Newsome Academy

Year 9

Semester 3 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".

Impact Education Multi Academy Trust

BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.

Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.

Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.

BEHAVIOUR	LANGUAGE	WORK PRIDE
• Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum	• Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	• Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
LESSONS	**CORRIDORS**	**CONGREGATION**
• Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine	• Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum	• Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door

Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal

Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.

OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON

ACTIVATE
✓ WARM-UP ACTIVITY
✓ LINK LEARNING
✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL WARM-UP YOUR BRAIN & WILL LINK CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE LEARNING INTENTIONS SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. KNOWLEDGE ORGANISERS WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.

MOTIVATE
✓ DISCUSS
✓ ATTEMPT
✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVLY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.

DEMONSTRATE
✓ CHALLENGE
✓ EXTEND
✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL CHALLENGE YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND EXTEND THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE ACCOMPLISHED YOUR LEARNING.

YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'
BECAUSE ORGANISATION IS KEY!

LEARNING SKILLS

MEMORY

METACOGNITION

COLLABORATION

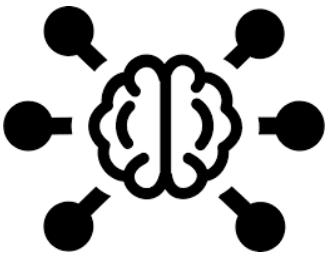
READING, WRITING, LITERACY & ORACY

NUMERIC APPLICATION

PROFESSIONAL AWARENESS

Independent Learning

Five strategies to help retain and recall knowledge

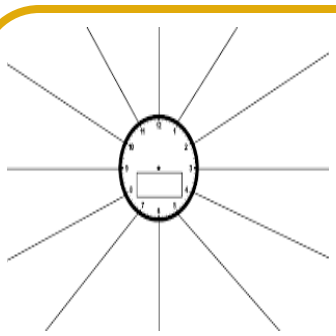


Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.

SCAN ME

Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.

SCAN ME



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.

SCAN ME

Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory

SCAN ME

Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.

SCAN ME

Newsome Academy

Maths – Unit 9

Ratio problem solving

This builds on:	Why this topic:	This links to:
✓ Basic ratio and proportion from Year 7 ✓ Multiplicative reasoning and fractions ✓ Simplifying and using equivalent ratios	*Ratio problem solving allows students to apply proportional reasoning in more complex and multi-step contexts. It helps students model real-life situations such as sharing, scaling and comparing quantities. This unit develops fluency, reasoning and problem-solving skills essential for GCSE mathematics.*	✓ Compound measures such as speed and density ✓ Proportional reasoning in GCSE mathematics ✓ Applications in finance, science and modelling

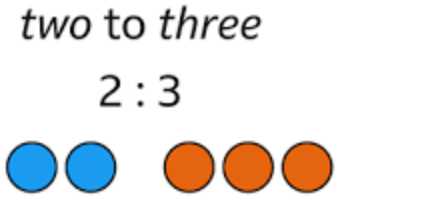
Key Vocabulary	
Ratio: A comparison of two or more quantities showing their relative sizes.	**Multiplier:** A factor used to scale a quantity up or down.
Proportion: A statement that two ratios are equal and represent the same relationship.	**Unit rate:** A rate expressed per one unit of measure.
Equivalent ratios: Different ratios that express the same proportional relationship.	**Part-to-part:** A ratio comparing different components of a whole.
Share: To divide a quantity into parts according to a given ratio.	**Part-to-whole:** A ratio comparing one part to the total quantity.

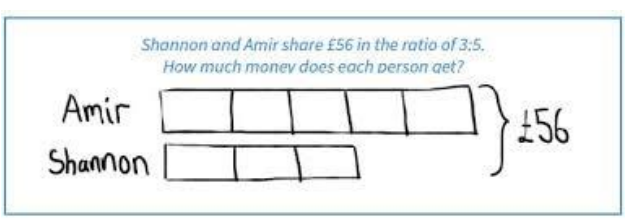
Key Retrieval

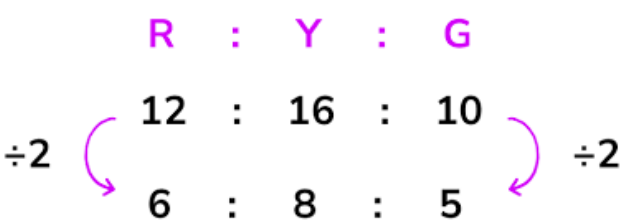
- Ratios can be simplified by dividing all parts
- Equivalent ratios show the same relationship
- To share in a ratio: add parts → divide → multiply
- Use multiplicative reasoning, not additive
- Unit rate means "per 1"
- Ratios must have consistent units
- Ratio problems are often multi-step
- Always check answers are reasonable

Cultural Capital

- Ratio is used in finance to compare interest rates, profit margins and value for money.
- Engineers use ratio when designing models, structures and scaled prototypes.
- In science, ratio is used to compare quantities such as concentrations and mixtures.
- Ratio supports everyday decision-making such as comparing deals and evaluating value.







Home Learning Tasks:
At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we're learning in class. That's deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that's what really counts!

Maths – Unit 10

Rates and conversions

This builds on:	Why this topic:	This links to:
✓ Ratio and proportional reasoning Compound units from Year 8 Unit conversions from earlier KS3	*Rates and conversions allow students to compare quantities measured in different units and solve real-life problems involving change. This unit strengthens understanding of compound measures and develops fluency in converting between units. These skills are essential for interpreting and solving problems in real-world contexts.*	✓ GCSE compound measures (speed, density, pressure) Graphs and rates of change Applications in science, engineering and travel

Key Vocabulary	
Rate: A comparison of two quantities measured in different units.	**Speed:** The distance travelled per unit of time.
Unit rate: A rate expressed per single unit, allowing fair comparison.	**Distance:** The total length travelled between two points.
Compound measure: A measure formed by combining two different units.	**Time:** The duration over which something occurs.
Conversion: Changing a value from one unit to another.	**km/h:** A unit of speed representing kilometres travelled per hour.

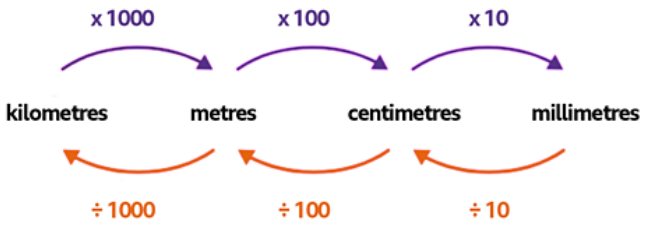
Key Retrieval

- Speed = distance ÷ time
- Distance = speed × time
- Time = distance ÷ speed
- Units must be consistent before calculating
- Convert units where necessary (e.g. minutes to hours)
- Speed is commonly measured in km/h or m/s
- Compound units combine two different measures
- Unit rates allow fair comparisons

Cultural Capital

- Rates are used in transport systems to calculate journey times and improve efficiency.
- Scientists use compound measures such as density and pressure in experiments.
- Engineers rely on accurate conversions to ensure precision and safety in designs.
- Understanding rates helps interpret real-world data such as fuel consumption and performance.

$$\text{SPEED (m/s)} = \frac{\text{DISTANCE (m)}}{\text{TIME (s)}}$$



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Maths – Unit 11

Probability

This builds on:	Why this topic:	This links to:
✓ Basic probability from Year 7 ✓ Fractions, decimals and percentages ✓ Data handling and interpretation	*Probability allows us to measure uncertainty and predict how likely events are to occur. This unit develops students' ability to calculate and interpret probabilities, supporting logical reasoning and informed decision-making in real-life situations.*	✓ Combined events and probability trees at GCSE ✓ Statistical modelling and analysis ✓ Applications in risk, finance and science

Key Vocabulary

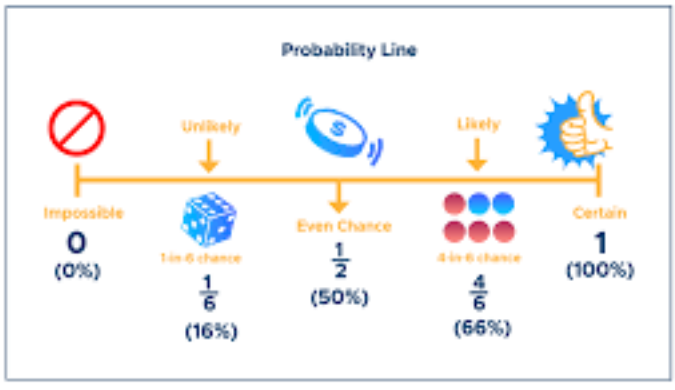
Probability: A measure of how likely an event is to occur, expressed as a number between 0 and 1.	**Experimental probability:** Probability calculated from observed results.
Outcome: A possible result of a probability experiment.	**Theoretical probability:** Probability calculated using known possible outcomes.
Event: A specific outcome or group of outcomes being considered.	**Complement:** The probability that an event does not occur.
Sample space: The complete list of all possible outcomes.	**Equally likely:** When all outcomes have the same chance of occurring.

Key Retrieval

- Probability is between 0 and 1
- 0 = impossible, 1 = certain 0.5 = an even chance
- Probability = favourable ÷ total outcomes
- All probabilities add to 1
- Complement = 1 − probability
- Experimental probability = frequency ÷ trials
- Sample space lists all possible outcomes

Cultural Capital

- Probability is used in weather forecasting to predict events and inform planning.
- Insurance companies use probability to assess risk and determine pricing.
- In medicine, probability helps evaluate treatment success and diagnoses.
- Understanding probability allows students to critically analyse statistics in everyday life.



$$P(A) = \frac{\text{Number of times A occurs}}{\text{Total number of possible outcomes}}$$

$P(\text{not A}) = 1 - P(A)$

For mutually exclusive events: $P(\text{A or B}) = P(A) + P(B)$

For independent events: $P(\text{A and B}) = P(A) \times P(B)$

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Maths – Unit 12

Linear graphs and other graphs

This builds on:	Why this topic:	This links to:
✓ Coordinates and plotting from earlier KS3 ✓ Algebraic expressions and equations ✓ Rates of change and graph interpretation	*Graphs allow us to represent relationships between variables and understand how quantities change. This unit develops skills in plotting and interpreting graphs, linking algebra to real-world situations. It is essential preparation for GCSE graph work and modelling.*	✓ Gradient and equations of lines at GCSE ✓ Non-linear graphs (quadratic, reciprocal) ✓ Applications in science, economics and engineering

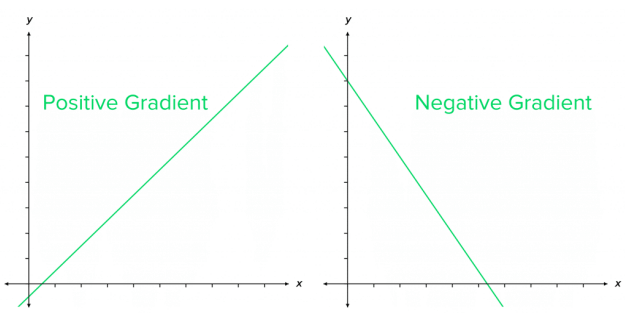
Key Vocabulary	
Coordinate: A point written as (x, y) that shows position on a graph.	**Intercept:** The point where a graph crosses an axis.
Axis: A reference line on a graph (x-axis or y-axis).	**Function:** A rule that links input values to output values.
Linear graph: A straight-line graph representing a constant rate of change.	**Table of values:** A list used to calculate coordinates for plotting graphs.
Gradient: The steepness of a line, showing how quickly values change.	**Non-linear graph:** A graph that is not a straight line, showing changing rates.

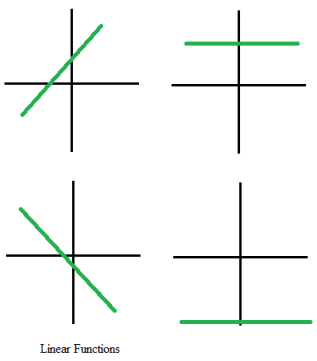
Key Retrieval

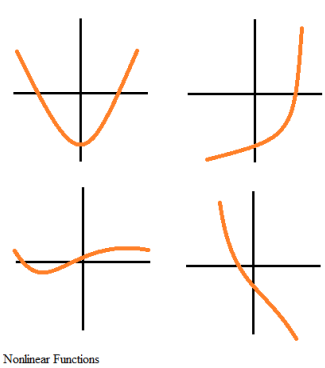
- Equation of a line: y = mx + c
- m represents the gradient
- c represents the y-intercept
- Straight lines show constant rate of change
- Coordinates are written as (x, y)
- Tables help generate points for plotting
- Curved graphs show changing rates
- Graphs model real-life relationships

Cultural Capital

- Graphs are used in science to represent relationships such as speed, temperature and time.
- Economists use graphs to analyse trends such as inflation and economic growth.
- Businesses use graphs to track sales, profit and performance.
- Understanding graphs allows students to interpret data and make informed decisions.







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English – Term 3.1

Society Throughout Time

This builds on:	Why this topic:	This links to:
• This builds on non-fiction reading skills from Year 7 and 8. • Prior understanding of language analysis and structure will be developed during this topic. • Previous knowledge about context from non-fiction SoLwill support understanding.	*This unit around literary non-fiction continues our critical exploration of Society & Identity in Year 9.* *Here you will develop critical and evaluative reading skills to inform writer's viewpoints and perspectives.*	• This links to your future learning of Viewpoints and Perspectives for English Language Paper 2. • It also allows you to develop key skills and knowledge for English Literature texts such as Macbeth, A Christmas Carol and An Inspector Calls.

Key Vocabulary

Community: Group linked by shared place or identity.	**Masculinity: T**raditionally associations of being male
Hierarchy: Social rank or order of authority.	**Femininity**: Traditionally associations of being female.
Conflict: Serious disagreement or argument.	**Patriarchy:** A society in which men hold the power.
Diversity: Including people of different identities.	**Subvert:** Undermine power/authority of accepted leader.
Ideology: A set of beliefs or ideals of a certain group.	**Transgress**: go beyond the limits of acceptability.

Key Retrieval (Context)

Jacobean Era (1603–1625) *(Time when James I of England was king)*

- The **King had the most power**.
- People believed in the **"Divine Right of Kings"** — this meant they thought God chose the king.
- Society was very **strictly divided into classes** (rich nobles, poor workers).
- Women had **very little power**.

Edwardian Era (1901–1910) *(When Edward VII was king)*

- Britain was still ruled by a king, but Parliament had most political power.
- The rich were still very powerful.
- Social class was very important.
- Women still did not have the vote.

Contemporary Era (1945–present) *(Modern times, after World War II)*

- Power is shared between **government, media, businesses, and the public**.
- In the UK, people vote to choose leaders.
- Social media gives ordinary people more influence.
- More equality between men and women (though not perfect).

Cultural Capital

This scheme will allow you to further secure your mental models and understanding of how some key events have shaped our present such as:

Jacobean Era

- The **Gunpowder Plot** – a group tried to blow up Parliament and kill the king (Remember, Remember the 5th of November – Bonfire Night!)

Edwardian Era

Key events of this era created mass conflict:

- Growing tension in Europe that would later lead to World War I.
- The **Women's Social and Political Union** fought for women's right to vote.
- Big gap between rich and poor.
- Improvements in technology and transport

Contemporary Era

- The creation of the **National Health Service (1948)** – free healthcare in the UK.
- The rise and fall of the British Empire.
- The Civil Rights movement and equality laws.
- The growth of the internet and social media.
- Events like Brexit.
- Climate change becoming a major global issue.

