

**Year 9 Summer 2 2026**  
**Knowledge Organiser**



**THEATRE  
ROYAL**

**ROYAL  
CONCERT  
HALL**

*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

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

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

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

**BE PRESENT**  
**BE PUNCTUAL**

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

**BE BELPER**

## Attendance

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

## Punctuality

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

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

**Attendance this half term**

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

# 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.

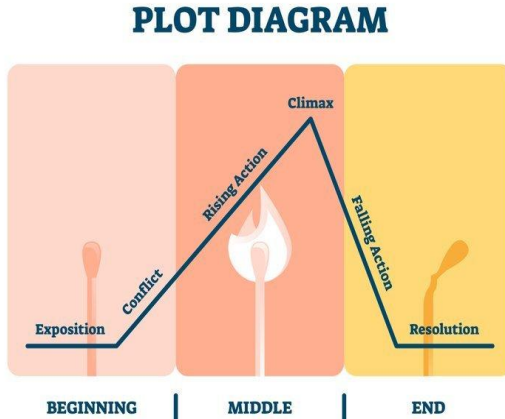
Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Non-Linear</b>	A story told using a non-chronological structure
<b>Analepsis</b>	A literary device in narrative, in which a past event is narrated at a point later than its chronological place in a story. Also known as a flashback
<b>Narrative perspective</b>	The point of view a writer uses when telling a story
<b>Enigma</b>	A person or thing that is mysterious or difficult to understand
<b>In Media Res</b>	In the middle of a story / action
<b>Exposition</b>	A literary device in which the author tells readers what is happening
<b>Syndetic listing</b>	A list connected with conjunctions
<b>Holophrastic</b>	A single word sentence, such as 'Believe!'

Tier 2 vocabulary	Definition
<b>Ambiguous</b>	Something that is unclear or uncertain
<b>Structure</b>	How something has been shaped or put together
<b>Explore</b>	Consider, think about and justify your ideas
<b>Context</b>	The background, individual, social and historical, that we bring to a text
<b>Analyse</b>	Focus in depth on how something is done and explain why with justification

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

Plot can be talked about in a number of different ways. This diagram shows one of the most common structures for a story.



**Possible Structure Questions**

- Why has the writer focussed your attention on this at the start?
- How does the writer end the piece of writing?
- How does the writer create tension?

**Writing about structure**

When writing about structure, think about it like making a sandwich. I might like a sandwich with ham, mustard and lettuce in it. I might decide to put my bread first, then mustard, then ham, then lettuce and then bread on top of that. That's a conventional sandwich.

Now imagine I started with my mustard, and put that on the outside of my sandwich – why would I do that? Writing about structure is the same kind of thing... why has the writer decided to start with the middle of their story rather than conventional beginning?

Sentence Starters

- I think the writer has chosen to start in the middle of the action because...
- I think the writer ended the story on a cliff-hanger because...
- Perhaps the author used a non-linear structure to...

**Section 3: Genre Background**

The Science Fiction genre grew out of the advancement of science and development in areas of astronomy, physics and maths. It is a genre that sparks the imagination and unknown frontiers feature heavily which tie to the genre's notions of discovery and exploration. It is a blend of modern scientific interests and fantasy where anything is possible. Famous examples of science fiction include: War of the Worlds by H. G. Wells; A Journey to the Centre of the Earth. by Jules Verne and Nineteen Eighty-Four by George Orwell. Science fiction tends to look forward, imagining new technologies, worlds and creatures, or exploring the impact that these may have.

Possible Discussion Questions

- Why do you think science fiction remains such a popular genre?
- Why do you think science fiction is so often linked with horror?

**Reading for Context**

Science Fiction writers often use made up or complex vocabulary to help them set an alien scene. This can make it hard to read, so you often need to use **context clues** in order to work out what words might mean.

**1. Word Parts**

Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means.

**2. Definition/explanation**

Look for a definition or an explanation within the sentence.

**3. Synonym**

Words next to the unknown word can be a clue that there is a synonym.

**4. Example**

Providing examples of the unknown word can give readers a clue to meaning.

**5. Antonym/contrast**



Opposite information about the unknown word can be offset by words and phrases such as unlike, as opposed to, different from.

**6. Analogy**

Comparisons of the word help to determine what it means.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Exponent</b>	Another word for <b>power</b> or <b>index</b> . The exponent in the number $3^8$ is 8.
<b>Base</b>	The number $3^8$ has a base number 3
<b>Equivalent</b>	Two expressions that have the same value but are written in different forms. These are all equivalent ways of writing 530 $53 \times 10 = 5.3 \times 100 = 5300 \times 10^{-1}$
Tier 2 vocabulary	
Definition	
<b>Decimal point</b>	The position in a number that separates the whole number part from the decimal part
<b>Integer</b>	This refers to a whole number which could be either positive or negative. Zero is an integer.
<b>Index (plural is indices)</b>	An index is a word commonly used for a power. For example, in the number $10^5$ , 5 is the index
<b>Power of 10</b>	For example, 1000 is a power of 10 as it can be written as $10^3$ . In the same way, $10^2$ , $10^{10}$ and $10^{-3}$ are all powers of 10.
<b>Standard Form</b>	A number written in a specific way that uses a power of 10. The number has to look like $A \times 10^n$ where $1 \leq A < 10$ and n is an integer
<b>Ordinary Form</b>	A number written in the usual way. For example, 530 or 12.917 or 23000, etc

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

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	
<b>Gradient</b>	The steepness of a line
<b>Intercept</b>	Where two lines cross
<b>Co-ordinate(s)</b>	A set of values that show an exact position on a graph
<b>Axis (sing.) Axes (pl.)</b>	The reference lines from which all coordinates are located
<b>Origin</b>	The point (0, 0) where the coordinate axes intercept each other
<b>Linear</b>	In or of a straight line
<b>Cartesian</b>	Relating to the x – y – z system of graphing (after Rene Descartes 1596-1650)
<b>Quadrant</b>	One of the four quarters of a graph as separated by the coordinate axes
<b>Line segment</b>	A given length of line between two points
Tier 2 vocabulary	
<b>Rate of change</b>	How the y-values change each time the x-values increase by 1
<b>Parallel</b>	Two lines that never meet with the same gradient.
<b>Perpendicular</b>	Two lines that meet at right angles
<b>Asymptote</b>	A straight line that a graph will never meet
<b>Reciprocal</b>	A pair of umbers that multiply together to give 1.

**Section 2: New Knowledge/Skills**

Plotting  $y = mx + c$  graphs  
E.g.  $y = 2x$

When  $x = 2$   
 $y = 2 \times 2 = 4$

When  $x = 1$   
 $y = 2 \times 1 = 2$   
This information can be displayed  
As a table

X	-1	0	1	2
Y	-2	0	2	4

Or as a double number line

X	_____→
	-1 0 1 2 3
Y	_____→
	-2 0 2 4 6

**The General Equation Of A Straight Line  $y = mx + c$**   
All straight lines have equations that can be written in the general form

$y = mx + c$   
where  $m$  is the gradient  
and  $c$  is the intercept with the y-axis and  
those values can simply be read from the equation

E.g.  $y = 2x + 1$  has gradient 2 and y-intercept +1  
 $y = 4x + 1$  has gradient 4 and y-intercept +1  
 $y = x - 1$  has gradient 1 and y-intercept -1  
 $y = 3 - 2x$  has gradient -2 and y-intercept +3

**BUT TAKE CARE**  
 $3y = 4x + 1$  **does not** have gradient 4  
the y-intercept is **not** +1

**Write an equation in the form  $y = mx + c$**   
To find the gradient and y-intercept of a straight line. The equation must be in the form  $y = mx + c$ .  
E.g. Write the equation  $2y = 4x + 6$  in the form  $y = mx + c$ .

$$2y = 4x + 6$$

$$\div 2 \quad \div 2 \quad \div 2$$

$$y = 2x + 3$$

This straight line has a gradient of 2 and y-intercept of 3.

