

# Knowledge Organiser

Year 8 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

Suggested by: Casey Lowndes 9SRS



**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
<b>Caesura</b>	A pause or break between words in a line of poetry
<b>Rhyme Scheme</b>	The ordered pattern of rhymes at the end of the lines in a poem.
<b>Personification</b>	Giving non-living objects human characteristics. E.g. the trees danced.
<b>Sibilance</b>	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
<b>Enjambment</b>	When the line continues onto the next line, without punctuation at the end
<b>Anaphora</b>	the repetition of words or phrases in a group of sentences, clauses, or poetic lines.

Tier 2 vocabulary	Definition
<b>Imagery</b>	Visually descriptive language that you can image in your mind.
<b>Alliteration</b>	Words in a sentence that begin with the same letter or sound.
<b>Propaganda</b>	information, especially of a biased or misleading nature, used to promote a political cause or point of view.
<b>Connotation</b>	an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
<b>Patriotic</b>	having or expressing devotion to and vigorous support for one's country.

Section 2: Key Acronyms and Strategies		
<b>R</b>		Read the question
<b>U</b>		Underline the key words
<b>C</b>		Choose the best approach
<b>S</b>		Select any key information
<b>A</b>		Answer the question
<b>C</b>		Check your answer
<b>C</b>	<b>CONNECTIVE</b>	Firstly, moreover, furthermore, in conclusion.
<b>P</b>	<b>POINT</b>	Use the wording of the question and identify what your paragraph will explore.
<b>E</b>	<b>EVIDENCE</b>	Find a relevant quotation and identify a language or structural device in it...
<b>A</b>	<b>ANALYSIS</b>	... and then explore the deeper meaning of this quote/technique and how it links to the question.
<b>T</b>	<b>THINK</b>	Finally, think about the intention behind the language choice (why?) and the possible impact on the reader

Section 3: Poetry Analysis And Context
<p><b>Trench Conditions</b></p> <p>Extreme Heat Extreme Cold Trench Foot Disease Rats Sleep Deprivation Gas Malnutrition Silence Homesickness No Man's Land</p>
<p><b>Dulce et Decorum Est</b></p> <p>Bent double, <u>like old beggars under sacks</u>, Knock-kneed, coughing like hags, we cursed through sludge, Till on the haunting flares we turned our backs, And towards our distant rest began to trudge. <u>Men marched asleep</u>. Many had lost their boots, But limped on, blood-shod. All went lame, all blind; Drunk with fatigue; deaf even to the hoots Of gas -shells dropping softly behind.</p>
<p>Simile – 'beggars' – visual imagery – older than their years</p>
<p>Metaphor – 'marched asleep' – visual imagery – insight into the conditions – sleep deprived</p>



Section 1: Key Vocabulary		
Tier 3 vocabulary	Definition	
<b>Direct proportion</b>	When one value increases so does the other. One of the values is a multiple of the other value	
<b>Inverse proportion</b>	When one value increases and the other decreases	
<b>Scalar multiplier/ Scale factor</b>	Is a number that moves <i>along</i> lines in a double number line, that is, stays within the same variable	
<b>Functional multiplier</b>	Is the multiplier that links the two quantities	
Tier 2 vocabulary	Definition	
<b>Percent</b>	A proportion that shows a number as parts per hundred. The symbol % means 'per cent'	
<b>Percentage Increase</b>	Adding a given percentage of a value to the original value	
<b>Percentage Decrease</b>	Subtracting a given percentage of a value from the original value	
<b>Proportion</b>	Two or more quantities that increase or decrease at the same rate	
Maths watch QR codes		
% of amount	% increase/ decrease	% multiplier
Direct proportion	Inverse proportion	

### Section 2: Representations

We can utilise a double number line to work with percentages. By making the original value equal to 100%, we can partition the number line to find other percentage:

We can use all of our existing skills in **scaling** numbers in when working with percentages.

**Example question - What is 45% of 360?**

Likewise, we can use scaling to express one amount as a percentage of another.

**Example question – What is 22 out of 40 as a %?**

### Section 3: Procedures

To increase a value by a given percentage, we can start by thinking about scaling from the original value (100%), down to find 1% and then scale up to a percentage larger than 100.

**Example questions – Increase £80 by 20%**

Numerically, our procedure is:  $80 \div 100 \times 120$   
Which is the same as:  
 $80 \times 120 \div 100$  or  $80 \times \frac{120}{100}$  or  $80 \times 1.2$

Here we arrive at the most efficient method for increasing a value by a given percentage, the **multiplier method**.

80	96
100%	120%

A proportionality table is an even more efficient way to represent this procedure.

**Section 1: Key Vocabulary**

Tier 3 vocabulary	Definition
<b>Measure of central tendency</b>	The statistical measure that identifies a single value as representative of an entire distribution
<b>Measures of Dispersion</b>	Describes the spread of the data.
<b>Discrete</b>	Data that can only take certain values
<b>Continuous</b>	Data that can take any value
<b>Quantitative</b>	Can be counted or measured in numerical values
<b>Qualitative</b>	Non-numeric information

**Tier 2 vocabulary**

Tier 2 vocabulary	Definition
<b>Mean</b>	Total of the data values divided by how many values there are.
<b>Median</b>	Middle value when the data has been listed in order
<b>Mode / Modal</b>	Most common data value / group.
<b>Range</b>	The spread of the data given.
<b>Grouped</b>	Data given in the form of class interval
<b>Sample</b>	A subset of the data.

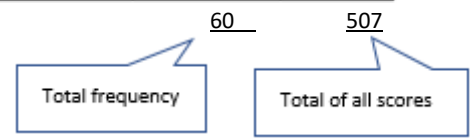
**Maths watch revision links**

Median, mode and range table	Mean	Averages from a table
Mean from a table	Bar charts	Pie charts

**Section 2: Knowledge/new skills**

**Averages from a frequency table**  
60 students took a maths test. Here are their marks out of 10.

Score (out of 10)	Frequency	Working
7	x	13 = 91
8	x	20 = 160
9	x	14 = 126
10	x	13 = 130



Mean = Total of all scores ÷ total frequency  
= 507 ÷ 60 = 8.45 marks

Modal score = 8 (because 8 has the highest frequency)  
Median = 8 (because 8 would be the score in the middle if we wrote out the list in full)

**Range from a frequency table**  
Highest score – Lowest score = 10 – 7 = 3

**Examples of Discrete Data**  
Number of people, shoe size, number of tickets sold, score on a test, ....

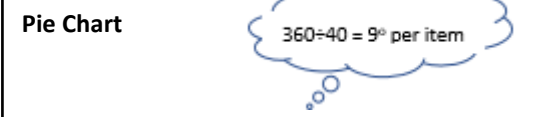
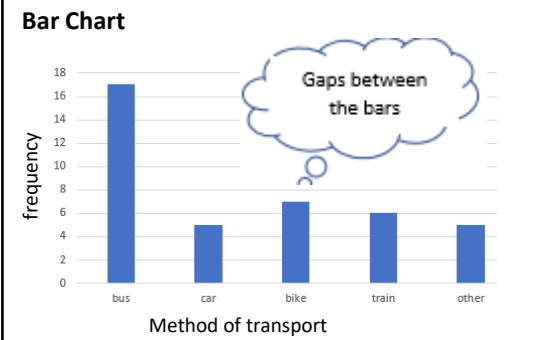
**Examples of Continuous Data**  
Height, length, time, weight, ...

**Examples of Qualitative Data**  
Colour, types of pet, favourite team, favourite subject, method of transport to school, ....

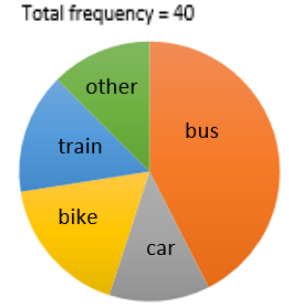
**Section 3: Skills**

Diagrams showing what form of transport 10 people use to get to work.

Method of transport	Frequency
bus	17
car	5
bike	7
train	6
other	5



Method of transport	Frequency	Angle
bus	17 x 9 =	153
car	5 x 9 =	45
bike	7 x 9 =	63
train	6 x 9 =	54
other	5 x 9 =	45



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Scatter diagram</b>	A graph of plotted points that shows the relationship between two variables.
<b>Scatter graph</b>	An alternative name for scatter diagram.
<b>Correlation</b>	The link between two variables
<b>Bivariate data</b>	Data with two variables
<b>Interpolation</b>	Using the line of best fit to make predictions within the range of data collected
<b>Extrapolation</b>	Using the line of best fit to make predictions outside of the range of data collected
<b>Line of best fit</b>	A line through a scatter graph/diagram that best expresses the relationship between those points
Tier 2 vocabulary	
Estimate	Definition
<b>Estimate</b>	Use the trend to make a sensible prediction
<b>Scale</b>	A series of marks at regular intervals
<b>Plot</b>	To place points on a coordinate grid

**Maths watch revision links**

Scatter graphs

**Section 2: Knowledge/new skills**

**Positive Correlation** As one variable increases, so does the other.

**Negative Correlation** As one variable decreases, the other increases.

**No Correlation** The variables have no link..

Stronger correlation

Weaker correlation

**Section 3**

**Using Scatter Graphs**  
Describing the relationship shown on a scatter graph requires a sentence and can be written in different ways.

The hotter it is, the less scarves are sold.  
The colder it is, the more scarves are sold.