Home Learning Tasks

Choose **one theme about power**, for example: Power of the monarchy - Power of men over women - Power of the rich over the poor - Power of the government

Then:

Choose **two different eras** (e.g. Jacobean and Contemporary). Imagine you are a writer living in each era. Write **two short paragraphs (about 150 words each)** showing the viewpoint of someone from that time.

English: Skilful Analysts

Top Techniques	
Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	**Sentence types**: simple, compound, complex **Sentence mood**: declarative, exclamative, interrogative, imperative **Sentence repetition**: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns

Poetic techniques	**Dramatic** techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave **Forms**: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting that answers the question set.

The writer presents…
The writer describes…
The writer uses…

Evidence = The part of the text which proves your idea.

This is shown through the quote…
This is exemplified when…
This is highlighted with…

Technique = Identify a key technique from your evidence and analyse it.

Here, the writer uses…
The technique [*insert*] suggests…
The word [insert] means…

Effect= Why has the writer done this? Link back to the big idea. Use the evaluative verbs below.

The writer has done this to criticise/celebrate….
This makes the reader/audience think that…

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns
Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes
Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures
Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies
Subverts – undermines, overturns, alters, modifies, corrupts
Accepts – welcomes, embraces, affirms, reaffirms

English – Term 3.2

Spoken Language Endorsement

This builds on:	Why this topic:	This links to:
• This builds on previous oracy skills from presentation work in Year 7 and 8. • This builds on knowledge of how to plan, write and deliver a speech.	As part of the National Curriculum. you will be completing your **Spoken Language Endorsement** this is a unit to draw upon all your knowledge studied at KS3. This unit helps you build important life skills that go beyond English lessons. You will present your original thoughts, ideas and beliefs on a topic of your choice (perhaps inspired by our KS3 curriculum!)	• It links to our further understanding of Society and Identity in Year 9, and builds towards key concepts studied at GCSE English Literature. • Writing skills developed here will be used in GCSE English Language.

Key Vocabulary

Community: Group linked by shared place or identity.	Authority: Power to give orders and force obedience.
Hierarchy: Social rank or order of authority.	Dominance: Control or influence over others.
Conflict: Serious disagreement or argument.	Oppression: Unjust control or cruelty over a group
Diversity: Including people of different identities.	Control: Power to influence or direct people.
Ideology: A set of beliefs or ideals of a certain group.	Manipulation: Influencing others unfairly for gain

Key Retrieval

Good speakers:
Plan and organise their ideas before they speak
Have a clear introduction, middle and ending.
Know their main points.
Use examples to support their ideas.
Without planning, speeches can sound confusing or rushed.

They Speak Clearly
Speak loudly enough to be heard.
Use a steady pace (not too fast, not too slow).
Pronounce words clearly.
Clear speech helps the audience understand the message.

Use Confident Body Language
Communication is not just about words. Good speakers:
Stand up straight.
Make eye contact.
Avoid fidgeting.
Use natural hand gestures.
Positive body language makes a speaker look confident — even if they feel nervous.

Cultural Capital

The Spoken Language Endorsement improves students' cultural capital and professional dialogue. It does this particularly through:

- **Confidence**. Standing up and speaking in front of others helps you feel more comfortable sharing your ideas in school, interviews, and future jobs.
- **Communication skills**. You learn how to explain your thoughts clearly, organise your ideas, and use formal language. These skills are important for college, apprenticeships, and the workplace.
- **Listening skills**. During discussions, you practise responding to other people's ideas respectfully and thoughtfully. This prepares you for teamwork in real life.
- **Cultural awareness**. When you listen to different viewpoints, you understand more about the world and other people's experiences.
- **Future preparation**. Many careers require presentations, interviews, and meetings. The Spoken Language Endorsement gives you early experience of these real-world situations.

Home Learning Tasks:

Prepare and practise a 3-minute speech on one of the following topics:
Should school uniform be compulsory?
Is social media more positive than negative for teenagers?
Should homework be reduced?
A hobby or interest you are passionate about.
A change you would make to improve your community.

Complete some research and begin to formulate and practise using Problems – Consequences – Solutions.

English: Skilful Writers

1. Writing a narrative scene...
Strategy: C:ABT

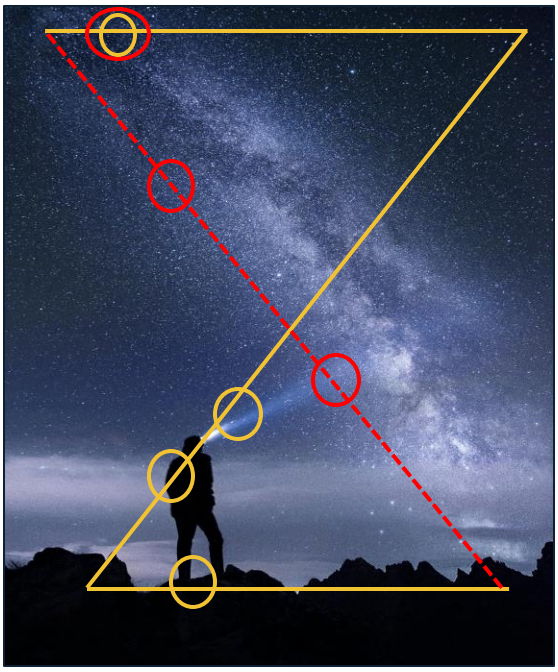
C: Who is your character?

A And? What is your character's goal? What do they want?

B But... What gets in their way? What stops them achieving their goal?

T Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description...
Strategy: The 'Z-' formation



3. Writing a viewpoint...
Strategy: Problem, Consequence, Solution

Problem
- How is the issue currently affecting, you, your local region, the country/world?
  Can you introduce a metaphor?

Consequence
- If the issues are not addressed, what will happen.
  Can you extend your metaphor?

Solution
- What solutions do you have to fix the problem?
  Can you link back to your original metaphor?

Metaphor (extended)
Alliteration
Direct address
Facts
Ornate language
Rhetorical question
Emotive language
Superlatives
Triplication (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam...	Yours Truly, ...
Article	Headline	Concluding paragraph
Speech	Good morning, audience...	Thank you for listening.

Punctuation: What's the point?

Sentence ends	Marking out sub-ordinate clauses	Other punctuation
***f**ull-stop* **.** *question mark* **?** *exclamation mark* **!**	*comma* **,** *parenthesis* **( )** *dash* **- -**	apostrophe **'** ellipsis **...** *semi-colon* **;** *colon* **:** *speech marks* **" "**

Science

Scientific Skills

This builds on:	Why this topic:	This links to:
Year 7 • What is a variable? • What is a fair test? • How do scientists display their results?	You will be focusing on improving your **scientific skills** ; including making sure you have a good understanding of **safety and equipment**, how to **carry out investigations** and apply these skills by carrying out a **STEM project.**	

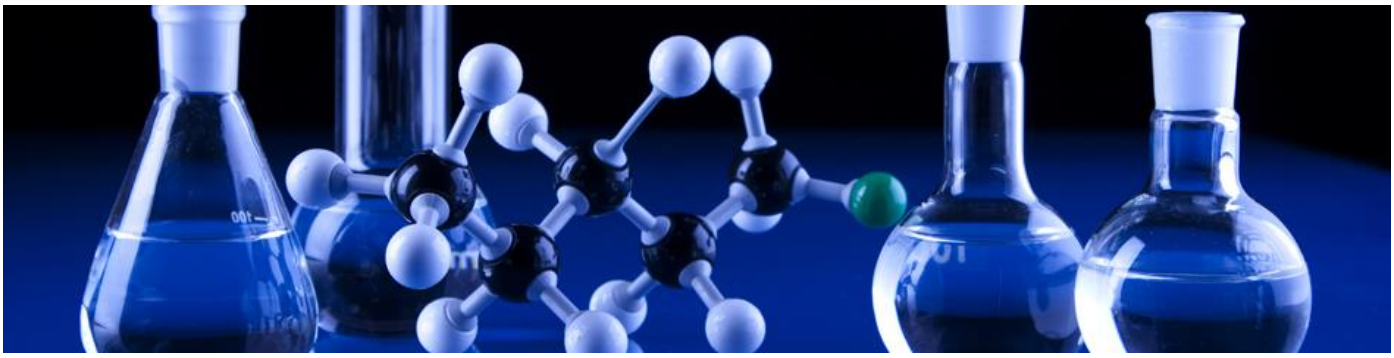
Key Vocabulary	
Prediction: What you think will happen and why	**Hypothesis:** An idea that can be tested
Independent Variable: The variable that we change	**Dependent Variable:** The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	**Hazard:** Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	**Method:** Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	**Conclusion:** An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	**Repeatable:** When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	**Anomaly:** A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	**Precise:** When the repeated data collected is similar
True Value: The value that would be measured without any errors	**Error:** The difference between the measurement taken and the true value

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What equipment is used for the following:
   - Heating
   - Measuring temperature
   - Measuring liquids
2. Name 5 safety rules that must be followed in a science laboratory
3. Name the following hazards:

4. What is the scientific method? Why is it important that all scientists follow this method?
5. How can data be displayed once we have collected data?
6. What does STEM stand for? Why is it important?



Science

Scientific Skills

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- ✓ Always wear eye protection during a practical.
- ✓ Carry out a practical while standing up.
- ✓ Do not eat or drink in the laboratory.
- ✓ Tie long hair back and tuck loose clothing in during practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

- ✓ When you ask a question about something that you observe: How, What, When, Why, Where?

Step 2 - Research

- ✓ To help you find the best way to do things and ensure that you don't repeat mistakes.

Step 3 - Construct a hypothesis

- ✓ This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

- ✓ Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

- ✓ Organise data to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

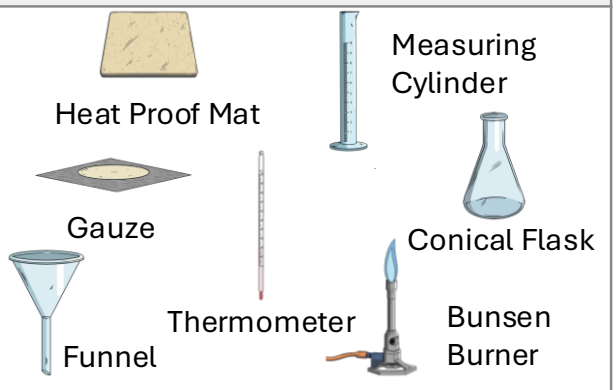
Step 6 - Share results

- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

Common Scientific Equipment



Science – Term 3

Cell Biology

This builds on:	Why this topic:	This links to:
✓ Animal & Plant cells – what makes them different to bacteria cells ✓ How does an embryo develop into a foetus ✓ How do we get more cells to grow ✓ How do substances move in and out of cells	Cells are the basic unit of all forms of life. You will explore differences cells that allow them to perform different functions. For an organism to grow, cells need to specialise and differentiate into a range of different types of cells. This has led to the development of stem cell technology – allowing doctors to repair damaged organs and grow new tissue.	• **Key Stage 4**

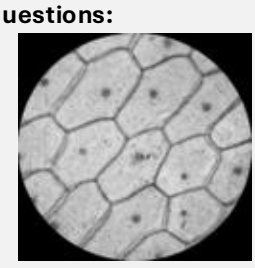
Key Vocabulary

Eukaryotes – a cell that has a nucleus	Specialised – a cell that carries out a particular function
Prokaryotes – a simple cell that doesn't have a nucleus	Differentiation – when an unspecialised cell becomes a specialised cell
Sub-cellular structure – a specialised structure that performs a function inside cells	Magnification – the number of times an image has been enlarged
Cell membrane – controls the movement of substances in and out of the cell	Resolution – the ability to distinguish between two separate points
Cytoplasm – where chemical reactions happen	Chromosome – a structure made of DNA
Nucleus – contains genetic information (DNA) which controls the cell's activities	Cell cycle – a series of stages that a cell goes through to grow and divide
Mitochondria – where respiration takes place	Mitosis – a type of cell division which produces daughter cells identical to the parent
Ribosomes – where proteins are made	Stem cells – cells that have no function but can differentiate into a wide range of cells
Chloroplast – absorbs light energy for photosynthesis	Therapeutic cloning – produces stem cells with the same DNA as the patient
Vacuole – filled with cell sap to keep the cell turgid	Diffusion – the net movement of particles from a high concentration to a low concentration
Cell wall – supports the structure of the cell	Osmosis – movement of water from a high concentration to a low concentration through a partially permeable membrane
Plasmids – small rings of DNA	
DNA loop – bacterial chromosomes found in the cytoplasm	Active transport – the movement of particles from a low concentration to a high concentration, requiring energy

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What is the function of the nucleus?
2. How is a red blood cell adapted to its function?
3. How is a root hair cell adapted to its function?
4. What is the difference between embryonic and adult stem cells.
5. Describe how you would use a microscope to view a slide.
6. Calculate the actual size of one of the plant cells in the field view.
7. Describe the cell cycle & mitosis.
8. How is diffusion different to active transport?
9. What happens when a plant cell is put into different concentrations of sugar solution?



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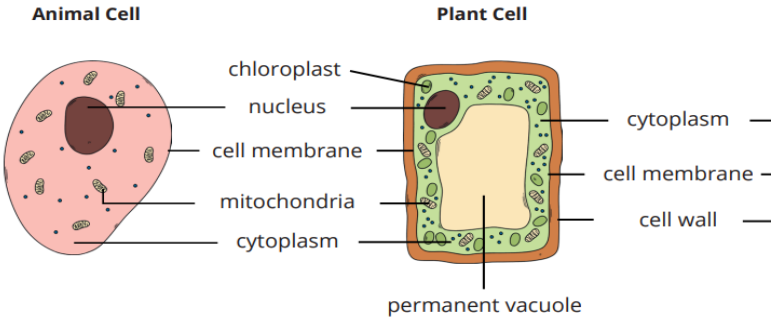
Science – Term 3

Cell Biology

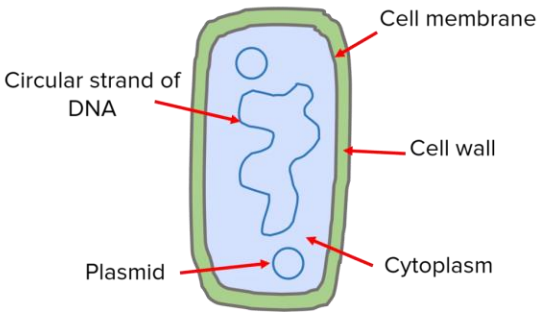
Key Concepts

Cell Structure

Eukaryotic cells

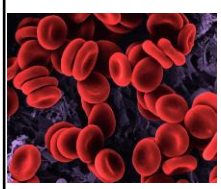
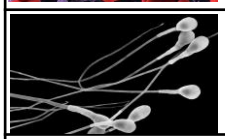
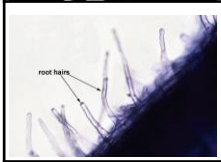


Prokaryotic cell



Cell specialisation

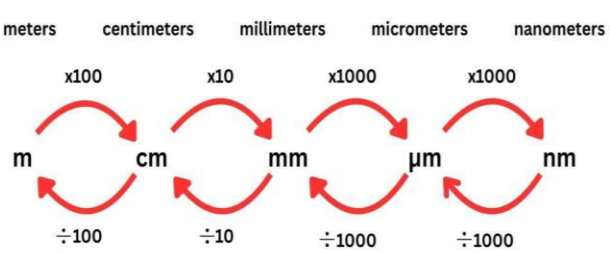
Humans are multicellular. That means we are made of lots of cells, not just one cell. The cells in many multicellular animals and plants are specialised, so that they can share out the processes of life. They work together like a team to support the different processes in an organism.