E.g. Write the equation  $7 = 5x - y$  in the form  $y = mx + c$ .

$$7 = 5x - y$$

$$+y \quad +y$$

$$y + 7 = 5x$$

$$-7 \quad -7$$

$$y = 5x - 7$$

The straight line has a gradient of 5 ad a y-intercept of -7.

**Real life graphs**

A plumber charges a £25 callout free, and then £12.50 for every hour. The table below shows the costs of hiring the plumber.

Time (h)	0	1	2	3	4
Cost (£)	£25	£37.50	£50	£62.50	£75

In real life graphs like this, the values will always e positive because they measure distances or objects which cannot be negative.

Cost of a plumber

For this straight line. The y-intercept shows the minimum charge and the gradient represents the price per mile.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Communicable Disease</b>	Disease caused by pathogens which can be passed from person to person
<b>Non-communicable Disease</b>	Disease which cannot be passed from person to person. Is caused by a problem in the body.
<b>Cardiovascular Disease</b>	Disease affecting the heart and circulatory system, can high blood pressure, heart attack and strokes
<b>Pathogen</b>	A microorganism that can cause disease eg virus, bacteria and protist
<b>Vector</b>	An organism that carries disease from one person to another
<b>Lysozyme</b>	An enzyme which breaks down bacteria, part of the bodies chemical defense.
<b>Antigens</b>	Protein markers on the surface of any cell
<b>Antibodies</b>	Proteins released from lymphocytes which destroy or inactivate a pathogen
<b>Lymphocytes</b>	White blood cell which releases antibodies
<b>Antibiotic</b>	Substances which kill bacteria.
Tier 2 Vocabulary	Definition
<b>Health</b>	A state of complete physical , social and mental well-being
<b>Disease</b>	An illness that prevents the body from working properly
<b>Vaccine</b>	Contains a weakened or inactive pathogen or bits of the antigen.
<b>Immunisation</b>	Artificial immunity triggered by vaccine

Section 2: Types of Disease		
Communicable Diseases		
Disease	Pathogen	Symptoms
Cholera	Bacteria	Diarrhoea, vomiting, dehydration
AIDS	Virus	Destroys white Blood cells
Malaria	Protist	Destroys red blood cells
Chalara Dieback	Fungi	Lesions on branches, dead leaves at top
Tuberculosis (TB)	Bacteria	Coughing, mucus, fever
Stomach Ulcers	Bacteria	Stomach pain, weight loss, sickness
Ebola	Virus	Internal bleeding, fever

Non-Communicable Diseases
Caused by many different factors;
1. <u>Genetic Disorder</u> - Eg Sickle Cell Anaemia, Cystic Fibrosis
2. <u>Malnutrition</u> - Eg Scurvy (lack of vit C) or Anaemia (lack of Iron)
3. <u>Lifestyle</u> ;
a. <u>Alcohol</u> - causes Liver Cirrhosis
b. <u>Smoking</u> - causes cardiovascular disease
c. <u>Obesity</u> - causes cardiovascular disease

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

**Section 3: The Immune System**

**B** how the immune system attacks a pathogen

**First vs Secondary Response**  
 The first response is slow and not as extreme meaning the antibody numbers in the blood are not very high. This means that when you experience a pathogen for the first time you often get sick. The second response is much more extreme and rapid reducing the chances of getting sick the next time you are infected with the same pathogen

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

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

**Section 2: New Knowledge/Skills**

**Newton's laws of motion**

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

- Be stationary
- Or moving at a constant velocity

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

These are shown in the equation;

Force = mass x acceleration

$$a = \frac{10 \text{ N}}{1 \text{ kg}} = 10 \text{ m/s}^2$$

**Section 3: Other subject specific things**

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

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

**Mass and weight**

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

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

- The mass of the object
- The strength of gravity

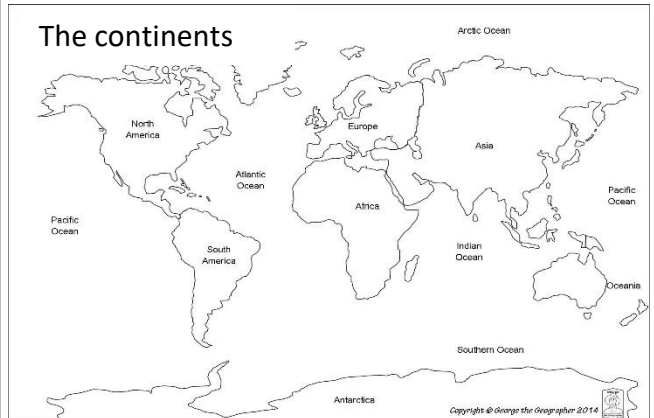
Weight = mass x gravitational field strength

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

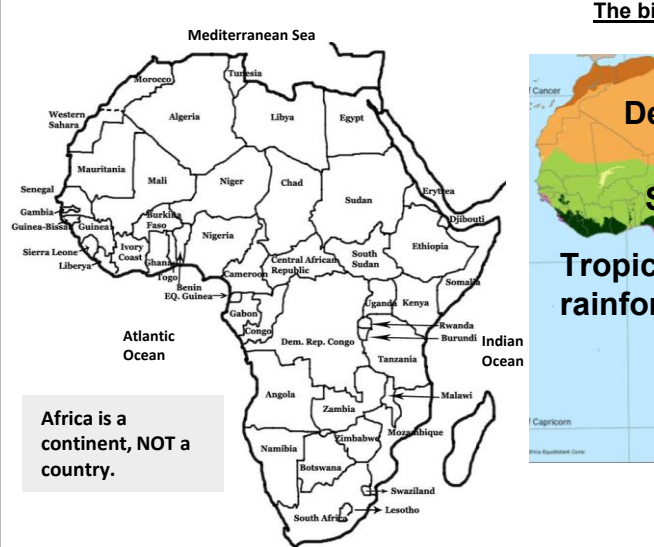
Tier 3 vocabulary	Definition
<b>Biome</b>	Large scale ecosystem eg. tropical rainforests, deserts.
<b>Climate</b>	Long term atmospheric conditions in an area. The expected weather.
<b>Continent</b>	One of the Earth's seven divisions of land. See the map opposite.
<b>Desertification</b>	The process of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

Tier 2 vocabulary	Definition
<b>Sustainability</b>	The practice of using resources responsibly, so they can support both present and future generations.
<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



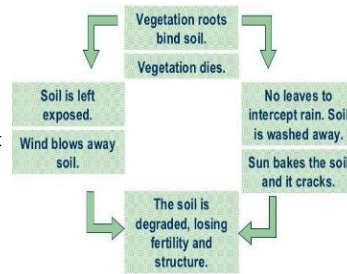
### The countries of Africa



### Measures of development

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

### The causes of desertification



### Multinational

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

### The biomes of Africa



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

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

## Section 3: Geographical Skills

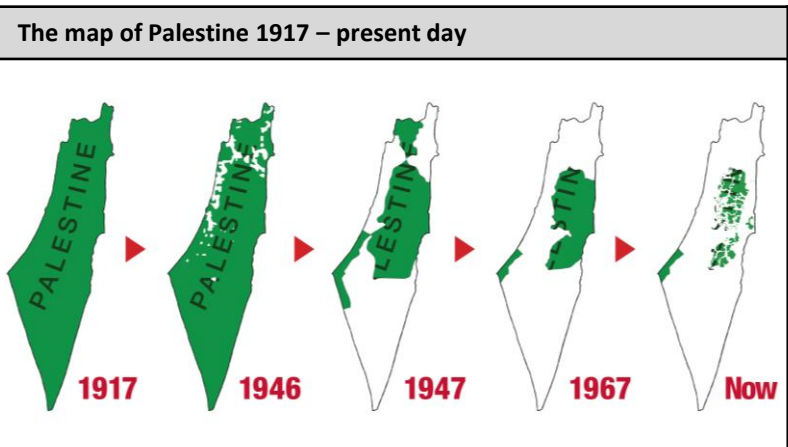
When **describing a graph**, your writing should include the following things:

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

# Why is their violence in the Holy Land?

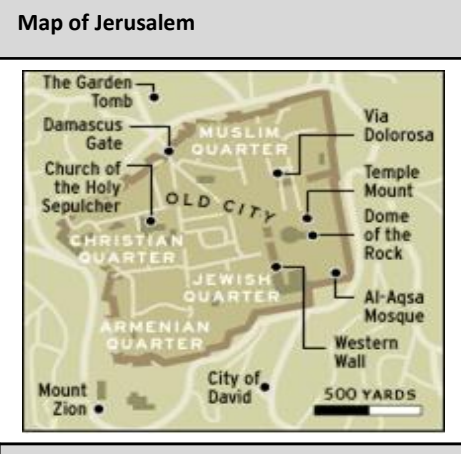
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Intifada</b>	Palestinian uprising against Israeli control.
<b>Yom Kippur</b>	The most important day in the Jewish faith.
<b>Zionism</b>	Movement supporting a Jewish homeland in Palestine.
<b>Palestinian Nationalism</b>	Movement advocating Palestinian self-rule and identity.
<b>Mandate</b>	Territory politically controlled by another power.
<b>United Nations</b>	International organisation founded in 1945, designed to maintain global peace, security, and cooperation.
<b>Holy Land</b>	The region in the Middle East encompassing Israel and Palestine, seen as sacred by Judaism, Christianity, and Islam.
<b>Declaration</b>	A formal statement or announcement with legal status.

Tier 2 vocabulary	Definition
<b>Occupation</b>	Military control of a territory or state by another state.
<b>Partition</b>	Dividing a territory into separate political units.
<b>Ceasefire</b>	Temporary suspension of fighting.
<b>Arab</b>	A person whose Native language is Arabic, forming a major ethnic group across the Middle East.



**Timeline**

- 1917** Balfour Declaration (Britain recognised Zionism)
- 1939-45** The Holocaust (Encouraged Jewish migration)
- 1947** UN Partition Plan (Split the region into Israel and Palestine)
- 1967** Six Days War (Israel defeated Arab states)
- 1973** Yom Kippur War (Arab states reclaimed lost land)



**Jerusalem's Significance**

**Christianity**  
 Jerusalem is important to Christians as it is where Jesus was crucified, buried, and resurrected. Today, Christians can visit Via Dolorosa (where Jesus carried his cross before his resurrection), the Church of the Holy Sepulchre (a Church where Jesus was crucified) and the Garden Tomb (where Jesus was buried and resurrected in accordance with the Bible).

**Judaism**  
 Jerusalem is important to Jews as it is where the Holy Temple was located, considered to be the hub of Jewish worship. This has been rebuilt twice before being destroyed by the Romans in c.70 CE. A section of the wall (the Western Wall) still remains and is thought to be where Jews can be the closest to God.



**Islam**  
 Jerusalem is important to Muslims as it associated very heavily with the prophet Muhammed (the founder of Islam who received the Qur'an from God). The Dome of Rock is believed to be the place from which Muhammed ascended into heaven (known in Arabic as Jannah). It is also home to the Al-Aqsa Mosque which Muhammed was transported to during his 'Night Journey'. Muslims previously faced Jerusalem when they prayed, today they face Mecca.

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

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

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Reflexive pronoun</b>	Used to indicate doing something to yourself, words like 'myself' and 'yourself'
<b>Reflexive verbs</b>	Describe actions the subject does to themselves, characterised by a reflexive pronoun ( <i>me, te, se, nous, vous, se</i> ) preceding the verb
<b>Direct object pronouns</b>	in French, object pronouns ( <i>me, te, le/la, nous, vous, les</i> ) replace nouns that receive the action ("him," "her," "it," "them"). They usually come before the verb, agree in gender ( <i>le/la</i> ), and in the perfect tense are placed before the auxiliary verb.
<b>Imperfect tense</b>	Used to describe how things were or used to be in the past, or to say what was happening
<b>Perfect tense</b>	Describes completed actions in the past e.g. 'I said', 'she played'
<b>Stem</b>	Part of the verb that appears in all forms
<b>Past participle</b>	Verb form that forms the perfect tense, together with the auxiliary verb
<b>Auxiliary verb</b>	A form of either 'avoir' or 'être' used to form the perfect tense
<b>Idiomatic expressions</b> *see over the page	Unique phrases that cannot be understood by translating them word-for-word.
<b>Indefinite adjectives</b>	Describe nouns in a non-specific way (e.g. several, other etc.)
Questions	Translation
<b>Tu te lèves tôt le weekend ?</b>	Do you get up early at the weekend?
<b>Est-ce que tu dormais quand j'ai téléphoné ?</b>	Were you sleeping when I called?
<b>Tu étais comment quand tu étais plus jeune ?</b>	What were you like when you were younger?

Section 2: Grammar			
<b>reflexive pronouns</b> are used when the subject and object are the same (myself, yourself, himself, herself)			
- they are placed before the verb -they are shortened before a vowel or silent h			
je <b>me</b> prépare	nous <b>nous</b> préparons	<b>translating reflexive verbs:</b> They are not always translated literally. Use the most natural English meaning.  Je me prépare = I prepare myself (literally) I get ready (is more natural)	
tu <b>te</b> prépares	vous <b>vous</b> préparez		
elle <b>se</b> prépare	ils <b>se</b> préparent		
il <b>se</b> prépare	elles <b>se</b> préparent		
Some verbs use reflexive pronouns in French but not in English. e.g. je <b>me</b> sens → I feel			
<b>direct object pronouns</b> in French ( <i>me, te, le/la, nous, vous, les</i> ) replace nouns receiving the action, meaning "him," "her," "it," or "them." They almost always go <b>before the verb</b> . Key rules involve matching gender ( <i>le/la</i> ) and placing them before the auxiliary verb in perfect tense. Je <b>le</b> déteste (I hate it/him.)			
<b>imperfect tense</b> to form the imperfect tense of regular verbs, remove the -ons from the 'nous' present tense and add the correct ending.			
e.g. parler > parlons > parl-			
je	parlais	nous	parlions
tu	parlais	vous	parliez
il/elle	parlait	ils/elles	parlaient
the verb endings in grey are all pronounced the same.			
the only irregular stem is for the verb <b>être</b> . <b>ét-</b> > j'étais (I was) il était (it/he was) c'était (it was)			
<b>key structures</b> il <b>y a</b> there is/are (simple present) il <b>y avait</b> there was/were (imperfect) il <b>y aura</b> there will be (simple future)			
<b>perfect + imperfect tense together</b> perfect tense = one-off past action Imperfect tense = what was happening/background			
Use them together with conjunctions <b>•quand</b> (when) <b>•pendant que</b> (whilst)			
Je <b>regardais</b> la télé <b>quand</b> il <b>est</b> arrivé. (I was watching the tv when he arrived.)			

