



Newsome Academy

Ambitious About Achievement

Year 9

Achievement Organiser

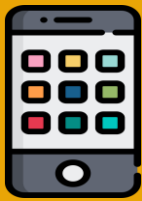
*Achievement comes from the French word *achèvement* meaning "a finishing," a noun of action from Old French *achever* meaning "to finish, accomplish".*



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 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 • 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	LANGUAGE • Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	WORK PRIDE • 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 • 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	CORRIDORS • 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	CONGREGATION • 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

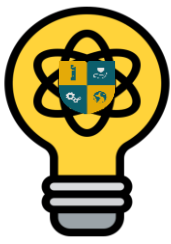
- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (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 COLLECTIVELY 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



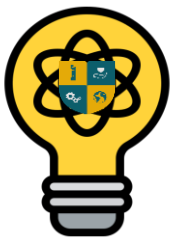
READING, WRITING, LITERACY & ORACY



NUMERIC APPLICATION



PROFESSIONAL AWARENESS



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 COLLECTIVELY 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



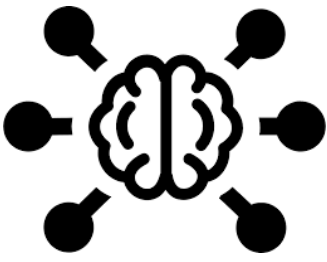
NUMERIC APPLICATION



PROFESSIONAL AWARENESS

Independent Learning

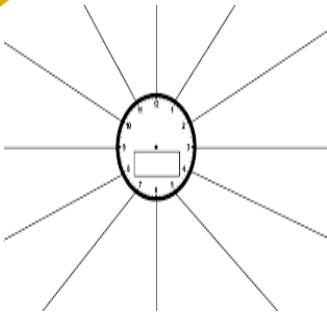
Five strategies to help retain and recall knowledge



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.



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.



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.



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



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.





Reference Sheet 1

Number structure

Square number: A number made by multiplying an integer by itself.

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225,...

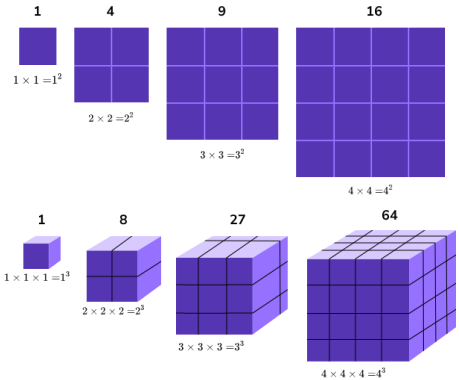
Cube number: A number made by multiplying an integer by itself twice.

1, 8, 27, 64, 125,...

Prime number: An integer greater than 1 that has exactly two factors.

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47,...

2 is the smallest and only even prime.

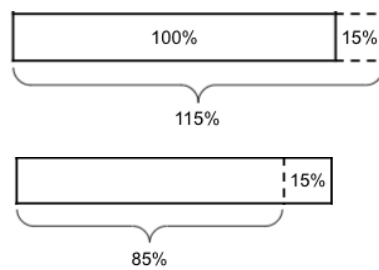


Percentage change

Multiplier: a decimal used to calculate a percentage.

To convert a percentage to a decimal we $\div 100$

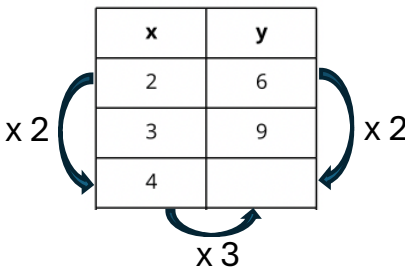
Percentage change = $\frac{\text{difference}}{\text{original}} \times 100$



Increase by 15% $\times 1.15$

Decrease by 15% $\times 0.85$

Direct proportion



- Direct proportion: as one value increases, the other value increases at the same rate.
- x is directly proportional to y
- x is multiplied by 2 so y is multiplied by 2
- y is always 3 times greater than x . 3 is the constant of proportionality.

Indices and standard form

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

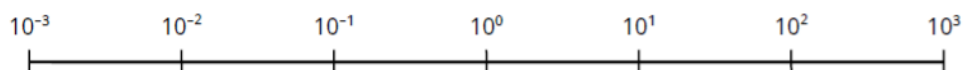
$$a^0 = 1$$

$$(a^m)^n = a^{m \times n} = a^{mn}$$

$$a \times 10^n$$

Where a is a number $1 \leq a < 10$ and n is an integer.

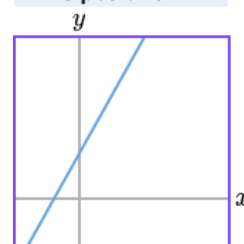
- positive powers represent large numbers
- negative powers represent small numbers



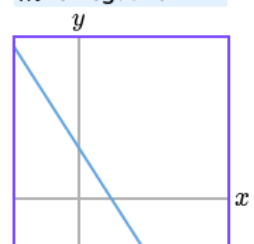
Sequences and graphs

- Linear n th term: the co-efficient of n gives the common difference
- Coordinates are written as (x, y)
- Equation of a straight line: $y = mx + c$
- m = gradient and c = y -intercept
- gradient = $\frac{\text{change in } y}{\text{change in } x}$

m is positive



m is negative

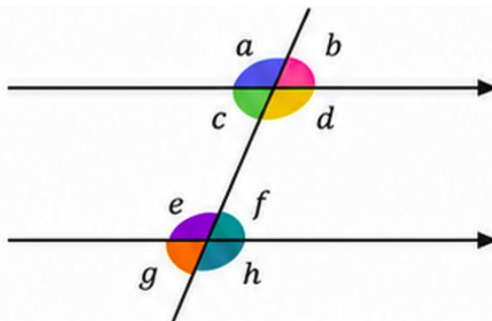




Reference Sheet 2

Angle facts

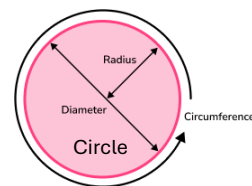
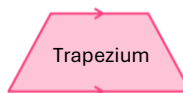
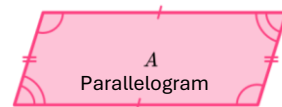
- Angles on a straight line add up to 180° .
- Angles around a point add up to 360° .
- Angles in a triangle add up to 180° .
- Corresponding angles are the same.
- Alternate angles are the same.
- Co-interior angles add up to 180° .
- Vertically opposite angles are the same.
- Sum of interior angles = $(n - 2) \times 180$
- Interior + exterior = 180



- $a = d$
(vertically opposite)
- $a = e$
(corresponding)
- $c = f$
(alternate)
- $d + f = 180$
(co-interior)
- $e + f = 180$
(straight line)

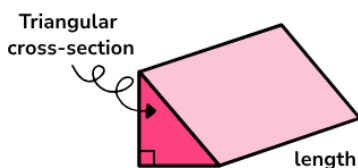
Area and circumference

- Area of a rectangle = base $\times$ perpendicular height.
- Area of a triangle = $\frac{1}{2} \times$ base $\times$ perpendicular height.
- Area of a parallelogram = base $\times$ perpendicular height.
- Area of a trapezium = $\frac{1}{2} \times$ (sum of parallel sides) $\times$ perpendicular height
- Area of a circle = $\pi \times r^2$
- Circumference of a circle = $\pi \times d$



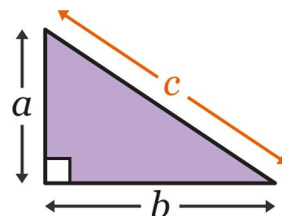
Volume

- Volume of a prism = area of the cross-section $\times$ length



Pythagoras' theorem

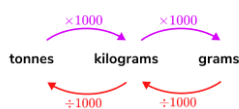
$$a^2 + b^2 = c^2$$



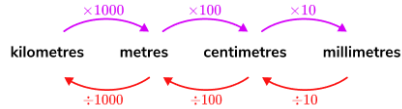
Compound measures and metric conversions

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$

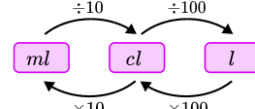
Metric units of mass



Metric units of length



Metric units of volume



$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

Averages and spread

Mean

sum $\div$ frequency

Mode

most common

Median

middle value when
listed in order

Range

largest - smallest

Probability

- $P(A) = \frac{\text{number of times A occurs}}{\text{total number of possible outcomes}}$
- $P(\text{not } A) = 1 - P(A)$
- For mutually exclusive events: $P(A \text{ or } B) = P(A) + P(B)$
- For independent events: $P(A \text{ and } B) = P(A) \times P(B)$



Maths – Unit 1

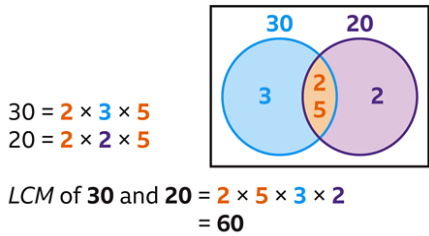
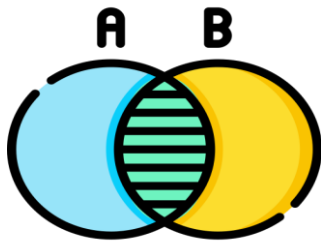
Number Structure



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Factors, multiples and prime numbers. ✓ Prime factorisation. ✓ HCF and LCM. ✓ Rounding and estimation.	✓ Classify numbers using their properties. ✓ Use prime factorisation to determine the HCF and LCM. ✓ Round numbers and estimate calculations accurately. ✓ Apply number structure skills to solve contextual problems.	✓ Algebraic fractions and simplifying expressions. ✓ Standard form and numerical accuracy. ✓ GCSE number and algebra. ✓ Mathematical problem solving.

Key Vocabulary	
Prime number: A whole number greater than 1 with exactly two factors: 1 and itself.	Venn diagram: A diagram used to show relationships between sets or groups.
Prime factorisation: Writing a number as a product of its prime factors.	Significant figures: The digits in a number that show its level of accuracy.
Highest common factor (HCF): The largest factor shared by two or more numbers.	Estimate: An approximate answer found by rounding or using known facts.
Lowest common multiple (LCM): The smallest multiple shared by two or more numbers.	Reasonable: A description of an answer that makes sense in the context of the problem.

 What you should remember	 Cultural Capital
• Prime factorisation writes a number as a product of prime numbers. • Use index notation to represent repeated prime factors. • HCF uses the common prime factors; LCM uses all prime factors. • Round numbers accurately to the required number of significant figures. • Estimation helps check whether answers are sensible. • Choose the most appropriate method when solving contextual problems.	• HCF and LCM are used in engineering, manufacturing and scheduling. • Prime factorisation underpins modern encryption and cybersecurity. • Rounding and estimation are essential in finance, science and engineering. • Estimation helps people make sensible decisions and check calculations in everyday life.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M135, M322, M108, M227, M698, M365, M994, M131, M878



Percentages and Interest

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Percentage calculations. ✓ Percentage multipliers. ✓ Fraction, decimal and percentage equivalence.	✓ Calculate percentage increase and decrease using multipliers. ✓ Find original values using reverse percentages. ✓ Calculate simple and compound interest. ✓ Apply percentage change to solve contextual problems.	✓ Exponential growth and decay. ✓ Financial mathematics. ✓ GCSE proportional reasoning and problem solving.

Key Vocabulary	
Percentage change: The amount an original value increases or decreases, expressed as a percentage.	Reverse percentage: A method used to find the original amount before a percentage increase or decrease.
Percentage increase: An increase in a quantity, expressed as a percentage of the original amount.	Simple interest: Interest calculated as the same percentage of the original amount each time.
Percentage decrease: A decrease in a quantity, expressed as a percentage of the original amount.	Compound interest: Interest calculated on the new total each time, so the amount grows by a different amount each period.
Decimal multiplier: A decimal used to increase, decrease or find a percentage of an amount by multiplication.	Original value: The starting amount before a percentage increase or decrease.

What you should remember	Cultural Capital
• Percentage increase and decrease are examples of multiplicative change. • Decimal multipliers provide an efficient method for calculating percentage change. • Reverse percentages can be solved by dividing by the appropriate multiplier. • Simple interest is calculated from the original amount; compound interest is repeated percentage change. • Estimate answers to check they are sensible. • Always interpret your answer in the context of the problem.	• Percentage calculations are essential for banking, taxation, savings and loans. • Compound interest explains how investments and debts grow over time. • Businesses use percentage change to monitor profit/loss, inflation and growth and depreciation. • Understanding percentages helps people make informed financial decisions throughout life.



Compound interest is calculated on the **principal (original) amount** and on the **interest already accumulated** in previous periods.

$$A = P(1 + \frac{r}{100})^n$$

Where:
A represents the final amount
P represents the original principal amount
r is the interest rate over a given period
n represents the number of times the interest rate is applied over time



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M437, M905, M476, M533, M528, M901



Maths – Unit 3

Area and Volume



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Area and perimeter of 2D shapes. ✓ Circumference and area of circles. ✓ Volume of cubes and cuboids.	✓ Calculate the circumference and area of circles. ✓ Calculate the surface area and volume of prisms. ✓ Identify and describe 3D shapes and their nets. ✓ Apply area, surface area and volume to solve problems.	✓ Pythagoras' theorem in 3D. ✓ Surface area and volume of more complex solids. ✓ GCSE geometry and mensuration.



Key Vocabulary	
Prism: A three-dimensional shape with the same cross-section all the way through.	Vertex: A corner where two or more lines or edges meet.
Net: A two-dimensional pattern that can be folded to make a three-dimensional shape.	Surface area: The total area of all the faces of a three-dimensional shape.
Face: A flat surface of a three-dimensional shape.	Volume: The amount of space inside a three-dimensional shape.
Edge: A line where two faces meet.	Circumference: The distance all the way around a circle.



What you should remember

- Use the correct formula for the **circumference** and **area of a circle**.
- **Surface area** is the total area of all the faces of a 3D shape.
- The volume of a prism equals the area of its **cross-section** multiplied by its length.
- **Prisms** have a constant **cross-section** throughout their length.
- Always include the **correct units** in your answers (**cm²**, **cm³**, etc.).
- Check that your answer is **reasonable** in the context of the problem.



Cultural Capital

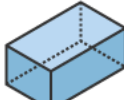
- Architects, engineers and designers use area, surface area and volume when creating buildings and products.
- Manufacturers calculate surface area and volume to minimise waste and reduce costs.
- These measurements are essential in construction, packaging, engineering and many STEM careers.



Sphere



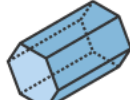
Cube



Cuboid



Cylinder



Hexagonal prism



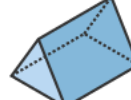
Cone



Square-based pyramid

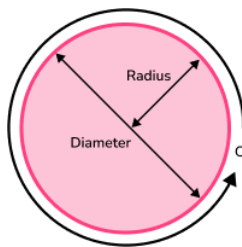
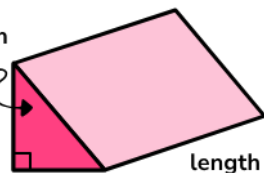


Tetrahedron (triangle-based pyramid)



Triangular prism

Triangular cross-section



$$\text{Area of a circle} = \pi r^2$$

$$\text{Circumference} = \pi \times d$$



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M169, M231, M767, M518, M884, M534, M661, M765, M722



Maths – Unit 4

Congruency and Construction



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Angle facts and geometric constructions. ✓ Triangle properties. ✓ Measuring and constructing shapes accurately.	✓ Construct geometric figures accurately using a ruler and compass. ✓ Construct and identify congruent triangles. ✓ Distinguish between congruence and similarity. ✓ Interpret and solve simple loci problems.	✓ Geometric proof and reasoning. ✓ Loci and construction problems at GCSE. ✓ Similarity, trigonometry and advanced geometry.



Key Vocabulary

Congruent: Shapes that are exactly the same shape and size.	Compass: A mathematical instrument used to draw circles and arcs.
Congruence: The property of being exactly the same shape and size.	Perpendicular bisector: A line that cuts a line segment into two equal parts at a right angle.
Similarity: The relationship between shapes that have the same shape but not necessarily the same size.	Angle bisector: A line that divides an angle into two equal angles.
Locus/Loci: A set of points that satisfy a given condition.	Construction: The process of drawing geometric figures accurately using mathematical instruments.



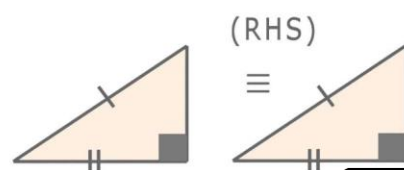
What you should remember

- **Perpendicular bisectors** and **angle bisectors** are constructed using a **ruler and compass**.
- **SSS**, **SAS** and **ASA** are sufficient conditions for **triangle congruence**.
- **Congruent** shapes are identical in size and shape; **similar shapes** have the same shape but may be different sizes.
- **AAA** shows similarity, not congruence.
- A **locus** is the set of all points that satisfy a given condition.
- Draw **construction lines** clearly and accurately—do not erase them.



Cultural Capital

- Architects, engineers and designers use accurate constructions when creating technical drawings.
- Congruence is essential in manufacturing, engineering and quality control where identical parts are required.
- Construction and loci are used in surveying, navigation and computer-aided design (CAD).



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M196, M565, M124, M377, M232, M239, M253



Similarity and Transformations

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Reflections, rotations, translations and enlargements. ✓ Coordinates in four quadrants. ✓ Congruence and similarity.	✓ Recognise and use similar shapes. ✓ Reflect, translate and rotate shapes accurately. ✓ Enlarge shapes using scale factors. ✓ Describe and interpret transformations using precise mathematical language.	✓ Similarity and trigonometry. ✓ Coordinate geometry and vectors. ✓ GCSE geometry and proof.

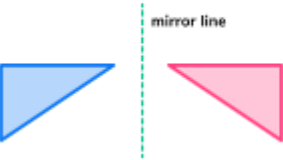
Key Vocabulary	
Similar shapes: Shapes that are different in size but are proportionally the same.	Reflection: A transformation that flips a shape in a mirror line.
Corresponding sides: Sides in similar shapes that match each other so they can be compared.	Translation: A transformation that moves a shape without changing its size or orientation.
Corresponding angles: Angles in the same relative position in matching or similar shapes; in similar shapes, these angles are equal.	Rotation: A transformation that turns a shape about a fixed point.
Scale factor: The number used to enlarge or reduce a shape.	Enlargement: A transformation that changes the size of a shape using a scale factor.



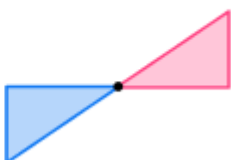
What you should remember	Cultural Capital
• Similar shapes have equal angles and corresponding sides in the same ratio. • Reflections are described by the equation of the mirror line. • Rotations require the angle, direction and centre of rotation. • Translations are described using column vectors. • Enlargements require a scale factor and centre of enlargement. • Transformations preserve different properties, so always check whether size, shape and orientation have changed.	• Transformations are used in architecture, engineering, computer graphics and animation. • Designers and engineers use transformations when creating technical drawings and digital models. • Understanding transformations develops the spatial reasoning used in many STEM and creative careers.



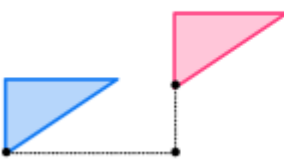
1. Reflection e.g.



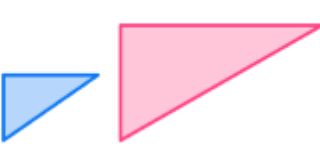
2. Rotations e.g.



3. Translation e.g.



4. Enlargement e.g.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M377, M324, M290, M139, M910, M178, M881

Maths – Unit 6



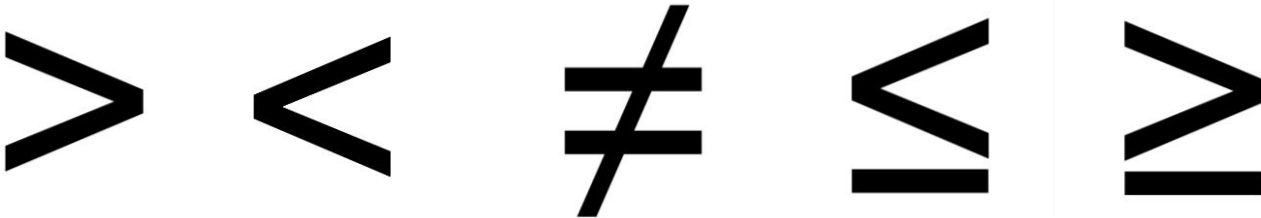
Solving Equations and Inequalities

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Expanding and simplifying algebraic expressions. ✓ Solving linear equations. ✓ Representing inequalities on number lines.	✓ Simplify algebraic expressions involving brackets. ✓ Solve increasingly sophisticated linear equations. ✓ Solve and represent linear inequalities. ✓ Apply algebraic techniques to solve problems.	✓ Simultaneous equations. ✓ Algebraic proof and rearranging formulae. ✓ GCSE algebra and mathematical reasoning.

