

**Year 8 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
<b>Disorder</b>	An abnormal physical or mental condition
<b>Empathy</b>	The ability to understand and share the feelings of another
<b>Precept</b>	A rule or principle for your actions or behaviour
<b>Similarity</b>	Something which is the same
<b>Difference</b>	A way in which people or things are dissimilar
<b>Enigma</b>	A mystery, something hard to understand or explain
<b>Epigraph</b>	A short quotation or saying at the beginning of a book or chapter
<b>Perspective</b>	A particular attitude towards something; a point of view

Tier 2 vocabulary	
Definition	Definition
<b>Imagery</b>	Visually descriptive or figurative language, such as similes and metaphors
<b>Connotation</b>	What a word makes you think of
<b>Narrative voice</b>	The perspective the story is told from
<b>First person narrator</b>	Where a story-teller recounts events from their point of view using 'I'
<b>Multi-stranded narrative</b>	Telling a story from several main characters' perspectives
<b>Symbolism</b>	The use of symbols or images to represent ideas

**Section 2: New Key Skills/Strategies**

**Top tips to help improve your creative writing :**

**Writing as a character:** use a first person narrative voice (I am...) and explore the feelings of you character to help your reader empathise with them.

**To create a character:** imagine your character as an animal! What features and personality traits do they have?

**Create a distinctive narrative voice:** use dialogue to develop your character. Think about the word choices they would use and which words they would shorten or pronounce with an accent.

**Try using different narrative perspectives:** writing your chapters from different character perspectives will allow you to explore more than one point of view.

**Start your story with a narrative 'hook':** try engaging your reader by building tension, creating an enigma or starting in the middle of the action.

**Use a typical story structure:**



**Key Themes**

- Friendship
- Love and grief
- Physical appearance and self image
- Bullying
- Kindness

**Section 3: Language analysis**

What questions should I ask about a writer's use of language?

*What connotations does this adjective have?*

*Why might the writer choose this adjective?*

**'She smiled a really shiny smile'**

*Why does the writer repeat this word?*

*Why does the writer include this additional word?*

**Section 3: Writing about Language**

**How does the writer present Mrs Garcia's reaction to meeting August for the first time?**

The writer's use of the adjective 'shiny' suggests that Mrs Garcia feels she must act normally when she meets August. The word has connotations of something false, suggesting she is hiding her true reaction to his appearance. The adjective also implies that she is trying to look bright and welcoming to make him feel accepted in the school. The repetition of the word 'smile' suggests she is trying very hard to look happy to see him, whilst ignoring the fact he looks different. As a reader we feel empathy for August, as we realise he must get this fake reaction from adults frequently.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Protagonist</b>	The main character in a story
<b>Perspective</b>	A person's interpretations of events, people, and places based on their own personal experiences and background.
<b>Antagonist</b>	The major character or force that opposes the protagonist
<b>Dynamic character</b>	A character who undergoes a significant, lasting change, usually in his or her outlook on life
<b>Native</b>	Describing someone by their place of birth.
<b>Meticulous</b>	Someone who shows great attention to detail: very careful and precise.
<b>Taciturn</b>	When a person can be reserved, quiet and says little; uncommunicative.

Tier 2 vocabulary	Definition
<b>Tension</b>	A feeling of worry or anxiety
<b>Novel</b>	A long story with chapters
<b>Atmosphere</b>	The main feeling that is created in a moment of a story.
<b>Symbol</b>	Something (usually an object) that represents a bigger idea or concept.
<b>Dramatic irony</b>	When the audience/reader knows more about the plot than the characters.

**Section 2: New Key Skills/Strategies**  
**Writing a CPEAT:**

**Example- How does the writer present the character Phileas Fogg?**

**Connective-** Initially; Moreover; Overall,

**Point-** the character \_\_\_\_\_ is intentionally presented as \_\_\_\_\_ using \_\_\_\_\_.

**Evidence-** This is illustrated when '.....'

**Analysis-** The use of \_\_\_\_\_ suggests... We can infer...

**Think** intention and impact- The writer wants to make us think/feel/understand... This would make the audience think/feel/understand ...

**Model Answer:**

Initially, the character Phileas Fogg is intentionally presented as a meticulous character using fronted adverbials. This is illustrated when he's introduced as 'steadily watching a clock' and 'at exactly half-past eleven'. The use of the adverb 'exactly' suggest Fogg is a precise character who likes to keep control over his time, letting us infer that he does not appreciate irregularity or unpredictable occasions. The writer Jules Verne wants to make us to recognise this early on in the novel so we can believe Fogg may have a chance of accomplishing his goals of travelling the world in 80 days. This makes us feel excited to see how Fogg will manage the unpredictable nature of travelling so far.

**Section 3: Fogg's Route:**

**Section 4: The World in the 1870s:**

**Trains:** this time in history welcomed trains and locomotives for transport. Up until this point, the fastest mode of transport was a galloping horse. Now, an express train could reach speeds of 80 miles an hour. The Great Indian Peninsula Railway (later Central Railway) opened, making India far easier to travel through.

**Steamers:** Steamships, constructed of iron rather than wood, could have much larger hulls than sailing vessels. Thus, they could carry far larger amounts of cargo - and far more passengers, leading to the age of the luxury liners

**Industrial Revolution:** this was the transition from producing goods and services by hand, and instead using machines to help us. This period spanned from 1760 to 1840, which is just before where our story is set.

**Suez Canal:** up until 1869, if you wanted to get to India from Britain you had to sail around southern Africa. When the canal was opened in Egypt, it made this journey 4,500 miles shorter and became the reliable method to access Asia.

**Imperialism:** this was written during the height of the British colonization of the world. Many of the countries Fogg and Fix travel through are British-owned, as a consequence of British forces colonizing them. Today, one country having this kind of control over such a large amount of the world seems impossible – then, though, it was taken as normal.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Protagonist</b>	The main character in a story
<b>Antagonist</b>	The major character or force that opposes the protagonist
<b>Dynamic Character</b>	A character who undergoes a significant, lasting change, usually in his or her outlook on life
<b>Static Character</b>	A character who does not change in the course of a story
<b>Foreshadowing</b>	To hint at something that will happen later in the story
<b>Narrative</b>	Another word for a story
<b>Conflict</b>	A struggle between opposing characters and forces

Tier 2 vocabulary	Definition
<b>Atmosphere / Mood</b>	The main feeling that is created in a story
<b>Character</b>	The fictional persons who carry out the action of a story
<b>Setting</b>	The time and place in which a story is set
<b>Theme</b>	Messages in the story
<b>Novel</b>	A long story with chapters

**Section 2: New Key Skills/Strategies**  
**CPEAT Writing**

Example- How does the writer build tension towards the end of the novel?

**C** Connective- Firstly, Moreover, In conclusion,

**P** Point- The writer uses a simile to...

**E** Example-This is illustrated by ‘.....’

**A** Analysis- This suggests... This infers...

**T** Think intention and impact- The writer’s intention is... This evokes a sense of ...

Example

Firstly, the writer uses a range of verbs to build tension at the end of the novel, for example ‘If he pulled too hard, he feared, he'd cause a cave-in’. The emotive verb ‘feared’ shows that Stanley must be careful with the chest, otherwise it might fall back into the hole. This evokes tension for the reader because we are in suspense wondering if he will get to see what is inside. Moreover, the use of ‘cave-in’ reinforces the sense of jeopardy and dramatic intensity.

**Section 3: Characters/Key Quotations**

**CHARACTERS**

**Stanley Yelnats** - The novel’s protagonist – convicted of a crime he didn’t commit.

**Zero** - Another boy at Camp Green Lake who becomes friends with Stanley.

**X-Ray** - Takes charge of the boys at camp and is friendly to Stanley.

**Squid** - Often taunts Stanley about writing letters to his mother.

**Magnet** - Earned his nickname by his ability to steal things.

**Armpit** - Pushes Stanley to the floor when he forgets to call him by his nickname.

**Zigzag** - Stanley thinks that Zigzag is the weirdest kid at Camp Green Lake.

**Warden** - The ultimate symbol of cruel authority at Camp Green Lake.

**Mr Pendanski** - In charge of Tent D – Stanley’s tent at Camp Green Lake.

**Kate Barlow** - The school teacher–turned-outlaw who robbed Stanley’s great-great grandfather.

**Sam** - Sam and Kate were in love 100 years

**QUOTES**

“A lot of people don't believe in curses. A lot of people don't believe in yellow spotted lizards either, but if one bites you, it doesn't make a difference whether you believe in it or not.”