Section 3: WAGOLL, grammar & phonics		
<b>Tu te lèves tôt le weekend ?</b> Je me lève rarement tôt le weekend. Je fais la grasse matinée* le week-end car je ne dois pas aller au collège.		
<b>Est-ce que tu dormais quand j'ai téléphoné ?</b> Oui, je dormais ! Je suis très fatigué en ce moment. J'ai beaucoup travaillé la semaine dernière.		
<b>Tu étais comment quand tu étais plus jeune ?</b> Quand j'étais petit, j'étais vraiment mignon* et un peu timide ! *faire la grasse matinée -to lie-in *mignon -cute		
<b>indefinite adjectives</b> go before the noun		
adjective	meaning	agreement
tout le	all the	gender + number
chaque	each	no change
plusieurs	several	no change
même	same	number only
autre	other	number only
quelques	some	number only usually plural
<b>time expressions</b>		
an/ jour/ soir/ matin	specific unit	un an
année/ journée/ soirée/ matinée	description/ duration	une année
<b>French phonics</b>		
<b>gn</b>	ligne	<b>oi</b> voir/ trois
<b>j + soft g</b>	before e, i, y jour, génial	<b>r</b> rue (raspier than r in English)
<b>hard g</b>	before a, o, u gâteau	<b>oin</b> besoin
<b>eu</b>	deux	<b>o</b> porte (open 'o')
<b>œu</b>	cœur (open sound)	<b>o/au</b> photo/ gauche (closed 'o')

9Fr Sum2 W1	
établir	to set up, establish
fournir	to supply, supplying
grandir	to grow up, growing up
réussir	to pass (an exam), to make a success of
réussir à	to succeed in, succeeding in
sentir	to smell, to feel
servir	to serve, serving
l'armée	army
le début	beginning, start
l'état	state
la fin	end
le gouvernement	government
l'est	east
le nord	north
l'ouest	west
le soldat	soldier
le sud	south

9Fr Sum2 W2	
défendre	to defend, to stand up for
obtenir	to obtain, to get
permettre	to allow, allowing
permettre à ... de	to allow someone to do something, allowing someone to do something
promettre	to promise, promising
promettre à	to promise someone, promising someone
promettre à ... de	to promise someone to, promising someone to
vendre	to sell, selling
la colonie	colony
l'indépendance	independence
le kilomètre	kilometre
la Métropole	mainland France
le siècle	century
africain	African (m)
jusqu'à	until
à cause de	because of

9Fr Sum2 W3	
se sentir	to feel, feeling
se lever	to get up, to stand up
s'organiser	to get organised, to organise oneself
se trouver	to be located, to find oneself
se demander	to ask oneself, to wonder
loger	to have (somebody) to stay
l'Afghanistan	Afghanistan
un conflit	conflict
une crise	crisis
l'association	association
grave	serious
actuel	current (m)
afghan	Afghan (m)
afghane	Afghan (f)

9Fr Sum2 W4	
laver	to wash, washing
se laver	to wash oneself, washing oneself
appeler	to call, calling
s'appeler	to be called, being called
présenter	to present, presenting
se présenter	to present oneself, presenting oneself
réveiller	to wake, waking
se réveiller	to wake up, waking up
un membre	member
la journée	day
la paix	peace
l'accord	agreement
efficace	effective
un garçon fier	a proud boy
une fille fière	a proud girl
la résidence officielle	the official residence
le voyage officiel	the official journey

W5 revision sets A-F are in word lists and on Languagenut

9Fr Sum2 W6	
dîner	to dine, dining
voir	to see, seeing
je vois	I see, I am seeing
tu vois	you see, you are seeing (s informal)
il voit	he sees, he is seeing
elle voit	she sees, she is seeing
la pièce	room
le téléphone	telephone
l'escalier	stairs
le salon	lounge
la salle à manger	dining room
la cave	cellar
quand	when
pendant que	while

9Fr Sum2 W7	
couler	to flow, flowing
raconter	to tell (a story), telling (a story)
surprendre	to surprise, surprising
la banlieue	suburbs
le cou	neck
l'écrivain	writer (m)
l'immeuble	apartment block
la tour	tower
doux	soft (m)
douce	soft (f)
pauvre	poor
quelques	some

<b>key verb</b>	voir – to see seeing
je vois	
tu vois	
il/elle voit	
It is used in <b>idiomatic expressions</b> :	
<b>rien à voir avec</b>	nothing to do with/ nothing like
<b>voir grand</b>	to think big/ aim high
<b>voir la vie en rose</b>	to look on the bright side/ to be an optimist

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Diminutive</b>	Word form for a smaller, cuter version of something, made by adding to, or modifying, the original word
<b>Imperfect</b>	German single-word past tense, used mainly to narrate past events in writing
<b>Weak verb (imperfect)</b>	Formed in a regular manner with a learnt pattern and endings
<b>Strong verb (imperfect)</b>	Irregular imperfect form which must be learnt
<b>Modal verb</b>	Expresses idea of possibility or necessity (can, want, must); used with a 2nd verb in the infinitive

Questions	Translation
<b>Was sagte er dann?</b>	What did he say then?
<b>Bauten sie ein kleines Haus?</b>	Did they build a big house?
<b>Wolltest du Sängerin werden?</b>	Did you want to become a singer?
<b>Bist du lustiger als dein Freund?</b>	Are you funnier than your friend?
<b>Hattest du ein Haustier als Kind?</b>	Did you have a pet as a child?
<b>Hast du Gitarre gespielt, als du jünger warst?</b>	Did you play the guitar when you were younger?

Section 2: Grammar				
<p><b>Diminutive Forms</b> Add the suffix <b>-chen</b> or <b>-lein</b> to most German nouns to make diminutive forms. Add an umlaut to one syllable words where possible. Words ending in <b>-chen</b> or <b>-lein</b> are always neuter.</p> <p>das Haus → das Häuschen (cottage) das Buch → das Büchlein (little book) der Tisch → das Tischlein (little table)</p>				
<p><b>Imperfect Tense</b> The imperfect tense is mainly used to express the past tense in writing, although some verbs are commonly used in spoke language too (war, hatte, es gab) Imperfect tense weak verbs and modal verbs follow this pattern:</p> <table border="1" style="width: 100%;"> <tr> <td>                     1. Remove <b>-en</b> from the infinitive and add <b>-te</b> for the ich, er, sie, es forms                      2. Add <b>-test</b> for the du form                      3. add <b>-ten</b> for the wir and sie (pl) forms                 </td> <td>                     leben → lebte                      ich lebte, er lebte, sie lebte                       du lebstest                       wir lebten, sie lebten                 </td> </tr> </table> <p>Imperfect tense strong verbs don't follow a pattern.</p> <table border="1" style="width: 100%;"> <tr> <td>                     1. Remove <b>-en</b> from the infinitive and change the vowel in the verb stem. These need to be learnt. Don't add an ending for ich, er, sie forms                      2. Add <b>-st</b> for the du form                      3. Add <b>-en</b> for the wir and sie (pl) forms                 </td> <td>                     sehen → sah                      ich sah, er sah, sie sah                       du sahst                      wir sahen, sie sahen                 </td> </tr> </table> <p><b>Common strong verbs in the imperfect tense (er/sie/es form)</b>                      fand → found                      las → read                      sprach → spoke                      aß → ate                      ging/fuhr → went                      schwamm → swam                      flog → flew                      nahm → took                      wurde → became                      trank → drank                      dachte → thought</p>	1. Remove <b>-en</b> from the infinitive and add <b>-te</b> for the ich, er, sie, es forms 2. Add <b>-test</b> for the du form 3. add <b>-ten</b> for the wir and sie (pl) forms	leben → lebte ich lebte, er lebte, sie lebte  du lebstest  wir lebten, sie lebten	1. Remove <b>-en</b> from the infinitive and change the vowel in the verb stem. These need to be learnt. Don't add an ending for ich, er, sie forms 2. Add <b>-st</b> for the du form 3. Add <b>-en</b> for the wir and sie (pl) forms	sehen → sah ich sah, er sah, sie sah  du sahst wir sahen, sie sahen
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Section 3: Grammar & Phonics
<p><b>Different meanings of als</b> Use context to work out which meaning of als you need</p> <p>1) <b>als</b> can mean '<b>when</b>' in the past tense. It's a subordinating conjunction – WO3 – the verb goes to the end of the clause <b>Als</b> ich klein war, hatte ich ein rotes Fahrrad <b>When</b> I was little, I had a red bike</p> <p>2) <b>als</b> can mean '<b>as a</b>' when talking about a role Ich arbeite <b>als</b> Lehrerin → I work <b>as a</b> teacher <b>Als</b> Kind war ich lustig → <b>As a</b> child I was funny</p> <p>3) <b>als</b> can mean '<b>than</b>' in comparisons Deutschland ist größer <b>als</b> Schottland → German is bigger <b>than</b> Scotland</p>
<p><b>Using modals in the imperfect tense to ask questions</b> These are commonly used to talk about past experiences. Question word + imperfect modal + subject pronoun ..... + infinitive?</p> <p>Was konntest du machen, als du 4 warst? → What were you able to do, when you were 4?</p> <p>Warum wolltest du Anwalt werden? → Why did you want to become a lawyer?</p> <p>Wie oft durtest du auf Partys gehen? → How often were you allowed to go to parties?</p>
<p><b>Phonics Focus – ch</b> <b>ch</b> is pronounced differently depending on the vowel that comes before it</p> <p><b>Hard ch</b> comes after a, o, u → <b>Buch, machen, doch, Nacht</b></p> <p><b>Soft ch</b> comes after e, i, ä, ö, ü → ich, Mädchen, Nächte, Pech</p> <p><b>ch</b> is also soft after a consonant → Schweinchen, Häuschen</p>