Key Vocabulary	
Expression: A mathematical statement made from numbers, variables and operations, but without an equals sign.	Linear equation: An equation in which the highest power of the variable is 1. It doesn't contain any squares, cubes or higher powers.
Equation: A mathematical statement showing that two expressions are equal.	Inequality: A mathematical statement showing that two expressions are not equal using symbols such as $<$, $>$, $\leq$ or $\geq$.
Expand: Multiply out a bracket to write an equivalent expression without brackets.	Substitution: Replacing a variable with a given value.
Like terms: Terms that have exactly the same variable or variables raised to the same powers.	Solution: A value that makes an equation or inequality true.



What you should remember	Cultural Capital
• Expand brackets before collecting like terms where necessary. • Keep equations balanced by performing the same operation on both sides. • Solve equations systematically using inverse operations. • Represent inequality solutions correctly on a number line. • Always check equation solutions by substituting them back into the original equation. • Choose the most efficient algebraic method for the problem.	• Equations and inequalities are used in finance, engineering, computing and science to model real-world situations. • Businesses use inequalities to represent budgets, stock levels and production constraints. • Algebraic reasoning develops the logical thinking required in many STEM careers.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M792, M634, M647, M902, M509, M554, M384, M118**



Pythagoras' Theorem

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Square numbers and square roots. ✓ Right-angled triangles. ✓ Using formulae.	✓ Recognise when Pythagoras' Theorem can be applied. ✓ Calculate missing sides in right-angled triangles. ✓ Use exact values and calculator methods appropriately. ✓ Apply Pythagoras' Theorem to solve geometric problems.	✓ Trigonometry. ✓ 3D geometry and coordinate geometry. ✓ GCSE geometry and mathematical reasoning.

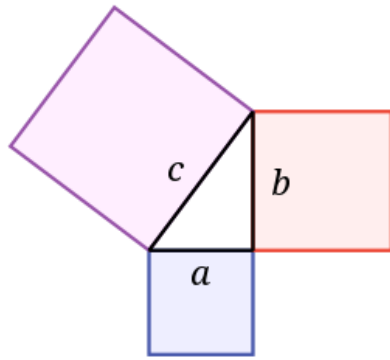
Key Vocabulary	
Pythagoras' Theorem: A rule that links the three sides of a right-angled triangle.	Square root: A number that is multiplied by itself to make a given number. It is the exact opposite of squaring a number.
Right-angled triangle: A triangle containing one angle of exactly 90°.	Exact answer: An answer left in an exact mathematical form, without rounding.
Hypotenuse: The longest side of a right-angled triangle, opposite the right angle.	Estimate: Find an approximate answer using known values or rounding.
Square number: The result of multiplying a whole number by itself.	Reasonable: A description of an answer that makes sense in the context of the problem.



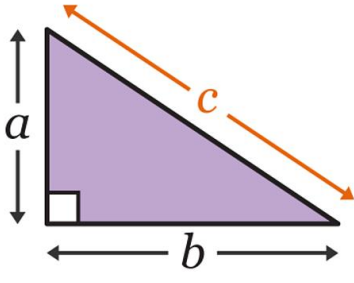
What you should remember
• Pythagoras' Theorem only applies to right-angled triangles. • The hypotenuse is always the longest side, opposite the right angle. • Leave answers in exact square root form unless instructed to give a decimal approximation. • Use a calculator carefully and round answers appropriately when required. • Always check that your answer is sensible and in the correct units. • Pythagoras' Theorem can also be used to determine whether a triangle is right-angled.



Cultural Capital
• Pythagoras' Theorem is used in architecture, engineering, surveying and construction. • Designers, builders and navigators use it to calculate distances that cannot be measured directly. • This theorem is one of the most important ideas in mathematics and underpins many later GCSE topics.



$$a^2 + b^2 = c^2$$



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M135, M677, M480



Ratio Problem Solving

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Simplifying, equivalent ratios and ratio notation. ✓ Dividing quantities in a given ratio. ✓ Multiplicative reasoning and percentages.	✓ Use equivalent ratios and ratio notation. ✓ Divide quantities in a given ratio. ✓ Solve multi-step ratio problems. ✓ Interpret and use map scales.	✓ Compound units and proportional reasoning. ✓ GCSE ratio and scale drawing problems. ✓ Real-world mathematical modelling.

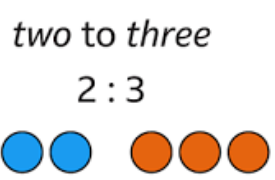
Key Vocabulary	
Ratio: A way of comparing two or more quantities.	Scale: The relationship between the size of a drawing or map and the real object or distance.
Equivalent ratio: A ratio that has the same value as another ratio.	Map scale: A ratio showing the relationship between distances on a map and real distances.
Part-to-part ratio: A ratio comparing one part with another part.	Simplify: Write a ratio or fraction in an equivalent but simpler form.
Part-to-whole ratio: A ratio comparing one part with the whole amount.	Multi-step problem: A problem that requires more than one mathematical step to solve.



What you should remember
• Equivalent ratios can be found by multiplying or dividing every part by the same number. • Ratios can compare part-to-part or part-to-whole relationships. • Find the value of one part before calculating the whole where appropriate. • Multi-step ratio problems often involve fractions, percentages or unit conversions. • Check that all quantities are in the same units before using a scale. • Always consider whether your answer is sensible in the context of the problem.



Cultural Capital
• Ratio is used in maps, engineering, architecture and manufacturing to represent real-life scale. • Designers, surveyors and engineers rely on proportional reasoning when producing accurate plans. • Ratio problem solving develops the mathematical thinking needed for many STEM careers and everyday financial decisions.



Shannon and Amir share £56 in the ratio of 3:5.
How much money does each person get?

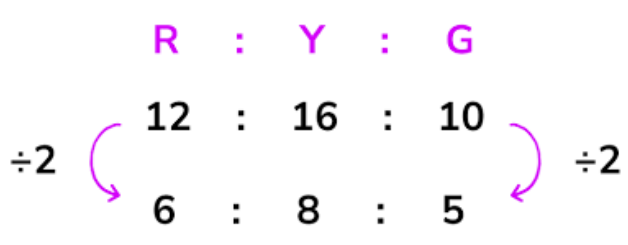
Amir

--	--	--	--	--	--	--

Shannon

--	--	--

 } £56



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M885, M801, M543, M525, M267, M478, M112



Multiplicative Problem Solving

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Ratio and proportional reasoning. ✓ Multiplicative reasoning. ✓ Percentage and fraction calculations.	✓ Solve proportion problems using multiplicative reasoning. ✓ Solve recipe and scaling problems. ✓ Compare value using best buys. ✓ Solve exchange rate problems.	✓ GCSE proportional reasoning. ✓ Financial mathematics. ✓ Compound units and real-world modelling.

Key Vocabulary	
Proportion: A relationship in which two quantities increase or decrease at the same rate.	Best buy: Comparing prices to decide which option gives the best value for money.
Multiplicative reasoning: Solving problems by using multiplication, division or scaling.	Exchange rate: The value of one currency compared with another currency.
Scale: Multiply or divide quantities by the same factor.	Unit price: The cost of one item or one unit of a quantity.
Recipe: A set of ingredients that can be scaled up or down while keeping the proportions the same.	Calculator: A mathematical tool used to perform calculations accurately and efficiently.

What you should remember	Cultural Capital
• Use multiplicative reasoning rather than additive reasoning when quantities are proportional. • Keep units consistent before comparing quantities. • Best buy problems compare the cost per unit, not just the total price. • Recipe problems require all quantities to be scaled by the same factor. • Exchange rate problems involve converting between currencies using the given rate. • Always check whether your final answer is sensible in the context of the problem.	• Multiplicative reasoning is used when comparing prices, scaling recipes and converting currencies. • Businesses use these skills to compare costs, profits and value for money. • Understanding proportional reasoning supports informed financial decisions and everyday problem solving.

Best buys problems involve assessing which item is the best value for money.

To do this we we could use the following methods:

Unitary method: this involves calculating the price per unit for each item

Common multiples: here we find a common multiple of the number of units we have and use this make comparisons

Shop deals: we interpret deals such as '3 for 2', 'buy one get one free' or a percentage extra free

Exchange rates: if the prices are in different currencies, we convert them to the same currency to compare them

$\times 1.17$

£1 = €1.17



$\times 1.87$

£1 = \$1.87 AUD



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M478, M801, M681, M222, M901

Maths – Unit 10



Rates and Conversions



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Metric unit conversions. ✓ Compound units. ✓ Multiplicative reasoning.	✓ Convert between common metric units. ✓ Solve speed, distance and time problems. ✓ Solve density, mass and volume problems. ✓ Interpret distance-time and conversion graphs.	✓ GCSE compound measures. ✓ Graphs and rates of change. ✓ Science, engineering and real-world applications.



Key Vocabulary	
Rate: A quantity compared with another quantity measured in different units.	Formula: A mathematical rule that shows the relationship between quantities.
Metric unit: A standard unit of measurement such as metres, kilograms or litres.	Substitution: Replacing a variable in a formula with a known value.
Speed: The distance travelled in a given amount of time.	Distance-time graph: A graph showing how the distance travelled changes over time.
Density: The mass of an object in each unit of volume.	Conversion graph: A graph showing the relationship between two different units of measurement.



What you should remember

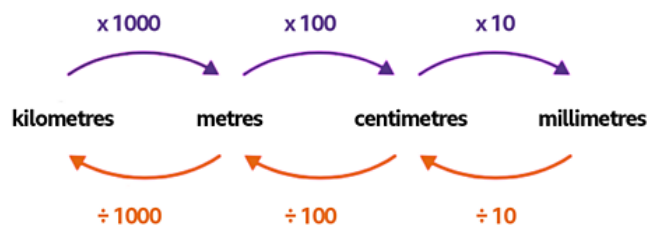
- Convert all measurements into **consistent units** before calculating.
- Use the **correct formula** when solving **speed, distance, time, density, mass and volume** problems.
- **Rearrange formulae** carefully when the required quantity is unknown.
- **Distance-time graphs** show how distance changes over time and can be used to interpret **speed**.
- **Conversion graphs** represent relationships between different units and can be used to **estimate** values.
- Always include **appropriate units** and check that your answer is sensible.



Cultural Capital

- Rates and conversions are used in transport, engineering and scientific investigations.
- Accurate unit conversions are essential in medicine, manufacturing and construction.
- Understanding compound measures helps people interpret data and solve practical problems in everyday life.

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



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M772, M530, M761, M774, M487, M515, M627, M551, M581, M247

Maths – Unit 11

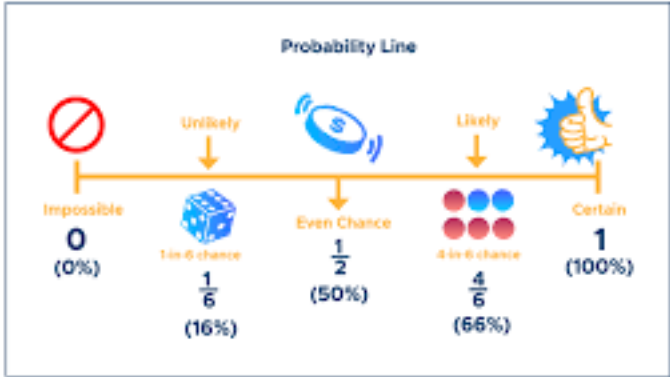
Probability



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Single-event probability. ✓ Fractions, decimals and percentages. ✓ Data handling and interpretation.	✓ Calculate probabilities of single events. ✓ Represent probabilities involving two events. ✓ Calculate probabilities using tree diagrams and sample space diagrams. ✓ Solve multi-step probability problems.	✓ Combined probability at GCSE. ✓ Statistical reasoning and modelling. ✓ Decision-making using probability in real-world contexts.

Key Vocabulary	
Theoretical probability: The probability calculated using known possible outcomes.	Outcome: A possible result of an event.
Experimental probability: The probability found from the results of an experiment or investigation.	Two-event probability: The probability of two events happening together or in the same problem.
Sample space diagram: A diagram showing all the possible outcomes of two events.	AND rule: A rule used to find the probability of two events both happening.
Tree diagram: A diagram used to show all the possible outcomes of one or more events.	OR rule: A rule used to find the probability of one event, another event, or both happening.

What you should remember	Cultural Capital
• Probabilities are always between 0 and 1. • The probability of an event equals the number of favourable outcomes divided by the total number of possible outcomes. • Sample space diagrams and tree diagrams help organise all possible outcomes. • Use the or rule for mutually exclusive events and the and rule for independent events. • Experimental probability is based on results collected from trials and may differ from theoretical probability. • Check that all probabilities are sensible and add to 1 where appropriate.	• Probability is used in weather forecasting, medicine, finance and insurance to assess uncertainty and risk. • Scientists and researchers use probability to analyse experiments and draw reliable conclusions. • Understanding probability helps people interpret statistics and make informed decisions 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: $P(A \text{ or } B) = P(A) + P(B)$
 For independent events: $P(A \text{ and } B) = P(A) \times P(B)$



Home Learning Tasks:
 Remember to complete your weekly **Sparx Maths** homework.
 If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M941, M938, M755, M718, M817, M299, M572, M332

Maths – Unit 12



Linear Graphs and Other Graphs

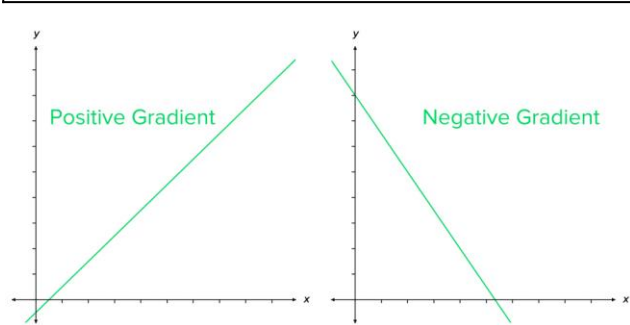
This builds on:	In this unit you will learn to:	This prepares you for:
✓ Coordinates and graph plotting. ✓ Straight-line graphs. ✓ Rates of change.	✓ Interpret and draw linear graphs from equations. ✓ Understand gradient and the y-intercept. ✓ Explore the equation of a straight line in the form $(y = mx + c)$. ✓ Recognise different families of graphs.	✓ GCSE graph sketching and interpretation. ✓ Gradient and equations of lines at GCSE. ✓ Algebraic and graphical modelling.

Key Vocabulary	
Linear graph: A graph represented by a straight line with a constant gradient.	Quadratic graph: A graph with a curved, U-shaped (or inverted U-shaped) pattern.
Gradient: The change in y for every increase of one in x .	Cubic graph: A graph with an S-shaped curve that changes direction.
y-intercept: The point where a graph crosses the y -axis.	Reciprocal graph: A graph showing the relationship where one variable is inversely proportional to the other.
Equation: A mathematical statement showing that two expressions are equal.	Exponential graph: A graph showing values that increase or decrease by the same multiplier each time.



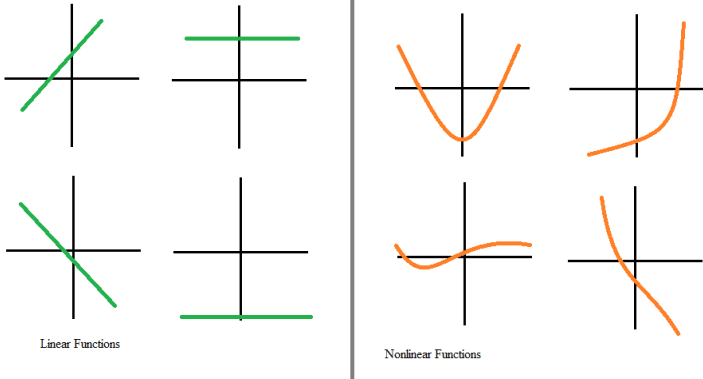
What you should remember

- **Coordinates** are always written as (x, y) .
- The **gradient** tells you how much **y changes** for every **increase of one in x**.
- In the equation $y = mx + c$, **m is the gradient** and **c is the y-intercept**.
- Lines with the same **gradient** are **parallel**.
- **Tables of values** can be used to generate points before plotting a graph.
- Recognise common graph families including **linear, quadratic, cubic, reciprocal and exponential graphs**.



Cultural Capital

- Graphs are used to model relationships in science, engineering, economics and geography.
- Businesses use graphs to monitor trends, predict outcomes and support decision-making.
- Understanding graphs helps people interpret information critically in everyday life.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M618, M797, M932, M888, M544

Maths – Unit 13

Manipulating Algebra



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Collecting like terms and expanding brackets. ✓ Solving linear equations. ✓ Index laws.	✓ Simplify increasingly sophisticated algebraic expressions. ✓ Expand and simplify single and double brackets. ✓ Factorise algebraic expressions. ✓ Select efficient algebraic techniques to manipulate expressions.	✓ Quadratic algebra and further GCSE algebra. ✓ Rearranging formulae and algebraic proof. ✓ Functions and advanced equation solving.

Key Vocabulary	
Expression: A mathematical statement made from numbers, variables and operations, but without an equals sign.	Double brackets: Two brackets multiplied together to form a single expanded expression.
Like terms: Terms that have exactly the same variable or variables raised to the same powers.	Factorise: Rewrite an expression as a product of its factors.
Index law: A rule for simplifying calculations involving powers.	Highest common factor (HCF): The largest factor shared by two or more terms.
Expand: Multiply out brackets to write an equivalent expression without brackets.	Equivalent expression: An expression with the same value as another expression, even though it may look different.



What you should remember

- **Collect like terms** by combining terms with **identical variables and powers**.
- Apply the **index laws** correctly when **simplifying** algebraic expressions.
- **Expand brackets** carefully before **simplifying** where necessary.
- **Factorising** is the **inverse of expanding**—**check** by expanding your answer.
- **Double brackets** can be expanded systematically by multiplying **every term**.
- Always **simplify your final answer** fully and **check** for errors.



Cultural Capital

- Algebra is the language used throughout science, engineering, economics and computing.
- Symbolic manipulation allows mathematicians, scientists and engineers to model real-world situations efficiently.
- Strong algebraic fluency underpins many careers involving problem solving, data analysis and technology.

Factorising

$$3x + 6 \equiv 3(x + 2)$$

Expanding brackets

Factorising

$$x^2 + 6x + 5 \equiv (x + 5)(x + 1)$$

Expanding brackets



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M795, M531, M949, M120, M237, M792, M960, M100

Animal Farm

This builds on:	Why this topic:	This links to:
- This builds on narrative reading skills from Year 7 and 8. - Prior understanding of language analysis and structure will be developed during this topic. - Previous themes of fear and conflict will support understanding.	<i>'Animal Farm' is the exciting novel that begins our exploration of Society & Identity in Year 9.</i> <i>Here you will develop critical and evaluative reading skills, whilst connecting with key themes of power, authority and control.</i>	- This links to your future learning on themes of power, exploitation and manipulation in English Literature GCSE. - It also allows you to develop key skills and knowledge for English Language GCSE.

Key Vocabulary	
Authority: Power to give orders and force obedience	Duty: A need to perform or act in a certain way
Dominance: Control or influence over others	Choice: Decide between different things
Oppression: Unjust control or cruelty over a group	Consequence: Result of an action
Control: Power to influence or direct people	Accountability: Understanding your responsibilities
Manipulation: Influencing others unfairly for gain	Blame: Saying someone is bad or wrong

Key Retrieval (Characters)



- Old Major:** An elderly boar who sets out a vision of a socialist utopia. Represents Lenin or Karl Marx.
- Napoleon:** A large Berkshire boar who becomes the tyrant. Represents Joseph Stalin.
- Snowball:** An intelligent pig who challenges Napoleon for control. Represents Leon Trotsky.
- Squealer:** A persuasive pig who twists language to control the animals. Represents propaganda.
- Boxer:** A hard-working and loyal cart horse. Represents the exploited working class.
- Clover:** A gentle, motherly horse who does not trust the pigs. Represents female working class.
- Mollie:** A vain horse who misses her ribbons and sugar lumps. Represents the bourgeoisie.
- Benjamin:** A cynical donkey who understands what is happening but chooses not to act. Represents intellectuals who stay silent.
- Mr Jones:** The often-drunk farmer ousted by the animals. Represents the overthrown Tsar Nicholas II.