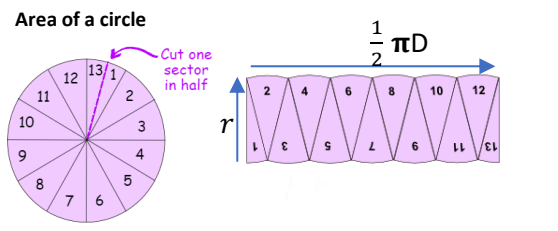
“His muscles and hands weren't the only parts of his body that had toughened over the past several weeks. His heart had hardened as well.”

“If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy.”

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

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

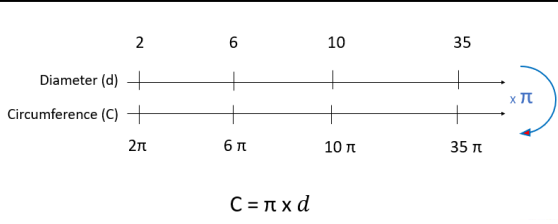
## Section 2



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

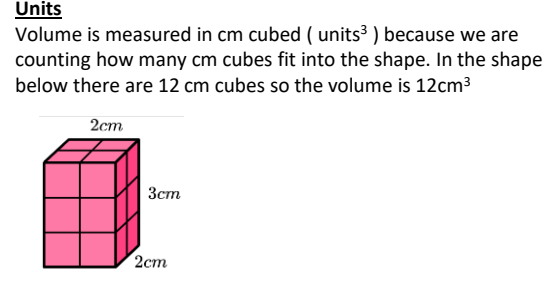
**Example**  
 Work out the area of a circle with radius 3cm  
 $A = \pi \times 3^2 = 9\pi \text{ cm}^2$

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



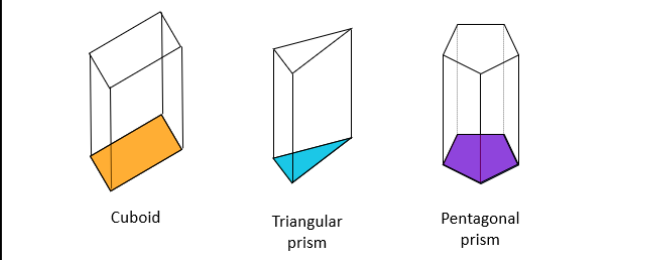
The circumference, and the diameter of every circle are connected by a functional multiplier, this is the number given the letter π

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

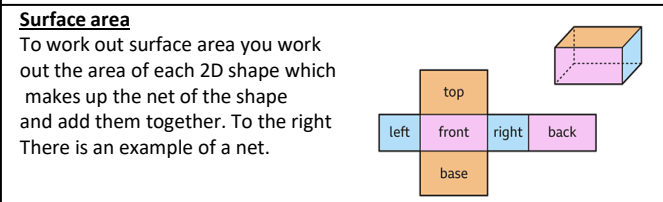
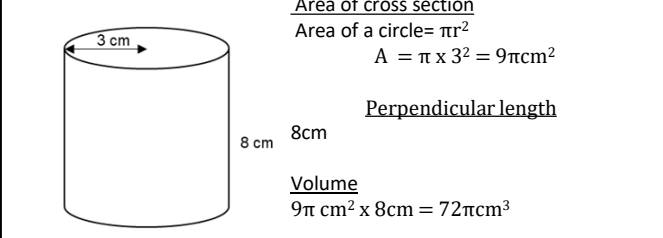


## Section 3

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



**Example**  
 Work out the volume of the cylinder



**Example**  
 Find the surface area of the shape below:

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

7 cm

4 cm

3 cm

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Photosynthesis</b>	The chemical reaction plants use to make glucose from water, carbon dioxide and sunlight
<b>Respiration</b>	The chemical reaction which happens in all living cells to release energy from glucose
<b>Chloroplast</b>	The green organelle in a plant cell where photosynthesis takes place
<b>Chlorophyll</b>	The green pigment inside a chloroplast
<b>Carbon Dioxide</b>	The gas which plants take from the air during photosynthesis
<b>Oxygen</b>	The gas which plants release as a product of photosynthesis
<b>Nitrates</b>	A mineral which plant take from the soil to be able to make proteins and grow
<b>Fertilisers</b>	Can be either artificial or natural (manure) nitrates which farmers use to help make crops grow.
<b>Xylem</b>	The tube that carries water through plants.
<b>Stoma (plural stomata)</b>	Holes in the underside of the leaf where gas exchange happens.
<b>Guard cells</b>	Cells that control the opening and closing of the stomata.
<b>Root hair cell</b>	Cells in the roots of plants responsible for taking in water and mineral ions from the soil.
<b>Phloem</b>	The tube that carries sugars and other nutrients through the plant.

Tier 2 vocabulary	Definition
<b>Agriculture</b>	The science or practice of farming. Includes growing crops and rearing animals
<b>Organic Crops</b>	Crops grown without the use of artificial chemicals

**Section 2: Plants and Photosynthesis**

Photosynthesis happens in the chloroplast of plant cells. It requires light which is trapped by the pigment chlorophyll.

Photosynthesis is a chemical reaction it can be summarised by the following equations.

**Carbon dioxide + water → glucose + oxygen**

$$6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$$

**Storing glucose**  
Glucose created from photosynthesis can be turned into starch and stored by the plant. Starch is a large carbohydrate with lots of small glucose molecules joined together.

Glucose (single sugar molecule)                      Starch (long chain carbohydrate molecule)

**Section 3: plants**

To test for starch you add iodine, if it goes black starch is present.

**Transporting substances in plant**  
Both water and mineral ions are absorbed into plants from the soil by root hair cells. Water is transported around the plant in a tube called the xylem.

Absorption of mineral ions  
Absorption of water

Carbon dioxide diffuses into leaves from the air through small holes called stomata. These can be open and closed by special cells called guard cells.

Stomata                      Guard cells

**What affects the rate of photosynthesis?**  
There are three factors that affect how quickly a plant will photosynthesise, these are; light intensity, temperature and carbon dioxide concentration.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Current</b>	A flow of electric charge
<b>Amperes</b>	The unit we measure current in
<b>Ammeter</b>	The device we use to measure current
<b>In series</b>	If components in a circuit are on the same loop
<b>In parallel</b>	If some components are on separate loops
<b>Electrons</b>	Tiny particles which are part of an atom and carry a negative charge
<b>Potential difference (voltage)</b>	The amount of energy moved from the battery to the moving charge (electron)
<b>Volt</b>	The unit we measure potential difference (voltage) in.
<b>Voltmeter</b>	The device we use to measure potential difference
<b>Electrical conductor</b>	A material that allows a current to flow through it easily.
<b>Electrical insulator</b>	A material that does not allow a current to flow through easily.
<b>Cell</b>	A chemical store of energy which will cause a current to flow in a circuit.
<b>Battery</b>	More than one cell connected together

Tier 2 vocabulary	
Wires	Definition
<b>Wires</b>	The connection between components, usually made of copper.
<b>Generator</b>	A device that generates electricity.

## Section 2: New Knowledge/Skills

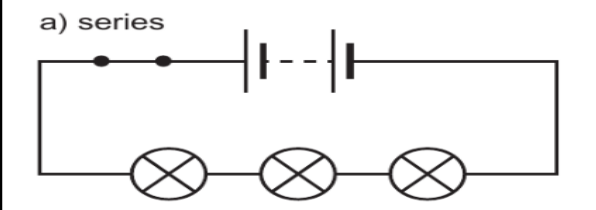
Electricity allows the transfer of energy from a store such as a battery to a device such as a lamp, motor, radio etc. For electricity to flow there needs to be an energy source, and a complete circuit made of a conducting material.

Good conductors include metals, especially gold, silver and copper.  
Wires in most circuits use copper.  
Good insulators include, wood, plastic and air

**Circuits**  
We use symbols to draw electrical circuits. The main symbols are.

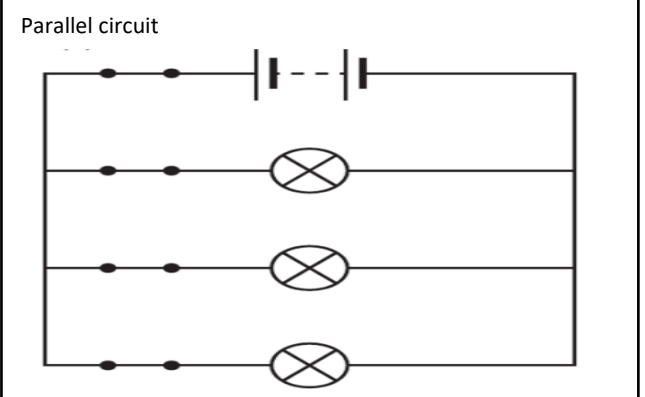
Circuit symbol	Component	Circuit symbol	Component
	switch (open)		lamp
	cell		ammeter
	battery		voltmeter

**Series Circuit**  
In a series circuit all the components are in one loop. The current is the same in all places in the circuit. The potential difference is shared between the components.