<b>9Gr Sum2 W1</b>	
<b>darauf</b>	on it, to it
<b>dafür</b>	for it, for that
<b>damit</b>	with it
	before, in front of, in the face of
<b>davor</b>	of
<b>darüber</b>	about it
<b>drohen</b>	to threaten, threatening
<b>entstehen</b>	to originate, originating
<b>informieren</b>	to inform, informing
<b>sich informieren über</b>	to get informed about
<b>die Hilfe</b>	help
<b>die Natur</b>	nature
<b>der Schutz</b>	protection
<b>das Wetter</b>	weather
<b>die Umwelt</b>	environment
<b>extrem</b>	extreme
<b>9Gr Sum2 W2</b>	
<b>produzieren</b>	to produce, producing
<b>treiben</b>	to pursue, drive
<b>trennen</b>	to separate, separating
<b>unterscheiden</b>	to distinguish
<b>der Vorteil</b>	advantage
<b>echt</b>	genuine, real
<b>künstlich</b>	artificial
<b>natürlich</b>	natural
<b>weg</b>	gone, vanished
<b>doch</b>	however, but
<b>bis</b>	until, till
<b>nach</b>	according to, to, towards, after
<b>ob</b>	whether, if

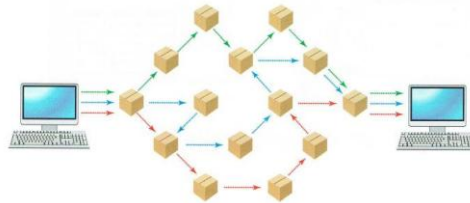
<b>9Gr Sum2 W3 A-E revision</b>	
<b>9Gr Sum2 W4 A- E revision</b>	
<b>9Gr Sum2 W5</b>	
<b>aß</b>	ate
<b>begann</b>	began
	to eat, eating (when animals do it)
<b>fressen</b>	do it)
<b>ging</b>	went
<b>hieß</b>	was called
<b>kam</b>	came
<b>lief</b>	ran
<b>sah</b>	saw
<b>sprang</b>	jumped
<b>der Apfel</b>	apple
<b>der Stein</b>	stone
<b>plötzlich</b>	suddenly
<b>9Gr Sum2 W6</b>	
<b>folgen</b>	to follow, following
<b>retten vor</b>	to save, saving from
<b>zahlen</b>	to pay, paying
<b>der Bürger</b>	citizen
<b>das Jahrhundert</b>	century
<b>die Sorge</b>	worry
<b>die Summe</b>	sum
<b>still</b>	still, quiet
<b>diesmal</b>	this time
<b>zurück</b>	Back
<b>Überall</b>	Everywhere
<b>die Lösung</b>	Solution
<b>9Gr Sum2 W7 A-E revision</b>	

## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>IP address</b>	Each device on a network has a unique IP address so that data can be sent to the correct place; IP stands for Internet Protocol.
<b>Protocol</b>	A set of rules; the Internet Protocol is a specific set of rules for transmitting data from one device to another.
<b>Switch</b>	Network hardware that connects devices on a network so that they can send data to one another.
<b>Router</b>	A device that transfers data from one network to another. It forwards data packets to their destination by the most efficient route.
<b>Web browser</b>	the software used to view and interact with web pages.
<b>Domain name</b>	A part of a web address that indicates the organisation that runs the site e.g. bbc.co.uk.
<b>Wireless Access Point (WAP)</b>	A device that uses a radio transceiver to allow wireless connections to a network.
<b>Internet</b>	A global network that connects computers around the world so that they can communicate with one another.
<b>Cloud Computing</b>	Data is stored online and software is used via a browser, rather than being stored locally on a computer's hard drive.
<b>Malware.</b>	Software designed to do harm to a computer
<b>Ethernet</b>	Cables are used to create a wired network connection.
<b>Wi-fi</b>	Uses radio waves transmitted to and from a wireless access point to create a wireless connection.
<b>Encryption</b>	A method of scrambling a message so that it cannot be understood if someone else reads it.
<b>Mobile data</b>	using a SIM card to connect to the Internet using the mobile phone network of cell towers; 2G, 3G, 4G and 5G are all types of mobile data
<b>Public hotspot</b>	A method of connecting to the Internet wirelessly; everyone has access to a public hotspot and access is usually free.

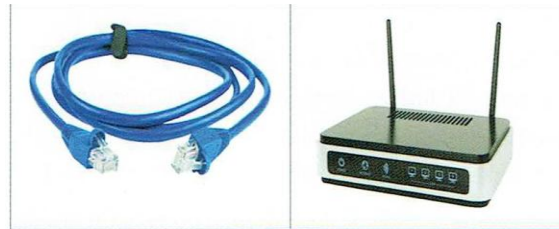
## Section 2: New Knowledge

**Packet Switching** - when travelling over a network, packets of data can take different routes to their destination to avoid traffic jams.



**Traceroute** - a traceroute provides a map of how data on the internet travels from your computer to its destination.

**Network connection Wired:** Ethernet cables  
Offices and classrooms usually use a cabled network connection.



**Network connection Wireless:** Wi-Fi  
People usually use a wireless network connection in their homes.

### Tier 2 Vocabulary

**Internet** - The Internet is a vast network that connects computers all over the world.

**World wide web** - The world wide web (www, W3, or the Web) is an interconnected system of public web pages accessible through the Internet. The Web is not the same as the Internet: the Web is one of many applications built on top of the Internet.

**Web browser** - The software used to view and interact with web pages.

**Search engine** - A search engine is a software system that is designed to carry out web searches.

## Section 3: Useful Subject Information

Did you know that approximately 200 active cables crisscross the ocean's floors. These cables electronically link all of the world's continents and nearly every island with a human population.



### Top tips for using public hotspots safely

- Look for the padlock to see if the hotspot is encrypted before deciding whether or not to use it.
- Never use a public hotspot to make online purchases, do online banking or send personal information.
- Never set your device to automatically connect to a public hotspot.



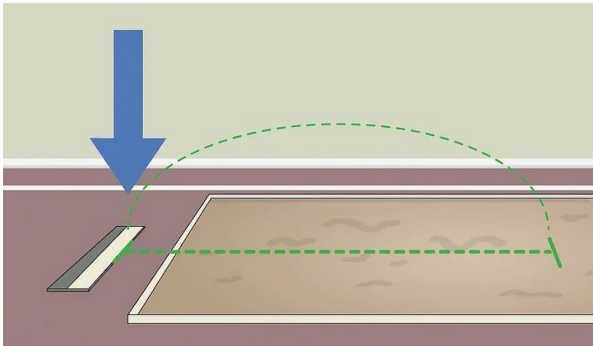
Sir Tim Berners-Lee is a British computer scientist who invented the World Wide Web in 1989 while working at CERN, revolutionizing how information is shared and accessed globally.