The scatter diagram below shows rainfall plotted with umbrella sales. Use a line of best fit to estimate the number of umbrellas sold when there is 3mm of rain.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Oesophagus</b>	The muscular tube that connects the mouth to the stomach
<b>Hydrochloric acid</b>	The acid in the stomach which aids digestion
<b>Absorption</b>	The process of taking digested food products from the small intestine into the blood. Uses microvilli
<b>Small Intestine</b>	The part of the guts in which most of digestion and absorption takes place
<b>Large Intestine</b>	The part of the guts in which water is absorbed back into the blood.
<b>Malnutrition</b>	Lack of proper nutrition.
<b>Obesity</b>	The condition of being very overweight, often through eating large amounts of fat and carbohydrates.
<b>Food group</b>	A group of foods that share similar nutritional properties.
<b>Food test</b>	Chemical tests that are used to determine if a specific food group is present.
<b>Digestion</b>	Process of breaking down large insoluble molecules into smaller soluble molecules.
<b>Liver</b>	Organ that produces bile.
<b>Peristalsis</b>	The squeezing of the muscles of the oesophagus to push food down into the stomach.
<b>Pancreas</b>	Where the majority of digestive enzymes are produced. Also responsible for controlling blood sugar levels.
<b>Catalyst</b>	A molecule that speeds up a chemical reaction without being used itself.
<b>Enzyme</b>	A biological catalyst.
<b>Substrate</b>	The molecule that an enzyme acts on eg: starch is a substrate as it is broken down by an enzyme.
<b>Active site</b>	The space on an enzyme where the substrate joins.
<b>Denature</b>	When the active site of an enzyme changes shape and the substrate no longer fits.

**Section 2: Food Groups and the Digestive system**

Food group	Use	Food test/ positive result
Complex carbohydrates (Starch)	Energy	Iodine = black
Simple carbohydrate (Sugar)	Energy	Benedict's = green, yellow, orange or red
Proteins	Growth and repair	Biuret = purple
Lipids (fats)	Energy storage	Emulsion test = white

Vitamins, Minerals and fibre are also key food groups. They are responsible for keeping key systems in the body working correctly; for example the nervous system.

**The Digestive System**

**Absorption in the Small Intestine**

This image is not to be copied or re-used.

**Section 3: Digestive System**

**Organs of the Digestive system**

Mouth  
Oesophagus  
Stomach  
Liver  
Pancreas  
Gall Bladder  
Small Intestine  
Large Intestine  
Rectum  
Anus

**Enzymes**  
Enzymes are used in digestion to break down large molecules.

**Lock and key hypothesis**  
The lock and key hypothesis explains that only one substrate can fit into the active site of an enzyme. If enzymes are put into the wrong conditions their active site changes shape. This is called denaturing. This means the enzymes can no longer work this happens in;

- A too low or high pH
- A high temperature

**Questions**

- Explain why digestion is important.
- Describe the route of food through the digestive system.
- Describe the role of each organ in the digestive system.
- A food turns purple with benedict's and white with the emulsion test, explain what this shows.
- Explain how enzymes aid the digestion of food?
- Explain how enzymes are denatured and the effect of this.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Sedimentary</b>	A type of rock formed from cemented grains
<b>Igneous</b>	Crystalline rocks formed from cooled molten rocks
<b>Metamorphic</b>	Produced when pressure and/or heat change rocks
<b>Rock Cycle</b>	The cycle of minerals through different stages
<b>Erosion</b>	Gradual wearing and smoothing of rock fragments
<b>Weathering</b>	Breaking off of large chunks of rock
<b>Transport</b>	Movement of rocks usually including erosion
<b>Deposition</b>	Laying down of grains of rock (sediments)
<b>Compaction</b>	Pressure on sediments leading to cementation
<b>Grains</b>	Small fragments of rock
<b>Crystals</b>	Interlocking grains of rock
<b>Permeable</b>	(Porous) able to absorb water
<b>Magma</b>	Molten rock below the surface
<b>Lava</b>	Molten rock above the surface
<b>Minerals</b>	The different chemicals rocks are made of
<b>Fossil</b>	Remains of living things turned to rock
<b>Tectonic plates</b>	The cracked surface (crust) of the Earth

Tier 2 vocabulary	Definition
<b>Acid Rain</b>	Rain water with a pH below 7
<b>Volcano</b>	Site where Molten rock reaches the surface
<b>Evidence</b>	Data/information used to (dis)prove a theory
<b>Theory</b>	An idea to explain an observation or evidence

Section 2: New Knowledge			
Rock Type	Formation	Appearance	Example
Intrusive Igneous	When Magma cools slowly below the surface	Large visible crystals, various colours	Granite, Gabrro
Extrusive Igneous	When Lava cools quickly above the surface	Small crystals, can be porous, various colours	Basalt, Pumice
Sedimentary	When grains of sediment are laid down, compacted and cemented together	Made of grains, can be various sizes, often shows layers, colour varies depending on where it was deposited, often porous	Limestone, Sandstone, Mudstone
Metamorphic	When other rocks are changed through heat and/or pressure	Huge variety depending on rock formed from, can have layers, crystals, not usually porous	Marble, Slate, Gneiss

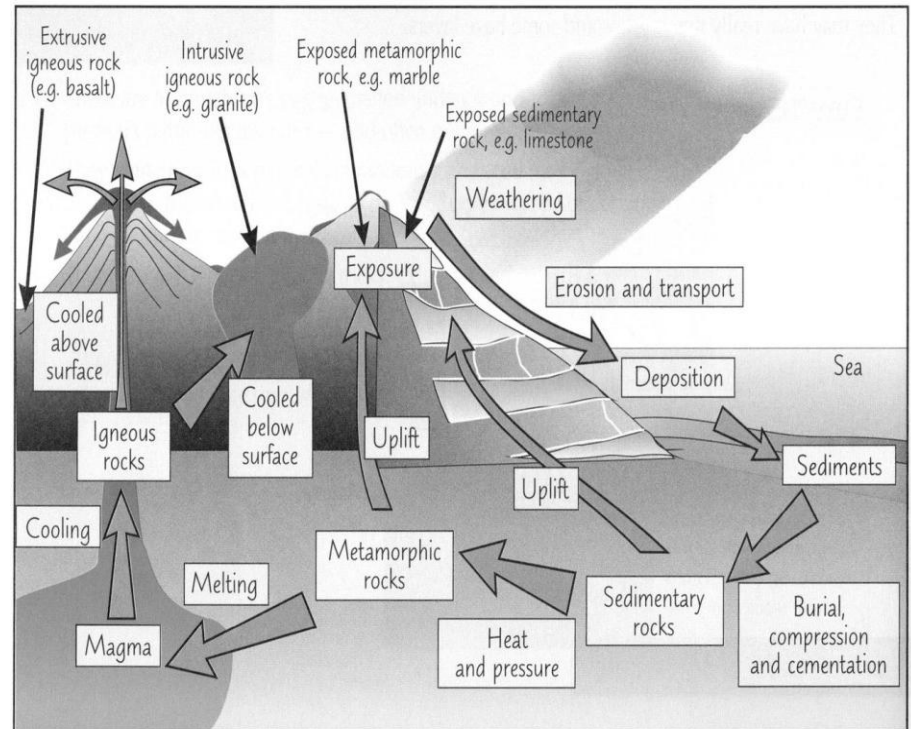
**The Rock Cycle**

**Types of weathering**

- Chemical** - Acid rain
- Biological** - Plant roots
- Physical** - Waves/water freeze-thaw, wind, Onion-skin

**Plate boundaries**

- Constructive** - Where two plates move away from each other.
- Destructive** - Where two plates move towards each other.





Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Air pressure</b>	The weight of the air pushing down on the earth.
<b>Anticyclones</b>	High pressure system - dry , calm conditions.
<b>Clouds</b>	Water vapour condenses to make water droplets. We see these as clouds.
<b>Cold front</b>	Meeting of two air masses where the warm air is followed by cold air.
<b>Condensation</b>	Water vapour is cooled and turns into water droplets.
<b>Convective rainfall</b>	Rain formed when warm moist air rises due to the heat of the sun.
<b>Depressions</b>	Low pressure system - associated with wet, windy weather. Also called a storm.
<b>Frontal rainfall</b>	Rain formed when warm air rises over cold air at a front.
<b>Isobar</b>	A line joining points of equal air pressure on a weather map.
<b>Meteorology</b>	The study of the weather.
<b>Precipitation</b>	Water droplets in clouds become too heavy and fall as rain, hail or snow.
<b>Prevailing wind</b>	The direction the wind usually comes from - SW in the UK.
<b>Relief rainfall</b>	Rain formed as air is forced to rise over hills.
<b>Warm front</b>	Meeting of two air masses where the cold air is followed by warm air.
Tier 2 vocabulary	Definition
<b>Weather</b>	The day to day conditions of the atmosphere.
<b>Climate</b>	Average weather over at least 30 years.

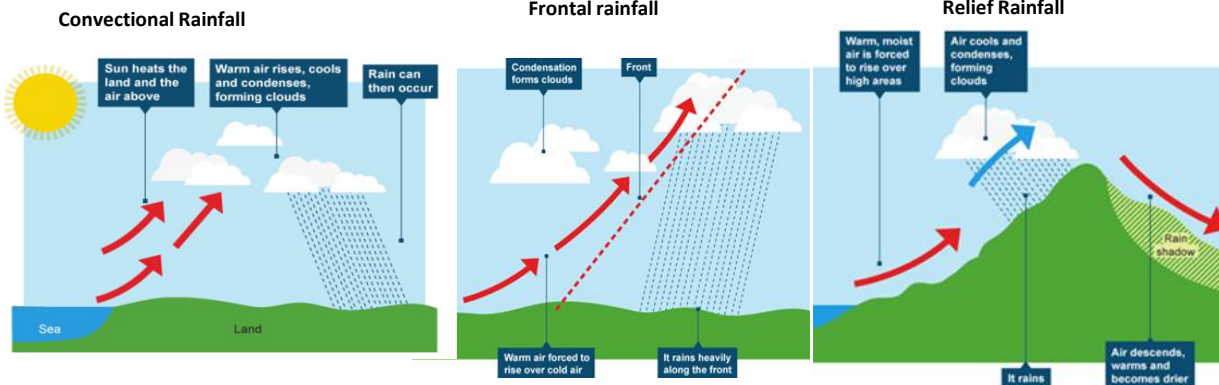
## Section 2: New Knowledge

### Summer Anticyclones

Clear settled conditions bring long, sunny, cloudless days and warm temperatures. The weather is normally dry, although occasionally very hot temperatures can trigger convectional rainfall and thunderstorms.