So in the circuit above if an extra bulb is added they will become dimmer as four bulbs have to share the energy rather than three.  
If the circuit breaks anywhere then the whole current stops flowing.

## Section 3



The current is split between the loops. But because there are different routes some bulbs can be on and others off. This is the type circuit in your house. The potential difference (voltage) is the same for each bulb and if you add another bulb they all stay the same brightness.

**Electrical safety**  
Your body uses electrical currents to control muscles including your heart. That is why a large electrical shock can stop your heart. It can also be used to make your heart go back into a proper rhythm. This is done with a defibrillator.

**Generating electricity**  
For portable devices such as mobile phones and torches we use batteries. These are a store of chemical energy. For the large scale generation of electricity we use natural gas and nuclear power which are non-renewable as well as wind turbines and solar cells which are renewable.

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

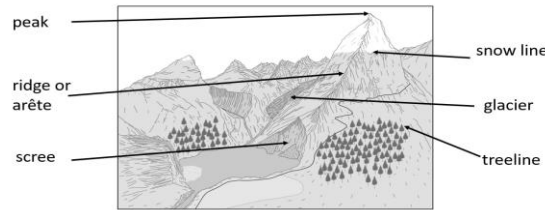
Tier 2 vocabulary	Definition
<b>Social</b>	Things affecting people and their community.
<b>Economic</b>	Things relating to money.
<b>Environmental</b>	Things relating to our surroundings.

## Section 2: New Knowledge



The countries of Asia

### Glaciation in the Himalayas



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

## Section 3: Geographical Skills

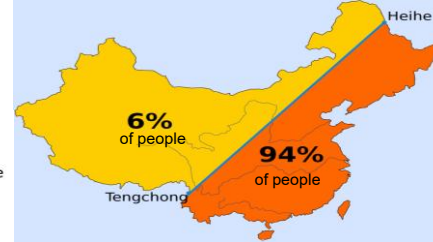
Skills you will develop during this module:

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

### Employment Structure

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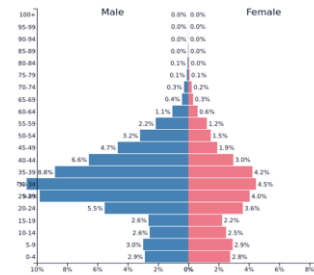
### China – population distribution



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

### Dubai, UAE – rapid growth

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



### India – six megacities

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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>East India Company</b>	Trading company that gradually took control of India
<b>Britannia</b>	A female figure used to symbolise the British Empire
<b>The British 'Raj'</b>	The period of British rule in India after 1857. From the Hindi word for reign.
<b>Scramble for Africa</b>	The invasion, conquest, and colonisation of most of Africa by European Countries.
<b>Jewel in the Crown</b>	A phrase used to describe India as the most valuable colony in the British Empire.
<b>Penal Colony</b>	A settlement used to exile prisoners and separate them from the general population.
<b>Eugenics</b>	Pseudo-scientific beliefs often used to justify racial superiority within the empire.
Tier 2 vocabulary	Definition
<b>Empire</b>	A group of countries, people or land ruled by one single country referred to as the "mother" country.
<b>Colony</b>	A country that is part of an empire.
<b>Imperialism</b>	The act of building an empire.
<b>Interpretation</b>	A view or attempt to judge/explain the past (written at a later date).
<b>Nationalism</b>	An idea that prioritizes loyalty and devotion to one's nation, placing its culture and interests above others

Map of the British Empire		Key Facts
<p><b>Key Places: Australia</b></p> <p>Used as a location for criminals. Criminals would be shipped to Australia, where they would be used as a workforce.</p> <p><i>LANDING of the CONVICTS at Port Phillip</i></p>	<p><b>Key Places: India</b></p> <p>Provided spices, jewels and silks that were traded for money across the Empire.</p>	<ul style="list-style-type: none"> <li>• Lasted during 1497 – 1997.</li> <li>• Over 450 million people (more than a quarter of the world's population).</li> <li>• 36,000,000 square miles of territory (more than a quarter of the world's area).</li> <li>• The years 1815 to 1914 are referred to as Britain's imperial century.</li> </ul> <p><b>Key Places: Africa</b></p> <p>Britain used the people as slaves. After the Slave Trade, European countries competed for African countries in the Scramble for Africa.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Absolute</b>	Something that is always true and unchanging.
<b>Deontology</b>	A way of thinking about ethics that focuses on following principles or duties to make a good choice
<b>Teleological Ethics</b>	Ethical theories that focus on the outcomes or consequences of an action
<b>Situation Ethics</b>	An ethical theory which argues that the most loving action should guide decisions in each situation
<b>Eudemonia</b>	The state of living well and flourishing
<b>Justify</b>	To explain why something is right or acceptable
Tier 2 vocabulary	
	Definition
<b>Knowledge</b>	Facts, information, and skills acquired through experience or education. What have I learnt this lesson? What do I know about this topic?
<b>Impact</b>	A marked effect or influence. E.g. the impact that ones belief has upon their actions.
<b>Specialist Terms</b>	Specialist terms (or terminology) are words, phrases, and acronyms specific to a particular field, profession, or subject area. E.g. Belief, teachings, God, philosophy
<b>Source of Authority</b>	A <b>source of authority</b> 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
<b>Judgement</b>	Having or displaying critical points of view. E.g. this is a strong/weak argument because....
<b>Opinion</b>	A view or judgement formed about something, not necessarily based on fact or knowledge

Section 2: New Key Skills/Strategies
<p><u>The Nature of Human Goodness</u></p> <p><b>Natural evil</b> refers to suffering and harm caused by natural events or processes that are not directly controlled by humans.</p> <p>Examples include earthquakes, hurricanes, diseases, and famines, which often result in loss of life, destruction and widespread misery</p> <p><b>Moral evil</b> refers to suffering and harm caused by human actions or choices that are intentionally harmful.</p> <p>Examples include murder, theft, bullying and war, which often lead to pain, injustice, and destruction.</p> <ul style="list-style-type: none"> <li>● ‘Good’ can be <b>absolute</b> (unchanging) or <b>relative</b> (context-dependent).</li> <li>● <b>Moral evil</b> is caused by human choice, while <b>natural evil</b> results from natural events.</li> <li>● Philosophical views include humans having potential for goodness, being naturally selfish, or having an inbuilt sense of duty.</li> <li>● Psychological views highlight the influence of instincts, growth and rewards.</li> <li>● Sociological views suggest humans are shaped by society and social interactions.</li> <li>● History offers examples of both <b>inherent</b> human goodness and evil.</li> </ul> <p><u>Deontology and Emmanuel Kant</u></p> <p><b>Deontology</b> is an approach to <b>ethical</b> decision-making that focuses on following rules and <b>duties</b>, regardless of the outcomes.</p> <p><u>Suffering and Compassion</u></p> <ul style="list-style-type: none"> <li>● When applied, most ethical theories encourage showing <b>compassion</b>.</li> <li>● The value of showing <b>compassion</b> can be debated and opinions will vary depending on someone’s worldview.</li> <li>● The question ‘does <b>compassion justify suffering</b>’ is asking whether <b>compassion</b> makes <b>suffering</b> fair or right.</li> <li>● Philosophers use logic to approach ultimate questions such as ‘Does <b>compassion justify suffering</b>?’.</li> <li>● A philosophical answer begins with a statement of intention, before moving on to consider a counter argument and to respond.</li> </ul>

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

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>1st person plural</b>	form of pronouns and verbs used to refer to 'we'
<b>2nd person plural</b>	forms of pronouns and verbs used to refer to 'you'
<b>False friend</b>	word that looks or sounds similar in two languages but has a different meaning
<b>Adverb</b>	word that describes a verb or an adjective
<b>Silent final consonant (SFC)</b>	silent letter (d,s,t,x) at the end of a word
<b>Intonation</b>	rise and fall of the voice in speaking
<b>Conjugation</b>	when a verb is changed to match a subject and tense
<b>Perfect tense</b>	a verb tense that describes completed actions in the past, e.g., 'I said', 'she played'
<b>Past participle</b>	verb that forms the perfect tense, usually with a present tense form of 'avoir'
<b>Adjective</b>	word that gives information about a noun
<b>Comparative</b>	a form of adjective or adverb used to compare people, things or ideas
<b>B-R-A-G-S</b>	short for beauty, rank, age, goodness and size, indicating adjectives that go before the noun in French.
Questions	Translation
<b>Avec qui as-tu parlé hier ?</b>	Who did you speak to yesterday?
<b>Qu'est-ce que tu as fait le week-end dernier ?</b>	What did you do last weekend?