He also developed foundational web technologies such as HTML, HTTP, and URLs, and was knighted in 2004 for his groundbreaking contributions.

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

**Section 2: Track and Field Athletics**

**Measuring a Horizontal Jump**



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

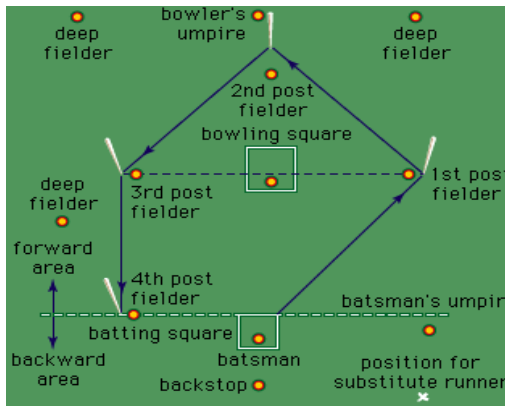
**Hurdles Technique**

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



**Section 3: Striking and Fielding Games**

**Rounders Fielding Positions**



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

**Rounders Batting Technique**



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

**Rounders Scoring**

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

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

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

Section 2: New Knowledge/Skills

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

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



**Barbara Walker**  
**I was there IV**  
**1964**  
**Ink on tracing paper**



Section 2: New Knowledge/Skills

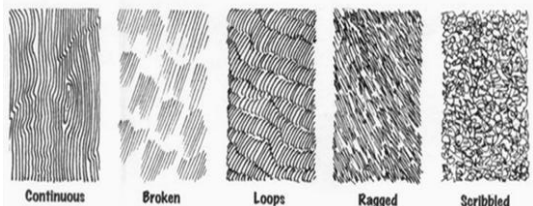
Black people had participated in every major American conflict since the birth of the nation. And though by 1940, the War Department had removed a number of restrictions on permitting African Americans to join the armed forces under the Selective Service Act, society as a whole remained racially segregated.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

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

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

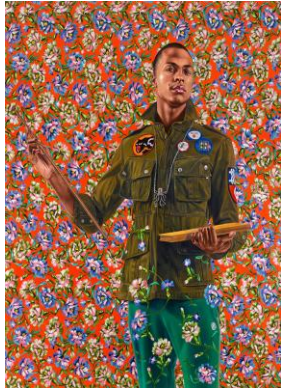



Elizabeth Catlett’s work directly addresses people whose perspectives and experiences, like hers, had historically been excluded from artistic representation.



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

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


Section 2: New Knowledge/Skills
<p>The theme of this project is the <b>Black Lives Matter movement</b>, which is dedicated to challenging racism and anti-Black violence. Through this project, we aim to celebrate Black artists and recognise the importance of Black people throughout history. Many artists have focused on painting Black subjects to address historical underrepresentation and to redefine Black identity in art. Contemporary artists such as Kehinde Wiley, Amy Sberald, and Kerry James Marshall explore these themes in their work. They follow earlier influential artists like Barkley L. Hendricks and Jacob Lawrence, who also highlighted Black subjects and experiences in their art.</p> <p><b>Kehinde Wiley</b> is a contemporary artist known for his large, colourful portraits of Black men and women. His work often reimagines famous paintings from European art history by replacing traditional subjects, who were usually white and powerful figures, with modern Black individuals. These portraits are painted in realistic detail and placed against decorative, patterned backgrounds inspired by textiles, flowers, and historical designs. Wiley’s art explores themes of identity, race, and power by presenting ordinary people in heroic poses traditionally used for kings, generals, and aristocrats. Through this approach, he challenges historical representations in art and gives visibility and importance to people who were often excluded from classical portraiture.</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;"> <p><b>Kehinde Wiley</b> 2013 <b>Anthony of Padua</b></p> </div>  </div>

Section 3: Adding meaning to the portrait
<p>During this portrait project, students will have the opportunity to research a Black individual of their choice who has made a significant impact in history or is an important and influential figure in modern culture or society. Students will explore the background and achievements of their chosen person to help inspire their final artwork. The final piece will be a detailed pencil portrait of the individual, complemented by a mixed-media background.</p> <div style="text-align: center;">  </div> <p><b>Frida Kahlo (Mexican, 1907–1954),</b> <i>Untitled [Self-portrait with thorn necklace and hummingbird]</i></p> <p>“Kahlo completed this piece in 1940, one year after her divorce from Mexican muralist Diego Rivera. Given the timing of its creation, Self-Portrait with Thorn Necklace and Hummingbird is widely believed to reflect her emotional state following the couple’s split. In the painting, Kahlo is positioned in front of foliage and between a stalking panther and a monkey. Around her neck, she wears a necklace made of thorns and adorned with a seemingly lifeless hummingbird. Though the peculiar accessory draws blood from her neck, her expression remains stoic. This calm approach to pain is typical of Kahlo, who—even when devastated over her divorce—poignantly stated that “at the end of the day, we can endure much more than we think we can.”</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Role</b>	An actor’s portrayal of someone in a play.
<b>Role play</b>	A theatrical exercise that includes a mix of improvisation, designed to allow an actor to step into the shoes of the character.
<b>Improvisation</b>	Improvisation can tell us created information about the character outside of the world of the play.
<b>Back Story</b>	Backstory is a set of events that have occurred before the main story. These events can either be alluded to, described by one or more characters, or shown in flashback.
<b>Original Staging Conditions</b>	The way in which the first performance of a play was designed and staged.

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
<b>Character</b>	A person portrayed in a drama, a novel, film, TV or other artistic piece.
<b>Character Traits</b>	These are parts of a person’s behaviour and attitude.
<b>Character development</b>	The process of building a unique, three-dimensional character with depth, personality, and clear motivations.

Section 2: Exploring: Characters
<p>The character traits and the moral choices they make are more important than a name.</p> <p><b>Jan</b> and <b>Mark</b> appear together at the beginning of each section. They act as narrators or as a ‘Greek chorus’ and throw the audience directly into the action at the beginning of each section. They are also used to fill in any blanks for us and make us aware of any new developments in the story.</p> <p><b>Leah</b> and <b>Phil</b> are another pair of characters who always appear together. Leah is the talkative one and Phil is the character that doesn’t say anything in scenes where they are together, but just eats. Leah obviously adores Phil, but he just ignores her.</p> <p><b>Lou</b>, is a follower – she swears a lot and again panics over Adam’s death. Although she is on stage a lot, she is often quiet.</p> <p><b>John Tate</b> only appears in one scene – Scene 3 Section 1. When we first see him, he appears to be the leader of the group. This doesn’t last long, and his leadership is challenged.</p> <p><b>Danny</b> is intelligent but is a follower. He is disturbed by Adam’s death and is terrified that it will affect his future – he wants to be a dentist.</p> <p><b>Richard</b> seems to be a responsible character and when we first meet him, he appears to have the potential to be a leader.</p> <p><b>Cathy</b> finds the whole situation exciting and ‘better than ordinary life’ (p. 16).</p> <p><b>Brian</b> is the weakest link in the group. The other characters must see him as such.</p> <p><b>Adam</b>.... a boy. He does not appear physically until Section 3. When he appears, it is a massive shock to the others that he is still alive.</p>

