Camps	Places where large groups of people were kept as prisoners under armed guard.
Death camps	Killing centres established by the Nazis
Propaganda	Information used to promote a particular point of view
Ghetto	Areas in towns or cities where Jews were separated by force
Einsatzgruppen	Special units that conducted mass shootings of Jews
Euthanasia Programme	A secret programme conducted by the Nazis to murder anyone that was “undesirable”
Genocide	The deliberate killing of a particular ethnic group with the aim of destroying that nation or group.
Tier 2 vocabulary	Definition
Prejudice	An unfair opinion or judgement or feelings towards someone
Scapegoat	Blaming someone for something that wasn't their fault

The Ten Stages of Genocide














Classification

During the Holocaust, people the Nazis considered “undesirable was forced to wear symbols to distinguish themselves from the rest of the population. Jews were made to wear yellow star while other groups were made to wear different symbols, usually coloured triangles.



Badges for Prisoner Markings In Concentration Camps Shapes and Colors						
	political	professional criminal	emigrant	Jehovah's Witnesses	homosexual	antisocial
basic colors						
	Red	Green	Grey	Purple	Pink	Black

Section 1: Key Vocabulary		Paramilitary Groups		Key People
Tier 3 vocabulary	Definition			
Terrorism	An action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause	<p>The IRA (Irish Republican Army) A republican paramilitary group who wanted an end to British rule and were willing to use violence</p> <p>The Provisional IRA ('Provos') A splinter group of the IRA (formed in 1969) who adopted a more violent approach</p>		 Gerry Adams Leader of Sinn Fein
Freedom Fighter	A person who takes part in a revolutionary struggle to achieve a political goal, especially in order to overthrow a government	<p>The Ulster Defence Force (UDA), Ulster Freedom Fighters (UFF), and Ulster Volunteer Force (UVF) Unionist paramilitary groups who all wanted to remain under British rule and used violence.</p>		
Imperial Rule	A system where one state, nation, or group controls another	   		
Republican	People who thought Ireland should be independent from the UK (mostly Catholic)			
Unionist	People who thought Ireland should be part of the UK (mostly Protestants)			 Pastor Iain Paisley Leader of the DUP
Tier 2 vocabulary	Definition			
Perspective	An attitude towards something or way of looking at it.	<p>Political Groups</p> <p>Sinn Fein An Irish Republican party who aimed to end British rule in Northern Ireland and achieve a united Ireland. They deny any involvement with the IRA.</p> 		 Margret Thatcher Prime Minister of UK (1979-1990)
Protestant	A branch of Christianity separate from the Pope	<p>Democratic Unionist Party (DUP) The largest unionist political party in Northern Ireland. It advocates for Northern Ireland to remain as part</p> 		
Catholic	A branch of Christianity led by the Pope			
Paramilitary	An unofficial military group			 Lord Mountbatten Member of the British Royal Family
Political Prisoner	A person in prison for their political beliefs, often given special privileges.			
		<p>Map of Ireland</p>  <p>Britain occupied Ireland in 1169.</p> <p>Ireland was partitioned in 1921, separating Northern Ireland from the Republic of Ireland</p> <p>Not everybody in Northern Ireland wanted to be part of the United Kingdom. Violence erupted between republicans and unionists.</p>		

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Stewardship	Taking responsibility for the conservation of the natural world.
Animal Rights	The idea that animals should not be abused or exploited.
Poverty	Lacking the basic essentials of life, so that living each day is difficult.
Tsunami	A huge wave caused by shifts in the seabed.
Compassion	Empathy for the suffering of others.
Commandment	Law from God. E.g. The Ten Commandments.
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>Environmental Ethics The idea of stewardship of, or responsibility for, the environment is a key factor in all religions. This is especially true now as the concern for the planet grows.</p> <p>Science has proven that humans have caused an increase in the levels of greenhouse gases in the Earth's atmosphere.</p> <p>Religious Environmental Action</p> <ol style="list-style-type: none"> 1. Buddhism – One Earth Sangha 2. Christianity – Green Christian, A Rocha 3. Islam – Islamic Foundation for Ecology and Environmental Science (IFEES) 4. Judaism – Coalition on the environment and Jewish life (COEJL) 5. Sikhism – EcoSikh <p>Genesis 1:28: "Fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth"</p> <p>Animal Rights Religions believe that animals should be treated and fairly and not cruelly. Christianity, Judaism and Islam all believe animals are part of God's creation and therefore deserve respect.</p> <p>For Eastern religions, animals are part of the cycle of reincarnation – again deserving respect. Many religions believe Sanctity of life extends to all creation. But there remains a dilemma between human need and the natural world.</p> <p>Has Religion Passed its Sell by Date? Sell-by-date – the date by which something is no longer legal to sell as it is past its best: suggesting religion is out of date and of no use.</p> <p>* Religion still exists</p> <ul style="list-style-type: none"> • Christianity is on the decline in the UK but increasing world wide. • Science Vs religion debate – can they work together? • Laws are often based on religious laws of the land they apply to.

Section 3: Other
<p>Drugs and Religion The use of drugs, other than as medicine, is usually forbidden in most religions – however there are exceptions. The key reasoning against drug abuse includes: sanctity of life, created beings in God's image, focus on God and self-discipline to behave appropriately. Many religious principles are similar to secular principles: discouraging drugs abuse: health and respect for the body/mind, idea that life is too special to waste on drugs etc.</p> <p>Is Everyone Equal? Religions have similar views: sanctity of life, humans as a special being, the duty to care for each other, virtues which should be developed such as compassion and respect, vices which should be eradicated such as greed, the duty to fight against injustice. So religions should be working to make a more equal world. However, it is true that religion is responsible for or promotes (at times) inequality, and has done throughout history.</p> <ul style="list-style-type: none"> • Clergy are seen as elite • Most religions are male dominated • Some religions/religious groups promote equality more than others. <p>Attitudes to Poverty Poverty – The World Health Organisation lists six essentials for living.</p> <ol style="list-style-type: none"> 1. Adequate food 2. Clean water 3. Good healthcare 4. A good education 5. A good job 6. Adequate shelter <p>Natural Disasters "Treat others as you wish to be treated"</p> <p>"Do not do to others what you would not have done to yourself"</p> <p>These teachings alone tell us that religious believers will help those in need – if they were in that position, they would want help. A natural disaster is no one's fault, so all those affected are innocent victims. This encourages more people to help.</p> <p>Tearfund: A Christian charity that partners with local churches to respond to disasters, providing water, food, and emergency shelter, with a focus on long-term resilience.</p> <p>Islamic Relief: An international aid agency providing emergency response and long-term development to communities affected by disasters, regardless of race or religion</p>

9Fr Sum1 W1	no list
9Fr Sum1 W2	
encourager	to encourage, encouraging
obliger	to force, forcing
me	me (obj)
te	you (obj)
la difficulté	difficulty
l'objectif	objective
la recherche	research
le résultat	result
clair	clear
supplémentaire	extra
presque	almost