Section 2: Grammar		
<b>present tense verb conjugation -RE verb types</b>		
verbs like entendre	verbs like lire	verbs like écrire
j'entends tu entends il entend elle entend nous entendons vous entendez ils entendent elles entendent	je lis tu lis il lit elle lit nous lisons vous lisez ils lisent elles lisent	j'écris tu écris il écrit elle écrit nous écrivons vous écrivez ils écrivent elles écrivent
vendre, perdre, répondre	traduire, conduire, interdire dire → <b>exception</b> : vous dites	décrire, inscrire
<b>perfect tense, le passé composé</b>		<b>irregular past participles</b> do not follow the regular rules
To form the <b>perfect tense</b> , we use: <b>verb avoir + past participle</b>		faire → fait boire → bu dire → dit avoir → eu prendre → pris comprendre → compris apprendre → appris
To form regular past participles you remove the: -er and add é → joué -re and add u → vendu -ir and add I → fini		
<b>perfect tense translation</b> j'ai mangé simple past: = I ate present perfect= I have eaten with specific time phrases, use the simple past in English e.g. Hier, j'ai travaillé		
<b>comparatives</b>		some <b>comparative</b> forms are irregular:
<b>plus + adjective/adverb + que</b> <b>moins + adjective/adverb + que</b> <b>aussi + adjective/adverb + que</b>		<b>adjectives</b> bon (good) = meilleur (better) mauvais (bad) = pire (worse)
*adjectives compare nouns *adverbs compare verbs/actions		<b>adverbs</b> bien (well) = mieux (better) mal (badly) = pire (worse)
<b>adverbs placement rules</b>		<b>adjectives</b>
<b>specific time /place</b> → the adverb is normally at the start of the sentence e.g. Hier, j'ai travaillé		adjectives agree with the noun in gender and number making adjectives plural
<b>general time</b> → the adverbs goes after the conjugated verb e.g. J'ai enfin mangé		* add -s bon → bons * add -x beau → beaux * change -al to -aux national → nationaux
<b>déjà</b> – already/ yet <b>encore</b> – again/ yet <b>ne...pas encore</b> – not yet		

Section 3: WAGOLL & phonics			
Salut Abdel ! Nous écoutons ton podcast et nous lisons des articles au collège à Newcastle en Angleterre. Je ne connais pas l'Algérie, mais nous apprenons beaucoup sur des exemples de pollution dans le monde. Je veux aider les animaux ! Sur la plage près d'ici, il y a beaucoup de bouteilles en plastique et c'est mauvais pour les animaux. C'est très triste ! Mes amis écrivent un article et ils veulent envoyer le message en Algérie. Sais-tu traduire de l'anglais sans erreurs ? Peux-tu donner l'article à Karim ? Au revoir !			
<b>question methods in French</b>			
1.	<b>intonation</b>	Tu aimes les spaghettis ?	
2.	<b>est-ce-que</b>	Est-ce que tu aimes les chats ?	
3.	<b>inversion</b>	Aimes-tu les chiens ? As-tu mangé ?	
<b>false friends</b> words that look similar but mean different things <b>attendre</b> to wait <b>sensible</b> sensitive <b>assister</b> to attend (an event)			
<b>using prendre</b> Use <b>prendre</b> (not avoir) to talk about: • meals, food and drink J'ai pris un café ✓ J'ai <del>eu</del> un café ✗			
French phonics			
<b>aill/ail</b>	vowel + yih travailler	<b>c</b>	soft before e/i; ici hard before a/o/u <b>café</b>
<b>eill/eil</b>	vowel + yih soleil	<b>ç</b>	soft: français
<b>euill/euil</b>	vowel + yih feuille	<b>ch</b>	<b>chercher</b> [sh]
<b>ouill/ouil</b>	vowel + yih brouillard	<b>qu</b>	<b>question</b> [keuh]
<b>y</b>	il y a [ee]	<b>th</b>	<b>thé</b>
<b>oy</b>	envoyer [wah]	<b>j + soft g</b>	before e, i, y jour, génial
<b>gn</b>	campagne [n-yeuh]		

<b>8Fr Sum2 W1</b>	
<b>conduire</b>	to drive, driving
<b>vous dites</b>	you (pl) say, you (pl) are saying
<b>interdire</b>	to forbid, forbidding
<b>inscrire</b>	to write down, writing down
<b>le lieu</b>	place
<b>l'arbre</b>	tree
<b>l'autobus</b>	bus
<b>chaud</b>	hot, warm (m)
<b>chaude</b>	warm (f)
<b>froid</b>	cold (m)
<b>froide</b>	cold (f)
<b>la neige</b>	snow
<b>8Fr Sum2 W1 extension</b>	
<b>8Fr Sum2 W2 A-D revision sets</b>	

<b>8Fr Sum2 W3</b>		no list
<b>8Fr Sum2 W4</b>		
<b>commencer</b>	to start, starting	
<b>expliquer</b>	to explain, explaining	
<b>emprunter</b>	to borrow, borrowing	
<b>quitter</b>	to leave somewhere, leaving somewhere	
<b>le cours</b>	lesson	
<b>la bibliothèque</b>	library	
<b>la fois</b>	time, weather	
<b>la tâche</b>	task, chore	
<b>déjà</b>	already	
<b>enfin</b>	finally	
<b>toujours</b>	always	
<b>8Fr Sum2 W4 extension</b>		

<b>8Fr Sum2 W5</b>	
<b>commencer</b>	to start, starting
<b>expliquer</b>	to explain, explaining
<b>emprunter</b>	to borrow, borrowing
<b>quitter</b>	to leave somewhere, leaving somewhere
<b>le cours</b>	lesson
<b>la bibliothèque</b>	library
<b>la fois</b>	time, weather
<b>la tâche</b>	task, chore
<b>déjà</b>	already
<b>enfin</b>	finally
<b>toujours</b>	always
<b>8Fr Sum2 W5 extension</b>	

<b>8Fr Sum2 W6</b>	
<b>bu</b>	drank, drunk (pp)
<b>eu</b>	had (pp)
<b>pris</b>	took, have taken (pp)
<b>l'accident</b>	accident
<b>la jambe</b>	leg
<b>la maladie</b>	illness, disease
<b>le bras</b>	arm
<b>le petit-déjeuner</b>	breakfast
<b>la photo</b>	photo
<b>déjà</b>	already
<b>pas encore</b>	not yet
<b>ensuite</b>	next
<b>le mal</b>	ache
<b>avoir mal</b>	to hurt, be sore
<b>8Fr Sum2 W6 ext.A</b>	

<b>8Fr Sum2 W6 ext.B</b>	
<b>8Fr Sum2 W7</b>	
<b>lever</b>	to raise, raising
<b>je lève</b>	I raise, am raising
<b>il lève</b>	he raises, is raising
<b>elle lève</b>	she raises, is raising
<b>reposer</b>	to put down, putting down
<b>le chapeau</b>	hat
<b>la cuisine</b>	cooking, kitchen
<b>la main</b>	hand
<b>le manteau</b>	coat
<b>le matin</b>	morning
<b>la pluie</b>	rain
<b>la tête</b>	head
<b>8Fr Sum2 W7 extension</b>	

Revision and extension sets are in your word list booklets and on Languagenut

#### Le temps & la fois

There are two different ways of saying 'time' in French: **le temps** and **la fois**

Use **le temps** to talk about an amount of time (minutes, days etc.)

J'ai beaucoup de **temps**                      I have a lot of **time**  
 Combien de **temps** ça prend ?              How much **time** does it take?

Use **la fois** to talk about the number of times something happens

C'est la première **fois**                      It's the first **time**  
 J'ai visité le musée plusieurs **fois**      I visited the museum several **times**

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Accusative</b>	case used for the direct object in a sentence after most verbs and some prepositions
<b>Definite article</b>	words 'der','die','das' meaning 'the'
<b>False friend</b>	word that looks or sounds similar in two languages but has a different meaning
<b>Word order two (wo2)</b>	inverts the subject and verb in a sentence by starting with an element other than the subject.
<b>Preposition</b>	a word used before a noun, noun phrase, or pronoun to connect it to another word, defining relationships of time, place, or manner
<b>Dative adjective ending</b>	-en ending added to all adjectives before the noun in the dative case
<b>Dative</b>	case used for the indirect object in a sentence and after a dative verb or preposition
<b>Perfect tense</b>	a verb tense that describes completed actions in the past, e.g., 'I said', 'she played'
<b>Adjective</b>	word that gives information about a noun
<b>Imperfect tense</b>	tense used to describe how things were or used to be in the past, or to say what was happening
<b>Noun</b>	word for a person,place or thing
Questions	Translation
<b>Sind Mia und Andrea schon essen gegangen?</b>	Have Mia and Andrea gone out to eat?
<b>Was haben Mia und Andrea gemacht?</b>	What did Mia and Andrea do?