Section 3
<p><b>Structure of the play:</b> The structure of the play The play has been constructed with a cyclical narrative. The structure repeats itself and when we read the play, we come to realise that there is a pattern to the sequence of the different scenes – and to the three different locations. For example, the first scene is always Mark and Jan in A Street, who introduce the problem of that particular section. Then it’s Leah and Phil, before moving on to a greater scene with everyone where the problem is solved. This sequence is repeated throughout the play and below is an overview in order to see the exact structure of the play.</p> <p><b>The Messages of the play:</b> “The main themes of the play are bullying, gang membership, social responsibility, morality and leadership. The characters remain in role in the interview-style sequences, commenting on the events of the play and explaining their views on the events and their role in what has taken place.” <i>Dennis Kelly</i></p> <p><b>Themes</b> Many themes in <u>DNA</u> challenge the audience to reflect upon our role in society and whether our life should simply be about self-preservation or whether we should always consider society in general when we act.</p> <p><b>“I am hoping that our production will help students see the wider social conversation that we are having about what happens to society if you only act in terms of self interest,.. what we see in this play is a group of young people who act in the interest of self- preservation, but ultimately what happens is you see the effect that has on everyone else.” Tom Walsh, Birmingham Theatre.</b></p> <div style="display: flex; align-items: center;">  <div> <p>A self-replicating material that is present in nearly all living organisms as the main constituent of chromosomes. It is the carrier of genetic information.</p> </div> </div>

# Music: Consolidation – Responding to a Brief

Year 9 Summer 2

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Verse</b>	The section of the songs that tells the story. In each verse the melody will remain the same, whilst the words change.
<b>Chorus</b>	The repeated part of a song that delivers the main message.
<b>Harmony</b>	The chords used within the song.
<b>Timbre/Sonority</b>	To tone quality produced by the instrument or vocalist.
<b>Riff/ Hook</b>	A short repeated pattern. A riff is instrumental and a hook is vocal.
<b>Tempo</b>	The speed of a sound or piece of music – fast/slow.

Tier 2 vocabulary	
Brief	Definition
<b>Brief</b>	A set of instructions given about a particular job or task.
<b>Arrangement</b>	A new version of existing material. A cover version.
<b>Melody</b>	The main tune.
<b>Ensemble</b>	A group of musicians performing together.
<b>Solo</b>	A single musician performing on their own.

Section 2:
<p><b>What is consolidation?</b> To review, practice and apply what you have learned.</p> <p><b>What is a brief?</b> A brief is a set of instructions given about a particular job or task. It will include information on what is required and a criteria for success.</p> <p><b>Performance:</b> Prepare a performance to show to the class at the end of the term. This could be on piano, keyboard, ukulele, guitar, voice or any other instrument you play. It should demonstrate your ability on the instrument, and could be either a solo or an ensemble.</p> <p><b>Music Technology:</b> Create a 1 minute long song on BandLab or Soundtrap, to be played to the class at the end of the term. It must demonstrate your understanding of tempo, structure and texture. It can be in any genre.</p> <p><b>Musicology (the study of music):</b> Create a PowerPoint presentation or set of posters to be displayed to the class at the end of the term. It should be about any artist or band and should give information on their history and their musical output.</p> <p><b>Composition:</b> Write a piece of music for an instrument of your choice. It should demonstrate an understanding of structure and melody.</p>

Section 3:
<p><b>Notation</b></p>
<p><b>Keyboard</b></p>
<p><b>Guitar</b></p>
<p><b>Ukulele</b></p>
<p><b>Links to Prior Learning:</b> All units at KS3; in particular performance and composition.</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Colostrum</b>	The very first “Milk” produced when a baby is born. It is rich in nutrients and antibodies to protect the baby who is born with no immune system
<b>Folic Acid</b>	Folic Acid is the synthetic version of the Vitamin B9 (Folate). Recommended during pregnancy to prevent neural tube defects.
<b>Anaemia</b>	Deficiency disease caused by a lack of iron in the diet.
<b>Body Mass Index</b>	A method of calculating whether ADULTS are at the recommended weight for their height.
<b>Osteoporosis</b>	Sometimes known as “brittle bone” disease. More likely (but not only) to occur in older women. Occure
<b>Anaphylaxis</b>	Severe potentially life threatening allergic reaction
Tier 2 vocabulary	Definition
<b>Infancy</b>	. Birth to early years (toddlers)
<b>Adolescence</b>	Teenage years
<b>Lactation</b>	Breast feeding
<b>Weaning</b>	Moving from breast milk to soft foods
<b>Menstruation</b>	Also known as periods. Girls lose blood monthly and are more prone to anaemia
<b>Menopause</b>	As women age they stop having periods, their hormones change and their dietary requirements change.
<b>Vegan</b>	Eats no ingredients which have come from animals / fish /birds /insects
<b>Vegetarian</b>	Doesn't eat meat & fish but will eat eggs, milk & cheese

**Section 2: New Knowledge/Skills**

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

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

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


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




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



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



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



**Section 3: Other subject specific things**

**Factors affecting food choice**

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

**Heat Transfer**

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

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

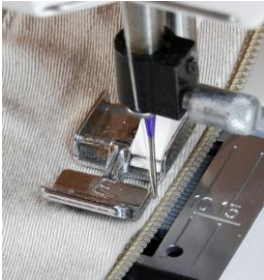

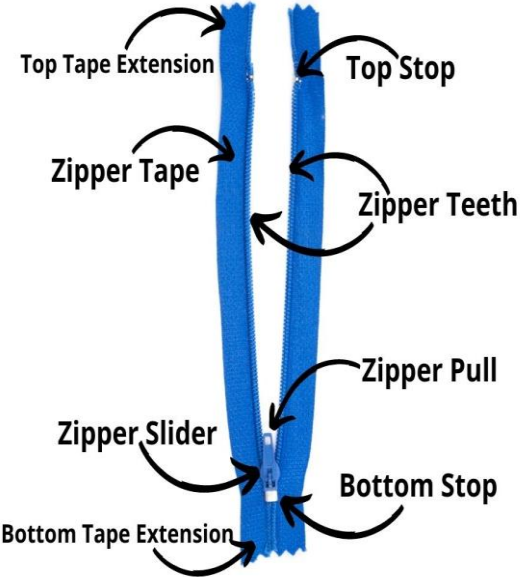
**Radiation** - thermal radiation is emitted from a heat source e.g. the grill, and travels to the food via particles in the air (photons)

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Applique</b>	Sewing fabric shapes onto a background fabric for decoration.
<b>Seam allowance</b>	The distance (usually 1.5cm) between the fabric edge and the stitching line.
<b>Applique</b>	Sewing fabric shapes onto a background fabric for decoration.
<b>Embellishment</b>	Decorative details added to the fabric, such as beads, sequins, or embroidery.
<b>Fabrication</b>	The process of constructing the pencil case from different parts.
Tier 2 vocabulary	
Accuracy	Definition
<b>Accuracy</b>	Being precise with measurements to ensure parts fit together.
<b>Component</b>	An individual part added to a product, such as a zip or button.
<b>Function</b>	The practical purpose and usefulness of the item.
<b>Analyse</b>	To examine design ideas or existing products in detail to understand how they work.
<b>Durability</b>	A product's ability to withstand wear, pressure, or damage over time.

**Section 2: Skills**

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

**Section 3: Knowledge**

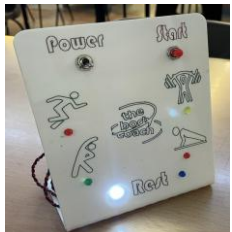
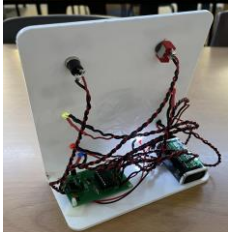
**Steps to make your pencil case.**  
 Tick these off as you complete them...