9Fr Sum1 W3	
livrer	to deliver, delivering
oublier	to forget, forgetting
payer	to pay, paying
le	it (m)
la	it (f)
le coût	cost
le client	customer
la marque	brand
la mode	fashion
cent	hundred
mille	thousand
quatre-vingts	eighty
quatre-vingt-dix	ninety
soixante-dix	seventy

9Fr Sum1 W4A	revision
sage	well-behaved
difficile	difficult (m/f)
facile	easy (m/f)
prochain	next (m)
social	social (m)
grand	big (m)
grande	big (f)
ou	or
la place	(town) square
la recette	recipe
la décision	decision
l'expérience	experience

9Fr Sum1 W5A	
annuler	to cancel, cancelling
arriver à	to manage to, managing to
continuer	to continue, continuing
continuer à	to continue to, continuing to (something recent)
continuer de	to continue to, continuing to (something ongoing)
décider	to decide, deciding
décider de	to decide to/on, deciding to/on
essayer	to try, trying
essayer de	to try to, trying to
voler	to steal, to fly

9Fr Sum1 W6A	revision
appartenir à	to belong to, belonging to
choisir	to choose, choosing
dormir	to sleep, sleeping
finir	to finish, finishing
nourrir	to feed, feeding
partir	to leave, leaving
remplir	to fill, filling
revenir	to come back, coming back; to return, returning
sortir	to go out, going out; to take out, taking out
venir	to come, coming

***revision word lists W4B, W4C, W4D, W5B, W6B, W6C & W6D are in your word list booklet.**

Important grammar facts

- Nouns and adjectives ending in –al become –aux in the plural. French adjectives with –al endings have nouns as their root. e.g. la nation > national le virus > viral l'idée > idéal
- Many French nouns end in –ation and –ion and have a verb in the same family. Add –ation/-ion to the stem of the verb. e.g. préparer > prépar- > préparation inventer > invent- > invention

💡 Did you know that: around 33% of English words originate from French due to the Norman conquest?

The Concorde was a project between France and the UK after the 2nd world war to build supersonic planes?

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Pronoun	word that takes the place of a noun, like 'it', 'you', 'she'
Direct object	a noun in the accusative case, directly affected by the action of the verb
Indirect object	a noun in the dative case, indirectly affected by the action of the verb
Reflexive pronoun	replaces the object in a sentence using a reflexive verb, e.g. 'myself'
Comparative	a form of adjective or adverb used to compare people, things or ideas
Relative clause	adds information about the noun in the main clause
TMP	Time, Manner, Place – the order of adverbs in a German sentence

Questions	Translation
Worauf wartest du?	What are you waiting for?
Versteht ihr euch gut?	Do you get on well?
Kannst du nicht singen?	Can't you sing?

doch
Meaning 1
 Use it to agree with a negative statement
 "Es ist nicht kalt" → It's not cold
 "Doch!" → Yes, it is!
Meaning 2
 Add it to a sentence for emphasis
 Ich habe es **doch** gemacht
 I *have* done it / I *did* do it: English uses intonation to emphasise instead of adding a word.

Section 2: Grammar

Two objects in a sentence

Where a sentence has both a direct object noun and an indirect object noun, the indirect object noun always comes first.

Er schenkt der Frau einen Gutschein
 → He gives the woman a voucher/he gives a voucher to the woman

Sie kauft meinem Bruder neue Hefte
 → She buys my brother new books / she buys new books for my brother

Direct object pronouns are in the **accusative**
 den/die/das/die
 einen/eine/ein
 mich/dich/sie/ihn/es/uns/euch/Sie/sie

Indirect object pronouns are in the **dative**
 dem/der/dem/den
 einem/einer/einem
 mir/dir/ihr/ihm/ihm/uns/euch/Ihnen/ihnen

Reflexive verbs and pronouns

A reflexive pronoun is used instead of an object when the subject is the same as the object in the sentence. The object in this case is a reflexive pronoun.

Subject	Verb	Reflexive pronoun
ich	wasche	mich
du	freust	dich
er	entspannt	sich
sie	versteht	sich
wir	streiten	uns
ihr	interessiert	euch
Sie/sie	duschen	sich

kein vs nicht
kein negates nouns with indefinite articles
 → ich habe **keine** Zeit
nicht negates everything else
 → ich will **nicht** schwimmen / es ist **nicht** warm

Section 3: Grammar & Phonics

Verbs with prepositions
 Some verbs need prepositions to link them to a noun. You need to learn the preposition with the verb as they are not always similar to the English equivalent. Notice that some of these verbs are reflexive too.

Ich warte **auf** → I'm waiting **for**
 Ich hoffe **auf** → I'm hoping **for**
 Ich freue mich **auf** → I'm looking forward **to**
 Ich interessiere mich **für** → I'm interested **in**
 Ich habe Angst **vor** → I'm scared **of**

für is always followed by the accusative case, **auf** usually is **vor** is usually followed by the dative case, **an** usually is

Da- compounds
 The prefix **da-** can be added to prepositions to refer to something already mentioned and to avoid repetition of the noun. His is called a da- compound.

Umweltschutz ist wichtig. Ich interessiere mich **dafür**.
 Protecting the environment is important. I'm interested **in it**.

Use **dar-** if the preposition starts with a noun to help pronounce it.
 Der Sommer kommt bald. Ich freue mich **darauf**.
 Sommer is coming soon. I'm looking forward **to it**.

Wo- compounds
 Wo- compounds are used to ask questions with verbs that take prepositions. In German, prepositions are not put at the end of the question. They are at the start as part of a wo- compound.

Womit spielst du? → What are you playing **with**?

Use **wor-** if the preposition starts with a vowel to help pronounce it.
Worauf freust du dich? → What are you looking forward **to**?

TMP Always use **Time** adverbs, then **Manner** ones, then **Place** adverbs

Phonics

final d	like t	und	eu	like oy	Leute
final b	like p	halb	äu	like oy	Mäuse
final g	Like k	Flugzeug	qu	like kw	bequem

9Gr Sum1 W1A	
ausgehen	to go out, going out
begrüßen	to greet, greeting
teilnehmen	to take part, taking part
die Bank	bank, bench
der Lauf	run
der Müll	rubbish
das Projekt	project
der Zweck	purpose, cause
lokal	local
sauber	clean

9Gr Sum1 W2A

ich darf	I am allowed, may
du darfst	you are allowed, may (s informal)
er darf	he is allowed, may
sie darf	she is allowed, may
dauern	to last, take (time)
fahren	to drive, ride, go (transport)
ich kann	I can, am able to
du kannst	you can, are able to (s informal)
er kann	he can, is able to
sie kann	she can, is able to
schauen	to look, looking
du sollst	you should, you ought to (s informal)

