

Year 7 Summer 2 2026
Knowledge Organiser



**THEATRE
ROYAL**

**ROYAL
CONCERT
HALL**

Evelyn
Bridgewood

9SAH

England
Youth Ballet
Swan Lake

Create Your Future

Name:

Tutor Group:

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Science, PE, Art 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	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Week 2	1	2	3	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

In Class Expectations



Create Your Future

BE CURIOUS

BE RESPECTFUL

BE RESILIENT

BE CONFIDENT



BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

BE PROUD




BE THE BEST VERSION OF YOURSELF

BE BELPER

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

Create Your Future



100%
OUR TARGET FOR ALL STUDENTS

BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

97%
6 DAYS ABSENCE
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%
10 DAYS ABSENCE
50 HOURS LOST LEARNING

WORRYING AT RISK OF MAKING IT HARDER TO PROGRESS

90%
19 DAYS ABSENCE
95 HOURS LOST LEARNING

CONCERN
LESS CHANCE OF SUCCESS AND SIGNIFICANTLY REDUCES LEARNING

Attendance

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

Punctuality

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

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

Attendance this half term

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

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
Superstition	A widely held but irrational belief in supernatural influences
Narrative enigma	A sense of mystery created in a story
Interactions	Communication between characters
Protagonist	The main character in a story
Antagonist	The central villain in a story
Silhouette	A dark shape or outline cast against a brighter background

Tier 2 vocabulary	Definition
Genre	A 'type' or 'category' of story – eg. Horror, fantasy, crime, etc.
Atmosphere	The tone or mood in a story
Foreshadowing	A warning or an indication of a future event
Characterisation	How a character is constructed & presented in a story
Dialogue	Conversation between characters in a story
Antonym	A word opposite in meaning to another

Section 2: New Key Skills/Strategies		
Over the course of the unit you will need to use the following strategies to explore the novel:		
R	Read the question	
U	Underline the key words	
C	Choose the best approach	
S	Select the key information	
A	Answer the question	
C	Check your answer	
The CPEAT approach will help you to structure your reading responses.		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	“the classroom glowed like a sweetshop”
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...



Section 3: Sample CPEAT paragraph breakdown
<p><u>How is the character of the other mother presented in the extract?</u></p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Connective</div> <p>↓</p> <p>Firstly, the author presents the other mother as a frightening and intimidating character.</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">POINT</div> <p>↑</p>
<p>This is shown in the quote: “Her hair was wriggling like lazy snakes.”</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Example</div> <p>↑</p>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Analysis - intention? Impact?</div> <p>↓</p>
<p>The author uses the simile ‘like lazy snakes’ to create a vivid picture of the other mother’s appearance which is both unnatural and unsettling. The use of the noun ‘snakes’ adds a further layer of danger as it has connotation of the gorgon, Medusa which evokes a sense of alarm and fear in the audience.</p>

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

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

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

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

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

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

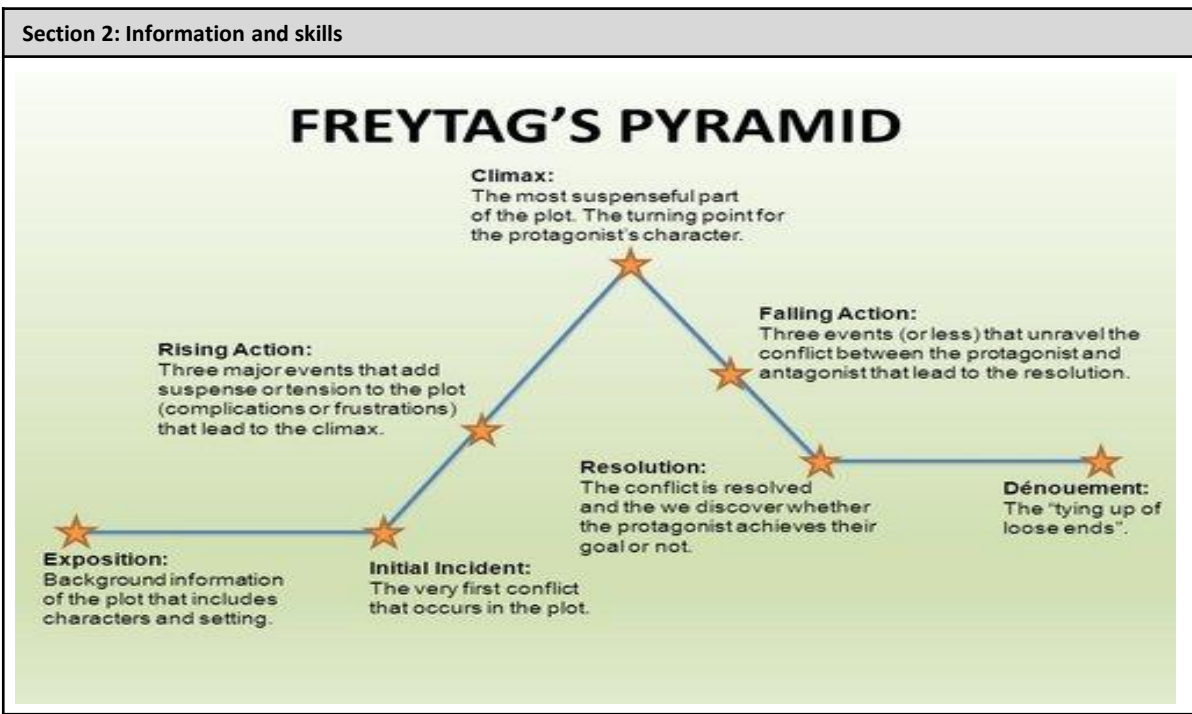
Tier 2 vocabulary	
	Definition
Narrative Voice	Narrative voice is the perspective the story is told from.
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain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

Section 2: New Key Skills/Strategies		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	“the classroom glowed like a sweetshop”
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer’s intention is to... This evokes a sense of...
Direct address		
Alliteration		
Facts		
Opinions		
Rhetorical questions		
Emotive language		
Statistics		
Triplets/Rule of three		
Anecdote		
Punctuation		

Section 3:	
<u>Structural Techniques</u>	
Beginning	You might be able to talk about these features in the different sections of the novel.
Middle	
End	
Speaker	
Setting	
Simple or minor sentences	You might be able to write about these features in your work and why the writer has chosen them.
Zooming in	
Repetition	
Character introduction	
Time changes	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Victim	A character harmed, injured or killed
Detective	A character who investigates a crime
Culprit	A character guilty of a crime
Gothic setting	A reason for committing a crime
Deduction	Using clues to figure out what happened in a crime
Deception	The art of tricking a person to mask a crime
Hubris	The excessive pride of a criminal
Exoticism	A fascination with items from faraway places.
Penny Dreadful	A Victorian publication known for publishing shocking and sensational stories.
Patriarchy	A society in which older men have more power than women.
Alibi	A claim of being elsewhere or in the company of others at the time of a crime.