Cultural Capital



- Russian Revolution & Soviet History**
Animal Farm is an allegory of the **Russian Revolution of 1917** and the rise of **Communist Russia**. Key figures like **Lenin, Stalin, and Trotsky** are represented through the pigs, and events such as the **purges, propaganda, and dictatorship** are mirrored in the plot.
- Satire & Allegory**
Orwell uses **satire** to criticise **totalitarianism** and **allegory** to link farm events with real-world history. Every major character and event has a symbolic parallel, making it a powerful example of how fiction can critique political systems.
- Propaganda & Power**
The novel explores how **language and media** are manipulated to control people. Through characters like **Squealer**, Orwell shows how propaganda shapes truth, rewrites history, and keeps those in power unchallenged.



Home Learning Tasks:

- 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.
- Design a poster that shows how **Squealer** uses propaganda to manipulate the animals. Include examples of language techniques (e.g. repetition, fear, scapegoating) and explain their impact.





English – Term 1.2

Dystopian Writing



This builds on:	Why this topic:	This links to:
- This builds on from themes of oppression, manipulation, threat and broken societies explored in ‘Animal Farm’. - It also builds on creative writing skills learned in Year 7 & 8.	<i>Dystopian Writing allows us to embed our learnt knowledge of narrative arcs and how to build settings.</i> <i>You will develop deeper understanding of more complex narrative and structural devices, and how to use them effectively to create believable dystopian worlds and characters.</i>	- 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.



English is a vital subject in schools because it equips students with essential communication skills, expands their access to information and opportunities, and fosters critical thinking and cultural understanding. Proficiency in English is crucial for academic success, career advancement, and effective participation in a globalized world

Key Vocabulary	
Threat: Promise of harm to influence behaviour	Equality: Fairness in opportunity and treatment
Trauma: Deep distress caused by past experiences	Fairness: Unbiased treatment and just outcomes
Vulnerable: Open to attack or emotional hurt	Retribution: Punishment for wrongdoing; justice
Paranoia: Irrational distrust or fear of others	Judgement: Forming conclusions about others
Psyche: Mind or soul influencing thoughts	Rights: Entitlements to freedoms and protections



Key Retrieval (Narrative Techniques)

1. Narrative voice & Perspective

- First-person vs Third-person
- Reliable vs Unreliable narrator

2. Setting and Atmosphere

- World building through sensory language
- Pathetic fallacy

3. Characterisation

- Speech, action, appearance, thought,
- Motivation, internal conflict

4. Structural Techniques

- Exposition (setting and character)
- Rising action, climax, falling action, resolution
- Withholding information – slow reveal
- Shifts in time/place/perspective

5. Openings and Endings

- Narrative hook – engaging openings
- Twist endings
- Cyclical conclusions



Cultural Capital

1. Political Dystopia

Focuses on oppressive governments, authoritarian regimes, and loss of personal freedoms.

2. Technological Dystopia

Explores the dangers of advanced technology—AI control, surveillance, or bioengineering.

3. Environmental Dystopia

Centres on ecological collapse, climate change, or resource scarcity, usually from human negligence.

4. Post-apocalyptic Dystopia

Follows society after a major disaster (nuclear war, pandemics, alien invasion); focused on survival and rebuilding.

5. Medical/Biological Dystopia

Deals with diseases, pandemics, genetic modification, or state control of bodies and reproduction.

6. Pseudo-Utopia

A society that appears to be perfect, harmonious, and ideal, but harbours deep flaws, contradictions, or hidden oppression beneath the surface.

Home Learning Tasks:

- Choose a short extract from a dystopian text you have looked at in this scheme. Highlight 3-5 language features and explain how each example helps builds the dystopian mood or setting.
- Design your own dystopian society. Create a one-page profile of your own dystopian world. Include: government power, propaganda, laws and rules, daily life for citizens, underlying conflict.





English – Term 2.1

Blood Brothers



This builds on:	Why this topic:	This links to:
- This builds on narrative reading skills from Year 7 and 8. - Prior understanding of language analysis and structure will be developed during this topic. - Previous themes of fear and conflict will support understanding.	<i>‘Blood Brothers’ is an exciting play that continues our critical exploration of Society & Identity in Year 9.</i> <i>Here you will develop critical and evaluative reading skills, whilst connecting with key themes of power, authority and control.</i>	- This links to your future learning of playwright’s intentions and structural techniques. - It also allows you to develop key skills and knowledge for English Language GCSE.

Key Vocabulary	
Integrity: Honesty and sticking to moral principles.	Privilege: Unearned advantage given to some groups.
Virtue: Moral excellence in behaviour.	Status: Social or professional position or rank.
Guilt: Feeling of remorse for wrongdoing or mistakes.	Wealth: Having a lot of a desirable thing.
Conscience: Morals that guide right from wrong.	Division: Being separated; the act of separating.
Evil: Intentional harm or moral corruption.	Elitism: Belief in superiority of privileged group.

Key Retrieval (Characters)



Mrs Johnstone

A working-class mother who struggles to support her large family. She is kind, loving, and hardworking but poor.

Mrs Lyons

A wealthy woman who cannot have children. She persuades Mrs Johnstone to give her one of the twins. At first, she is kind and caring, but she becomes controlling and paranoid.

Mickey Johnstone

One of the twins, brought up by Mrs Johnstone in a poor area. He is lively and cheeky as a child, but life becomes hard for him as he grows up.

Edward (Eddie) Lyons

The other twin, raised by Mrs Lyons in a rich family. He is polite, well-educated, and innocent.

Linda

A friend to both Mickey and Edward since childhood. She is confident, caring, and loyal. She loves Mickey, but their relationship suffers because of his problems.

Cultural Capital



The Setting: Liverpool

The play is set in Liverpool, a city in the north of England. It takes place from the 1950s to the 1980s — a time of much social and economic change. Liverpool was a working-class, industrial city that faced high unemployment and poverty, especially in the 1970s and 1980s. These conditions are important because they shape the lives of the characters — particularly the Johnstone family.

Social Class

The play explores the divide between the working class and the middle class. Mrs Johnstone (working class) struggles with money and opportunity. Mrs Lyons (middle class) has wealth, comfort, and status — but is emotionally unstable. This contrast shows how class affects people’s lives, choices, and futures. It also raises questions about whether fate or social class determines a person’s path in life.

1960s ‘Youth culture’ was becoming more evident.

Teenagers who enjoyed music, fashion and culture were making themselves heard more and they were often associated with freedom and potential. Teenagers started to believe they had the power to change the future and started to be more involved in protesting the issues they believed in.

Thatcherism

In 1979 Margaret Thatcher became Prime Minister. She made the decision that Britain’s traditional industries should be shut down. This had a huge impact on working class communities where a huge number of men were left unemployed and having to sign on to the dole. This led to an increase in depression and crime rates. One of Thatcher’s central political beliefs was that success came to those who chose to work hard.

Home Learning Tasks

Character Diary Entry 📅

Write a diary entry from the point of view of **either Mickey, Edward, or Mrs Johnstone** after an important event in the play.

- Explain how the character feels and what they are thinking.
- Include at least **two references or quotes** from the play to support your ideas.
- Try to show the difference between the **working-class and middle-class experiences**.



Poetry and Identity

This builds on:	Why this topic:	This links to:
This builds on previous knowledge of Poetic Forms in Year 7 and Cultural capital knowledge from poetry in Year 8.	Poetry from different cultures and voices allows us to study poetry from a range of cultures gives space to voices that were ignored or silenced. It helps us understand the importance of representation, fairness, and respect in the stories we tell about the world.	- 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 Literature.



Key Vocabulary	
Self: a person's experiences, feelings and wants.	Trust: Confidence in someone's honesty or reliability.
Culture: societal beliefs	Respect: Deep admiration for someone
Perception: How you view or understand something	Communication: Direct interaction between people.
Belonging: Feeling safe in a space or group.	Betrayal: abuse of someone's trust
Label: a category within society.	Toxicity: harmful behaviour or thing causing distress

Key Retrieval (Poetic techniques)

- Rhyme** – words that have the same end sound. E.g. Night/Light
- Rhythm** – The beat or pattern of sounds in a poem. E.g. Can be fast, slow, regular or irregular.
- Enjambment** – When a line continues without punctuation onto the next line. e.g. The moon was bright / upon the silver sea.
- Caesura** – A pause or break in the middle of a line. E.g. The night was still – then thunder spoke.
- Stanza** – A group of lines in a poem (like a paragraph). E.g. A poem might have several stanzas.

Cultural Capital

- Learning about different cultures and voices**
Poems come from many times and places helping you understand how people from different backgrounds think, feel, and express themselves.
- Understanding history and society**
Poetry often links to important moments in history. It helps you see how people experienced things like war, love, freedom, and change.
- Building empathy and emotional understanding**
Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.
- Developing creative and critical thinking**
When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:
Word Portrait

- Create a “word portrait” of yourself.
- Choose 10–15 words that describe who you are (they could be about your culture, personality, family, passions, or dreams).
 - Arrange them on the page in a shape that represents you — for example, a silhouette, a handprint, or a heart.
 - Add colour, images, or symbols that connect to your identity.
- Extension:** Turn your word portrait into a **free verse poem**.



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 SoL will support understanding.	<i>This unit around literary non-fiction continues our critical exploration of Society & Identity in Year 9.</i> <i>Here you will develop critical and evaluative reading skills to inform writer's viewpoints and perspectives.</i>	- 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: Traditionally 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.





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 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.

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.



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

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader/audience think that...
This is effective because...

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: Skilful Writers

1. Writing a narrative scene...

Strategy: C:ABT

C: Who is your character?

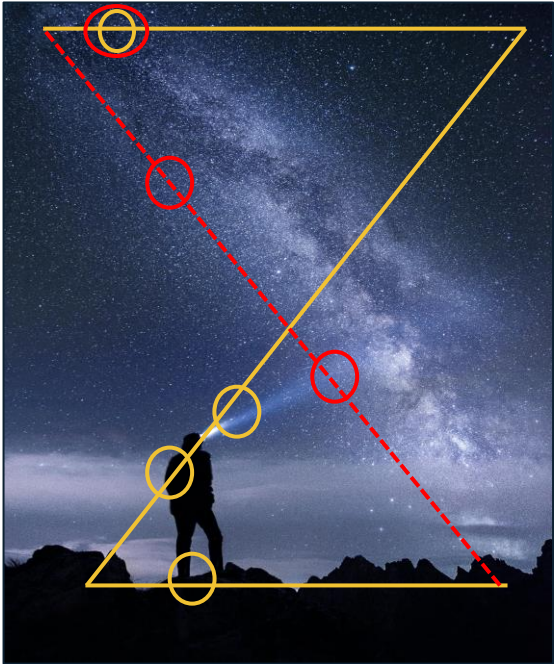
A And? What is your character's goal? What do they want?

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?

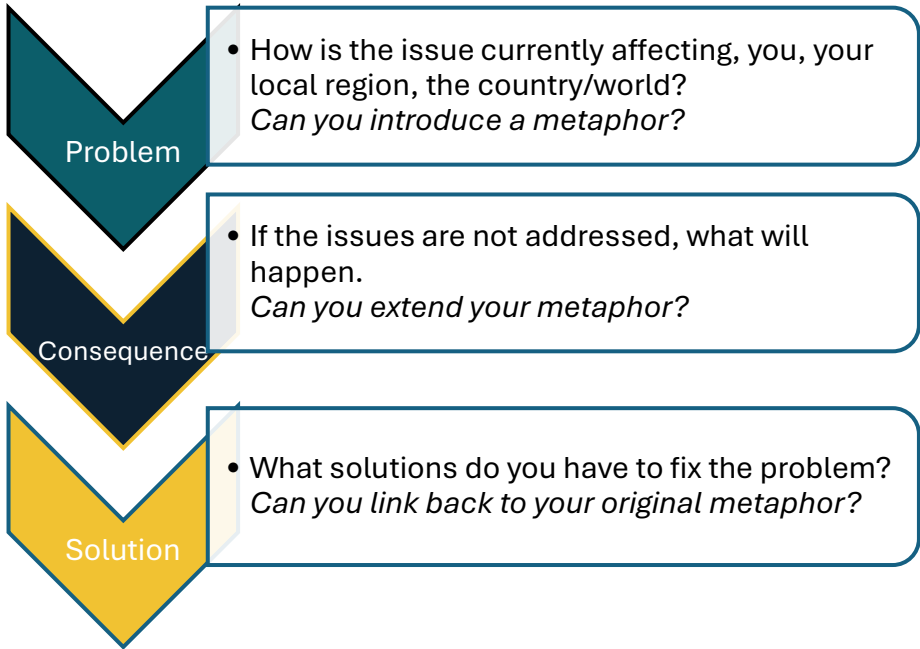
2. Writing a description....

Strategy: The 'Z-' formation



3. Writing a viewpoint....

Strategy: Problem, Consequence, Solution



- Metaphor (extended)
- Alliteration
- Direct address
- Facts
- Ornate language
- Rhetorical question
- Emotive language
- Superlatives
- Triplcation (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 <i>full-stop .</i> <i>question mark ?</i> <i>exclamation mark !</i>	Marking out sub-ordinate clauses <i>comma ,</i> <i>parenthesis ()</i> <i>dash - -</i>	Other punctuation <i>apostrophe '</i> <i>ellipsis ...</i> <i>semi-colon ;</i> <i>colon :</i> <i>speech marks " "</i>
---	--	--



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

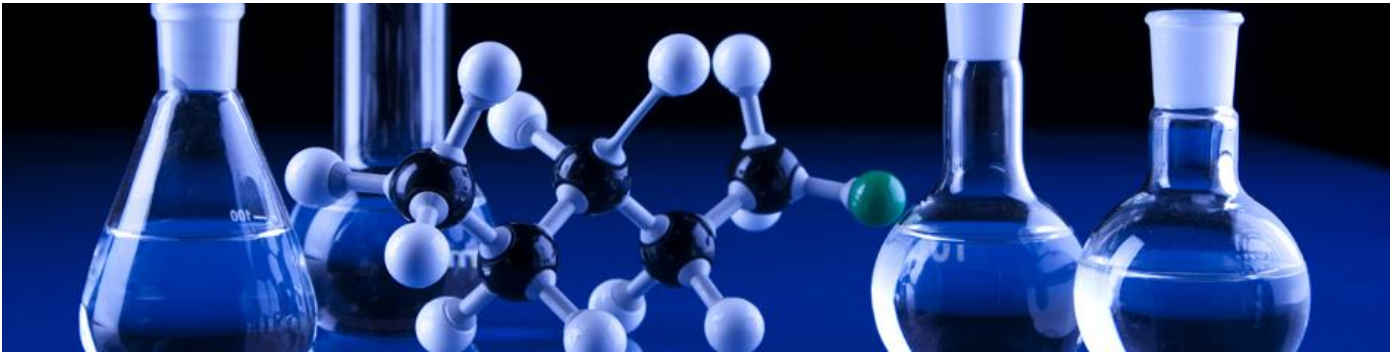
3. Name the following hazards:



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 is 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

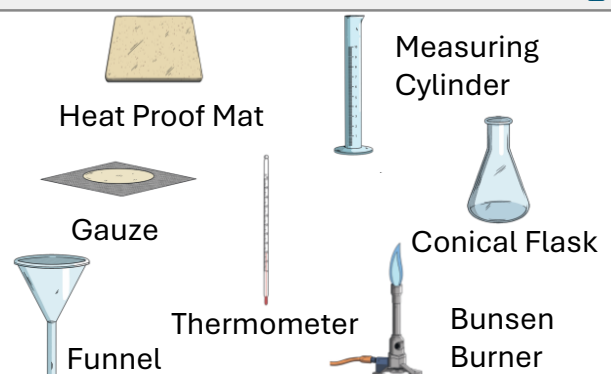
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.



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

Scientific Skills



Periodic Table



1	2	Key										3	4	5	6	7	0	
		relative atomic mass atomic symbol name atomic (proton) number																4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10	
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18	
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	84 Kr krypton 36		
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[98] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[261] Rf rutherfordium 104	[262] Db dubnium 105	[266] Sg seaborgium 106	[264] Bh bohrium 107	[277] Hs hassium 108	[268] Mt meitnerium 109	[271] Ds darmstadtium 110	[272] Rg roentgenium 111	[285] Cn copernicium 112	[286] Uut ununtrium 113	[289] Fl flerovium 114	[289] Uup ununpentium 115	[293] Lv livermorium 116	[294] Uus ununseptium 117	[294] Uuo ununoctium 118	

* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.

Relative atomic masses for **Cu** and **Cl** have not been rounded to the nearest whole number.

Science Term 1



Earth's resources

This builds on:	Why this topic:	This links to:
- Metals and how we extract them - Reactivity series	Everything we use in our every day lives comes from the earth. From the clothes you wear, to the metals and plastics that make up your mobile phones. These materials need to be extracted from the earth. We need to be mindful not to overuse our natural resources so	Key Stage 4 GCSE 

Key Vocabulary

Finite – Resource which will run out soon. There is a limited supply	Electrolysis – using electricity to split up a compound and extract a metal
Renewable - Resources which will not run out in the foreseeable future.	Reduce – using less of a product and producing less waste
Resource - A resource is a physical material that humans need and value such as land, air, and water.	Reuse – use the item as many times as possible before replacing it. Eg. Buying clothes from vinted/charity shops
Sustainability – idea that humans must look after the environment and use resources so that there are enough for future generations	Recycle – converting waste materials into new materials or substances. Eg recycling cans so they use the metal to produce more
Displacement – a more reactive element can displace a less reactive element from a compound	Ore - naturally occurring rock or mineral that contains a metal or metal compound.

Independent Learning Tasks

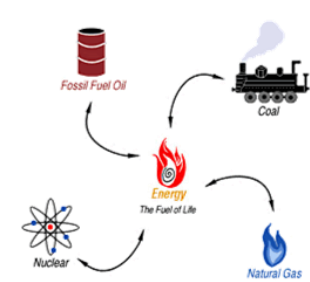
Using the key vocabulary above and key concepts on the next page, answer the following questions:

- What is the name given to resources that will one day run out?
- What are the 4 main non-renewable energy resources?
- Name the renewable energy resources.
- What is a displacement reaction?
- Why can we not extract all metals using carbon?
- What is the definition of a composite?
- What are the benefits of recycling?

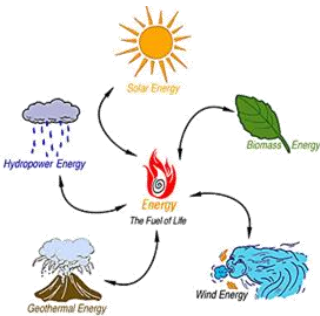


Non – renewable (finite) resources

Renewable resources



These need to be mined from the ground. We are using these resources faster than they can create more. This is why one day they will run out. All except nuclear produce carbon dioxide when combusted.



Renewable energy will never run out. These forms of energy also do not produce any carbon dioxide so do not contribute to global warming

Science Term 1

Earth's resources



Key Concepts

Extracting metals by displacement



Some metals are found pure in rocks, like silver, gold and platinum. The other metals react with elements like oxygen so will need to be extracted.

We need to extract metals from their ores so that we can get pure metals. We can do this in two ways.

Reduction or displacement

If a metal is less reactive than carbon, we can react the metal with carbon and the metal will be reduced.

Eg – Iron oxide + carbon $\longrightarrow$ Iron + carbon dioxide

The carbon has reduced the iron so we now have pure iron to use to make steel.



Potassium
Sodium
Lithium
Calcium
Magnesium
Aluminium
Carbon
Zinc
Iron
Hydrogen
Copper
Silver
Gold

Ceramics, Composites and Polymers



Ceramics are materials which become hard and durable when heated. We use ceramics in things like plates and cups.



A composite material consists of two or more materials with different properties. They are combined to produce a material with improved properties eg – reinforced concrete.

Monomer



Polymer

A polymer is a long chain of repeating units called monomers. DNA and cellulose are natural polymers and plastics are man-made polymers.

Reduce, reuse and Recycle

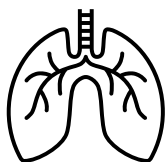
The 3'R's



To help be more sustainable, we can reduce the total number of products that we use.

We can share clothes with friends or family members or buy second hand clothes from charity shops or vinted.

We can recycle glass, plastics and metals so the material can be reused and it doesn't fill up landfill.



