

Knowledge Organiser

Year 7 Spring 2 2025

Create Your Future

“Don’t ever doubt yourselves or waste a second of your life. It’s too short, and you’re too special.” - Ariana Grande

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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	4	5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

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

In Class Expectations



Create Your Future

BE CURIOUS

BE RESPECTFUL

BE RESILIENT

BE CONFIDENT



BE THE BEST VERSION OF YOURSELF

BE BELPER

Out of Class Expectations



Create Your Future

BE INVOLVED

BE KIND

BE BRAVE

BE PROUD



BE THE BEST VERSION OF YOURSELF

BE BELPER

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

Create Your Future



BE PRESENT
BE PUNCTUAL

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

DAYS OFF SCHOOL ADD UP TO LOST LEARNING

BE BELPER

100%

OUR TARGET FOR ALL STUDENTS

97%

6 DAYS ABSENCE
30 HOURS LOST LEARNING

EXCELLENT OR GOOD ATTENDANCE
BEST CHANCE OF ACADEMIC SUCCESS

95%

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

90%

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

Attendance

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

Punctuality

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

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

BE PRESENT

BE PUNCTUAL

Guided Reading Tracker



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

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

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

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Groundlings	Members of the peasant classes who stand in 'the pit' at the Globe Theatre
Galleries	Boxes for the more affluent members of society to sit and view a play at the Globe Theatre
Gentlemen's Boxes	Area for the rich & famous in society which cost a shilling to access.
Cutpurses	Pickpockets who frequented places like the Globe Theatre, looking for purses to slice open.
Bear-baiting	A blood sport where a chained up bear was pitted against a pack of dogs for entertainment
Elizabethan Period	The period of Queen Elizabeth I's reign - 1558- 1603

Tier 2 vocabulary	Definition
Alliteration	Repetition of consonant sounds at the beginning of a group of words. Eg Groovy Greeks
Rhyme	When the two final syllables sound the same in two words. Eg Stormin' Normans
Rhetorical Question	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Exclamatory Statement	A sentence which ends with an exclamation mark.
Rule of Three	Grouping three ideas together for greater impact.
Conventions	Specifics rules for different writing formats

Section 2: New Key Skills/Strategies

Diary Entry Writing Conventions

- Written in past tense
- Written in the first person
- Events structured in chronological order
- Inclusion of thoughts, feelings & opinions
- Inclusion of figurative language techniques, including similes, metaphors, personification, vivid imagery appealing to the senses

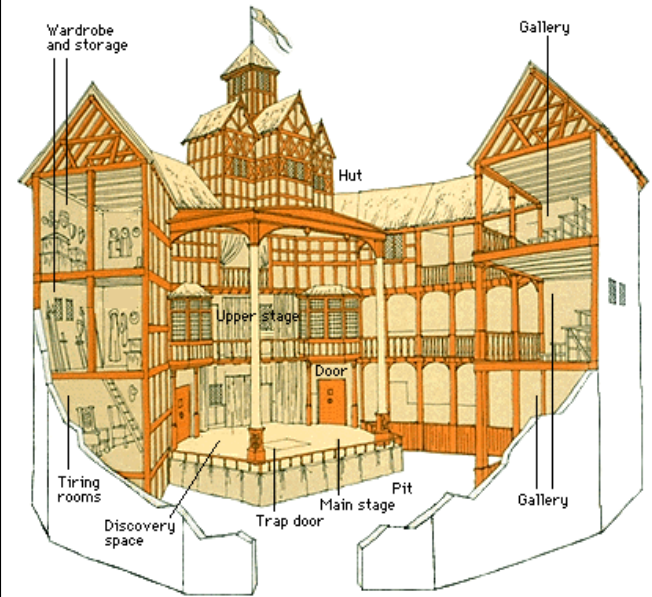
Horrible Histories – Writing Strategies

The HH blurb and information pages use a range of rhetorical devices to engage readers including:

- Exclamatory Statements
- Alliteration
- Sibilance
- Rule of Three
- Rhetorical Questions
- Emotive Language
- Plosives
- Fricatives
- Rhyme

Section 3: Shakespeare's Life and Times / Horrible History Blurb

The Globe Theatre



Horrible History Blurb Examples

History with the nasty bits left in!

The Vicious Vikings is packed with frightening facts about these vile invaders – and their savage Saxon enemies – from cruel kings and vengeful Viking warriors to the suffering slaves, the thralls.

Want to know:

- Why some vicious Vikings had names like Fat-thighs, Oaf and Stinking?
- How to build a vicious Viking longboat?
- Which vicious Viking god dressed up as a woman?

Read on to find out about some truly terrible torture techniques, vile Viking legends full of gruesome giants and deadly dwarves, and the messy murder of King Edmund.

History has never been so horrible!

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grief	The mourning of a loss, usually the loss of a loved one
Prejudice	A liking or dislike for one rather than another especially without good reason
Terrorism	The unlawful use of violence or threats to intimidate or coerce a civilian population or government
Conflict	A serious disagreement and argument
Islamophobia	Prejudice, negative sentiments, and hostility toward Islam and Muslims
Affair	A situation in which a person involved in an exclusive relationship is having a relationship with someone else
Hijab	A head covering worn in public by some Muslim women
Tier 2 vocabulary	Definition
Narrative Voice	Narrative voice is the perspective the story is told from.
Tone	Reflects the writer's attitude toward the subject matter or audience of a literary work
Analysis	Closely studying a text, interpreting its meanings, and exploring why the author made certain choices
Intention	The reason <i>why</i> someone chooses to do something
Impact	The effect of something on the reader

Section 2: New Key Skills/Strategies		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	This suggests... This implies...
T	Think (intention & impact)	The writer's intention is to... This evokes a sense of...

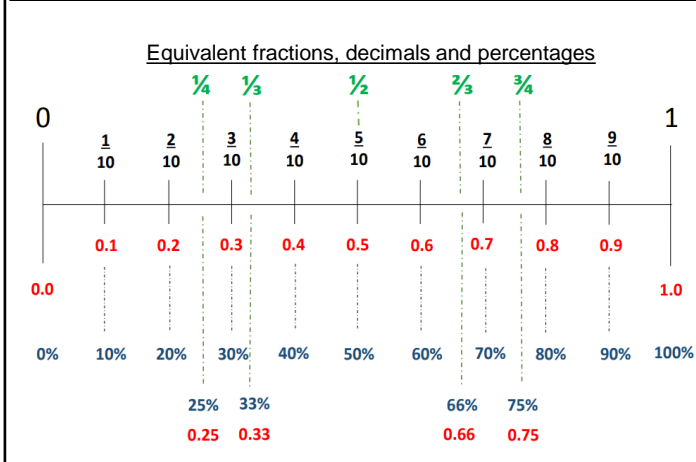
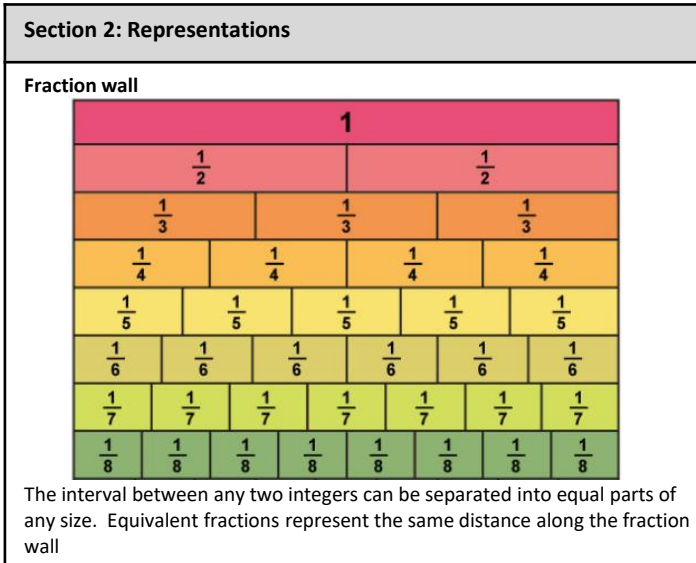
Direct address
Alliteration
Facts
Opinions
Rhetorical questions
Emotive language
Statistics
Triplets/Rule of three
Anecdote
Punctuation

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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Terminating Decimal	A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero
Recurring decimal	A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666 \dots$ or 1.851851851
Numerator	The part of a fraction <i>above</i> the vinculum, or fraction bar
Denominator	The part of a fraction <i>below</i> the vinculum, or fraction bar
Improper fraction	A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$
Mixed number	A number made up of an integer and a proper fraction such as $4\frac{2}{3}$
Tier 2 vocabulary	Definition
Infinite	Endless and immeasurable, such as the sequence of counting numbers
Simplify	To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship
Equivalent	Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