Tier 2 vocabulary	
Adjective	Definition
Adjective	Describes a noun
Adverb	Describes or modifies a verb
Alliteration	Words next to each other or close that start with the same sounds
Simile	Comparing using like or as
Metaphor	Comparing something directly
Personification	Giving human features to something non-human



Section 3: Other

Narrative Features	
Show don't tell	Using descriptive language to show what is happening instead of just telling the reader.
Narrative hook	An exciting event which grips the reader's interest at the beginning of a story.
Foreshadowing	A device by which a writer hints at what is to come later in the story.
Analepsis	A flashback in which a past event is recounted.
Red herring	A false clue, dropped by the writer, to mislead and ensnare the reader.
Ironic twist	An unexpected turn in which an event occurs that is the opposite to what was expected.
Pathetic Fallacy	Using the weather to create a positive/negative mood.
Narrative Perspective	Who is telling the story? If it is a character in the plot, then its first person. If it is an outside voice, its third person.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Centre of enlargement	A point which tells you where to draw an enlargement
Centre of rotation	A point about which the object is rotated
Congruent	Exactly the same
Vector	The instruction that tells you how far to move an object and in which direction
Scale factor	The number each side length is multiplied by in an enlargement
Invariant point	A point that does not move after a transformation has taken place
Tier 2 vocabulary	
Definition	
Similar	An object is similar if the side lengths are in proportion with the original object. The angles do not change
Object	The original shape before a transformation has taken place
Transformation	A process where a shape is changed or moved resulting in an image. This could be an enlargement, rotation, reflection or translation
Image	The shape after a transformation has taken place
Enlargement	A change in size.
Reflect	An image as it would be seen in a mirror
Translate	Move in straight lines
Rotate	Turn

Section 2

Translations and vector notation

$\begin{pmatrix} 1 \\ -2 \end{pmatrix}$

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

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

Object

All vertices have been translated by the same vector

The image after a translation is congruent to the original object

Rotations

Object

Centre of rotation

- Trace the original shape
- Hold the pencil on the centre of rotation and turn
- Draw the new shape

Image after a rotation 90° clockwise about the point x

The image after a rotation is congruent to the original object

clockwise

Anti-clockwise

Section 3

Reflections

Enlargements without a centre of enlargement

Enlarged by scale factor 3. Every side is 3 times the original length

Enlargements from a centre

Scaled distances method

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

Ray method

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

The image after an enlargement is similar to the original object

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Multiplicative relationship	A relationship between two quantities whereby the values are linked by a constant multiplier, of the general form $y = ax$
Additive relationship	A relationship between two quantities whereby the values are related by the addition of a constant, of the general form $y = x + a$
Functional multiplier	Is the multiplier that links two quantities, it is the 'a' in the general form $y = ax$
Scalar multiplier	Is a number that moves <i>along</i> lines in a double number line, that is, stays within the same variable.

Tier 2 vocabulary	
Rate	Definition
Rate	The ratio between two related quantities <i>in different units</i> .
Scaling	Enlarging or reducing a value by multiplying by the scalar multiplier.
Ratio	A way of comparing values between two (or more) quantities.
Proportion	A statement that expresses two ratios as equal.

Section 2: Representations

A **double number line** shows how two variables are related. The functional multiplier moves from one line to the other, and can be used to convert between the variables. The scalar multiplier moves along each line by the same proportion. Both can be used to find missing values:

Using the functional multiplier:
 Since $48 = 4 \times 12$, we see that the functional multiplier is 4. So, $? = 4 \times 8 = 32$.

Using the scalar multiplier:
 Since $8 = \frac{2}{3} \times 12$, we see that the scalar multiplier is $\frac{2}{3}$.
 So, $? = 48 \times \frac{2}{3} = 32$.

A **ratio table** can be used to structure a multiplicative relationship between two variables. Usually, information is given to fill 3 of the cells, and the 4th can be found using multiplicative relationships between the rows (functional) or the columns (scalar).

Section 3: Examples

Both the bar model and double number line representations can be helpful when working with proportional problems:

On this double number line, the 10 and 6 align perfectly.

What other pairs of numbers will also line up in the same way?
 Since 10 and 6 align, we can express the proportionality of the two variables as $10 : 6$. Scaling this ratio by factor $\frac{1}{2}$ gives $5 : 3$ as the simplest form. Any multiples of this ratio give other integer pairs: $15 : 6$, $20 : 12$, $25 : 15$ etc.

Mark and Ahmed share some sweets in the ratio 1:3. Ahmed has eight more sweets than Mark. How many does Mark have?

"the difference"

Mark:
 Ahmed:

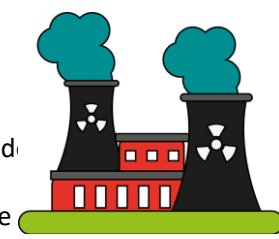
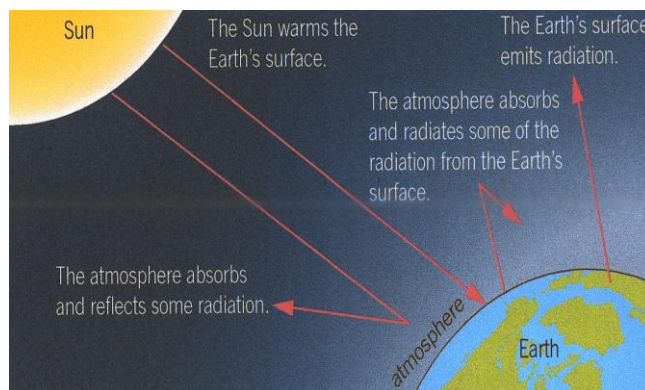
The ratio 1 : 3 is shown as 1 bar and 3 bars in the model. The difference of 8 is represented by the two extra bars that Ahmed has. 2 bars are worth 8, so 1 bar is worth 4. Mark has one bar, so Mark has 4.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Greenhouse effect	The process in which gases trap heat in the atmosphere.
Greenhouse gas	Gases which trap heat in the Earth's atmosphere.
Global warming	An increase in the Earth's average temperature.
Deforestation	Cutting down trees, or burning them to make space for crops or cattle.
Atmosphere	The gases surrounding a planet like the Earth.
Drought	A lack of rainfall.

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

Section 2: New Knowledge/Skills

The Greenhouse Effect

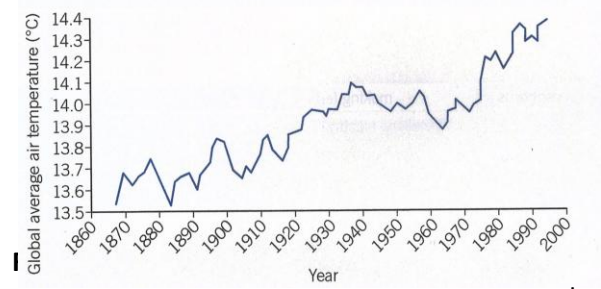


Greenhouse gases

- Carbon Dioxide
- Methane
- Nitrous Oxide
- Water Vapour

Sources of greenhouse gases

- Burning fossil fuels
- Farming (agriculture)
- Industry
- Deforestation
- Landfill



Impacts of climate change:

- Severe weather
- Poverty / displacement
- Rising sea levels
- Lack of food
- Hotter climate
- Extinction of species

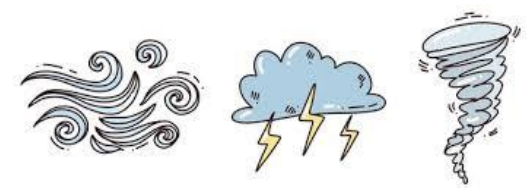
Advantages of recycling:



- Resources will last longer.
- Saves energy.
- Reduces waste and pollution.