Image	Name	Function	Adaptations
	Red blood cell	Carries oxygen	Large surface area for oxygen Contains haemoglobin No nucleus
	Sperm cell	Move towards the egg cell and fertilise it	Long tail for moving Streamline head for moving quickly
	Root hair cell	To absorb water and minerals	Large surface area
	Leaf cell	To absorb sunlight for photosynthesis	Lots of chloroplast

Math skills

When calculating magnification always measure in millimeters so it is easy to convert to micrometers.

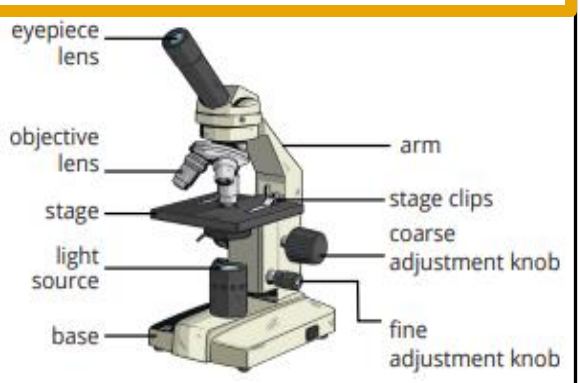
Always remember **1000**



Using a light microscope

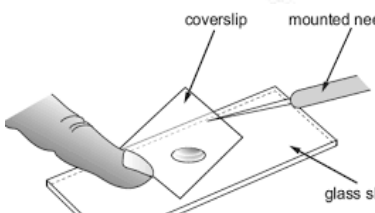
Microscopes are used to view objects too small to see with our eyes. The **light microscope** was invented first with two lens (eyepiece & objective), however it has a **low magnification and resolution**.
The **electron microscope** was invented that has a **high magnification and resolution**, however it is expensive and requires training to use.

$$\text{MAGNIFICATION} = \frac{\text{IMAGE (DRAWING) SIZE}}{\text{ACTUAL SIZE}}$$



Method:

- Prepare a slide. Use dye to stain the cells to be able to see them.
- Plug in microscope and turn on light.
- Place slide on stage and hold with clips.
- On the lowest magnification objective lens move the stage as close to the lens as possible
- Focus the image using the focusing wheel to make the cells clearer.
- Then turn up the magnification by turning to a higher power objective lens.
- Draw a labelled diagram



cells with a drop of dye (iodine)

Science – Term 3

Cell Biology

Key Concepts

Cell division

A type of cell division called mitosis ensures that when a cell divides each new cell produced has the same genetic information. **DNA** exists as a double helix in a cell's nucleus within structures called **chromosomes**. In a human cell there are 24 pairs of chromosomes (total of 48 chromosomes). Each section of a chromosome contains the code to produce a particular protein is called a **gene**.

Cells divide via **the cell cycle** and **mitosis** when

- an organism grows
- an organism becomes damaged and needs to produce new cells

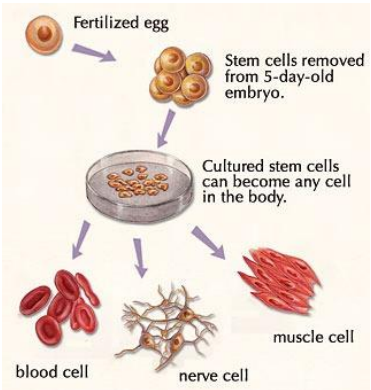
It is essential that any new cells produced contain genetic information that is identical to the parent cell.

Stem Cells

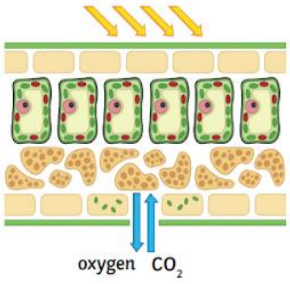
Stem cells are cells that have not undergone **differentiation**. A cell which has not yet become **specialised** is called undifferentiated.

In animals, stem cells are found in **embryos** and **bone marrow**.

In plants, stem cells are found in the **meristem**.

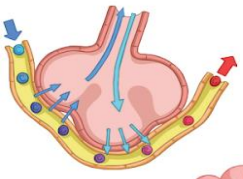


Diffusion in organisms

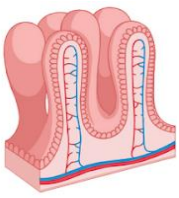


Gas exchange: Leaves
Carbon dioxide enters and oxygen exits leaves through stomata. Guard cells open and close to help control water loss. The surface of the leaf is flattened to increase the surface area for more gas exchange by\ diffusion.

Gas exchange: Lungs
Alveoli have large surface area, short diffusion pathway and good blood supply.

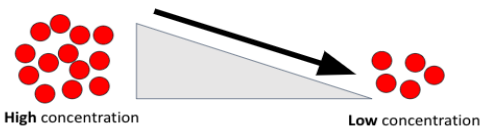


Food absorption: Small intestine
Millions of villi increase surface area for food to be absorbed. They have a short diffusion pathway and good blood supply.

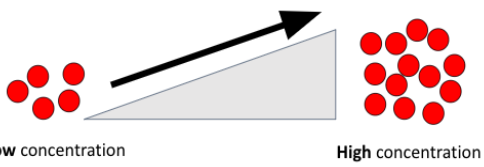


Cell transport

Diffusion
(does not require energy)



Active transport
(requires energy from respiration)



Osmosis

Osmosis is the movement of **water** molecules, from a where the water molecules are in higher concentration, to where they are in lower concentration, through a **partially permeable** membrane.

A **dilute solution** contains a high concentration of water molecules, while a **concentrated solution** contains a low concentration of water molecules.

Required practical - Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

- Independent variable – concentration
- Dependent variable – change in mass
- Control variables – volume of solution, temperature, time and surface area

The potato in the pure water will gain mass

The potato in the sugar solution will lose mass

Science Term 3

Atoms and the Periodic Table

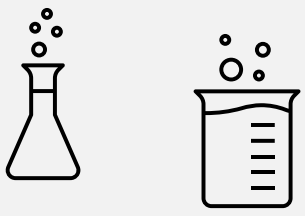
This builds on:	Why this topic:	This links to:
• **Atoms and Elements** • **Mixtures and Compounds** • **How we separate mixtures**	This topic provides the fundamental and basic knowledge needed for your GCSE Chemistry Unit 1 component. Everything in the universe is made of atoms and you need to understand what they are made of and how Scientists have discovered this.	• **Key Stage 4 GCSE**

Key Vocabulary	
Atoms – The smallest unit of matter	Nucleus – The centre of the atom that contains the protons and neutrons
Element – A substance made up of identical atoms (one type of atom)	Properties – the characteristics or the way which something behaves – boiling point, melting point, electrical conductivity
Compound – 2 or more different elements chemically bonded together	Group – the vertical column on the periodic table
Mixture – 2 or more different elements or compounds that are not chemically bonded together	Plum Pudding Model – a positive sphere with negative electrons embedded.
Subatomic Particles – the particles that make up the atom (proton, neutron and electron)	Shells – the orbits around the nucleus where the electrons are

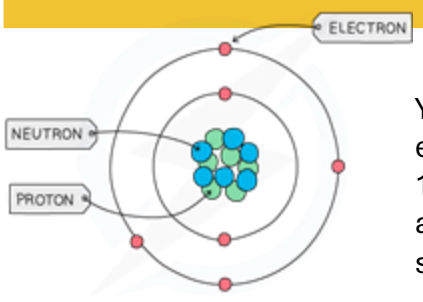
Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What are the masses and charges of the different subatomic particles?
2. What is the definition of an element?
3. What is the definition of a compound?
4. What is the definition of a mixture?
5. What are the different methods by which you can separate mixtures?
6. What is the Plum Pudding Model and who developed it?
7. Write a story about the discovery of the atom.
8. How does the reactivity of the elements change as you go down Group 1?
9. How does reactivity of the elements change as you go down Group 7?



Atomic Structure



You can fit 2 electrons on the 1st shell and 8 on all the other shells.

Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1

Number of Subatomic Particles

Number of protons and neutrons → mass number → 4

atomic number → 2 → Number of protons and electrons

He ← element symbol

Worked example (sodium): $^{23}_{11}Na$

Protons = 11
Neutrons = 23 - 11 = 12
Electrons = 11

Science Term 3

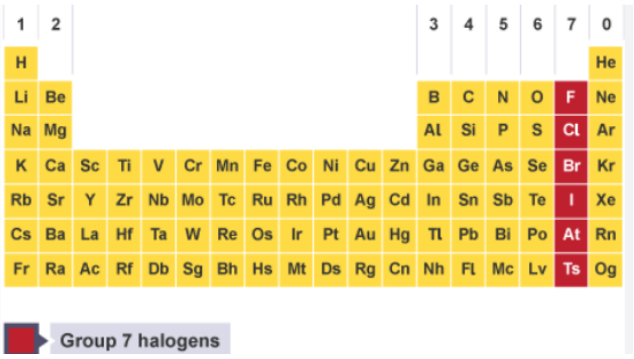
Atoms and The Periodic Table

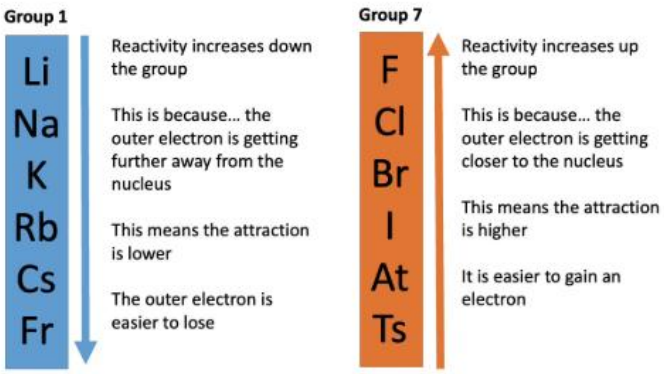
Key Concepts

The Periodic Table

The Periodic table is made up of all the elements. They are arranged in groups based on their properties and how many outer electrons they have on their electron shell.

Group 1 are called the alkali metals. Can you see what the name is for group 7?

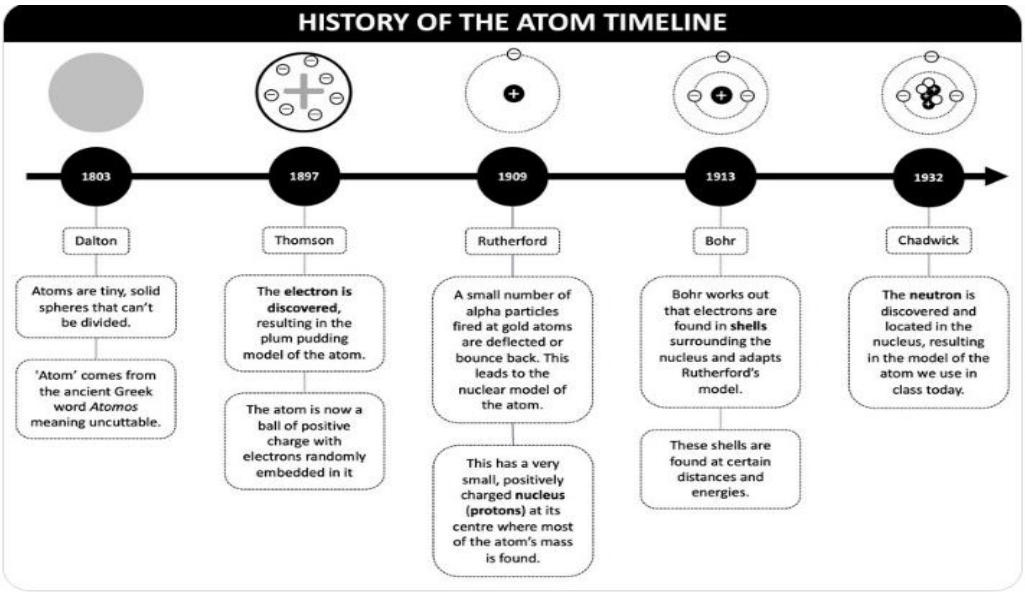




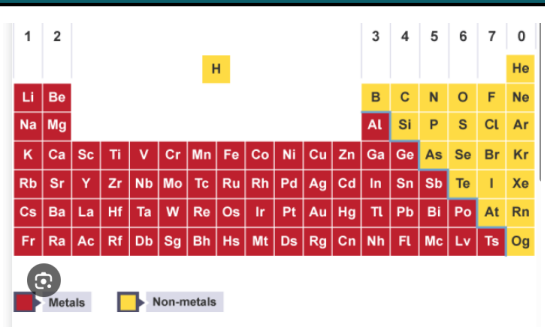
Above you can see how the reactivity changes as you go down group 1 and group 7. Group 0 are the Noble Gases and these are unreactive because they have a full outer shell.

The History of the Atom

Scientists over the years have had different ideas of how atoms are structured.



The History of the Periodic Table



Mendeleev developed the modern periodic table which we now use. Older periodic tables were ordered on **atomic weights** whereas Mendeleev ordered the elements based on **atomic mass** (proton number) and their properties. He left **gaps** for undiscovered elements.

Science - Term 3

Photosynthesis & Respiration

Key Concepts

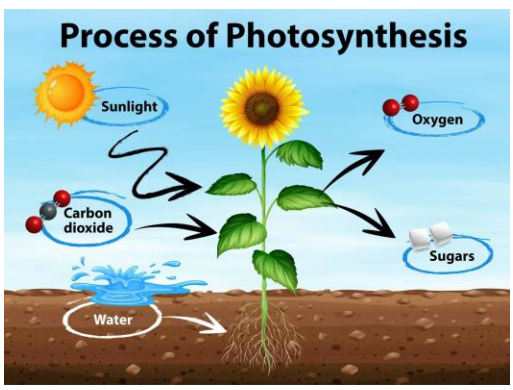
Photosynthesis:

Photosynthesis is a process that occurs in the leaves of a plant and needs both chlorophyll and light energy.

During photosynthesis, the chlorophyll in leaves help convert carbon dioxide and water into the products oxygen and glucose.

The product glucose acts as a vital source of food for the plant.

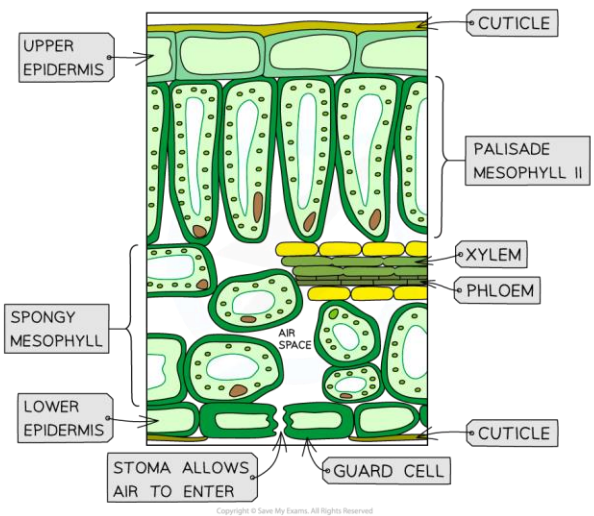
Carbon dioxide, water and light are all needed for photosynthesis to take place.



Leaf Adaptations:

Leaves are adapted for photosynthesis and gaseous exchange.

They are adapted for photosynthesis by having a large surface area, and contain openings, called stomata to allow carbon dioxide into the leaf and oxygen out.



Aerobic Respiration:

Respiration involves chemical reactions that break down nutrient molecules in living cells to release energy. Aerobic respiration needs oxygen. It is the release of a relatively large amount of energy in cells by the breakdown of food substances in the presence of oxygen.
It mostly occurs in tiny parts of your cells called mitochondria which are found in the cytoplasm. Cells which need more energy like sperm cells, which swim, or muscle cells which contract and relax, have more mitochondria.