Revision QR codes

+ - Fractions Equivalent	x Fractions	÷ Fractions



Multiplying a fraction by a fraction

$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$

Section 3: Operations

Dividing a fraction by an integer

$$\frac{1}{9} \div 4 = \frac{1}{36}$$

$\frac{1}{9}$ shared into 4 equal parts of size $\frac{1}{36}$

Using equivalence to find a fraction between two others

Find a fraction between $\frac{2}{3}$ and $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

Division by a fraction

To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that $2\frac{1}{2}$ when contains 10 lots of $\frac{1}{4}$ so:

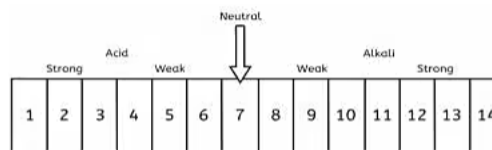
$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Indicator	A substance used to distinguish an acid from an alkali
pH	A number assigned to a substance to identify it as acid, alkali or neutral
Reactant	The starting substances which react together
Product	The substances which are created from the chemical reaction
Sodium Hydroxide	A common alkali with formula NaOH
Hydrochloric acid	A common acid with formula HCl
Nitric acid	A common acid with formula HNO ₃
Sulfuric acid	A common acid with formula H ₂ SO ₄
Hydrogen	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H ₂

Tier 2 vocabulary	Definition
Neutralisation	A chemical reaction between an acid and an alkali
Hazard	Something that could cause harm
Concentration	A measure of how many particles are dissolved in a solution
Combustion	Scientific word for burning
Neutral	pH7, when a substance is neither an acid or an alkali

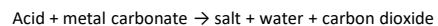
Section 2: New Knowledge/Skills

Colour in the pH scale below;



Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.

Explosive	Corrosive	Health Hazard
Flammable	Acute Toxicity	Serious Health Hazard
Oxidising	Hazardous to the environment	Gas Under Pressure



Bee stings are acidic, so you would put an alkali cream on bee stings to neutralise them. This reduces the swelling and pain.

Wasp stings however are alkaline, so you would put an acidic cream on wasp stings to neutralise them.



Section 3: Other subject specific things

Gas Tests

<p>Test for Oxygen O₂</p> <p>Oxygen relights a glowing splint</p>	<p>Test for Water H₂O</p> <p>Water turns cobalt chloride paper from blue to pink</p>
<p>Test for Hydrogen</p> <p>Hydrogen makes a squeaky pop with a lighted splint</p>	<p>Test for Carbon dioxide CO₂</p> <p>Carbon dioxide gas Limewater (clear/colourless) → Limewater (cloudy/milky)</p>

Signs that a reaction is happening

- A change in colour / appearance
- A change in temperature
- Fizzing / gas production

The Fire Triangle



You need all 3 sides of the fire triangle for a fire. If you remove any of these then the fire will go out (or not start).

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Orbit	Path taken by a satellite, planet or star moving around a larger body.
Axis	An imaginary line about which a body rotates.
Moon Phases	The shape of the Moon's directly sunlit portion, as viewed from Earth
Eclipse	A blocking of the light from one celestial body by the passage of another between it and the observer or between it and its source of illumination.
Hemisphere	A half of the earth, usually as divided into northern and southern halves by the equator
Lunar month	The time it takes the moon to orbit the earth once
Dwarf planet	a celestial body like a small planet but lacking certain criteria
Tier 2 vocabulary	
Stars	Definition
Stars	Bodies which give out light, and which may have a solar system of planets.
Satellite	Object orbiting around a planet, either natural or man-made e.g our moon
Planet	Object of large enough mass, roughly spherical which clears its local orbit around a star
Solar system	A star together with the group of celestial bodies that are held by its attraction and orbit around it
Equator	A line drawn on the earth equal distance from the poles, dividing the earth into northern and southern hemispheres
Year	The time it takes a planet to orbit a star, usually given in earth days
Day	The time it takes a planet to rotate about its axis once, measured in hours

Space and the Earth

Section 2: New Knowledge

Day and Night

The Earth takes **24hrs** to rotate on its axis once, this is one day and is why the sun appears to rise in the east and set in the west.

When the northern hemisphere is pointed towards the sun it has summer, the southern hemisphere will be in winter.

Ways of investigating space
Find examples of each and where they can be used.

- Telescopes
- Probe
- Satellite
- Lander or rover

Section 3: Skills

Research

Used to stimulate debate, challenge and benefit your deeper knowledge

1. Determine/list the key details you need to know (list the **key words/phrases** you could look up)
2. **Search** only the important key words (not whole sentences), if this doesn't work, add more specific detail (use "quotation marks" for words in order)
3. **Scroll** through beyond the first few results
4. Check the **website** address (the http:// part), does it look sensible, then click this to go to actual website not just google (this address is reference not google)
5. **Read** the information and maybe **check** from two sources before you use it (ask yourself; do you understand it, does it answer the question you asked, is it a trustworthy site/author, is the information enough, is it what you actually want?)
6. **Do not** copy and paste information this is **plagiarism** and is illegal.
7. Having read the information, write out an answer to the questions you wanted in your **own words!** Best to do this without looking at the original source.
8. Write **rough** notes first.
9. If you wish to copy a direct **quote** from a source then it must be in "quotation marks" and referenced.
10. **Reference** where you got information from, giving the title of book or website and the author if given.
11. **Present** all you information and references with any **relevant** diagrams in a suitable format

Sources of information

- **Books** can be borrowed from a library or read online
- **Internet** (use google to search, do not copy straight from google, click the link to the website)
- **Specialist adults** ensure the person you quote has accurate knowledge

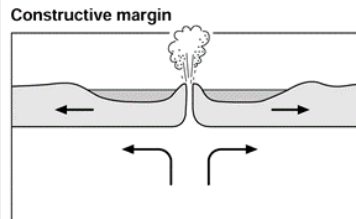
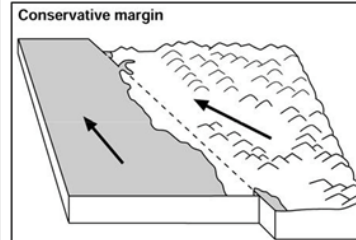
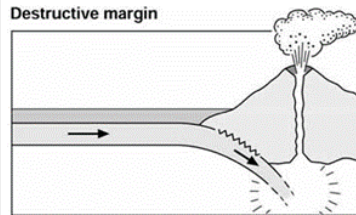
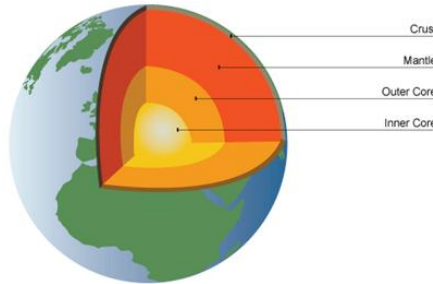
Task

Now use your skills to research and produce a leaflet about the planets and solar system (including asteroid belt). It should include information on key facts such as **temperature, day length and year length, distance from the sun**, other interesting **facts**.

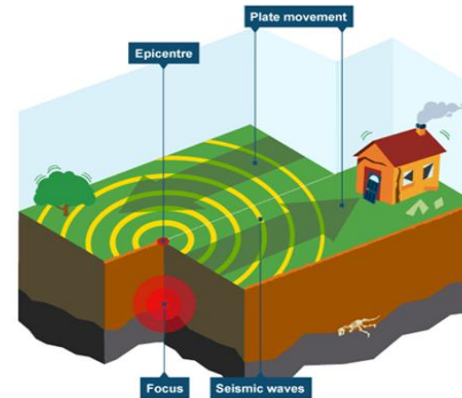
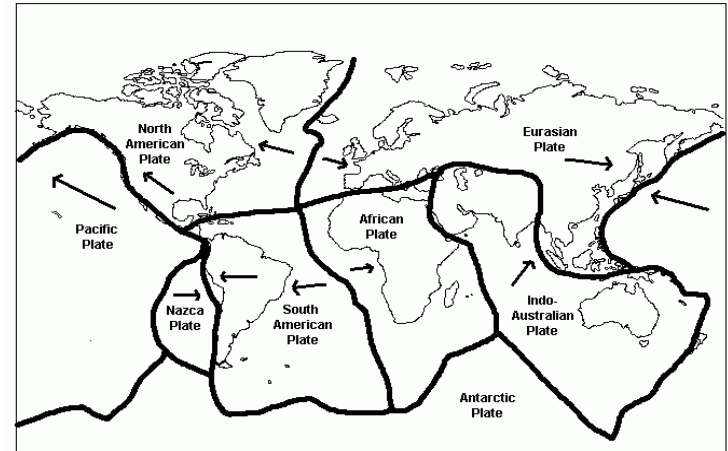
Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
Collision margin	Two continental plates move towards each other causing the crust to fold upwards to make fold mountains.
Conservative margin	Two plates pass each other and cause earthquakes.
Constructive margin	Two plates that are moving apart, magma rises, cools and new crust is formed.
Composite volcano	Steep sided volcano made up of layers of ash and thick lava.
Destructive margin	Two plates moving together - one is oceanic and one is continental. This destroys crust.
Epicentre	The point on the earth's surface immediately above the focus of an earthquake.
Focus	The point underground where an earthquake starts.
Lava	Molten rock flowing out of the ground.
Magma	Molten rock below the earth's surface.
Shield volcano	A volcano with gentle slopes formed by highly fluid lava.
Seismic waves	The waves of energy created by earthquakes.
Tectonic plates	Large sections of the earth's crust.
Tier 2 vocabulary	Definition
Distribution	The spread of earthquakes and volcanoes across the earth.
Natural disaster	A sudden event that causes widespread destruction and loss of life.
Natural hazard	A natural event that threatens or has the potential to cause damage and loss of life.