Section 2: Grammar
Use the <b>accusative</b> with <b>prepositions in, an and auf</b> when describing motion to, into or onto. Sie gehen <b>an den</b> Strand (m). They are going to the beach. Sie gehen <b>auf die</b> Insel (f). They are going to the island. Sie gehen <b>ins</b> Hotel (nt). They are going into the hotel
Sie gehen <b>an einen</b> Strand. They are going to a beach. Sie gehen <b>auf eine</b> Insel. They are going to an island. Sie gehen <b>in ein</b> Hotel. They are going to a hotel.
<b>question words</b> Ask questions by swapping the <b>subject</b> and verb. Gehst <b>du</b> aufs* Konzert? Are you going to the concert? Bist <b>du</b> aufs* Konzert gegangen? Did you go to the concert? *aufs - contraction of 'auf das'
<b>adjective endings</b> German adjectives take endings before a noun. You need to know the noun's gender and case to get them right. Here are the adjective endings before the <b>definite article</b> 'the': Das ist der lange <b>Raum</b> , die <b>nette</b> Dame, das <b>neue</b> Gesetz And the plural: Das sind die <b>alten</b> Züge. Those are the old trains. These <b>nominative</b> endings are used after the verb 'sein'. The <b>accusative</b> case is used for the direct object, after most verbs and some prepositions. Ich sehe <b>den</b> langen <b>Raum</b> , die <b>nette</b> Dame, das <b>neue</b> Gesetz, die <b>alten</b> Züge Only the masculine <b>accusative</b> ending is different from the <b>nominative</b> .
<b>Perfect tense with haben and sein</b> Use <b>sein</b> when transporting body from one place to another
<b>The verb haben and PP</b> Ich <b>habe</b> gespielt I played Du <b>hast</b> gespielt You played
<b>The verb sein and PP</b> Ich <b>bin</b> gefahren I went (by transport) Du <b>bist</b> gefahren You went (by transport)

Section 3: WAGOLL & phonics	
Hallo Heidi! Das neue Haus ist super! Laut unseren Daten ist dieser nette Ort ganz sicher - es gibt keine gefährlichen Angriffe wie in der Stadtmitte. Es gibt einen tiefen See und wir wollen dort schwimmen gehen! Ich habe ein besseres Zimmer als Mia. Die blauen Wände sind toll, und ich habe ein kleines Bad. Ein teurer Computer steht bei mir auf dem Schreibtisch. Mia hat den alten Computer bekommen. Der gelbe Stoff für das neue Sofa ist hässlich, aber das ist nicht so wichtig. Hier ist ein tolles Bild von dem Haus. LG, Wolf	
Use the <b>imperfect tense</b> to say what things were like. Es <b>gab</b> ein tolles Musikfestival in der Stadt There <b>was</b> a great music festival in town. Die Musik <b>war</b> sehr gut. The music was very good. Ich <b>hatte</b> viel Spaß auf dem Festival. I <b>had</b> a great time/lots of fun at the festival.	
German phonics	
short e and ä are pronounced the same	
long e and ä sound similar but differ slightly	
short e becomes ä in some plural forms	
[er] stressed in first syllable; unstressed at word end	Herz Bruder
[ch] has a hard or soft sound depending on the preceding vowel	Buch
[ck] is different to [ch]	glücklich
[pf] both parts pronounced	Apfel Pferd
[kn] both sounds pronounced	Knie
[d] sounds like English 'd' at the start and middle but like 't' at the end.	Pferd
SSC [d] often corresponds to English 't/th'	Ding (thing)
SSC [t] often corresponds to English 'd'	Bett (bed)

<b>8Gr Sum2 W1</b>	
<b>halb</b>	half
<b>stark</b>	strong
<b>die Insel</b>	island
<b>die Reise</b>	journey
<b>der Wind</b>	wind
<b>das Meer</b>	sea, ocean
<b>nach</b>	to, towards, after
	ago, in front of,
<b>vor</b>	before
<b>bringen</b>	to bring
<b>verlieren</b>	to lose
<b>gebracht</b>	brought (pp)
<b>verloren</b>	lost (pp)
<b>8Gr Sum2 W3A-E</b>	revision

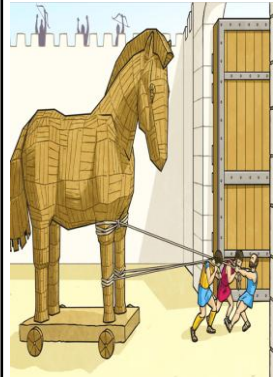

<b>8Gr Sum2 W4</b>	
<b>fassen</b>	to grab, to grasp
<b>führen</b>	to lead
<b>scheinen</b>	to appear, to seem
<b>versprechen</b>	to promise, promising
<b>warten</b>	to wait, waiting
<b>der Arm</b>	arm
<b>das Blatt</b>	leaf, sheet
<b>der König</b>	king
<b>der Sohn</b>	son
<b>die Tochter</b>	daughter
<b>lieb</b>	dear, kind
<b>mancher</b>	some, many a (m)
<b>manche</b>	some, many a (f)
<b>manches</b>	some, many a (nt)
<b>tot</b>	dead
<b>warm</b>	warm
<b>wohl</b>	well-known, famous
<b>gar nicht</b>	not at all
<b>8Gr Sum2 W5</b>	no list

<b>8Gr Sum2 W6</b>	
<b>studieren</b>	to study, studying
<b>die Ausbildung</b>	training
<b>die Freizeit</b>	free time
<b>die Karriere</b>	career
<b>der Traum</b>	dream
<b>relativ</b>	relatively
<b>wenn</b>	if, when
<b>aus</b>	out/out of, from
<b>pro</b>	per
<b>tausend</b>	thousand
<b>bauen</b>	to build
<b>8Gr Sum2 W7A-C</b>	revision

Revision sets are in your word list booklets and on Languagenut

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Digital Footprint</b>	Is a trail of information that a person leaves behind when they use the Internet.
<b>Hacking</b>	Is an activity carried out by someone to gain access to a computer/digital device without a user's permission.
<b>Password</b>	A password is a method used to verify a user's credentials to authorise access to a computer/digital device.
<b>Phishing</b>	A suspicious email containing a link that tries to collect someone's usernames and passwords. Phishing emails are designed to look like they are from legitimate companies such as Amazon or PayPal.
<b>Malware</b>	Malware is a term used to describe different programs that are designed to do unwanted things to your computer.
<b>Firewall</b>	A Firewall is a piece of software used to protect a user's device from unauthorised access from someone on another network.
<b>Backup/Updates</b>	A backup is a copy of a piece of work that you create on a computer. Updates are patches/software created by software manufacturers to improve/fix pieces of existing software.
<b>Encryption</b>	Encryption is a process of changing data into another form so it can only be read with the person who has the key/code to translate it.
<b>Cipher</b>	A cipher is a code applied to encrypted text, to help decrypt it. Ciphers are normally kept secure and only shared between senders and receivers of messages/information.
<b>Shoulder Surfing</b>	Shoulder Surfing is when someone looks over someone's shoulder to try to look at and memorise a username, password or PIN. This can be then used to log into their account without their knowledge or permission.

Section 2: New Knowledge
<p><b>Digital Footprint</b> A Digital Footprint is the term given to the trail of information left behind when someone uses the Internet. This could be a set of webpages someone visits, someone's search history, or information they post about themselves or someone else on a social media profile or a webpage.</p> <p><b>Hacking and Hackers</b> Hacking is a criminal offence under the Computer Misuse Act 1990. A Hacker is someone who attempts to access a computer without the user's permission. Hackers can carry out the following offences</p> <ol style="list-style-type: none"> <li>1) Accessing, modifying and deleting files</li> <li>2) Using and accessing data to commit crime (e.g. Fraud)</li> <li>3) Making and supplying anything that can be used in computer misuse offences.</li> </ol> <p><b>Types of Malware</b></p> <p>Malware (<b>Malicious Software</b>) is installed on someone's device without their knowledge or permission. Typical actions of Malware include modifying and deleting files, monitoring a user's actions such as passwords inputted or usernames.</p> <p><i>Malware can come in the following formats:</i></p> <p><b>Viruses</b> – attach themselves to certain files (e.g. email attachments) and are spread between computers when these files are shared. When the files are opened the virus activates, which can cause itself to replicate (copy) itself to other files.</p> <p><b>Trojans</b> – are malware disguised as legitimate software. Unlike viruses and worms, Trojans don't replicate themselves – users install them not realising they have a hidden purpose.</p> <p><b>Worms</b> – are like viruses but can self-replicate without the user having to do anything, so can spread very quickly. They exploit weaknesses in network security.</p> <p><b>Ransomware</b> – software that is installed on computers that can lock a computer and access to its files and demand a release fee in extortion to be paid. If the fee isn't paid the files will be deleted or destroyed. Ransomware can infect a computer by opening unsolicited email attachments.</p>