GLUCOSE + OXYGEN → CARBON DIOXIDE + WATER

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

Anaerobic Respiration:

During vigorous exercise, your body cells may not have enough oxygen for aerobic respiration to take place and anaerobic respiration occurs instead. Anaerobic respiration releases less energy than aerobic respiration, but it does this more quickly.

GLUCOSE → LACTIC ACID

Anaerobic respiration in microorganisms such as yeast is called fermentation. This can be used for baking and brewing.

GLUCOSE → CARBON DIOXIDE + ETHANOL

Science - Term 3

Energy

Key Concepts

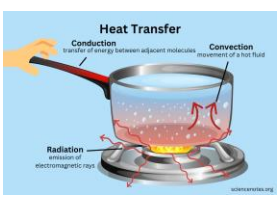
Energy Stores

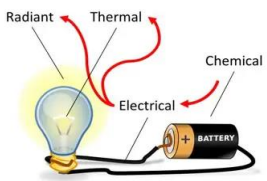
Energy Store	Definition	Example
Kinetic	the energy an object has when it is in motion	**A race car driving around a track**
Gravitational Potential	the energy an object has due to its position in a gravitational field	**An object being placed on a higher shelf**
Elastic Potential	the energy an object has when it is stretched or compressed by an external force	**A car suspension spring being compressed**
Thermal	the energy held within a system due to the random motion of its particles, this contributes to its temperature	**An ice cube**
Chemical	energy that is stored in the bonds of atoms and molecules, released or absorbed during chemical reactions	**Petrol, Diesel, Foods & Drinks**

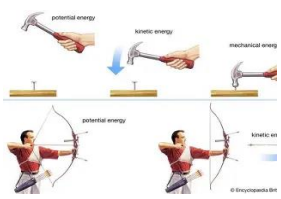
Energy Transfers

Energy cannot be created or destroyed but it can be transferred from one store to another through 4 main energy transfers:

Heating: energy transfer between hot and cold
Electrical: energy transfer when a charge (current) is moving
Radiation: energy transferred through light and sound waves
Mechanical: energy transferred when a force is applied to an object







Energy Efficiency

How good a device is at transferring energy input to useful energy output is called **energy efficiency**.

The efficiency of a device is the proportion of the energy supplied that is transferred in useful ways. The efficiency can be calculated as a decimal or a percentage using the following equations:

$$\text{Efficiency} = \frac{\text{Useful energy output}}{\text{Total energy output}} \times 100\ \%$$

Example Question:
The energy supplied to a light bulb is ***200J***. A total of ***28J*** of this is usefully transferred. How efficient is the light bulb?

Efficiency = 28 / 200
Efficiency = 0.14
Efficiency = 0.14 x 100 = 14%

Power

When work is done on an object, energy is transferred. The rate at which this energy is transferred is called **power**. So, the more powerful a device is, the more energy it will transfer each second.

The equation used to calculate power is:

$$P = \frac{w}{t}$$

power (w) — work done (J) — time (s)

Power (P) is measured in Watts (W)
Work Done (w) is measured in joules (J)
Time (t) is measured in seconds (s)

Science - Term 3

Energy

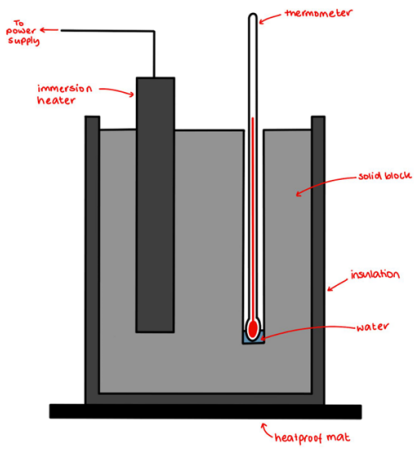
Key Concepts

Specific Heat Capacity & Required Practical

Aim:
To measure the specific heat capacity of a sample of material.

Method

1. Place the immersion heater into the central hole at the top of the block.
2. Place the thermometer into the smaller hole and put a couple of drops of oil into the hole to make sure the thermometer is surrounded by hot material.
3. Fully insulate the block by wrapping it loosely with cotton wool.
4. Record the temperature of the block.
5. Connect the heater to the power supply and turn it off after ten minutes.
6. After ten minutes the temperature will still rise even though the heater has been turned off and then it will begin to cool. Record the highest temperature that it reaches and calculate the temperature rise during the experiment.



$$\Delta E = m \times c \times \Delta\theta$$

Energy change (J) — Mass (kg) — Specific Heat Capacity for a material (J/kg/°C) — Temperature difference (°C)

Kinetic Energy

The store of energy of a moving object is called its **kinetic energy**.

The amount of kinetic energy of a moving object can be calculated using the equation:

kinetic energy = 0.5 × mass × speed²

$$E_k = \frac{1}{2} m v^2$$

Kinetic Energy (Ek) is measured in Joules (J)
Mass (m) is measured in kilograms (kg)
Speed (v) is measured in meters per second (m/s)

Gravitational Potential Energy

An object that is lifted from the ground gains energy since it can go on to do something else. A glass on the floor stays stable, one on a table can drop and smash.

The amount of **gravitational potential energy** stored by an object at height can be calculated using the equation:

$$E_p = mgh$$

Gravitational Potential Energy (Ep) is measured in joules (J)
Mass (m) is measured in kilograms (kg)
Gravitational Field Strength is measured in newtons per kilogram (N/kg)
Height (h) is measured in meters (m)

Elastic Potential Energy

Work is done when a spring is **extended** or **compressed**. Elastic potential energy is stored in the spring. Provided inelastic deformation has not happened, the work done is equal to the elastic potential energy stored.

The elastic potential energy stored can be calculated using the equation:

elastic potential energy = 0.5 × spring constant × (extension)²

$$E_e = \frac{1}{2} k e^2$$

Geography – Term 3

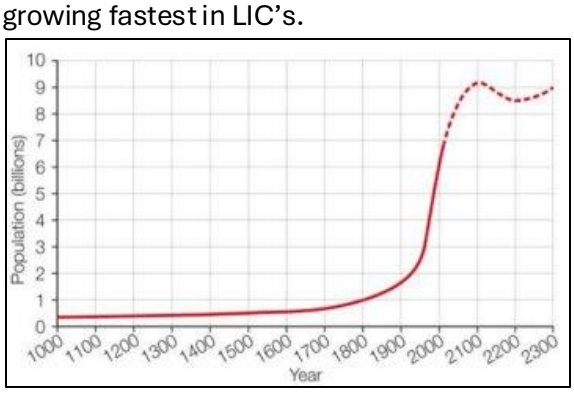
Urban issues and challenges

This builds on:	Why this topic:	This links to:
• This builds on work studied in year 8 on where people live in the world. It also develops further understanding of other places	**Why this topic?** **This topic allows you to gain understanding of how the world's population is changing. We will study Rio to understand why it is an important global city, the challenges it faces due to population growth and how these can be managed**	• This links to work at GCSE on Urban challenges and also measuring development

Key Vocabulary	
Formal economy: The type of employment where people receive a regular wage	**Recession:**A period of temporary economic decline during which trade and industrial activity are reduced
Informal economy: Employment outside the knowledge of the government	**Pull factor:** Reasons attracting people to an area
Megacity: City with a population of over 10 million	**Push factor:** Reasons forcing people to leave an area
Migration: The movement of people	**Rural to Urban migration:** Movement of people from the countryside to a city
Natural increase: Where the birth rate is higher than the death rate	**Urbanisation:** An increasing percentage of population living in towns and cities

Key Retrieval
Urbanisation

- This is growing because of natural increase (birth rate minus death rate) and migration.
- Urbanisation takes place at different times and speeds. The UK was one of the first countries to become urbanised.
- In 2020 around 56% of the World's population lived in urban areas. This is expected to increase to 68% by 2050.
- Urbanisation is slowing in many HIC's but is growing fastest in LIC's.



Cultural Capital

1. Awareness of population change
To understand how population changes across the globe

2. World Knowledge and appreciation
Builds on knowledge of different countries and how people live in different areas

3. Awareness of others
Encourages empathy by showing how communities respond to overpopulation in areas

4. Management and decision making
Develops real life decision-making skills about dealing with challenges in urban areas

Home Learning Tasks:

- Create a model of a typical home found in a favela - add labels to describe the features of the house
- Write a news report on the living conditions and lives of residents in Rio's favelas and explain what could be done by the authorities to improve their situation.
- Create a poster to show the location of Rio in the world and some of the images of this Megacity (these could be human and physical features and even some issues it faces)

Geography – Term 3

Urban issues and challenges

Key retrieval

Key Concept – Factors for migration

Rural to urban migration
This is the movement of people from the countryside to cities.
It is caused by push and pull factors.
Push factors - force people out of the countryside
Pull factors - attract people to a city

Key Concept – The location of Rio

Rio de Janeiro (Rio) is Brazil's second most populated city after Sao Paulo with a population of 6.5 million, and a further 12.5 million in the urban area.
Rio is in the southeast of Brazil on the Atlantic coast.
Rio became an important port and was the capital of Brazil until 1960. Rio remains one of Brazil's most important cities

Key Concept – Rio's importance

Regional:
- Rio is important in providing hospitals, schools and universities and provides employment, leisure and recreation opportunities
- A thriving arts and culture scene.

National:
- Brazil's oil, mining and telecommunications companies have their headquarters in Rio.
- Several of the country's universities and research and development institutions area based in Rio.
- Rio is a major manufacturing centre specialising in chemicals, processed food, clothing, and pharmaceuticals.

International:
- Rio has hosted several global sporting events for example the 2016 Olympic and Paralympic Games, and the 2014 World Cup
- Tourists from around the world are drawn to Rio to see attractions such as the Statue of Christ the Redeemer and take part in colourful festivals and see the beaches

Geography – Term 3

Urban issues and challenges

Key retrieval

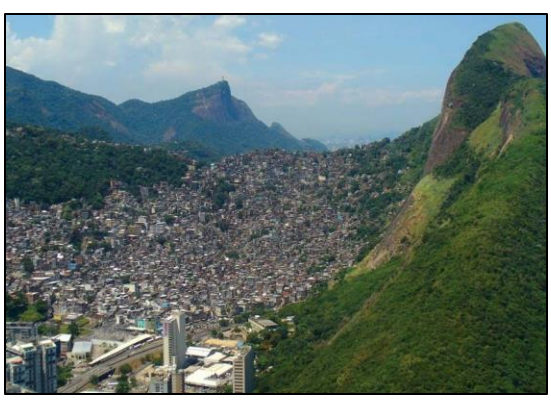
Key Concept – Reasons for Rio's growth

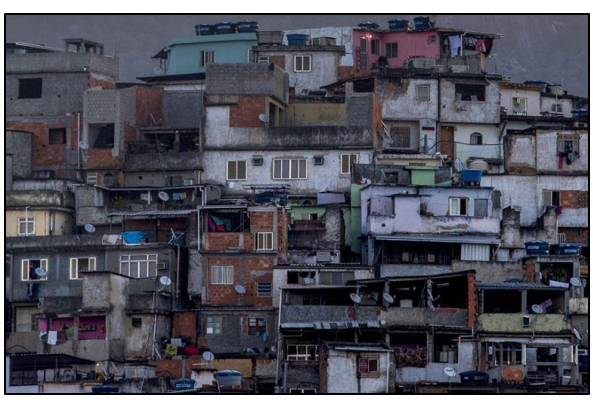
Rural to Urban Migration:
Migrants are pulled to the city because of better education, employment opportunities, and improved living conditions. On the other hand, migrants have been pushed from rural areas due to mechanisation (use of machinery) on farms, poor living conditions and the lack of employment opportunities.

Natural Increase:
The high migration rate into Rio has led to a youthful population. As a result, the city has a high rate of natural increase due to the high birth rate and relatively low death rate. The death rate was 5.7 per 1000 people in 2015 and the birth rate was 12.75 per 1000 people. This is a natural increase of 7.05 per 1000 people.

Key Concept – Challenges of Urban growth in Rio

Squatter Settlements		Homes are poorly constructed – most made from concrete and brick Sewers are often just open drains 20% of people are unemployed Average wages can be less than £75 per month
Health		In some squatter settlements in Rio the average life expectancy is 45 years old Rio only has 6 hospitals, for the cities 13.4 million people
Education		Only 50% of children stay in education after 14 years old 25% of the poorest children in Rio do not attend school
Clean Water		12% of people in Rio do not have access to clean water 1/3 of Rio's water is lost through leaky pipes
Sanitation		About 35% of the sewage in Rio is carried in open sewers and then dumped in the sea Many homes in the squatter settlements have no sewage which leads to diseases such as cholera
Energy		In the squatter settlements people tap illegally in to power lines for electricity There are frequent blackouts due to the high demand for electricity





Geography – Term 3

Urban issues and challenges

Structuring answers

When structuring an answer, it is always important to use:
P – Make your **Point**
E – Add your **Evidence** (facts and figures)
E – **Explain** why using link words
L – **Link** it back to the original question

For example – What is happening to Rio's population?

Rio's population is growing growing quicky due to many reasons.

This is mainly due to a natural increase in population, with a birth rate of 12.75 in 2020. It is also a result of rural to urban migration.

This is because migrants are pulled to the city because of better education, employment opportunities, and improved living conditions. On the other hand, migrants have been pushed from rural areas due to mechanisation on farms, poor living conditions, and the lack of employment opportunities.

Therefore, this influx of people from rural areas in search of jobs and a better standard of life has seen Rio's population increase.


ARCTIC OCEAN
Greenland
(Denmark)
Svalbard
(Norway)
ARCTIC OCEAN
United States
Canada
Iceland
Norway
Sweden
Finland
Russia
U.K.
Den.
Neth.
Belg.
Ireland
Estonia
Latvia
Lithuania
Ger-
many
Poland
Belar.
Ukraine
Mol.
Kazakhstan
Mongolia
United States
ATLANTIC OCEAN
Portugal
Spain
France
Rom.
Bul.
Armenia
Geor.
Az.
Uzbek.
Turkm.
Kyrgyzstan
Tajikistan
China
N. Korea
S. Korea
Japan
Italy
Turkey
Cyprus
Greece
Lebanon
Syr.
Iraq
Iran
Afghan.
Pakistan
Nepal
Bhutan
Morocco
Tunisia
Algeria
Libya
Israel
Kuwait
Qatar
Jordan
Saudi
Arabia
India
Laos
Vietnam
Taiwan
PACIFIC OCEAN
Western
Sahara
Egypt
U.A.E.
Oman
Bur.
Bangl.
Thai.
Cambodia
Philippines
Mexico
Caribbean
Maurit.
Mali
Niger
Chad
Eritrea
Yemen
Djibouti
Senegal
The Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
B. Faso
Ghana
Togo
Benin
Nigeria
Cam.
C.A.R.
South
Sudan
Sudan
Ethiopia
Somalia
Ken.
Sri
Lanka
Malaysia
Central
America
Guyana
Suriname
French
Guiana
(France)
Venez.
Colombia
Ecuador
Peru
Brazil
Equatorial Guinea
Gabon
Congo
Dem.
Rep. of
Congo
Uganda
Rwanda
Burundi
Tanz.
Papua
New Guinea
Solomon
Islands
Indonesia
Timor-Leste
Bolivia
Paraguay
Chile
Argentina
Uruguay
Angola
Zambia
Zim.
Namibia
Bots.
Madagascar
INDIAN OCEAN
ATLANTIC OCEAN
South
Africa
Lesotho
Malawi
Mozambique
eSwatini
Australia
New
Caledonia
Fiji
New Zeal
SOUTHERN OCEAN

History – Term 3

The Second World War

This builds on:	Why this topic:	This links to:
• This builds on understanding of key term democracy and also from previous knowledge of the First World War.	**In this topic, we will look at several different key battles such as Stalingrad, Dunkirk and D-Day. We will also look at how the war impacted civilian populations through the Blitz, factories etc.**	This links to future topics such as the Germany unit in which historians will complete at GCSE and later units such as civil rights.