Section 2: New Knowledge



Wegener's Theory – also known as continental drift theory. Millions of years ago the continents that we know today were joined together as one super continent known as **Pangaea**. This broke up and the continents moved apart. This was later explained by the tectonic plate theory.



How an earthquake occurs

- Managing the risk
- Prediction
 - Planning
 - Preparation

Section 3: Geographical Skills

- Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics.
- Describe the distribution of earthquakes and volcanoes – how they are spread out.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Virgin Mary	The mother of Jesus
Psalter	A book of psalms; sacred poems or songs.
Crusade	A holy war.
Chronicle	A factual written account of important events.
Sultan	A Muslim sovereign; king.
Pope	The head of the Roman Catholic Church.

Tier 2 vocabulary	Definition
Submit	Accept the authority of a superior power.
Usurped	Take a position by force.
Coronation	The crowning ceremony of a monarch.
Legacy	What is left behind to history.
Islam	The religion of the Muslims.
Judaism	The religion of the Jewish people.
Monarch	King or queen.

Section 2: Unit Summaries

1. What can the evidence tell us about the Crusades?

This unit will look at the Holy Wars between Christians and Muslims from 1095 until 1291 . In 1095 Pope Urban II told the Christians to travel to Jerusalem and to reclaim their Holy Land back from the Muslims. Jerusalem was the Muslims Holy Land too. This resulted in 200 years of fighting over religion.



Godfrey of Bouillon giving thanks to God on 15th July 1099.

2. How could royal power lie in female hands?


In 1135 King Henry I dies. Two cousins believe they should be the next Monarch. There is a succession crisis between Stephen and Matilda, resulting in the Anarchy. This unit explores why some many people were afraid of female rule in the middle ages.

Bishop Henry of Winchester, recorded by the Chronicler William of Malmesbury, 1141

“We choose as Lady of England and Normandy the daughter of a king who was a peacemaker, a glorious king, a wealthy king, a good king, without peer in our time. And we promise her faith and support.”

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Atheist	Someone who doesn't believe in God.
Humanist	Someone who believes in the power of human beings to solve all our problems.
Burka	A garment worn by Muslim women that covers the entire body.
Oppression	Prolonged cruel and unfair treatment.
Devotion	Faithfulness to something you believe.
Niqab	Long garment worn by Muslim women that covers their whole body/head/face
Genesis	The first part of the Bible containing and account of the creation of the world.
Darwin	Charles Darwin discovered the Theory of Evolution.
Hijab	Head coverings worn by Muslim women
Natural Selection	Creatures with beneficial features survive longer and pass those features on to their offspring.
Reincarnation	The belief that a person's soul is reborn into a new body after death
Extremism	Having extreme political or religious views.
Terrorism	The systematic use of violence or threat to force people to do what you want.
Stereotype	An oversimplified image or idea of a particular type of person.

Section 2: Key Questions
<p>Atheism The key idea of an atheist is: 'I believe there is no God'. Usually with this the atheist rejects belief in afterlife, heaven, hell, reincarnation, ghosts or angels. But is atheism a belief? Atheism shouldn't be seen as a negative thing: Humanists, for example, emphasise kindness, love, the beauty of art and of the earth. Morals don't need to depend on religion: humanity can figure out what is right and wrong, good and bad, for ourselves.</p>
<p>Jesus One of the key figures in Christianity. Believed to be born from Mary. Believed to be the son of God. Believed to a part of the Holy Trinity. Born in a stable in Bethlehem....this is remembered at Christmas time. The long awaited Messiah. Crucified under Pontius Pilate. Resurrected on the third day. Believed by Christians to be able to perform miracles. Believed to have 12 disciples/11 apostles.</p>
<p>Creation stories What's it all about? Are we made by God, or an accident? Most religious people today do not think the universe was made in 6 days, as Genesis seemed to claim. They think God is the designer of a scientifically explained universe, while atheists give accounts of the origin of the universe that don't need a divine power.</p>
<p>Right and Wrong As we grow up there are many things/people/places that influence our ideas about what is right and wrong. Family, peers, religion, school, social media to name but a few.</p>
<p>Extremism Free speech is one thing, but using violence to impose your views on others is the opposite of free speech. Religion comes in here, because some minority religious groups in various different religions reject the freedom of others to hold contrary views and seek, by violence or force, to impose their ideas.</p>

Section 3: Assessment Essay Question:
<p>Skills checklist</p>
<p>As you write your essay check that you have included...</p>
<p>Knowledge – facts and religious or non-religious beliefs,</p>
<p>Impact of belief – how it affects what people think and do,</p>
<p>Specialist terms</p>
<p>Sources of authority – where people get their ideas/beliefs from – quotations</p>
<p>Judgement – how strong, valid or sound the argument is</p>
<p>Opinion – at least 2 different points of view</p>


Section 1: Key Vocabulary and questions	
Tier 3 vocabulary	Definition
infinitive	Verb in its original form (to do/doing)
conjugation	Correct verb for the subject
liaison	Pronunciation of s/t/x + vowel
present tense	'I do' or 'I am doing'
definite article	le, la, les, l' (the)
indefinite article	un, une (a)
regular verbs	Follow a pattern (ER, IR, RE)
irregular verbs	Follow their own pattern
cognate	Words spelt the same in English

Questions	Translation
1. Quel temps fait-il ?	What's the weather like?
2. Tu es sportif/sportive ?	Are you sporty?
3. Qu'est ce que tu aimes faire ?	What do you like to do/doing?
4. Est-ce que tu aimes...?	Do you like...?
5. Qu'est-ce que tu fais ?	What do you do/ are you doing?
6. Est-ce que tu fais...?	Do you do...?
7. Est-ce que tu joues...?	Do you play...?
8. Quand...?	When...?
9. C'est comment...?	What's it like...?
10. Pourquoi ?	Why?

Section 2: Grammar

faire (to do/make)

Subject pronoun	Irregular verb
je	fais
tu	fais
il/elle/on	fait
nous	faisons
vous	faites
ils/elles	font

faire + de

Use **faire + de** to talk about sports you do and other activities

- de + le → **du** le vélo → Je fais **du** vélo
- de + la → **de la** la cuisine → Tu fais **de la** cuisine
- de + l' → **de l'** l'équitation → Il fait **de l'** équitation
- de + les → **des** les randonnées → Elle fait **des** randonnées

jouer (to play)

Subject pronoun	Regular verb ER
je	joue
tu	joues
il/elle/on	joue
nous	jouons
vous	jouez
ils/elles	jouent

jouer + à

Use **jouer + à** to say which sports or games you play

- à + le → **au** le basket → Je joue **au** basket
- à + la → **à la** la pétanque → Il joue **à la** pétanque
- à + les → **aux** les cartes → Tu joues **aux** cartes

Section 3: Section 3: WAGOLL

Moi, je suis très sportif ! Au collège je joue au rugby et je fais de la natation tous les mercredis. J'adore aussi l'équitation et tous les week-ends j'aime faire du vélo avec ma sœur. En hiver j'adore faire du patin à glace mais je n'aime pas faire du ski parce que c'est vraiment difficile et il fait trop froid !



J'ai deux copains qui s'appellent Antoine et Amandine. Amandine n'est pas très sportive mais elle adore jouer aux cartes et elle télécharge souvent des chansons surtout du pop ! Antoine est assez intelligent et il adore la musique. Il joue de la guitare et il chante tout le temps. Il déteste regarder la télé parce que c'est ennuyeux mais il aime prendre des selfies et partager des photos avec ses copains. En été quand il fait beau on joue au tennis ensemble et on porte un short et un tee shirt. C'est hyper-cool !

À savoir:

Most French students have for two weeks for February half term depending on where they live in France. Where do you think many of them go and what activities do you think they might do?