Disadvantages of recycling:

- Separating rubbish takes time and effort
- Recycling schemes take time and cost money to set up.

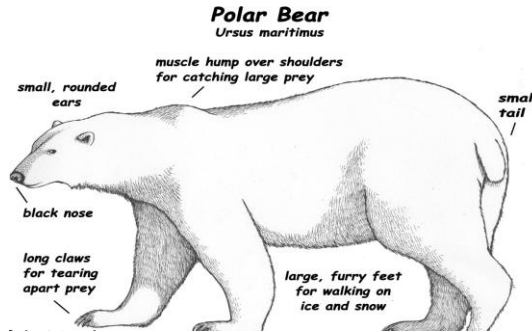


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Organism	An individual living being such as a dog
Habitat	A place where organisms live
Community	A group of organisms living together
Ecosystem	Interactions between a community and the habitat which they live in
Vertebrates / Invertebrates	Animals with a backbone / without a backbone
Biotic	Factors that are caused by living organisms
Abiotic	Factors that are caused by non-living organisms
Quadrat	Square frame used for sampling
Transect	A line across a habitat used for sampling
Pooter	Device used to safely suck small animals into a container for sampling
Pitfall Trap	Buried container used to catch animals which fall into it for sampling
Sweep Net	Net used to collect small animals from water or long grass for sampling
Tier 2 vocabulary	Definition
Environment	Surroundings around an object or organism
Population	The total number of a species living in a particular place, at a particular time
Variation (inherited environmental)	Differences between organisms caused by genetics (inheritance) or the environment
Inheritance	Characteristics received from parents via genetics
Classification	Arranging things into groups or categories
Sampling	Collection method used to estimate populations of species within a habitat
Characteristics	Feature or quality belonging to something
Adaptation	Certain characteristics that exist for a function

Section 2: New Knowledge/Skills

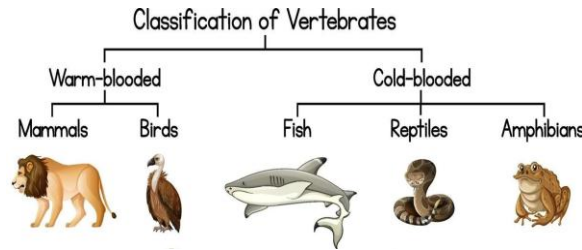
Adaptations

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

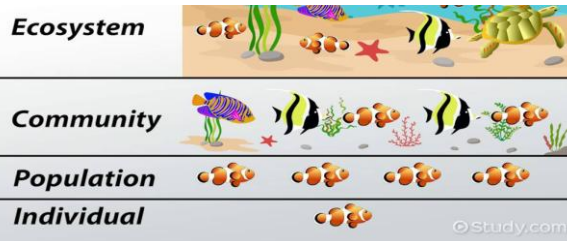


Classification

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

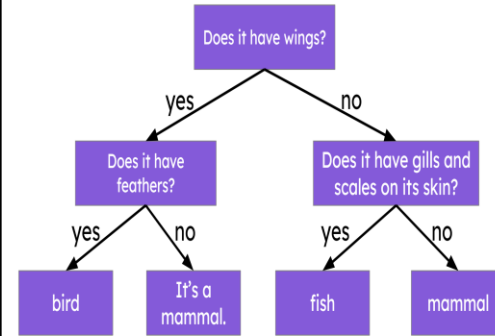


All of the animals above have a backbone which is why they are known as vertebrates. Other animals without a backbone are known as **invertebrates**.



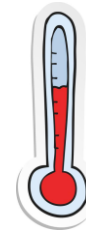
Section 3: Other subject specific things

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



Biotic Factors

- Food availability
- Predators
- Disease



Abiotic Factors

- Light
- Water
- Nutrients
- Soil pH
- Temperature

Sampling

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



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

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

Section 2: Key questions

Food web

Pyramid of numbers
Shows the population of species within a habitat

Prey vs Predators
Consider the features of prey and predators

Section 3: Assessment

You will complete an assessment activity in this topic; you will be asked to research and process different pieces of evidence in order to produce a balanced argument and draw a scientific conclusion to answer the question....
 “ Which Predator is the most successful?”
 Consider

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

Evolution

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

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

Often pyramids of biomass are preferred

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
State Change	Moving between being a Solid, Liquid or Gas
Melting	Changing from a solid to a liquid
Freezing	Changing from a liquid into a solid
Boiling	Changing from a liquid to a gas
Evaporation	Changing from a liquid into a gas
Condensing	Changing from a gas into a liquid
Conduction	Movement of heat through a solid
Convection	Movement of Heat through a fluid
Convection Current	The movement of heat through a fluid
Radiation	Movement of heat by light - usually infrared light
Boiling Point	The temperature at which a substance turns from a liquid into a gas
Freezing Point	The temperature at which a liquid turns into a solid
Infrared Radiation	A form of Electromagnetic Radiation (light) associated with heat Radiation
Tier 2 vocabulary	
Thermal	Anything to do with Heat
Celsius	Units for measuring temperature - NOT Centigrade
Joules	Units of Energy
Thermal Conductor	Something that heat moves through easily
Insulator	Something that Heat can't move through or moves through slowly
Fluid	A liquid or a gas

Section 2: New Knowledge/Skills

Energy Stores and Pathways

The Eight Stores

- Chemical** in food, fuel and batteries
- Kinetic** in a moving object
- Gravitational** in an object that can drop
- Elastic** in a squashed, twisted or stretched object
- Thermal** in an object at a higher temperature
- Magnetic** in a magnetic object in a magnetic field
- Electrostatic** in electrical forces between charges
- Nuclear** in the immensely strong forces in atoms

The Four Pathways

- Mechanically** when a **Force** acts and something changes
- Electrically** when a current flows
- By Heating** because of a temperature difference
- By Radiation** in a wave such as Sound or Light

Conduction - the **Particles** in a solid **Vibrate** in position all the time. The **Hotter** they get, the more they vibrate. As one end of a solid is heated, the particles vibrate more and the vibrations are **Passed on** to the neighbouring particles.

Convection - as the particles in a **Fluid** are heated the fluid expands, gets less dense and rises (which is why people say “**heat rises**”). The rising fluid spreads out around the container, cools and drops. The cooled fluid is then reheated and the process repeats. This is called a **Convection Current**.

Radiation - all hot object glow with light but for most things this is **Infrared** light so it is invisible. As they get hotter they glow with more and more visible light, like heating up an iron nail until it is white-hot. This light is **Thermal Energy** being **Radiated** into the space around it.

Section 3: Other subject specific things

Temperature and **Heat** are two different things: **Heat** is a measure of the amount of **Thermal Energy** in an object, measured in **Joules (J)** **Temperature** is a measure of the effect of the **Thermal Energy** in a body and is measured in **Celsius (C)**

In **Solids** the **Particles** are joined together in a **Fixed Position** but can vibrate in that fixed position. When we **Heat** a solid the particles in the solid start **moving faster** and faster until the solid **Melts**.