Science - Term 1

Breathing & Health



This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Human respiratory system ✓ Impact of diet, exercise, drugs and lifestyle on the body ✓ How humans get resources into the body	Breathing provides the oxygen your body needs for respiration and survival. Understanding how the lungs work helps explain what happens when diseases such as asthma, bronchitis and COPD affect breathing. This knowledge also helps you make informed choices about healthy lifestyles, including the dangers of smoking and vaping.	Key Stage 4 

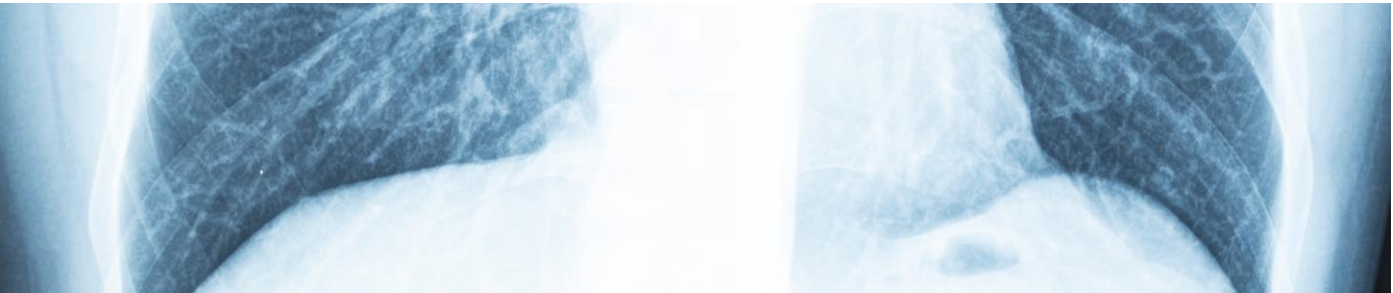
Key Vocabulary	
Organ: A group of tissues carrying out a particular function.	Asthma: A medical condition where the airways become irritated and swell up.
Organ system: Organs working together as a system.	Bronchitis: Bronchiole tubes become inflamed and leads to excess mucus and coughing.
Organism: Organ systems all working together to form a living organism.	COPD: Chronic obstructive pulmonary disease. Damage caused to lungs that prevents gas exchange.
Breathing system: Network of organs and tissues that help you breathe including airways, lungs and blood vessels.	Carcinogen: A substance that can cause cancer.
Ventilation: The movement of air into and out of the lungs.	Photosynthesis: A process that occurs in plants that turns carbon dioxide and water into glucose and oxygen.
Gas exchange: The exchange of gases (oxygen and carbon dioxide) in the lungs or leaves.	Stomata: Tiny holes on the bottom of leaves that allow gases in and out. Can open and close.
Alveoli: Tiny sacs in the lungs where gas exchange occurs.	

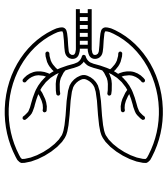
Independent Learning Tasks

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

1. Define the key word ‘organ’.
2. What is an organ system?
3. Name the parts of the breathing system.
4. Describe how muscles control ventilation.
5. Describe how the alveoli are adapted for gas exchange.
6. Define diffusion
7. Describe how exercise impacts the breathing system.
8. Describe how smoking impacts the breathing system.
9. How does asthma impact the breathing system.







Science - Term 1

Breathing & Health



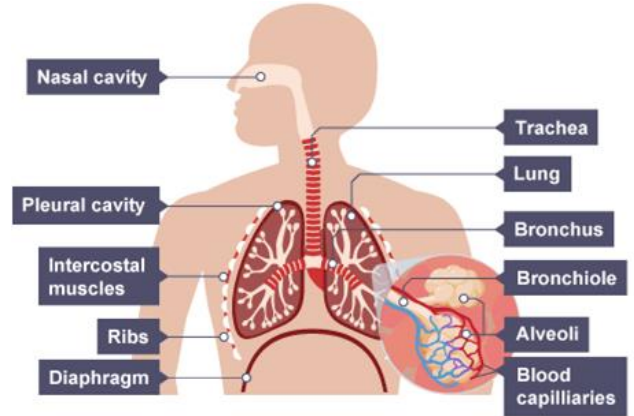
Key Concepts

The Breathing System

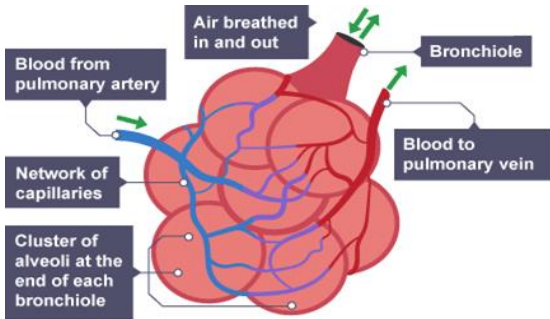
The human lungs provide an **exchange surface** adapted for:

- absorbing **oxygen** – needed for respiration –
- into the blood from the air
- transferring **carbon dioxide** – produced by
- respiration – from the blood into the lungs
- then the air

The lungs are organs enclosed within the chest or **thorax**. Air needs to be breathed in to be brought into contact with the exchange surfaces within the lungs. This process is called **ventilation**.



Alveoli and Gas Exchange



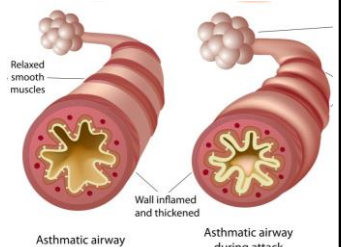
The exchange of gases occurs between the alveoli and blood in the **capillaries** that supply the lungs. Capillaries cover 70% of the outside of alveoli, providing a large surface area for gases to diffuse across.

Exercise

Regular exercise strengthens the intercostal muscles and diaphragm which make breathing more efficient.

Asthma

Asthma is a medical condition in which the lining of the airways from the mouth to the lungs become irritated and swell up. This reduces the air that can move in and out from the lungs. It is often treated by inhaling medication from an inhaler.

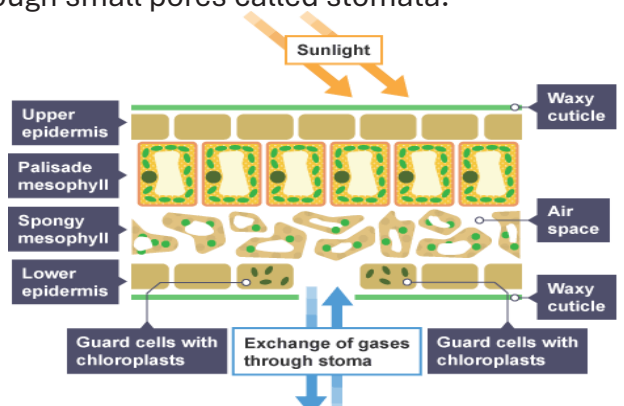


Smoking

Smoking damages the tiny hairs that line the gas exchange system; these hairs are called ciliated cells. These move mucus up that has trapped dust and pathogens out of the airways. This can result in smokers developing a cough to remove this mucus. Smoking also irritates the bronchi which can lead to bronchitis. Smoking also breaks down the lining of the alveoli, which means less gas exchange can occur and can lead to chronic obstructive pulmonary disease (COPD). Cigarette smoke also contains carcinogen chemicals like tar, which can cause mouth, throat and lung cancer.

Plants and Gas Exchange

Plant leaves are adapted for **photosynthesis**, and the exchange of gases required for the process. They are adapted to carry out these two processes. When the plant is photosynthesising, these features allow carbon dioxide to diffuse into the spongy mesophyll cells, and oxygen to diffuse out of them. To enter the leaf, gases diffuse through small pores called stomata.



Science Term 1



Pressure

This builds on:	Why this topic:	This links to:
KS3: The focus is on understanding how pressure is affected by both force and area and to develop problem solving skills	Pressure is a core concept that links many areas of science, including forces, chemistry of the atmosphere and particle motion. Studying pressure at KS4 enables students to apply calculations, how to use tools and materials effectively.	

Key Vocabulary	
Pressure: How much force is exerted on an object	Volume: The space that particles take up in a 3D object.
Force: A push or pull that acts on an object due to an interaction with another object.	Liquid Pressure: The force exerted on an object when it is in a liquid.
Area: The measurement of a surface.	Gas Pressure: The force exerted on the walls of a container by the particles in a gas.
Newton: The unit of Force, how forces are measured (N).	Atmosphere: The layer of gases that surround the Earth. Mainly made of Nitrogen and Oxygen.
Pascal: The unit of Pressure, how pressure is measured (Pa)	Atmospheric Pressure: The weight of the atmosphere pushing down on the Earth.
Fluid: Liquids and gases are fluids. Their particles can move around so they can flow or be poured.	Altitude: The height of an object in relation to sea level.
Particles: Matter that all objects are made from, their arrangement determines their state.	Altitude Sickness: Illness caused by ascending to high altitudes. Symptoms include nausea and exhaustion.
Collision: When particles collide with other particles. Effected by temperature, concentration, volume.	Buoyancy: The upwards force that makes an object float in a liquid.



Independent Learning Tasks

- Using the key vocabulary above and key concepts on the next page, answer the following questions:
- Create a mind map for the Pressure topic. Include definitions, images and the equation with rearrangements.
 - Research the effects of pressure on the human body. How do we manage or adapt when people need to go to high altitude or deep under the ocean.
 - Construct a fact file about a famous historical scientist that helped us to understand more about pressure.
 - Answer the following questions linked to calculating Pressure, Force and Area:
 - Calculate the pressure exerted when a 22.5N Force is applied over a 4m²?
 - Calculate the Force applied when 14 N/m² of Pressure is exerted over 7.7m²?
 - Calculate the Surface Area when 56N is applied to an object that exerts 2.5 N/m²?

Science Term 1



Pressure

Key Concepts

Pressure in Solids

Pressure is a measure of how concentrated (or spread out) a force is.

The amount of pressure exerted on an object depends on the force applied and the surface area it is spread over.

We can calculate the amount of pressure on an object using a simple formula:

$$\text{Pressure} = \text{Force} \div \text{Area}$$

Calculating Pressure	Calculating Force	Calculating Area
$P = \frac{F}{A}$	$F = P \times A$	$A = \frac{F}{P}$

A rock resting on a soft surface, like sand or mud, will create an indentation. The depth of this indentation depends on the pressure exerted on the ground. The larger the pressure the deeper the indentation it will create.

The greater the weight of the rock, the higher the pressure it exerts on the ground.

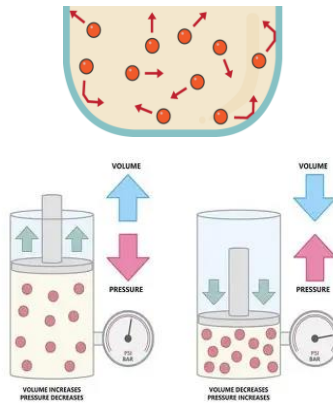
The smaller the surface area resting on the ground, the higher the pressure it exerts on the ground.

Pressure in Gases



The particles in a gas move quickly in random directions. Therefore, the particles regularly bump into each other and the walls of their container.

These collisions exert pressure on the walls of the container and any objects surrounded by the gas.



Decreasing the volume of the container also increases the pressure. This is because the rate at which the particles collide with the surfaces increases because there are more particles in a smaller space.

Pressure in Liquids

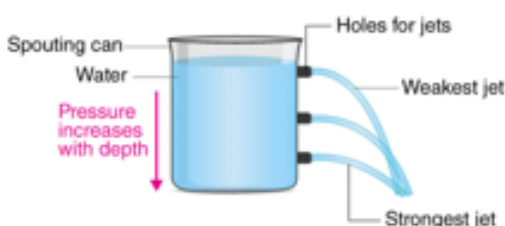


Just like gases, liquids exert pressure on objects due to collisions between the liquid particles and the object.

The amount of pressure exerted depends on both the density of the liquid and the depth of the liquid.

The deeper you go:

- the greater the weight of liquid above the object
- the greater the liquid pressure.



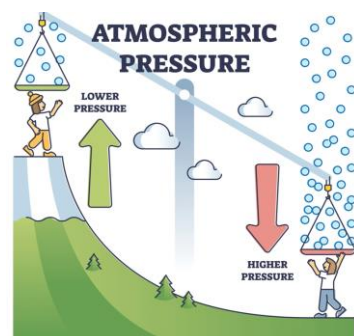
Atmospheric Pressure



Atmospheric pressure decreases as the height of a surface above ground level increases.

This is because, as the altitude increases:

- the number of air molecules decreases
- the **weight** of the air decreases
- there is less air above a surface





Inheritance & Evolution

This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Living things produce offspring that are similar but not identical ✓ Animals and plants are adapted to their environment ✓ Fossils provide evidence of extinct organisms	Inheritance explains how characteristics are passed from parents to offspring, while evolution explains how species change over time. By studying natural selection, fossils and biodiversity, you will understand the evidence for evolution and why protecting Earth’s variety of life is important. This topic helps explain both the diversity and the shared ancestry of living organisms.	Key Stage 4 

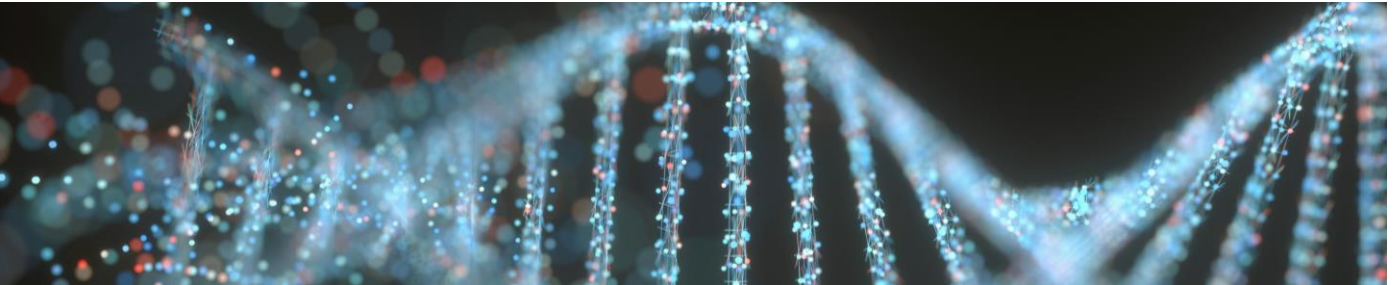
Key Vocabulary	
Biodiversity: The variety of different species in a habitat.	Gene: A section of DNA that codes for a protein
Natural selection: The process that drives evolution; some species are better adapted to environment and pass on genes.	Inherited characteristics: Features that are passed from parents to offspring.
Evolution: The process by which organisms change over a long period of time.	Allele: The form of a gene (e.g. an allele for the hair colour gene might be blonde, or brown etc).
Extinction: The dying out of a species.	Dominant: The allele that <u>will</u> show up. (Written as a CAPITAL letter e.g. B for brown)
Fossil record: The record of organisms that existed over time using fossils as evidence	Recessive: The allele that <u>does not</u> show up if there’s a dominant allele too. (Written as a lowercase letter e.g. b for blonde)
DNA: The genetic information found inside the nucleus	Genotype: Genetic makeup of an individual for a particular characteristic e.g. Dd
Chromosomes: Highly coiled strands of DNA that occurs in pairs	

Independent Learning Tasks

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



1. What is genetic information?
2. Define the key word ‘gene’.
3. Describe how are characteristics inherited.
4. How many chromosomes does a human have?
5. Define the key word ‘allele’.
6. Describe the difference between dominant alleles and recessive alleles.
7. Describe the difference between a person’s phenotype and their genotype.
8. Describe the process of natural selection.
9. Describe the process of evolution.
10. Why can low biodiversity lead to extinction?





Science - Term 1

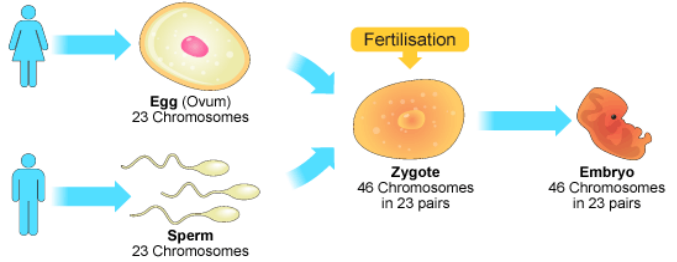


Inheritance & Evolution

Key Concepts

Inheritance

Characteristics are passed along from parents to their offspring
Half of the genetic information comes from each parent; this is passed on through the sex cells in the process of fertilization.



Humans get 23 chromosomes from their father (sperm) and 23 chromosomes from their mother (egg), which combine to make an embryo with 23 pairs of chromosomes.

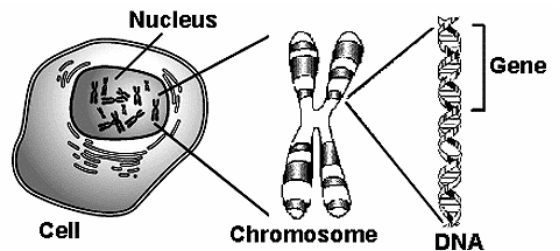
Genetics

Our genetic information is stored inside the nucleus of all cells.

DNA consists of two long strands wound together in a double helix structure.

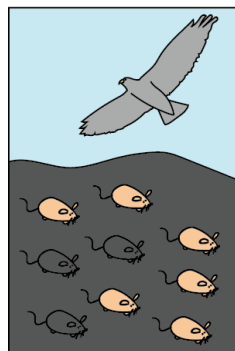
For every characteristic, an organism will have two alleles, this is two different genes which can code for the same characteristic, one is inherited from each parent

- Dominant alleles will cause the characteristic to be displayed even if they are with another allele, this is represented by a capital letter
- Recessive alleles will not be displayed as characteristics unless there are two of the same allele, they are the characteristic least likely to be shown, this is represented by a small letter.



Natural Selection

Scientists believe that the organisms which we see on Earth today have Gradually developed over millions of years, this is known as evolution
Charles Darwin came up with the concept of natural selection, he said that only the best adapted animals will survive to pass on their genes, weaker animals will die out.



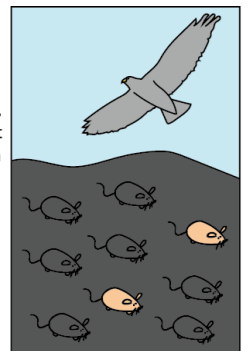
A population of mice has moved into a new area where the rocks are very dark. Due to natural genetic variation, some mice are black, while others are tan.

Some mice are eaten by birds



Tan mice are more visible to predatory birds than black mice. Thus, tan mice are eaten at higher frequency than black mice. Only the surviving mice reach reproductive age and leave offspring.

Mice reproduce, giving next generation



Because black mice had a higher chance of leaving offspring than tan mice, the next generation contains a higher fraction of black mice than the previous generation.

Extinction

A species will become extinct when all of a species die out. The fossil record shows us that animals have existed in the past which have now become extinct.

Extinction can be caused by: Changes to the environment, Destruction of habitat, New diseases, Introduction of new predators and Increased competition

When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in biodiversity.

The more diverse a population is, the more likely they are to survive environmental changes.

Science Term 1

Machines



This builds on:	Why this topic:	This links to:
KS3: The focus is on understanding how simple machines can be used to in a variety of different contexts.	Simple machines are a core concept that links many areas of science, including forces, motion and equation-based questions. Studying forces at KS4 enables students to apply calculations, understand how machines work and solve problems.	

Key Vocabulary	
Force: A push, pull or twist that acts on an object.	Moments: The turning effect of a force around a pivot. Can be calculated by Force x Distance.
Newton: The unit of Force, how forces are measured (N).	Pivot: The point around which an object rotates creating a turning effect.
Simple Machine: Devices that can alter the direction or force of an object.	Gears: A toothed wheel that works with other gears to change the speed or force acting on an object.
Pulley: A wheel rotating around an axle with a groove that allows a rope/cable to pass through.	Work Done: The total amount of energy transferred when a force acts on an object over a distance.
Axle: The rod that goes through the centre of a wheel or gear. It allows them to spin.	Hooke's Law: The extension of a spring that is directionally proportional to the force applied.
Screw: A rotating helix moves straight.	Extension: The change in length of an elastic object e.g. a spring.
Lever: A rigid bar that rotates around a pivot to move a load.	Directionally Proportional: As one variable doubles in size, the other variable also doubles.
Inclined Plane: A sloping ramp which heavy loads can be raised by ropes or chains.	Inverse Proportion: As one variable increases, the other variable decreases.