History is important in school because it helps students understand the present, develop critical thinking skills, and foster empathy. By studying the past, students gain insights into how societies and cultures have developed, how past events shape the world today, and how to avoid repeating mistakes

Key Vocabulary	
Dictator: A political leader who has total control and power over a country	**Anti-Semitism:** Hostility towards Jews or discrimination against them as a group.
Appeasement: When Britain and France gave Hitler what he wanted (appeased him) to try and avoid war.	**Aryan:** Northern Europeans, including Germans, who Hitler believed were the master race.
Blitzkrieg: German attacks on enemy targets, means lightening war.	**Treaty:** An agreement between countries to officially end a war.
Evacuation: Taking people away from danger	**Kristallnacht:** Night of the Broken Glass: attacks on Jewish people and property that intensified persecution of Jews in Germany.
Persecution: To treat someone unfairly because of a race, religious or political belief.	**Stalingrad:** City in Russia that seen some of the most brutal fight of WW2. Modern day Volgograd.

Key Retrieval

KEY EVENTS:

1933 – Hitler becomes Chancellor of Germany and starts to rebuild its armed forces.

1936 – German soldiers occupy the Rhineland. This breaks the Treaty of Versailles. Beginning of appeasement.

1938 – Hitler takes over Austria. This breaks the Treaty of Versailles, but the allies did nothing.

1938 – Hitler threatens to invade Czechoslovakia if they do not return the Sudetenland. Britain strongly opposes this.

1939 – Hitler invades Czechoslovakia breaking the promises made. Britain once again do nothing.

1939 – Germany invades Poland.

Causes of the Second World War:

Treaty of Versailles: By the 1930's many people believed that Germany had been treated too harshly in the Treaty including Britain. Germany had lost land to create new countries like Poland and Czechoslovakia and Hitler promised to overturn the Treaty of Versailles and reunite all German speaking people in a greater Germany.

Appeasement: The policy of appeasement aimed to prevent another war and is linked particularly with the British Prime Minister Neville Chamberlain. Many believe he made a mistake by trusting Hitler. Britain and France could have stopped Germany. Opportunities, such as the Rhineland, ere missed and Chamberlain even negotiated with Hitler in Munich to give him the Sudetenland. This prompted the Nazi Soviet Pact.

Home Learning Tasks:

1. Create a Newspaper report on the events of the Battle of Stalingrad.
2. Create a wanted poster for a suffragette. This should include the actions they did and what they said when arrested.
3. See homework sheet for further home learning tasks and information above.

History – Term 3

Was the twentieth century really the American century?

This builds on:	Why this topic:	This links to:
• This focuses on 20th century history and the changing nature of world politics after WW2. It also recaps ideological understanding of Capitalism and communism.	**Why this topic?** **In this topic, we will look at the nature of the 'Cold War' and evaluate to what extent this conflict was actually a 'cold' conflict.**	• This links future topics in KS4 in which students will be required to understand the ideological differences between capitalism and communism, and the impact of the Great Depression.

Key Vocabulary

American Century: Referring to a period from the mid 20th century when America dominated the world in Political, economic and cultural terms.	**The Great Depression**: A period starting in 1929 after an economic crash in the USA, plunged America and Europe into a depression. Unemployment rates were huge and living standards were shocking for many people.
Isolationaism: When a country reduces trade with other countries and places taxes on imports to boost domestic industries. Also implies that they will not be involved in international wars	**MAD**: Stands for: Mutually, Assured, Destruction. Referring to the idea that if multiple countries have nuclear weapons the chance of an attack is reduced for fear of retaliation.
Tarriffs: Taxes placed on imported goods to boost domestic trades	**Guerilla Warfare**: A type of warfare where soldiers wear civilian clothes and fight using the terrain (e.g. the jungle) to their advantage.
Prohibition: To ban the something, for example, the banning of the production and sale of alcohol between 1920 and1933 in America.	**Vietcong**: A communist armed group representing south Vietnam
Stock Market: Where people can invest money into stocks and shares, in the hope of making a profit.	**Naplalm**: A mixture of gel and gasoline, which is set on fire and dropped on the enemy, the mixture sticks to skin.

America in the 1920s

After The first World War the USA was the richest country in the world, they had traded weapons to the allies throughout the conflict and had experienced comparatively limited losses. This enabled the economy to grow and started a cycle of prosperity during the 1920s. This meant that unemployment was low because new industries, such as car manufacturing, was thriving. Furthermore, there was a cultural shift as younger generations began to rebel against traditional culture. This lead to this decade being known as '*The Roaring Twenties*'.

America in the 1930s

During the 1920s Americas economy grew rapidly, however, unprecedented levels of investment in the stock market proved to be unsustainable. In 1929, Wallstreet crashed, meaning that the stock market experienced huge drops in the value of stocks. This meant that peoples money disappeared overnight, including the money in banks, this disaster started a period of depression in America that would last until the Second World War. Two presidents, President Hoover and President Roosevelt, attempted to improve life in the USA in this period.

The Cold War

The term Cold War refers to a war in which no actual fighting takes place. Instead, there is a build up of tension between two opposing sides, characterized by secrecy and conflicting world views. In the period between 1945-1991, the USA and the USSR were in a Cold war. This led to a huge increase in each nations stockpile of nuclear weapons and caused the outbreak of hot wars across areas of Asia, notably, the Korean War and the Vietnam war.

Why were the USA involved in The Vietnam war? (1955-1975)

Until 1954 Vietnam had been a French colony, however, in 1954 North Vietnam defeated the French colonial powers and wanted to unify the whole of Vietnam under a communist regime, like the USSR. The South of Vietnam however, fought to create a government more closely aligned with the Capitalist west (USA). As a result of these ideological differences, the USA supported the South of the country while the USSR supported the North along with the guerilla group, the Vietcong, who were undercover soldiers in the South of Vietnam.

Home Learning Tasks:

- Conduct independent research about the Mai Lai Massacre. Consider:
- Why did it happen?
- What happened?
- Who was to blame?

Create a Newspaper article using the findings from your research.

History – Term 3

The Fight For Civil Rights

African Americans  	Although Slavery ended in America in 1865, African Americans were still the victims of institutional racism in the decades that followed slavery. After The Second World War, the dawning of a new age led many to question the inequalities that existed in American Society. Legal Segregation was still in action in southern states of America meaning that Black people did not have access to the same resources as white people, furthermore, the law did not treat Black people fairly meaning if they were the victims of a crime, they were often unprotected. Two key figures emerged to try to change these inequalities, they were Martin Luther King, who used peaceful forms of protest and Malcolm X, who advocated for more active forms of protest in some cases.
People who migrated to Britain 	After The Second World War there were thousands of jobs available in areas such as construction, because large areas of the country had been destroyed by bombing raids. As a result, the British government invited people from across the British Empire to come and live and work in Britain. One of the main groups that migrated were people from the Caribbean, now known as the Windrush generation, because the first boat to arrive carrying migrant workers had that name. Although they were promised a new, prosperous life by the British government, when they arrived, they faced prejudice and discrimination from employers, the police and members of the public.
Women 	After decades of campaigning by groups such as the Suffragists and suffragettes, women in Britain finally gained the vote on equal terms to men in 1928. However, institutionalized sexism still existed in Britain long after this date. Many people still viewed a woman's, place to be in the domestic sphere, taking care of children, doing housework and ensuring her husbands needs were met. However, in the 1960s, with the coming of new cultural trends that deviated from traditional values, some women began to want more from life. Issues such as; equal pay, contraception, sexual assault and abortion began to be the subject of campaigns causing national debates that challenged existing beliefs.
LGBTQ+ 	Although in England having sex with someone of the same gender was decriminalized in 1967, people who are LGBTQ+ have still faced discrimination in the decades that followed. The inequality that LGBTQ+ people have faced is very evident in the treatment of people who were victims of the global AIDS epidemic in the 1980s. Although it did not only impact people who were gay, the association of this illness with the LGBTQ+ community, meant that victims faced being ostracized from society when diagnosed and often didn't receive quality care, because of the deadly nature of the disease, this meant that many people lived their final days in isolated loneliness, away from friends and family.

Religious Studies – Term 3
Religion in the modern day/ Religion and the Media

This builds on:	Why this topic:	This links to:
• This builds on students RITA values and basic knowledge from primary school.	To see how religion has evolved and go the following it has today and how it has changed over time.	• This links to the history curriculum and the KS4GCSE RE curriculum.

Religion's importance varies greatly, but it generally provides individuals and societies with meaning, purpose, community, moral guidance, and a sense of belonging. It can also offer comfort, hope, and a framework for understanding suffering and the human experience.

Key Vocabulary	
Evolve: something that develops gradually	**Religion:** The belief in and worship of a superhuman power or powers, especially a God or gods
Omnipotent All powerful	**Protestant:** member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church in accordance with the principles of the Reformation
Omniscient All knowing	**Catholics:** Catholicism is a Christian religion, a reformation of the Jewish faith that follows the teachings of its founder Jesus Christ. The current head of the church is the Pope, who resides in Vatican City
Omnibenevolent All loving	**Gender**: People identify and express their gender in a variety of ways. Your gender identity is how you feel inside and your own personal understanding of your gender. Gender expression refers to how a person chooses to present themselves to the outside world.

Key Retrieval

Feminism in Religion

1.Religious Organisations

- Mainly male dominated even though women participate more in religion than men.
- Orthodox Judaism and Catholicism forbid women to become priests.
- Karen Armstrong – sees the exclusion of women from the priesthood as evidence of their marginalisation.

2. Places of Worship

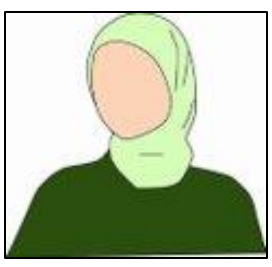
- Women seated behind screens while men occupy the central, more sacred spaces.
- Women's participation may be restricted – not allowed to preach or read from sacred texts

3.Sacred Texts

- Largely feature the doings of male gods, prophets – usually written and interpreted by men.
- Stories often reflect anti-female stereotypes (ie, Eve/Delilah) and reinforce perceptions of women's character.

Kippah

Prayer beads



Hijab

Home Learning Tasks:

- Explain how Religion changing would affect the growth of Religion
- Research different Religions and explain how they change over time
- Make a religion timeline
- Design a piece of religious dress

Religious Studies – Term 3
Religion in the modern day/ Religion and the Media

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Religion's importance varies greatly, but it generally provides individuals and societies with meaning, purpose, community, moral guidance, and a sense of belonging. It can also offer comfort, hope, and a framework for understanding suffering and the human experience.

Key Vocabulary	
Evolve: something that develops gradually	**Religion:** The belief in and worship of a superhuman power or powers, especially a God or gods
Islamophobia- Islamophobia is defined as a type of racism that targets Muslims	**Christianophobia**- Christianophobia is defined as the fear towards a person who follows Christianity
Media- the main means of mass communication	**Influence-** to have an effect on the character development of a person
Positive- a feeling that makes you feel good towards something	**Negative-** a feeling that makes you feel bad about something.

Key Retrieval

Why are Muslims being targeted?

Some people have blamed Muslims for recent terror attacks carried out by extreme groups as they follow Islam. But many say those terrorist groups have extreme beleifs of hatred ad violence that have little to do with what Muslims believe. Islamophobia can result in Muslims being targeted in person or online.

Prejudice-

Prejudice means to pre judge someone. It starts in the mind and is a negative attitude based solely on a group to which they belong. It is based on an unfounded opinion.

Discrimination-

Discrimination means to act unfairly towards a person or group of people. It is putting prejudice into action.

Home Learning Tasks:

- Explain how social media could affect people believing in religion
- Is there a link between social media and negative connotations about religion?

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God
Atheist= Someone that doesn't believe in God
Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God
Polytheist= Someone that believes in many gods

Timeline of religions (all dates approximate)

↑ 2000 BC **Hinduism**	↑ 1500BC **Judaism**	↑ 560 BC **Buddhism**	↑ 0	↑ 30 AD **Christianity**	↑ 610 AD **Islam**	↑ 1500 AD **Sikhism**

Religious Studies

French Term 3

Ma Routine & Mon Avenir

This builds on:	Why this topic:	This links to:
This builds on from term 2 "My free time " and helps you to develop your understanding .	**Why this topic?** **It is smooth continuation having learnt about your free time activities. Now you get to develop further your knowledge about yourself, your routine and your future.**	• This links to the units on routines and the near future , also to the GCSE module : My future plans.

Languages are crucial for communication, cultural preservation, cognitive development, and fostering connections between people and communities. They allow for the transmission of ideas, beliefs, and knowledge, enriching understanding and facilitating relationships. Furthermore, language learning can enhance cognitive abilities, including problem-solving and critical thinking skills

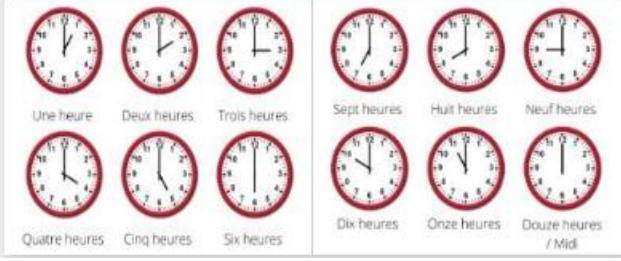
Discussing daily routines.

Talking about your daily routine.

je me lève	I get up
je prends le petit déjeuner	I have breakfast
je me douche	I have a shower
je me coiffe	I do my hair
je m'habille	I get dressed
je me lave les dents	I clean my teeth
je quitte la maison	I leave the house
je me lave	I have a wash
je me couche	I go to bed

***se** coucher*	to go to bed
*je **me** couche*	I go to bed
*tu **te** couches*	you (singular) go to bed
*il/elle **se** couche*	he/she goes to bed
*on **se** couche*	we go to bed
*nous **nous** couchons*	we go to bed

Telling the time.



Retrieval Practice

Key Questions	Model Answers
Décris–moi ta routine. Describe your routine.	Je me lève **à sept heures** et **je m'habille.** **I get up at 7 and I get dressed.**
Tu te couches à quelle heure? - What time do you go to bed?	Je me couche à **onze heures**. I go to bed at 11.
Est-ce que tu fais du sport? - do you do sport?	Je fais **de l'équitation** parce que c'est **formidable.** I do **horse-riding** because it is **incredible.**
Quel est ton opinion de **golf**? What do you think about golf?	**Le golf** est moins **intéressant** que le **rugby** **Golf** is less **interesting** than **rugby.** **Le golf** est plus **actif** que **le snooker** Golf **is more** active **than** snooker.
Vous allez bien? Are you well?	Non, j'ai mal **au bras** et j'ai **un rhume.** No I have a **sore arm** and I **have a cold.**

French Term 3

Ma Routine & Mon Avenir

Essential Vocabulary and Grammar

Key Vocabulary	Definition
Qu'est-ce qu'on peut faire pour gagner de l'argent?	**What** can you do to earn money?
On peut + infinitive	You can……
Qu'est-ce que tu fais?	**What** do you do?
Je travaille	I work
Je gagne	I earn
Qu'est-ce que tu veux faire comme métier?	**What** do you want to do as a job?
Je veux être……	*I want to be……*
Qu'est-ce que tu vas faire à l'avenir?	**What** are you going to do in the future?
Je vais + infinitive	I'm going to ……
Ce sera + opinion.	That will be……
Qu'est-ce que tu as fait hier?	***What** did you do yesterday?*
J'ai préparé les repas.	I prepared the meals.
Je n'ai pas aidé à la maison.	I didn't help at home.
C'était **comment**?	**What** was it like?
C'était …	It was ……

Essential Vocabulary and Grammar.