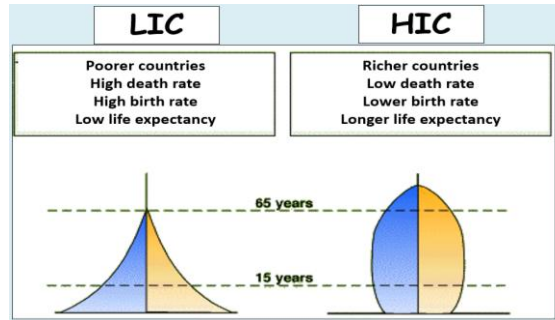
In a **Liquid** the particles are still **bound together** but can move around and over each other. As we continue to heat the substance the movements become faster until the liquid **Boils** and becomes a **Gas**. In a gas the particles are **Unbound**; they move **Fast** and **Randomly**.

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

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

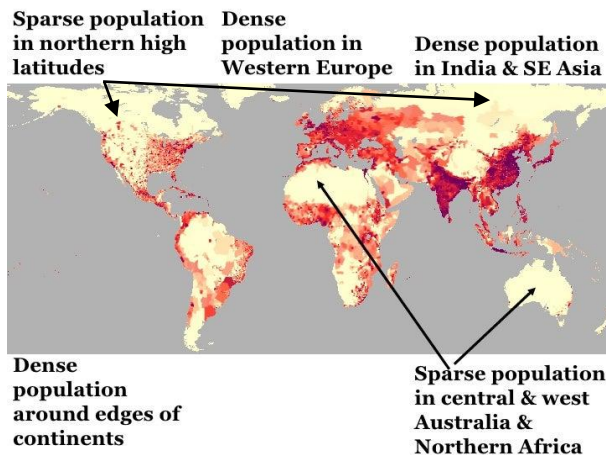
Section 2: New Knowledge

Population pyramids

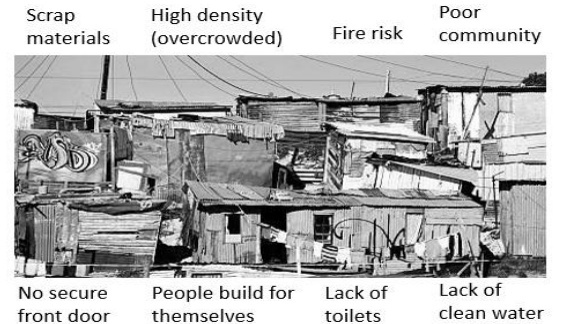


Population distribution

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

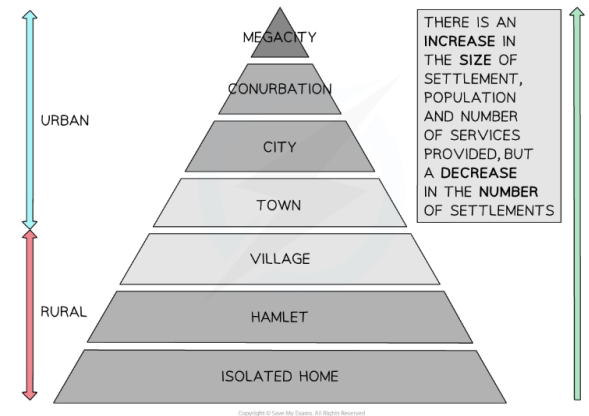


Shanty towns



Settlement hierarchy

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



Section 3: Geographical Skills

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

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Mansa	A 'king' or ruler of Medieval Mali.
Oba	A 'king' or ruler of Medieval Benin.
Hajj	An Islamic pilgrimage to Mecca.
Caravan	A large, organised group of traders, merchants, and camels travelling together across the Sahara.
Pilgrimage	A journey, often on foot, made to a sacred or religious place.
Benin Bronzes	A collection of intricate brass, bronze, and ivory sculptures, plaques, and portraits created by the Benin people.
Catalan Atlas	A medieval world map which placed Mali at its centre and demonstrated the power of Mansa Musa.
Tier 2 vocabulary	Definition
Trade	An exchange of goods, services, or assets typically for money or other goods.
Empire	A large group of states, countries or territories ruled by a single supreme authority.
Sahara	The world's largest hottest desert, spanning across much of North Africa.
Conquer	To take control of a territory or people through force.
Military	An organised armed force of a nation designed for warfare.




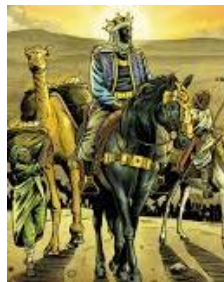

Medieval Mali

Importance:
The Mali Empire was important because it became one of the richest and most powerful empires in medieval Africa. It influenced trade, religion, education, and culture across West Africa.

Education:
The city of Timbuktu was an important centre of learning. It had important libraries, universities, and Islamic scholarship.

Trade:
Mali had access to major gold mines, making it one of the richest empires in the medieval world.

Hajj:
In 1324 Mansa Musa went on a Hajj to Mecca travelling with an enormous caravan and a vast supply of gold. He gave lots of gifts on route which impacted the economy and increased his reputation.

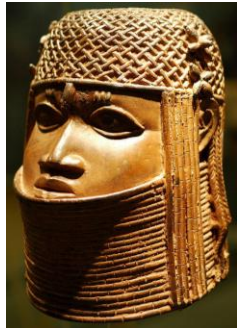









Medieval Benin

Importance:
The Kingdom of Benin was important because it was one of the most advanced kingdoms in West Africa. It became known for its trade and art especially.

Benin Bronzes:
Benin Bronzes were intricate sculptures which told the history of the people of Benin. They showed the skill of the Benin artists and became traded goods.

Government:
The Oba had control over the government, trade, and the army which helped keep Benin organised and powerful. The capital city, Benin City, was known for its impressive planning and engineering.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Deity	A supernatural being that is worshipped like a God/Goddess
Covenant	An agreement between God and his people
Nation	A large body of people, united by social and territorial commonalities.
Promised Land	Areas of land, promised as part of the Abrahamic covenant.
Abrahamic	A group of monotheistic religions.
Monotheistic	Belief in only one God.

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 World of Abram</u> Abram was Abraham's name before he made a covenant with God. Abram lived in a time and place where people were polytheistic, but he was monotheistic, meaning he believed in only one God.</p> <p><u>Becoming Abraham.</u> The Call of Abram 12 The Lord had said to Abram, “Go from your country, your people and your father’s household to the land I will show you. 2 “I will make you into a great nation, and I will bless you; I will make your name great, and you will be a blessing.[a] 3 I will bless those who bless you, and whoever curses you I will curse; and all peoples on earth will be blessed through you.” (Genesis 12:1-3)</p> <p>This passage shows God calling Abram and asking him to leave his home and his people and go to a destination that God will show them.</p> <p><u>A Father of Many Nations.</u> Ishmael and Isaac are Abraham's sons. Ishmael is Abraham’s first son and his mother is Hagar. Isaac is Abrahams second son and his mother is Sarah. Abraham was 100 years old when Isaac was born.</p>

Section 3: Other
<p><u>The Promised Land.</u> In the Abrahamic covenant – God promised Abraham land. God instructed Abraham to go to a place known as Canaan. When Abraham and Sarah reached Canaan, God said “All the land that you see, I will give to you and your offspring forever” (Gen 13:15)</p> <p><u>The New Covenant</u> Many Christian’s interpret the New Testament to mean that there is a new covenant established through the death and resurrection of Jesus. This covenant is:</p> <ul style="list-style-type: none"> • Open to all who accept it • Offers the ultimate reward of eternal life in heaven • Some Christians interpret heaven as the promised land in the Abrahamic covenant.