***more words (revision) W1B, W2B, C & D, W3B, W4B, C & D are in your word list booklet.**

9Gr Sum1 W3A	
gesessen	sat (pp)
gestanden	stood (pp)
das Dach	roof
die Ecke	corner
der Keller	cellar
der Kühlschrank	fridge
das Licht	light
linker	left (m)
rechter	right (m)

9Gr Sum1 W4A

antworten	to answer, answering
erklären	to explain, explaining
gewinnen	to win, gain
kaufen	to buy, buying
wiederholen	to repeat, repeating
schenken	to give, giving (as a present)
es	it
etwas	something
ihm	(to) him
ihn	him, it (m)
ihnen	(to) them
ihr	(to) her
sie	she, it, her (f)

9Gr Sum1 W5	
hoffen auf	to hope for, hoping for
interessieren	to interest
sich interessieren für	to be/get interested in
sich freuen auf	to look forward, looking forward to
warnen vor	to warn, warning about
der Autor	author
der Druck	pressure
der Erfolg	success
das Interview	interview
die Rede	talk, speech
morgen	tomorrow
9Gr Sum1 W6	
schaffen	to create, manage
wirken	to have an effect, work
das Alter	age
die Beziehung	relationship
das Glück	happiness, luck
die Liebe	love
die Religion	religion
der Vergleich	comparison
allgemein	general
bestimmt	certain, specific
langfristig	long-term
zufrieden	satisfied

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Binary	A number system that only uses two digits: 1 and 0. The binary system is known as a 'base 2'.
Denary	A number system that uses ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 0. Also known as 'base 10'.
Logic Gate	Computers use logic gates to carry out operations.
Boolean	Each logic gate represents a Boolean operation - AND, OR and NOT.
NOT Gate	Takes a single input and gives a single output. The output value is always the opposite value to the input.
AND Gate	Takes 2 inputs and gives 1 output, If both inputs are 1, the output is 1, otherwise the output is 0.
OR Gate	Takes 2 inputs and gives 1 output. If 1 or more outputs are 1, then the output is 1, otherwise the output is 0.
Truth Table	Each logic gate has its own truth table. They show all possible combinations of 1s and 0s and their corresponding outputs.
Logic circuits	Logic gates can be combined to make logic circuits - Their outputs are found using logic tables.
ASCII	The most commonly used character set for English speakers. It uses 7 bit binary codes meaning it can represent 128 characters.
unicode	Uses up to 32 bits to represent some characters so it covers all major languages.
Bitmap image	An image made up of a series of coloured dots called pixels. Their files are large as every pixel is saved.
Vector image	An image made up of a set of lines and shapes. They are small as only the information needed to draw the shapes is saved (position, colour, size)
1-bit image	Images made up of two colours 0 for one colour and 1 for the other colour.
2-bit image	Images made up of four colours each colour represented by 00, 01, 10 or 11.

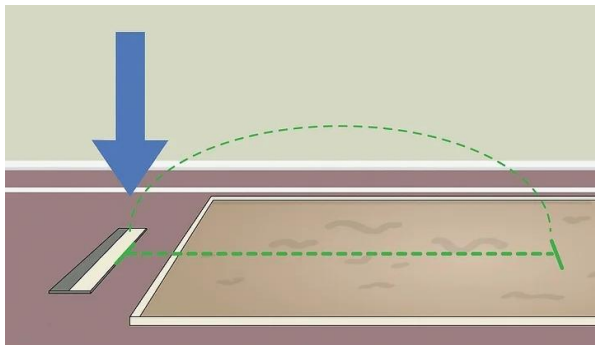
Section 2: New Knowledge																																	
<p>Computers only process binary data using 0s and 1s but we can convert binary into decimal numbers. In denary the place values from right to left increase by the powers of 10 (1000, 100, 10, 1). In binary the place values from right to left increase by the powers of 2. (8, 4, 2, 1)</p> <p>0 = 0000 4 = 0100 8 = 1000 12 = 1100 1 = 0001 5 = 0101 9 = 1001 13 = 1101 2 = 0010 6 = 0110 10 = 1010 14 = 1110 3 = 0011 7 = 0111 11 = 1011 15 = 1111</p> <p>Convert Binary to Denary Draw a table with binary place values in the top row and the binary number in the bottom row. Write down the powers of 2 that have 1 in their column. Add these values together to get the decimal number. 64 + 4 + 2 + 1 = 71</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>128</td><td>64</td><td>32</td><td>16</td><td>8</td><td>4</td><td>2</td><td>1</td> </tr> <tr> <td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td> </tr> </table> <p>Convert Decimal to Binary Draw a table with 8 columns and put the powers of 2 in the top row. 71 is the running total you subtract numbers from. Starting on the left, if the top row value is less than or equal to the running total then subtract it from the running total. Put a 1 in any column where you subtracted from the running total. Read the binary number off the bottom row of the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>128</td><td>64</td><td>32</td><td>16</td><td>8</td><td>4</td><td>2</td><td>1</td> </tr> <tr> <td>0</td><td>1</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td> </tr> </table> <p><i>Handwritten notes on the table above: 128 >> 71, 71 - 64 = 7, 32 >> 7, 16 >> 7, 8 >> 7, 7 - 4 = 3, 3 - 2 = 1, 1 - 1 = 0</i></p>		128	64	32	16	8	4	2	1	0	1	0	0	0	1	1	1	128	64	32	16	8	4	2	1	0	1	0	0	0	1	1	1
128	64	32	16	8	4	2	1																										
0	1	0	0	0	1	1	1																										
128	64	32	16	8	4	2	1																										
0	1	0	0	0	1	1	1																										
Tier 2 vocabulary	Definition																																
Resolution	The number of pixels within a fixed area. The higher the resolution, the better quality the image.																																
Compression	Makes file sizes smaller																																
Lossy	Lossy compression removes data.																																
Lossless	Lossless compression removes data from the file but restores the data when recovered.																																

Section 3: Useful Subject Information																																					
<p>Computers use logic gates to carry out operations. Each logic gate represents a Boolean operation - AND, NOT and OR. A gate takes binary data and then outputs the result of the operation.</p> <p>It can help to think of 1s as TRUE and 0s as FALSE. There are three main types of logic gate:</p> <p>NOT gate</p> <p>Input Output</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>NOT truth table</caption> <thead> <tr> <th>Input</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>AND gate</p> <p>Input A Input B Output</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>AND truth table</caption> <thead> <tr> <th>Input A</th> <th>Input B</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>OR Gate</p> <p>Input A Input B Output</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>OR truth table</caption> <thead> <tr> <th>Input A</th> <th>Input B</th> <th>Output</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Logic Gates can be combined to</p> <p>Input A Input B Output P</p> <p>Adding binary numbers:</p> <p>0 + 0 = 0 1 + 0 = 1 1 + 1 = 1 carry none (or 10) 1 + 1 + 1 = 1 carry one (or 11)</p>		Input	Output	0	1	1	0	Input A	Input B	Output	0	0	0	0	1	0	1	0	0	1	1	1	Input A	Input B	Output	0	0	0	0	1	1	1	0	1	1	1	1
Input	Output																																				
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Input A	Input B	Output																																			
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1	1	1																																			