### Winter Anticyclones

Cold, dry days with light winds. The clear skies allow heat to be lost from the earth's surface. Temperatures can decrease very quickly at night. Water vapour can condense and freeze on ground surfaces causing frost and ice.



**Latitude** - places near the equator are much warmer than places near the poles.

**Distance from the sea** – land and sea heat up at different rates. The sea takes a lot longer to heat up than the land but keeps its heat for longer as more than just the surface is heated up. In winter the sea keeps coastal areas warm and in the summer cools them down. The further away from the sea the wider the range of temperatures found there eg. central Russia.

**Altitude** – temperatures decrease by around 1°C for every 100m increase in height. Many parts of the Alps mountain range in Europe are over 4,000m above sea level which means they are 40°C colder than coastal areas.

**Prevailing winds** – the prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows across the Atlantic Ocean from the Gulf of Mexico. It warms the prevailing winds or air masses, making western areas of the UK and Europe warmer than areas inland.

**The climate in the UK** is variable meaning it changes a lot. The UK has cool summers, mild winters and rainfall evenly spread throughout the year. The climate is classified as temperate which means we rarely experience extremes.

### Weather Instruments and units of measure:

Temperature = Maximum/minimum **thermometer**, measured in °C.

Air pressure = **Barometer**, Millibars

Wind speed = **Anemometer**, Knots or mph.

Wind direction = **weather vane**, Compass points

Rainfall = **Rain gauge**, mm

## Section 3: Geographical Skills

- Use the synoptic symbols, weather charts and satellites to analyse weather patterns.
- Interpret and draw climate graphs for the UK.
- Interpret climate maps for the UK and the world.
- Describe and explain weather patterns and the climate of the UK.
- Use new geographical terminology – weather and climate.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Mansa Musa</b>	Ruler of the Malian Empire
<b>Medieval</b>	The period of History from 476-1492
<b>Hajj</b>	A religious pilgrimage made by Muslims
<b>Enslavement</b>	The action of making someone a slave.
<b>Abolition</b>	Bringing something to an end.
<b>West Africa</b>	The western section of the African continent. Made up of 17 countries.
<b>The Mali Empire</b>	A huge territorial empire that flourished in west Africa in the 13th and 14th centuries.

Tier 2 vocabulary	Definition
<b>Trade</b>	The action of buying and selling goods and services
<b>Independence</b>	The freedom to act freely
<b>Trade Triangle</b>	Trade between three countries
<b>Economic</b>	Involving money and trading
<b>Independence</b>	Being free from an overseeing power.
<b>Empire</b>	A group of states ruled over by a single monarch or country
<b>Kingdom</b>	An area ruled by a king.

Unit Summaries:

1. What was the relationship like between Europe and Africa from 1200 to present?

In 1312 the Malian King, Mansa Musa ruled a vast empire. Mansa Musa owned so much gold that even today, he is still considered the richest man to ever exist! At this time, Europe and Africa had a great relationship and both continents were seen as equals. This relationship began to change in the 1500's with the emerge of the Trade of Enslaved Africans which continued until the Slavery Abolition Act of 1833. We then look at the 'Scramble for Africa' and the consequences of colonisation on the relationship between Europe and Africa.

A Benin bronze made by people of the ancient Kingdom of Benin



Historian David Olusoga visited Bunce Island in Sierra Leone when learning about Black history



'Scramble for Africa'



Second order concept = Change and Continuity

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
<b>Suffering</b>	The state of undergoing pain, distress, or hardship.
<b>Christian</b>	A person who has received Christian baptism or is a believer in Christianity.
<b>Good</b>	That which is morally right
<b>Evil</b>	Profoundly immoral and wicked.
<b>Attitude</b>	A settled way of thinking or feeling about something.
<b>livelihood</b>	A means of securing the necessities of life
<b>Charity</b>	The voluntary giving of help, typically in the form of money, to those in need
<b>Purpose</b>	The reason for which something is done or created or for which something exists
<b>Selfishness</b>	Concern more with the needs and wishes of others than with one's own.

Tier 2 vocabulary	Definition
<b>Bible</b>	Christian Holy Book
<b>Buddha</b>	A wandering ascetic and religious teacher who lived in South Asia, [h] during the 6th or 5th century BCE
<b>Resurrection</b>	Rising from the dead e.g. Jesus rising after dying on the cross

Section 2: New Knowledge
<p><b>1. Moral suffering</b> This is suffering that is caused by humans using their free will (the human ability to make choices) to do something evil. War is a good example of moral evil. Wars cause large amounts of suffering. All wars are caused by the actions of humans who could have chosen to act differently.</p> <p><b>2. Natural suffering</b> This is suffering that has not been caused by humans. Earthquakes, floods, volcanoes, cancers and so on are not caused by humans, but they result in lots of human suffering. However, some suffering which appears to be caused by nature may actually be the result of human evil choices. For example, climate change is caused by humans polluting the atmosphere and results in more extreme weather and natural disasters.</p> <p><b>The problem of evil and suffering</b> Evil and suffering stop some people from believing in God. They think that there should be no evil and suffering in a world created by a good and powerful God. If God is omnipotent (all-powerful), he must be able to remove evil and suffering from the world. And if God is omnibenevolent (all-good), he must want to remove evil and suffering from the world. As there is evil and suffering in the world, either God is not all-good and powerful or he does not exist.</p>

Section 2: New Knowledge
<p>Christian response to evil and suffering Christians respond to the problem of evil and suffering by:</p> <ul style="list-style-type: none"> <li>• Accepting the teaching of the Bible that God has a reason for suffering but that humans cannot understand it.</li> <li>• Accepting the teaching in Psalms that suffering and joy are an essential part of life.</li> <li>• Claiming that evil and suffering are the fault of humans misusing their free will.</li> <li>• Claiming that evil and suffering are part of a test to prepare people for heaven.</li> <li>• Praying for those who suffer • Helping those who suffer</li> </ul>
Section 3: Assessment Information
<p>Part D – 15 marks</p> <p>15 Minutes</p> <p>Overview: You will be given a statement to discuss.</p> <p>You need to give supported arguments and reach judgements on how convincing the evidence is that you present.</p> <p>You should use key terms and sources of wisdom.</p> <p>Each view on the statement that you give should be backed by two sets of evidence. You should then challenge the view using evidence. You should aim to do this twice.</p> <p>If you have time you can add a conclusion in which you say which view is the most convincing using words from the original statement. This should be supported with evidence.</p>



Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
regular verb	Follow a pattern
irregular verb	Do not follow a regular pattern
auxiliary verb	A verb used to show a verb's tense
perfect Tense	To describe what happened in the past
past participle (pp)	The verb changed into its past tense form e.g. ate, drank etc...
conjugation	The process of changing an infinitive using personal pronouns
agreement	A change to the ending of the word to identify the gender m/f/pl

Questions	Translation
1. Où habites-tu ?	Where do you live?
2. Tu as passé des bonnes vacances ?	Did you have a good holiday?
3. Qu'est-ce que tu as fait?	What did you do?
4. C'était comment ?	What was it like?
5. Tu es allé(e) où ?	Where did you go?
6. Tu as voyagé comment ?	How did you travel?
7. Où vas-tu normalement en vacances ?	Where do you normally go on holiday?
8. Où vas-tu aller en vacances l'année prochaine ?	Where are you going to go on holiday next year?

Section 2: Grammar		
Verb AVOIR	to have, having	Regular past participles
j'ai	I have	passé spent (time)
tu as	You have	mangé ate/eaten
il/elle/on a	He/she/one has	regardé watched
nous avons	We have	écouté listened
vous avez	You (formal/plural have)	voyagé travelled
ils ont	They have (m, m/f)	fini finished
elles ont	They have (f)	vomi vomited
		attendu waited
		vendu sold

Examples:	
J'ai regardé	I watched/ have watched
J'ai mangé	I ate/ have eaten
J'ai écouté	I listened/ have listened
Nous avons fini	we finished/ have finished
Elle a attendu	she waited/ has waited

Irregular past participles	
The infinitive	Past participle
lire- to read	lu- read
boire- to drink	bu- drank/ drunk
apprendre- to learn	appris-
learned/learned	
faire-to do/make	fait- did/done
avoir- to have	eu- had
prendre- to take	pris- took/ taken
voir- to see	vu- saw/ seen

Examples:	
J'ai lu	I read/ I have read
J'ai fait	I did/ I have done
Il a vu	He saw/ He has seen

**Section 3: WAGOLL**

J'habite à Lyon en France. J'ai deux semaines de vacances à Noël et huit semaines en été. L'année dernière, en août, j'ai passé les vacances en Italie avec ma famille. Pendant les vacances j'ai visité tous les monuments célèbres comme le musée Uffizi. J'ai vu beaucoup de peintures comme La Primavera de Botticelli. C'était incroyable. Après, nous avons mangé des pâtes à la sauce tomate...très savoureuses ! Finalement, on a mangé de la glace. À mon avis, c'était très délicieux mais mon père a préféré le tiramisu. J'aime beaucoup l'Italie parce qu'il y a beaucoup de choses à faire. Je suis allée à Florence et j'ai voyagé en avion et en train. C'était assez confortable mais un peu fatigant. Normalement, à Noël, je passe les vacances chez moi. L'année dernière, je suis allée au parc d'attractions où j'ai bu de la limonade et j'ai fait les manèges. C'était super cool ! L'année prochaine je vais aller en Grèce avec mon frère aîné. Nous allons visiter les monuments anciens à Athènes, ça va être fantastique car on ne doit pas aller au collège.