Qu'est-ce que tu manges?

Je mange	I eat	Je bois	I drink

du fromage / du lait	*cheese / milk*
du pain / du riz	*bread / rice*
de la soupe	*soup*
de la viande	*meat*
de l'eau	*water*
des frites / des haricots	*chips / beans*
des légumes	*vegetables*
des pommes de terre	*potatoes*
des sandwichs	*sandwiches*
un fruit	*a piece of fruit*
un jus de fruits	*a fruit juice*

Est-ce que tu manges de la viande?

Je ne mange jamais de **viande** / de **poisson**.	I never eat **meat / fish**
Je ne bois pas de **lait**.	I don't drink **milk.**
Est-ce que tu es pour ou contre le véganisme?	Are you for or against veganism?
La production de viande, c'est mauvais pour l'environnement.	Producing meat is bad for the environment.
Manger des animaux, c'est cruel.	Eating animals is cruel.
Manger des animaux, c'est normal.	Eating animals is normal.

Key verbs in 3 tenses.

	infinitive	present tense	perfect tense	near future tense
regular *–er* verbs	(e.g.) *jouer* (to play)	*je joue*	*j'ai joué*	*je vais jouer*
key irregular verbs	*boire* (to drink)	*je bois*	*j'ai bu*	*je vais boire*
	faire (to do / make)	*je fais*	*j'ai fait*	*je vais faire*
	prendre (to take)	*je prends*	*j'ai pris*	*je vais prendre*
	aller (to go)	*je vais*	*je suis allé(e)** *on est allé(e)s**	*je vais aller*

High Frequency Words

Possessive adjectives:

Mon / ma / mes – my
Ton / ta / tes – your
Son / sa / ses – his / her

Quantifiers
assez - quite
très - very
trop - too
un peu - a bit
complètement - completely
vraiment - really

Sequencers
d'abord - firstly
ensuite/puis - then
après - after(wards)
finalement - finally

Connectives
où - where
avec - with

French Term 3

Ma Routine & Mon Avenir

Healthy Lifestyle

En général, ...	mais à l'avenir, ...
je ne fais pas beaucoup d'activité physique,	je vais faire trente minutes d'exercice par jour.
je ne mange pas très sain,	je vais manger des fruits et des légumes.
je vais au collège en bus,	je vais aller au collège à pied.
à midi, je mange un hamburger,	à midi, je vais manger une salade.
je joue à des jeux vidéo,	je vais jouer au foot deux fois par semaine.

Plans after school

Qu'est-ce que tu veux faire à l'âge de 16 ans?

À l'âge de 16 ans, je veux ...	*At the age of 16, I want ...*
rester à l'école.	*to stay at school.*
étudier les sciences.	*to study science.*
étudier les maths.	*to study maths.*
étudier le dessin.	*to study art.*
étudier les langues.	*to study languages.*
trouver un petit boulot.	*to find a part-time job.*
aller au lycée.	*to go to sixth form college.*
faire un apprentissage.	*to do an apprenticeship.*
faire du travail bénévole.	*to do voluntary work.*
travailler en équipe.	*to work in a team.*
travailler avec des personnes âgées.	*to work with elderly people.*

Talking about what you do to earn money and your future plans

Essential Vocabulary, grammar and phonics.

Qu'est-ce qu'on peut faire pour gagner de l'argent?

Pour gagner de l'argent, on peut ...	*(In order) to earn money, you can ...*
aider à la maison.	*help at home.*
aider les voisins.	*help the neighbours.*
trouver un petit boulot.	*find a part-time job.*
faire du baby-sitting.	*do babysitting.*

Qu'est-ce que tu fais?

Je lave la voiture.	*I wash the car.*
Je garde mon petit frère.	*I look after my little brother.*
Je garde ma petite sœur.	*I look after my little sister.*
Je range ma chambre.	*I tidy my room.*
Je travaille dans un café.	*I work in a café.*
Je travaille à la boulangerie.	*I work at the bakery.*
Je fais la cuisine.	*I do the cooking.*
Je gagne 8 euros par semaine / par mois.	*I earn 8 euros a week / a month.*

Qu'est-ce que tu veux faire comme métier?

Je veux être ...	*I want to be a(n) ...*
scientifique.	*scientist.*
pilote.	*pilot.*
ingénieur/ingénieure.	*engineer.*
danseur/danseuse.	*dancer.*
acteur/actrice.	*actor/actress.*
dessinateur/dessinatrice.	*designer.*
infirmier/infirmière.	*nurse.*
policier/policière.	*police officer.*
mécanicien/mécanicienne.	*mechanic.*

Qu – qu'est-ce que

quatre	musique	équipe
4		

Qu'est-ce que tu vas faire à l'avenir?

Je vais habiter ... à l'étranger.	*I am going to live ... abroad.*
Je vais acheter ... une grande maison. une Ferrari rouge.	*I am going to buy ... a big house. a red Ferrari.*
Je vais être ... célèbre. heureux/heureuse.	*I am going to be ... famous. happy.*
Je vais avoir ... cinq enfants.	*I am going to have ... five children.*
Je vais aller ... à New York. en Chine.	*I am going to go ... to New York. to China.*
Je vais faire du travail bénévole.	*I am going to do voluntary work.*
à l'avenir	*in the future*
dans dix ans	*in 10 years*
dans vingt-cinq ans	*in 25 years*
Ce sera ... cool / fantastique.	*It will be ... cool / fantastic.*

Future & Career possibilities

Career Focus - Where could this take you?

I am a news reporter. I work all over Europe and even worldwide. It helps me that I can speak another language, because I can communicate with people who live in the country I am reporting from.

Challenge Activities

1) Research some careers where Languages are important. Make a fact file. Which of these are you interested in?

2) Make a plan for what you want to do in 1 year, 5 years, 10 years, 20 years in the future.

3) Complete the activities on Active Learn.

Home learning:

1) Learn the vocabulary as asked by your class teacher each week.
2) Complete the tasks on Languagenut.com
3) Find out about what young people do after school in France. Are they similar to yours?

German Term 3
Health

This builds on work you will have done at KS2, in Term1 and Term 2

Why this topic?
These are our last two German topics this year.
You will learn to give and understand information about food, healthy living and holidays.

This links to all the units you will study, because it contains the basic building blocks that you will be using in KS4.

Key Vocabulary

Ich werde mit meiner Mutter mit dem Flugzeug nach Spanien fliegen. - I will fly with my mother by plane to Spain.	**Mann muss viel Obst und Gemüse essen.** -You must eat loads of vegetables and fruit.
Zum Frühstück esse ich Toast mit Butter. **-** For breakfast I have toast with butter.	**Morgen werde ich Frühstücksflocken essen.** – -Tomorrow I will eat cereal.

Was muss man machen? *What must one/you/people do?*

Man *One/You/ People*	muss *must*	acht Stunden *(for) eight hours*		schlafen. *sleep.*
		drei Stunden *(for) three hours*		trainieren. *exercise.*
		früh ins Bett *to bed early*		gehen. *go.*
		mehr *more* viel *lots of*	Wasser *water*	trinken. *drink.*
			Obst und Gemüse *fruit and vegetables*	essen. *eat.*
		wenig Fett und Zucker *little fat and sugar*		
		zweimal pro Woche *twice a week*		joggen. *jog.*

Ich muss *I have to*	jeden Tag *every day* oft *often*	trainieren. *exercise.*
Du musst *You have to*		
Er/Sie/Es muss *He/She/It has to*		
Wir müssen *We have to*		
Ihr müsst *You have to*		
Sie müssen *You have to (formal)*		
Sie müssen *They have to*		

Home Learning Tasks:

1) Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
2) Research some facts about the countries that speak German. Which countries would you like to visit.
3) Make an advert for a healthy living campaign. What should you do to be healthy?

German Term 3
Health

Was isst und trinkst du gern zum Frühstück?
What do you like to eat and drink for breakfast?

Zum Frühstück *For breakfast*	esse ich *I eat/... eating* isst er *he eats/... eating* isst sie *She eats/ eating*	(ein) Brötchen *a roll/rolls* Toast *toast*	mit *with*	Butter, *butter* Marmelade, *jam* Orangenmarmelade, *marmalade*
		ein Ei, *an egg* Eier, *eggs*		
		Frühstücksflocken *cereal*	mit *with*	Milch, *milk*
		einen Joghurt, *a yoghurt* Obst, *fruit*		

aber *but*	am Wochenende *at the weekend*	esse ich *I eat* isst er *he eats* isst sie *she eats*	Käse. *cheese.* Schinken. *ham.* Speck. *bacon.*

Was isst und trinkst du gern zum Frühstück?
What do you like to eat and drink for breakfast?

Zum Frühstück *For breakfast*	trinke ich *I drink/... drinking* trinkt er *he drinks/... drinking* trinkt sie *she drinks/... drinking*	gern *like(s)* manchmal *sometimes*	Kaffee, *coffee* Tee, *tea* Orangen-saft, *orange juice* Milch, *milk*

German Term 3

Health

Was isst und trinkst du gern zum Frühstück?

What do you like to eat and drink for breakfast?

Am Wochenende *At the weekend* Gestern *Yesterday*	habe ich *I* hat er *he* hat sie *she*	(ein) Brötchen mit Ei und Schinken *a roll/rolls with egg and ham* Müsli mit Milch *muesli with milk* viel Obst *a lot of fruit*	gegessen *ate*
Morgen *Tomorrow*	werde ich *I will* wird er *he will* wird sie *she will*	einen Joghurt *a yoghurt* Frühstücksflocken *cereal* Toast mit Marmelade *toast with jam*	essen *eat*

und *and*	einen Kaffee *a coffee* eine Tasse Tee *a cup of tea*	getrunken. *drank.*
und *and*	heiße Schokolade *hot chocolate* Milch *milk*	trinken. *drink.*

German Term 3

Holidays

Wohin wirst du fahren? *Where will you go / travel to?*						
In den Sommerferien *During the summer holidays*	werde ich *I will*	mit *with*	meiner Mutter *my mother* meinem Vater *my father*	nach *to*	Kanada *Interlaken*	fahren. *go / travel.*
				in die *to*	Schweiz Switzerland **Vereinigten Staaten** USA	

Ich werde *I will* Wir werden *We will*	fünf Tage *(for) five days* eine Woche *(for) a / one week* zwei Wochen *(for) two weeks*	bleiben. *stay.*

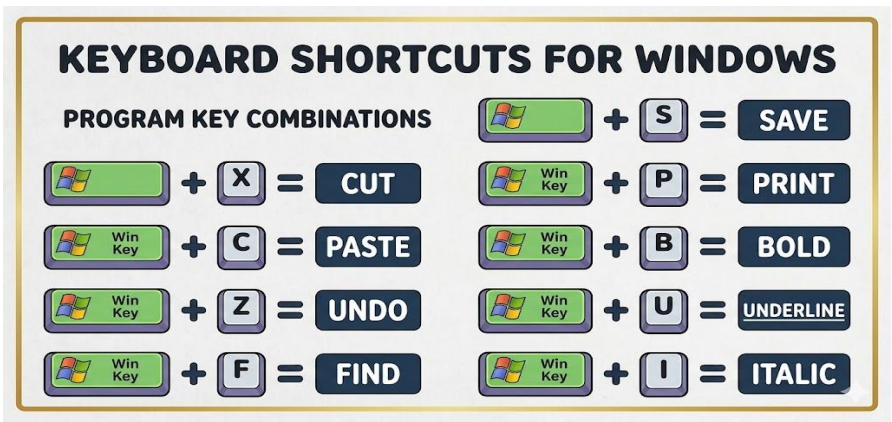
Dort gibt es *There is / are*	ein Schloss *a castle* zwei Seen *two lakes*	und *and* und auch *and also*	viele Restaurants, *many restaurants,*	aber *but*	keinen Strand. *no beach.* keine Eisbahn. *no ice rink.* kein Kino. *no cinema.*

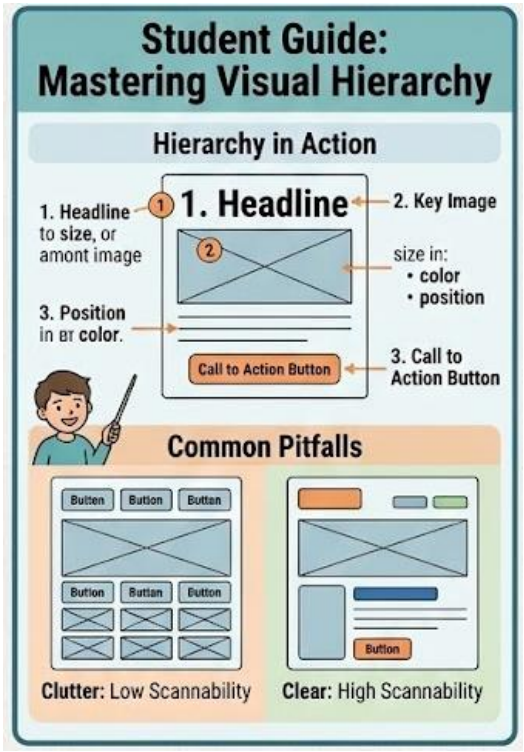
Computing Term 3

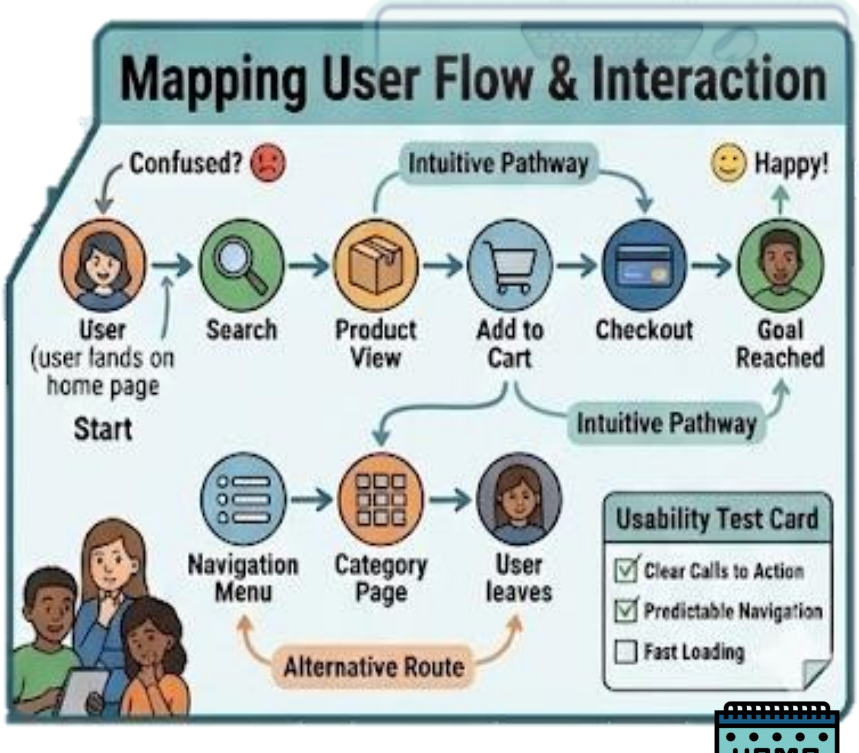
Website Design

This builds on:	Why this topic:	This links to:
• Basic digital literacy and an understanding of how to find information online and tailor it to specific use cases.	Website design is a critical digital skill. It empowers you to become digital creators, it develops understanding of user interfaces and how different user needs influence digital design.	• Future GCSE options such as DIT and Computer Science., and digital production careers.