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Horizontal Jump	Horizontal jumps try to gain distance along a pit, such as long and triple jump.
Vertical Jump	Vertical jumps try to gain height over a bar, such as high jump and pole vault.
Take Off Board	Used in horizontal jumps as the starting point for a take-off. This is also the point to which we measure a jump.
Live Batter	The live batter is the batter is the one who is currently on strike and is attempting to score runs/rounders.
Lead Leg	The leg that goes over a hurdle first.
Trail Leg	The leg that goes over a hurdle second.
Backwards Hit	When the ball hits the live batter's bat but lands in the backwards area they may only proceed to 1 st base/post.
Tier 2 Vocabulary	Definition
Tape measure	Used to measure the distance of a throw or jump.
Stopwatch	Used to time a race. Shorter races are timed to the nearest 100 th of a second.
Half Rounder	Awarded in certain situations in rounders (see rounders scoring).
Stance	Making sure you are in the correct position to perform a skill such as a catch or hit a ball.
Baton Changeover	When we hand the baton to the next runner in a relay race such as the 4x100m.

Section 2: Track and Field Athletics

Measuring a Horizontal Jump



Triple Jump and Long Jump both take off from a take off board. The athlete then travels through the air until they land. They aim to stretch out into the pit as far as possible and will normally land on their heels. If they fall backwards we measure from the body part that landed closest to the take off board, not the furthest point reached. We always measure to the leading edge of the take off board.

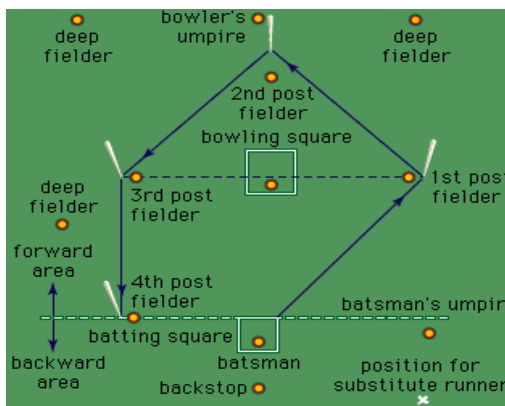
Hurdles Technique

Hurdles technique involves the lead leg knee driving forward and the lower leg kicking up with the toes pointing slightly up. The trail leg should follow behind. A good hurdler will spend minimal time in the air and be as close to the hurdle as possible.



Section 3: Striking and Fielding Games

Rounders Fielding Positions



In rounders and other striking and fielding games, we can set the fielders into different areas as a tactic to try and make it harder for the striking team to score runs/rounders. In rounders this is fairly simple with an infield and an outfield, but can be much more complicated such as all of the fielding positions in cricket.

Rounders Batting Technique



In rounders, the bat should be held at 90 degrees and above the shoulder with wide feet for a stable base. A right handed batter can hit the ball early to send it to the left, or later to send it into the right. A good batter will adjust their batting according to the position of the fielders and will aim for gaps.

Rounders Scoring


Players often want to score a full rounder by getting to first base/post when they are the live batter. However, most points are accumulated through half rounders. You can gain a half rounder by making it to second or third base/post when you are the live batter. Additional half rounders can also be scored if 2 no-balls are bowled in a row, or if a batter is obstructed by a fielder.

Art: Portraiture

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Identity	The qualities, beliefs, and characteristics that define an individual or group.
Mixed-Media	Artwork created by combining more than one artistic medium, such as pencil, paint, and collage, to add depth and meaning.
Symbolism	The use of objects, colours, or motifs in art to represent ideas, emotions, or themes beyond the literal appearance.
Historical Reimagination	The act of revisiting and altering traditional historical subjects or artworks to reflect contemporary themes or perspectives.

Tier 2 vocabulary	Definition
Charcoal	Drawing media- black , crumbly stick made from burnt wood.
Blend	Merge tone/colour from one to another.
Tone	Light and shade.
Proportion	Comparative measurements.

Section 2: New Knowledge/Skills
<p>The theme of this project is the Black Lives Matter movement, which is dedicated to challenging racism and anti-Black violence. Through this project, we aim to celebrate Black artists and recognise the importance of Black people throughout history. Many artists have focused on painting Black subjects to address historical underrepresentation and to redefine Black identity in art. Contemporary artists such as Kehinde Wiley, Amy Sherald, and Kerry James Marshall explore these themes in their work. They follow earlier influential artists like Barkley L. Hendricks and Jacob Lawrence, who also highlighted Black subjects and experiences in their art.</p> <p>Kehinde Wiley is a contemporary artist known for his large, colourful portraits of Black men and women. His work often reimagines famous paintings from European art history by replacing traditional subjects, who were usually white and powerful figures, with modern Black individuals. These portraits are painted in realistic detail and placed against decorative, patterned backgrounds inspired by textiles, flowers, and historical designs. Wiley's art explores themes of identity, race, and power by presenting ordinary people in heroic poses traditionally used for kings, generals, and aristocrats. Through this approach, he challenges historical representations in art and gives visibility and importance to people who were often excluded from classical portraiture.</p>


Section 3: Adding meaning to the portrait
<p>During this portrait project, students will have the opportunity to research a Black individual of their choice who has made a significant impact in history or is an important and influential figure in modern culture or society. Students will explore the background and achievements of their chosen person to help inspire their final artwork. The final piece will be a detailed pencil portrait of the individual, complemented by a mixed-media background.</p>

<p>Frida Kahlo (Mexican, 1907–1954), Untitled [Self-portrait with thorn necklace and hummingbird] “Kahlo completed this piece in 1940, one year after her divorce from Mexican muralist Diego Rivera. Given the timing of its creation, Self-Portrait with Thorn Necklace and Hummingbird is widely believed to reflect her emotional state following the couple's split. In the painting, Kahlo is positioned in front of foliage and between a stalking panther and a monkey. Around her neck, she wears a necklace made of thorns and adorned with a seemingly lifeless hummingbird. Though the peculiar accessory draws blood from her neck, her expression remains stoic. This calm approach to pain is typical of Kahlo, who—even when devastated over her divorce—poignantly stated that “at the end of the day, we can endure much more than we think we can.”</p>



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Emigre	a person who has left their own country to live in another.
Depiction	To represent or show something.
Fatalities	An occurrence of death by accident.
Conflict	war
Provocative	Causing anger or another strong reaction.
Dehumanizing	To deprive someone or something of human qualities or dignity.
Segregated	Set apart from each other, isolated or divided.

Tier 2 vocabulary	Definition
Charcoal	drawing media- black , crumbly stick made from burnt wood
Blend	merge tone/colour from one to another
Tone	light and shade
Proportion	comparative measurements
Ink	An ancient writing and drawing medium in a liquid or paste form, containing coloured dyes of pigment.