Independent Learning Tasks

- Using the key vocabulary above and key concepts on the next page, answer the following questions:
- Create a mind map for this topic. Include key words, definitions, images and equations.
 - Research the uses of moments and levers in different machines. What are their functions?
How do levers and moments act as force multipliers?
 - Produce a poster about Hooke's Law the famous scientists work that discovered this scientific concept.
 - Find out more about machine engineers and what they do? What qualifications do they need?
What is the average salary of a machine engineer?
 - Create a fact file about a famous historical scientist that helped us understand more about moments and levers.

Science Term 1

Machines



Key Concepts

Simple Machines

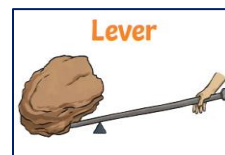
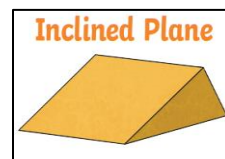


Simple machines are devices which alter the direction or force of a certain object, making it easier to move. A simple machine makes it easier and reduces the time it takes to complete a job.

Simple machines have made life easier for humans in many various ways, and it's hard to imagine we'd have developed this far without them. Many of the complex designs and tools we use today stemmed from simple machines of the past - they're a key stepping stone towards complex machinery.

Simple machines can work in a variety of ways. They can transfer a force from one place to another, change the direction of a force, increase a force's magnitude, or increase the distance or speed of a force.

Examples of simple machines:



Work Done



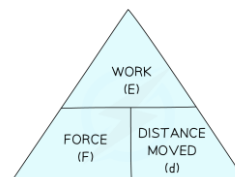
When a force causes an object to move, **work** is being done. Work is a measure of the energy transferred when a force acts over a distance. This is often when a force moves an object, but work is also done when a force compresses or extends a spring or other flexible object. This means that:

Energy transferred = Work Done

Work and energy are both measured in joules (J).

The following equation can be used to calculate work:

$$\text{Work done (J)} = \text{force (N)} \times \text{distance(m)}$$

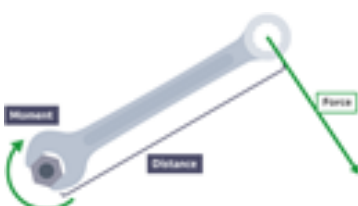


Moments and Levers



A moment is the turning effect of a force. Forces that create a moment act around a point called the pivot. The pivot is the point around which the object can rotate or turn.

On a seesaw the pivot is the point in the middle. It makes calculations easier to try to measure the perpendicular distance between the line of action of the force and the pivot. For example, if you apply a force to a Spanner, it rotates. The pivot is at the bolt.



Hooke's Law

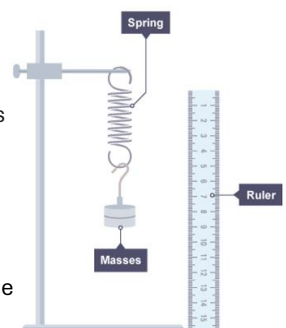


When a force is applied to an object it can change its size and shape. The force will either stretch or compress the object. Some objects, like springs, obey **Hooke's law**.

This law describes the relationship between the force applied and the spring's extension or compression.

To investigate, you can add masses to a spring and measure the length of the spring when the of the masses is increased.

The results from this experiment should show that the extension of a spring is directionally proportional to the force applied to the spring.



Science Term 2



Cell Structure & Microscopes

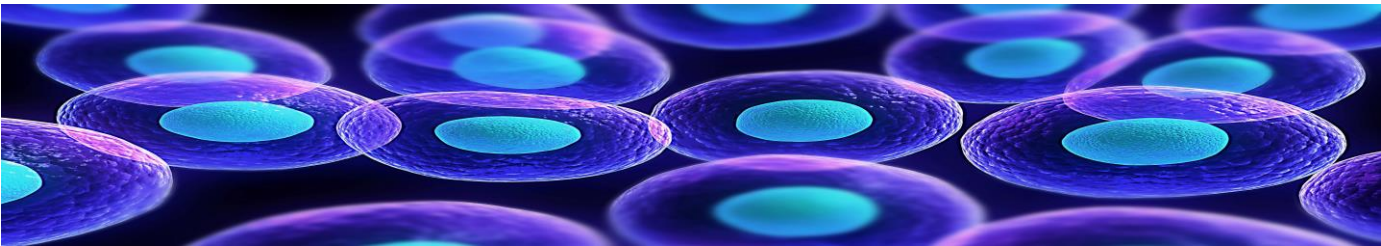
This builds on:	Why this topic:	This links to:
• Year 7 ✓ What organelles are found in an animal cell? ✓ What organelles are found in a plant cell? ✓ Name 3 specialised cells and their functions.	Cells is part of the big scientific idea that cells are alive . You will learn about the structure of animal and plant cells and how the functions the organelles help keep cells alive. You will then learn about the importance of microscopes and how they help us to see cells.	• Key Stage 4 

Key Vocabulary	
Cell: Basic unit of life	Organelle: The parts of a cell
Nucleus: Contains genetic information (DNA)	Cell membrane: Controls what goes in and out of a cell
Cytoplasm: Where chemical reactions take place	Cell wall: Provides support to plant and bacterial cell walls
Ribosomes: Where proteins are made	Mitochondria: The site of respiration (where energy is released)
Chloroplasts: The site of photosynthesis	Vacuole: Where cell sap is stored
Chlorophyll: The green pigment inside chloroplasts that absorbs light energy	Plasmid: A small ring of DNA that bacteria contain
Prokaryotic cell: A smaller and simple cells without a nucleus (bacteria)	Eukaryotic cell: A more complex cell with a nucleus (animal, plant and fungal cells)
Light Microscope: Uses light and lenses to magnify and see an image	Electron microscope: Uses a beam of electrons to produce an image
Magnification: The number of times the image has been made bigger	Resolution: The level of detail that an image contains
Specialised cell: A cell that is designed to carry out a particular role in the body	Differentiation: The process by which a cell becomes specialised
Function: The role that the cell has, its purpose	Adaptation: Features that cells and living things have that help them to survive

Independent Learning Tasks

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

1. Name the organelles found in an animal cell.
2. Name the organelles found in a plant cell.
3. Name the organelles found in a bacterial cell.
4. Describe the function of the following organelles:
5. • Nucleus • Cell membrane • Cytoplasm • Mitochondria • Chloroplasts
6. Compare a prokaryotic cell with a euakryotic cell.
7. Describe how cells become specialised.
8. Describe how to use a microscope.
9. Compare a light microscope with an electron microscope.



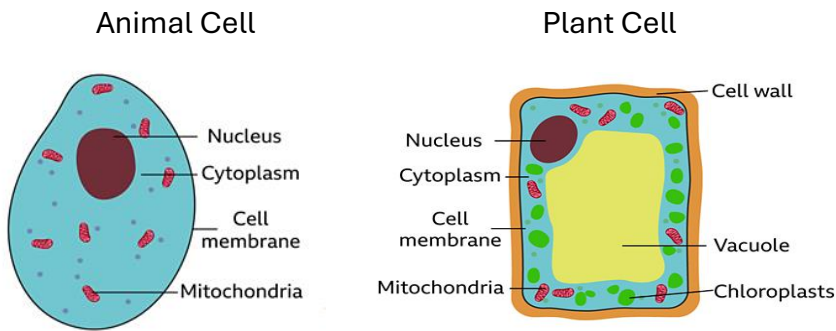
Science Term 2



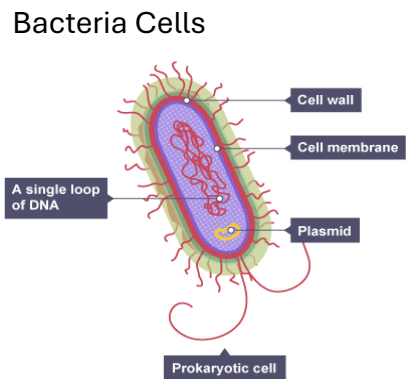
Cell Structure & Microscopes

Key Concepts

Structure of Eukaryotic Cells



Prokaryotic Cells

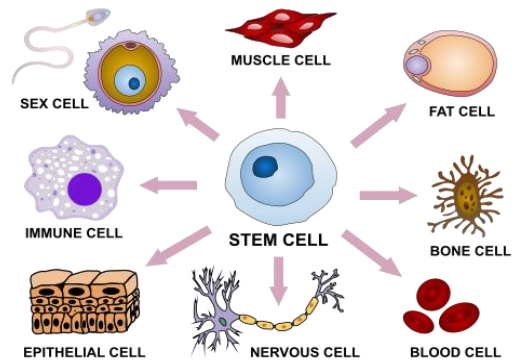


Specialised Cells and Differentiation

Differentiation occurs when cells become **specialised**.

All undifferentiated cells start as stem cells and their features change for them to carry out specific roles in the body (**functions**).

Differentiated cells develop **characteristics and structures** that enable them to perform specific **functions**. For example, red blood cells are specialized for oxygen transport, while nerve cells are specialized for transmitting signals.



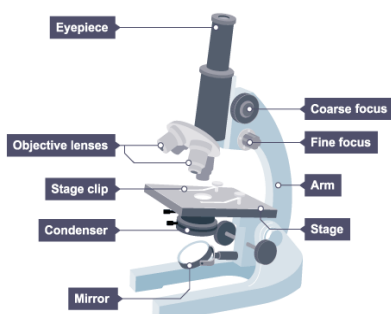
Stem cells are cells that have not undergone **differentiation**. A cell which has not yet become **specialised** is called undifferentiated.

An embryo develops from a fertilised egg. Cells at the early stages in the development of the embryo are stem cells. They are called **embryonic stem cells** - they will differentiate into any cell type. Some stem cells remain in the bodies of adults – **adult stem cells**. Adult stem cells are found in limited numbers at certain locations in the body.

Light Microscopes



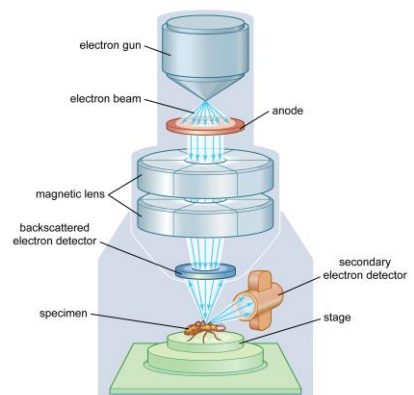
Parts of a microscope



How to use a microscope

- Prepare a slide.
- Plug in microscope and turn on light.
- Place slide on stage and hold with clips.
- Use lowest magnification objective lens to focus image.
- Then turn up the magnification by turning to a higher power objective lens.

Electron Microscopes



Electron microscopes use a beam of electrons instead of beams or rays of light. Living cells cannot be observed using an electron microscope. However, they help us see cells in more detail as electron microscopes have higher magnification and resolutions.

Science – Term 3



Energy

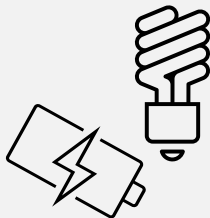
This builds on:	Why this topic:	This links to:
Year 7 ✓ Name the energy stores ✓ Name the energy transfers ✓ Describe the difference between renewable and non-renewable energy sources ✓ What is the law of conservation?	Energy transfers is part of the big scientific idea that energy is conserved . You will learn about how to calculate the amount of energy transferred , how some energy can be classed as wasted energy and how to calculate energy efficiency . You will also be introduced to two important scientific concepts known as power and work done .	Key Stage 4 

Key Vocabulary	
Energy Store: Different types of energy. Measured in Joules (J)	Kinetic Energy: Moving objects store kinetic energy. Faster = more kinetic energy
Gravitational Potential Energy: Energy stored in an object when it is lifted against gravity	Elastic Potential Energy: Energy stored in an object when it is stretched or compressed
Chemical Energy: Anything that can release energy when there is a chemical reaction	Energy Transfer: When energy moves from one store to another
Heat Transfer: Energy transfer from hot to cold substances	Electrical Transfer: Energy transfer when a charge (current) flows
Radiation Transfer: Energy Transfer through electromagnetic waves such as light	Mechanical Transfer: Energy transfer when an object moves due to force
Work Done: The energy transferred when a force causes an object to move	Power: The rate at which energy is transferred or work is done
Energy Efficiency: How much energy is converted into useful energy	Energy Resource: A source of energy that can be used to generate heat, electricity or power
Renewable Energy: Energy sourced from a resource that is replenished (won't run out)	Non-renewable Energy: Energy sourced from a resource that is finite (will run out)
Law of conservation: Energy cannot be created or destroyed	Energy costs: How much an energy provider charges based on the total kW a household uses

Independent Learning Tasks

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

1. What is the difference between an energy store and an energy transfer?
2. Describe the following energy stores:
Kinetic energy, Gravitational Potential energy, Elastic Potential energy
3. How can energy be transferred?
4. How do we calculate the amount of G.P.E transferred?
5. How do we calculate the amount of kinetic energy transferred?
6. What is energy efficiency?
7. How is energy efficiency calculated?
8. What is work done?
9. How do we calculate the amount of works done?
8. What is power?
9. How do we calculate the amount energy transferred depending on the power of the appliance?



Science – Term 3



Energy

Key Concepts

Energy Resources



Non-renewable

Energy sources that are in limited amounts so will eventually run out

FOSSIL FUELS

Coal, oil and gas are all fossil fuels. They are formed from dead remains over millions of years. They are burnt which produces thermal energy used to turn a generator and make electricity.

Renewable

Energy from a natural source that is constantly being replaced so will not run out

SOLAR PANELS

They use the sunlight to produce an electrical current.



WIND TURBINES

Wind turns the blades which turns a generator, this produces electricity.

GEOTHERMAL

Thermal energy extracted from the crust of the Earth and used to heat or generate electricity.

HYDROELECTRICITY

Generates electricity using the force of moving water to turn a turbine.

Energy Transfers



Energy can be transferred by:

- **mechanical** working – when a force is applied to move an object through a distance
- **electrical** working – when charge flows (electricity)
- **heating** – when energy is transferred between hotter and colder regions
- **radiation** – when energy is transferred as a wave, for example as light or sound

Energy Efficiency



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

The more efficient a device is, the less energy it will waste.

The energy efficiency of a device can be calculated using this equation:

$$\text{EFFICIENCY} = \frac{\text{USEFUL POWER OUTPUT}}{\text{TOTAL POWER INPUT}} \times 100$$

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:

$$\text{power} = \frac{\text{work done}}{\text{time}}$$

Power (*P*) is measured in watts (W)

Work done (*W*) is measured in joules (J)

Time (*t*) is measured in seconds (s)

Work Done



When a *force* causes a body to move, work is being done on the object by the force.

Work is the measure of energy transfer when a force '*F*' moves an object through a distance '*d*'.

So when work is done, *energy* has been transferred from one energy store to another, and so:

energy transferred = work done

Energy transferred and work done are both measured in joules (J).

Science – Term 3



Atoms & Calculations

This builds on:	Why this topic:	This links to:
• Year 8 ✓ What is an element? ✓ What is a compound? ✓ What is a mixture? ✓ What is a chemical change?	Atoms and Calculations is part of the big scientific idea that the Periodic table lists all the elements that exist in the Universe with their atomic weight, atomic mass and chemical symbols. You will learn about how the structure of an atom and how the number of subatomic particles determines which element it is.	• Key Stage 4  TQRCG

Key Vocabulary

Atom: The smallest unit of matter	Subatomic Particle: the parts that make up an atom
Element: A substance made up of only one type of atom	Compound: Contains two or more different elements that are chemically bonded together
Mixture: Contains two or more different substances that are not chemically joined together.	Proton: Positively charged particle in the atom (found in the nucleus)
Neutron: Neutral particle in the atom (found in nucleus)	Electron: Negatively charged particle in the atom (found in the shells)
Nucleus: The centre of an atom	Electron Shell: Orbits around the nucleus of an atom that contain electrons
Group: A column on periodic table (all elements in the same group have similar properties).	Period: A row on the periodic table.
Properties: Characteristics or features of something.	Periodic Table: A table of elements which are organised into groups and periods.
Atomic Number: The number of protons that an element contains	Mass Number: The number of protons and neutrons that an element contains
Alkali Metals: Elements that are found in group 1 of the periodic table	The Halogens: Elements found in group 7 of the periodic table
The Noble Gases: Elements found in group 0 of the periodic table	Unreactive: Elements that are stable and do not react with other atoms

Independent Learning Tasks

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

1. How small is an atom?
2. Name the subatomic particles, their masses and their charges.
3. Which subatomic particles are found in the nucleus?
4. Which subatomic particle is found in the shells?
5. Why do atoms have no overall charge?
6. What is the atomic number?
7. What is the mass number?
8. How do you work out the number of protons, neutrons and electrons using atomic and mass number?
9. How do you calculate percentage composition?



A diagram of an atom. The central nucleus is composed of blue spheres (protons) and green spheres (neutrons). Two concentric circles represent electron shells. Red dots on these circles represent electrons. Labels with arrows point to a 'NEUTRON' in the nucleus, a 'PROTON' in the nucleus, and an 'ELECTRON' on the outer shell.

Particle	Relative Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Nearly 0	-1

1 2 **Group numbers** 3 4 5 6 7 0

H He 1

Li Be B C N O F Ne 2

Na Mg Al Si P S Cl Ar 3

K Ca Sc Ti V Cr Mn Fe Co Ni Cu Zn Ga Ge As Se Br Kr 4

Rb Sr Y Zr Nb Mo Tc Ru Rh Pd Ag Cd In Sn Sb Te I Xe 5

Cs Ba La Hf Ta W Re Os Ir Pt Au Hg Tl Pb Bi Po At Rn 6

Fr Ra Ac Rf Db Sg Bh Hs Mt Ds Rg Cn Nh Fl Mc Lv Ts Og 7

Period numbers

Number of protons and neutrons → mass number → 4

atomic number → 2

Number of protons (same number of electrons)

He ← element symbol

Worked example (sodium):

$^{23}_{11}\text{Na}$

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

$$\% \text{ composition} = \frac{\text{mass of element}}{\text{mass of compound}} \times 100$$

Science

GCSE Equations



Biology: Magnification

$$\text{Magnification} = \frac{\text{Image size}}{\text{Actual size}}$$

Example:

The actual size of a leaf is **100mm**.

Under a magnifying glass it produces an image that is **200mm**.

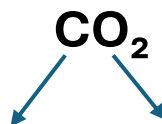
What is the magnification?

$$\text{Magnification} = \frac{200}{100}$$

$$\text{Magnification} = \times 2$$

Chemistry: Relative Formula Mass

Atomic Mass of each element in a compound added together



Carbon has a mass of 12

Oxygen has a mass of 16

$$\text{RFM of CO}_2 = 12 + (16 \times 2) = 44$$

Chemistry: % Composition by Mass

$$\text{Percent Composition} = \left(\frac{\text{Mass of Element}}{\text{Total Mass of Compound}} \right) \times 100$$

Example: Calculate the % by mass of carbon in carbon dioxide?

$$\% \text{ Composition} = \frac{12 \text{ (Mass of Carbon)}}{44 \text{ (RFM of Carbon Dioxide)}} \times 100$$

$$\% \text{ of Carbon} = 27.3\%$$

Physics: Kinetic Energy

$$\text{Kinetic Energy} = 0.5 \times \text{mass} \times (\text{speed})^2$$

Example: A runner has a mass of 75kg and runs at 6m/s. Calculate the Kinetic Energy of the runner?

$$\text{Kinetic Energy} = 0.5 \times 75 \times 6^2$$

$$\text{Kinetic Energy} = 1350\text{J}$$

Physics: Elastic Potential Energy

$$\text{EPE} = 0.5 \times \text{spring constant} \times (\text{extension})^2$$

Example: A pogo stick has a spring constant of 300 N/m. Calculate the energy transferred to stretch the spring by 0.1m?

$$\text{Elastic Potential Energy} = 0.5 \times 300 \times 0.1^2$$

$$\text{Elastic Potential Energy} = 1.5\text{J}$$

Physics: Gravitational Potential

$$\text{GPE} = \text{mass} \times \text{gravitational field} \times \text{height}$$

Example: A weightlifter raises a bar of a mass of 62kg to a height of 2.5m. Calculate the potential energy of the bar?

$$\text{Gravitational Potential Energy} = 62 \times 9.8 \times 2.5$$

$$\text{Gravitational Potential Energy} = 1519\text{J}$$

Energy Efficiency

$$\text{efficiency} = \frac{\text{useful energy output}}{\text{total energy input}}$$

Example: A light bulb is supplied with 100J of electrical energy. 45J are used for light and 55J are wasted as thermal energy. Calculate the efficiency?

$$\text{Efficiency} = 45 / 100$$

$$\text{Efficiency} = 0.45$$

Specific Heat Capacity

$$\text{Change in Energy} = \text{mass} \times \text{SHC} \times \text{Temp Change}$$

Example: How much energy is needed to raise the temperature of 3kg of copper by 10°C. The SHC of copper is 385 J/kg°C.

$$\text{Energy} = 3 \times 385 \times 10$$

$$\text{Energy} = 11,550\text{J}$$



River Processes and Management

This builds on:	Why this topic:	This links to:
This builds on work studied in year 7 on erosional processes in coastal areas. It also develops map skills to identify features and describe landscapes.	Why this topic? This topic allows you to gain understanding of many natural features we see, explaining their formation and characteristics. You will also study the causes and issues of flooding and evaluate different strategies to solve this problem.	This links to work at GCSE on both physical processes and management issues in both the coasts and rivers topics.

