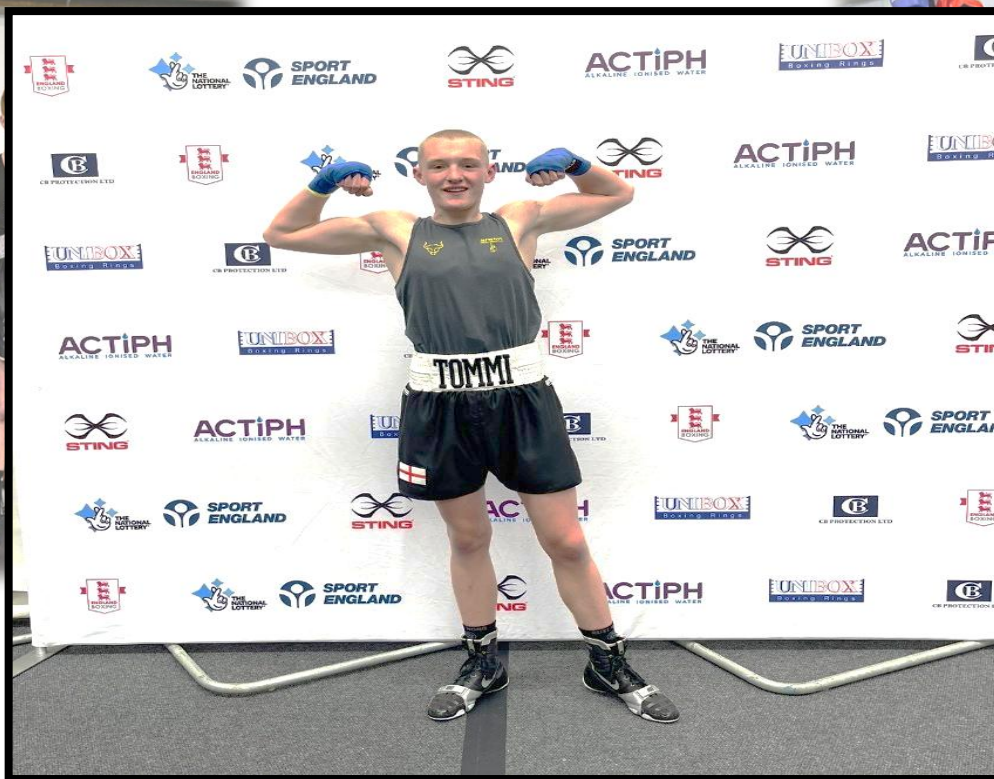




Tommi Lester

Year 11

“People remember the victory. They don’t remember the journey. They don’t see the work, the setbacks, or the battles fought long before the first bell. My hardest opponent was never the one standing across from me – it was the one I faced every day. That’s the fight that made every victory possible.”

Name: _____

Tutor Group: _____

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

Timetable

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

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

Expectations



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	Week 8

Guided Reading Tracker

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

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

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

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



HOMework SCHEDULE



Homework will be set every Monday,
with a deadline of **8am** following Monday.



This weekly structure has been chosen to allow flexibility around existing commitments. You may prefer to complete a small amount of work each evening, or you may choose to work for longer periods at the weekend.

HOMEWORK WILL INCLUDE A MIXTURE OF:



Online learning tasks
such as Sparx Maths, Educake, Seneca



Super-curricular tasks
that extend learning beyond the classroom



Knowledge Organiser activities
to support memory and recall



Preparatory tasks
that help students arrive ready for upcoming lessons

THIS HALF TERM

WEEK
1

Set: Monday 14th September

Deadline: Monday 21st September at 8am



- ✓ Maths
- ✓ English
- ✓ Languages
- ✓ Geography
- ✓ Art

WEEK
2

Set: Monday 21st September

Deadline: Monday 28th September at 8am



- ✓ Maths
- ✓ English
- ✓ Science
- ✓ History
- ✓ Music

WEEK
3

Set: Monday 28th September

Deadline: Monday 5th October at 8am



- ✓ Maths
- ✓ English
- ✓ Languages
- ✓ Computing
- ✓ Drama

WEEK
4

Set: Monday 5th October

Deadline: Monday 12th October at 8am



- ✓ Maths
- ✓ English
- ✓ Science
- ✓ Geography
- ✓ World Views

WEEK
5

Set: Monday 12th October

Deadline: Monday 19th October at 8am



- ✓ Maths
- ✓ English
- ✓ Languages
- ✓ History
- ✓ Technology

WEEK
6

Set: Monday 19th October

Deadline: Monday 2nd November at 8am



- ✓ Maths
- ✓ English
- ✓ Science
- ✓ Computing
- ✓ PE



Be the **best** version of yourself



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Narrative perspective	The point of view that the story is told from. It might be internal to a specific character or an external narrator
Characteristics	The features and elements that make a character unique
Extended noun phrase	When more than one adjective is used to give detail about a noun
Adjective	A word that modifies or gives more information about a noun.
Sensory Language	To describe something using your 5 senses.

Tier 2 vocabulary	Definition
Odyssey (n)	An epic journey, spanning time and place
Genesis (n)	The origin of something, e.g. 'this tale had its genesis in chaos'
Myth (n)	An ancient story explaining the early history of a social group
Infer (v)	To make an educated guess about something based on evidence
Moral (n)	A lesson that teaches the difference between right and wrong

Section 2: New Key Skills/Strategies	
Using WHW to write paragraphs:	Thesis Statements
What What is one point you could make to support your overall argument? How How can you evidence and support this point? Where's your "proof"? Why Why do you think this is effective evidence? Why is this significant? Example <i>How does the writer present Orpheus's feelings towards Eurydice?</i> (What) Orpheus clearly feels upset about Euridice's death. (How) For example, it says 'I tried to bear my loss. I could not bear it'. (Why) This demonstrates that Orpheus could not cope with Euridice's death, and the words 'could not bear it' show how desperate he was to try and change her fate and rescue her.	A thesis statement lays out what you think about the question so that the person reading your answer understands what you are arguing. There are 5 steps to writing a thesis statement: 1. Where? 2. Who/What? 3. 'presented as' 4. Adjective/phrase 5. 'because' <i>Did Prometheus' crime deserve this punishment?</i>  <i>In Prometheus's case, stealing the fire to help humans is presented as a kind act because they were suffering.</i>

Section 3: New Knowledge				
Myth Origins	Creation:	Hero:	Monster:	Underworld:
<i>Greek</i>	Prometheus created the first humans from mud and clay.	Odysseus went on an epic journey	Cerberus guards the entrance to hell.	Hades is God of the Underworld, guarded by Cerberus
<i>Norse</i>	Yggdrasil is the tree of life that connects all realms of existence.	Was immortal except for one type of wood, and was tricked by Loki into his death...	Fenrir was a giant wolf who was kept in chains.	Helheim is a cold and dark version of Hell, ruled by Hel.
<i>China</i>	A giant cosmic egg contained the universe, and from it emerged life and balance (ying+yang).	Hao Mulan - female warrior that joined the army to spare her father.	Yaoguai - supernatural monsters that trick humans...	Diyu - a realm where souls are judged before reincarnation.

Section 3

In words	One-tenth	One-hundredth	One-thousandth	One-ten thousandth
As a fraction	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10000}$
As a decimal	0.1	0.01	0.001	0.0001
As a power of 10	10^{-1}	10^{-2}	10^{-3}	10^{-4}

Answer: 7 hundred thousand

So $1 < 1.33 < 1.4$

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Associative Whatever way the numbers are grouped has no impact on the final answer. Addition and multiplication are both associative. Subtraction and division are not

Commutative Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not

Distributive The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together

Multiplicative identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the multiplicative identity is 1. This is the same for division

Additive identity An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction

Addend Eg
 $3 + 5 = 8$ both 3 and 5 are addends

Tier 2 vocabulary

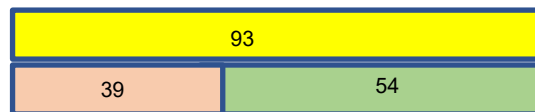
Definition

Sum The result after an addition

Total The result after an addition

Product The result after a multiplication

Section 2



How many different calculations can you write for this bar diagram?

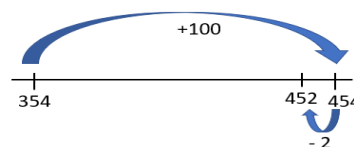
Answer

$$39 + 54 = 93 \quad 93 - 54 = 39 \quad 93 - 39 = 54$$

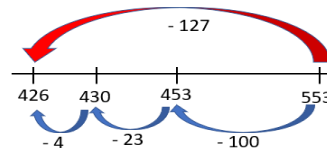
$$93 - 39 - 54 = 0 \quad 54 + 39 = 93$$

Mental strategies

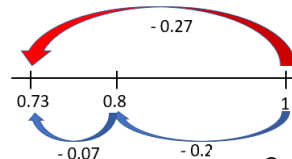
Consider the calculation $354 + 98$



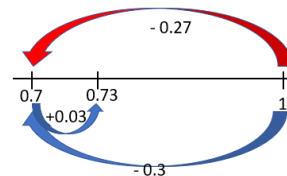
Consider the calculation $553 - 127$



Consider the calculation $1 - 0.27$



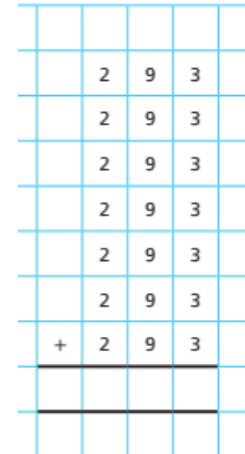
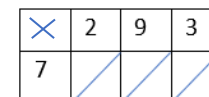
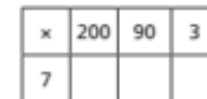
Or a different way...



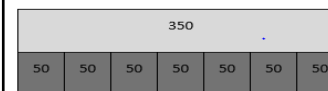
Section 3

Multiplication

Here are three different ways to do the calculation 293×7



Division

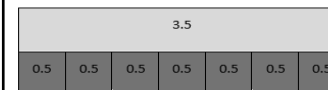


$$350 \div 7 = 50$$

$$50 \times 7 = 350$$

$$35 \div 7 = 5$$

$$5 \times 7 = 35$$

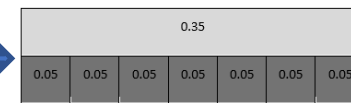


$$3.5 \div 7 = 0.5$$

$$0.5 \times 7 = 3.5$$

$$0.35 \div 7 = 0.05$$

$$0.05 \times 7 = 0.35$$



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Associative	Whatever way the numbers are grouped has no impact on the final answer. Addition and multiplication are both associative. Subtraction and division are not
Commutative	Operators gives the same result whatever the order of the quantities involved. Addition and multiplication are both commutative. Subtraction and division are not
Distributive	The property whereby multiplying the sum of two or more addends by a number will give the same result as multiplying each addend individually by the number and then adding the products together
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Additive identity	An identity is a number such that when another number is combined with it (using a given operation) it does not change that number. So the additive identity is 0. This is the same for subtraction
Addend	$3 + 5 = 8$ both 3 and 5 are addends
Tier 2 vocabulary	
Sum	The result after an addition
Total	The result after an addition
Product	The result after a multiplication

Section 2

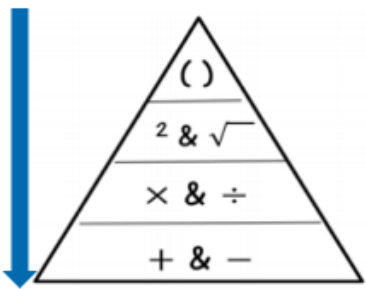
Order of operations

B – brackets

I – indices

D – division
M – multiplication

A – addition
S – subtraction



Examples

$$4 + \underline{5 \times 2} = 4 + 10 = 14$$
$$6 - \underline{56 \div 2} = 6 - 28 = -22$$
$$80 - 2 \times \textcircled{2^2} = 80 - \underline{2 \times 4} = 80 - 8 = 72$$

Section 3

20

558?