Section 2: New Knowledge/Skills

World War II was a global conflict between the Allies and the Axis powers. During this conflict there were around 50 to 85 million fatalities. Throughout this project, we will be looking at different artists depiction of predominantly black soldiers or of individuals overlooked in mainstream depictions of war.

Barbara Walker is a British artist known for her powerful and often provocative works that explore gender, identity, race and history. Walker’s work doesn’t focus on the traditional battlefield scenes or heroic depictions of soldiers, but rather on the intimate human aspects of war. Her work often combine elements of portraiture, abstraction and symbolism, creating compelling visual narratives. Her work is less about the glorification of conflict and more about the dehumanizing effect of violence, the emotional cost of war, and the resilience of individuals who endure it.

I was there IV
1964
Ink on tracing paper

Black people had participated in every major American conflict since the birth of the nation. And though by 1940, the War Department had removed a number of restrictions on permitting African Americans to join the armed forces under the Selective Service Act, society as a whole remained racially segregated. This separation of black and white people in the US was upheld by state and local laws, referred to as ‘Jim Crow’, and was particularly notable in the American deep south. These laws excluded black American citizens from economic and political rights.

Elizabeth Catlett was an American and Mexican sculpture and graphic artist. Her work spans over six decades and focusses on her own personal experiences as an African American women, mother and emigre living in Mexico.



“I am inspired by Black people and Mexican people, my two peoples.”



Elizabeth Catlett’s work directly addresses people whose perspectives and experiences, like hers, had historically been excluded from artistic representation.




Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Treble Clef 	A musical symbol that indicates which notes are represented by the lines and spaces on the staff. The treble clef primarily notates musical notes above middle C.
Bass Clef 	A musical symbol that indicates which notes are represented by the lines and spaces on the staff. The bass clef primarily notates musical notes below middle C.
Chord	A harmonic set of pitches consisting of multiple notes played simultaneously. A triad is a chords that consists of three notes.
Beats	The unit division of musical time is called a beat.
Bars	In music theory, a bar (or measure) is a single unit of time containing a specific number of beats played at a particular tempo.
Time Signature	An indicate how many beats are in each measure/bar of a piece of music.

Tier 2 vocabulary	Definition
Harmony	Two or more sounds played simultaneously.
Melody	A combination of pitch and rhythm.
Notation	Written symbols used to represent the notes on the staff.
Fluency	The ability to play a melody or chord pattern with dexterity; moving between pitches without losing time.


Section 2: New Knowledge/Skills

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the staff or staff shows their **PITCH** (how high or low a note is).

The **TREBLE CLEF** is a symbol used to show high-pitched notes on the staff and is usually used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin.

The staff or staff is made up of **5 LINES** and **4 SPACES**.

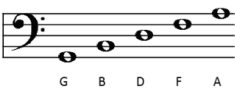

Every Green Bus Drives Fast. Notes in the SPACES spell "FACE"



The **BASS CLEF** is a symbol used to show low-pitched notes on the staff and is usually used for the left hand on a piano or keyboard to play the **BASS LINE** and also used by low pitched instruments.



The staff or staff is made up of **5 LINES** and **4 SPACES**.

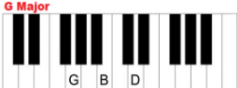

Green Buses Drive Fast Always *All Cows Eat Grass*

A **CHORD** is when two or more notes are played together simultaneously. A **TRIAD** is a chord that consists of three notes. The chord provides the accompaniment to the melody. They can be played in **ROOT**, **FIRST** or **SECOND** inversion.

- A chord with note **one** at the bottom is described as being in **root position**
- A chord with note **three** at the bottom is described as being in **1st inversion**
- A chord with note **five** at the bottom is described as being in **2nd inversion**

C Major  **F Major** 

G Major  **A Minor** 

Section 3: Other/Previous Knowledge/Skills

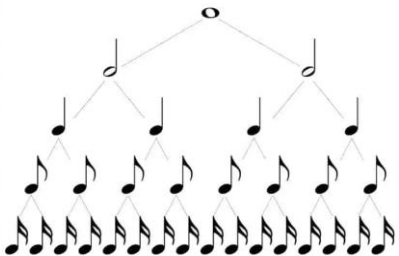
Semibreve - 4 beats

Minim - 2 beats


Crotchet - 1 beat


Quaver - 1/2 beat


Semiquaver - 1/4 beat

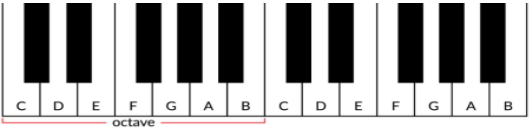
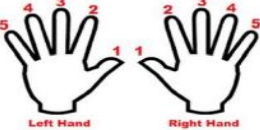



Useful Resources

Treble and Bass Clef Staves 

Note Values 

Finding Notes on the Keyboard 

Links to prior learning – Keyboard and rhythm work in Y7, The Four Chord Trick and Hooks and Riffs

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Script	The format the lines are set out.
Stage Directions	The playwright has given us some suggestions as to what is happening on the stage. <i>Often these are in italic font.</i>
Improvisation	Actors create scenes with the characters that are “off script”. The actors create their own lines. This helps actors to understand the characters and the play.
Volume/Pitch/Tone/Pace/Emphasis	These are all elements we can use when speaking lines. Varying each of these can alter the meaning of lines and their impact.

Tier 2 vocabulary	Definition
Significant moments	These are specific sections of script we pick to capture important ideas or characteristics that should be emphasised in the play.
Thematic Strands	The playwright is using the play to explore and consider a selected number of ideas. These ideas will appear throughout the script. They become the themes that the performance presents for an audience to consider.
Sub-text	The lines that are spoken present the first layer of information we must understand. When performing we also have the sub text that we can understand through use of vocal expression and actions.

Section 2: New Knowledge
<p>Title</p> <p>The play is called ‘D.N.A’, this stands for Deoxyribonucleic Acid. This is the DNA Molecule that makes you unique, it identifies you. It makes you into you.</p> <p>Playwright</p> <p>Dennis Kelly, he also wrote the script for ‘Matilda’.</p> <p>Themes</p> <p>Bullying - The most obvious character who is bullied is Adam which happens before the beginning of the play and seemingly has caused his death. However, it is worth considering who the main bullies are and what types e.g. verbal, mental and physical.</p> <p>Gangs – Adam is desperate to be part of the gang. What are the others are prepared to do to stay in the gang?</p> <p>Power – There are numerous power struggles within the play and it shifts throughout. It is Cathy that ultimately takes on the role as gang leader in the end, we should consider why?</p> <p>Characters</p> <p>Jan, Mark, Leah, Phil, Adam, John Tate, Lou, Danny, Brian, Cathy, Richard.</p> <p>Plotline</p> <p>Whilst bullying Adam the gang find themselves responsible for death of Adam. The gang goes about covering up this event under the guidance of their leader.</p> <p>The play has a linear narrative. It follows the pattern of introduction, problem, crisis ,resolution. It also has a cyclical structure, starting in the same place it began.</p>