Key Vocab	Definition
Visual Hierarchy	The size, position and colours used to guide a user's eyes around the page. Heavily used in UX and marketing.
UX & Wireframes	UX = User Experience. This is originally drawn/,mapped out using wireframes to allow the developers to test and develop the site from.
Flow & Predictability	The process of ensuring all users can use the site instinctively . Reducing the amount of location issues and boosting their overall experience with the site.
Accessibility	To process of making sure all types of users can use the site effectively, not matter the need. E.g., Visual, Auditory and physical impairments.
Interface	The visual components of a site that a user interact with and "sees" when using the site.







HOME WORK

- **For help with the Home Learning task, go to:** https://www.bbc.co.uk/bitesize/guides/zqh49j6/revision/6
- **Create a table matching key characters** from *Animal Farm* with the historical figures or groups they represent (e.g., Napoleon = Stalin). For each pair, explain why Orwell did this. This is in the English curriculum.

Food Technology

Rotation 2

This builds on:	Why this topic:	This links to:
For your final theory unit we are looking at the functions of ingredients and answering the following technical cooking questions: What makes your cake rise? Why do eggs change when they are heated? Also, what does yeast do? How can we cook meat safely? And why is pastry so difficult to get right?	Understanding the function of ingredients helps us understand the science behind cooking and how to correct things when they go wrong!	Level 2 Food Courses all require students to understand the functions of ingredients in cooking. Also, for those who like to cook at home it gives them a range of valuable skills when tackling more complicated recipes

Key Vocabulary

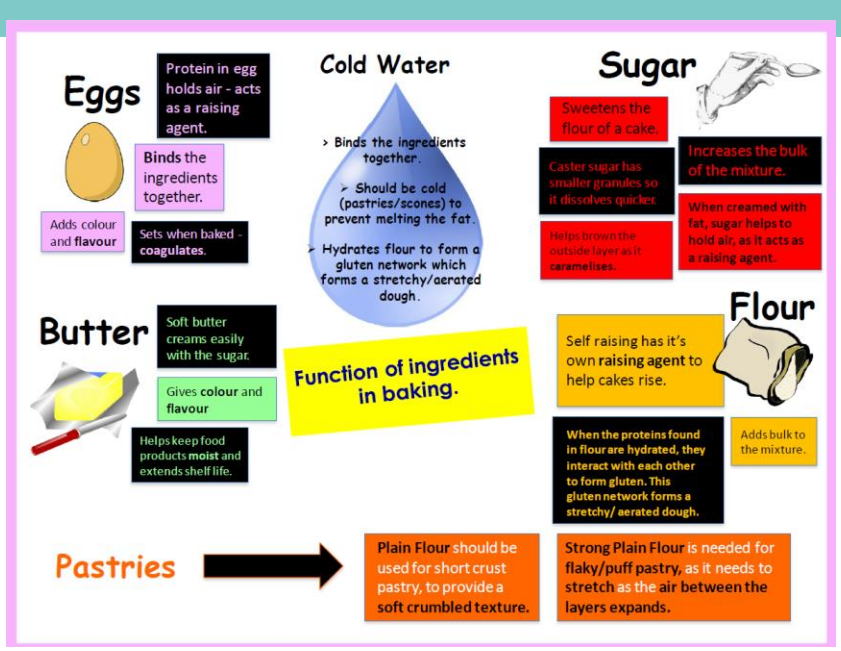
Enzymatic browning is a chemical process where certain enzymes, react with oxygen after a fruit or vegetable is cut or bruised, causing it to turn brown. It's the same reaction that makes a sliced apple or banana turn brown, and it happens when the inner cells of the produce are exposed to air.	**Aeration** is the process of incorporating air into a mixture to make it lighter and fluffier. This is often achieved by whipping ingredients like eggs or cream, or by creaming fat with sugar, which creates small air pockets that expand when heated, causing baked goods to rise and giving them a lighter texture.
The Maillard Reaction: a complex chemical reaction between amino acids and reducing sugars that causes food to brown when heated, like toasted bread, for instance	**Denaturation** in cooking is the process where a protein's original structure is altered or unfolded, changing the food's texture and appearance. This is typically caused by heat, acid, or mechanical agitation, which breaks the bonds that hold the protein's shape. A simple example is how a liquid egg becomes solid and changes from transparent to opaque when it is cooked.
Dextrinisation is a non-enzymatic browning reaction that occurs in the absence of water, such as during baking, grilling, or toasting	**Coagulation**: Protein molecules in a liquid state unravel and then link together to form a more solid network. Examples include how an egg white sets when fried, how meat firms up when cooked, and how custard thickens.
Caramelisation: A natural chemical reaction that occurs when sugar is heated.The heat breaks down sugar molecules, which then reform into new polymers.	**Yeast**: In cooking, yeast is a single-celled fungus that is used as a leavening agent to make dough rise. When yeast consumes sugar, it produces carbon dioxide gas, which gets trapped in the dough, causing it to expand and become soft and airy. This process is called fermentation and is essential for making bread, as well as for creating alcohol in brewing and winemaking.

Independent Learning Tasks:

Yeast Experiment - Have a watch of this video and have a go at the yeast experiment at home

Easy Bread Recipe - If you want to try and make your first load of homemade bread, this is a really good place to start. Let your food technology teacher know how you got on!

Create a **Functions of Ingredients Mind Map** – research the functions of Sugars, Eggs, Butter and Flour



Food Technology

Rotation 2

This builds on:	Why this topic:	This links to:
For this final rotation we are doing two very technical skills – pasta making, chocolate brownie and pastry. These dishes require a range of technical skills to be successful.	To prepare students for either Level 2 Food and Cookery or cooking more confidently at home we are expanding their skills so that they can confidentially tackle more difficult dishes	Level 2 Food Courses all require students to understand the functions of ingredients in cooking. Also, for those who like to cook at home it gives them a range of valuable skills when tackling more complicated recipes

A **chocolate brownie**, or simply a **brownie**, is a chocolate baked des sert bar. Brownies come in a variety of forms and may be either fudgy or cakey, depending on their density.

Practical Recipe 1 – Chocolate Brownie

200g dark chocolate
75g plain flour
250g caster sugar or soft brown sugar
175g butter
3 eggs
Chocolate chips

Fresh pasta is pasta made from fresh ingredients like flour and eggs, which is prepared and cooked without being dried for a long period.

✓ **Practical Recipe 2 – Fresh Pasta**

Students will be working in groups for this task and do not need to provide ingredients

Bolognese is a really good meal to get hidden vegetables into. It can be served on jacket potatoes or nachos. It doesn't have to be served with pasta. It is also very versatile as you can make a vegetarian version really easily

Practical Recipe 3 – Bolognese

- ❑ 250g-500g beef mince (or vegetarian alternative
- ❑ 1 white/brown onion – finely chopped
- ❑ 2 carrots – peeled and diced
- ❑ 1 stick of celery – finely chopped
- ❑ 1 can chopped tomatoes

School will provide garlic and seasoning

Please bring in any type of sausage or sausage meat.

Practical Recipe 4 – Sausage Rolls

- ❑ 200g Plain Flour
- ❑ 100g Butter
- ❑ 4-6 sausages

?

Practical 5 - Surprise Sweet Treat
We will send out the recipe for this nearer the time

Art

Formal Elements

This builds on:	Why this topic:	This links to:
• This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	• This links to your future learning and skills development in KS3 and prepares you for GCSE Art

The formal elements of art are the visual components that make up a work of art. These include line, shape, form, color, texture, space, and value. Understanding these elements helps in analyzing and appreciating the visual aspects of any artwork.

Key Vocabulary	
Line The path made by a moving point for example a brush dipped in paint. A line can take many forms.	**Form** A 3-dimensional object that has height, width and depth.
Tone The lightness or darkness of something. By adding tone to line drawings, the illusion of form in created.	**Texture** The way something feels to the touch. Visual texture is the way something in a photos/painting looks as though it would feel.
Colour This is what we see when the light strikes a surface and is reflected back to the eye.	**Composition** The placement of different elements in a piece of artwork (what goes where).
Shape Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	**Mark making** Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern A repeated decorative design.	**Collage** A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	**Refining** To improve a piece of art by making small, deliberate changes to enhance its quality, clarity, or overall effect.

Home Learning Tasks:

Choose an interesting object in your home/find a picture to draw from.
Try drawing the object/picture in the following ways:

- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)

ART ASSESSMENT

- ✓ Ask a question about the work…
- ✓ Share your ideas and opinions…
- ✓ What areas can be refined?
- ✓ How has detail been captured?
- ✓ What caught your eye first time and why?
- ✓ What changes would you suggest?
- ✓ How has the work met the lesson objective?
- ✓ Formal elements used… Line, colour, texture, tone, shape, pattern & form
- ✓ Identify areas that went well
- ✓ Where next?
- ✓ Ask your partner what they think about your work
- ✓ What areas can be improved further?

Describing Artwork
- This piece of art shows…
- The artist has used… to create…
- This artwork is made using…
- The composition includes…

Talking About Colour and Texture
- The colours used are… which makes the artwork feel…
- The artist has used light and shadow to…
- The texture appears to be…

Interpreting the Meaning
- This artwork might represent…
- It makes me feel… because…
- The artist could be trying to show…
- It reminds me of…

Giving Opinions
- I like this artwork because…
- In my opinion, the most effective part is…
- I think the artist has been successful in…
- I prefer this style because…
- If I could change one thing, it would be…

Comparing and Reflecting
- This reminds me of the work by… because…
- Compared to my own work, this is…

.

Art Assessment – you will be given a mark for each assessed piece of work. This coded grid links to the mark scheme in your book.

1	2	3	4
Student can recall and apply **some** of the intended curriculum objectives.	Student can recall and apply **most** of the intended curriculum objectives	Students can **strongly** recall and apply the majority of the intended curriculum objectives	Student has exceeded expectations of recall and application of the intended curriculum

Music – Term 3

This builds on:	Why this topic:	This links to:
✓ This unit will develop your theory and understanding and apply it to something new – Blues Music. It builds on previous performance units such as **Reggae** in Y9.	**Blues Music** ✓ To continue to widen your understanding of different styles and genres and to deepen your musical understanding further.	✓ Year 10 and developing your own performances. ✓ Previous performance-based units such as Reggae in Y9 or Rap and Hip Hop in Y8. ✓ Building performance skills

Music is important for numerous reasons, impacting individuals and society on cognitive, emotional, and social levels. It enhances cognitive function, boosts mood, reduces stress, and fosters social connection. Music also serves as a powerful form of self-expression and cultural communication.

Key Vocabulary

Melody: The main layer or tune of a piece. **Melodies** can move by **step** or **leap.** Steps are notes that are next door to each other. Leaps are notes that are far apart.	**Harmony:** The **chords and scales** that accompany the melody. ***Diatonic*** *Harmony – Chords and scales that blend well together.* ***Dissonant*** *Harmony – Chords and scales that clash with each other.* ***Chromatic*** *– One or two notes that are* ***not*** *diatonic. When used, they can add tension or mystery to the music.*
Articulation: The way the notes are played – long and smooth or short and detached **Legato** – Long and smooth **Staccato –** Short and choppy	**Tonality:** Whether the music is in a **Major** ☺ or **Minor** ☹ Key.
Dynamics: How loud or quiet the sound is.	**Instrumentation/Forces:** The **instruments** or **voices** used to perform a piece.
Texture: The **layers** that make up a piece **Monophonic –** Single layer on its own. **Homophonic –** One melody with accompaniment. **Polyphonic –** More than one melody at the same time.	**Rhythm:** The **note values** used
Structure: The way the music is put together in sections. **E.g. – Beginning, Middle and End Or Verse-Chorus.**	**Tempo:** The **speed** of the beat

Key Concepts – *Blues*

Blues Music • Blues music is a genre of music that originated from African Americans in the Deep South of the USA. It expresses a wide range of emotions.	**Melody in Blues Music** • The melodies often use the **minor pentatonic scale** with added **blues notes (E.g. flattened fifth)**. They are sometimes **improvised**.
Articulation in Blues Music • Blues music uses both **staccato** and **legato** articulation.	**Dynamics in Blues Music** • Blues music has different dynamics to create different moods. Sometimes it is quiet other times loud.
Texture in Blues Music • Most blues music uses a **homophonic texture** (one melody and accompaniment).	**Structure in Blues Music** • Blues music is structured around the **12-bar blues chord sequence**. It is repeated and different lyrics and melodies are sung and played over the top. • You may also hear an AAB structure in the lyrics. • **Call and response** is sometimes heard.
Harmony in Blues Music • Blues Music uses a **12-bar blues chord sequence**. • It uses a **minor pentatonic scale** with added blues notes (e.g. flattened fifth) to create a bluesy sound. • **Extended chords** are used.	**Tonality in Blues Music** • Blues can be either **Major** or **Minor.** • But it is unusual – When there is a Major 12 bar blues chord sequence a **minor pentatonic scale** is still used to make the melody, which gives it the bluesy sound.
Instrumentation/Performance Forces in Blues In **Blues** music you often hear: Vocals / Drum Kit / Electric Guitar / Organ / Electric Bass Guitar / Saxophone / Trumpet	**Rhythm in Blues Music** Swing rhythms are commonly heard in blues music. Instead of playing evenly you play the first quaver is a longer and the second shorter.

Music - Term 3

What is this page?	What should I do with this page?	How can I revise?
*Use this page to help **revise** and **strengthen** your knowledge of Blues Music.*	*Spending **ten-fifteen** minutes **per** week. Using this page to revise, will prepare you for the assessments.*	• *Look, cover and check to test yourself.* • *Ask someone else to test you.* • *Create flash cards or a mind map from this page.*

Music is important for numerous reasons, impacting individuals and society on cognitive, emotional, and social levels. It enhances cognitive function, boosts mood, reduces stress, and fosters social connection. Music also serves as a powerful form of self-expression and cultural communication.

Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

- *Melody / Articulation / Dynamics / Texture / Structure / Harmony and Tonality / Instrumentation and Forces / Rhythm / Tempo.*

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	Answers
Describe the **melody** of Blues Music.	Melodies in Blues music are sometimes **improvised** and based on the use of a **minor pentatonic scale** with **blues notes (e.g. flattened fifth).**
What type of **texture** is heard in Blues Music.	Blues music usually uses a **homophonic texture**
Describe the use of **dynamics** in Blues Music	Blues music uses **different dynamics** to create different moods. Sometimes it will be **quiet** and other times it will be **loud** and **forceful**.
Describe the **harmony features** of Blues Music.	There is a **slightly dissonant** sound to blues music. This is because it uses **minor pentatonic scale** with added blues notes (e.g. **flattened fifth**) to create a bluesy sound in the melody. The chord sequence used is a 12-bar blues chord sequence.
Describe the **tonality** of Blues Music.	• Blues can be either **Major** or **Minor.** • But it is unusual – When there is a Major 12 bar blues chord sequence a **minor pentatonic scale** is still used to make the melody, which gives it the bluesy sound.
Describe the **structure** of Blues Music.	Blues music is based around the structure of a **12-bar blues** chord sequence, which is usually repeated all the way through a performance. You might also hear **call and response** to help structure the music. There is use of an AAB structure in the lyrics at times as well.
Identify the **performance forces** (instruments) that are used in Blues Music.	In **Blues** music you often hear (you might hear other instruments too): Vocals / Drum Kit / Electric Guitar / Organ / Electric Bass Guitar / Saxophone / Trumpet

Home Learning Tasks:

- A series of **online/virtual** lessons on Blues Music can be accessed via Oak Academy. Here, you can develop your theory and knowledge!