**À savoir:**

Here is an quick way to remember how to form regular past participles.

er	>	é
ir	>	l
re	>	u

★ Some verbs have ÊTRE (not AVOIR) as the auxiliary

Verb Être	To be/being
Je suis	I am
Tu es	You are
Il/elle/on est	He/she/one is
Nous sommes	We are
Vous êtes	You (formal/plural have)
ils sont	They have (m, m/f)
elles sont	They have (f)

allé(e,s,es)	went/ been
arrivé(e,s,es)	arrived
resté(e,s,es)	stayed
tombé(e,s,es)	fell/ fallen
rentré(e,s,es)	returned home

FRENCH Y8 Word list Spring A	
finalement	finally
le bord de la mer	seaside
la montagne	mountain
la campagne	countryside
les amis	friends
la famille	family
complètement	completely
les vacances (fpl)	holidays
le Noël	Christmas
les Pâques	Easter

FRENCH Y8 Word list Spring B	
traîné (pp)	hung around
traîner	to hang around/hanging around
nager	to swim/swimming
pendant	during
la musique	music
voyager	to travel/travelling
organiser	to organise/organising
bavarder	to chat/chatting
retrouver	to meet up with
seulement	only

FRENCH Y8 Word list Spring C	
c'était	it was
vu (pp)	saw/seen
fait (pp)	did/done
bu (pp)	drank/drank
les manèges	the rides
pris (pp)	took/taken
les copains	friends (m, m/f pl)
les copines	friends (f pl)
un parc d'attractions	theme park
un spectacle	a show

FRENCH Y8 Spring D	
qui	who
avec qui ?	with whom?
Comment ?	how?
C'était comment ?	How was it?
l'avion	plane
le bateau	boat
la voiture	car
le train	train
le car	coach
le bus	bus

FRENCH Y8 Spring E	
vomir	to be sick/being sick
vomi (pp)	vomited/was sick
perdre	to lose
perdu (pp)	lost
en retard	late
cher	expensive
sale	dirty
rater	to miss
raté	missed
il était	he/it was

FRENCH Y8 Spring F	
les États-Unis	USA
dernier	last
l'année dernière	last year
gagner	to win
gagné	won
chez + name	at someone's house
le jeudi	on Thursday
faire de la voile	to go sailing
la mer	sea
en colo	on a holiday camp

REVISION: Scan the QR codes to access the word lists on [Quizlet!](https://www.quizlet.com)

Phonics: <b>r</b>	
en retard	bord de la mer
quatre	traîner



Phonics: <b>qu</b>	
qui	quand
quelle	que

Phonics: <b>tion/ ssion</b>	
natation	action
passion	émission

Phonics: <b>cognates</b>	
intelligent	arrogant
cinéma	films

Scan this QR code to go to [languagesonline.org.uk](https://www.languagesonline.org.uk) to practise the perfect tense



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

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

\*Most verbs in the perfect tense use **haben** as their auxiliary verb  
 \* 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)  
 \* Irregular verbs often have **en** at the end of the stem or may have a change of vowel in the stem of the verb

Present Tense (1 German, 2 English)		
<b>ich</b>	<b>habe</b>	gespielt (played)
<b>du</b>	<b>hast</b>	gehört (listened) gekauft (bought)
<b>er/sie/es</b>	<b>hat</b>	gewohnt (lived/stayed) gechillt (chilled/relaxed)
<b>wir</b>	<b>haben</b>	gemacht (did/done) gegessen (ate/eaten)
<b>ihr</b>	<b>habt</b>	getrunken(drunk/drunk gesehen (saw/seen)
<b>Sie</b>	<b>haben</b>	gelesen (read)
<b>sie</b>	<b>haben</b>	

Certain verbs use **sein** as their auxiliary verb instead. These are mainly verbs of movement.

<b>ich bin</b> <b>er ist</b> <b>wir sind</b> <b>ihr seid</b> <b>sie sind</b>	<b>gegangen</b> (went)
	<b>gefahren</b> (went/travelled)
	<b>geschwommen</b> (swam)
	<b>geflogen</b> (flew)
	<b>geblieben</b> (stayed)

**Section 3: WAGOLL & phonics**

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.

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.

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!

**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.

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.

**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.

T                    M                    P

Ich fahre jedes Jahr mit meiner Familie nach Schweden.

T                    M                    P

Letzten Sommer bin ich mit meinen Freunden nach Frankreich gefahren.

GERMAN Y8 Word list Spring G		
	wenn	if/when
	wie	how
	Hunger haben	to be hungry
	Durst haben	to be thirsty
	Angst haben	to be scared
	Glück haben	to be lucky
	Pech haben	to be unlucky
	Lust haben	to fancy (doing sth.)
	Bock haben	to fancy (doing sth.)
	Recht haben	to be right

GERMAN Y8 Word list Spring H		
	ich bin gegangen	I went
	wir sind gefahren	we travelled
	ich habe gekauft	I bought
	wir haben gegessen	we ate
	ich habe getrunken	I drank
	wir haben gesehen	we saw
	ich habe gefunden	I found
	wir haben geliebt	we loved
	ich habe gehasst	I hated
	ich bin geblieben	I stayed

Phonics: eu	
Freund	Flugzeug
teuer	Eule
neun	Feuer
Leute	heute



REVISION: Scan the QR code above to access the word lists on Quizlet! This QR code links to all [the Y8 German Quizlet sets.](#)

Phonics: s(before vowel)	
gelesen	sie
Reisebus	langsam
Hause	gesehen
Sommer	Hose

★ Please see your Language Guide or Spring 1 Y8 knowledge organiser for Spring A-F word lists

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Field</b>	A field is a place to storage a single piece of data, where the information is structured around the same topic. E.g., a Colour or a Name.
<b>Record</b>	A record is a group of fields which are all related and grouped together on one bigger topic on either a person, item/object or area of interest.
<b>Query</b>	A query is a tool within a database used to select specific pieces of information about a topic.
<b>Report</b>	A report is a printed/digital copy outputted to a screen which contains the completed queries.
<b>Wildcard Query</b>	A wildcard query is used to identify fields which start with a particular letter of sequence of letters.
<b>Boolean Value</b>	A Boolean value is a value in a database which contains 2 options, typically Yes or No, or True or False.
<b>Data Type</b>	Is the type of data put into a database. Usually text, integer, date or Boolean
<b>Table</b>	The structure of a database file.

Tier 2 vocabulary	Definition
<b>Search</b>	To look for information
<b>Sort</b>	To put into a particular order
<b>Filter</b>	To remove pieces of information
<b>Sequence</b>	To follow instructions step-by-step

**Section 2: New Knowledge**

**A Database is a Store of Data**

- Databases are used to store lots of data in an organised way.
- Databases hold data in one or more tables. A table consists of a series of Fields and Records.

**These are the different fields in a database about Dinosaurs**

**Changing and Adding Data in a Databases**

A database is a table of information that looks like a spreadsheet. Individual fields can be edited in the cells to change data, and new records can be added at the end an existing one.

26	Tenontosaurus	sinew lizard	ten-ON-toe-saw-russ
27	Triceratops	three-horned face	tri-SER-a-tops
28	Tuojiangosaurus	Tuijiang lizard	too-WANG-oh-saw-russ
*	#####		

**The Benefits of Databases**

The benefit of databases is that you can search them quickly to find specific data, or use them to generate reports. E.g., what books in a book shop have sold the most copies.

Databases can also be used to store and hold lots of information digitally. This means that the use of paper is reduced and these do not need to be stored inside filing cabinets.

**Section 3: Useful Subject Information**

**Wildcard Queries**

A wildcard is a character that can be used to substitute for another character or a set of characters. For example, you can use a wildcard to query for any names of movies that begin with B.

To do this in an Access Database you would you the wildcard search =B\* in the criteria box.

To find movies starting with the letters Bat, you would use the wildcard search =Bat\* in the criteria box.

**Sorting in a Database**

You can sort tables in databases using a sort on either the record or the field. The two most common sorts are sorting the data Alphabetically or by number size

- An Ascending sort puts the smallest values first and the largest last, and alphabetically A first to Z last.
- A Descending sorts puts the highest values first and the smallest last, and alphabetically Z first to A last.

**Ascending and Descending Order**

**Searching and Filtering in a Database**

Queries can be used to search and filter to databases. A filter is a condition applied to a field. It can be used to filter out data from the database which meets a certain argument. E.g., people who are older than 21. A search is a more complex filter query applied to a database which compares conditions in different fields and returns results based on those conditions. E.g., People who are older than 21 and also are Female in gender.

# PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Jump Shot</b>	The most common way to shoot the ball by jumping up straight to shoot over the defender.
<b>Set Shot</b>	Keeping the feet on the floor when shooting - only used for free-throw.
<b>Lay-up</b>	A close range shot taken with a running action after dribbling to the basket.
<b>Dribble-move</b>	Changing hands or direction when dribbling to evade a defender - key techniques are the crossover, spin, through-the-legs and behind-the-back.
<b>Man-to-man</b>	A defensive system where each player is responsible for marking a player from the opposing team.
<b>Over-dribble</b>	Taking too many bounces of the ball and either losing possession or having a negative effect on your team's attacking options.
<b>Violation</b>	Breaking the rules of the game such as travel, double-dribble, out-of-bounds, carrying.
<b>Foul</b>	Physical contact which gives an unfair advantage over an opponent.
<b>Free-throw</b>	If you are fouled when shooting, you will get a free-throw - basketball's equivalent of a penalty shot

## Section 2: New Knowledge/Skills

In Year 8 basketball you will develop your scoring ability by working on the two main **techniques** for scoring baskets: the **jump-shot** and the **lay-up**.