Here are some calculations that will find the missing number in this bar model

$20 - 2 \times 5 - 8$ $20 - (8 + 5) - 5$ $20 - 5 - 5 - 8$

A couple of challenges!

How many different values can you make using three 4s? You can use any of the operations and brackets.

$4 \quad 4 \quad 4 = \square$

How many different values can you make using four 3s? You can use any of the operations and brackets.

$3 \quad 3 \quad 3 \quad 3 = \square$



Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Directed number A positive (+) or negative (-) number.

Positive number A number greater than 0.

Negative number A number less than 0.

Zero pair One positive counter and one negative counter cancel out to make 0.

Integer A whole number that can be positive, negative or 0.

Opposite A number the same distance from 0 but on the other side of the number line.

Tier 2 vocabulary

Definition

Represent Show a number using counters or diagrams

Compare Decide which number is greater or smaller.

Calculate Find the answer to a calculation.

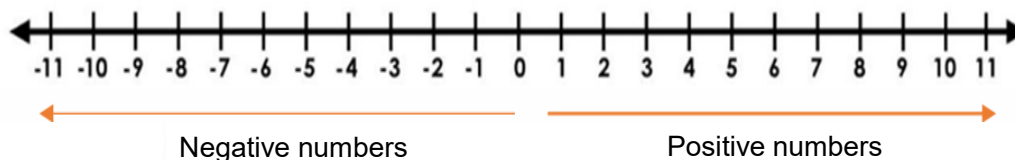
Combine Put two or more groups together to find the total.

Explain Describe the steps you used to find the answer.

Difference How much one number differs from another.

Section 2 and 3

Representing Positive and Negative Numbers

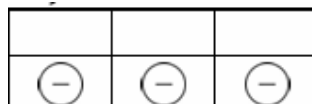


Using double sided counters to help

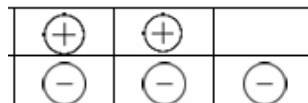
It can be easier to represent addition/subtractions using a table of positive & negative numbers. The key idea to remember is that +1 and -1 make a zero pair, so they add together to make 0. You can add or cancel these when needed.

Example $-3 + 2$

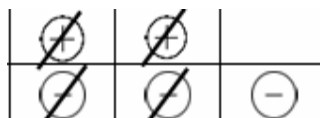
Start with negative 3



Now add two positives



The zero pairs cancel so -1 is our answer



Questions to try

$$5 - 3$$

$$-5 - 3$$

$$5 - -3$$

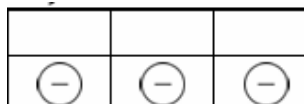
$$3 - 5$$

$$-3 - 5$$

$$-3 - -5$$

Example $-3 - -5$

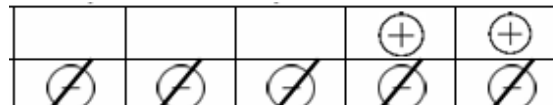
Start with negative 3



We need to take away 5 negatives but there are only 3 negatives. Add two zero pairs so we can.



Now take away 5 negatives so +2 is our answer



Section 1: Key Vocabulary**Tier 3 vocabulary****Definition**

Variable Something which can change e.g. the volume of a liquid.

Independent variable The only variable we change in an experiment.

Dependent variable The variable we measure in an experiment.

Controlled variables Variables which we keep the same so our experiment is a fair test.

Measuring cylinder Used to measure volume of liquids.

Apparatus Equipment used in a Science laboratory e.g. a Bunsen burner

Accurate How close a measurement is to the actual value.

Tier 2 vocabulary**Definition**

Experiment Carrying out practical work to test an idea and collect observations and results.

Observations Things that we can see or measure in an experiment e.g. a colour change or the temperature of a liquid.

Hazard Anything with the potential to cause harm.

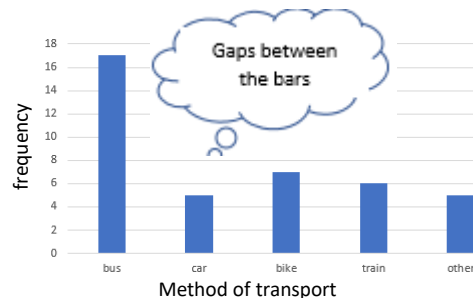
Risk How likely a hazard is to harm someone.

Section 2: New knowledge / skills**Laboratory Rules**

1. Only enter a lab when told to do so by a teacher. Never run or throw things in the lab. Keep your bench and floor area clear, with bags and coats well out of the way.
2. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them; only touch or use equipment and materials when told to do so by a teacher; never remove anything from the lab without permission.
3. Wear eye protection when told to do so and keep it on from the very start until all practical work is finished and cleared away.
4. When using naked flames (e.g., Bunsen or spirit burners or candles), make sure that long hair is tied up and baggy / loose clothing is removed.
5. Always stand up during practical work so you can quickly move out of the way if you need to.
6. Never taste anything or put anything in your mouth in the laboratory.
7. Always wash your hands after handling chemicals, microbes or animal and plant material.
8. If you are burnt or a chemical splashes on your skin, wash the area at once with lots of water. Tell your teacher.
9. Never put waste solids in the sink. Put them in the bin unless your teacher instructs you otherwise.
10. Wipe up small spills and report bigger ones to your teacher.

Bar charts

Working safely

**Section 3: Recording and Presenting data****Results Tables**

Time (s)	Temperature (°C)
10	25
20	28
30	32

Independent variable

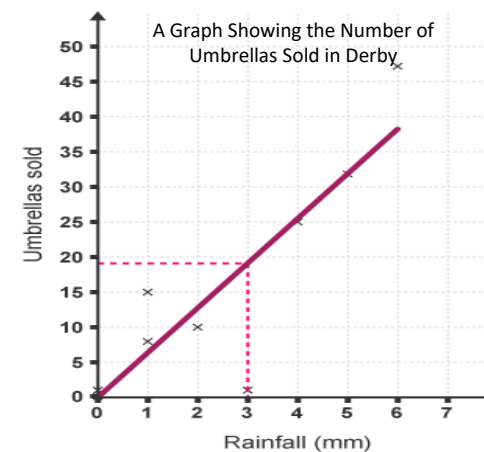
dependent variable

When drawing a results table:

- Use a pencil and ruler to draw the lines
- Write in pen (blue or black)
- Put the units in the headings
- Put the variables in the correct column



Variables

Scatter graphs**When drawing a graph (bar charts or scatter graphs):**

- Use a pencil and ruler to draw the axes and plot the data
- Write labels in pen (blue or black)
- Put units in the labels (if needed)
- Give your graph a title

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Resultant force	Single force which can replace all forces acting on an object and have same effect.
Gravitational field strength (g)	The force from gravity on 1 kg (N/kg).
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.
Thrust	Force from an engine or similar
Tension	Force extending or pulling apart.
Static	Non-contact force from charges
Non-contact force	One that acts without direct contact
Field	The area where other objects feel a force.
Magnetic	Material affected by magnetic fields
Electromagnet	Magnet produced by electric current
Tier 2 vocabulary	Definition
Weight	The force of gravity on an object (N).
Mass	The amount of stuff in an object (kg).
Friction	Force opposing motion, caused by the interaction of surfaces moving over one another. Called 'drag' if one is a fluid.
Substitute	Replacing words with numbers or symbols
Independent variable	The variable in an investigation you will change
Dependent variable	The variable in an investigation that you will measure
Control variables	Variables you need to keep the same to make the test fair (accurate)

Section 2: New Knowledge

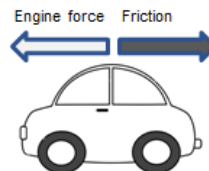
Forces are measured with a **Newton Meter**, in the unit **Newtons (N)**

Forces are represented by arrows, the size and direction of the arrow tells you the size and direction of the force

Balanced forces

(equal and opposite)

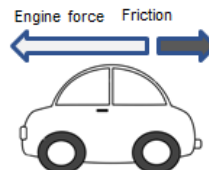
- Stationary
- Constant speed



Unbalanced forces

(unequal or different directions)

- Accelerate
- Decelerate
- Change direction



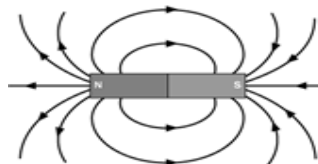
Drag always acts in the opposite direction to which an object is moving. Tries to slow things down.

Streamlining reduces drag, to allow things to move faster.

$$(\text{average}) \text{ speed (m/s)} = \frac{\text{distance (m)}}{\text{time taken (s)}}$$

Magnetic fields around a bar magnet

Opposite poles **Attract**
Like poles **Repel**



Section 3: Skills

Investigative skills

Variables (Something that could change in an investigation)

- **Independent variable** – The one you change/are investigating the effect of
- **Dependent variable** – The one you will measure/your results
- **Control variables** – The variables you need to keep the same in order to make the experiment accurate (fair test)

Planning (Method writing)

Step-by-step numbered **instructions** on how to complete a practical.

If someone could reasonably ask **HOW** from your method it needs more detail
Always include **Repeats** and **average**!

e.g.
Measure the Distance...

HOW?

...using a tape measure

Maths skills

Rearranging equations

1. **List** what you're given and what you need to find (*check units*)
2. Write an **equation** with these things in
3. **Substitute** numbers or symbols in for the words
4. Put into a **triangle**
5. Use a **calculator** to find answer
6. Write **units**
7. **Check** answer



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Physical	What our planet is like, features of the natural world.
Human	Features created by people. How and where people live and earn a living.
Environmental	How humans affect the natural world. This could be positive or negative impacts.
Cartography	The drawing of maps.
Continent	One of several large land masses of the world. (There are 7 main continents).
Country	A nation with its own government.
Four-Figure Grid References	A four-figure grid reference points you towards a particular square on a map. On OS maps these squares represent one square kilometre.
Six-Figure Grid References	A six-figure grid reference points you towards a specific point within a square on a map.
Spot Height	Shows the height of a specific point and is marked on an OS map using a black dot and the number in metres.
Contour Line	A line on a map joining places of equal height above sea level.
Map Key	This shows the reader what the map symbols mean.
Scale	The scale of a map is the ratio of a distance on the map to the corresponding distance on the ground, in real life.
Ordnance survey (OS)	The national mapping agency in the UK. They produce detailed maps of the UK.
Latitude	These lines show how far north or south from the equator a place is located. The line of latitude that divides the Earth into the northern and southern hemisphere is known as the Equator. This is line 0°.
Longitude	These lines show how far east or west from the Prime Meridian a place is located. The Prime Meridian (also known as the Greenwich Meridian) is line 0° and passes through the UK.

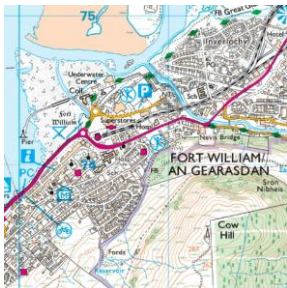
Section 2: New Knowledge

Think like a geographer:

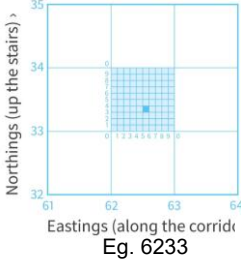
- Where is this place?
- What is it like?
- Why is it like this?
- How is it changing?
- Who is affected by the changes?
- How do I feel about it?