Section 3: New Knowledge
<p><b>Adware</b> - It is a software application or online service that displays adverts of some kind while it is running to provide revenue for its owner.</p> <p><b>Spyware</b> - is software which is installed without the user's knowledge and may gather information about that user's internet browsing habits, intercept their personal data, and transmit this information to a third party.</p> <p><b>Stopping Hackers/Malware</b></p> <p>Follow this useful set of information on how to keep yourself online:</p> <ul style="list-style-type: none"> <li>- Never respond or fill in any unsolicited email or text message links. If you aren't sure where they are from delete them.</li> <li>- Never open any email attachments unless you know exactly where it is coming from.</li> <li>- Don't give out your username and password to anyone else.</li> <li>- Don't use file sharing sites. A lot of these are not safe and contain malware.</li> <li>- Don't use Public Access Wireless connections for any financial transactions such as buying online or banking.</li> <li>- Don't have the same password for every site you visit.</li> </ul> <p><b>Encryption</b> - is the process of encoding data or a message so that it cannot be understood by anyone other than its intended recipient.</p> <p>The <b>Atbash Cipher</b> and <b>Caesar Cipher</b> are the oldest and simplest forms of encryption around today.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

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

Section 2: Track and Field Athletics



Pacing

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

Triple Jump



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



Staggered Start

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

Section 3: Striking and Fielding Games Specific Skills

Bowling Action



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

Long Barrier

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



Throwing into a Post or Stumps



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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Hyperrealism</b>	A genre of art in which the work is of such detail that it resembles a photograph.
<b>Burnishing</b>	A colour pencil technique that is achieved by layering with more and more pressure until there's no sign of paper underneath and a sheen is created from the pencil wax.
<b>Illustrator</b>	A person who draws or creates pictures for magazines, books, advertising, etc
<b>Zentangle</b>	A form of meditative art that involves creating intricate designs using repeated patterns that together form the structure of a subject.

Tier 2 vocabulary	
Tone	Definition
<b>Tone</b>	Refers to how light or dark a colour is. Each colour has an almost infinite number of tones.
<b>Gradient</b>	A process of transitioning a tone from light to dark or dark to light.
<b>Blending</b>	A process of layering two or more colour pencils together to create new colours and transitions of colour.
<b>Flat Wash</b>	Paint that has been thinned or diluted making the paint less vibrant and semi-translucent.
<b>Under Painting</b>	The application of a flat wash of colour to start a piece of work before layering materials such as colour pencil over the top.

**Section 2: Artists & Techniques**



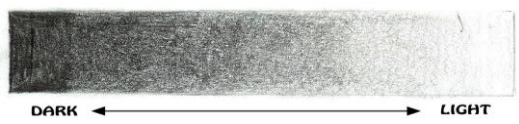
Ian Macarthur is a renowned artist / illustrator from Swindon, England. He has achieved fame across the globe for his zentangle inspired patterns often depicted on the surface of humans and animals.

1. Draw the basic outline of a bird's head.
2. Break the bird down into key shapes.
3. Create your own Ian Macarthur inspired patterns inside those shapes considering the curves over the bird's head (no patterns in the eyes and beak, just tone)
4. Make your design symmetrical.
5. Use black pen to go over and shade your design.

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



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



**Section 2: Artists**



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

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



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

## Section 1: Key Vocabulary

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

## Tier 2 vocabulary

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

## Section 2: Observational drawing

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

Initially you are learning about what your mask looks like.

**Look closely at your mask –**

What shape is it?

Is it symmetrical?

Where are the eyes positioned?

How long is the nose?

Does it have hair or ears?

What sort of a mouth does it have?

Are there any other details? Headdress? Facial markings?

**You are now going to start your drawing.**

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

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

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

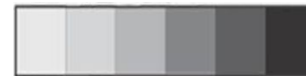
Now you are going to place the facial features – the eyes, nose and mouth. Remember to sketch these lightly, as your first attempt may not be correct.

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

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

## Section 2: Adding tone

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



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

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

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

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

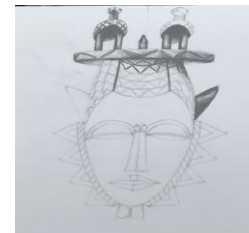
Start by looking hard to spot the darkest areas. Compare your darkest areas – are they equally dark or is one darker than the other?

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

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

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

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



## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Lazzi</b>	A short, comical physical routine inserted in the story.
<b>Clocking</b>	Clocking is when an actor looks straight at the audience giving them a chance to understand what the character is thinking.
<b>Cross Talk</b>	Cross talk occurs when a character repeats questions to avoid answering them. Long strings of silly insults are exchanged.
<b>Grummelot</b>	Commedia companies toured outside of Italy, to France and Spain, and so Grummelot evolved, a nonsensical babble speak that carried the truthful emotional intention of a character. This language meant that audiences were able to understand the action on the stage and enabled commedia dell'arte to become an international type of theatre.
<b>Slapstick</b>	A form of comedy used in Commedia still widely used today involving great physical comedy, eg clumsy actions.

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

## Section 2: Commedia performance techniques



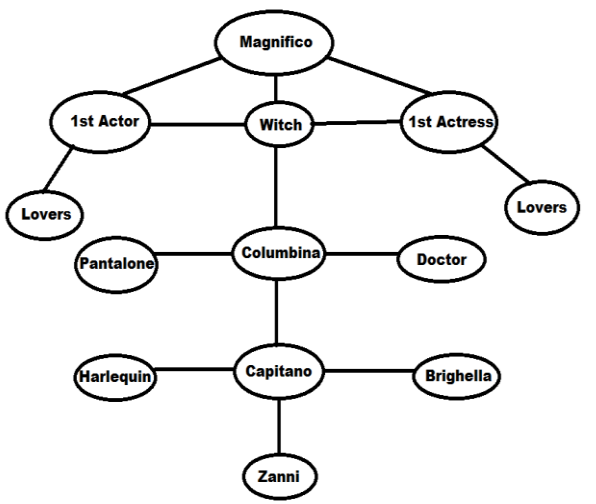
Clocking is sharing a moment/a joke with the audience. The actor finds a moment of stillness and shares the characters emotions with the audience.

An example of cross talk dialogue

A Have you broken my prize teapot?  
 B Have I broken your prize teapot?  
 A Yes, my prize teapot!  
 B Where is your prize teapot?  
 A What do you mean where is my prize teapot? It's all over the floor!  
 B I can't see your prize teapot on the floor!  
 A That's because it's broken you .....

## Section 3: Exploring Character Hierarchy

The Hierarchy of Commedia Characters



What should be included in a commedia performance?



- Very fast dialogue
- Physical comedy
- Comedic qualities such as singing, dancing, acrobatics, tumbling etc
- Slapstick, particularly for servant characters
- Exaggerated gestures, arm and leg movements
- Fast-paced action
- Exemplary comic timing
- Grummelot
- Clocking



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Repetition</b>	Where a musical idea happens again.
<b>Loop</b>	A short music idea that is 'looped' and repeated.
<b>Riff</b>	A repeated musical pattern, usually heard in the introduction. Riffs can be rhythmic or melodic. They are short and repeated.
<b>Tonality</b>	The arrangement of pitches to determine the 'key' of the music. This provides the harmonic structure of the music.
<b>Tempo</b>	The speed of a sound or piece of music – fast/slow.
<b>Structure</b>	How a piece of music is organised into different sections or parts.
<b>Verse</b>	The part of the song that tells the story. The melody repeats in each verse but the words will change.
<b>Chorus</b>	The part of the song that is repeated, often after the verse. It gives the main message of the song.

Tier 2 vocabulary	Definition
<b>BPM</b>	Beats Per Minute.
<b>Beat</b>	The underlying rhythm within a song.
<b>Melody</b>	The main tune.
<b>Lyrics</b>	The words of a song.