Prepositions:

- avec - with
- en - in
- sur - on

Other Key Words:

tout (m) / toute (f) / tous (m.pl) / toutes (f.pl) - all, every

FRENCH Y7 Word list Spring 2.A

Quel temps fait-il ?	What's the weather like?
Il fait beau	it's fine weather
Il fait mauvais	it's bad weather
Il fait froid	It's cold
Il fait chaud	It's hot
Il y a du soleil	It's sunny
Il y a du vent	It's windy
Il pleut	It's raining
Il neige	It's snowing
quand	when

FRENCH Y7 Word list SPRING 2.B

sportif	sporty (ms)
sportive	sporty (fs)
je joue	I play/I am playing
je ne suis pas	I am not
le foot(ball)	football
la pétanque	boules
les cartes	cards
chaque	each/every
aujourd'hui	today
la semaine	week

FRENCH Y7 Word list SPRING 2.C

le lit	bed
une activité	an activity
la cuisine	cooking
les courses	food shopping
les magasins	shops
faire de	to do a sporting activity
faire	to do/doing, to make/making
le patin à glace	ice-skating
la natation	swimming
le ski	skiing

FRENCH Y7 Word list SPRING 2.D

parfois	sometimes
souvent	often
tout le temps	all the time
tous les jours	everyday
tous les samedis	every Saturday
quoi	what
été (en été)	summer (in summer)
l'hiver (en hiver)	winter (in winter)
le printemps (au printemps)	spring (in spring)
l'automne (en automne)	autumn (in autumn)

FRENCH Y7 Word list SPRING 2.E

mauvais	bad (ms)
bon	good (ms)
partager	to share/ sharing
télécharger	to download/downloading
regarder	to watch/ watching
envoyer	to send/ sending
prendre	to take/taking
mal	badly
bien	well
malade	ill

FRENCH Y7 Word list SPRING 2.F

le weekend	weekend/at the weekend
intéressant	interesting
intelligent	intelligent (ms)
intelligente	intelligent (fs)
méchant	mean (ms)
méchante	mean (fs)
sympa	nice
génial	great
arrogant	arrogant (ms)
arrogante	arrogant (fs)
sur	on
le portable	mobile phone

REVISION: Scan the QR code below to access the word lists on Quizlet!

This QR code links to all [the French Year 7 sets](#).



Phonics: ç	
ça	français
garçon	agaçant

Phonics: e	
de	le
je	petit

Phonics: u	
tu	musique
judo	amusant

Phonics: SFC silent final consonant	
marrant	tous
sport	deux

Phonics: qu	
question	quoi
quatre	quand

Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
perfect tense	A verb tense referring to an action that has already taken place (past tense)
auxiliary verb	A verb that helps another verb express its tense, e.g. I have played
past participle	The second part of the perfect tense and the verb form to show what action took place, e.g. I have played
TMP	Time, Manner, Place - the order in which these types of adverbs occur in typical German sentence construction

Questions	Translation
1. Wohin bist du gefahren?	Where did you travel to?
2. Wie bist du gefahren?	How did you travel?
3. Wo hast du gewohnt?	Where did you stay?
4. Was hast du dort gemacht?	What did you do there?
5. Wie war es?	How was it?
6. Was hast du dort gemacht?	What did you do there?
7. Wie fährst du am liebsten in den Urlaub?	How do you most like to travel to your holiday?
8. Wohin wirst du nächstes Jahr fahren	Where will you travel to next year?
9. Wirst du mit dem Auto fahren?	Will you travel by car?

Section 2: Grammar				
The perfect tense has 3 parts				
1) a subject	1 2 3			
2) an auxiliary verb	ich habe (Tennis) gespielt			
3) a past participle	er hat (Musik) gehört wir haben (Pommes) gegessen			
<p>*Most verbs in the perfect tense use haben as their auxiliary verb</p> <p>* Regular verbs form their past participle by taking the stem of the infinitive, then adding ge to the front and t the end of the stem. e.g. gespielt (played), gemacht (did)</p> <p>* Irregular verbs often have en at the end of the stem or may have a change of vowel in the stem of the verb</p>				
Present Tense (1 German, 2 English)				
ich	habe gespielt (played)			
du	hast gehört (listened) gekauft (bought)			
er/sie/es	hat gewohnt (lived/stayed) gechillt (chilled/relaxed)			
wir	haben gemacht (did/done) gegessen (ate/eaten)			
ihr	habt getrunken(drank/drunk) gesehen (saw/seen)			
Sie	haben gelesen (read)			
sie	haben			
<p>Certain verbs use sein as their auxiliary verb instead. These are mainly verbs of movement.</p> <table style="border: none;"> <tr> <td style="border: none;"> <p>ich bin er ist wir sind ihr seid sie sind</p> </td> <td style="border: none; font-size: 3em; vertical-align: middle;">}</td> <td style="border: none;"> <p>gegangen (went) gefahren (went/travelled) geschwommen (swam) geflogen (flew) geblieben (stayed)</p> </td> </tr> </table>		<p>ich bin er ist wir sind ihr seid sie sind</p>	}	<p>gegangen (went) gefahren (went/travelled) geschwommen (swam) geflogen (flew) geblieben (stayed)</p>
<p>ich bin er ist wir sind ihr seid sie sind</p>	}	<p>gegangen (went) gefahren (went/travelled) geschwommen (swam) geflogen (flew) geblieben (stayed)</p>		

Section 3: WAGOLL & phonics
<p>Letzten Sommer bin ich mit meiner Familie nach Italien gefahren. Wir sind geflogen und im Flugzeug habe ich einen lustigen Film gesehen. In Italien haben wir in einer Jugendherberge gewohnt, weil sie billig war. Sie war furchtbar und wir haben sie gehasst! In Italien haben wir Pizza gegessen und Cola getrunken. Es war so lecker. Ich habe immer Hunger! Ich habe einen Kuli für meine Ffreundin gekauft.</p> <p>Ich fahre am liebsten mit dem Auto, weil es schnell und bequem ist. Ich fahre überhaupt nicht gern mit dem Zug, weil es echt langsam ist. Normalerweise fliegen wir, wenn wir im Ausland Urlaub machen.</p> <p>Nächstes Jahr werde ich mit meiner Familie in die Türkei fahren. Wir werden nicht fliegen, weil es zu teuer ist. Wir werden mit der Bahn fahren. Es wird hoffentlich heiß und sonnig sein! Wir werden in einem Hotel bleiben, aber ich habe Angst, das Hotel wird schrecklich sein. Ich wohne gern auf einem Campingplatz, aber meine Familie findet das nicht gut!</p>
<p>Gut zu wissen (1) Most countries are just the country name. To talk about going to these countries, use nach Ich bin nach Spanien gefahren. Ich fahre nach Schottland.</p> <p>Some countries always use the definite article. With these countries, use in + definite article to talk about going to these Wir sind in die Schweiz gefahren. Sie fährt in die USA.</p>
<p>Gut zu wissen (2) If there are adverbs of time, manner and place in a German sentence, then that is usually the order in which they appear.</p> <p style="text-align: center;">T M P</p> <p>Ich fahre <u>jedes Jahr</u> <u>mit meiner Familie</u> <u>nach Schweden</u>.</p> <p style="text-align: center;">T M P</p> <p><u>Letzten Sommer</u> bin ich <u>mit meinen Freunden</u> <u>nach Frankreich</u> gefahren.</p>

GERMAN Y7 Word list Spring A

heißen	to be called
haben	to have
ich habe	I have
du hast	you have (inf)
er/sie hat	he/she has
man hat	you/one has
wir haben	we have
ihr habt	you have (pl.inf)
Sie haben	you have (pol)
sie haben	they have

GERMAN Y7 Word list Spring B

der Hund	dog
der Wellensittich	budgie
die Katze	cat
das Pferd	horse
das Kaninchen	rabbit
das Meerschweinchen	guinea pig
Mäuse	mice
Hunde	dogs
Katzen	cats
die Haustiere	pets

GERMAN Y7 Word list Spring C

der Bruder	brother
die Schwester	sister
der Halbbruder	half brother
die Stiefschwester	step sister
die Eltern	parents
die Großeltern	grandparents
Brüder	brothers
Schwestern	sisters
die Familie	family
die Geschwister	siblings

GERMAN Y7 Word list Spring D

und	and
aber	but
oder	or
sehr	very
ziemlich	quite
nicht	not
groß	big/tall
klein	small/short
Haare	hair
Augen	eyes

GERMAN Y7 Word list Spring E

die Farbe	colour
gelb	yellow
grün	green
rot	red
schwarz	black
weiß	white
grau	grey
lila	purple
hellblau	light blue
dunkelblau	dark blue

GERMAN Y7 Word list Spring F

lockig	curly
glatt	straight
wellig	wavy
kurz	short
lustig	funny
freundlich	friendly
gemein	mean
kreativ	creative
sportlich	sporty
launisch	moody

REVISION: Scan the QR code to access the word lists on Quizlet!
This QR code links to all [the German Y7 QUIZLET sets.](#)