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
SFC silent final consonant	final letters such as -s, -t, -x, -d are usually silent
Inversion question	the subject pronoun and the verb switch place to form a question
Two-verb inversion	an inversion question using a two-verb structure: pronoun + verb + infinitive
Infinitive	base form of the verb giving general meaning, with no subject or tense (used after modal verbs and 'aller')
Negation	two elements e.g. 'ne...pas' around the main verb expressing a negative meaning
Modal verbs	verbs of necessity, possibility or desire used with an infinitive (e.g. must, can, want)
Near future tense	the "going to" construction, used for immediate or planned actions, formed by conjugating the verb <i>aller</i> (to go) in the present tense + an infinitive

Questions	Translation
Sais-tu faire la cuisine ? Aimes-tu faire la cuisine ?	Do you know how to cook? Do you like cooking?
Veux-tu prendre des photos ? Aimes-tu prendre des photos ?	Do you want to take photos? Do you like taking photos?
Tu vas faire quoi demain ?	What are you going to do tomorrow?
Veux-tu aller en Allemagne ?	Do you want to go to Germany?
Quand peux-tu aller au cinéma ?	When can you go to the cinema?

Section 2: Grammar & Phonics	
Intonation questions In French, change a statement into a question by raising your voice at the end: Statement: Tu sais nager. You know how to swim. Question: Tu sais nager? Do you know how to swim?	
Inversion questions For yes/no or closed questions, swap the subject pronoun + verb and insert a hyphen in-between. Ils vont venir ? this intonation question becomes: Vont-ils venir ? Are they (mpl, m+f pl) coming? 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 ?	
Two-verb inversion question an inversion question using a two-verb structure: pronoun + verb + infinitive e.g. Peux-tu sortir ? <i>Can you go out?</i>	
ne...pas * see over for more detail French negative structure that translates as 'not' or 'don't', e.g. 'je ne sais pas ' (I don't know) 'ne' shortens to 'n' before a verb starting with a vowel. e.g. je n'ai pas... *	
When using two verb structures the ne...pas go around the first verb e.g. Je ne vais pas sortir (I am not going to go out) Tu ne peux pas dormir (You cannot sleep)	
Modal verbs (devoir, vouloir, pouvoir & savoir) *are always followed by the infinitive *express obligation (devoir), desire (vouloir), ability/permission (pouvoir) and learned ability (savoir)	

the near future tense		to express future plans, use:	
aller to go/ going		aller (present) + infinitive	
je vais I go	nous allons we go	je vais partir	nous allons étudier
tu vas you go	vous allez you go	tu vas sortir	vous allez jouer
il va he goes	ils vont they go (m, m+f)	elle va venir	ils vont manger
elle va she goes	elles vont they go(f)	il va aller	elles vont dormir
Modal verbs		savoir (to know how and to know facts/ information)	
devoir (to have to)	vouloir (to want)	pouvoir (to be able)	
je dois I must/have to	je veux I want	je peux I can/am able to	je sais I know
tu dois you must/have to	tu veux you want	tu peux you can/are able to	tu sais you know
il doit he must/has to	il veut he wants	il peut he can/is able to	il sait he knows
elle doit she must/has to	elle veut she wants	elle peut she can/is able to	elle sait she knows

Section 3: WAGOLL & phonics
A: Sais-tu faire la cuisine ? Aimes-tu faire la cuisine ? B: Oui, j'aime faire la cuisine.
A: Veux-tu prendre des photos ? Aimes-tu prendre des photos ? B: Non, je n'aime pas prendre des photos.
A: Tu vas faire quoi demain ? B: Demain, je vais faire mes devoirs avec mon ami.
A: Veux-tu aller en Allemagne ? B: Oui, je veux aller en Allemagne parce que j'aime parler des langues différentes.
A: Quand peux-tu aller au cinéma ? B: Je peux aller au cinéma ce weekend.

Phonics			
qu	sounds like a hard c quiche, quoi	ien	bien (ee-ann) chien
j + soft g	before e, i, y jour, génial	hard g	before a, o, u gâteau
tion	attention [c-on]	ain/in	train

SFC silent final consonants
final letters such as -s, -t, -x, -d are usually silent e.g. je veux, tu peut, elle sort, je pars

nouns, adjectives & capital letters	
Allemand (noun) a German person allemand(e) (adjective) German l'allemand the German language ★ capital letter = person ★ lower case = adjective or language	
important verbs which have the same endings	
partir -to leave je pars I leave tu pars you leave il part he leaves elle part she leaves	sortir - to go out je sors I go out tu sors you go out il sort he goes out elle sort she goes out

7Fr Sum2 W1 revision sets A-P	
7Fr Sum2 W2 no list	
7Fr Sum2 W3	
tôt	early
en retard	late
le match	match
Madame	Miss, Mrs, Ms, Madam
Monsieur	Sir, Mr
encore	again
l'avenir	future
à l'avenir	in the future
partir	to leave, leaving
je pars	I leave, I am leaving
	you leave, you are leaving (sing)
tu pars	leaving (sing)
il part	he leaves, he is leaving
elle part	she leaves, she is leaving

***Negation continued.**

To say what you don't have use 'ne...pas' around 'avoir'. After this indefinite articles change to 'de' or 'd'' e.g. je n'ai pas de réponse, je n'ai pas d'idée
'il y a' becomes 'il n'y a pas de/d''

The definite articles stay the same in negative sentence with 'avoir'.

e.g. je n'ai pas l'ordinateur
I don't have **the** computer

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

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

7Fr Sum2 W4	
l'allemand	German language
prochain	next (m)
prochaine	next (f)
bientôt	soon
demain	tomorrow
la lettre	letter
l'avion	aeroplane
différent	different (m)
différente	different (f)
l'Allemagne	Germany
allemand	German nationality (m)
allemande	German nationality (f)
7Fr Sum2 W5	
devoir	must, to have to
je dois	I must, I have to
	you must, you have to (sing)
tu dois	(sing)
il doit	he must, he has to
elle doit	she must, she has to
visiter	to visit, visiting
le billet	ticket
vouloir	to want (to), wanting (to)
je veux	I want (to)
tu veux	you want (to)
il veut	he wants (to)
elle veut	she wants (to)

7Fr Sum2 W6	
pouvoir	can, to be able to
je peux	I can, I am able to
tu peux	you can, you are able to (sing)
il peut	he can, he is able to
elle peut	she can, she is able to
aider	to help, helping
chercher	to look for, looking for
partager	to share, sharing
le projet	plan
peut-être	maybe, perhaps
désolé	sorry (m)
désolée	sorry (f)
savoir	to know how to
je sais	I know how to
tu sais	you know how to (sing)
il sait	he knows how to
elle sait	she knows how to
7Fr Sum2 W7	
ressembler à	to look like, looking like
frapper	to knock, knocking
frapper à	to knock on, knocking on
blanc	white (m)
blanche	white (f)
noir	black (m)
noire	black (f)
si	if
le cœur	heart
le temps	time
pour	for, in order to

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
Simple present	Present tense used to describe routine, habitual actions
Present continuous	Present tense used in English to describe ongoing, current actions. This is not a tense in German.
Modal verb	Expresses idea of possibility or necessity (can, want, must); used with a 2nd verb in the infinitive
Two-verb rule	The position of the 2nd verb is at the end of a clause
Accusative case	Used with prepositions to show movement towards someone or something
Dative case	Used with prepositions to show the location of someone or something
Man	A pronoun used to refer to people in general. (you, one, we)

Questions	Translation
Wie findest du joggen?	What do you think of jogging?
Isst du gern Joghurt?	Do you like eating yoghurt?
Wann willst du in die Stadt gehen?	When do you want to go into town?
Können sie gut singen?	Can they sing well?
Warum muss sie immer laut sein?	Why does she always have to be loud?