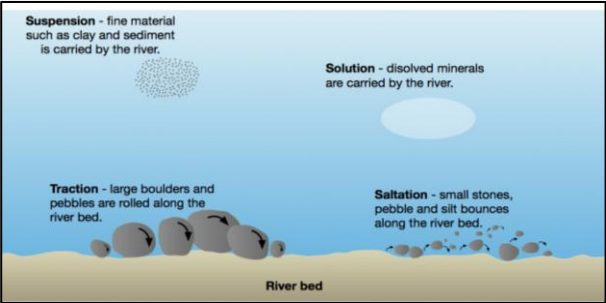
Key Vocabulary	
Erosion: The breakdown and removal of material	Source: Where a river starts
Transportation: The process which moves material down the river	Mouth: Where a river meets the sea
Deposition: The dropping of material carried by a river when it loses material	Thalweg: The line of fastest flow in a river
Confluence: Where 2 or more rivers meet	Deforestation: The cutting down and removal of trees
Drainage Basin: An area of land drained by a river and its tributaries	Hydrograph: A graph which shows the amount of water in a river (discharge) and how this changes linked to a rainfall event

Key Retrieval

Processes of Erosion:

- Hydraulic Action** – as the water is forced into the sides of the river channel, air is compressed in the small cracks in the rock. Tiny fragments of rock get broken away as the process is repeated.
- Abrasion** – the river picks up eroded rocks, pebbles and sand. The material then rubs against the channel, wearing it away.
- Attrition** – eroded materials in the river bump into each other and eventually wear each other down.
- Solution** – water reacts with minerals in rocks, and the structure of the rock is changed.

Processes of Transportation:



Cultural Capital

- Awareness of the natural environment**
To understand the world around us and our place within it
- River safety**
To be aware of the risks associated with rivers and how we need to be careful around them
- Flooding**
To be able to identify how humans are increasing flood risk and what can be done to try and reduce this

Home Learning Tasks:

- Create a collage using images, words and photographs to show the features of a river.
- Create a full colour storyboard and script to depict the key information in the formation of at least 2 river features.
- Research the flood defences in a UK city (like York) - create a presentation or booklet with details and images about them

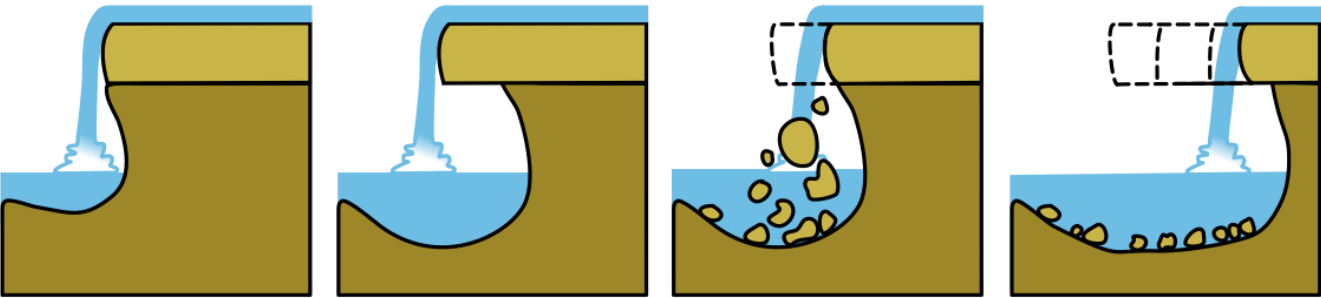




River Processes and Managment

The formation of a waterfall

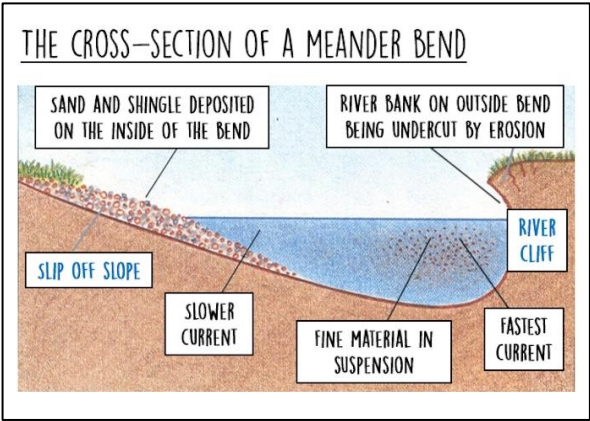
Key retrieval



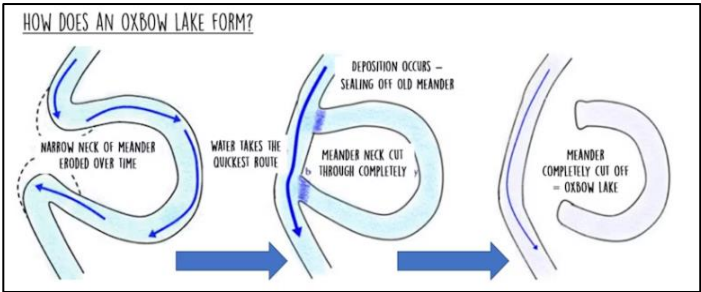
1. Waterfalls typically form in the upper stages of a river. They occur where a band of hard rock overlies a softer rock. Falling water and rock particles erode the soft rock below the waterfall, creating a plunge pool.
2. The soft rock is undercut by erosional processes such as hydraulic action and abrasion creating a plunge pool where water and debris swirl around eroding the rock through corraision further deepening it and creating an overhang.
3. Hard rock overhang above the plunge pool collapses as its weight is no longer supported.
4. Erosion continues and the waterfall retreats upstream leaving behind a gorge.



Meander formation



Oxbow lake formation



Hard Engineering		Soft Engineering	
Dam/Reservoir	Regulate river flow Water can be stored to drink or for HEP. Expensive & flood large areas of land.	Afforestation	Cheap and trees can obstruct the flow of water through, leaves and roots.
Channel Straightening	Speeds up water flow to reduce flood risk but can pass on the risk to other areas downstream. Ca n damage wildlife habitats.	Floodplain Zoning	Restricts different land uses to certain zones on the floodplain. Can reduce the cost of damage but can be difficult to implement.





Tectonic Hazards & Management

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 map skills to identify features and describe landscapes.	Why this topic? This topic allows you to gain understanding of some of the most powerful processes shaping our planet. You will learn how volcanoes, earthquakes and tsunamis occur, why people live in areas near them and how the risks can be reduced.	This links to work at GCSE on both physical processes and hazard management issues

Key Vocabulary

Conservative Margin: Where two tectonic plates move past each other	Long term response: Later reactions that occur in the weeks, months and years after the event.
Constructive Margin: Where two tectonic plates move apart.	Primar effects: The initial impact of a natural event on people and property, caused directly by it.
Crust: The rigid shell that surrounds the mantle. Oceanic crust is thinner but denser than continental crust	Secondary effects: The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale
Destructive Margin: Where a continental plate is subducted by an oceanic plate	Richter Scale: A numerical scale for expressing the magnitude of an earthquake from 0 -10
Immediate Response: The reaction of people as the disaster happens and in the immediate aftermath.	Tsunami: Giant waves caused by earthquakes or volcanic eruptions under the sea

Key Retrieval

The distribution of volcanoes and earthquakes



- The distribution is not random.
- Narrow bands along plate margins.
- Occur on both land and sea.
- Volcanoes are found at constructive and destructive plate margins.
- Earthquakes occur at all three boundaries



Cultural Capital

1. Awareness of the natural environment

To understand the world news about earthquakes, volcanoes and tsunamis

2. World Knowledge and appreciation

Builds on knowledge of different countries and how people live with tectonic hazards

3. Awareness of others

Encourages empathy by showing how communities respond to disasters

4. Management and decision making

Develops real life decision-making skills about risk and safety

5. Links to other subjects

Connects science to everyday life and some of the landscapes we see



Home Learning Tasks:

- Design and create a jigsaw for the plates of the earth
- Create a public safety poster booklet which provides advice on how people should prepare and act in a natural disaster
- Produce a presentation including a series of diagrams and information which explain what happens at the 3 main plate boundaries
- Create a model of an erupting volcano Research a recent volcanic eruption and write a news report on the causes, the effects and how people tried to reduce the impact



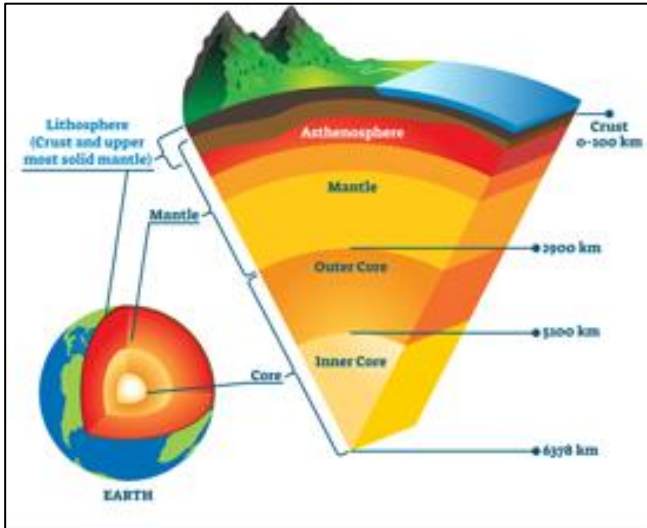
Geography – Term 2

Tectonic Hazards & Management

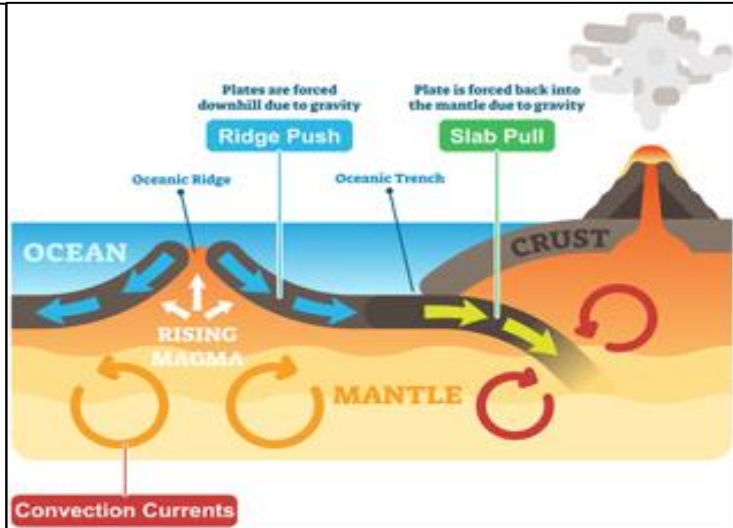


Key retrieval

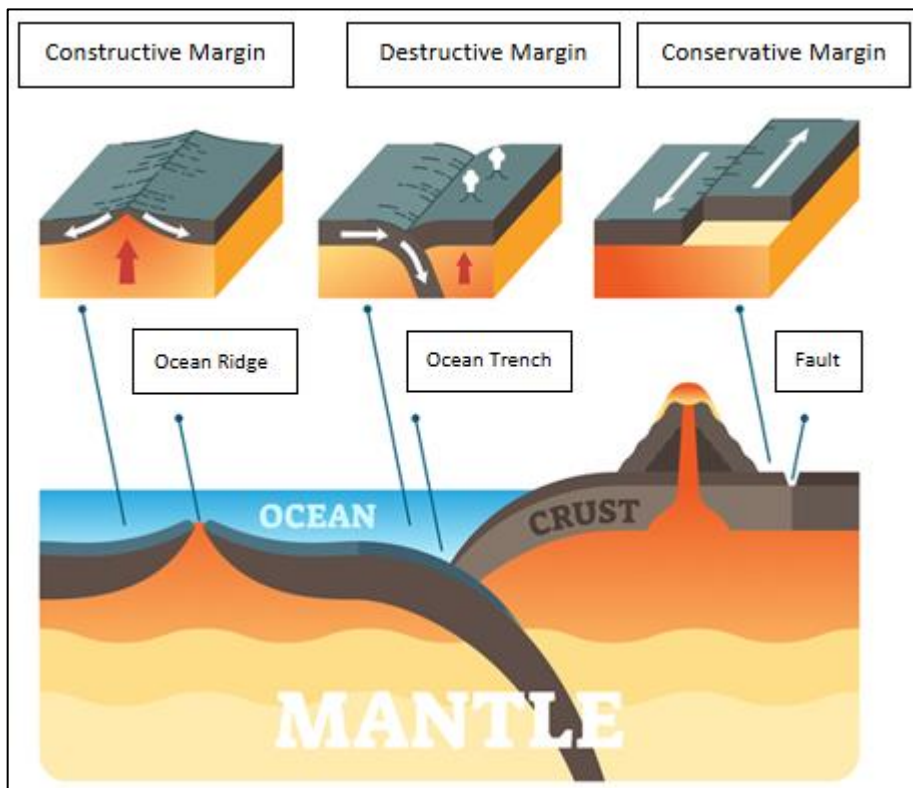
The structure of the Earth



How the plates move



Types of plate margin



Destructive Margin

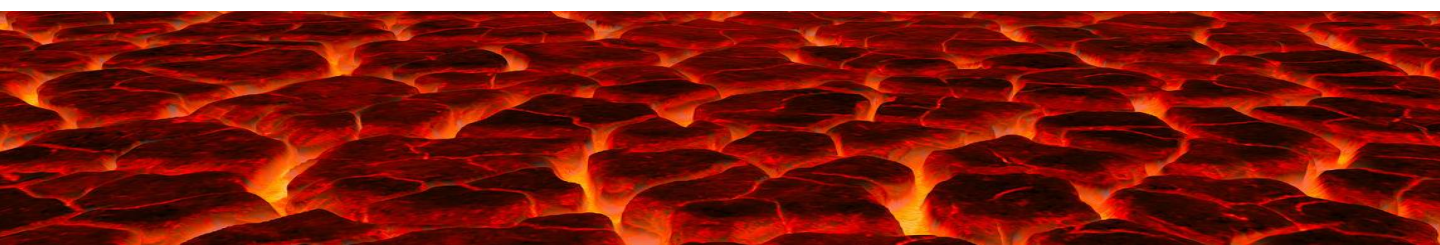
- Crust: oceanic and continental
- Landforms: fold mountains, ocean trench and composite volcanoes
- Hazards: earthquakes and volcanoes

Constructive Margin

- Crust: oceanic & oceanic/ continental & continental
- Landforms: ocean ridge/rift valley, shield volcanoes
- Hazards: earthquakes and volcanoes

Conservative Margin

- Crust: both
- Landforms: faults
- Hazards: earthquakes





Tectonic Hazards & Management



Key retrieval

Managing tectonic hazards



Prediction



Earthquakes

- Predicting location, date and time of earthquakes is notoriously difficult, though foreshocks can give an indication of a potential event.



Volcanoes

- Advance warning signals, such as earthquakes swarms and the deformation of land can support predicting volcanic eruptions.



Monitoring



Earthquakes

- Foreshocks monitored using seismometers.
- Radon detection devices used to monitor the release of radon from cracks prior to earthquakes.



Volcanoes

- GPS is used to monitor changes in the shape of a volcano.
- Seismometers used to detect magma moving.



Planning



Earthquakes

- Practice drills can be help e.g. Japan, Sept 1st.
- Emergency supplies and evacuation centres.
- Securing objects/furniture.



Volcanoes

- Exclusion zones
- Evacuation
- Educating people how to response



Protection



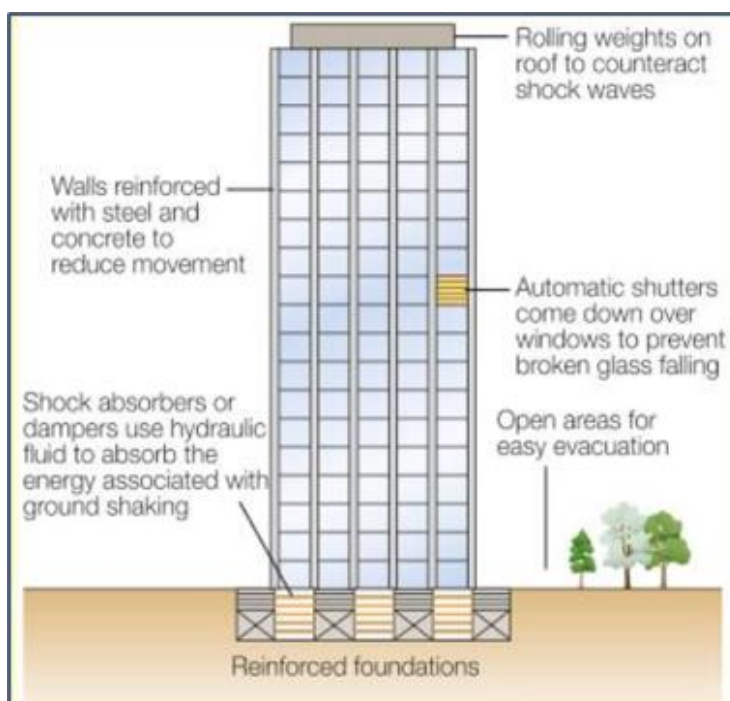
Earthquakes

- Building and transport infrastructure design can include shock absorbers.
- Sea walls constructed to protect from tsunamis.



Volcanoes

- Buildings cannot be completely designed to protect from volcanic eruptions.
- Evacuation by the authorities is likely to be the most effective method of protection.





Tectonic Hazards & Management



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

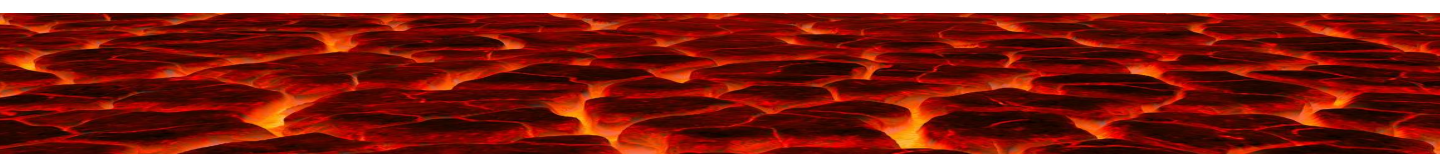
For example – where are earthquakes located?

Earthquakes are mostly found along tectonic plate boundaries.

Such as along the western coast of South America where the Pacific plate meets the Nazca plate.

This is because tectonic plate boundaries, stress and friction builds up due to convergent and divergent movements.

Therefore, you are more likely to find earthquakes when the stress builds too much, whereas in areas away from plate boundaries there are likely to be fewer earthquakes.





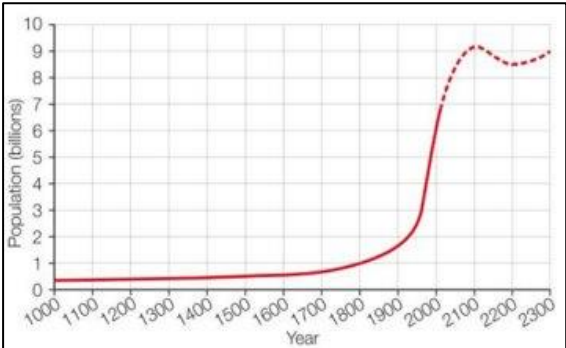
Urban issues and challenges

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

- Awareness of population change**
To understand how population changes across the globe
- World Knowledge and appreciation**
Builds on knowledge of different countries and how people live in different areas
- Awareness of others**
Encourages empathy by showing how communities respond to overpopulation in areas
- 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.