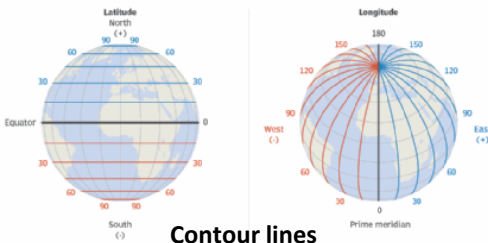
An Example of an OS Map



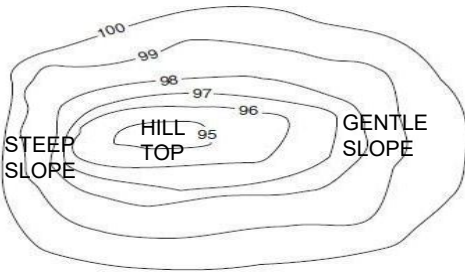
Four and Six Figure Grid References



Latitude and Longitude



Contour lines



An Example of an aerial photograph

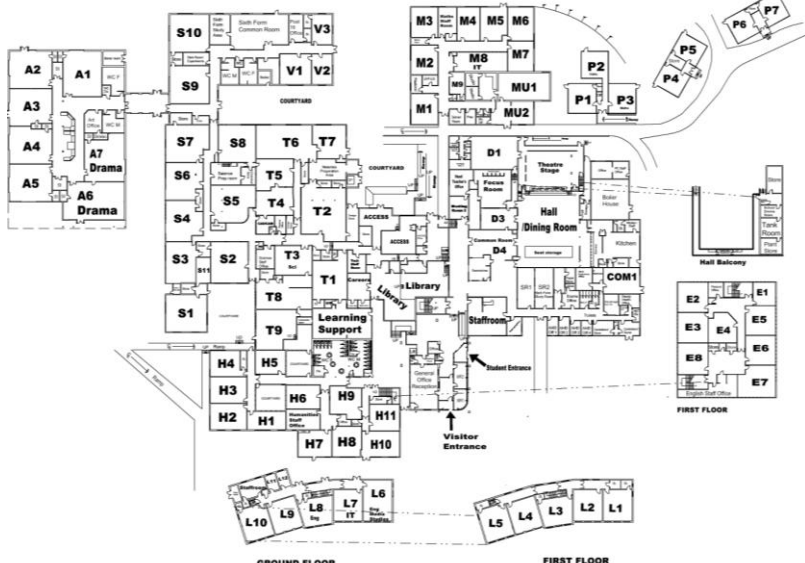


Section 3: Geographical Skills

- Locate and describe places using latitude and longitude
- Demonstrate ability to use OS maps, scale, grid references, height, direction, with aerial photos

Key Vocabulary	
Tier 3 vocabulary	Definition
History	The study of the past, including people, events, societies, and changed that have happened.
Historian	An expert who researches, analyses and writes about the past.
Heritage	The values, traditions, culture, and physical artefacts handed down from previous generations
Sources	Evidence from the time period a historian is studying that can give them information.
Curriculum	The subjects and content taught in a school
Alumni	Former students of the school
Social change	Changes in the way people live, work, and interact over time
Tier 2 vocabulary	
Comprehensive School	Definition
History	The study of experiences of people in the past
Change	When something is different from before. This is not always positive
Continuity	When something is the same as before. This is not always negative.
Local area	The community or district close to where you live.

Map of Belper School Today



Timeline of Belper School

1973- September Belper School Opened as a 13-18 school.

1986- English block was burnt down and rebuilt and the P rooms were added.

1991- Changed from a 13-18 school to an 11-18 school

1999- Went from being open plan to classrooms

2001- Maths block remodelled, reception remodelled and Hall floor filled in.

2002- Humanities remodelled and Sixth Form block built.

2006- Art block built

2010- Languages block built

2013- Hall redone

Why is local history important?

- Connects people to the past, showing how communities have developed over time
- Keeps the stories and experiences of ordinary people relevant
- Helps to explain why local areas have developed in a particular way
- People are able to visit the sites of these histories more easily

Belper School over time





Key Vocabulary

Tier 3 vocabulary

Conquest	Taking control of a country and changing the leadership
Normans	People from Normandy in France
Anglo-Saxons	People already living in England when the Normans invaded
Feudal System	A political structure where land is exchanged for loyalty
Interpretation	A version of history (usually from a historian) created using evidence from the time
Cavalry	Soldiers on horseback
Bayeux Tapestry	A large, woven, timeline created by the Normans to celebrate William's invasion.
Domesday Book	A survey of England and part of Wales created by William I in 1086 to record land ownership and taxes.

Tier 2 vocabulary

King	A male ruler of a country
Baron	An important person who controls sections of land. They have lots of money and power.
Knight	A warrior in the Middle Ages
Peasant	A small-scale farmer who rents land
Rebellion	An organised act of resistance against a ruler

Interpretation

Simon Schama (historian)



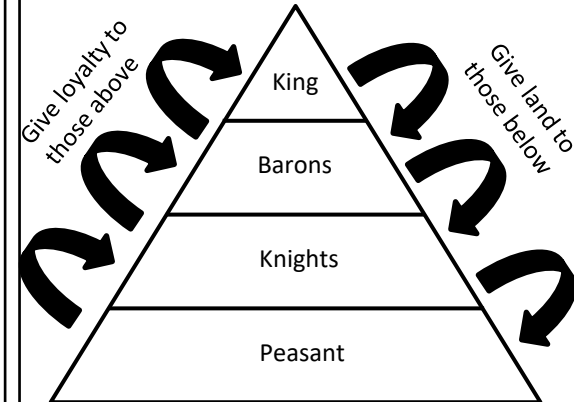
“There are times and places where history comes at you with a rush, violent, decisive and bloody; **a truck-load of trouble**. Wiping out everything that gives you your bearings in the world: law, customs, loyalty and language. And Hastings is one of those places... Here, one kind of England was annihilated and another kind of England set up in its place.”

How did William win the Battle of Hastings?

- Harold Godwinson's army were tired from fighting battles in the North of England (near York)
- William had cavalry, footmen, and archers whereas Harold Godwinson only had footmen
- William's army used a Norman tactic called the 'feigned retreat' where they pretended to run away which tricked the Anglo-Saxons into breaking their shield wall so the Normans could attack.
- It was a muddy day which made it difficult for the Anglo-Saxons to move quickly but the Norman horse could still travel quickly.
- The Bayeux Tapestry shows Harold Godwinson shot in the eye by an arrow. Without a leader, the Anglo-Saxons had lost!

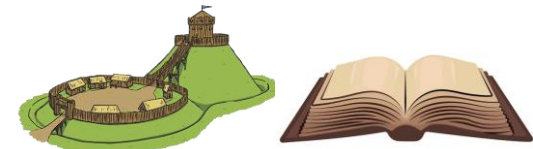


Feudal System



How did William control the people?

- William put Normans in charge of land, using the feudal system (seen above) to ensure loyalty of the people
- William built large castles which loomed over people, showed off his wealth, and provided military defence all over England.
- William changed the Church leaders, to Norman ones and made priests follow stricter rules.
- William responded violently to any rebellions against him. For example, during the Harrying of the North, he: killed people, killed animals, burnt crops and even salted the ground so crops could not grow back!
- He created the Domesday Book which was a large list of everything people owned in England so he could tax and control it.



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Denominations	The different groups within a religion., especially Christianity.
Trinity	Three persons in one God’ - Father, Son and Holy Spirit in Christianity.
Bible	Christian Holy book.
Disciples	Followers - In Christianity Jesus chose 12 disciples.
Commandment	Law from God. Famously Ten Commandments.
Eucharist	Also called Mass, Holy Communion, Divine Liturgy or Lord’s Supper’ the sacrament which re-enacts Jesus’ Last Supper where he shared bread and wine with his disciples.
Gospels	First four books of the New Testament - Matthew, Mark, Luke and John - which tells the story of Jesus’ life.
Parables	Kind of story to help people understand how God wants them to live
Tier 2 vocabulary	Definition
Prophecy	Foretelling or prediction of what will happen (often in symbolic terms).
Messiah	‘The one to come’, the figure Jewish people believe would come to Earth just before the coming of the Kingdom of God at the end of time; Christians believe this is Jesus.
Incarnation	Born as a human.
Nativity	Term given to the combined stories of Jesus’ birth.
Miracles	A good event which is contrary to the laws of nature’ believed by many to be the work of God in this world.

Section 2: New Knowledge
Christianity Around the World. Christianity is the biggest religion in the world. There are 2.3 billion Christians who live in over 240 countries in the world. There are many types of Christians. We call these denominations. Key Beliefs Christianity’s central belief is that God is the Trinity - three -in-one made up of the God the Father, God the Son, and God the Son, and God the Holy Spirit. Christians believe that after we die, we will be judged and sent to heaven or hell. The Bible The Christian holy book is the Bible. This is made up of the Old Testament and the New Testament. The first four books of the New Testament are called the Gospels. These tell us the story of Jesus’ life from the words of Matthew, Mark, Luke and John.

Section 3: New Knowledge
Jesus Christianity is based on the teachings of Jesus. Jesus was Jewish and lived 2000 years ago in Palestine. Jesus had 12 disciples (followers), who he taught and who continued his teaching after he died. The main principles of Jesus’ teaching are based around two ‘Great Commandments) - Love God and love your neighbour. Jesus taught using parables (stories with another meaning) These principles are important guides for the way most Christians live their lives. Worship The Christian place of worship is the church. Very large churches which are the lead church for a diocese and which are the ‘seat’ for a bishop are called cathedrals. The people who attend worship are also call the ‘church’.

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
consonant	a letter which is not a vowel
vowel	the letters 'a,e,i,o,u'
verb (vb)	a word used to describe an action or a state
adjective (adj)	tells more about noun
noun (nf/nm)	is a naming word/ a thing
gender	a French noun is either masculine or feminine
intonation	the rise and fall of the voice
statement	a definite or clear expression of something
pronoun (pron)	a word that is used instead of a noun (I, you, he, she)
conjunction (conj)	a word used to link two words, phrases or clauses together
determiner (det)	e.g. English determiners are 'a', 'the', 'some', 'this', and 'each'.
possessive adjectives	shows who something belongs to, e.g. 'my', 'your'

Questions	Translation
1. tu es...?	are you...?
2. tu as...?	do you have...?
3. il est...?	is he...?
4. elle est...?	is she...?
5. il a...?	does he have...?
6. elle a...?	does she have...?
7. c'est...?	is it...?
8. qui est...?	who is...?
9. qui a ...?	who has...?

Section 2: Grammar		
être to be, being	avoir to have, having	faire to do, doing, to make, making
je suis I am	j'ai I have	je fais I do, make
tu es you are	tu as you have	tu fais you do, make
il est he is	il a he has	il fait he does, makes
elle est she is	elle a she has	elle fait she does, makes
adjectives (gender) In French, when an adjective describes a feminine noun, the adjective's spelling and sometimes its sound change. The most common change is an 'e' on the end of the adjective. (for adjectives not already ending in 'e'.) Je suis petit I am short (m) Je suis petite I am short (f)		
yes/no questions (raised intonation) In French, change a statement into a question by raising your voice at the end: Statement: Elle est malade → She is ill Question: Elle est malade ? → Is she ill?		
using adjectives Many adjectives come after the noun: un ordinateur modern a modern computer un vélo cher an expensive bike		
liaison Normally, the -t in c'est is a Silent Final Consonant (SFC). <i>C'est bon ! C'est triste !</i> Before a vowel, the -t is pronounced. This is called liaison . <i>C'est un vélo cher ! C'est une voiture rapide !</i>		
definite articles Every noun has a gender in French. Grammatical gender is not the same as biological gender. There are 4 ways to say 'the' in French: le (m) , la (f), les (pl) and l' before a noun which starts with a vowel.		
indefinite articles They are the words for 'a' and 'an'. un (m) une (f) un and une also mean 'one' e.g. une idée means ' an idea ' and ' one idea '.		
A a	F eff	K kah
B bay	G jay	L el
C say	H ash	M em
D day	I ee	N en
E euh	J gee	O oh
P pay	Q koo	S ess
U oo	X eeks	W doubli-vay
V vay	Y ee-grek	Z zed
L'alphabet français		

Section 3: WAGOLL & phonics
Un dialogue — Bonjour ! — Bonjour ! Je suis une fille. Et toi ? — Je suis un garçon. Tu es anglaise ou française ? — Je suis anglaise et toi ? — Je suis français. Tu as un ami ? — Oui, j'ai un ami. Il est petit mais amusant. — Moi, j'ai un chien. Il est petit et sympa. — Tu fais quoi ? — Je lis un livre et j'écris une phrase. Et toi ? — J'écoute un chanteur. Il est drôle. — Tu fais les devoirs ? — Oui, mais c'est triste. — Au revoir ! — Au revoir ! Merci !