Section 2: New Knowledge/Skills (cont)
<p><b>Hip Hop and Rap</b></p> <p>Hip Hop and rap music originated in America in the early 1970s. It was developed by African-Americans and immigrants from the Caribbean, and the music reflects the social and political reality of their lives.</p> <p>A major aspect of Hip Hop music is rapping, or MCing. This is a spoken rhythmic delivery of wordplay and rhymes over a beat.</p> <p><b>Key Musical features</b></p> <ul style="list-style-type: none"> <li>- Rapping.</li> <li>- Use of samples.</li> <li>- Use of programmed beats.</li> <li>- Use of loops.</li> <li>- Limited harmony – not many chords used.</li> <li>- 4 beats in a bar.</li> <li>- 115-120 bpm.</li> <li>- Use of drum machines, bass guitar, electric guitar, synthesizer.</li> <li>- Production techniques such as: reverse sounds, samplings, sequencing, scratching, reverb.</li> </ul> <p><b>Loops:</b> Loop shorts musical ideas that can be repeated, or 'looped'. BandLab and Soundtrap provides pre existing loops for us to utilise; however, it is possible to create your own.</p> <p><b>Tempo</b></p> <p>The tempo is referring to the speed of the music. It is vital that all our layers and loops are all created to the same tempo, otherwise our music will not have a clear beat to rap to.</p>

Section 3
<p><b>Tonality/ Key</b> The tonality of the music refers to the set of notes/chords that the music has been written using. Like with our tempo, all our different layers must be written in the same 'key'. Otherwise, it will create dissonance.</p> <p><b>Structure:</b> This refers to the different sections of the music, and how they are pieced together. In popular music the structure of the music is mostly verse and chorus structure.</p> <p><b>Introduction :</b> A section of the music that starts the piece and sets out the theme, or mood. It will establish the chords and tempo.</p> <p><b>Verse :</b> A section of the music where the story is told through the lyrics.</p> <p><b>Chorus :</b> A contrasting section of the music that holds the main message of the song. It repeats throughout the song and may contain the 'hook'.</p> <p>Getting started on Soundtrap</p> <div style="text-align: right;">     </div> <p><b>Links to Prior Learning</b></p> <p><i>Music and Poetry, Hooks and Riffs, I've Got Rhythm, Derbyshire Folk Song. Let's Get/Keep Singing.</i></p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Provenance</b>	Where something comes from
<b>Sensory Analysis</b>	Analysing products based on the 5 senses
<b>Umami</b>	Savoury flavour e.g. from cooked mushrooms / onions
<b>Kosher</b>	Foods that are prepared according to Jewish dietary laws
<b>Halal</b>	Meat that is prepared in accordance with the Muslim faith
<b>Protected Designation of Origin</b>	Traditional foods that are registered as PDOs can only be made in certain areas by law. E.g. Melton Mowbray pork pie
<b>Al dente</b>	"To the bite" - not overcooked, food still has a firm (rather than soggy) texture. Usually used to describe pasta or vegetables.

Tier 2 vocabulary	Definition
<b>Seasoning</b>	The addition of salt, pepper, herbs and spices to give a dish flavour
<b>Tradition</b>	Customs / beliefs / habits passed from generation to generation
<b>Bland</b>	Lacking in flavour
<b>Intense or concentrated</b>	Strongly flavoured

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



Section 3: New Knowledge/Skills																																										
<p><b>Food Traditions Around the World</b></p> <p><b>India:</b> Indian food often uses spices like chilli, cumin, and turmeric, with famous dishes such as curry and naan bread, and meals are often shared with family. During festivals like <b>Diwali</b>, families enjoy traditional foods such as sweets (ladoo, jalebi) and spicy curries made with fragrant spices.</p> <p><b>China:</b> Chinese cooking includes stir-frying and steaming, using ingredients like rice and noodles, with popular dishes such as dumplings and fried rice. At <b>Chinese New Year</b>, people eat dumplings and noodles, which are steamed or boiled and symbolize luck and long life.</p> <p><b>Italy:</b> Italian food is known for pasta and pizza, made with ingredients such as tomatoes, cheese (e.g. parmesan, ricotta, mascarpone &amp; mozzarella), and olive oil, and meals are an important family tradition.</p> <p><b>Mexico:</b> Mexican dishes like tacos and enchiladas use corn, beans, and chili peppers, and cooking is often part of festivals and celebrations. On <b>Day of the Dead (Día de los Muertos)</b>, families prepare foods like tamales and sweet bread to honour loved ones.</p>																																										
<table border="1"> <thead> <tr> <th>Religion</th> <th>Pork</th> <th>Beef</th> <th>Lamb</th> <th>Chicken</th> <th>Fish</th> </tr> </thead> <tbody> <tr> <td>Islam</td> <td>✗</td> <td>Halal only</td> <td>Halal only</td> <td>Halal only</td> <td>✓</td> </tr> <tr> <td>Hinduism</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Judaism</td> <td>✗</td> <td>Kosher only</td> <td>Kosher only</td> <td>Kosher only</td> <td>✓</td> </tr> <tr> <td>Sikhism</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Buddhism (strict)</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✗</td> </tr> <tr> <td>Seventh-day Adventist Church</td> <td>✗</td> <td>✗</td> <td>✗</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	Religion	Pork	Beef	Lamb	Chicken	Fish	Islam	✗	Halal only	Halal only	Halal only	✓	Hinduism	✗	✗	✓	✓	✓	Judaism	✗	Kosher only	Kosher only	Kosher only	✓	Sikhism	✗	✗	✓	✓	✓	Buddhism (strict)	✗	✗	✗	✗	✗	Seventh-day Adventist Church	✗	✗	✗	✓	✓
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Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Wadding</b>	The middle layer of a quilt that provides padding and warmth.
<b>Resist</b>	The material (like elastic bands) used in tie-dye to block dye from the fabric.
<b>Aida</b>	Specially woven fabric used for cross stitch that has a visible grid.
<b>Seam allowance</b>	The area between the edge of the fabric and the stitching line (usually 1.5cm).
<b>Embellishment</b>	Adding decorative features like stitching to improve a product's look.
Tier 2 vocabulary	
Function	Definition
<b>Function</b>	How a product works or what it is used for.
<b>Refine</b>	To improve a design or technique by making small changes
<b>Aesthetic</b>	The visual appearance of the final hat.
<b>Symmetry</b>	When two halves of a design are identical mirror images
<b>Annotation</b>	Adding notes to designs to explain choices and techniques.
<b>Prototype</b>	A tester version to check the design works

**Section 2: Skills**

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

**Quality Control:** The hat needs to fit your head! More than ever before this project requires you to work neatly and consistently.

As you work you should be **QUALITY CONTROLLING** your work without really thinking to ensure it can be the best it can be. Here is a list of checks you should be making:

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

**Section 3: Knowledge**

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

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

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

Section 1: - Key Vocabulary	
Tier 3 Vocabulary	
<b>Light Emitting Diode</b>	Electronic device used to give off a small amount of light when electricity passes through it in the correct direction
<b>Solder</b>	Metal with a low melting point, used to act as a 'conductive glue' to fix two metal wires together
<b>Resistor</b>	An electronic component used to slow the flow of electricity by converting some of it to heat
<b>Image Contour</b>	Technique used on 2D design to create an outline of an image
<b>Laser Cutter</b>	Machine used to accurately cut and engrave wood and some types of plastic
Tier 2 Vocabulary	
<b>Pine</b>	A softwood (evergreen, growing all year round), which have needle shaped leaf's and seen are in pine cones. Fast growing, and grown in temperate climates (Scotland/Scandinavia). Often from managed FSC forests. Contains knots, light yellow colour.
<b>Acrylic</b>	Oil based thermoplastic. Can be reheated and reshaped many times
<b>Plywood</b>	Thin layers of wood glued together to form a board
<b>Pillar Drill</b>	Machine used to cut holes into wood, metal and plastics
<b>Polishing Machine</b>	Machine used to smooth and polish the edge and surface metal and plastic
<b>Laser</b>	Light Amplification by Stimulated Emissions of Radiation – Can be used as to cut non reflective materials

Section 2: Skills	
<b>Introduction to soldering</b>	
	Connecting two wires by neatly wrapping them around each other, then permanently fixing them with solder. Finally covering them with heat shrink to protect the joint and stop 'shorts'
<b>Drilling</b>	
	Be able to safely and accurately drill large diameter holes with : forstner bit and pillar drill, and small diameter holes with : twist bit and pistol drill
<b>Isometric Drawing</b>	
	Develop skills in 3D drawing with the aid of an 'isosketch' to recreate a drawing of the desk lamp
<b>Acrylic Shaping</b>	
	Be able to shape and form acrylic into new curves and corners using strip heater and oven, then be able to fix acrylic using plastic cement
<b>Surface Finish</b>	
	Be able to apply a surface finish to wood which will retain the natural features of wood, while enhancing it's visual and physical properties

Section 3:- New Knowledge	
<b>Evaluation</b>	
Product design often happens as a result of a problem arising. Be able to analyse a problem, then write a design brief which will guide the development of ideas to solve the problem	
<b>Electronics</b>	
	Identify and describe the components used in the circuit for the desk lamp. Use a diagram to represent the circuit
<b>Materials</b>	
	Continue to develop your knowledge of the range of materials used to create the desk lamp project, including Pine, Acrylic and Plywood
	Understand the difference between a 'Physical Property' and a 'Working Property' of a material.
	Be able to give examples of physical and working properties of Pine, Acrylic and Plywood
<b>2 CAD Software - Contouring</b>	
	Using CAD software to convert a Black and white JPG image into a outline DXF image which a laser cutter can then engrave
Section 4:- WAGOLL	

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
<b>Stereotyping</b>	An often unfair and untrue belief that many people have about all people or things with a particular characteristic.
<b>Consent</b>	Permission for something to happen or agreement to do something.
<b>Sexual orientation</b>	The emotional, romantic, or sexual attraction that a person feels toward another person.
<b>Contraception</b>	The use of drugs, devices, or surgery to prevent pregnancy.
<b>Inclusion</b>	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.
<b>Coercive</b>	Using force or threats to persuade someone to do something they don't want to do.
<b>Expectations</b>	A strong belief that something will happen or be the case.