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

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

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

**Section 4:- WAGOLL**


**Section 3:- New Knowledge**

**Specification Writing**

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


**Flowchart Programming**

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




Start

Start – Beginning the flowchart program




Digital

Decision - Detect a digital input (on/off) signal to make a YES/NO decision




Outputs

Output – Turn on or off one or more outputs when commanded to



Wait

Wait – Make the program wait for a fixed time until moving onto the next command





Stop


Stop – End the flowchart program


**CAD**


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


Select 


Circle 


Shape 


 Line between 2 points

 Arc

 Line between many points

 Contour

 Zoom in/out

 Undo/Redo

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

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

**Section 2: Key Themes:**

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

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

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

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

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

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

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

**Section 3: Key concepts:**



## CONSENT

Freely Given  
Reversible  
Informed  
Enthusiastic  
Specific





Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<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.	
<p>The diagram consists of two overlapping circles. The left circle is purple and labeled 'Learning to talk'. The right circle is teal and labeled 'Learning through talk'. The overlapping area in the center is a darker purple and contains the word 'ORACY' written vertically.</p>	

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

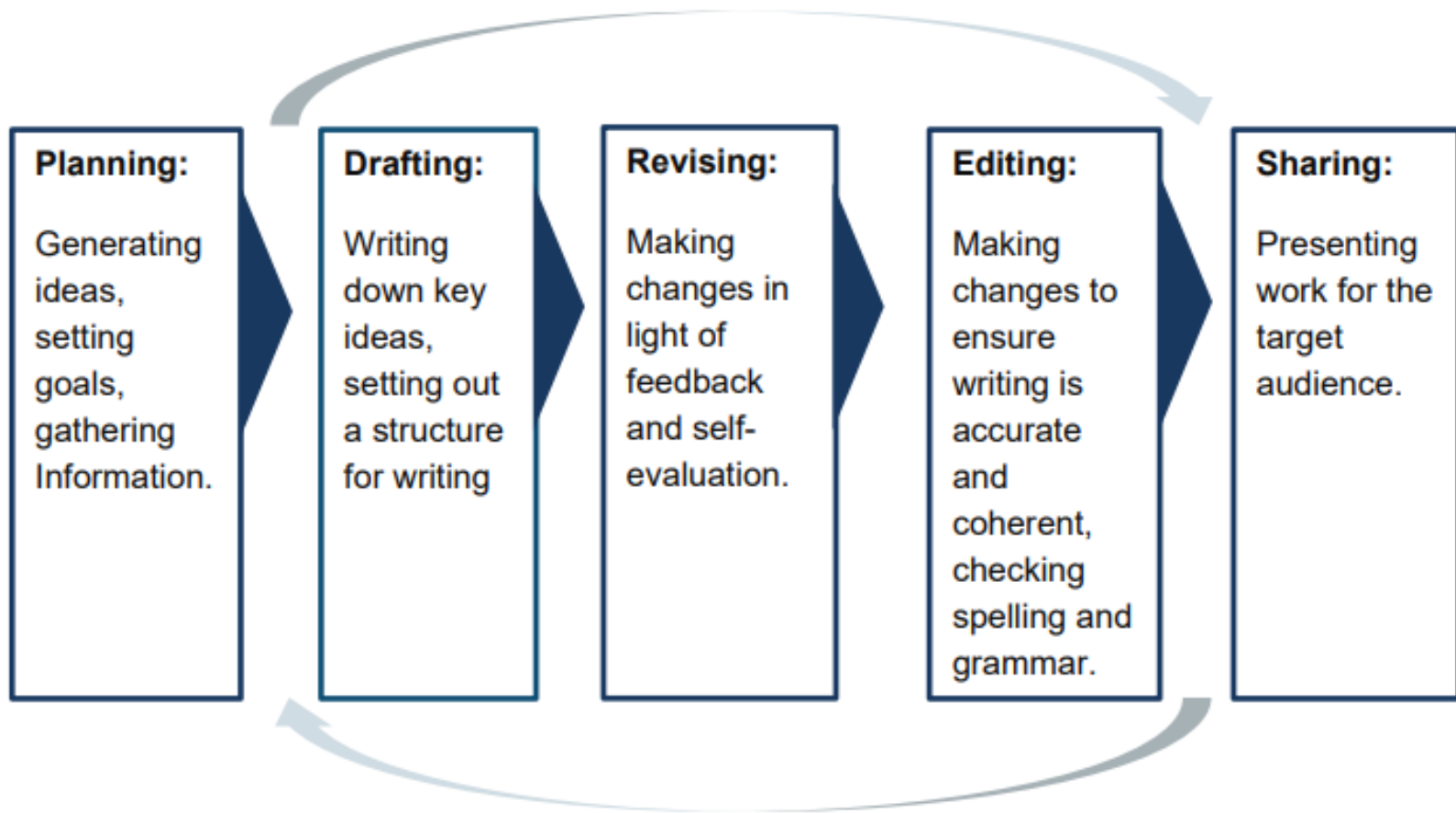
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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)	Year 7-10 Striking and Fielding Club with Matt, James and Tom	Film Club with Becky (for students in Yr8 or above) (E6)		
Year 7-10 Tennis Club with Matt and Tom	STEM Club for Year 7 and 8 (S8) with Year 11	Year 7-10 Athletics Club with Matt, James and Gavin		
AVSSP Events Year 9,10 & 12 Sports Leaders Events with Rebecca		Year 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



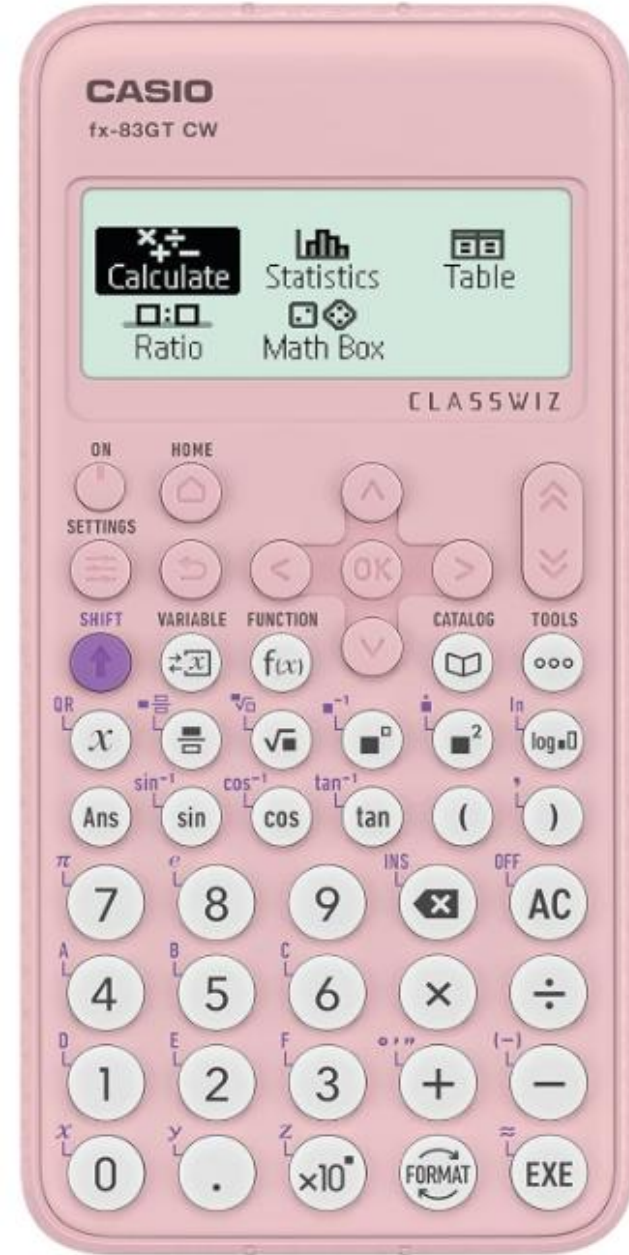
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge  
Organiser

Ruler