French phonics			
SFC	Silent Final Consonant like ballet	u	No equivalent in English Tiny mouth 'oo'
a	like cat	ou	like moon
i	like seed	SFE	Silent Final E like petite
eu	like mother	é (er/ez)	like café/ foyer rendez-vous
e	like mother	ain/in	a bit like ban in English nasal sound
au/eau	like go	è/ê	like bed/get

Y7 French Autumn 1 week 1		
<i>vb</i>	être	to be / being
<i>vb</i>	je suis	I am
<i>vb</i>	tu es	you are
<i>vb</i>	écouter	to listen, listening
<i>vb</i>	écrire	to write, writing
<i>vb</i>	lire	to read, reading
<i>vb</i>	parler	to speak, speaking
<i>pron</i>	je	I
<i>pron</i>	tu	You
<i>adj</i>	anglais(e)	English (m/f)
<i>adj</i>	français(e)	French (m/f)
<i>adj</i>	grand(e)	tall (m/f)
<i>adj</i>	petit(e)	short (m/f)
<i>conj</i>	et	and
	au revoir	goodbye
	bonjour	hello
Autumn 1 week 2		
<i>vb</i>	il est	he is
<i>vb</i>	elle est	she is
<i>pron</i>	il	he
<i>pron</i>	elle	she
<i>adj</i>	amusant(e)	funny (m/f)
<i>adj</i>	calme	calm, quiet
<i>adj</i>	content(e)	glad, pleased (m/f)
<i>adj</i>	intelligent(e)	intelligent (m/f)
<i>adj</i>	malade	ill
<i>adj</i>	méchant(e)	mean (m/f)
<i>adj</i>	triste	sad
<i>Conj</i>	mais	but

<i>conj</i>	ou	Or
	merci	thank you

Autumn 1 week 3

<i>vb</i>	avoir	to have, having
<i>vb</i>	j'ai	I have
<i>vb</i>	il a	he has
<i>vb</i>	elle a	she has
<i>pron</i>	ce / c'	this, that
<i>pron</i>	qui ?	who
<i>nm</i>	un animal	an animal, a pet
<i>nf</i>	une chambre	a bedroom
<i>nm</i>	un chien	a dog
<i>nf</i>	une chose	a thing
<i>nf</i>	une idée	an idea
<i>nm</i>	un portable	a mobile phone
<i>nf</i>	une règle	a ruler
<i>adj</i>	bon	good (m)
<i>det</i>	un	a / an (masculine nouns)
<i>det</i>	une	a / an (feminine nouns)

Autumn 1 week 4

	tu as	you have
	un livre	a book
	un ordinateur	a computer
	un vélo	a bike, a bicycle
	une voiture	a car
	cher / chère	expensive (m/f)
	moderne	modern
	rapide	fast, quick
	voici	here is
	oui	yes

	non	no
	comment ça s'écrit ?	how do you spell it?

Autumn 1 week 5

<i>nf</i>	il	he, it
<i>nm</i>	elle	she, it
<i>nf</i>	un ami	a friend (m)
<i>nm</i>	une amie	a friend (f)
<i>nf</i>	un chanteur	a singer (m)
<i>nf</i>	une chanteuse	a singer (f)
<i>nm</i>	un professeur	a teacher (m)
<i>nf</i>	une professeuse	a teacher (f)
<i>nf</i>	une femme	a woman
<i>nm</i>	un homme	a man
<i>adj</i>	drôle	funny
<i>adj</i>	intéressant(e)	interesting (m/f)
<i>adj</i>	sympa, sympathique	nice
	vrai	true
	faux	false

Autumn 1 week 6

<i>nm</i>	l'acteur (m)	actor (m)
<i>nf</i>	l'actrice (f)	actor (f)
<i>nm</i>	l'anglais (m)	English language
<i>nm</i>	le français (m)	French language
<i>nf</i>	la fille	girl
<i>nm</i>	le garçon	boy
<i>nm</i>	le médecin	doctor (m)
<i>nf</i>	la médecin	doctor (f)
<i>nm</i>	le mot	word
<i>nf</i>	la personne	person
<i>nf</i>	la phrase	sentence

<i>det</i>	le	the (m)
<i>det</i>	la	the (f)
<i>det</i>	les	the (pl)
<i>prep</i>	en	in
Autumn 1 week 7		
<i>vb</i>	faire	to do, make / doing, making
<i>vb</i>	je fais	I do, I make / I am doing, I am making
<i>vb</i>	tu fais	you do, you make / you are doing, you are making
<i>vb</i>	il fait	he does, he makes / he is doing, he is making
<i>vb</i>	elle fait	she does, she makes / she is doing, she is making
<i>pron</i>	ça	that
<i>nf</i>	l'activité (f)	activity
<i>npl</i>	les courses (fpl)	food shopping
<i>nf</i>	la cuisine	cooking
<i>nmpl</i>	les devoirs (mpl)	homework
<i>nm</i>	le lit	bed
<i>nm</i>	le ménage	housework
<i>nm</i>	le modèle	model
	quoi ?	what?



Quizlet links for revision

Section 1: Key Vocabulary/Questions		Section 2: Grammar		Section 3: WAGOLL & phonics	
Tier 3 vocabulary	Definition	Verb SEIN [to be, being] ich binI am du bistyou are er/sie/es isthe/she/it is Verb HABEN [to have, having] ich habeI live du hastyou live er/sie hathe/she has		Ein Dialog A: Guten Tag, wie geht’s? B: Hallo. Mir geht's gut, und dir? A: Auch gut. Wo ist das Heft? B: Es ist auf dem Tisch. A: Danke! Wo ist der Mann? B: Er ist in der Klasse. A: Ist das Fenster offen? B: Ja, das Fenster ist offen. A: Was ist auf der Tafel? B: Ein Beispiel, aber es ist falsch. A: Oh, was ist richtig? B: Das Erste ist richtig. A: Wie schreibt man „Paar“? B: „P-A-A-R“. A: Danke! Was ist deine Lieblingsfarbe? B: Blau. Und deine? A: Rot ist meine Lieblingsfarbe.	
Definite article	Different forms of the singular ‘the’: ‘der’(m), ‘die’(f), ‘das’(n)	Nouns and definite articles All German nouns start with a capital letter, wherever they are in the sentence. Every noun has a gender in German. Grammatical gender is not the same as biological gender. There are 3 ways to say ‘the’ in German: der (masculine) die (feminine) das (neuter)			
Indefinite article	A or an in English, ein (masculine and neuter) and eine (feminine) in German				
Noun (n)	A naming word, in German they start with a capital letter				
Gender	A German noun is either masculine, feminine or neuter (nm, nf and nnt)				
Phonics	How sounds and letters relate to each other	Indefinite articles They are the words for ‘a’ and ‘an’. ein (masculine) eine (feminine) ein (neuter)			
Verb (vb)	A word used to describe an action or a state	Ein and eine also mean ‘one’ e.g. ein Tische means ‘a table’ and ‘one table’.			
Adjective	Tells more about a noun	Negation : nicht, kein, keine, kein ★ To say ‘not’ with <u>adjectives</u>, use ‘nicht’. Das ist rot. That is red. Das ist nicht rot. That is not red. ★ To say ‘not a’ with <u>nouns</u>, use ‘kein’ ‘kein’ works like ‘ein’ and matches the gender of the noun. Das ist kein Ding. That is not a thing. Das ist keine Forme. That is not a shape.		German phonics German vowels can be short or long. Vowels are short when followed by more than one consonant, e.g., <u>M</u>ann, <u>G</u>ast. Vowels are long when: • there is a double vowel, e.g., <u>P</u>aar, • or when followed by the letter ‘h’, e.g., <u>f</u>ahren, • or by a single consonant, e.g., <u>s</u>agen. NB: German final ‘e’ is not silent, but very short, e.g., dank<u>e</u>, Klass<u>e</u>.	
Present tense	Used when something is happening now or when something happens regularly	Definite articles: Row 2 (accusative) den = ‘the’ after a verb After a verb the <u>masculine</u> word for ‘the’ changes: Niko hat den Tisch. ★ This change happens after <u>most</u> verbs but <u>not</u> SEIN / ist (BE) / is).			a fahren danke ie sie
Determiner (det)	Are words for a person, place, thing or idea	Indefinite articles : Row 2 (accusative) einen = ‘a’ after a verb As you know, German has <u>three</u> words for ‘a’: Niko hat einen Tisch. Niko hat einen Rucksack. Only the masculine changes. Feminine and neuter words for ‘a’ stay the same! ★ This change happens after <u>most</u> verbs but <u>not</u> SEIN / ist (BE) / is).			e sehen Bette o Woche Montag
Questions	Translation				ei ein i Kirche bitte
1. Wo ist...?	Where is...?				z zehn ü grün
2. Was ist...?	What is...?			w was? ä spät	
3. Ist das klar?	Is that clear?				
4. Wie geht’s?	How’s it going?				
5. Wie sagt man...?	How do you say?				
6. Wie schreibt man...?	How do you write?				
7. Wer?	Who?				
8. Nicht wahr?	Isn’t it?				

Y7 German Autumn 1 week 1		
<i>vb</i>	sein	to be, being
<i>vb</i>	ist	is (BE)
<i>pron</i>	wo?	where?
<i>nnt</i>	das Fenster	window
<i>nf</i>	die Flasche	bottle
<i>nnt</i>	das Heft	exercise book
<i>nf</i>	die Tafel	board
<i>nm</i>	der Tisch	table
<i>adv</i>	da	there
<i>adv</i>	hier	here
<i>det</i>	der	the (m)
<i>det</i>	die	the (f)
<i>det</i>	das	the (nt)
	Hallo	Hello
	Tschüs	Bye
Autumn 1 week 2		
<i>vb</i>	sagen	to say, tell
<i>vb</i>	sagt	says, tells
<i>pron</i>	was?	what?
<i>nf</i>	die Klasse	class
<i>nnt</i>	das Paar	pair
<i>nm</i>	der Mann	man
<i>nm</i>	der Tag	day
<i>adj</i>	richtig	right, correct
<i>adj</i>	falsch	false
<i>conj</i>	oder	or
	nein	no
	ja	yes
	nicht	not
	Ist das klar?	Is that clear?

Autumn 1 week 3		
<i>vb</i>	ich bin	I am (BE)
<i>nnt</i>	das Ding	thing
<i>nf</i>	die Form	form, shape
<i>nm</i>	der Mensch	human being
<i>adj</i>	blau	blue
<i>adj</i>	gelb	yellow
<i>adj</i>	groß	big, large
<i>adj</i>	gut	good
<i>adj</i>	klein	small
<i>adj</i>	rot	red
<i>adv</i>	wie?	how?
<i>conj</i>	und	and
<i>det</i>	ein	a, an (m, nt)
<i>det</i>	eine	a, an (f)
	bitte	please
	danke	thanks
	Wie geht's?	How is it going?
Autumn 1 week 4		
<i>vb</i>	du bist	you are
<i>vb</i>	wissen	to know, knowing
<i>pron</i>	du	you
<i>pron</i>	kein	no
<i>nf</i>	die Farbe	colour
<i>nf</i>	die Nummer	number
<i>nm</i>	der Ort	place
<i>nnt</i>	das Tier	animal
<i>conj</i>	aber	but
	ich weiß nicht	I don't know

wie sagt man...? how do you say...?		
wie schreibt man...? how do you write..?		
Autumn 1 week 5		
<i>vb</i>	haben	to have, having
<i>vb</i>	hat	has (HAVE)
<i>pron</i>	er	he
<i>pron</i>	sie	she
<i>pron</i>	wer?	who?
<i>nm</i>	der Freund	friend
<i>nm</i>	der Fußball	football
<i>nnt</i>	das Haus	house
<i>nnt</i>	das Haustier	pet
<i>nm</i>	der Lehrer	male teacher
<i>nnt</i>	das Wasser	water
<i>nf</i>	die Welt	world
<i>nnt</i>	das Wort	word
<i>adj</i>	wahr	true
	nicht wahr?	Isn't it?
Autumn 1 week 6		
<i>vb</i>	ich habe	I have
<i>vb</i>	du hast	you have
<i>nnt</i>	das Beispiel	example
<i>nm</i>	der Erste	the first one (m)
<i>nf</i>	die Erste	the first one (f)
<i>nnt</i>	das Erste	the first one (nt)
<i>nf</i>	die Frage	question
<i>nf</i>	die Frau	woman, Mrs.
<i>nm</i>	der Grund	reason, basis
<i>nf</i>	die Hand	hand
<i>nm</i>	der Herr	Mr., man