You will learn how to use the **skill of dribbling** more effectively in the game to help your team.

You will start to work as a team in games by communicating with each other to organise an effective **man-to-man** system. As your understanding of the game improves more rules will come into play to keep games fair and you may be asked to **referee** your classmates' games.

# PE: Net Games

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Rally</b>	Hitting the shuttle or ball back and forth with your opponent.
<b>Service</b>	Getting the rally started with a serve - there are some important rules to follow to keep things fair.
<b>Umpire</b>	Net games are officiated by an umpire - you will take a turn as umpire in most lessons.
<b>Love</b>	The score of zero in net games is called 'love' eg. 3-0 is said "3 love". Love comes from the French for 'egg' - l'oeuf - because a zero looks like an egg.
<b>Fault</b>	When a player breaks a rule they commit a fault. There are many faults that you will need to watch out for when umpiring.
<b>Court</b>	The correct name for the playing area in badminton.
<b>Tramlines</b>	The double lines around the badminton court.
<b>Service line/box</b>	Badminton courts have a service line and service box.

## Section 2: New Knowledge/Skills

In your Net Games lessons this year you will play some badminton and some table tennis, developing the key skills that you learned in Year 7 table tennis lessons and gaining an introduction to the key points of the game of badminton.

In table tennis you will develop your ability to play competitively against an opponent. In badminton you will be introduced to the basics such as grip stance, backhand, forehand, overarm, underarm as well as the key rules.

### Questions:

How many rules of the table tennis serve can you list?

How many rules of the badminton serve can you list?

What happens in each sport when the serve clips the top of the net?

In each sport, when does the serve go over to the other player?

# PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Flight</b>	Producing gymnastic shapes and movements in the air, with or without assistance.
<b>Apparatus</b>	A piece of equipment used in a gymnastics lesson to enhance safety or enable you to perform skills.
<b>Cannon</b>	Performing skills or actions one after another.
<b>Mirror</b>	Performing skills and actions in time and in opposition.
<b>Vault</b>	A gymnastic skill performed using apparatus such as a box, buck or horse.
<b>Controlled landing</b>	Landing safely and effectively on 2 feet, having performed gymnastic flight.

## Section 2: New Knowledge/Skills

Do you know 3 important **safety procedures** that we should follow when setting out apparatus in a gymnastics lesson?

Can you explain what the following pieces of **apparatus** are used for and how we would use them safely? **Springboard, trampette, box, buck, bench, gym mat, crash mat, horse..**

How should we **land** after performing flight and give 2 reasons why this is so important?

Can you explain or demonstrate some of the following types of flight? **Tuck jump, star jump, straddle jump, pike, through vault, turn, diving roll.**

When performing a flight **routine** with a partner we may choose to work in **cannon or mirror**. What is meant by these terms? Could you spot them being used in a lesson?

Can you give an example of **assisted flight**?

# PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>1st Stage Defence</b>	Marking the player
<b>2nd Stage Defence</b>	Marking the ball
<b>Horizontal Band</b>	An area across the width of the court
<b>Held Ball</b>	Holding the ball for more than 3 seconds
<b>Contact</b>	Touching another player
<b>Obstruction</b>	Standing less than a metre away from a player with the ball
<b>Free Pass</b>	A method of restarting the game after a player has broken a rule.
<b>Penalty Pass</b>	A method of restarting the game after a player has committed a foul against another player - the player who committed the foul stands by the stand of the player taking the pass.

## Section 2: New Knowledge/Skills

Within the netball module you will learn how to:

Play the full 7-a-side version of the game. You will learn the names, roles and the areas of the court each playing position can go in. Be introduced to some new rules - **held ball, obstruction, contact & over a third** and how the game is re-started after these rules have been broken. Do you know the difference between a **free** and **penalty pass**. What are these awarded for?



Perform a range of dodges (**sprint, change of direction and feint**) in order to get free from a defender.

Perform the correct shooting technique & develop movement within the shooting circle to create space & receive the ball

Use horizontal bands to create space on the court in order for your team to keep possession of the ball

Switch from 1<sup>st</sup> and 2<sup>nd</sup> stage defence. Know when to do this and why it is important .

# PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Possession</b>	Keeping control of the ball as a team by passing it or dribbling it and not letting the other team get it.
<b>Stickwork</b>	Being able move your hockey stick quickly to control, dribble and turn with the ball, making it difficult for defenders.
<b>Self-pass rule</b>	When re-starting the game, remember that you can dribble the ball as well as pass it.
<b>Shooting circle</b>	The semi-circle in front of goal. You need to be inside it to take a shot.
<b>Give-and-go</b>	A quick way to get the ball up the field: pass to a teammate, run up the field and they give you the ball back.
<b>Dodging</b>	Trying to dribble past a defender in a one-on-one situation.
<b>Deception</b>	When dodging, make the defender think you are going one way, then go the other!
<b>Passing angles</b>	Make sure there is a clear line between you and your teammate in order to make a pass.
<b>Formation</b>	Arranging your team into roles such as defence, midfield and attack so that all areas of the pitch are covered.

## Section 2: New Knowledge/Skills

In this year's hockey unit you will continue to develop your individual skills but there will be more focus on working as team.

**Stickwork** will be an important part of your effectiveness as a player - quick and accurate control so you don't get tackled.

Keeping **possession** as a team will now become essential in order to create more goals and we will explore ways to link passes with teammates such as **creating passing angles** and using the **give-and-go**.

In games, we will start to get some team organisation and look at how to play in **formation**.

# PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Speed</b>	This obviously means going as fast as you can, but we need to recognise it at as the opposite of endurance. You cannot go fast for very long.
<b>Endurance</b>	The ability to keep swimming for a long period of time, but not particularly fast.
<b>Efficiency</b>	A smooth technique can help you move through the water with less effort, increasing both your speed and your endurance.
<b>Breathing</b>	It sounds obvious again, but a smooth and regular breathing pattern can improve the efficiency of the stroke.
<b>Straddle entry</b>	A safe way to enter deep water in an emergency situation. Your face should stay out of the water.
<b>HELP position</b>	Heat Escape Lessening Posture - take up this position to stay afloat in a survival situation.
<b>Surface dive</b>	Diving underwater from the surface of the water.

## Section 2: New Knowledge/Skills

In Year 8 swimming, we will be looking at ways to measure and improve the **efficiency** of our strokes. This will help both our speed and endurance.

We will explore how to start widths efficiently to gain maximum momentum, including sitting and standing **dives**. We will also look at efficient turn technique such as the **tumble turn**.

In **personal survival** we will try some tougher challenges such as the **straddle** entry into deep water, head-first and feet-first **surface dives** and endurance swimming. We will also have a go at swimming with clothes on.

In water-polo we will play the full-version of the game with goals, goalkeepers and a range of rules.

# PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Tackle</b>	Wrapping your arms around a players legs to try to bring them to the ground.
<b>Breakdown</b>	The point at which the attacking teams forward progress is stopped, usually by a tackle.
<b>Recycle</b>	After the breakdown, the attacking team try to set up for another attack.
<b>Ruck</b>	After a player is tackled and the ball is placed on the floor, the teams compete for the ball
<b>Maul</b>	When a player with the ball stays on their feet in the tackle and players arrive to compete for the ball.
<b>Line-out</b>	The forwards of both teams line up for a throw-in from the touchline.
<b>Scrum</b>	The restart after a forward pass or knock-on where the forwards bind together to push over the ball.
<b>Offside</b>	Players must always stay on their own team's side of the ball.
<b>Forwards</b>	Players who usually use their size and strength to win the ball for their team and make ground up the pitch.
<b>Backs</b>	Players who use their speed and skill to avoid being tackled and to get the ball up the pitch.
<b>Scrum-half</b>	Collects the ball from the forwards and passes to the backs.

Section 2: New Knowledge/Skills
<p>This year will see a move to contact rugby and you will first learn the key points of safe and effective tackling.</p> <p>This will then be transferred to game situations where we will introduce many of the roles and rules mentioned in the table above. You will work towards becoming either a forward or a back depending on the personal and physical qualities you offer your team.</p>

# PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Possession</b>	The team or player in control of the ball.
<b>Formation</b>	Players plan and perform in set positions in the game.
<b>Width</b>	Using the sides of the playing area.
<b>Depth</b>	Using the ends of the playing area.
<b>Distribution</b>	Making good decisions about how and where to send the ball.

Section 2: New Knowledge/Skills	
<p>You will be encouraged to demonstrate a good ready position, to prepare for action. This will include outfield and goalkeeping roles.</p> <p>Continue to demonstrate passing, dribbling and control skills to keep possession. Have you been able to use your left and right side to do this?</p> <p>When we perform in small sided games you will be using basic positions in a formation. These are defence (including goalkeeping), midfield and attack.</p>	
Position	What do you need to do in this role?
Goalkeeper	
Defender	
Midfielder	
Attacker	
List three actions that are needed when you are a team captain?	