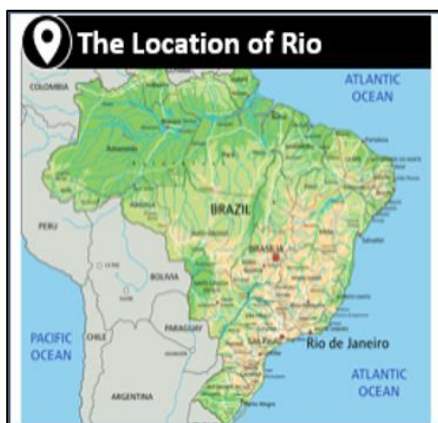
It is caused by push and pull factors.

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 are 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

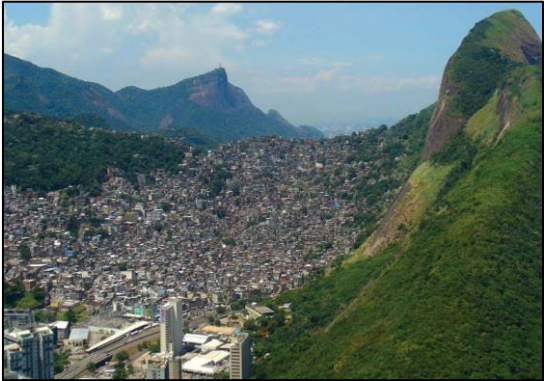


Key Concept – Reasons for Rio's growth

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 quickly 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.





©

History – Term 1

Fight for Democracy



This builds on:	Why this topic:	This links to:
This builds on understanding Year 7 and Year 8 as they would have finished the idea of change and revolution and how that carries on.	In this topic, we will look at how different groups fought for the right to vote and to have representation. We start to look at the beginning of voting equality from the Peterloo Massacre to the death of Emily Davison.	This links to future topics like WW1 and how that helps women get the vote and to other fundamental British values like Law and Democracy



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	
Suffrage: The right to vote in political elections.	Physical Force Chartism: The belief that more militant and aggressive methods were needed for men to get the vote.
Suffragette: A campaigner for women's suffrage, willing to break the law.	Rotton Borough: A smaller area that had a disproportionate number of MPs.
Suffragist: A campaigner for women's suffrage who believes in peaceful methods.	Hunger Strike: Some imprisoned suffragettes stopped eating to raise awareness for cause.
Chartists: Working class men who fought for the right to vote.	Enfranchisement: To be granted the vote or the state of having the vote.
Moral Force Chartism: The belief that peaceful methods like petitions and protest would help get men the vote.	Peterloo Massacre: The largest working class gathering for political reasons which ended with a brutal response by the cavalry in Manchester.

Key Retrieval

KEY EVENTS:

1897 – NUWSS formed. Millicent Fawcett is leader.
1903 – WSPU is formed by Emmeline Pankhurst and daughters.
1905 – Militant campaign begins – Christabel Pankhurst and Annie Kenney arrested.
1908 – Mass rally in London – 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.
1909 – Hunger strike and force feeding starts. Marian Wallace Dunlop becomes the first hunger striker.
1913 – Militant bomb and arson campaigns and increasing arrests which results in the passing of the 'Cat and Mouse Act'.
1913 – Emily Davison is struck by a horse and dies 4 days later. She becomes a Martyr for the cause.
1918 – Women over 30 are given the right to vote.



Peaceful vs. Militant

Moral Force Chartism: Led by a man called Peter Lovett. They believed that the vote for working class men could be gained peacefully through petitions and the Great Charter.

Physical Force Chartism: Led by a man called Feargus O'Connor. He was a working-class man who believed that only violent militant action would allow all men the right to vote. This led to actions like the Newport Rising in 1839.

Suffragists: Set up by Millicent Fawcett and supported by mostly middle-class women believed petitions would be the way to get the vote.

Suffragettes: Created by Emmeline Pankhurst, mostly comprised of working-class women. They believed in 'deeds not words'. This eventually led to the death of Emily Davison.

Home Learning Tasks:

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



History – Term 1

The First World War



This builds on:	Why this topic:	This links to:
This builds on understanding from Y8 with a focus on 20th century history and on previous topics of the impact of war.	Why this topic? In this topic, we will look at the long-term and immediate causes of the First World War. We will look at certain battles that impacted British memory and look at how people decided to join up to the war effort.	This links future topics in KS4 in which this will be a unit of work and helps prepare for WW2 unit later in the year.

Key Vocabulary	
Causes: Something or someone that brings about a result or effect.	Assassination: The act of murdering a usually important person by a surprise attack.
Nationalism: The belief that your country is better than anyone else's.	Trenches: Long, deep ditches dug as protective defenses in war.
Alliances: Two or more countries who agree to support each other when needed.	Mobilise: Prepare and organise troops or soldiers and weapons.
Empires: A group of countries controlled by one single power/ruler.	Arms Race: A competition between two or more countries to have the best armed forces.
Imperialism: The desire to take over and conquer other countries.	Strategy: A plan of action aimed to achieve a long-term goal.



Key Retrieval

M.A.I.N. CAUSES OF WORLD WAR I

Militarism

Alliances

Imperialism

Nationalism

Franz Ferdinand: He was the heir to the Austro-Hungarian Empire. He was assassinated in 28th June 1914, which would become the catalyst for the First World War.

General Haig: He was a lead general in the First World War – particularly the Battle of the Somme. He would become known as 'The Butcherer of the Somme' as he sent many young men to their deaths by sending them over the top of the trenches.

General Hindenburg: One of the last German commanders of the First World War. He and General Ludendorff made one last ditch attempt to beat the allies but this failed. He would eventually become President of the new Weimar Republic.

Home Learning Tasks:

- Create a fact file on any of the major battles that you would like to research.
- Create a trench model that represents what life on the trenches would be like on the Western Front in 1914. See homework sheet for more information.
 - See homework sheet for further home learning tasks and information above.



History – Term 1

The First World War



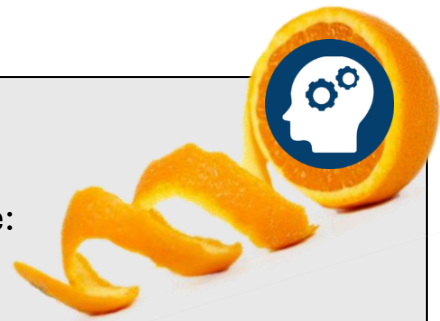
World War I, also known as the Great War, was a global conflict primarily fought in Europe from 1914 to 1918. It involved the Central Powers (Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria) against the Allied Powers (France, Great Britain, Russia, Italy, Japan, and eventually the United States). The war began after the assassination of Archduke Franz Ferdinand of Austria-Hungary, which triggered a series of diplomatic and military responses that escalated into a wider conflict. The war resulted in the deaths of millions and reshaped the political landscape of Europe



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 – Describe one reason why the First World War began?

One reason for the outbreak of the First World War was the alliances. For example, two major alliances emerged; the Triple Entente, which was formed of France, Britain and Russia, and the Triple Alliance, which consisted of Germany, Austria-Hungary and Italy. This led to war as one small issue between countries could ensure that all of the major powers of Europe are dragged into a war over an insignificant issue and lead to more destruction and deaths. Therefore, alliances was an important reason for the outbreak of war because it would cause the major powers to be at war and lead to even more deaths,





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:

- Create a Newspaper report on the events of the Battle of Stalingrad.
- Create a wanted poster for a suffragette. This should include the actions they did and what they said when arrested.
- 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 20 th 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.
Tarriiffs: 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 and 1933 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



The Problem of Evil and the Holocaust

This builds on:	Why this topic:	This links to:
This builds on students RITA values and basic knowledge from primary school.	One of the biggest state sponsored genocides the world has ever seen, which brought devastation to Europe.	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	
Theodicy An attempt to justify God in the face of evil	The Holocaust : the mass murder of Jews and other groups of people considered by the Nazi's to be 'undesirable' during the second world war
Omnipotent All powerful	Auschwitz: the largest concentration camp
Omniscient All knowing	Ghetto : a small area usually with poor housing and sanitation, where many people live
Omnibenevolent All loving	Moral evil and suffering : this is suffering caused by the actions of humans. Examples include acts of murder and war
Omnipresent All present	Natural evil and suffering : this is suffering caused by nature. Examples include tornados, tsunami's, earthquakes



Key Retrieval

What was the Holocaust?

Hitler blamed the Jewish people for Germany's defeat in the First World War. Nazi race-scientists incorrectly claimed that the Jewish people were sub-human. As soon as Hitler came to power, he introduced a programme of persecution,. The Nuremberg Laws (1935) deprived Jewish people of many of their civil rights. On 9 November 1938, Kristallnacht, or the 'Night of Broken Glass', took place. Jewish businesses, synagogues and homes were attacked and destroyed. This was a response to the assassination of a German diplomat by a Polish Jewish man in Paris. After the outbreak of World War Two in 1939, the Nazis stepped up the persecution of the Jewish people: they were herded into overcrowded 'Ghettos'. After 1941, following the invasion of the Soviet Union, Nazi death-squads, called 'einsatzgruppen', murdered more than a million Jewish people in eastern Europe. Nobody knows how many Jewish people died during the Holocaust, but the usual figure given is 6 million. The Jews were not the only group of people whom the Nazis considered to be undesirable. They persecuted other groups such as; gypsies, homosexuals and disabled people.

How evil and suffering cause problems for religious beliefs.

The existence of evil and suffering is important because it can cause problems for Christians' belief in God. God is described as all-loving, as stated in Psalms 103:8: The Lord is compassionate and gracious. Some Christians cannot believe that an Omnibenevolent God would design a world full of natural evils. They find it easier to believe these are random acts of nature. Some Christians also find it hard to believe in an omnipotent God. They question why God would allow humans to cause so much evil and suffering if he had the power to stop them from doing so. Another problem relates to the idea that God is omniscient. This means God would have known about all the evil and suffering that would come from him creating the universe the way he did. Some Christians therefore wonder why he did not create the universe without this potential for evil and suffering. This suggests that, because evil and suffering clearly exist in the world, either God does not exist, or he cannot be omnibenevolent, omnipotent and omniscient.



Home Learning Tasks:

- 'Morals are always with us, it's what we choose to do with it, that's what counts.' Explain this statement in detail.
- Create a poster explaining how the holocaust affected the Jewish people.
- How can you live an ethical life if you're not religious? Explain your answer in detail.

Religious Studies



Zigmund, his aunt and two cousins were sent to Auschwitz, where the 7-year-old was gassed on May 21, 1944.



On March 10, 1945, Nesse was liberated by Soviet troops. In 1950, Nesse immigrated to the United States.



On May 8, 1945, Inge and her parents were liberated. They then emigrated to the United States in May 1946.



Henoch and his family were sent to Belzec camp on where they were gassed. Henoch was 3 years old.



Lidia and her parents were sent to Auschwitz and were never heard from again.



In June 1945 Doriane was one of many inmates evacuated from the camp on cattle trains and then freed by Soviet troops. A year later, she settled in the United States.



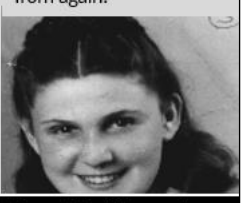
In 1948 Eva was 18, she and her parents emigrated to the United States.



Helen was killed upon arrival at Auschwitz on May 31, 1944. She was 13 years old.



Liberated by American troops, Ruth returned to Prague. She was the sole survivor of her family.



She weighed 48 pounds when she was liberated at Seehausen on May 1, 1945. Judith emigrated to the United States in 1948.



On May 18, 1944, Tommy was sent to Auschwitz. And gassed on July 11, 1944. He was 7 years old.



Jacob spent the rest of the war in labor camps. In 1947, He settled in Israel in 1948.



In August 1942 Max and his mother were deported to the Treblinka camp, where they were gassed upon arrival. Max was 3 years old.



Paula and her father were discovered by the Germans and shot. She was 14 years old.



Esther and her family died at Treblinka



Write Like an Expert		
4 MARKS • Point • Explain • Point • Explain	5 MARKS • Point • Evidence • Explain • Point • Explain	12 MARKS • Point • Evidence • Explain • Link Include: • Two Arguments For • Two Arguments Against • Conclusion

Religious Studies

Religion in the modern day

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**

 - 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.
 - 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
 - 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

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



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
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 beliefs of hatred and 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 prejudge 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.

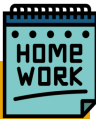
Discrimination-

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)



French Term 1

Ma Routine



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 je prends le petit déjeuner je me douche je me coiffe je m'habille je me lave les dents je quitte la maison je me lave je me couche	I get up I have breakfast I have a shower I do my hair I get dressed I clean my teeth I leave the house I have a wash I go to bed
se coucher je me couche tu te couches il/elle se couche on se couche nous nous couchons	to go to bed I go to bed you (singular) go to bed he/she goes to bed we go to bed we go to bed

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

Telling the time.	
 Une heure	 Deux heures
 Trois heures	 Sept heures
 Quatre heures	 Huit heures
 Cinq heures	 Neuf heures
 Six heures	 Dix heures
	 Onze heures
	 Douze heures / Midi



French Term 1

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>I want to be.....</i>
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 végétarisme?	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.) <i>jouer</i> (to play)	<i>je joue</i>	<i>j'ai joué</i>	<i>je vais jouer</i>
key irregular verbs	<i>boire</i> (to drink)	<i>je bois</i>	<i>j'ai bu</i>	<i>je vais boire</i>
	<i>faire</i> (to do / make)	<i>je fais</i>	<i>j'ai fait</i>	<i>je vais faire</i>
	<i>prendre</i> (to take)	<i>je prends</i>	<i>j'ai pris</i>	<i>je vais prendre</i>
	<i>aller</i> (to go)	<i>je vais</i>	<i>je suis allé(e)* on est allé(e)s*</i>	<i>je vais aller</i>

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 1



Ma Routine & Mon Avenir

Healthy Lifestyle

En général, ... mais à l'avenir, ...

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

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

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

4

musique



équipe



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

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

Home learning:

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

French Term 2

Mon Monde À Moi



This builds on:	Why this topic:	This links to:
This builds on self, family and friends from Year 7 and 8	Why this topic? This is the first of our French topics this year. You will learn to give and understand information about yourself and your family	This links to the units on likes and dislikes and also to the GCSE unit of friends and family

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



Key Vocabulary	
Ça va? – How are you?	Qu’est-ce que tu aimes? –What do you like?
Comment t’appelles-tu? What is your name?	Tu es comment? What are you like?
Ça s’écrit comment? – How do you spell it?	Tu as des frères et soeurs? – Do you have any brothers and sisters?
Quel âge as-tu? How old are you?	Tu as un animal? – Do you have a pet?
C’est quand ton anniversaire? – When is your birthday?	Il / elle est comment? – What is he/she/it like?

Key Retrieval

Décris les personnes.
Describe the people.



Il a <i>He has</i> Elle a <i>She has</i> Ils/Elles ont <i>They have</i>	le visage long. <i>a long face.</i>			
	les cheveux <i>hair.</i>	longs <i>long</i> courts <i>short</i>	et <i>and</i>	blonds. <i>blond</i> noirs. <i>black</i> bruns. <i>dark/brown</i> gris. <i>grey</i> blancs. <i>white</i> roux. <i>ginger</i> châtains. <i>chestnut brown</i>
	les yeux <i>eyes.</i>	bleus. <i>blue</i> marron. <i>brown</i> verts. <i>green</i>		
Il porte <i>He is wearing</i> Elle porte <i>She is wearing</i> Ils/Elles portent <i>They are wearing</i>	des lunettes. <i>glasses.</i> des lunettes de soleil. <i>sunglasses.</i>			

Home learning:

- 1) Learn the vocabulary as asked by your class teacher each week.
- 2) Complete the tasks on [Languagenut.com](https://www.Languagenut.com)
- 2) Describe your favourite celebrity. Why do you like them?
- 3) Who is your role model? Why? What have they done to make you admire them?

Term 2 Mon Monde à Moi



Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas?

Do you (always) get on well with your friends? Why / Why not?

Il est He is Elle est She is	amusant/amusante. funny. patient/patiente. patient. actif/active. active. sportif/sportive. sporty. travailleur/travailleuse. hard-working. sérieux/sérieuse. serious. ennuyeux/ennuyeuse. boring. beau/belle. beautiful. calme. calm. sympa. kind/nice.
---------------------------------------	---

Tu t'entends (toujours) bien avec tes amis / ta famille?

Do you (always) get on well with your friends / family?

Je m'entends <i>I get on</i>	(assez/très) bien <i>(quite/very) well</i>	avec mon ami / mon amie. <i>with my friend.</i> avec mon meilleur ami / avec ma meilleure amie. <i>with my best friend.</i> avec mon père / frère – <i>with my dad/brother</i> avec ma mère / soeur – <i>with my mum/sister</i> avec mes amis. <i>with my friends.</i> avec mes vieux amis de l'école primaire. <i>with my old friends from primary school.</i>			
Je ne m'entends pas <i>don't get on</i>	(très) bien <i>(very) well</i>	avec les <i>with the</i>	filles <i>girls</i>	de mon <i>from my</i>	club de foot. <i>football club</i>
			garçons <i>boys</i>		club de natation. <i>swimming club.</i>

On s'amuse bien ensemble.
We have a lot of fun together.

Qui est ton modèle dans la vie? Pourquoi?

Who is your role model in life? Why?

Mon modèle s'appelle ... My role model is called ...
Un exemple de bon modèle, c'est ... An example of a good role model is ...

Je le suis parce qu'il est I follow him because he is Je la suis parce qu'elle est I follow her because she is	amusant(e). funny. intelligent(e). intelligent. créatif/créative. creative. actif/active. active. féministe. a feminist. ordinaire. ordinary. extraordinaire. extraordinary.
Il est connu pour He is known for Elle est connue pour She is known for Il/Elle est devenu(e) une célébrité (sur TikTok) à cause de He/She became a celebrity (on TikTok) because of	ses films. his/her films. ses messages positifs. his/her positive messages. sa personnalité. his/her personality. sa créativité. his/her creativity. son livre. his/her book. ses vidéos. his/her videos.
Il/Elle He/She	m'inspire. inspires me. m'encourage. encourages me.

Key facts



	masculine	feminine	plural
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses



Normalement, qu’est-ce que tu fais pour ton anniversaire?

Normally, what do you do for your birthday?

Je vais I go	chez mon père. to my dad’s house. chez mon voisin / ma voisine. to my neighbour’s house. en ville. into town. au cinéma. to the cinema. au parc. to the park.	
Je mange I eat	un grand repas a big meal des pizzas pizzas du gâteau cake au restaurant at the restaurant	avec mes amis. with my friends. avec ma famille. with my family.
Je danse I dance Je chante I sing J’organise une grande fête I organise a big party Je fais la fête I celebrate/party		
Je reçois I receive	des cartes. cards. des cadeaux. presents. des messages. messages.	

L’année dernière, qu’est-ce que tu as fait pour ton anniversaire?

Last year, what did you do for your birthday?

Je suis allé(e) I went	chez mon père. to my dad’s house. chez mon voisin / ma voisine. to my neighbour’s house. en ville. into town. au cinéma. to the cinema. au parc. to the park.	
J’ai mangé I ate	un grand repas a big meal des pizzas pizzas du gâteau cake au restaurant at the restaurant	avec mes amis. with my friends. avec ma famille. with my family.
J’ai dansé I danced J’ai chanté I sang J’ai organisé une grande fête I organised a big party J’ai fait la fête I celebrated/partied		
J’ai reçu I received	des cartes. cards. des cadeaux. presents. des messages. messages.	

L’année prochaine, qu’est-ce que tu vas faire pour ton anniversaire?

Next year, what are you going to do for your birthday?

Je vais aller I am going to go	chez mon père. to my dad’s house. chez mon voisin / ma voisine. to my neighbour’s house. en ville. into town. au cinéma. to the cinema. au parc. to the park.	
Je vais manger I am going to eat	un grand repas a big meal des pizzas pizzas du gâteau cake au restaurant at the restaurant	avec mes amis. with my friends. avec ma famille. with my family.
Je vais danser I am going to dance Je vais chanter I am going to sing Je vais organiser une grande fête I am going to organise a big party Je vais faire la fête I am going to celebrate/party		
Je vais recevoir I am going to receive	des cartes. cards. des cadeaux. presents. des messages. messages.	

French Term 3

Mes passe-temps!