<i>nnt</i>	das Problem	problem
<i>nf</i>	die Schule	school
Autumn 1 week 7		
<i>nf</i>	die Band	band
<i>nnt</i>	das Buch	book
<i>nm</i>	der Film	film
<i>nf</i>	die Lehrerin	female teacher
<i>nnt</i>	das Lied	song
<i>nm</i>	der Sänger	male singer
<i>nf</i>	die Sängerin	female singer
<i>nnt</i>	Liebungs-	favourite..
<i>adv</i>	leider	unfortunately

das Alphabet		
A <i>ah</i>	J <i>yot</i>	S <i>ess</i>
B <i>bay</i>	K <i>kaa</i>	T <i>tay</i>
C <i>tsay</i>	L <i>ell</i>	U <i>ooo</i>
D <i>day</i>	M <i>emm</i>	V <i>fow</i>
E <i>ay</i>	N <i>enn</i>	W <i>vay</i>
F <i>eff</i>	O <i>oh</i>	X <i>eeeks</i>
G <i>gay</i>	P <i>pay</i>	Y <i>upsilon</i>
H <i>haa</i>	Q <i>koo</i>	Z <i>tsett</i>
I <i>ee</i>	R <i>airr</i>	



Quizlet links for
revision

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Computer Network	A collection of computers and other digital devices that are connected together.
Acceptable Use Policy	The rules that govern how a computer network should be used.
Log in	Logging in proves the identity of the user so that they can be given access to their own files and programs.
Username	A unique ID given to a user to enable them to log in to a computer network, an email system and a VLE.
Password	A string of characters a user needs to enter to enable them to log in to a computer network.
VLE - Virtual Learning Environment	An online system that stores learning resources such as documents, presentations, video and audio files.
World Wide Web	a system of interconnected documents and resources, like websites and videos, that are accessible through the internet.
The Internet	A global network that connects computers across the world so that they can communicate with one another.
Cloud Computing	Data is stored online and software is used via an internet browser, rather than being stored locally on a computer's hard drive.

Tier 2 vocabulary	
	Definition
Digital wellbeing	Having a healthy relationship with technology.
Online Safety	The ability to recognise & understand the risks of navigating the internet

Section 2: New Knowledge/Skills – Accessing Microsoft Teams

At school, your lesson resources can be located on the school's VLE. This is called Microsoft Teams.

Logging into Microsoft Teams

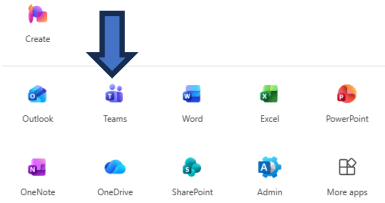
The easiest way to access Microsoft Teams is via your school email. Just type "Microsoft Outlook login" in using a search engine, or type in the URL directly to the address bar which is, www.outlook.com

Type in your school email address and password in the username and password field. A reminder that your username is in the format 1XXXX@belperschool.co.uk

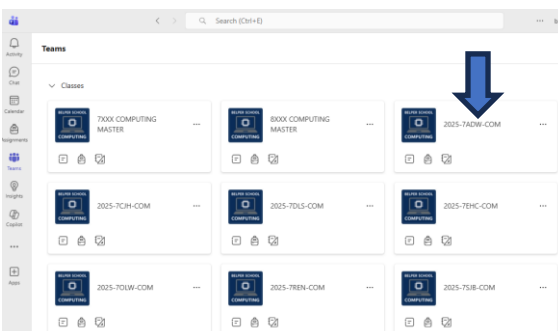
Once you have logged in, find the icon in the top corner with 9 blue circles see below).



Click on the icon to access it. On the next menu choose Teams.



This will launch the Teams console. Choose the subject you wish to access by clicking on the class.



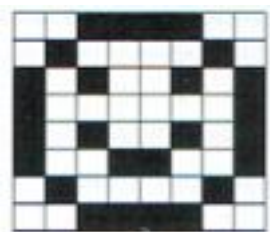
Section 3: Other subject specific things

Choosing a strong password

You should also choose a strong password. There are three elements that help to increase the strength of a password:

- length - longer passwords of at least eight characters are more secure.
- range of characters used - a password containing a mixture of upper and lower case letters, numbers and symbols is more secure.
- randomness - passwords that not contain words people can guess are more secure.

You should also make sure you choose a password that you will remember.



Cloud Computing

When using cloud computing, data and software files are stored on a server. Server farms or data centres are located all around the world so you do not know where your data is physically being saved when you store it to the cloud.

Advantages

- Data is backed up automatically.
- Documents and files can be used on any computer with an internet connection.
- The software is updated online so you are always on the latest version.
- Documents and files can be shared easily with other users.

Disadvantages

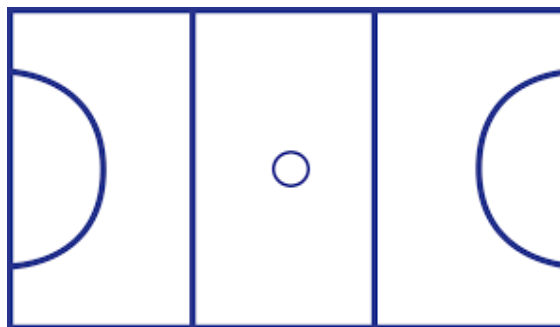
- You need an internet connection to access your files.
- Cloud based software does not usually have as many features as downloadable software.
- Free storage is limited.
- Subscriptions can be expensive.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Footwork	Taking the appropriate number of steps in court games when you have the ball.
Pivot	Turning on the ball of a foot to face another direction and find a pass.
Marking	Staying close to an opposition player to prevent them from finding space or passing/receiving the ball.
Dodging	A way of sending a defender the wrong way in order to create space.
Dribble	Used in some invasion games to move with the ball (if allowed)
Signalling	Gesturing or using hand signals to indicate where a team mate should play the ball and where you intend to move to.
Turnover	Giving possession of the ball away to the opposing team.
Tackle	Attempting to win the ball back from the opposition or prevent them from making further progress.
Tier 2 Vocabulary	
Court	Definition
Court	An indoor or outdoor hard playing surface used for some invasion games.
Pitch	Normally an outdoor playing surface (artificial or natural) used for some invasion games.
Team	A group of players working together to achieve the same objective.
Passing	Sending the ball to a team mate.
Shooting	Attempting to score in an invasion game.

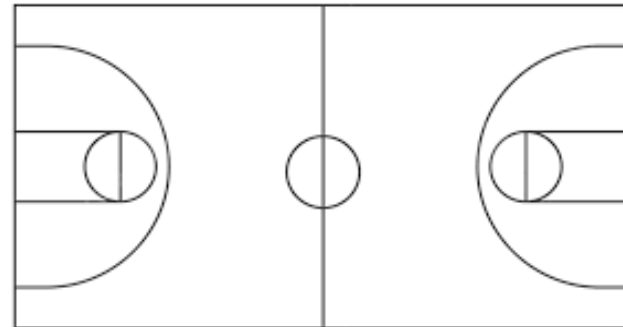
Section 2: Court Based Invasion Games

In all invasion games the object is to invade the territory or space occupied by the other team to move closer to their end of the court or pitch in order to gain a scoring opportunity. Court based games are played at high speeds with small teams.

Netball Court



Basketball Court

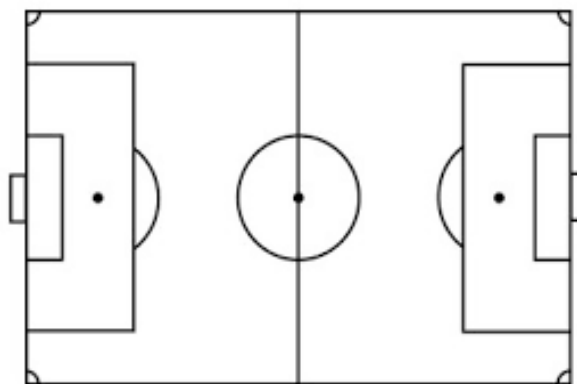


A netball court is divided into thirds with a scoring zone marked at either end by a semi-circle. In netball you can only go in certain zones depending on your position. The dividing lines on the court are used to enforce this. The basketball court is divided into halves with a semi-circle at either end denoting the 3-point line. There is also a 'key' and a free throw line.

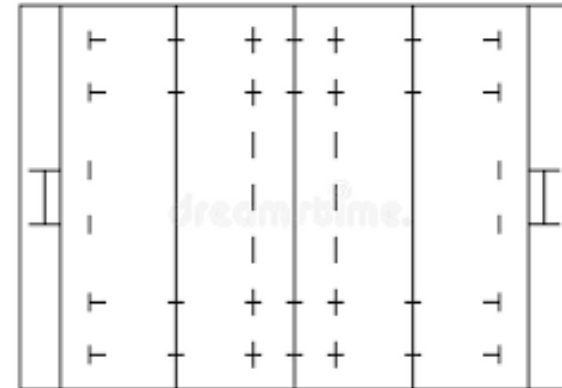
Section 3: Field/Pitch Based Invasion Games

Just like court games, the object is to gain territory by moving into the oppositions space when in possession of the ball. This creates easier scoring opportunities making it more likely you will win. These types of games are played at a slower pace than court games and with larger teams.

Football Pitch



Rugby Pitch



A football pitch is divided into halves with a large penalty box at either end in addition to markings for goal kicks, penalties and centre kicks. The rugby pitch was originally derived from a football pitch and is split into halves as well as there being additional markings at various distances from the halfway line as well as a goal line and a dead ball line just beyond it.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Stroke	A style of swimming.
Front Crawl	Also known as 'freestyle'. A fast swimming stroke on the front.
Breaststroke	A style of swimming on the front.
Back Stroke	A style of swimming stroke on the back.
Fitness Test	A method used to evaluate a component of fitness.
Fitness Training	A method used to improve or maintain a component of fitness.
Component of Fitness	One of the 11 factors that impact on your overall fitness.
Tier 2 Vocabulary	Definition
Fitness	Your ability to meet the demands of the environment.
Breathing Technique	Used in swimming to control breathing in the different strokes.
Procedure	Doing something in the correct order and following the instructions to get it right and be able to repeat it.
Valid	If we follow the correct procedure our test results should be accurate.
Pull	The arm action in swimming strokes involves us pulling against the water.
Kick	The kicking technique in swimming strokes is used to push the body along in the water.

Section 2: Swimming Strokes & Technique

Each stroke in swimming has a specific technique to learn, this includes arm action, leg action, body position, head position and breathing action.

Front Crawl



Stretching out in front followed by a strong pull with the arms alternating and a continuous straight leg kick and breathing to the side, the front crawl is the fastest stroke.



Breaststroke

Both arms stretch out in front before pulling together, combined with a side kick and glide phase. The breathing takes place during the arm pull.

Backstroke



The arms pull continuously with one taking over and entering the water as the other one leaves and a continuous leg kick.

Section 3: Components of Fitness & Fitness Testing

Components of Fitness

Your fitness is made up of 11 different components, each of which can influence what you are good at or what you might find more challenging. Certain sports or activities may require you to have particular components of fitness to be successful.

11 Components of Fitness

- 1 Cardiovascular Endurance** 
- 2 Strength** 
- 3 Muscular Endurance** 
- 4 Flexibility** 
- 5 Speed** 
- 6 Power** 
- 7 Agility** 
- 8 Balance** 
- 9 Co-ordination** 
- 10 Reaction Time** 
- 11 Body Composition** 

Fitness Testing

Before we can begin to think about training, we must first assess our fitness. To do this we can carry out fitness testing. When we do a fitness test we must follow the correct procedure for it to be valid and useful. Fitness tests can be used to assess each individual component of fitness and give us an idea about where we can make improvements. This is because we can compare our results to people who have done the testing in the past and analyse ourselves to that by looking at data.

Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Points of Balance	The parts of the body in contact with the ground or apparatus.
Serve or Service	Used at the beginning of a point being played in a net game.
TEC	Tension, extension and control, used in gymnastics balances.
Aesthetically Pleasing	Something that is good to look at and high quality.
Singles	Net games played as 1 vs 1.
Doubles	Net games played as 2 vs 2.
Resistance	Exercising muscles against an opposing force, such as a free weight.
Tier 2 Vocabulary	Definition
Balance	The ability to hold your centre of mass within your base of support.
Travel or Transitional Movements	Gymnastic actions used to move around a space.
Bat or Paddle	Used to play table tennis.
Racket	Used to play badminton.
Shuttlecock	The object being hit in badminton.
Sequence	A series of gymnastic movements that take place in order, one after the other.

Section 2: Gymnastics Floor Work

Balances

A balance should be held for a minimum of 3 seconds, should be aesthetically pleasing and demonstrate tension, extension and control.

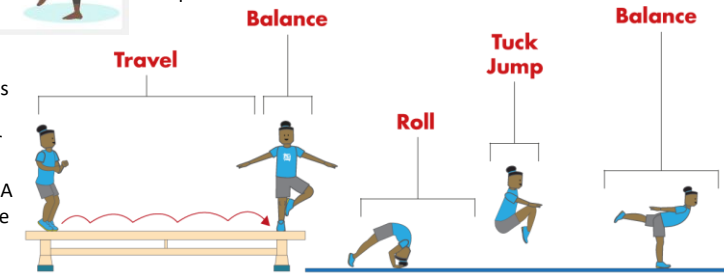
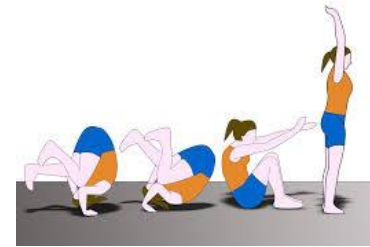


Sequences

In a sequence we link together a series of gymnastic movements together in order. A sequence normally begins with a starting position followed by a transitional movement that allows you to travel into a balance, further transitional movements are then used to travel between further balances before finishing with a finishing position. A good sequence will contain a range of balances and include changes in speed, level and direction across the whole available space.

Travel

Travel, or transitional movements allow us to move between spaces in gymnastics. Movements should be aesthetically pleasing and can include rolls, turns, jumps and leaps.



Section 3: Net Games

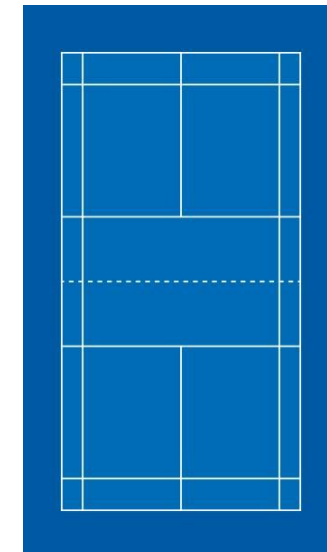
All net games are played over a net that divides the playing area into 2 parts. Net games can be played as singles, doubles or even in teams.

Table Tennis Table



Table Tennis is played on a table with a net dividing the table in half. The centre line marked down the length of the table is only used in doubles. Table Tennis is a very fast game played with a bat and a small ball.

Badminton Court



Badminton is played on a court, with lines showing the service boxes as well as the tram lines and baselines, which vary according to singles or doubles. You use a racket and a shuttlecock in badminton.

Section 1: Key Vocabulary

Tier 3 vocabulary

Definition

Analysis

Studying an artwork to understand how it was made and its creator's intentions.

Medium (plural: media)

The materials used to make art, e.g. pencil on paper, oils on canvas

Post-impressionism

A French artistic movement that followed impressionism, roughly spanning 1886-1905.

Rhinoceros

A member of one of five species of large, powerful, thick skinned mammals, native to parts of Africa and Asia.

Technique

The particular skill or set of skills used to produce an effect.

Woodcut

A relief printing technique in which a design is cut into a flat wooden block.

Tier 2 vocabulary

Definition

Albrecht Dürer

A German painter and printmaker, 1471-1528

Reed pen

A writing and drawing tool made from a shaped section of reed (hollow plant stem).

Stroke

A single movement of a pencil or other tool that makes a single mark.

Texture

How a surface feels, or in a drawing how it looks like it would feel, e.g. rough, smooth, bumpy.

Tone

How light or dark a part of an artwork is.

Tonal range

A continuous range of tones from the lightest to darkest value.

Vincent Van Gogh

A Dutch post-impressionist painter, 1853-1890

Section 2: Dürer's Rhinoceros

In the mid 16th Century, the king of Portugal was gifted a live rhinoceros, an animal unseen in Europe at that time.

A description of the rhinoceros soon reached Nuremberg, presumably with sketches, from which Dürer prepared a drawing and woodcut.

No rhinoceros had been seen in Europe for over 1000 years, so Dürer had to work solely from these reports. He has covered the creature's legs with scales and the body with hard, patterned plates. Perhaps these features interpret lost sketches, or even the text, which states, '[The rhinoceros] has the colour of a speckled tortoise and it is covered with thick scales'.

So convincing was Dürer's fanciful creation that for the next 300 years European illustrators borrowed from his woodcut, even after they had seen living rhinoceroses without plates and scales.
bit.ly/badrhino



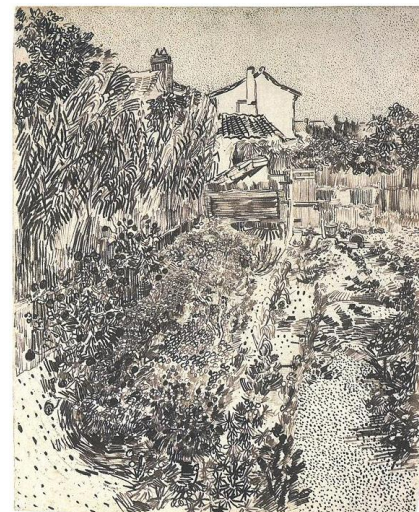
Looking closer

Use the link on this page to view the rhino online. You can zoom in to the image to see the image close up. Compare Dürer's rhino with a photo of an Indian rhino. bit.ly/bsadrhino

How many different textures can you see on Dürer's rhino?

What differences can you see between Dürer's rhino and the photo of an Indian Rhino?

Section 3: A Garden with Flowers



bit.ly/gardenbad

Vincent van Gogh
 Drawing, reed pen and ink
 Arles: August, 1888

To help you better understand this drawing and other works of art you can use these questions.

Who is this picture by and when was it made?

What part of the image do you notice first?

Can you name any of the marks used?

What time of year do you think it is?

What part of the world do you think this could be?

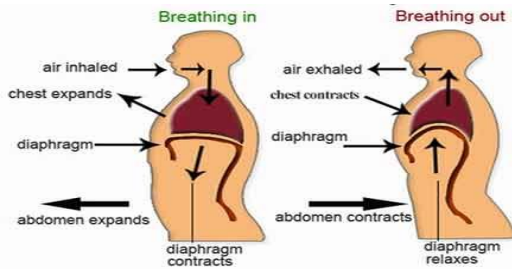
If this picture were in colour, what colours do you think would be used?

What does it make you feel?

Describe the sounds that you might hear if you were in this picture.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Pulse	A regular beat that is felt throughout the music.
Time Signature	A time signature tells us how many beats (and what type of beats) there are in each bar of music.
Projection	The strength at which we speak or sing.
Polyrhythm	The use of several rhythms performed simultaneously.
Tempo	The speed of piece of music – fast/slow.
Diaphragm	The muscle that supports our breath and singing
Harmony	The notes within the chord

Tier 2 vocabulary	Definition
Duration	The length of a sound – long/short.
Structure	The organisation of sound or how sounds are ordered.
Warm Up	The activity in preparing your body and voice for singing.
Rhythm	A series of sounds or notes of different lengths that create a pattern.

Section 2: New Knowledge/Skills
When we use our voices, we need ensure that we are fully warmed up. Like with exercise when we sing, we are using muscles within our body, and these can strain if used without warming up. Vocal warmups  Diaphragm When we breathe, our diaphragm, which is a sheet of muscle below our ribs expands (our belly moves out). When we exhale our diaphragm supports out breath. Place you hand on your stomach and cough – you should be able to feel your diaphragm contract.  Different types of songs Unison – songs sung together, all doing the same. A Capella – songs without accompaniment. Harmony – songs sung together but in different sections (on different notes). Rounds – songs sung together but starting at different times. Mash-Ups – Where multiple songs are sung at the same time.

Section 3

Rhythm

Kodály Rhythm Method

	Ta _ _ _
	Two _
	Ta
	Te
	Te-te
	Tecka-tecka
	Three _ _
	Tay
	Tim-ka
	Tri-cy-cle

Time Signatures

Top Number = **how many beats**

Bottom Numbers = **Type of beat**

4/4 = **FOUR CROTCHET** beats per BAR

Bottom Numbers:

2 = Minim 4 = Crotchet 8 = Quaver

Ostinato

This is a repeated pattern in music. Rhythmic ostinato patterns, are patterns of rhythm that loop and repeat during the piece of music.

Ollie Tunmer – Body Beats

28

Section 1: Key Vocabulary

Tier 3 vocabulary Definition

Greek Chorus	The chorus in Classical Greek drama was a group of actors who described and commented upon the main action of a play with song, dance, and recitation.
Synchronised Movement	Synchronized movement is when a group of performers move in unison. The audience is unable to tell who is leading the movements.
Narration	Narration is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.
Canon	Canon is a technique that requires performers to take it in turns to perform a movement that is then identically copied and performed by others.
Vocal Layering	Layering voices, overlapping sounds and words to create texture, interest and depth.
Still Image	This is a frozen picture which communicates meaning. It can provide insight into character relationships with a clear focus upon use of space, levels, body language and facial expression.

Tier 2 vocabulary Definition

Democracy	The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.
Repetition	Repeating a spoken word or movement multiple times.

Section 2: Group Work Skills

Practical drama is, in its very essence, a collaborative activity. Working with others can lead to greater tolerance, empathy and inclusion. Students are more able to work independently of the teacher when in groups, where they can learn from and support each other while working towards a shared goal. Leadership skills can be developed as students take responsibility for different aspects of the shared work.

In Drama we succeed TOGETHER.



A Greek Chorus works as ONE.

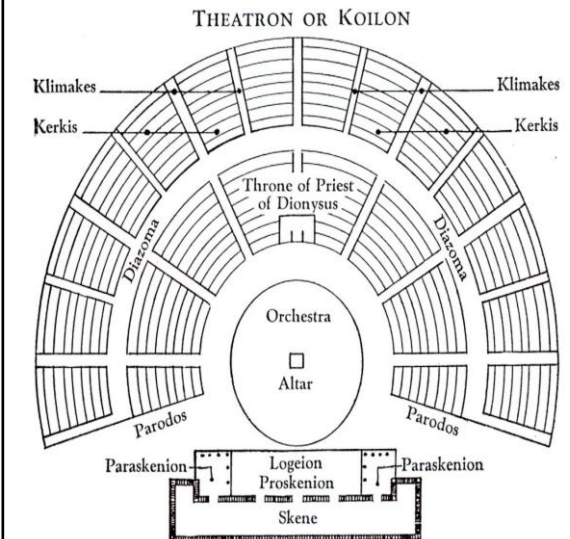


The battle of the Greek tragedies.

Section 3: Ancient Greece

Demos = power, Kratos = people.

The word "democracy" translates to "power of the people." Athens incorporated the first democratic government. Every citizen could have a say in the actions of the government, so long as they were a male over 18 with parents who were citizens. You could not be a woman, foreigner, or slave. For a society that promoted democracy for all, Ancient Greece was inconsistent that it had a slavery class. Every household that could afford it used slaves to help with chores. Slaves were also used in factories and mines, as well as on farms and ships. These hard labour slaves had a much shorter lifespan than household slaves.