Phonics: w	
wir	wellig
zwei	Wellensittich
Schwester	Geschwister
schwarz	weiß

Phonics: z	
zwei	kurz
schwarz	Katze
zwanzig	zwölf
ziemlich	März

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Instruction	An instruction is a single command we give to a computer, to perform one action.
Branching	A decision or choice in the program, which makes different.
Process	A single instruction, or group of instructions given a name.
Sub-routine or Sub-program	A "reusable" block of instructions, "called" or used within a procedure.
Flowchart	A picture of the instructions used to solve a problem
Simulation	A simplified copy of a real-world system (traffic lights, train points etc)
Mimic	A the tools to run a simulation in the Flowol software
Tier 2 vocabulary	Definition
Computational Thinking	Identify and understand a problem, work out the steps to solve it.
Model	"Run" or investigate a simulation. eg What would happen if I changed this value...
Investigate	Find out why the program behaves in a specific way.
Modify	Take some working code and change values in it.
Run	Instruct the computer to follow a program.
Comment	Write messages on your flowchart, to help understand it better.
Operate	Control or change values in a program.
Decompose	Split a problem into tiny, solvable steps

Section 2: New Knowledge/Skills

```

graph TD
    Start([Start]) --> FillKettle[Fill Kettle]
    FillKettle --> HeatWater[Heat water]
    HeatWater --> Boiled{Has the water boiled?}
    Boiled -- No --> HeatWater
    Boiled -- Yes --> MakeTea[Make Tea]
    MakeTea --> Stop([Stop])
    
```

In the flowchart above, find (and write down an example of):

Process	
Decision	
Repetition	
Could you add input or output to this? What would it be?	

Label the symbols:

Section 3: Other subject specific things

Flowol 4

This is the software we'll be using to experiment with flowcharts. It uses "Mimics" or simple real life situations. We can then easily build a flowchart to control each mimic, and simulate changes, as we control motors, sensors, lights etc. When used as intended, flowol can actually control real devices, like the arduino microcontroller we discussed in Term 2


Making a Flowchart using Computational thinking techniques:

A Computer Scientist would use a *flowchart* before programming (like last term's Scratch) to create a simple, easily understandable version of a problem. The first step is to *abstract* the problem, by removing any unwanted information or detail (in a program that calculates a perimeter, we don't care what the item is we're calculating it for, or what colour it is - we just need the length and width). Then we *decompose* the problem into tiny steps - what steps do we need to complete in order to solve the problem? Each step becomes an *instruction* (or *sub-routine*). Now we have a clear structure for a flowchart, which then helps to write clear, understandable code.

You can see how the flowchart below gives us the structure of a Scratch program like the ones we made last term..


PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Stance	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
Triple threat position	When holding the ball, always be ready to pass, shoot or dribble.
Jump stop	Land on two feet when you catch the ball from a pass or at the end of a dribble.
Pivot	Turn on the ball of one foot when holding the ball to face a different direction.
Chest pass	Pass the ball in a straight line from your chest to your teammate's chest.
Bounce pass	Push the ball towards the floor so that it bounces up into your teammate's hands.
Travel	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
Double dribble	Another important rule: once you have dribbled the ball, you cannot start dribbling again.

Section 2: New Knowledge/Skills
<p>In your Year 7 basketball lessons you will spend some time developing your co-ordination by doing a wide range of ball skills to improve your control over the ball with your hands.</p> <p>You will learn the key points of the main skills of basketball including: stance, footwork, passing shooting and dribbling.</p> <p>You will learn to play the game using some of the major rules such as: travel, double dribble, out of bounds. You will learn how to start the game with a 'tip-off' and how to re-start the game after an infringement or after a basket is scored: endline ball/sideline ball.</p> <p>You will also learn how to play the game by following the Top Tips for being a Good Basketball Player. How many of these can you remember?</p>
 <p>holding the ball</p>


PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip (handshake grip)	Hold the bat the correct way to help you to play all the different shots effectively. Three fingers round the handle and the finger and thumb on the blade.
Stance	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
Service/serve	To start the rally, hit the ball so that it bounces on both sides of the net.
Rally	Playing the ball back and forth with your partner/opponent.
Backhand push	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
Forehand push/drive	Turn your feet and body slightly towards the same side you hold your bat. Keep your elbow close to your body and push the ball back over the net from your strong side. A harder hit is called a drive.

Section 2: New Knowledge/Skills
<p>In your year 7 table tennis lessons you will work towards being able to play a game of singles with a classmate, knowing the important rules and being able to do the basic skills.</p> <p>Firstly, learning to grip the bat correctly and to take up a good stance will be key to your progress: use the handshake grip.</p> <p>You will learn how to serve the ball to start a rally, trying to make sure the ball bounces on both sides of the net.</p> <p>The basic shots needed to keep the rally going are the forehand and backhand push. The forehand push is played on your strong side and the backhand push with your bat across in front of your body.</p>
 <p>How many rules of the game can you remember?</p> <p>← The handshake grip</p>

PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Routine/sequence	A series of gymnastic movements and skills performed in a flowing given order.
Tension/Extension/Control	The 3 fundamental skills required to hold an aesthetically pleasing balance.
Travel/Transitional Movements	A gymnastic movement through space from one area to another.
Balance	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
Jump	Performing gymnastic shapes and movements in the air.
Roll	A form of gymnastic travel, pivoting around the centre of mass.
Flow	The ability to link gymnastic skills and movements together with no obvious joints (needed during a routine/sequence).

Section 2: New Knowledge/Skills
<p>What do you understand the term aesthetically pleasing to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (tension, extension and control) in order to produce high quality balances and also be able to recognise points of balance. Know/demonstrate various methods of gymnastic travel/transitional movements to include hop, jump, slide, crawl, twist, roll. You should be able to perform a simple individual sequence, demonstrating knowledge of or use of the key vocabulary</p> <p>Sequences should incorporate flow between different gymnastic skills and movements.</p> <p>SLD (speed, level and direction) changes should be used to enhance sequences.</p>
 <p>start and finish position</p>

PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Footwork	The landing foot of a player can move until they have passed the ball.
Pivot	Turning on the ball of the foot when holding the ball to face a different direction.
Marking	Standing in front of another player - preventing them from moving or receiving the ball.
Dodging	A method used to move away from a defender.
Passing	Sending the ball to another player.
Signalling	Pointing or indicating to other players to give them useful information.
Centre pass	Method used to start a game or to restart the game after a goal is scored.
Free pass	Method of restarting the game after a foul has been committed.
Section 2: New Knowledge/Skills	
A key phrase for remembering the footwork rule is: CLIP - CLOP	
3 keywords to remember when passing a ball are: STEP - PUSH - POINT	
The different types of passing that can be used within a game of netball are: Chest, bounce, shoulder and overhead.	
The diagram below shows a netball court and the starting positions of each player at a centre pass. Identify the areas each player can go in.	
the chest pass	
Free passes are awarded for: footwork, offside, held ball	
Only the GS and GA can shoot and this must be from within the shooting circle	

PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Grip	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
Stance	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
Dribble	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
Block tackle	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
Push pass	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
Reverse stick	Turn that stick over to make sure you always use the flat side of the stick.
Self pass rule	Remember that you can dribble the ball to yourself when restraining the game.
Shooting circle	To make hockey safer, no longer shots are allowed - make sure you are inside the circle when you try to score.
Section 2: New Knowledge/Skills	
In year 7 hockey you will learn all the skills and rules needed for you to be able to safely play a small-sided game with your classmates, such as 5v5.	
You will learn the key skills of: grip, stance, dribble, block tackle, push pass and reverse-stick.	
You will learn that in a game you must not touch the ball with your feet or the back of your stick. You will know how to start the game (a pass-back) and how to restart the game after the ball goes out: sideline ball, top of the circle.	
Watch out for your classmates who use the 'self-pass rule' !! A great way to score before the other team are ready!!	

PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Technique	The way you perform something in sport.
Stroke	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
Water confidence	The ability to perform a variety of skills in the water.
Push and glide	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
Streamlined	Keeping the body in a position - straight and narrow - which reduces water resistance.
Personal survival	Skills which may help a person survive in a dangerous situation.
Treading water	Staying afloat in the same place with minimum effort.
Water polo	A team sport where players try to throw the ball into a goal at the end of the pool.
Section 2: New Knowledge/Skills	
It is of vital importance that we follow the safety rules in and around the swimming pool. Can you list 3 safety rules that must be followed in your swimming lessons?	
You will focus mainly on developing your technique in front crawl and back crawl. The two key parts of technique that we will focus on are the arm action and the leg action.	
Question - can you describe the key points of the arm and leg actions in front crawl and back crawl?	
You will learn and practice a variety of water skills and survival skills to improve your confidence in the water, including breath holding, underwater swimming and treading water.	
Question - Can you list some of the basic rules of water polo and describe how to dribble and pass the ball?	

PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Carry (grip)	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
Passing	Send the ball to a teammate using a two-handed swinging action across the body.
Running with the ball	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
Try	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
Support	Helping a teammate by running just behind and to the side of them so that they can pass to you.