# PE: Running

New knowledge/Skills
<p>You will continue to develop your <b>endurance</b> in running this year with further <b>target setting</b> to help you towards achieving a <b>personal best</b> in your timed runs.</p> <p>We will look at how we can use <b>lap times</b> and <b>split times</b> to help break down a performance and help us to achieve a target.</p> <p>We will consider some of the <b>mental</b> aspects of running which can be used to <b>motivate</b> ourselves and therefore improve performance, for example, <b>positive self-talk</b>.</p>

# PE: Health and Fitness

New knowledge/Skills
<p>Through the various activities in Year 8 we will consider the <b>effects of exercise</b> on the body and the science behind them, including:</p> <ul style="list-style-type: none"> <li>• Redness of the skin</li> <li>• Changes to our breathing</li> <li>• Increased heart rate</li> <li>• Sweating</li> </ul> <p>We will link these effects to the importance of the <b>warm-up</b> and we will introduce the idea of having a <b>cool down</b> after an intense exercise session.</p>

# PE: Leadership

New knowledge/Skills
<p>To develop our leadership abilities in Year 9, you will be challenged to use your PE knowledge at times to lead a warm-up or a skill practice for a group of classmates.</p> <p>We will discuss and try to develop some of the key <b>personal qualities</b> which can help you become a good leader such as: <b>communication, initiative, responsibility, knowledge, reliability, confidence, body language</b>.</p> <p>You may be ask to take on various leadership <b>roles</b> such as <b>coach, captain, referee, scorekeeper</b>.</p>



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Scarification</b>	Scratching, etching, burning, branding, or superficially cutting designs into skin.
<b>Fragmented</b>	To break or cause to break into pieces
<b>Tonal bar</b>	A way of demonstrating a tonal range
<b>Ombé</b>	Ombé is the blending of one colour hue to another, usually moving tints and shades from light to dark
<b>Proportion</b>	How the sizes of different parts of a piece of art or design relate to each other.
<b>Symmetry</b>	When two halves of a work of art mirror each other
<b>Press print</b>	Thin polystyrene printing sheets
<b>Gradient</b>	A gradual blending from one tone to another tone
<b>Elongate</b>	To stretch out of proportion lengthwise

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

**Observational drawing**

You are going to make a drawing of an African mask - this is called first-hand observational drawing.

It is important you draw lightly and carefully using a 2B pencil.

Initially you are learning about what your mask looks like.

**Look closely at your mask –**

- What shape is it?
  - Is it symmetrical?
  - Where are the eyes positioned?
  - How long is the nose?
  - Does it have hair or ears?
  - What sort of a mouth does it have?
  - Are there any other details? Headdress? Facial markings?
- You are now going to start your drawing.**

1. Lightly draw a **straight line** down the centre of your mask photograph and repeat this on your blank page, using a ruler. This will be the centre of your mask. This is a construction line so don't press on as you will be rubbing these out later!
2. Lightly draw the **outline** of the main mask. Ignore any bits that are add-ons. (headdresses or ears) Is your mask symmetrical? If so copy over the shape.
3. Now add headdresses, ears, to the outer shape. Don't add facial details yet, you are only looking at the main outline..... **remember to sketch lightly**, as these may need to be moved.

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

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

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

**ADDING TONE**

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



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

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

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

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

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

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

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

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



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



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
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<b>Tonal bar</b>	A way of demonstrating a tonal range
<b>Proportion</b>	How the sizes of different parts of a piece of art or design relate to each other.
<b>Symmetry</b>	When two halves of a work of art mirror each other
<b>Pressprint</b>	Thin polystyrene printing sheets
<b>Easel</b>	A frame for holding an artist's work or an object while it is being painted or drawn.
<b>Gradient</b>	A gradual blending from one colour to another colour
<b>Elongate</b>	To stretch out of proportion lengthwise

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


Section 2: New Knowledge
<p><b>Cubism</b> - A term applied to a group of artists working in a particularly inventive, new way starting in 1907. Influenced heavily by African art, they brought different views of subjects (usually objects or figures) together in the same picture, resulting in paintings that appear fragmented and abstracted.</p>
<p><b>Artists</b>                      Pablo Picasso                      George Braque                      Juan Gris                                Paul Cezanne</p>
<p><b>Context</b> - In 1907 Pablo Picasso, George Braque and other European artists visited an exhibition of African Art at an exhibition at the Ethnographic Museum of Trocadero in Paris. There they saw a large amount of African art and craft items including masks, sculptures and fabric. They saw African Art for the first time and were inspired by what they saw.</p>
<p>They began to incorporate African influences in their own work. They were inspired by the stylised and distorted faces and the expressive power of the tribal artwork on show.</p>
<p>One of the earliest and most important pieces of work influenced by African Art was by Pablo Picasso and is called <b>Les Femmes d'Alger (O.K. R. 1909)</b> and was painted in 1907. This piece, marked a radical break from traditional composition and perspective in painting. It shows five naked women painted as flat, splintered surfaces whose faces were inspired by African masks. The cramped space in which they stand together appears to push forward in jagged shards.</p>
<p>Another painting by Picasso which demonstrates how African art influenced the cubist style of painting is called <b>Nude with Drapery</b> and was painted in 1907. The head and figure in this painting are simplified, elongated and have harsh markings resembling a deeply carved wooden surface.</p>

Section 3: Techniques
<p><b>African Fabric</b>                      For centuries African artists have used the tie dye technique to produce vivid fabrics for garments and home decor.</p>
<p><b>The Process Fabric + dye</b>                      The process starts with a base fabric, intricate patterns are deftly created by winding or tying string or small strips of grass to form a resist. After a cloth is fully tied it visits the dye bath where the tied areas form a resist against the new colour. The string or grass is left wrapped around the areas of fabric and then released once the fabric has dried.</p>
<p><b>Printing artists</b>  <b>Kate Watkins</b> –Watkins first discovered printmaking while studying for a Fine Art degree at Leeds University during the 90’s but returned to it over 20 years ago while attempting to find balance with her job as an art and photography teacher in Hampshire.</p>
<p>Other famous printing artists include –                      John Muafangejo                      Charles Nkosi                      Azaria Mbatha</p>
<p>To view the work of Kate Watkins, visit  <a href="https://www.katewatkins.co.uk/">https://www.katewatkins.co.uk/</a></p>
<p>To view a range of African artefacts, visit  <a href="http://www.quaibrantly.fr">www.quaibrantly.fr</a></p>



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

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

**Section 2: Artists & Techniques**




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


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

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

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





DARK ← → LIGHT

**Section 2: Artists**



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

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

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



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

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Cross cutting</b>	A device to move between two or more scenes staged in the space at the same time. It's important that the audience know which part of the action they should follow. One part of the action remains in still image while another scene is played out, directing the audience's focus.
<b>Character Status</b>	Status is the level of power or influence a character has.
<b>Intonation</b>	This is the rise and fall of your voice.
<b>Phrasing</b>	The way you break up a longer chunk of text into smaller pieces to help give it more meaning to the audience.
<b>Emphasis</b>	The way certain words are stressed to help communicate meaning to an audience.
<b>Naturalistic acting</b>	An acting style that is believable and mirrors how people behave in real life.
<b>Proxemics</b>	The deliberate use of distance between you and other characters or objects to communicate something to an audience.
Tier 2 vocabulary	
Tier 2 vocabulary	Definition
<b>Stereotype</b>	A familiar character identified by an oversimplified pattern of behaviour that typically labels the character as being part of a group of people.
<b>Sensitivity</b>	Thinking and reflecting carefully on the subject matter.
<b>Explore</b>	Considering the subject matter from various different perspective.
<b>Cause and effect</b>	In a cause and effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

**Section 2: New Knowledge/Skills**

Try this vocal warm up.

How do we use FACE, BODY, VOICE, SPACE to communicate emotions? The QR code will give you ideas.

**P is for...**  
A useful way to remember different vocal skills is through the four Ps.

Pitch - the height or depth of the voice  
Pace - the speed at which lines are delivered  
Pauses - often forgotten and particularly important for building tension  
Phrasing - the inclusion of pauses and how an actor chooses to break up or emphasise certain words or phrases

In this clip actors explore how to show status on stage.

Cross cutting is used to cut between two different actions happening at the same time. By cutting back and forth between these different events, the director can establish that they are somehow linked. For example, in the film Jaws (1975) the director cross-cuts between point of view shots of the killer shark moving beneath the waves and shots of swimmers splashing above the waves. By cutting back and forth between the two locations audiences soon get the impression that a shark attack is imminent.

**What do these images Communicate?**



**Section 3: Characters and Information**

**Characters that you will play this term.**  
Bully  
Victim  
Passer-by

The QR code takes you to the *poem Four O'clock Friday* by John Foster.

**Where to get help at Belper School?**  
You could speak to one of our anti-bullying ambassadors.

**You can also speak to any member of staff.**  
Nathan Hobson  
Lola Postlethwaite  
Isla Heafield  
Harry Burke  
April Rowan  
Ashton Matthews  
Phoebe Webster  
Eva Howitt  
Isla-Rose Worrall

**Section 3: Links to Prior Learning**

**Status** was explored in *The Tempest* when creating scenes between Prospero and Caliban.  
**Vocal Techniques** are taught when exploring how to create tension in *The Woman in Black*.  
**Naturalistic Acting** was the style of acting that was taught in *the Home From Home*



Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Hook</b>	A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.
<b>Riff</b>	A repeated musical pattern, usually heard in the introduction. RIFFS can be rhythmic, melodic or lyrical. They are short and repeated.
<b>Ostinato</b>	A repeated musical pattern. Similar to the riff; but a term used in more classical music.
<b>Bass Line</b>	The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass.

Tier 2 vocabulary	
Definition	Definition
<b>Harmony</b>	Two or more sounds played simultaneously.
<b>Melody</b>	A combination of pitch and rhythm. Often the main tune.
<b>Rhythm</b>	A combination of different note values to create a pattern.
<b>Fluency</b>	The ability to play a melody or chord pattern with dexterity; moving between pitches without losing time.
<b>Timing</b>	Being able to keep a beat, maintaining a steady speed.