Theatre

Definition: a building, part of a building, or outdoor area for housing dramatic presentations, stage entertainments, or motion-picture shows

Greek Word: *theasthai*

Greek Meaning: to behold

Fun Facts: theatrical festivals played an important role in Greek social life. There were theatres that had a capacity of up to 30,000 people. The seating was usually set on a natural slope and this has created a legacy which continues till today, as most current day theatres also have a sloped seating. Interestingly, the word *theasthai* further evolved into the word *theatron*, which meant 'a place for viewing'.

Section 3: Other subject specific things

Bacteria grow really rapidly at room temperature and body temperature. Remember to store perishable food in the refrigerator between 1-5°C

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

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

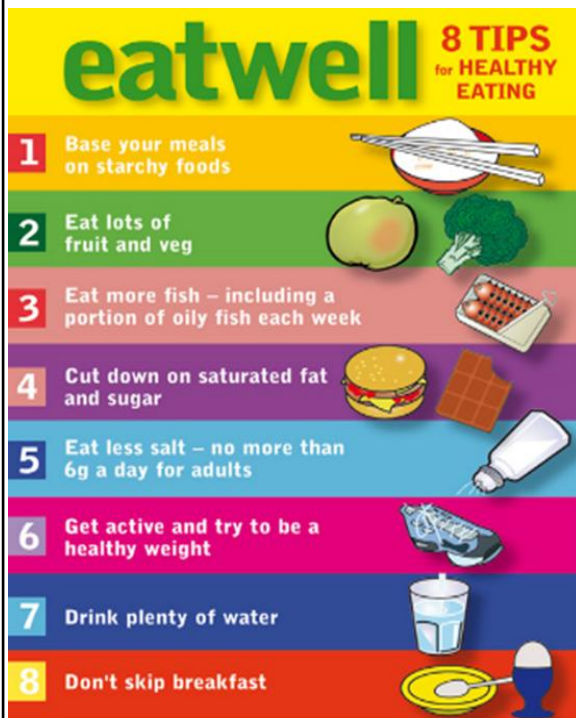
Section 2: New Knowledge/Skills

5-a-day

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

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

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



Diet related health issues

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

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

Section 3:

Preservation

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

Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

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

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

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

Homework 1

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

Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.
Typical values per 100g: Energy 1626kJ/381kcal

Battered fried cod



of an adult's Reference Intake.
Typical values per 100g: Energy 1031kJ/247kcal

Analyse the traffic light labels provided above.

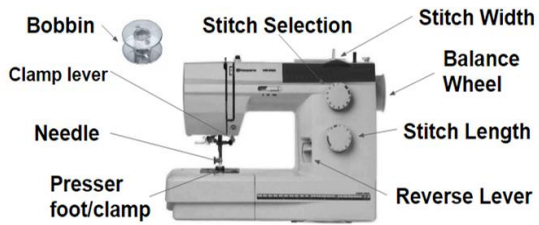
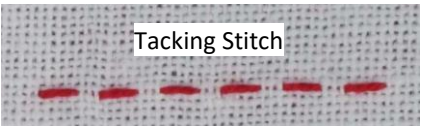
Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

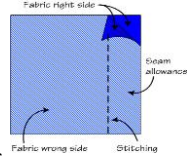
Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Needle	A thin piece of metal with a point at one end and an 'eye' at the other that the thread passes through. Used to sew.
Stitch	Thread passes through the fabric to keep it together
Pin	A thin piece of metal with a point at one end and a colourful bead at the other. Used to hold fabric together temporarily
Thread	A piece of spun polyester to sew with
Seam allowance	The distance from the edge of the fabric to the stitching line that joins the fabric together.
Cotton	A natural fibre that comes from the cotton plant.
Tacking	A temporary stitch to hold fabric together whilst you sew on the sewing machine.
Quick Unpick	A sharp pointed tool that is used to remove unwanted stitches.
Freezer Paper	A paper with a thin coating of plastic that will stick to fabric when ironed. Used to make stencils

Tier 2 vocabulary	Definition
Natural	Comes from nature, a plant or animal.
Stencil	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

Section 2: Skills
Stencil Stencils are used to put designs onto fabric. They allow you to make detailed, neat images. The freezer paper masks of certain areas of the fabric to stop paint getting to those areas. This keeps the paint exactly where you want it! The stencil design is cut by a craft knife. You must make sure you use this carefully as it is very sharp. These two images show good examples of what the stencil might look like. The paint goes through the holes in the stencil onto the fabric beneath. 
Manufacturing Steps 1. Pin, tack and sew the outside of the banner 2. Fold the top edge over to make the casing. Pin, tack & machine sew in place. 3. Remove the tacking stitches with the unpicker 4. Design your stencil 5. Cut out your stencil using a craft knife and cutting mat 6. Iron the stencil onto your banner 7. Using a sponge to apply fabric paint to the stencil 8. Leave to dry then remove the stencil 9. Iron the fabric paint design to fix it into the fibres of the fabric. 10. Add the wooden banner holder and a wool hanger.

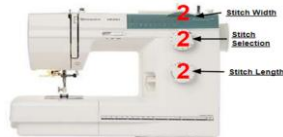
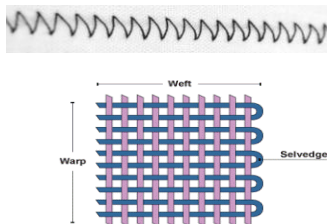
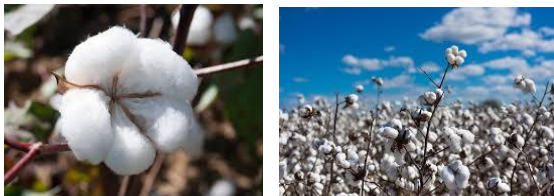

 Tacking Stitch

Section 3: Knowledge
Cotton Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. Properties of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.
Seam Allowance  A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together. This is the gap between the edge of the fabric and the sewn seam. If we sewed right on the edge of the fabric the stitching would come undone as the fabric started to fray. This would result in products that would fall apart because the seams are not sturdy enough.
Sewing Safely Follow these steps to ensure accurate and safe sewing: 1. Pin the fabric in place 2. Tack through all layers of the fabric, removing the pins as you go 3. Machine sew over the tacking 4. Use the quick unpick to remove the tacking stitches.
Machine Setting for Straight Stitch The sewing machine can be adjusted to produce many different stitch patterns. This is done by adjusting the 3 dials on the right hand side of the machine. There is also a key printed on the machine to show you what each of the stitches look like. You are going to use STRAIGHT STITCH for this project. Here are the settings you will need: Stitch Width: 2.5 Stitch Selection: 1 Stitch Length: 2.5

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

Tier 2 vocabulary	Definition
Template	A paper or cardboard shape which can be traced onto fabric prior to cutting out. Templates are used when making garments in the fashion industry

Section 2: Skills
Applique You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together. To use the bondaweb: 1. Firstly cut the shape you want to make from it. 2. Next iron the shape onto the REVERSE of the fabric. 3. Cut out the fabric shape using the outside of the Bondaweb as a guide. 4. Peel the paper from the back of the bondaweb 5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down. 6. Place a paper towel over the top of your work 7. Iron in place for 10 swirls 8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.
Block Printing Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood. 
Manufacturing Steps 1. Mark out the seam allowances on the calico fabric. 2. Use bondaweb to applique the design to the front of the bag. 3. Sew around the applique design. 4. Make the block print 5. Use the block print to make a repeat pattern on the back of the bag 6. Iron the fabric paint when it is dry to fix it into the fabric 7. Fold the bag together INSIDE OUT 8. Sew along the seam allowance lines down each side, in straight stitch and zig zag. 9. Fold the top of the bag over twice and sew in place. 10. Make the straps 11. Sew the straps to the top of the bag

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

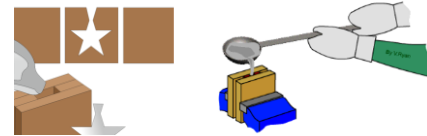
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Task Analysis	Investigating the topic being studied by breaking it down in the different possible focal points
Orthographic	A style of 3D drawing shown in 3 different views
Isometric	A style of drawing using 30 degree angles
Timber	A wooden beam in the frame of a house, boat, etc.
Hardwoods	The wood from a broadleaved tree (such as oak, ash, or beech) as distinguished from that of conifers
Softwoods	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved trees
Man-made wood/ board	They are usually composed of natural woods and resin, which binds them together. This forms wood such as Ply
PPE	Personal protective equipment used in the workshop
Tri-Square	A tool for measuring or marking out accurate right angles
Pillar Drill	versatile machines that can be used on a wide range of materials where single hole drilling is required.
Disc sander	A machine to help sand down work to a correct measure or creating a smooth finish
Steel Rule	A tool to help measure accurately
Tenon Saw	A tool for cutting different types of wood by using a forwards and backwards movement
Hand File	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking
PVA adhesive	Polyvinyl acetate, commonly known as wood glue

Tier 3 vocabulary	Definition
Grain	The lines along the wood that create the decorative look
Annual Rings	Circular rings that indicate the age of the tree
Knot	Small dark circles where a branch once grew
Warping	When wood has twisted in different directions
Splitting	When ends of wood have dried too quickly and split
Cupping	When a plank of wood curves towards the centre
Pewter	Shiny silver coloured alloy metal which has a low melting point, non toxic, food safe, and malleable
Pewter Casting	The process of heating pewter until it melts, then pouring it into a mould to create a new shape

Section 2 Skills



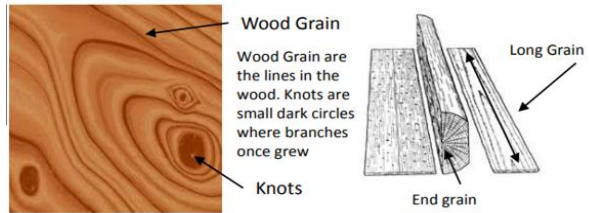
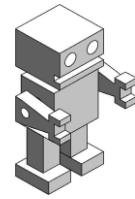
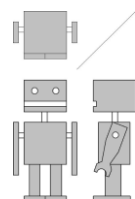
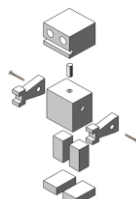
Laser Cutting – Design and cut a pewter vesting mould



Pewter Casting – Cast a small metal token



Use standard workshop tools and equipment to make the wooden robot

Section 3 Knowledge																	
Wood types <table border="1"> <tr> <td>Oak</td><td>Medium-Density</td><td>Redwood</td></tr> <tr> <td>Beech</td><td>Density -</td><td>Cedar</td></tr> <tr> <td>Mahogany</td><td>Fibreboard</td><td>Pine</td></tr> <tr> <td>Teak</td><td>Plywood</td><td>Spruce</td></tr> <tr> <td>Balsa</td><td>Chipboard</td><td>Fir</td></tr> </table>			Oak	Medium-Density	Redwood	Beech	Density -	Cedar	Mahogany	Fibreboard	Pine	Teak	Plywood	Spruce	Balsa	Chipboard	Fir
Oak	Medium-Density	Redwood															
Beech	Density -	Cedar															
Mahogany	Fibreboard	Pine															
Teak	Plywood	Spruce															
Balsa	Chipboard	Fir															
Properties of woods: Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.																	
There are 3 main categories of wood: Hard woods, Soft woods and man-made boards.																	
 Hardwood trees take a long time to grow.	 Softwood trees grow quickly.	 Manufactured Boards are made and NOT grown.															
Wood Grain  Wood Grain are the lines in the wood. Knots are small dark circles where branches once grew Long Grain End grain Medium Density Fibreboard (aka MDF) is made from wood fibres and glue which have been mixed together and compressed into large sheets																	
Drawing Styles: Isometric Orthographic Projection Exploded View																	
																	

Section 3: Knowledge

Metals.
Metals come in 3 different categories:

Ferrous Metals:
These metals contain Iron because of this almost all of them are magnetic.

Non-Ferrous Metals:
These metals do not contain Iron, so do not rust, useful if they are exposed to moisture.