- ***Blues Music - Oak Academy***

Further online links (accessible via the online knowledge organisers) are also available:

1. The origins of Blues Music
2. History – Blues Music and its links to the American Civil War
3. Historical Roots of Blues Music: Web Link
4. Musical elements of Blues Music

- You can deepen your understanding of the music through these links and create mind maps or flash c support your learning.

3D Design

Health and Safety Workshop Rules

1. **Never Remove Any Tools from the Workshop**
   Tools must stay in the workshop. Taking them out is unsafe and not allowed.
2. **No Running or Fooling Around**
   Move calmly and behave responsibly to keep everyone safe.
3. **Know Where Emergency Stop Buttons Are**
   Locate and understand how to use emergency stops before starting any task.
4. **Use Tools and Machines Correctly**
   Operate only the tools you've been trained to use, and follow all instructions.
5. **Always Wear Safety Goggles**
   Protect your eyes at all times when using tools or machinery.
6. **Wear Protective Gear When Needed**
   Use gloves, ear defenders, and dust masks for specific tasks.
7. **Report Hazards or Injuries Immediately**
   Notify your teacher if something breaks, is unsafe, or someone gets hurt.
8. **Keep Your Work Area Tidy**
   Clean up as you go. Clear away clutter, spills, and tools.
9. **Secure Loose Items**
   Tie back long hair, remove jewellery, and avoid loose clothing near machines.
10. **No Food or Drink in the Workshop**
    To avoid contamination or spills, never eat or drink in the workspace.

Mixed Media

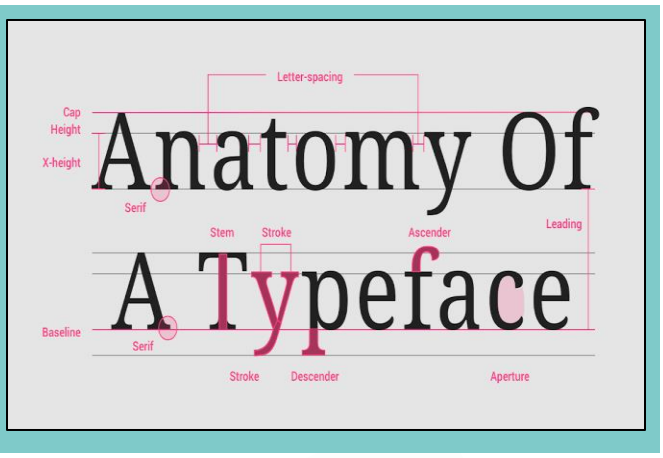
Inspiration	Visual Prompt	New information
Fabric Manipulation		Fabric manipulation refers to techniques used to alter the appearance or texture of fabric. These methods involve physical changing the fabric surfaces through sewing, folding, cutting, or other means, to create unique designs or enhance the garment construction.
Issey Miyake		Issey Miyake was a Japanese fashion designer known for his innovative, technology-driven clothing designs, particularly his pleated garments and his use of unconventional materials. Miyake's work often blended traditional Japanese techniques with modern technology and a futuristic aesthetic.
Nawal Gebreel		Nawal Gebreel produces custom-made pleats that are innovative 3D fabric manipulations to produce her label's luxurious scarves and wraps.
Kirigami		Kirigami is a Japanese art form similar to origami, but it involves both cutting and folding paper to create intricate designs and three-dimensional shapes. Unlike origami, which focuses solely on folding, kirigami incorporates cuts to add depth and complexity to the final piece.
Masayo Fukuda (papercut artist)		Japanese artist makes beautiful sculptures from paper, using the Kirie technique: the Japanese from of paper-cutting. Her artworks are detailed that you can't see that they are made from paper.

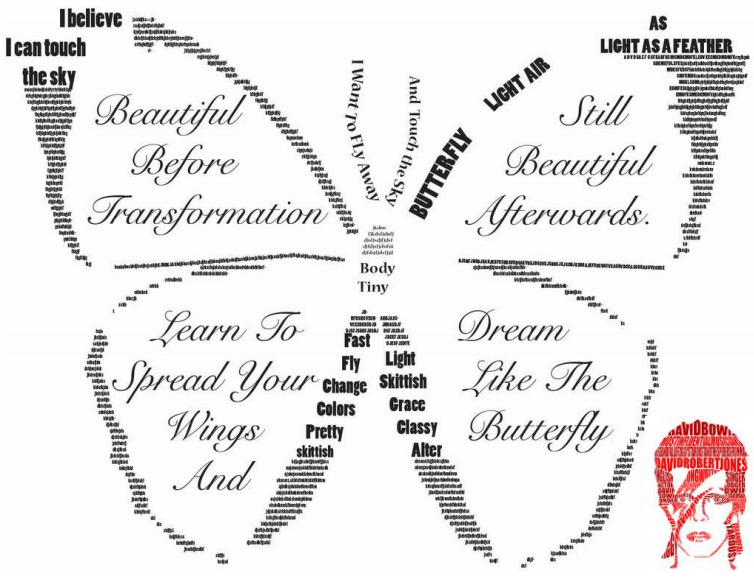
HOME WORK

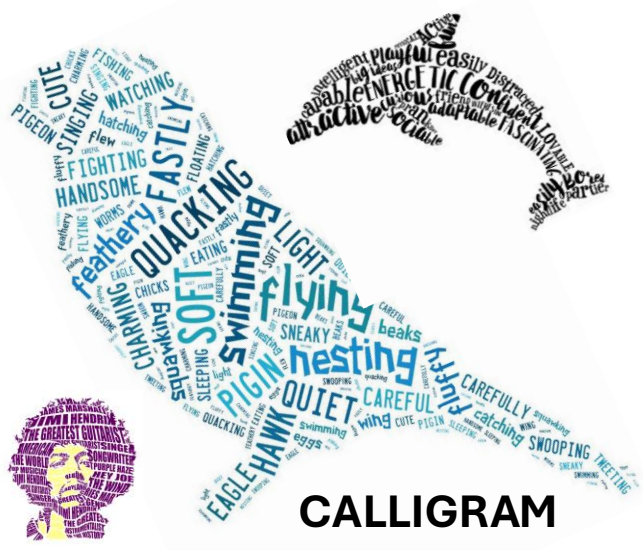
3D Design

Typography

3D design is crucial for its ability to enhance visualization, streamline communication, and improve the overall design and manufacturing process. It allows for realistic representations of products and environments, making it easier for stakeholders to understand and collaborate on design ideas. This leads to more efficient workflows, reduced costs, and better-quality products.







How to Analyse a Photograph

- Does it contain any photographic rules?
- Is there a story or hidden meaning in the image?
- Where and how has the image been taken?
- Where are the shadows and highlights in this image?
- What is the section you look at first and why?

RULES OF COMPOSITION

- LEADING LINES
- FOCUS
- RULES OF THIRDS
- SYMMETRY
- NEGATIVE SPACE
- GOLDEN SPIRAL
- DEPTH OF FIELD
- REPETITION

Physical Education
Athletics

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of **basic athletics skills and techniques** used in different track and field events.	You will learn more **advanced skills and techniques in running, jumping, and throwing**, while improving **tactics and performance**. Athletics helps to develop not only **physical fitness** but also **confidence and teamwork**.	This links to the development of **more advanced skills, techniques, and performance strategies in athletics events**

Track Events	Field Events	
100m, 200m, 300m, 400m • Quick reaction to the starter • Explosive start and acceleration • Lean forward at the finish line	**High Jump** • Increase speed into the take-off • Strong push off one foot • Arch the body over the bar (Fosbury flop)	**Long jump** • Fast and consistent run-up • Hit the take-off board accurately • Extend legs forward for landing
800m, 1500m • Start at a controlled pace • Maintain a steady rhythm • Save energy for later in the race • Sprint strongly in the final lap	**Triple jump** • Maintain speed in the run-up • Perform the phases correctly (hop, step, jump) • Extend legs for landing	**Shot putt** • Hold the shot under the chin correctly • Drive powerfully with the legs • Release at the correct angle
5000m, 10000m • Start at a steady pace • Maintain a consistent rhythm • Increase speed towards the end	**Discus** • Maintain balance in the circle • Use the whole body to generate power • Follow through after the throw	**Javelin** • Use crossover steps before the throw • Keep the javelin pointing forward • Throw with strong arm action

Key Vocabulary	
Power - Power is the ability to use strength and speed together to produce force.	**Cardiovascular endurance** - allows the heart and lungs to deliver oxygen to muscles so activity can be sustained for long periods without fatigue.
Co-ordination - helps different body parts work together efficiently.	**Muscular endurance** - is the ability of muscles to keep working against resistance for repeated efforts.
Reaction time - is how quickly a person responds to a stimulus.	**Muscular strength** - is the maximum force muscles can produce.
Balance -.is the ability to maintain control of the body while still or moving.	**Flexibility** - is the range of movement possible at a joint without pain or injury.
Speed - is how quickly someone can move over a distance.	

Home Learning Tasks:

Task 1- Training programme: Create a warm-up, main workout, and cool-down for one athletics session.

Task 2 – Technique Analysis: Watch a professional sprinter or jumper online and write 5 observations about their technique.

Task 3 –Famous Athlete Study: Pick an Olympic or professional athlete and summarize how they train and stay motivated

Physical Education
Striking and Fielding

This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of **basic striking and fielding skills and techniques** used in different types of striking and fielding games.	**A striking and fielding** game is a sport where one team attempts to score by hitting a ball into open space and running between bases or wickets, while the opposing team uses fielding strategies to retrieve the ball efficiently, restrict scoring, and create opportunities to get players out. Key skills include controlled and purposeful striking, accurate catching and throwing, effective movement, teamwork, and decision-making under pressure.	This links to the development of **more advanced skills, techniques, and performance strategies in striking and fielding games.**

Key Vocabulary

Batting – Using controlled shots to place the ball into space and score runs efficiently.	**Throw** – A fast and accurate pass used to return the ball and create opportunities for outs.
Fielding – Applying teamwork, positioning, and quick reactions to limit runs and create outs.	**Out** – A dismissal that ends a batter's turn due to fielding actions.
Bowling – Delivering the ball with accuracy, variation, and control to challenge the batter.	**Innings** – A structured phase of play where teams alternate between batting and fielding.
Run – A unit of scoring achieved by successfully completing runs between bases or wickets.	**Catch** – A method of dismissal where a fielder cleanly catches the ball before it touches the ground.

Key Concept	Explanation
Fielding	**Fielding** • Using positioning and teamwork to cover key areas • Reacting quickly to stop the ball and return it accurately • Creating pressure to force mistakes (e.g. run outs or catches) 👉 **Goal:** reduce scoring opportunities and create chances to get batters out.
Batting	**Batting** (e.g. cricket, rounders) • Selecting appropriate shots based on the type of delivery • Placing the ball into space away from fielders • Communicating and deciding quickly when to run 👉 **Goal:** score runs efficiently while managing risk and maintaining good decision-making.
Bowling	**Bowling** (e.g. cricket) • Varying speed, line, length, and spin to challenge the batter • Targeting specific areas to limit scoring options • Thinking tactically about the batter's strengths and weaknesses 👉 **Goal:** control the batter, limit runs, and create opportunities to get them out.
Games and scoring	• The game is played between two teams who alternate between **batting and fielding innings** • The batting team aims to **score runs by striking the ball into space and making controlled runs** • The fielding team works together to **retrieve the ball quickly, apply pressure, and create chances to get players out** 👉 **Scoring:** Runs are scored when batters successfully complete runs between bases or wickets, with decision-making and timing being key to maximising points while avoiding dismissal.

Home Learning Tasks:

Task 1- Training programme: Create a warm-up, main workout, and cool-down for one Rounders or Cricket session.
Task 2 – Technique Analysis: Watch a professional striking and fielding player online and write 5 observations about their technique.
Task 3 –Famous Athlete Study: Pick a professional athlete and summarize how they train and stay motivated.

RSHE

RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety.

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	Because RSHE is: "lifelong learning about physical, moral and emotional development." It is a National Requirement to teach RSHE. It will also equip **YOU** for later life and support **YOU** in being happy, healthy and safe.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 1 topics	Key Vocabulary
Dealing with emergencies	**Emergency situations:** examples are: shock, fractures, cuts, burns/scalds, head injuries, choking and collapsing
How substances can affect wellbeing	**Prescription drugs:** pharmaceutical medications authorised by a licensed healthcare professional (such as a doctor or dentist) to treat specific health conditions
Intimate relationships	**Intimate relationships:** An intimate relationship can simply be any personal relationship in which there is closeness (either emotional, physical or both) and a connection between people
Consent	**Consent:** permission for something to happen or agreement to do something
Resilience & mental health	**Resilience:** is all about being able to adapt and bounce back in response to challenging, difficult or stressful events in life
Boosting mental health	**Being mindful:** paying attention to where you are and how you feel in the present moment

Key Retrieval

A person with good mental health is able to cope well with the stresses of daily life, they have a positive sense of who they are, and they are able to build and maintain positive relationships with others.

On the other hand, the term 'mental ill-health' is generally used to refer to a group of conditions that can alter or affect a person's ability to think, interact with others and cope with the demands of daily life.

Please refer to the organisations in the Cultural Capital section for more information.

Cultural Capital

- NHS – when to use NHS 111 online or call 999
- Mental Wellbeing – nhs.uk - mental health for children, teenagers and young adults as well as information on substance abuse
- Mind.org.uk - information and support for young people and advice on how to help others

Home Learning Tasks:

1. Write a positive affirmation for yourself or for someone else.
2. Research mindfulness strategies; try some out and see if they make a positive impact on you.
3. Click on the NHS link above to understand when to call 111 V 999 in emergencies.
4. Discuss your weekly RSHE topics with members of your family.

MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE

C+K

High quality careers services for young people and adults

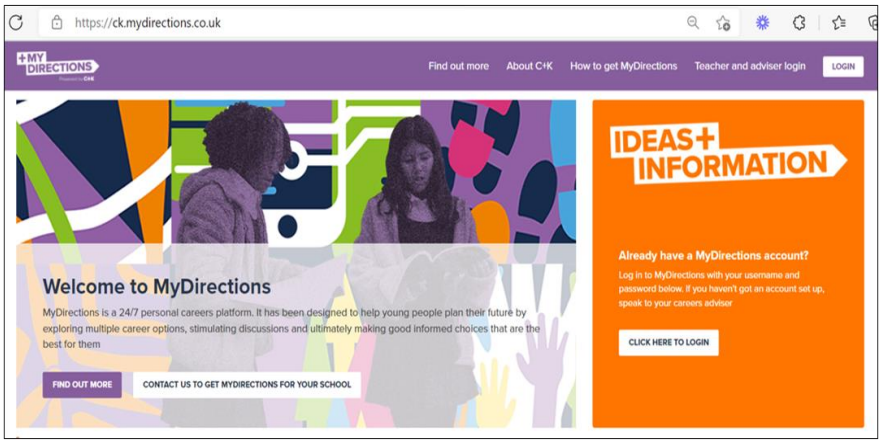
Innerscope
Educate | Equip | Inspire

KEY CONTACTS

- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

TO LOG-IN: https://ck.mydirections.co.uk **I Username:** Your school email address **I Password:** 12345678

The topics being covered during term 2 in careers are:

- *Standard occupation classifications*
- *Business Structures*

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.

How are you?

Hello

Good

Morning

Afternoon

Night

Sorry

Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

INSERT WHITEBOARD HERE

CAN RULER BE PRINTED ON THIS TOO?

THIS KNOWLEDGE ORGANISER BELONGS TO

NAME
TEAM LEADER
HEAD OF YEAR
SENIOR TEAM LINK
PASSWORDS