Section 3: SKILLS
<p>Vocal skills</p> <p>Types of volume: Whisper, quiet, talking, loud, shouting. Types of Pitch: Low, medium, high Pause: Stillness in a scene or dialogue Pace: Speed of dialogue Tone: Emotionally influenced dialogue Emphasis: Putting importance on a word</p> <p>Physical Skills</p> <p>Gestures: Using movement to express emotion or direction Facial expressions: Used to show emotion Body language: Use to show the character profile/emotion Levels: Used to show status/hierarchy Gait: Character walk Eye contact: Between actors/audience Proxemics: Space between actors/audience</p> <p>Performance Techniques</p> <p>Cross-cutting: To show contrast on stage. Freeze Frame: To highlight a key moment. Narration: To give the audience information about the story Thought track: To give the audience information about a character Direct address/aside: Speaking directly to the audience out of the scene Multi-rolling: Playing more than one character</p> <p>Production Design</p> <p>Stage Shapes and set layout Costume, make up and props Sound, from background music to sound effects. Lighting to create atmosphere and sense.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Colostrum	The very first "Milk" produced when a baby is born. It is rich in nutrients and antibodies to protect the baby who is born with no immune system
Folic Acid	Folic Acid is the synthetic version of the Vitamin B9 (Folate). Recommended during pregnancy to prevent neural tube defects.
Anaemia	Deficiency disease caused by a lack of iron in the diet.
Body Mass Index	A method of calculating whether ADULTS are at the recommended weight for their height.
Osteoporosis	Sometimes known as "brittle bone" disease. More likely (but not only) to occur in older women. occur
Anaphylaxis	Severe potentially life threatening allergic reaction

Tier 2 vocabulary	Definition
Infancy	. Birth to early years (toddlers)
Adolescence	Teenage years
Lactation	Breast feeding
Weaning	Moving from breast milk to soft foods
Menstruation	Also known as periods. Girls lose blood monthly and are more prone to anaemia
Menopause	As women age they stop having periods, their hormones change and their dietary requirements change.
Vegan	Eats no ingredients which have come from animals / fish /birds /insects
Vegetarian	Doesn't eat meat & fish but will eat eggs, milk & cheese

Section 2: New Knowledge/Skills

A food intolerance means that the body can't digest food properly, or that a particular food might irritate the digestive system. (e.g. coeliac disease) Symptoms include nausea, cramps, tummy ache, diarrhoea.

A food allergy happens when the body's immune system sees the food as an invader. This leads to an allergic reaction. Someone with a food allergy is always at risk for the next reaction being life-threatening. Eating a tiny amount of the food could lead to anaphylaxis. So anyone with a food allergy must avoid the problem food and always carry emergency injectable epinephrine. (Epi- pen)

The 14 allergens which must be labelled in bold are celery, cereals containing gluten (such as barley and oats), crustaceans (such as prawns, crabs and lobsters), eggs, fish, lupin, milk, molluscs (such as mussels and oysters), mustard, peanuts, sesame, soybeans, sulphur dioxide and sulphites

Red Tractor is a food assurance scheme showing the food has been farmed, processed and packed in the **UK**. It is **traceable**, safe to eat and has been produced responsibly.



Marine Stewardship Council
Using **sustainable methods** of fishing to prevent the decline in number of **fish** in our seas.

Organic means the food has been produced without using any chemicals. Only **natural fertilisers and pesticides** are used to help crops grow.



Foods that have this label mean the **animals** have had a good life and have been treated with respect & farms checked by the RSPCA

Section 3: Other subject specific things

Factors affecting food choice

Factor	
Cost	Some families have to budget due to low incomes
Age Group	Different age groups have different nutritional needs
Health	e.g. type 2 diabetes, anaemia, osteoporosis, obesity
Vegetarian Vegan	Don't eat meat/fish; don't eat or use any animal products
Religion	e.g. Hindu/Muslim/Jewish/ Buddhist etc
Intolerance	e.g. intolerance to wheat /gluten, dairy/lactose
Allergies	e.g. nuts/shellfish, eggs, wheat, dairy (14 allergens)

Heat Transfer

Conduction - heat transfer through physical contact e.g. the base of a pan on a hob

Convection - convection currents tend to occur in liquids (e.g. boiling water) and gases . Hotter particles rise and cooler particles drop.

Radiation - thermal radiation is emitted from a heat source e.g. the grill, and travels to the food via particles in the air (photons)

Homework



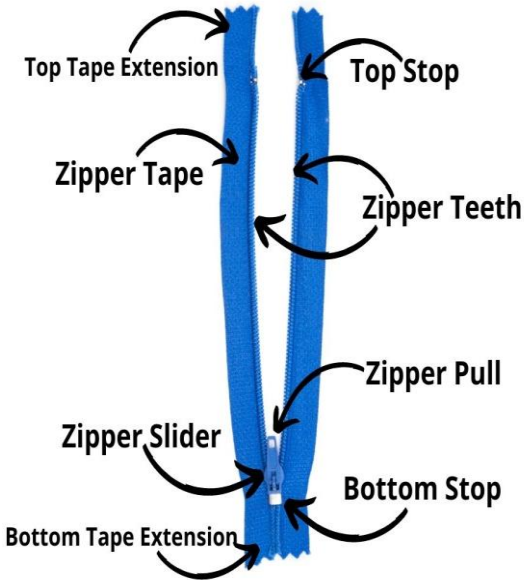
Read through the information in your booklet and on the Knowledge organiser about diet through life then complete the Google classroom quiz. (Ask your teacher for a paper copy if needed.)

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Applique	Sewing fabric shapes onto a background fabric for decoration.
Seam allowance	The distance (usually 1.5cm) between the fabric edge and the stitching line.
Applique	Sewing fabric shapes onto a background fabric for decoration.
Embellishment	Decorative details added to the fabric, such as beads, sequins, or embroidery.
Fabrication	The process of constructing the pencil case from different parts.

Tier 2 vocabulary	Definition
Accuracy	Being precise with measurements to ensure parts fit together.
Component	An individual part added to a product, such as a zip or button.
Function	The practical purpose and usefulness of the item.
Analyse	To examine design ideas or existing products in detail to understand how they work.
Durability	A product's ability to withstand wear, pressure, or damage over time.

Section 2: Skills

Zips
 You will need to put a zip into your pencil case. You will need to do this carefully so that the teeth of the zip do not get caught on the fabric or the stitching.
 You will need to use the ZIPPER FOOT for this. As you can see from the picture it allows you so sew really closely to the teeth.

Section 3: Knowledge

Steps to make your pencil case.
 Tick these off as you complete them...