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

Section 2: Key Themes:
<p><b>Gender roles &amp; relationships:</b> The expectations about gender roles, behaviour and intimacy within romantic relationships, the idea of gender roles being a social construct, how gender roles can not be conformed to and challenged.</p> <p><b>Relationships &amp; the media:</b> How the media portrays relationships and the potential impact of this on people's expectations of relationships.</p> <p><b>Consent:</b> The concept of consent and what this means, what does not class as consent, the law relating to sexual consent, how to seek, give, not give and withdraw consent (in all contexts, including online)</p> <p><b>Navigating contraception:</b> The communication and negotiation skills necessary for contraceptive use in healthy relationships, the risks related to unprotected sex</p> <p><b>Sex, gender &amp; sexual orientation:</b> The difference between biological sex, gender identity and sexual orientation, to recognise that sexual attraction and sexuality are diverse</p> <p><b>Challenging prejudice:</b> 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><b>School year reviewed:</b> 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:

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

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

Section 2: The 4 Strands of Oracy You Will Cover	
<b>Physical</b>	
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.	
<b>Linguistic</b>	
This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.	
<b>Cognitive</b>	
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.	
<b>Social and Emotional</b>	
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"> <li>• Be respectful at all times</li> <li>• Be supportive of others</li> <li>• Consider how what you say may impact others around you</li> <li>• If you disagree, make sure you do so with respect</li> <li>• Actively listen</li> <li>• Observe the rules of turn taking</li> <li>• Be curious</li> <li>• Be confident to have your opinion heard</li> </ul>	
Types of talk	
<b>Exploratory talk</b>	<p>A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.</p>
<b>Presentational talk</b>	<p>Includes speeches, presentations, and other forms of one-way communication.</p>
<b>Debate Talk</b>	<p>A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.</p>
<b>Instructional Talk</b>	<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

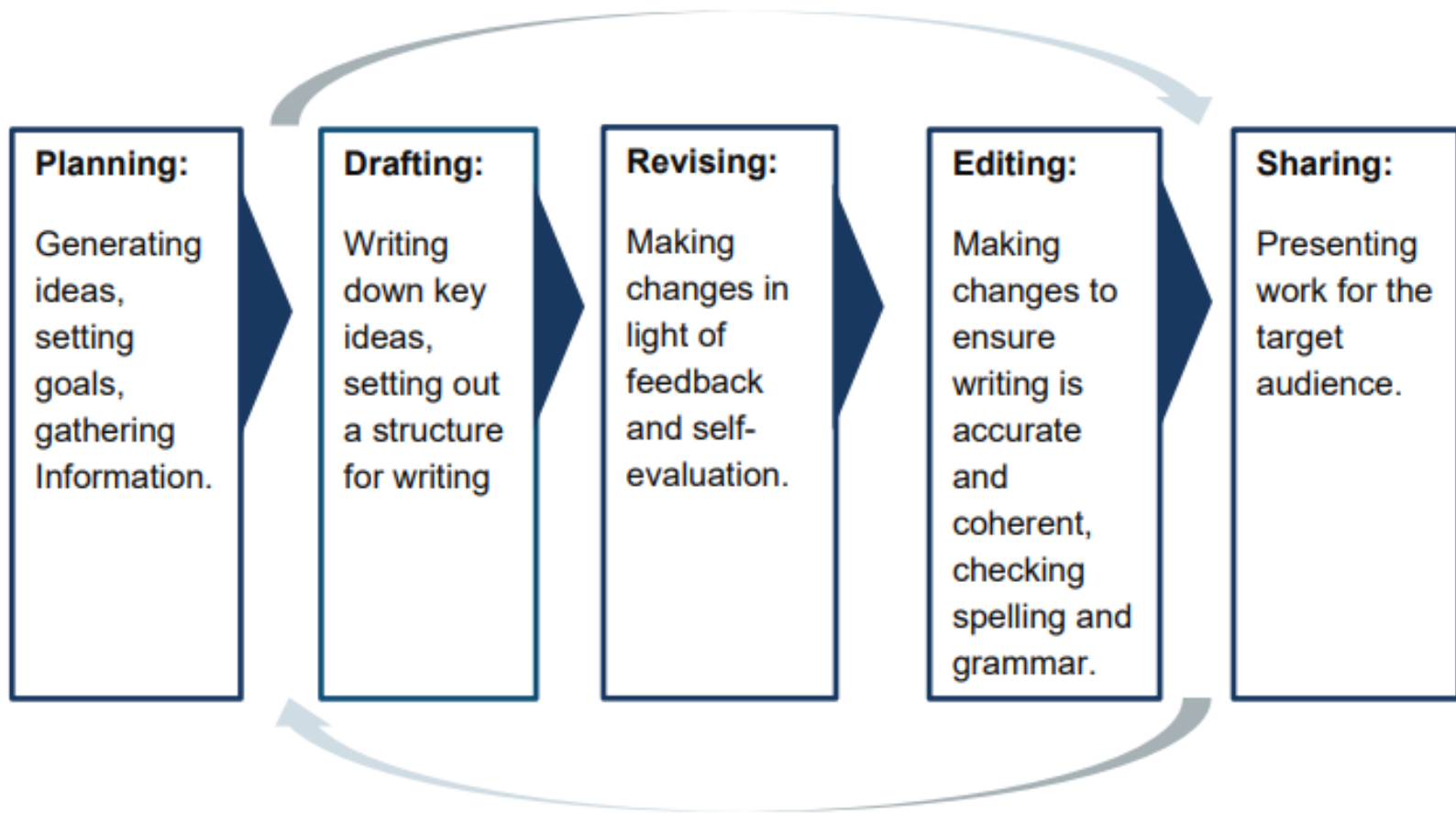
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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



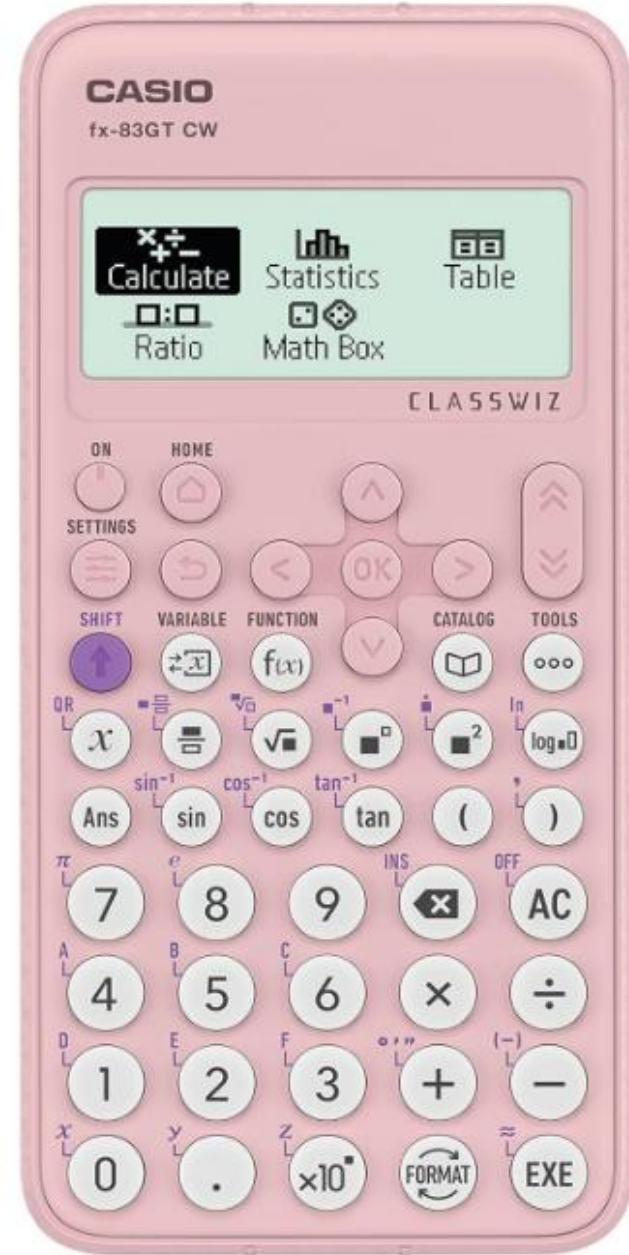
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge  
Organiser

Ruler