Section 2: Grammar					
Modal Verbs					
A modal verb expresses necessity or possibility. The modal verb is conjugated with the subject of the sentence and then needs a second verb in the infinitive form at the end of the clause.					
	können	müssen	dürfen	wollen	
	can / be able to	must / have to	may / be allowed to	want	
ich	kann	muss	darf	will	
du	kannst	musst	darfst	willst	
sie, er, es	kann	muss	darf	will	
wir	können	müssen	dürfen	wollen	
sie (they)	können	müssen	dürfen	wollen	

Ich **muss** Wasser trinken. → I have to drink water.
 Er **will** in den Park gehen. → He wants to go to the park.
 Wir **können** Deutsch sprechen. → We can speak German.

To make a modal phrase negative, put **nicht** in front of a verb and **kein** in front of a noun.
 Sie darf **nicht** singen → She is not allowed to sing!
 Sie darf **keine** Cola trinken. → She is not allowed to drink coca cola.

jed- / nächst-
 jed is a determiner that means every
 nächst- means next
 Both of these need an ending according to the gender of the noun they are in front of. The ending depends on whether the noun is the subject or object of the phrase.

	masc	fem	neut
every	jeder/jeden	jede	jedes
next	nächster/nächsten	nächste	nächstes

Section 3: Grammar & Phonics

Saying where you are going to
 Use **nach** with place names, continents and most countries.
 Ich fahre **nach** Belper. → I'm going to Belper.
 Wir fliegen **nach** Italien. → We're flying to Italy.

Use **zu** when going to places with articles, as well as with people, professionals and events. The article will be in the dative case.
 Ich gehe **zu** dem Park. → I'm going to the park
 Er geht **zu** dem Konzert. → He's going to the concert.
 Wir gehen **zu** der Bibliothek. → We're going to the library.

zu+dem often becomes **zum**
 zu+der often becomes **zur**
 Ich gehe **zum** Museum. → I'm going to the museum.
 Ich gehe **zur** Stadt. → I'm going to (the) town

Forming Questions

Swap round the subject and verb to make a closed question:
 Er trinkt Wasser. → He drinks water / He's drinking water.
 Trinkt er Wasser? → Does he drink water? / Is he drinking water?

Ich muss meine Hausaufgaben machen. → I have to do my homework.
 Muss ich meine Hausaufgaben machen? → Do I have to do my homework?

Add a question word in front of the verb to make an open question:
Wie oft trinkt er Wasser? → How often does he drink water?
Warum muss ich meine Hausaufgaben machen? → Why do I have to do my homework?

Was → What / Wann → When / Wie → How / Warum → Why
 Wo → Where / Wie oft? → How often? / Wieviel → How much?
 Wie viele → How many? / Wer → Who

German phonics

j
 Usually pronounced like and English **y**
 → Jahr, jetzt, Junge

When the word is borrowed from English, it's like an English **j**
 → Jeans, joggen

If the word is borrowed, but the English **y** has become a **j**, keep the **y** sound → Jacht, Joghurt

7Gr Sum2 W1A-P	revision
7Gr Sum2 W2	no list
7Gr Sum2 W3	
man	one, you
müssen	to have to, must
ich muss	I must, have to
	you must, have to (sing)
du musst	
er muss	he must, has to
sie muss	she must, has to
wollen	to want, wish
ich will	I want
du willst	you want (sing)
er will	he wants
sie will	she wants
dürfen	to be allowed, may
ich darf	I am allowed, may
sie darf	she is allowed, may
genug	enough
ruhig	quiet, calm
krank	ill, sick
glücklich	happy, fortunate
traurig	sad

7Gr Sum2 W4	
Jeder	every (m)
Beginnen	to begin, beginning
ziehen	to pull, pulling
erhalten	to receive, receiving
legen	to lay, put
das Ziel	goal
gewinnen	to win, winning
der Punkt	point
werfen	to throw, throwing
die Mitte	middle
mischen	to mix, blend
jede	every (f)
jedes	every (nt)

7Gr Sum2 W5	
das Dorf	village
der See	lake
der Strand	beach
das Schwimmbad	swimming pool
nächste Woche	next week
nächsten Monat	next month
das Jahr	year
die Großstadt	city
nächste	next (f)
nächstes	next (nt)
nächsten	next (m, accusative)
der Monat	month
7Gr Sum2 W6	
an	on
zwanzig	twenty
die Karte	ticket
dreißig	thirty
der Fluss	river
der Bahnhof	(railway) station
sechzehn	sixteen
siebzehn	seventeen
dreizehn	thirteen
einunddreißig	thirty-one
zweiundzwanzig	twenty-two
zu	too, to

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Slide Show	A set of slides that are put into presenter view for an audience to look at.
Slide Master	A feature in the software to create a template version of a custom designed slide.
Slide Layout	The layout of text and images on a slide.
Multimedia	Text, Image, Sound and Video are examples
Kiosk Mode	A feature in presentation software to allow a presentation to loop without user interactions with it.

Tier 2 vocabulary	Definition
Check	To identify any issues and errors with work.
Compose	To produce a document piece of work.
Obtain	To look/gather and use information.
Repeat	To copy a similar action from before.
Research	To gather knowledge about a subject.

Section 2: New Knowledge/Skills

Presentation
 Slides - A slide is the name of the blank space which information goes onto in a presentation.
 Layout - Slides can be set into different design choices dependent on the content. This is called the layout.
 Animations - This is the name given to content, typically images that move on a slide.
 Transitions - Transitions are effects put onto slides to make content move automatically based on different timings. Transitions keep the viewer's attention.













Graphics
 Pixels - Graphic images are produced using tiny dots of colour which are called pixels.
 Transparency - Graphic images can be set up on canvas setups with no background colour. These are known as transparencies.
 File Format - this is the name of the type of graphic file and what it is saved as. JPEG, PNG and BMP are typical graphical file formats.



Elvaston Castle
 Elvaston Castle is a stately home based in Elvaston in Derbyshire. It is going to be home to a newly created zoo park with attractions for all the family.

Section 3: Other subject specific things

Animals within the zoo

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

Section 2: Track and Field Athletics Safety

Track and Field Athletics



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

Safety

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



Section 3: Introduction to Striking and Fielding Games

Striking and Fielding Games



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

Section 1: Key Vocabulary

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

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

Section 2: New Knowledge/Skills

ARTISTS:
Henri Matisse **Andre Derain**
Claude Monet **Berthe Morisot**

Fauvism - A term applied to a group of artists working in a similar way around 1905-1910. This group included Andre Derain and Henri Matisse. Their paintings were made using bold, non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours - these are pairs of colours which appear opposite each other on the colour wheel. When used side by side in a painting, they form a strong contrast. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.