- 1. Gather Your Materials**
Fabric: You'll need two different types of fabric: one for the **outside** (exterior) and one for the **lining** (inside).
Zipper: A 30cm nylon-coil zipper is standard.
Tools: Sewing machine (with a **zipper foot**), fabric scissors, pins or clips, a ruler, and an iron.
- 2. Prepare the Fabric**
 Cut **four rectangles** that are approx 30cm x 20cm (A4).. You need two from your exterior fabric and two from your lining.
- 3. Layer the First Side (The Sandwich)**
 Lay one **lining piece** flat on the table, right-side up.
 Place the **zipper** on top of the lining, right-side up, aligning the top long edge.
 Place one **exterior piece** on top, **right-side down**. The zipper is now "sandwiched" between the two fabrics.
 Pin all three layers together along that top long edge.
- 4. Sew the First Side**
 Using a **zipper foot**, sew along the pinned edge.
Pro Tip: When you get near the zipper pull, stop with the needle down, lift the presser foot, and slide the pull out of the way before continuing.
 Once finished, fold the fabrics away from the zipper.
- 5. Repeat for the Other Side**
- 6. Final Assembly**
Crucial Step: Unzip the zipper at least **halfway**. If you forget this, you won't be able to turn the case right-side out later.
 Fold the fabric so the **two exterior pieces** are touching (right sides together) and the **two lining pieces** are touching.
 Pin all the way around the outside edges.
 Sew around the edges with a 1.5cm seam allowance, but **leave a 10cm gap** at the bottom of the lining.
- 7. Turning and Finishing**
 Reach through the gap in the lining and pull the whole case **right-side out**.
 Use a blunt object like a ruler to gently push out the corners.
 Sew the small gap in the lining shut with a **straight stitch** or a hand-sewn ladder stitch.
 Tuck the lining into the case and you are finished!

Section 1: - Key Vocabulary	
Tier 3 Vocabulary	
Resistor	Electronic component designed to resist the flow of electricity by converting it into heat energy
Capacitor	Electronic component used to store and discharge a small amount of electricity
Integrated Circuit	Collection of electronic components combined together into a pre-designed 'chip', often with a fix program
Microcontroller	An integrated circuit which can be 'programmed to react to input and output variables
Voltage Regulator	Collection of transistors designed to create a 'stable' voltage supply
Flowchart	A changeable program which can be stored on a microcontroller
Tier 2 Vocabulary	
Soldering	The process of using a metal with a low melting point to fix two other metal wires permanently together
LED	Electronic component designed to emit light when electricity is passed through it in the correct direction
Wire Strippers	Hand held tool used to remove the protective plastic cover of the end of wire
Side Cutters	Handheld tool used to cut metal wire to length
CAD	Computer Aided Design – Software used to design a product
Laser Cutter	Machine which is controlled by a computer and using high energy light to cut and engrave wood and plastic

Section 2: Skills	
Soldering	Being able to solder 'off board' components to 'fly wires' Being able to solder 'on board' components to a PCB Be able to solder an integrated circuit to a PCB Soldered joints should be neat, use the correct amount of solder, they should be shiny to avoid 'dry joints'
Flowchart programming	Use electronic CAD software to design a flowchart program which be controlled, and control multiple inputs and outputs Use electronic CAD software to design a flowchart program which be controlled, and control inputs and outputs
2D design software	Use CAD software create a themed design, considering suitable and secure location of the PCB, power, and the inputs & outputs
Application of laser cutting	Understand the set up requirement needed to laser cut and engrave materials, including the use of colour to define cut type, and power/speed setting requirements for different materials
Product Assembly	Create a high quality, fully functioning, electronic product from a collection of parts. Including the use of glues and fixing techniques
Health and Safety	Consistently use a wide range of tools and equipment safety, always using the correct PPE

Section 4:- WAGOLL

Section 3:- New Knowledge

Specification Writing

- Understand the need for a product specification.
- Apply the use of ACCESSFM to write a multipoint, justified product specification

Flowchart Programming

Be able to use flowchart programming (coding) to control the inputs and outputs of a simulated and real circuit, using the following common flowchart commands

- Start** – Beginning the flowchart program
- Decision** - Detect a digital input (on/off) signal to make a YES/NO decision
- Outputs** – Turn on or off one or more outputs when commanded to
- Wait** – Make the program wait for a fixed time until moving onto the next command
- Stop** – End the flowchart program

CAD

- Use CAD to create and modify an outline shape
- Use CAD to Contour bitmaps in to line drawings which can be laser engraved
- Apply the use of the following CAD software functions

	<p>Line between 2 points</p> <p>Arc</p> <p>Line between many points</p> <p>Contour</p>
	<p>Zoom in/out</p>
	<p>Undo/Redo</p>

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.
Intimacy	A situation in which you have a close friendship or sexual relationship with someone. Can be used to describe sex, however it can describe other physical sexual contact.
Stereotyping	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Consent	Permission for something to happen or agreement to do something.
Misconceptions	A view or opinion that is incorrect because based on faulty thinking or understanding
Pleasurable	Pleasing; enjoyable – Can be used to describe enjoyable sexual intimacy.

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).
Pornography	Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.
Personal values	The beliefs and principles that guide a person's actions, thoughts, and decisions.
Sexual Orientation	The emotional, romantic, or sexual attraction that a person feels toward another person.

Section 2: Key Themes:

Relationships, values & intimacy: To develop personal values in friendships, love and sexual relationships, that everyone has the choice to delay sex, or to enjoy intimacy without sex

Sex & the media: The portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex, how to manage the impact of pornography and maintain realistic expectations.

Consent revisited: That the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected, to gauge readiness for sexual intimacy, that intimate relationships should be pleasurable

Unprotected sex - The risks: The risks related to unprotected sex, the consequences of unintended pregnancy, sources of support and the options available

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

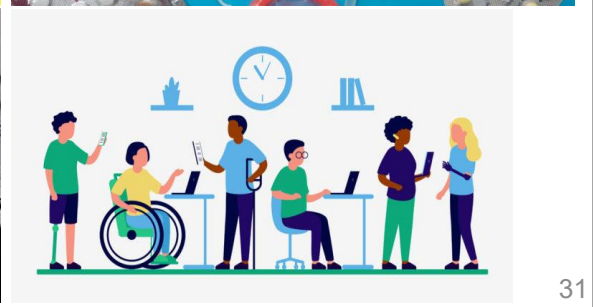
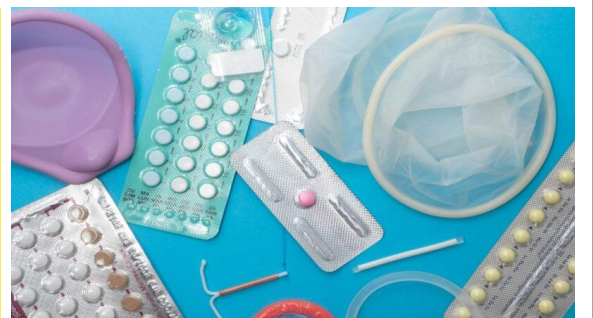
Promoting inclusion and challenging discrimination: The unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice and the need to promote inclusion and challenge discrimination, and how 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 conclusion?’

Summariser



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

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

‘In summary...’