Alloys:
Are formed when one or more elements are combined with a metal

Types of Metals:
Identify a range of different common metals, and their physical and working properties

Iron	Aluminium	Brass
Steel	Copper	Stainless Steel

Cold forming with Jigs

Hole punching jig used to remove a circle of metal from flat metal bar



Scrolling jig used to bend flat metal bar into a curved (scrolled) shape



Angle jig used to bend flat metal bar into a cornered angle



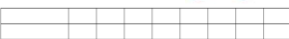
Product evaluation
Evaluate a product based on its form and Function, including forming a personal opinion about the product

ALESSI



Gantt Chart Planning

Use a Gantt chart to plan
The manufacture of the
Coat hook in a suitable
Order and time scale



Section 1: Key Vocabulary

Vocabulary	Definition
Curious	Interested in learning about people or things around you
Involved	To take part in or become involved in an activity
Respectful	Politeness, honour, and care shown towards someone or something that is considered important
Kind	Generous, helpful, and thinking about other people's feelings
Resilient	An ability to recover from or adjust easily to change
Brave	Having or showing mental or moral strength to face danger, fear, or difficulty : having or showing courage
Confident	Being certain of your abilities
Proud	Feeling pleasure and satisfaction because you or people connected with you have done or got something good

BE THE BEST VERSION OF YOURSELF

Being the best version of yourself in Belper school means showing respect to teachers, students, and school rules. It also involves being kind, curious and resilient. Remember, everyone has strengths and areas they can improve on. By working hard and staying positive, you can strive to be the best version of yourself every day!

What are our Be Belper values and expectations within our school and wider community?

BE CURIOUS

Curiosity is when you have a strong desire to know or learn something. In Belper school, being curious means asking questions, exploring new ideas, and seeking answers. It helps you understand the world around you and makes learning more exciting and engaging.

BE RESPECTFUL

Respect is essential in Belper school as it creates a positive learning environment. It shows consideration for others' feelings and opinions, fostering a sense of community and cooperation. Respect helps to promote an atmosphere where everyone feels valued and safe. By respecting teachers, students, and school property, students contribute to a respectful school culture that enhances their overall development and well-being.

BE RESILIENT

Resilience is the ability to bounce back from challenges and setbacks. In Belper school, being resilient means staying positive, persevering through difficulties, and learning from mistakes. It's important because it helps us cope with stress, improve our problem-solving skills, and achieve our goals.

BE CONFIDENT

Confidence in Belper school means believing in your abilities and being comfortable in your own skin. You can show confidence by speaking up in class, asking questions, and participating in activities with enthusiasm. Confident students are not afraid to make mistakes and learn from them, they believe in themselves and their potential to succeed in their studies and interactions with others.

What are our Be Belper values and expectations within our school and wider community?




Create Your Future

BE CURIOUS

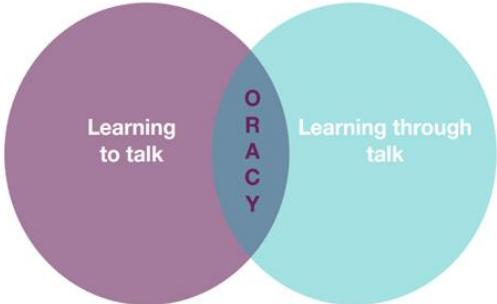
BE RESPECTFUL

BE RESILIENT

BE CONFIDENT 

BE THE BEST VERSION OF YOURSELF

BE BELPER

Section 1: Key Vocabulary		Section 2: The 4 Strands of Oracy You Will Cover	Section 3: Student agreement for oracy
Tier 3 vocabulary	Definition	Physical	In order for all students to get the most from oracy lessons and activities we should always: • Be respectful at all times • Be supportive of others • Consider how what you say may impact others around you • If you disagree, make sure you do so with respect • Actively listen • Observe the rules of turn taking • Be curious • Be confident to have your opinion heard
Register	A variety of language determined by formality, vocabulary, pronunciation and syntax.	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.	
Turn taking	The coordinated way participants alternate speaking roles, ensuring that one person speaks while others listen, and then the speaking role transitions to someone else	Linguistic	Types of talk
Articulate	The ability to express oneself clearly and effectively, or to pronounce words clearly.	This how you use appropriate vocabulary choices, register, grammar, and rhetorical techniques such as questions and humour.	
Rhetoric	The art of using language effectively, especially in persuasive speaking or writing.	Cognitive	Exploratory talk  A type of talk where participants critically and constructively engage with each other's ideas, often involving questioning and reasoning.
Tier 2 vocabulary	Definition	Social and Emotional	Presentational talk  Includes speeches, presentations, and other forms of one-way communication.
Instigate	Present an idea or open up a new line of enquiry		Debate Talk  A structured discussion with opposing viewpoints, aiming to persuade an audience or reach a conclusion.
Probe	Dig deeper, ask for evidence or justification of ideas		Instructional Talk  Used to teach or explain something, often involving a teacher or expert imparting knowledge or skills.
Challenge	Disagree or present an alternative argument		
Clarify	Asking questions to make things clearer and check your understanding		
Summarise	Identify and recap the main ideas		
Build	Develop, add to or elaborate on an idea		

Section 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

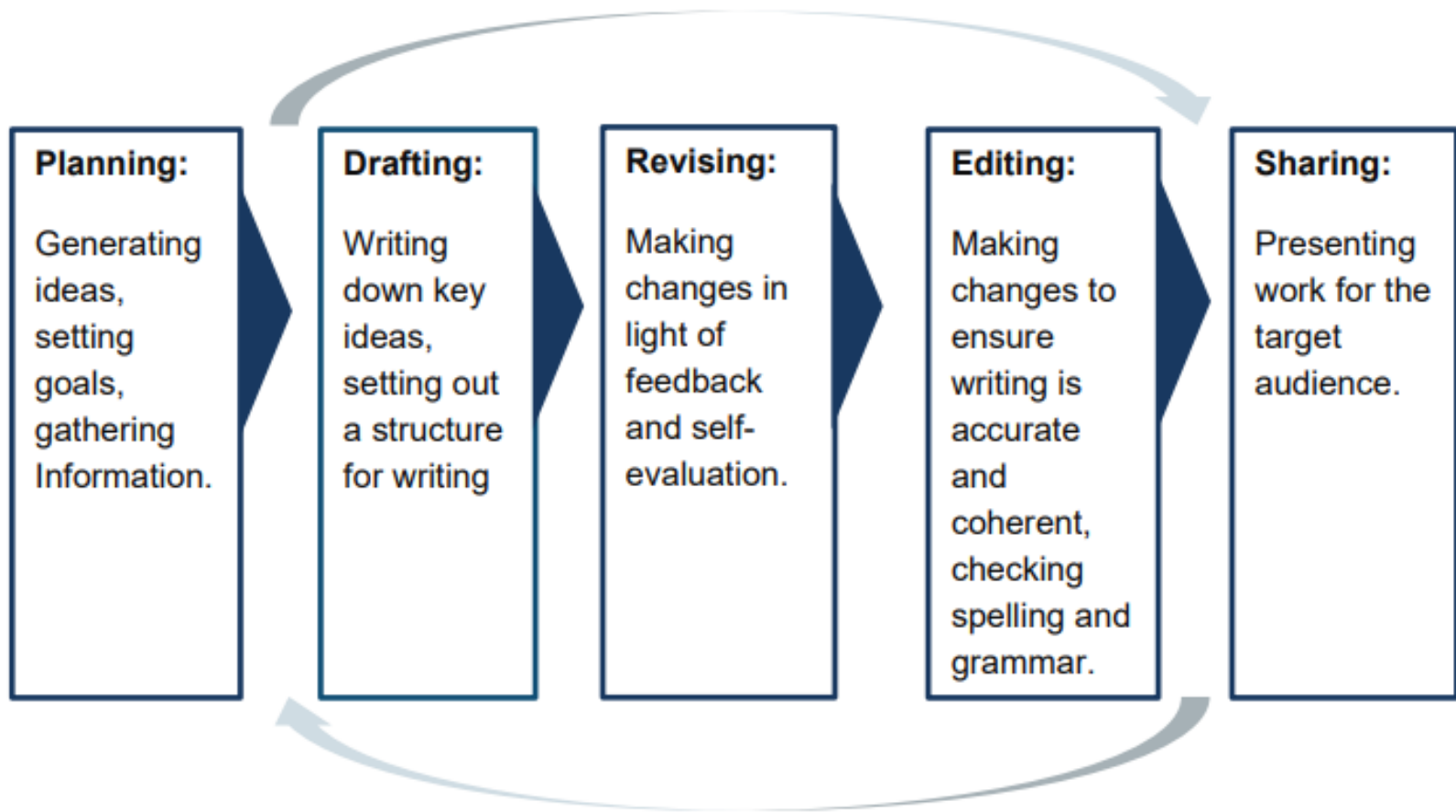
When we don't take the time to plan, revise, or edit, our writing can suffer—just like rushing a recipe without reading the instructions. But when we follow the writing process, it helps us:

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
Choir All year groups Mu1 Anna 12.20 onwards	Chess Club All year groups M2 Dan 12.20 onwards	Craft Club All year groups S9 Emma 12.20 onwards	Year 8 & 9 Karaoke Club MU2 Phil 12.20 onwards	
War Gaming (Warhammer) – Hobby and miniature painting club All year groups A3 Richard 12.20 onwards	Origami Club Year 7-9 A2 Jody 12.20 onwards	Eat Lunch and Chat All year groups Library Jenny 12.20 onwards	Languages Club – Extra Curricular Projects Year 7-11 L5 Sarah 12.20 onwards	
Year 7 & 8 Passport Club Discovering French and German Culture (week 1 only) L9 Tessa 12.35-13.00		Textiles Club All year groups T? Sarah 12.20 onwards	Art Club All year groups A4 Lucy 12.30 onwards	
Journaling Club All year groups Wellbeing Hub Gareth 12.30-13.00		Year 7 Karaoke Club Mu2 Phil 12.20 onwards		
Spirited Arts and Friendship Club All year groups H1 Clare 12.20 onwards		Belper Band (wind, brass and strings) All year groups Mu1 Anna 12.20 onwards		
Year 7 Inter-tutor Sport Competition PE PE Team 12.20 onwards	Year 8 Inter-tutor Sport Competition PE PE Team 12.20 onwards	Year 9 Inter-tutor Sport Competition PE PE Team 12.20 onwards	Year 10 Inter-tutor Sport Competition PE PE Team 12.20 onwards	Year 11 Inter-tutor Sport Competition PE PE Team 12.20 onwards

Extra-Curricular Clubs – After School

Monday	Tuesday	Wednesday	Thursday	Friday
Gardening Club All year groups Access Garden Tony and Marc 15.05-16.00	Band Practice All year groups Mu1 and Mu2 Phil 15.05-16.00	Show Rehearsals All cast Hall Anna and Sarah 15.05-17.00		
Show Rehearsals All cast Hall Anna and Sarah 15.05-16.05				
GCSE PE Drop-in Support Year 10 & 11 Room – see PE team. Leanne 15.05-16.00				

PE Extra-curricular

Use this page to add any extra-curricular clubs, competitions or fixtures PE add as the term progresses.

Monday	Tuesday	Wednesday	Thursday	Friday

2 Black or
Blue Pens



1 Coloured
Pen



2 Pencils



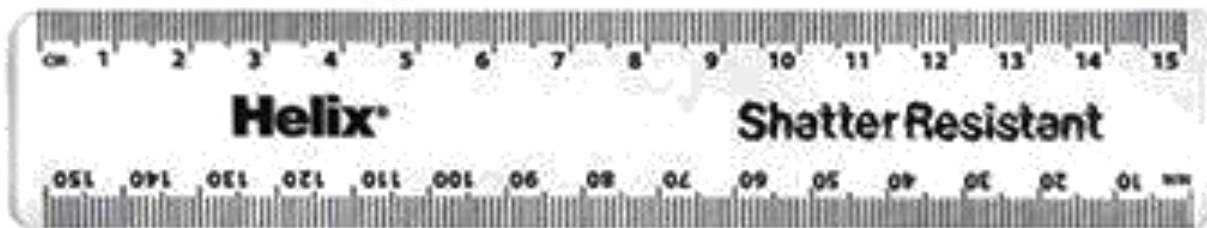
Eraser



Pencil Sharpener



Ruler



Scientific Calculator