Section 2: New Knowledge/Skills

In Year 7 we will be playing 'touch' rugby. There is no tackling so that you can focus on learning the skills and how to play the game.

You will learn how to carry the ball and how to pass the ball.



Question - What 2 things should you do as soon as you catch the ball?

You will play small-sided games passing the ball between teammates to get the ball across the try-line.

Question - How many points are awarded for a try and what else happens after a try is score in a full rugby game.

You will learn how to pass the ball backwards and how to position yourself so that a teammate with the ball can pass backwards to you.

Question - What 'code' of rugby do we play at Belper School?
rugby union or rugby league

PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Passing	Sending the ball to another player.
Receive	Collecting the ball from another player.
Control	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
Dribble	Moving with the ball at your feet.
Turn	Changing direction with the ball.
Signalling	Pointing or indicating to other players to give them useful information.
Possession	The team or player in control of the ball.

Section 2: New Knowledge/Skills

Here are some questions to see what you can remember from your football lessons.

List three different types of **pass**.
Name three different body parts that a player can use to **control** the ball.

When might a player choose to **dribble** rather than **pass** the ball?

Which ways of **turning** with the ball have you used in lesson time?

Can you identify one rule for each of the following situations when playing a game:
Kick-off
Throw-in
Goal-kick
Free-kick:



Don't forget to complete the homework task on google classroom once you have completed your football lessons.

PE: Running

New Knowledge/Skills
Running is an important part of our PE programme for 2 main reasons:
Running is essential to being able to play all other sports, and... Running is the most popular way across the world that people use to keep fit.
Can you list some of the reasons why running is the most popular keep fit activity
In our Year 7 running lessons, we will develop our ability to run at a steady pace for a long period of time. We will set a target time and understand what a personal best is.

PE: Health and Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:
<ol style="list-style-type: none"> To reduce the chance of injury To improve performance
You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the key muscles.
Can you name 5 of the major muscles in the body?
Can you demonstrate 10 exercises you can use in a warm-up?

PE: Leadership

New Knowledge/Skills
Leadership is an essential part of all sports and fitness activities.
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.
Key question: Why are leaders important in sport?



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Primary colour	Root colour from which secondary colours are mixed
Secondary colour	Two primary colours mixed together
Tertiary colour	A secondary colour mixed with a neighbouring primary colour
Complementary	Colours opposite each other on the colour wheel that contrast highly
Abstract	Art that does not attempt to show external reality
Non-naturalistic	Not closely imitating real life
Impasto	Use of thick paint to create texture
En plein air	Painting outdoors
Expressionist	Expressing the inner world of emotion rather than external reality
Impressionist	An artistic style capturing a moment of time
Stipple	A painting technique using small dots of colour

Tier 2 vocabulary	Definition
pigment	The coloured part of paint
blended	One colour merged into another
media	Type of material used, e.g. paint
strokes	Marks used in painting
applied	Added to the painting
landscape	Depiction of an outdoor scene
portrait	Depiction of a person

Section 2: New Knowledge/Skills	
ARTISTS:	
Henri Matisse	Andre Derain
Claude Monet	Berthe Morisot
<p>Fauvism - A term applied to a group of artists working in a similar way around 1905-1910. This group included Andre Derain and Henri Matisse. Their paintings were made using bold, non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours - these are pairs of colours which appear opposite each other on the colour wheel. When used side by side in a painting, they form a strong contrast. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.</p>	
Complementary colours:	
Red – Green	
Yellow – Purple	
Blue - Orange	
<p>Impressionism- A term applied to a group of artists, initially in France, working in the 1860s onwards. They worked 'on the spot' outdoors - 'en plein air' rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet's work 'Impression- Soleil Levant' (impression-sunrise)</p> <p>This group of artists included Monet, Renoir, Degas and Berthe Morisot.</p> <p>Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).</p>	

Section 3: Colour Mixing		
Primary colours:		
Red	Yellow	Blue
Secondary colours:		
YELLOW mixed with RED to make ORANGE		
RED mixed with BLUE to make PURPLE		
BLUE mixed with YELLOW to make GREEN		
Tertiary colours:		
A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in red-orange.		
Harmonious colours		
Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. yellow, yellow-green and green.		
Tint		
A colour mixed with white. E.g. Orange mixed with white.		
Shade		
A colour mixed with black. E.g. Blue mixed with black.		
STONE		
A colour mixed with grey. E.g. Red mixed with grey.		
Artists use tints, shades and tones when mixing colours.		

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Theatre Production	The planning, rehearsal and presentation of a work to an audience at a particular set time.
Set Design	The set helps show where and when the story of a play takes place, while also conveying meaning to the audience.
Adaptation	In a theatrical adaptation, material from another artistic medium, such as a novel or a film is re-written and turned into a play or musical.
Costume	The clothes designed to be worn within a performance to say something about the character and the production.
Performance Convention	Rules that exist in production.
Director	A director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production.
Tier 2 vocabulary	Definition
Character	The person created in a play or novel.
Analysis	Detailed examination of the elements or structure.
Evaluation	The making of a judgement about the value of something.

Section 2: New Knowledge/Skills
<p>The famous novel 'Peter and Wendy' was written in 1911 by J M Barry and has been adapted many times for stage and screen.</p>  <p>Image from 1953 Disney adaptation.</p> <p>Other films like 'Hook' and 'Tinkerbell' have focussed on key characters.</p>  <p>Themes</p> <p>The main idea of Peter Pan is that there is a kind of tragedy involved in growing up and leaving behind childhood innocence, imagination, and sense of adventure. For Peter, growing up seems to be the worst possible fate. "All children, except for one, grow up." This is the opening line of both the book and the play. The main theme of the story is the conflict between wanting to remain a child, but knowing that one has to become an adult. Both Mrs. Darling and Wendy are portrayed as very maternal, and it is suggested that their role in life should be to nurture children. This is a stereotypical depiction of the role of women in society. There is even a suggestion that Wendy is falling in love with Peter, but he tells her he thinks of her more as a mother figure.</p>

Section 3
<p>Peter Pan by The National Theatre</p> <p>The school is lucky to have access to the resource; Drama Online Library. The students watch the National Theatre production of Peter Pan.</p> <p>The play explores fantasy, childhood and growing up, these themes are also explored in this superb production of the piece.</p> <ul style="list-style-type: none"> • How does the company create locations and situations using basic props, furniture and pieces of set? • Why decide to double the characters of Mrs Darling and Captain Hook and have the latter played by a woman? • How the flying is achieved in this production and how it is different to other productions where characters fly? <p>Flying How do the characters fly?</p> <p>Mechanics</p> <ul style="list-style-type: none"> • Thick steel wire • Each actor wears a harness underneath their costume • Each actor is paired with another • Ladders are used • Counterbalance between two actors – one goes up one goes down <p>Magic</p> <ul style="list-style-type: none"> • Fairy string • A wonderful thought <p>Do you notice the wires as a member of the audience?</p>

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Riff	A repeated musical pattern.
Harmony	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part.
Verse	The part of the song that tells the story. The melody repeats in each verse but the words will change.
Chorus	The part of the song that is repeated, often after the verse. It gives the main message of the song.
Chord	Two or more notes played together.
Chord Sequence	A set of chords played in a particular pattern.
Verse/Chorus structure	A form of structure which has alternating verses and chorus.
Tonality	Tonality refers to the system of notes that a piece of music is based on.

Tier 2 vocabulary	Definition
Call and Response	Two short sections within a melody line where one phrase is answered by another.
Timing	The ability to synchronise with another person.
Melody	The main theme or tune of the music.
Structure	How a piece of music is organised into different sections of parts.

Section 2: New Knowledge/Skills

Most pieces of music we listen to are in **verse/chorus** structure. This is a type of musical form.

VERSE	CHORUS	VERSE	CHORUS	BRIDGE	CHORUS
A	B	A	B	C	B

The **verses** will have the same melody, however the lyrics will change on each verse to tell a story. The **chorus** of a song stays the same each time it is repeated. This will give the main message of the song. The **bridge** of the song is a linking section

Music contains notes in succession (**melody**) or notes in combination.

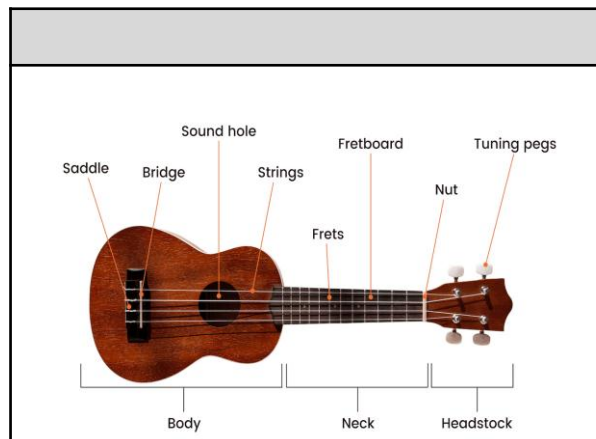
When notes are played at the same time it is called **harmony**. The type of harmony created in a piece of music or a song is the **tonality** of the music.