Complementary colours:
Red – Green
Yellow – Purple
Blue - Orange



Impressionism- A term applied to a group of artists, initially in France, working in the 1860s onwards. They worked 'on the spot' outdoors - 'en plein air' rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet's work 'Impression- Soleil Levant' (impression-sunrise)
 This group of artists included Monet, Renoir, Degas and Berthe Morisot.
 Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).

Section 3: Colour Mixing



Primary colours:
 Red Yellow Blue

Secondary colours:
 YELLOW mixed with RED to make ORANGE
 RED mixed with BLUE to make PURPLE
 BLUE mixed with YELLOW to make GREEN

Tertiary colours:
 A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in red-orange.

Harmonious colours
 Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. yellow, yellow-green and green.

Tint
 A colour mixed with white. E.g. Orange mixed with white.

Shade
 A colour mixed with black. E.g. Blue mixed with black.

Tone
 A colour mixed with grey. E.g. Red mixed with grey.

Artists use tints, shades and tones when mixing colours.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Writing in Role	Writing in role is writing from a character's perspective. It doesn't really matter what form it takes - it could be a diary entry or a descriptive piece - what matters is producing material.
Mime	Mime could mean: working in silence, or with few sounds or words, to show activities, eg painting a wall or opening a door.
Monologue	In theatre, a monologue is a speech presented by a single character, most often to express their thoughts aloud.
Devising	The process of creating a piece of theatre as a group.
Teacher in Role	Working with your teacher pretending to be somebody else, or taking on a role. Thinking, acting and even feeling differently to your ordinary self can help you empathise with that person and better understand an issue or theme.
Tier 2 vocabulary	Definition
Reflection	To think carefully and deeply about a subject.
Performance Evaluation	To evaluate drama and theatre you must be able to recognise what was and wasn't successful onstage and recognise all the elements that contribute to the impact of a performance.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Section 2: New Drama Strategies
<p>Characterisation</p> <p>All people are different. The actor must use their skills to portray a character consistently throughout their performance. When creating characters you need to consider the following:</p> <p>Voice: Does your character have an accent? What is the tone of their voice like? How quickly do they speak? Do they have any vocal mannerisms that are particular to them?</p> <p>Body language: This is what your character's movements and way of using their body says about them. A character who is very nervous and stressed may fidget a lot or have their shoulders hunched up tight to indicate tension.</p> <p>Facial expression: Does your character move their face a lot? What does their facial expression say about their character? Do they have a very expressive face or do they try not to give much of themselves away?</p> <p>Hot-seating: (being questioned in character) is an excellent way of ensuring that you understand the role you are playing.</p> <p>Improvisation: in role is also very useful in rehearsal as it ensures that you can act as that character 'off the text'. It helps you to understand how they would react in a range of circumstances.</p>

Section 3	
<p>Amnesty International UK.</p> <p>We work to protect people wherever justice, freedom, truth and dignity are denied.</p> <p>As a global movement of over ten million people, Amnesty International is the world's largest grassroots human rights organisation.</p> <p>The invasion of Ukraine is a massive human rights, humanitarian, and displacement crisis. Anyone fleeing Ukraine should be given protection without discrimination.</p> <p>Parents saying goodbye during the WW2 and in Ukraine.</p>	
	

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Pulse	A regular beat that is felt throughout much music.
Projection	The strength at which we speak or sing.
The Stave	The stave is the set of five lines that the music is written on.
Tempo	The speed of a sound or piece of music – fast/slow.
Harmony	The notes within the chord.
Chord	Two or more notes played together.
Chord Sequence	A set of chords played in a particular pattern.

Tier 2 vocabulary	Definition
Accompaniment	Music that accompanies/ plays alongside the melody.
Lyrics	The words of a song.
Performance	Showing your work to an audience.
Confidence	The feeling or belief that you can have faith in. Being Brave.
Melody	The main tune of the music.

Section 2: New Knowledge/Skills

Staff Notation

FACE IN THE SPACE
F A C E

EVERY GREEN BUS DRIVES FAST
E G B D F

C D E F G A B c' d' e' f'

octave

C **Am** **F** **G**

Section 3

Life is full of opportunities, especially when you step outside your comfort zone, but this can be the challenging part.

"The Comfort Zone"

- Comfort Zone:** Feel safe and in control, Be affected by others' opinions.
- Fear Zone:** Lack self-confidence, Find excuses.
- Learning Zone:** Deal with challenges and problems, Acquire new skills.
- Growth Zone:** Live dreams, Find purpose, Set new goals, Conquer objectives.

Other labels in the diagram include: Extend your comfort zone, Live dreams, Find purpose, Deal with challenges and problems, Acquire new skills, Set new goals, Conquer objectives.

Can you Be Belper?
Can you Be Resilient?
Can you Be Confident?

Links to prior learning: Let's Get Singing, I've Got Rhythm, Keyboard Skills, Building a Song (Ukulele)

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

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

Section 2: New Knowledge/Skills

5-a-day

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

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

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

eatwell 8 TIPS for HEALTHY EATING

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

Diet related health issues

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

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

Section 3:

Preservation

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

Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

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

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

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

Homework 1

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

Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.

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

Battered fried cod




of an adult's Reference Intake.


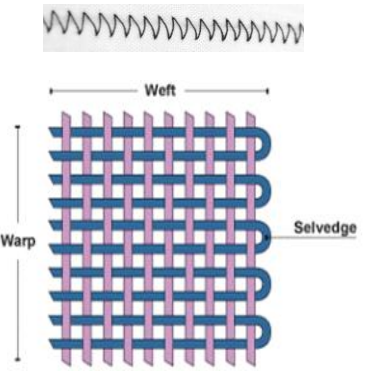

Typical values per 100g: Energy 1031kJ/247kcal

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

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

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

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

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

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

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

Section 2: Key Themes:
<p>Trust & relationships: The importance of trust in a relationship, the behaviours that show and undermine trust and how to build trust.</p> <p>Marriage: What marriage is and what alternatives there are, the level of commitment that is required of a marriage, forced and arrange marriages.</p> <p>Sexual images: What counts as a sexual image, the short term and long-term impact of sharing sexual images, managing pressures and requests for sexual images and where to seek help.</p> <p>The importance of long-term relationships: The roles and responsibilities of parents, carers, children and families, types of families, the importance of a stable long-term relationships.</p> <p>Diversity in relationships: the difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse.</p> <p>Everybody is welcome: the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice and the need to promote inclusion and challenge discrimination, and how to do so safely, including online.</p> <p>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.</p>