**Section 2: New Knowledge/Skills**

A **hook** or **riff** is a short repeated pattern in music. Within popular music (E.g. Rock and Pop) riffs are often heard in the introduction to the song. The riff would then repeat throughout the song.

This can be heard in **7 Nation Army by The White Stripes**.

A hook is similar to a riff; but is often the catchy vocal part of the song. This will be short and heard mostly in the chorus.

This can be heard in **Stayin' Alive by The Bee Gees**.

In classical music a repeated pattern is called an **ostinato**. They can be rhythmic, as heard in **Bolero by Ravel** or **Mars by Holst**.

Or they can be melodic, as heard in **Pachelbels's Canon in D**.

**Section 3: Other/Previous Knowledge/Skills**

**The Treble Clef**

When music has this symbol at the start it is telling us that the notes will be higher in pitch. On the keyboard this is the notes from the centre to the right

**The Bass Clef**

When music has this symbol at the start it is telling us that the notes will be lower in pitch. On the keyboard this is the notes from the centre to the left.

**Useful apps/websites**  
 Perfect Piano – a piano/keyboard app  
[www.musicca.com/piano](http://www.musicca.com/piano) - Virtual Piano

*Links to prior knowledge: Keyboard Skills, I've Got Rhythm.*

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Pathogenic bacteria</b>	Harmful bacteria (can cause Food Poisoning)
<b>Raising Agent</b>	Can be biological (e.g. yeast) or chemical (e.g. baking powder) - methods of introducing bubbles to create light texture.
<b>Fermentation</b>	When yeast has the correct conditions it will produce carbon dioxide.
<b>Reduction Sauce</b>	Flavours in a liquid sauce become more intense when the water content is reduced through evaporation
<b>Core Temperature</b>	The central temperature that meat should reach to ensure that it is safely cooked.
<b>Preservation</b>	To keep something for longer without it decaying or deteriorating
<b>Gluten</b>	A stretchy protein which gives bread dough the capacity to expand as yeast produces carbon dioxide. (Some people who have coeliac disease cannot digest.
<b>Hypothesis</b>	Prediction of results
<b>Enzymic browning</b>	An oxidation reaction (usually in fruit and vegetables) which causes browning

Tier 2 vocabulary	Definition
<b>Cross Contamination</b>	Transfer of bacteria or an ingredient which can cause allergies from one place to another
<b>Dough</b>	Thick paste which can be shaped and moulded (e.g. pastry / bread)
<b>Knead</b>	Action of folding and stretching dough to develop gluten strands
<b>High Risk Foods</b>	Foods which have a high risk of carrying food poisoning
<b>Prove</b>	Leaving dough in a warm place to give the yeast time to produce carbon dioxide

Section 2: New Knowledge/Skills

Key Temperatures

**What temperature should a domestic freezer be?**

**When using a temperature probe to check the core temperature of meat, what is the minimum temperature that it should reach?**

Some Names of Bacteria	Where they are found
<i>Salmonella</i>	<i>Chicken &amp; Eggs</i>
<i>Staphylococcus aureus</i>	<i>Humans &amp; animals, skin / hair</i>
<i>Bacillus cereus</i>	<i>Reheated rice</i>
<i>E. coli</i>	<i>Animals / meat, unpasteurised milk / unclean water</i>
<i>Campylobacter</i>	<i>Animals / meat especially poultry</i>

Section 3: Other subject specific things

**What Conditions Do Bacteria Need To Grow?**  
Warmth, Moisture, Food, Time

**Who is most at risk of Food Poisoning?**  
Babies and toddlers, very elderly frail people, pregnant women, people who are already seriously ill or who have a compromised immune system.

**Examples of high risk foods are**  
Meat and meat products, Fish (especially shellfish), poultry, eggs, dairy products & reheated rice

**HW 1.** Create a cartoon which explains how to reduce the risk of causing food poisoning when preparing, cooking & serving food. Use the key words from this knowledge organiser, then complete the **safety quiz on Google classroom** (or ask your teacher for a paper copy)

**HW2.** Research and Evaluate  
Breadmaking is a tradition in countries all around the world. Find out about the different types of bread served around the world. You can look in bakeries, supermarkets, cafes, recipe books and the internet. Complete a chart like the one shown below. Ask the adults that you live with about the traditional bread eaten in the area they grew up. Then complete the Google classroom evaluation (or ask your teacher for a paper copy)

Type of bread	Country	Appearance	Texture	Flavour	Traditionally served with
<i>Rye bread</i>	<i>Popular in Europe especially Germany</i>	<i>Dark rich colour</i>	<i>Quite dense inside</i>	<i>Strong malted flavour</i>	<i>Open sandwiches or with soup</i>
<i>Naan</i>					
<i>Bagel</i>					
<i>Baguette</i>					

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Embroidery</b>	Decorating fabric using thread and a needle to create a pattern
<b>Non Woven Fabric</b>	Fabric created by bonding fibres together using pressure, heat or adhesive
<b>Eyelet</b>	A hole to thread your shoelaces through. Often made from metal.
<b>Sequin</b>	A decorative, reflective piece of plastic that can be sewn onto a product
<b>Transfer paint</b>	Can be painted onto paper. The design can then be transferred to synthetic fabric using the iron or heat press.
<b>Synthetic</b>	Man Made, a fabric that does not come from a natural source.
<b>Back Stitch</b>	A stitch that can be used for decorative purposes or to secure stitches at the start or end of seam.
<b>Oversewing</b>	A stitch where the thread goes over the edge of the fabric to hold the pieces together securely and neatly.
Tier 2 vocabulary	Definition
<b>Sculpture</b>	A 3D form, can be made from many different materials.
<b>Template</b>	A paper shape that shows the exact size of fabric that needs to be cut out
<b>Prototype</b>	A practice version of a new design to check how successful it might be and help to get ideas on how they might be further improved.

**Section 2: Skills**

**Transfer Paints**  
You will create your trainer decoration using transfer paints.

These paints can be applied to standard paper. Once dry you turn the paper over (pattern side down against the fabric).

Next heat and pressure is applied using either an iron or heat press. The design transfers from the paper to the fabric. The process works by the paints turning from a solid to a gas. The gas has nowhere to go except the fabric due to the pressure.

The process works best on synthetic fibres like polyester and nylon. However it will work on blended fibres such as polycotton but the resulting colours will be less intense as the paint only penetrates the synthetic fibres.

**How to thread the top of the sewing machine**  
Knowing how to change the top thread on the machine is essential in making your work look neater. It allows you to match the colour of the thread to the fabric you are sewing. The sewing machine has numbers and lines on it to show you how to thread the top of the machine. Use them alongside this diagram to help you change the thread successfully.

Remember to pull the balance wheel out before you start to ensure you are safe. Pulling the balance wheel out stops the needle from moving if you accidentally put your foot on the pedal.

1. Top thread spool  
2. Thread path  
3. Needle  
4. Needle thread  
5. Bobbin

If you need to change the bobbin you should ask your teacher for help.

**Section 3: Knowledge**

**Adidas**

The Adidas brand was started in 1949 by Adi Dassler. At the age of 49 in a small town in Germany began designing and making. In the same year, he registered the shoe that included the famous Adidas 3-Stripes.

**Nike**

Nike was founded by Bill Bowerman and Phil Knight. They met at the University of Oregon where Phil was a track runner and Bill was the coach. A few years later in 1971 the Nike brand and 'Swoosh' were registered.

**Synthetic Fibres**

Synthetic fibres come from man made sources. The main one is polyester. This is the second most used fibre in the world. It is derived from oil. Polyester is part of the family of plastics, like acrylic and nylon. As they are derived from a fossil fuel they are not considered to be sustainable fibres. However in recent years more investment has been put into recycling and you may have seen polyester garments that have been made from plastic pop bottle. If more materials can be recycled instead of put into landfill then hopefully the impact on the environment can be reduced. Micro plastics fibres are released from the fabric each time they are washed. These microfibrils can end up in the waterways, and even inside the stomach of fish.

**Non Woven Fabric**

Non woven fabric is created by fibres that have been layer over each other in different directions. These fibres are bonded together using adhesive, heat or friction.

The resulting fabric is not very useful for garment production but is used for disposable medical clothing, such as the face mask you may have worn during the pandemic.

Felt is a non woven fabric. It is ideal to use for your trainer as it is easy to sew, the edges do not fray and the transfer paints work well in it as it is made from polyester fibres.