When a piece of music uses **simple harmonies** it means that the music using a limited number of chords in a sequence.

The **primary triads** refers to three chords that form a chord sequence. These chords are commonly used in songs. The **primary chords/triads** are chord I, IV and V; meaning if C is I, F would be IV and G would be V

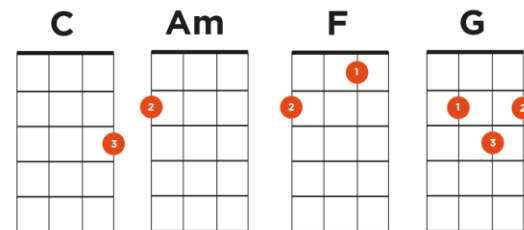


The **four chord trick** is a **chord sequence** that is used in hundreds of songs. It uses the primary chords and one extra, chord VI



We use chord diagrams when learning the ukulele. These are pictures of the fretboard and show where to put your fingers for the different chords.

The four vertical lines represent the strings, and the horizontal lines represent the frets.



IKO IKO

I'M YOURS



Links to prior learning: *Introducing performance and introducing composition.*

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	
Fats	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

1 Base your meals on starchy foods

2 Eat lots of fruit and veg

3 Eat more fish – including a portion of oily fish each week

4 Cut down on saturated fat and sugar

5 Eat less salt – no more than 6g a day for adults

6 Get active and try to be a healthy weight

7 Drink plenty of water

8 Don't skip breakfast

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

Energy 488kJ 114kcal	Fat <0.5g <1%	Saturates <0.1g <1%	Sugars 13g 15%	Salt 0.45g 8%
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30g contains
of an adult's Reference Intake.
Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod

Energy 2474kJ 593kcal	Fat 37g 53%	Saturates 4.3g 22%	Sugars <0.5g <1%	Salt 0.96g 16%
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of an adult's Reference Intake.
Typical values per 100g: Energy 1031kJ/247kcal

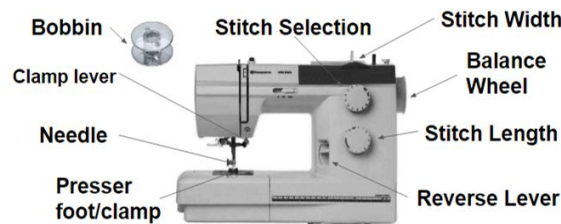
Analyse the traffic light labels provided above. Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

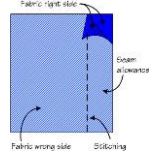
Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

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	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
<p>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.</p> <p>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.</p> 
<p>Manufacturing Steps</p> <ol style="list-style-type: none"> 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.

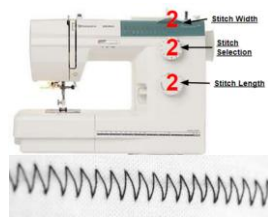
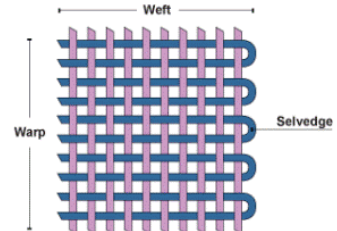


Section 3: Knowledge
<p>Cotton Your banner is made from cotton. Cotton is the most widely used textile fibre in the world. It is harvested from cotton plants. Cotton plants grow in hot climates such as India and the USA. Properties of cotton are that it is strong, absorbent and easy to sew with. However, it creases easily and can shrink when washed.</p>
<p>Seam Allowance</p> <p>A seam allowance of 1.5cm is added around the edge of fabric pieces that are going to be sewn together.</p> <p>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.</p> 
<p>Sewing Safely</p> <p>Follow these steps to ensure accurate and safe sewing:</p> <ol style="list-style-type: none"> 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
<p>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.</p> <p>You are going to use STRAIGHT STITCH for this project. Here are the settings you will need:</p> <p>Stitch Width: 2.5 Stitch Selection: 1 Stitch Length: 2.5</p>

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

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

Section 3: Knowledge
<p>Zig Zag A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.</p>  <p>It is also useful to neaten the edges of a woven fabric and stop it from fraying.</p>
<p>Fabric Crayons Fabric crayons are an easy way to add more detail to a fabric design. They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc. You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.</p>
<p>Weaving The cotton calico fabric you are using for your bag is woven on a loom.</p>  <p>This diagram shows you the key parts of the fabric.</p> <p>It is easy to remember that the WEFT goes from LEFT to right if you think of WEFT=LEFT</p>
<p>Homework Tasks</p> <p>Task One: Copy the diagram of the WEAVING, label the Warp and Weft. Challenge: can you research the BIAS and mark onto your diagram where that would be?</p> <p>Task Two: The settings for a basic zig zag stitch are shown above. Can you predict what would happen the stitch if you adjusted the dials?</p> <ol style="list-style-type: none"> 1. Draw what you think the shape of the zig zag would be if I changed the Width to 5 2. Draw what you think the shape of the zig zag would be if I changed the width to zero.

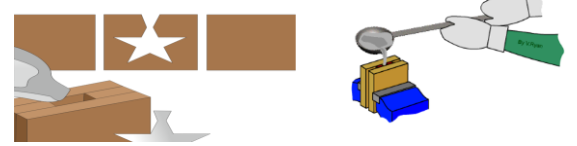
Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Task Analysis	Investigating the topic being studied by breaking it down in the different possible focal points
Orthographic	A style of 3D drawing shown in 3 different views
Isometric	A style of drawing using 30 degree angles
Timber	A wooden beam 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 2 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

Oak	Medium-Density	Redwood
Beech	Fibreboard	Cedar
Mahogany	Plywood	Pine
Teak	Chipboard	Spruce
Balsa		Fir

Properties of woods:
Strength, toughness, hard wearing, colourful and interesting appearance, grains, density, good shock absorbency.

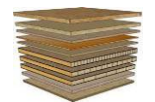
There are 3 main categories of wood:
Hard woods, Soft woods and man-made boards.



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


Knots

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 1: Key Vocabulary	
Tier 3 vocabulary	Definition
Aluminium	Non ferrous metal, can be polished to a mirror finish, mailable and ductile, can be cut with a hack saw and filed.
Cold forming	Bending, shaping and forming metal when it is cold
Rasp	Similar to a file, however it has rougher more course teeth, used to removed waste and shape wood
Rivet	Short metal pin which can be used to fix and secure two pieces of metal together
Jig	Tool used to bend and form metal into a new shape
Bandsaw	Machine used to cut wood to length, or cut into a new shape, ideal when rough cutting larger sections of wood
Countersink	Special V shaped drill used to cut a V shaped recess into wood or metal which can then have a countersunk rivet or screw fitted leaving a flat surface
Fretsaw	Mechanical saw which can be used to quickly and accurately cut and shape thin sections of wood, uses a similar blade to a coping saw
Pine	Coniferous softwood, fast growing, found in temperate climates, easy to shape and cut, can be finished well, it can be surfaces damaged easily and contain knots
Pin Hammer	Small light hammer ideal for use on panel pins and cold forming rivets




WAGOLL

The Coat Hanger and Door sign will be finished to a high standard, function as intended, and match the designs.




Section 2: New Knowledge/Skills


Shaping Metal and wood
Be able to use the following tools to shape wood
Fret saw/disc sander/rasp/file/glasspaper




Be able to use the following tools to shape metal
Hack saw/file/emery cloth/wet and dry/buffing machine




Drilling and fixing metal and wood
Be able to use the a Pillar Drill and Electric hand drill




Understand the function of the a twist Bit and countersink drill bit





Be able to fix different materials together using wood screws and rivets



Applying surface finishes
Be able to apply a range of surface finishes to wood including, acrylic paint, paint pens, and wood dye



Using CAD/CAM
Be able to use **Computer Aided Design** software to create a design for a door hanger using the drawing tools in the program and contouring images from the internet. The designs must be suitable for a laser cutting **Laser Cutter**:
Is a machine that cuts out designs drawn using CAD. They can make really accurate and fine cuts through paper, card, plastic and sheet metals.
Cutting - The laser beam burns away material to get the desired shape.
Engraving -Is the practice of using lasers to draw onto an object.
Rasterize - Raster engraving is where the material is removed from the materials.