Section 3: Key concepts:	
	<p>designed by freepik.com</p>

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

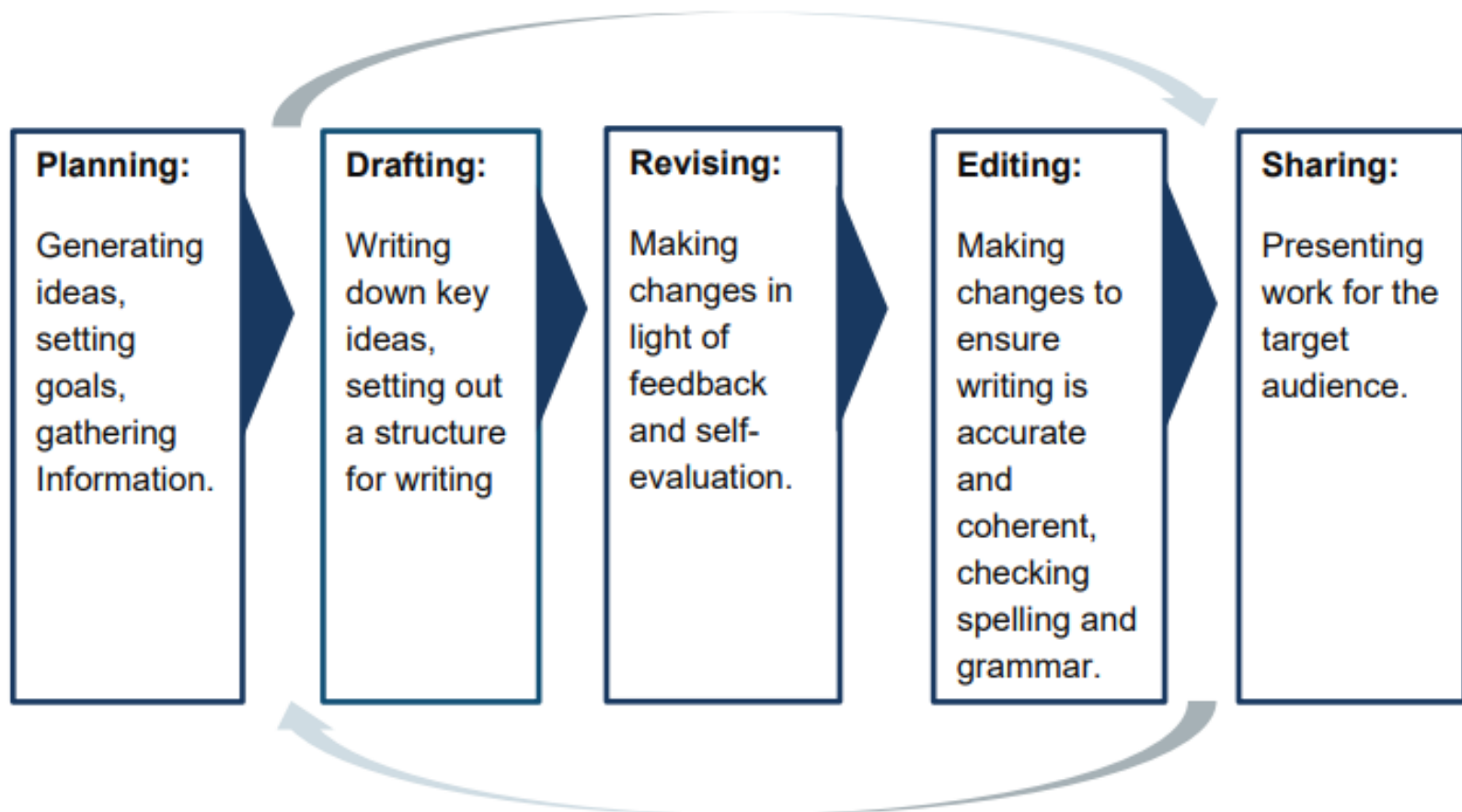
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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 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

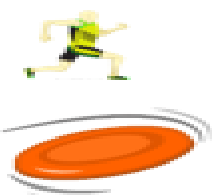
Monday	Tuesday	Wednesday	Thursday	Friday
Show rehearsals with Anna & Sarah (stage and main hall)	KS4 & 5 Art with Lucy (art area)	Show rehearsals with Anna & Sarah (stage and main hall)		Year 10-13/Staff Friday Sports Club with Matt, James, Tom and Leanne
Music Club with Phil (music rooms)	STEM Club for Year 7 and 8 (S8) with Year 11	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7-10 Tennis Club with Matt and Tom	Year 7-10 Striking and Fielding Club with Matt, James and Tom	Year 7-10 Athletics Club with Matt, James and Gavin		
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)				



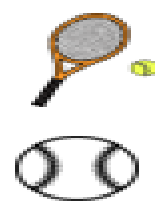
BELPER PE DEPARTMENT



SUMMER EXTRA-CURRICULAR PROGRAMME



Years 7 - 10



LUNCHTIME (12:30–12:55) NO PE KIT REQUIRED

TUESDAY: Y8 INTER TUTOR FOOTBALL (3G)

WEDNESDAY: ULTIMATE FRISBEE (SH/3G)

THURSDAY: Y9 INTER TUTOR FOOTBALL (3G)

FRIDAY: THIS GIRL CAN MULTI SPORTS (SH/3G)

AFTER-SCHOOL (3:15-4:15) PE KIT REQUIRED

MONDAY: TENNIS (COURTS)

TUESDAY: STRIKING AND FIELDING (FIELD)

WEDNESDAY: ATHLETICS (FIELD)

2 Black/Blue Pens and 1 Coloured Pen



2 Pencils



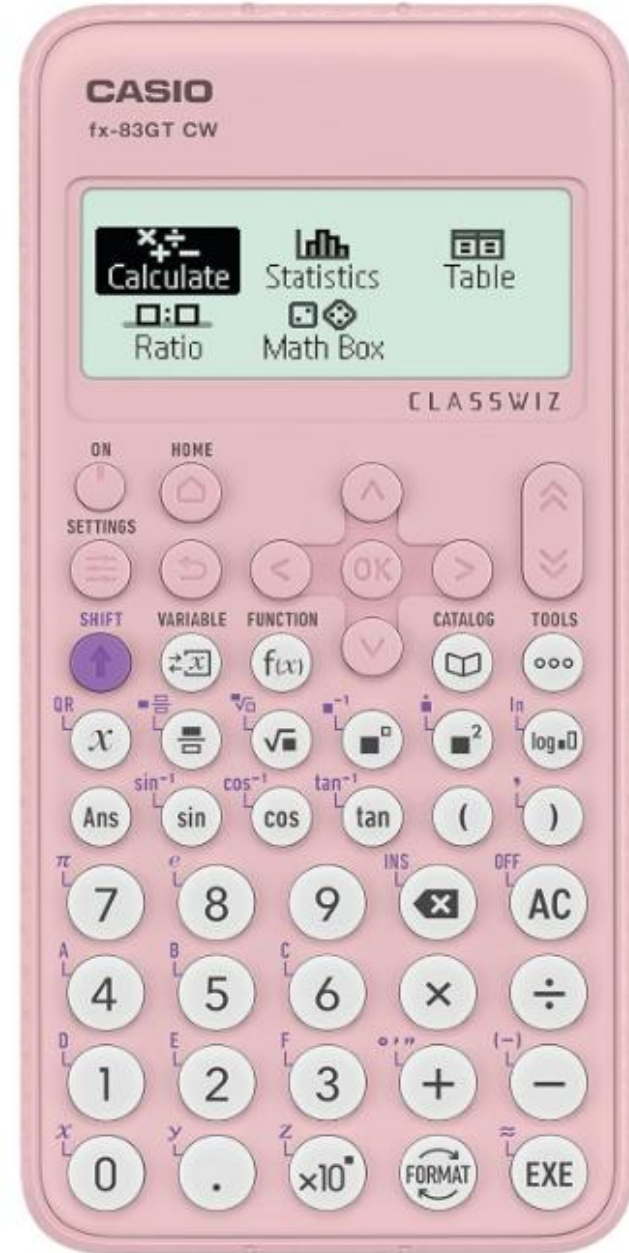
Eraser



Pencil Sharpener



Scientific Calculator



Ruler



Knowledge
Organiser