Section 1: - Key Vocabulary	
Tier 3 Vocabulary	
<b>Cam</b>	A shaped profile which transfers rotary movement to another form of movement in a new direction
<b>Cam Shaft</b>	A cylinder which carries the cams and is rotated
<b>Cam Follow</b>	A cylinder which rests on, and follows the movement of the cam profile
<b>Lap Joint</b>	A simple corner joint which increased the glued surface area
<b>Comb Joint</b>	An interlocking corner joint used to increase the gluing surface area and appearance
<b>Image Contour</b>	Technique used on 2D design to create an outline of an image
<b>Laser Cutter</b>	Machine used to accurately cut and engrave wood and some types of plastic
Tier 2 Vocabulary	
<b>Mechanism</b>	A system of joined moving parts designed to transfer or change an input movement into a new output movement
<b>Reciprocating</b>	Moving back and forth in a straight line
<b>Rotary</b>	Movement in full circles
<b>Linear</b>	Movement in a straight line in one direction
<b>Design Brief</b>	A context used to define a problem which requires solving
<b>CAD</b>	Computer Aided Design – Software used to design a product
<b>CAM</b>	Computer Aided Manufacture – A machine which is controlled by a computer



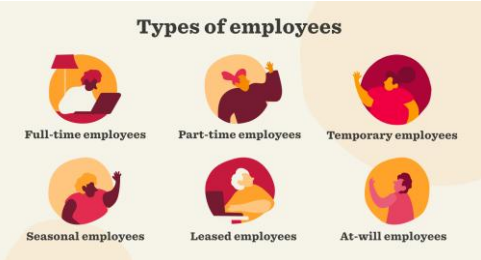









Section 2: Skills	
<b>Bench Carpentry</b>	
	Lap Joint – A method of using a tenon saw, mallet and bevelled edge chisel to remove ½ the thickness of the one part wood to create a larger gluing surface areas.
	Comb Joint– A method of using a tenon saw, coping saw, mallet and bevelled edge chisel to remove 'fingers' of wood which can be interlocked and glued for strength, stability and appearance.
<b>Pillar Drill</b>	
	Drilling is a wastage procedure When drilling all the way through a piece of wood the drill should be set at a lower speed, and the work piece should be clamped in place with a G Cramp. A piece of 'sacrificial' wood should be placed below the work to stop any splintering
<b>Mechanism assembly and testing</b>	
	Cam profiles are attached the to the cam shaft, the cam follower rests on top of the cam profile. The cam should rotate at constant rate to produce the desired outcome movement of the follower, without it wobbling or jamming
<b>Practical Problem solving</b>	
When designing new products it is common to have problems along the way. Apply 3B4me rule to independently solve you problem. Try 3 methods of solving the problem before asking the teacher for support. (Ask a friend who has already solved it, look at a teacher example, have a go)	
<b>Graphics application</b>	
	Be able to apply paint to wood using a range of techniques, including brush, toothbrush splatter, sponge, and Pen pens

Section 3:- New Knowledge	
<b>Design Briefs</b>	
Product design often happens as a result of a problem arising. Be able to analyse a problem, then write a design brief which will guide the develop if ideas to solve the problem	
<b>Types of movement</b>	
	<b>Linear</b> Movement in a straight line in one direction
	<b>Reciprocating</b> Movement in a straight line back and forth
	<b>Oscillating</b> Movement back and forth in an arch
	<b>Rotary</b> Movement in a continuous full circle
<b>Cam mechanisms</b>	
	<b>Eccentric Cam</b> – Smooth movement up and down
	<b>Snail Cam</b> – Fast, smooth movement up, followed by a drop back down
<b>2 CAD Software - Contouring</b>	
	Using CAD software to convert a Black and white JPG image into a outline DXF image which a laser cutter can then engrave
Section 4:- WAGOLL	



Section 1: Key Vocabulary	
Tier 2 vocabulary	Definition
<b>Evidence</b>	The available body of facts or information indicating whether a belief or proposition is true or valid.
<b>Online presence</b>	How a person or business is represented online.
<b>Social media</b>	Websites and applications that enable users to create and share content or to participate in social networking.
<b>Self-employed</b>	Someone that earns income from a business they own and operate, rather than from an employer
<b>Voluntary work</b>	Individuals willingly dedicating their time and skills for the benefit of others without pay.
<b>Moral dilemma</b>	A situation in which a difficult choice has to be made between two courses of action
<b>Financial</b>	Relating to finances and money.
Tier 3 vocabulary	Definition
<b>Perspective</b>	A particular attitude towards or way of regarding something; a point of view.
<b>Key Stages</b>	Key stages are the different levels of education in the UK education system.
<b>Work shadow</b>	A type of informal work experience where you observe someone in their role to learn how they do their job.
<b>Financial exploitation</b>	The act of taking advantage of someone's vulnerability to obtain their money or assets.
<b>Work's rights</b>	Are both legal rights and human rights relating to labour relations between workers and employers.

Section 2: Key Themes:
<p><b>Being informed &amp; Assessing Information:</b> The importance of seeking a variety of perspectives on issues and being able to assess evidence, understanding how people present themselves differently online.</p> <p><b>Pathways &amp; Future Opportunities:</b> The different options available to you at the end of Key Stage 3 (Year 9), where you can get information, advice and support from, skills to manage this kind of decision making.</p> <p><b>Types of Work &amp; Employment:</b> The different types of work patterns, including employment, self-employment and voluntary work, The different employment journeys that people go through in life.</p> <p><b>The Use of Money &amp; financial Exploitation:</b> The social and moral dilemmas about the use of money, including external influences, understanding financial exploitation in different contexts.</p> <p><b>Employment Rights &amp; Responsibilities Revisited:</b> About young people's employment rights and responsibilities, what jobs might be available to them when they are older. What restrictions there are in the workplace.</p> <p><b>Preparing for Future Study &amp; Learning:</b> How to study, be organised, carry out research and present work and ideas, the importance and benefits of being a lifelong learner</p>

Section 3: Key concepts:
<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p><b>Richard Leach</b> Careers Coordinator <i>The Careers Office is located in the school library</i></p> </div> <div style="flex: 2; padding-left: 10px;"> <p><b>Careers at Belper School</b></p> <p><b>What we do:</b></p> <p><b>Careers Advice &amp; Guidance</b> We can support you with Year 9 Pathways, Sixth Form &amp; College Courses. We also assist with Work Experience &amp; Work Shadowing and organise events including Careers Inspiration Day &amp; Mock Interviews.</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Types of employees</b></p>  </div> </div>
<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">HOW TO SPOT FAKE NEWS</p> <div style="display: grid; grid-template-columns: 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <p><b>CONSIDER THE SOURCE</b> Click away from the story to investigate the site, its mission and its contact info.</p> </div> <div style="text-align: center;">  <p><b>READ BEYOND</b> Headlines can be outrageous in an effort to get clicks. What's the whole story?</p> </div> <div style="text-align: center;">  <p><b>CHECK THE AUTHOR</b> Do a quick search on the author. Are they credible? Are they real?</p> </div> <div style="text-align: center;">  <p><b>SUPPORTING SOURCES?</b> Click on those links. Determine if the info given actually supports the story.</p> </div> <div style="text-align: center;">  <p><b>CHECK THE DATE</b> Reposting old news stories doesn't mean they're relevant to current events.</p> </div> <div style="text-align: center;">  <p><b>IS IT A JOKE?</b> If it is too outlandish, it might be satire. Research the site and author to be sure.</p> </div> <div style="text-align: center;">  <p><b>CHECK YOUR BIASES</b> Consider if your own beliefs could affect your judgement.</p> </div> <div style="text-align: center;">  <p><b>ASK THE EXPERTS</b> Ask a librarian, or consult a fact-checking site.</p> </div> </div> <p style="text-align: right; font-size: 0.8em; margin-top: 5px;">          International Federation of Open Universities and Institutions     </p> </div>

# Spring 2: Extra – Curricular Timetable

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

# Spring 2: Extra – Curricular Timetable

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

2 Black/Blue Pens and 1 Coloured Pen



2 Pencils



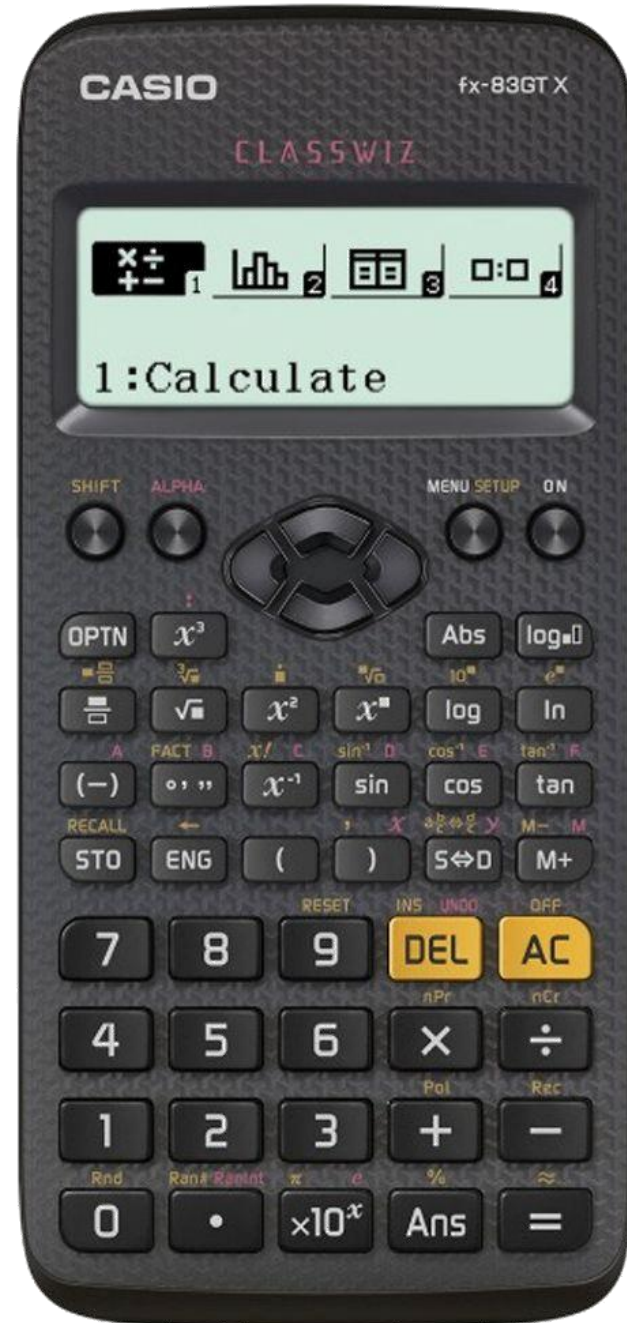
Eraser



Pencil Sharpener



Scientific Calculator



Knowledge  
Organiser

Ruler