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


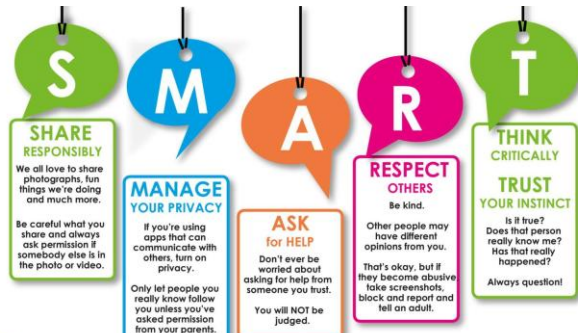


Gantt Chart Planning
Use a Gantt chart to plan The manufacture of the Coat hook in a suitable Order and time scale

1st	12 Nov	1st	12 Nov	2nd	12 Nov	3rd	12 Nov	4th	12 Nov	5th	12 Nov	6th	12 Nov	7th	12 Nov	8th	12 Nov	9th	12 Nov	10th	12 Nov

Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
The internet	A worldwide system of interconnected computer networks and electronic devices that communicate with each other
Risk	A situation involving exposure to danger.
Careers	An occupation undertaken for a significant period of a person's life and with opportunities for progress.
Work roles	A set of responsibilities, duties, and expectations that an employee has within an organization.
Financial	Relating to finances and money.
Realistic	Having a sensible and practical idea of what can be achieved or expected.
Expectations	A strong belief that something will happen or be the case.
Moral dilemma	A situation in which a difficult choice has to be made between two courses of action
Advertising	The activity or profession of producing advertisements for commercial products or services.

Tier 3 vocabulary	Definition
Boundaries	A limit or space between you and another person.
Ambition	A strong desire to do or achieve something.
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Employment	The state of having paid work.
Aspirations	A hope or ambition of achieving something.

Section 2: Key Themes:
<p>Staying Safe Online: How the internet works and its different features, the scale and speed at which information travels and the different risks online, strategies to operate safely online and the benefits of being online.</p> <p>Goals & Ambitions: Setting goals and the benefits of doing so, how we can be open to opportunities in all aspects of life, to recognise and challenge stereotypes and understand how these can limit aspirations and future goals.</p> <p>Work Roles & Career Pathways: Different work roles and career pathways including clarifying early aspirations of their own. Link careers with subject that they study at school and where they could lead.</p> <p>Making the best use of my money: Understanding and assessing risk related to finances that young people might make, evaluating social and moral dilemmas about the use of money, including advertisement.</p> <p>Employment Rights & Responsibilities: About young people's employment rights and responsibilities, what jobs might be available to them when they are older.</p> <p>Self Evaluating & Setting Goals: To be able to review their own strengths, interest skills, qualities and values, to be able to set realistic goals and target for their future.</p>

Section 3: Key concepts:	
 <p>Richard Leach Careers Coordinator <i>The Careers Office is located in the school library</i></p>	<p>Careers at Belper School</p> <p>What we do:</p> <p>Careers Advice & Guidance We can support you with Year 9 Pathways, Sixth Form & College Courses. We also assist with Work Experience & Work Shadowing and organise events including Careers Inspiration Day & Mock Interviews.</p>
	
	

Spring 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime Clubs: 12.20 – 1.00				
<p>Football Year 7 With James 3G</p> <p>Table Tennis Year 10/11 With Tom GYM</p> <p>Book Group Year 9 With Sarah Phillips Library</p> <p>Art Club All Years With Lucy A4</p> <p>Wargaming Hobby Painting Club All years With Richard A3</p>	<p>Duolingo Club All Years With Sarah Knappett Languages Block</p> <p>Badminton (week 1) Year 8/9 With Tom Sports Hall</p> <p>Football Year 9/10 With James/Matt 3G</p> <p>Ultimate Frisbee (week 2) Year 7/8/9 With James Sports Hall</p>	<p>Technical Theatre Club All Years (max 10 students) With Sarah Holme A7</p> <p>Football Year 11/12/13 With Matt and Tom 3G</p> <p>Belper Band All Years Woodwind, Brass and Strings With Anna MU1</p> <p>Handball Year 8/9 With Tom Sports Hall</p>	<p>Digital Skills Drop In Yr10-13 With Jody A2</p> <p>Football All Years Girls With Leanne Sports Hall/3G</p> <p>Music Club All Years With Phil MU2</p> <p>Knitting and Crochet Club All Years With Emma T5</p> <p>Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1</p> <p>Foreign Language Spelling/ Translation Bee practice Years 7, 8, 9 With Sarah Knappett Languages Block</p> <p>Belper Choir All Years With Anna MU1</p>	<p>Chess All Years With Carlos M2</p> <p>Football Year 8 With Tom 3G</p> <p>Games Club Years 7, 8 With Emma Library 12.20 – 1.00</p> <p>Multisports Club Year 7 (Yr10 Sports Leaders) With Rebecca and Matt Sports Hall & Gym</p>

Spring 2: Extra – Curricular Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
After School Clubs				
<p>Gardening All Years With Marc and Tony Rosie's Garden 3.05 – 4.00</p> <p>More Than Robots Years 8, 9, 10, 11 With Sarah Speight T1 3.05 – 4.00</p> <p>Music Producers Club Years 9, 10, 11 With Phil MU2/Recording Studio 3.05 – 4.00</p> <p>Football Year 8 With Tom Field 3.05 – 4.00</p> <p>Sports Leadership Events Year 9/10/12 with Rebecca, Matt & AVSSP 3.05-4.00</p>	<p>Netball Years 7/8 With Rebecca Sports Hall 3.05 – 4.00</p>	<p>Litter Picking All Years With Marc P2 3.05 – 4.00</p> <p>Scalextric Racing/ Model Railways All Years (Max 15 students) With Phill T1 3.05 – 4.00</p> <p>Circuit Training Year 7/8/9 With James Gym 3.05 – 4.00</p> <p>'Your Time' Leadership Year 9 Girls with Rebecca and Matt Sports Hall 3.05-4.00 (week 1)</p> <p>A level PE Revision Year 13 with Rebecca/Tom/Matt 3.05-4.00</p> <p>Sports Studies/GCSE Sports Club Year 10/11 With Tom 3.05-4.00 (week 2)</p>		<p>Friday Night Sports Club Year 10/11/12/13/staff With Matt, Leanne, Tom & James 3G/Sports Hall</p>

2 Black/Blue Pens and 1 Coloured Pen



2 Pencils



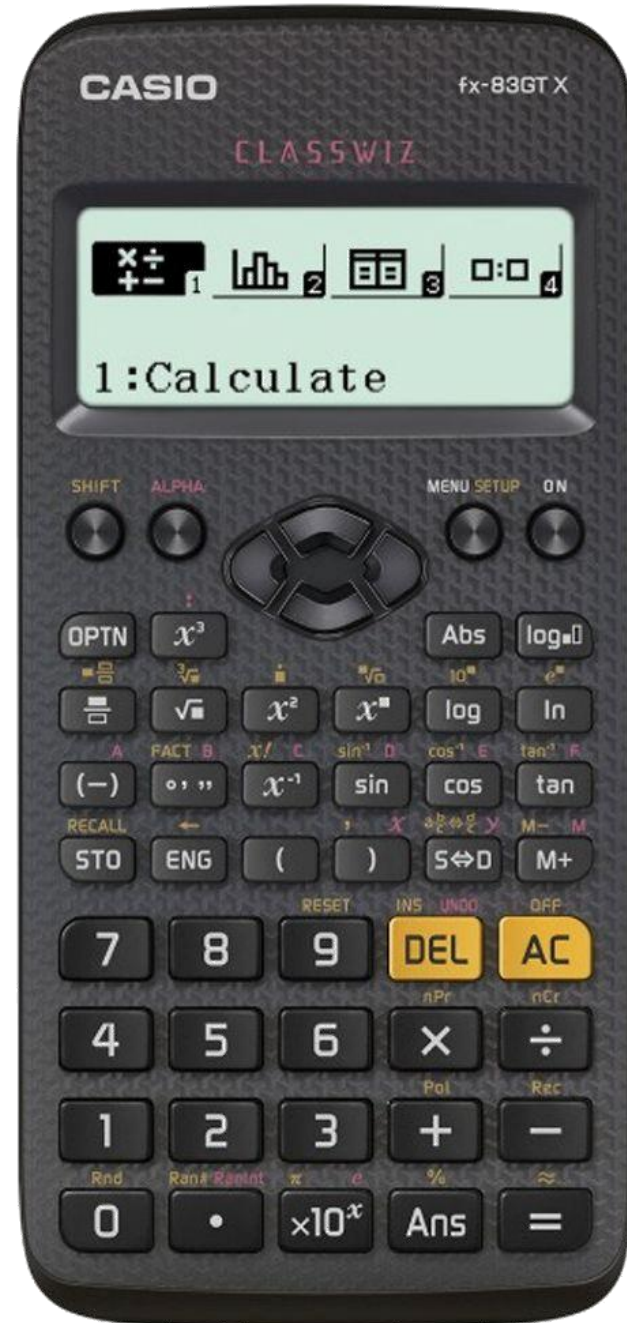
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge
Organiser

Ruler