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

The Writing Process

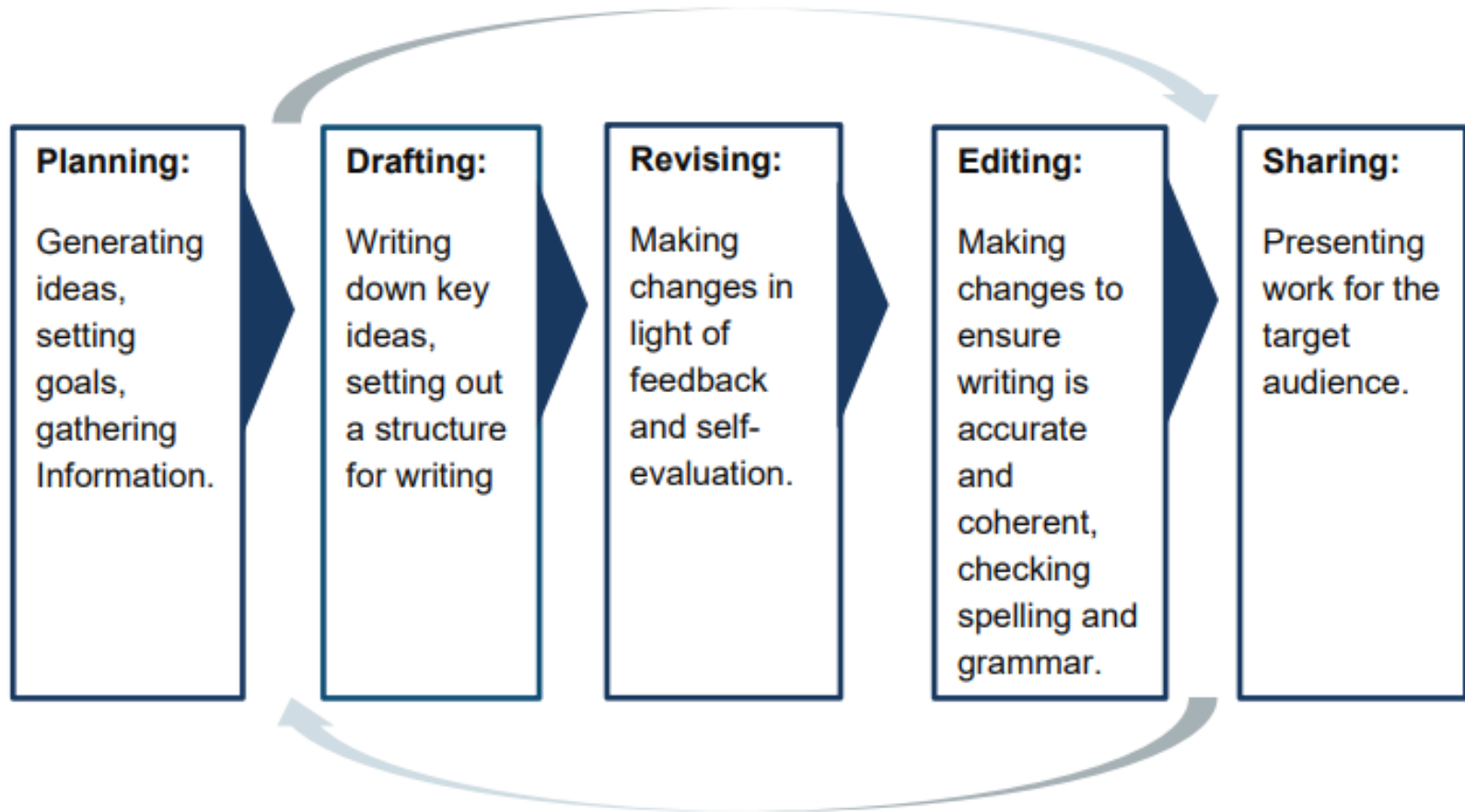
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

Think more clearly

Organise our thoughts

Spot mistakes

Write with purpose



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

Extra-Curricular Clubs - Lunch

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

BE INVOLVED



Extra-Curricular Clubs – After School

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

BE INVOLVED



2 Black/Blue Pens and 1 Coloured Pen



2 Pencils



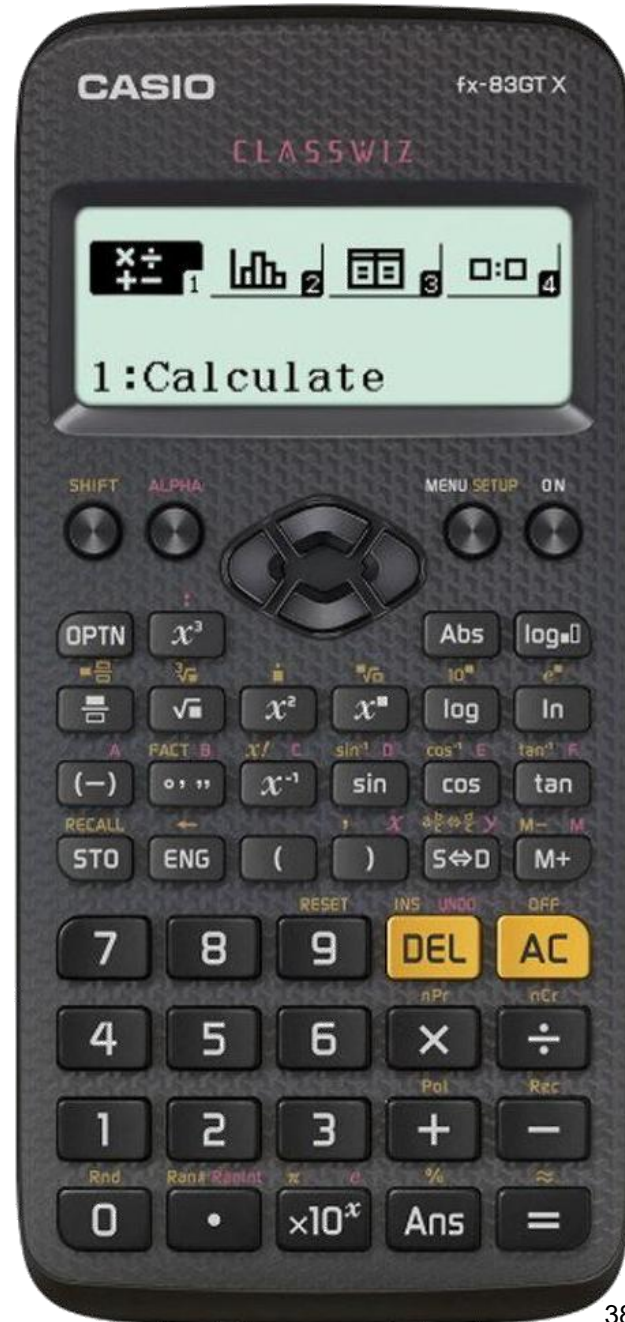
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge
Organiser

Ruler