This builds on:	Why this topic:	This links to:
This builds on from term 1 “My world& I “ and helps you to develop your understanding .	Why this topic? It is smooth continuation having learnt about yourself and your family. Now you get to develop further your knowledge about yourself, your free time activities and your opinions about them.	This links to the units on freetime, likes and dislikes, also to the GCSE unit of friends and family

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



Making arrangements to go out

Tu viens au cinéma? Are you coming to the cinema?	Ça dépend. Qu'est-ce que tu vas voir? It depends. What are you going to see? Bonne idée! Je veux bien Good idea! I'd like to	Je vais regarder I'm going to watch	une comédie - a comedy un film d'animation - an animated film un film romantique - a romantic film un film d'action - an action film un film d'horreur - a horror film un film de science-fiction - a sci-fi film un film de superhéros - a superhero film
	je n'ai pas envie - I don't want to tu rigoles? - are you joking? désolé(e) je ne peux pas ce soir - sorry I can't tonight		

Using 3 tenses – Past, present and future

Normalement - Normally	je vais au cinéma - I go to the cinema j'écoute de la musique - I listen to music je lis des BD - I read comics nous jouons en ligne - we play online
Le weekend dernier - Last weekend	je suis allé(e) ... I went j'ai choisi - I chose j'ai visité - I visited
Le weekend prochain - Next weekend	je vais aller - I'm going to go je vais visiter _I'm going to visit on va prendre - we are going to take

- Home learning:
- 1) Learn the vocabulary as asked by your class teacher each week.
 - 2) Complete the tasks on [Languagenut.com](https://www.Languagenut.com)
 - 3) Find out about the popular hobbies in France. Are they similar to yours?
 - 4) Watch a TV programme in French.



French Term 3



Mes Passe-temps

Discussing viewing habits.

J'aime I like	les comédies - comedies les dessins animés - cartoons les documentaires - documentaries les feuilletons - soaps les infos - the news	parce qu'ils /elles sont	ridicules - ridiculous divertissant(e)s - entertaining intéressant(e)s - interesting passionnant(e)s - exciting
Je n'aime pas I don't like	les jeux (télévisés) - gameshows les séries (policières) - (pólice) series les émissions de cuisine / musique / sport / science-fiction / télé- réalité - cookery/ music/ sport/ science fiction / reality programmes	because they are	plein(e)s d'action - full of action ennuyeux/euse - boring nuls/nulls - rubbish marrant(e)s - funny bêtes - stupid

les comédies (f)	les émissions (f) de ...
les dessins (m) animés	cuisine
les documentaires (m)	musique
les feuilletons (m)	science-fiction
les infos (f)	sport
les jeux (m) (télévisés)	télé-réalité
les séries (f) (policières)	



Quels sont tes passe-temps? Giving information about your hobbies.

Je bavarde / parle avec mes copains Je fais du cyclisme / du vélo Je lis/ je fais de la lecture Je nage / je fais de la natation Je ne lis pas beaucoup Je ne joue jamais à des jeux vidéos Je ne fais rien Je télécharge des chansons Je crée des playlists	I chat with my friends I go cycling I read I swim I don't read much I never play video games I don't do anything I download songs I create playlists
--	--

Using the past tense to narrate a past event – Quel désastre!

j'ai oublié mon passport j'ai cassé mon portable j'ai perdu mon porte-monnaie j'ai choisi le poisson j'ai beaucoup vomi je suis tombé(e) sur la plage je suis resté(e) au lit on a raté l'avion on est arrivés en retard je n'ai pas acheté de souvenirs je n'ai pas pris de photos je ne suis pas sorti(e) Quel désastre! Quelle horreur!	I forgot my passport I broke my phone I lost my purse I chose the fish I vomited a lot I fell over on the beach I stayed in bed we missed the plane we arrived late I didn't buy any souvenirs I didn't take any photos I didn't go out What a disaster! How horrible!
---	---

Key sounds			
ain /in		é(ay)	
train 	sapin 	cinéma 	thé
Silent final consonant – shhh!			
Un fruit 	Je bois 	Le pied 	



French Term 3

Mes Passe-temps

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

Giving more complex opinions about TV and film

Adjectival agreement

masculine plural	feminine plural	English
divertissants	divertissant es	entertaining
intéressants	intéressant es	interesting
marrants	marrant es	funny
passionnants	passionnant es	exciting
pleins d'action	plein es d'action	full of action
ennuyeux	ennuy eu ses	boring
nuls	nul les	rubbish
bêtes	bêtes	stupid
ridicules	ridicules	ridiculous

	masculine singular	feminine singular
Most adjectives	arrogant	arrogant e *
Ending in -e	modeste	modeste
Ending in -eur and -eux	travaille ur génére ux	travaille use génére use
Irregular adjectives	gentil beau	gentil le belle

* When you add -e after a final consonant, you pronounce the consonant.

Note that *laid* sounds like 'lay', but *laide* sounds like 'led'.

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)

finaleme**nt** - finally

Connectives

où - where

avec - with

German Key Vocabulary



Key Retrieval

0	null	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	22	zweiundzwanzig
7	sieben	23	dreiundzwanzig
8	acht	24	vierundzwanzig
9	neun	25	fünfundzwanzig
10	zehn	26	sechszundzwanzig
11	elf	27	siebenundzwanzig
12	zwölf	28	achtundzwanzig
13	dreizehn	29	neunundzwanzig
14	vierzehn	30	dreißig
15	fünfzehn	31	einunddreißig

40	vierzig
50	fünfzig
60	sechzig
70	siebzig
80	achtzig
90	neunzig
100	hundert
120	hundertzwanzig
200	zweihundert
1000	tausend

	schwarz		braun
	rot		lila
	gelb		rosa
	orange		blau
	grün		grau
	beige		weiß



Key verbs

Ich bin	I sm
Du hast	you are
Er hat	he is
Sie hat	she is
Wir haben	we are
Ihr habt	you are
Sie haben	You are(pol)_
Sie haben	They are

Ich habe	I have
Du hast	you have
Er hat	he has
Sie hat	she has
Wir haben	we have
Ihr habt	you habe
Sie haben	You have(pol)
Sie haben	They have

Ich spiele	I play
Du spielst	you play
Er spielt	he plays
Sie spielt	she plays
Wir spielen	we play
Ihr spielt	you play
Sie spielen	You play
Sie spielen	They play

German Term 1

Meine Lieblingssachen



This builds on:	Why this topic:	This links to:
Hobbies Likes and dislikes Your possessions.	Why this topic? It is smooth continuation having learnt about yourself and your family. Now you get to develop further your knowledge about yourself, your free time activities and your opinions about them.	This links to the units on freetime, likes and dislikes, also to the GCSE unit of friends and family

Making arrangements to go out

≡ Meine Lieblingssachen ♡ ≡

Das ist, was ich mag! Ich benutze „ich liebe“, „ich mag“ oder „mein(e) Lieblings- ... ist/sind ...“.

Freizeit



Ich **liebe** Fußball.



Ich **mag** Netflix.



Meine Lieblingsmusik ist Pop.

Essen und Trinken



Ich **liebe** Pizza.



Ich **mag** Pasta.



Ich **trinke** **gern** Wasser.

Schule



Mein Lieblingsfach ist Englisch.



Ich **mag** Deutsch und Kunst.



Ich **benutze** **gern** meinen Laptop.

Familie und Freunde



Ich **liebe** meine Familie.



Ich **verbringe** **gern** Zeit mit meinen Freunden.

Tiere



Ich **liebe** Hunde.



Ich **mag** Katzen.

Hobbys



Ich **spiele** **gern** Gitarre.



Ich **zeichne** **gern**.



Ich **mache** **gern** Fotos.

Orte



Ich **liebe** den Strand.



Ich **mag** Berlin.



Ich **mag** die Berge.

Eigenschaften



Ich **bin** freundlich.



Ich **bin** hilfsbereit.



Ich **bin** sportlich.

☆ Beispielsätze

- Meine Lieblingsfarbe ist blau.
- Ich mag es, Filme mit meinen Freunden zu schauen.
- Ich liebe Schokolade.
- Am Wochenende spiele ich **gern** Fußball.

German Term 1



Meine Freizeit -Food and Drink

Was isst und trinkst du gern zum Frühstück?

What do you like to eat and drink for breakfast?

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

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

Was isst und trinkst du gern zum Frühstück?

What do you like to eat and drink for breakfast?

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

German Term 1

Meine Freizeit - Sport



This builds on:	Why this topic:	This links to:
This builds on work you will have done during term two, giving likes and dislikes.	You will learn to give and understand information about sports and activities.	- This links to topics such as likes and dislikes. - You will cover this at GCSE too.

Key Vocabulary	
Was spielst du? What do you play?	Ich spiele Tennis, Schach und Federball.. I play tennis, chess and badminton
Was spielst du gern? What do you like to play?	Ich spiele gern Fußball I like to play football.
Was ist dein Lieblingssport? What is your favourite sport?	Mein Lieblingssport ist Handball, weil es super ist! My favourite sport is handball, because it's super.
Was spielst du nicht gern? What do you not like to play?	Ich spiele nicht gern Golf, weil es schwierig ist I don't like to learn PE, because it's hard.

Key Retrieval

Was spielst du? What do you play?



Badminton



Basketball



Fußball



Wasserball



Eishockey



Tennis



Volleyball



Tischtennis



Handball

The verb *spielen* (to play) is a regular verb. It has the same endings as most verbs in German.

ich spiele	wir spielen
du spielst	ihr spielt
er/sie/es spielt	Sie spielen
	sie spielen

Ich spiele nicht gern
Rugby. 🇬🇧

Ich spiele gern
Tennis. 🇩🇪

Am liebsten, spiele
ich **Golf.** 🇬🇧

Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- Find out about the favourite German sport for teenagers.
- Can you find out the names of all the football teams in the Bundesliga?



German Term 1



Meine Freizeit -Media

This builds on:	Why this topic:	This links to:
This builds on work you will have done in Year 8	Why this topic? This is the first of our German topics this year. You will learn to give and understand information about yourself and your family	This links to all the units you will study, because it contains the basic building blocks for the past tense.

Key Vocabulary	
Innsbruck war groß. Es gab ein Stadium? – Innsbruck was big. There was a stadium.	Ich bin letztes Wochenende ins Kino gegangen.- Last weekend I went to the cinema.
Ich habe den Film furchtbar gefunden, weil er kindisch war. - I thought the movie was awful, because it was childish.	Sie haben Pizza gegessen und Cola getrunken. They ate Pizza and drank coke.
Mein Lieblingsschauspieler ist Kevin Hart, weil er unterhaltsam ist. – My favourite actor is Kecin Hart, because he is entertaining	Wir haben ein Drama zu Hause gesehen. – We watched a drama at home.

Was siehst du gern? What do you like watching?

Ich sehe gern <i>I like watching</i>	Actionfilme, <i>action films</i> Dramen, <i>dramas</i> Horrorfilme, <i>horror films</i> Komödien, <i>comedies</i> Liebeskomödien, <i>rom-coms</i> Science-Fiction-Filme, <i>science fiction films</i> Zeichentrickfilme, <i>Cartoons</i>	weil <i>becau se</i>	sie <i>they</i>	ein bisschen <i>a bit</i> sehr <i>very</i> ziemlich <i>quite/fairly</i> zu <i>too</i> total <i>totally</i> so <i>so</i> gar nicht <i>not at all</i>	blöd <i>stupid</i> gruselig <i>creepy</i> kindisch <i>childish</i> langweilig <i>boring</i> lustig <i>funny</i> romantisch <i>romantic</i> schrecklich <i>awful</i> spannend <i>exciting</i> unterhaltsa m <i>entertaining</i>	sind. <i>are.</i>
Ich sehe sehr gern <i>I really like watching</i>						
Ich sehe nicht gern <i>I don't like watching</i>						
Ich mag <i>I like</i>						
Ich hasse <i>I hate</i>						
Ich finde <i>I think</i>	Dramen <i>dramas (are)</i> Liebeskomödien <i>rom-coms (are)</i>		sehr <i>very</i> total <i>totally</i>		blöd. <i>stupid.</i> lustig. <i>funny.</i>	
Horrorfilme <i>Horror films</i>	sind <i>are</i>		gar nicht <i>not at all</i>		unterhaltsam. <i>entertaining.</i>	

Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- Research some facts about the countries that speak German. Which countries would you like to visit?
- Complete the activities on Active Learn



Media

Wie findest du (Rockmusik)? *What do you think of (rock music)?*
Magst du die Musik von (Helene Fischer)? *Do you like (Helene Fischer's) music?*

Ich mag <i>I (don't) like</i>	Rap <i>rap</i> Rock <i>rock</i>	(nicht)	denn <i>because</i>	er <i>it</i>	ist <i>is</i>	besonders <i>especially</i> sehr <i>very</i> wirklich <i>really</i>	bekannt. <i>well known</i> beliebt. <i>popular.</i> interessant <i>interesting</i> leise. <i>quiet.</i> lustig. <i>funny.</i>
	die Musik von (Mozart) <i>(Mozart's) music</i> klassische Musik <i>classical music</i> Popmusik <i>pop music</i> Tanzmusik <i>dance music</i>			sie <i>it</i>			
	Metal <i>metal</i>			es <i>it</i>		zu <i>too</i>	laut. <i>loud/noisy.</i> langsam. <i>slow.</i> langweilig <i>boring.</i>

Was ist deine Lieblingsmusik?
What is your favourite kind of music?

Ich liebe <i>I love</i>	Rap, <i>rap</i> Rock, <i>rock</i>	denn <i>because</i>	er <i>it</i>	ist <i>is</i>	total <i>totally</i> ganz <i>totally</i>	modern. <i>modern.</i> modisch. <i>stylish.</i> ruhig. <i>calm.</i> schnell. <i>fast.</i> schön. <i>beautiful.</i> spannend. <i>exciting/thrilling.</i> traurig. <i>sad.</i>
	die Musik von (Mozart), <i>(Mozart's) music</i> klassische Musik, <i>classical music</i> Popmusik, <i>pop music</i> Tanzmusik, <i>dance music</i>		sie <i>it</i>			
Meine Lieblingsmusik ist <i>My favourite music is</i>	Metal, <i>metal</i>		es <i>it</i>		ziemlich <i>quite</i> nicht <i>Not</i> gar nich <i>Not at all</i>	

German Term 1



Media

Wie findest du (Rockmusik)? *What do you think of (rock music)?*
Magst du die Musik von (Helene Fischer)? *Do you like (Helene Fischer's) music?*

Ich mag <i>I (don't) like</i>	Rap <i>rap</i> Rock <i>rock</i>	(nicht)	denn <i>because</i>	er <i>it</i>	ist <i>is</i>	besonders <i>especially</i> sehr <i>very</i> wirklich <i>really</i>	bekannt. <i>well known</i> beliebt. <i>popular.</i> interessant <i>interesting</i> leise. <i>quiet.</i> lustig. <i>funny.</i>
	die Musik von (Mozart) <i>(Mozart's) music</i> klassische Musik <i>classical music</i> Popmusik <i>pop music</i> Tanzmusik <i>dance music</i>			sie <i>it</i>			
	Metal <i>metal</i>			es <i>it</i>		zu <i>too</i>	laut. <i>loud/noisy.</i> langsam. <i>slow.</i> langweilig <i>boring.</i>

Was ist deine Lieblingsmusik?
What is your favourite kind of music?

Ich liebe <i>I love</i>	Rap, <i>rap</i> Rock, <i>rock</i>	denn <i>because</i>	er <i>it</i>	ist <i>is</i>	total <i>totally</i> ganz <i>totally</i>	modern. <i>modern.</i> modisch. <i>stylish.</i> ruhig. <i>calm.</i> schnell. <i>fast.</i> schön. <i>beautiful.</i> spannend. <i>exciting/thrilling.</i> traurig. <i>sad.</i>
	die Musik von (Mozart), <i>(Mozart's) music</i> klassische Musik, <i>classical music</i> Popmusik, <i>pop music</i> Tanzmusik, <i>dance music</i>		sie <i>it</i>			
Meine Lieblingsmusik ist <i>My favourite music is</i>	Metal, <i>metal</i>		es <i>it</i>		ziemlich <i>quite</i> nicht <i>Not</i> gar nich <i>Not at all</i>	

German Term 1

Meine Freizeit - Media



Was liest du gern oder nicht gern? *What do you like/don't you like reading?*

Ich lese gern <i>I like reading</i>	Biografien, <i>biographies</i> Blogs, <i>blogs</i> Comics, <i>comics</i> Fantasybüch er, <i>fantasy books</i> Krimis, <i>crime novels</i>	aber <i>but</i>	ich lese ... <i>reading</i>	nicht gern <i>don't like</i> lieber <i>prefer</i> am liebsten <i>like ... best</i>	Romane. <i>novels.</i> Sachbücher. <i>factual/non-fiction books.</i> Websites. <i>websites.</i> Zeitschriften. <i>magazines.</i> Zeitungen. <i>newspapers.</i>		
Ich mag <i>I like</i> Ich lese gern <i>I like reading</i>	Comics <i>comics</i> Zeitschriften <i>magazines</i>	und <i>and</i>	Fantasybücher, <i>fantasy books</i> Zeitungen, <i>newspapers</i>	weil <i>because</i>	sie <i>they</i>	interessant <i>interesting</i> unterhaltsam <i>entertaining</i>	sin d. <i>are</i> .
Am liebsten lese ich <i>I like reading ... best</i>	Romane. <i>novels.</i> Sachbücher <i>factual/non- fiction books.</i>		Ich finde sie <i>I think they are</i>	sehr <i>very</i>	romantisch. <i>romantic.</i> interessant. <i>interesting.</i>		
Meine Lieblingsbücher <i>My favourite books</i>	sind <i>are</i>		Biografien. <i>biographies.</i> Horrorbücher. <i>horror books.</i>				
Ich lese nicht gern. <i>I don't like</i>			Ich spiele lieber am Computer. <i>I prefer playing on the</i>				

Bist du süchtig? *Are you addicted?*

Wie oft sitzt du <i>How often do you sit</i>	vor dem Bildschirm? <i>in front of a screen?</i>	Ich sitze <i>I sit</i>	ab und zu <i>now and then</i> immer von 20 bis 22 Uhr <i>always from 8pm until 10pm</i> nur am Wochenende <i>only at the weekend</i> oft nach den Hausaufgaben <i>often after homework</i>	vor dem Bildschirm. <i>in front of a screen.</i>
Wie viel Zeit verbringst du <i>How much time do you spend</i>		Ich sitze <i>I sit</i> Ich verbringe <i>I spend</i>	eine Stunde pro Tag <i>an hour a day</i> zwei bis drei Stunden pro Tag <i>two to three hours a day</i> mehr als 20 Stunden pro Woche <i>more than 20 hours a week</i>	

German Term 2

Meine Ferien – My Holidays



Wohin wirst du fahren? <i>Where will you go / travel to?</i>						
In den Sommerferien <i>During the summer holidays</i>	werde ich <i>I will</i>	mit <i>with</i>	meiner Mutter <i>my mother</i>	nach <i>to</i>	Kanada <i>Interlaken</i>	fahren. <i>go / travel.</i>
			meinem Vater <i>my father</i>	in die <i>to</i>	Schweiz Switzerland Vereinigten Staaten USA	
Ich werde <i>I will</i> Wir werden <i>We will</i>		fünf Tage <i>(for) five days</i>		in einem Hotel / in einer Jugendherberge / auf einem Campingplatz bleiben. <i>stay.</i>		
		eine Woche <i>(for) a / one week</i>				
		zwei Wochen <i>(for) two weeks</i>				
Dort gibt es <i>There is / are</i>	ein Schloss <i>a castle</i> zwei Seen <i>two lakes</i>	und <i>and</i> und auch <i>and also</i>	viele Restaurants, <i>many restaurants,</i>	aber <i>but</i>	keinen Strand. <i>no beach.</i> keine Eisbahn. <i>no ice rink.</i> kein Kino. <i>no cinema.</i>	



German Term 3

Meine Stadt – My Town



This builds on:	Why this topic:	This links to:
This builds on work you will have done in Year 8	Why this topic? This is the first of our German topics this year. You will learn to give and understand information about yourself and your family	This links to all the units you will study, because it contains the basic building blocks for the past tense.

Key Vocabulary



Was gibt es in der Stadt? – What is there in town?	Es gibt einen Bahnhof. - There is a railway station.
Es gibt keine Kegelbahn. There is no bowling alley.	Man kann dort viele Interessante Sportarten machen.- You can do many interesting types of sport.
Innsbruck war groß. Es gab ein Stadium? – Innsbruck was big. There was a stadium.	Ich habe bei Freunden gewohnt. - I stayed with friends.
Ich habe Playstation gespielt. Es war toll. I played Playstation. It was great	Sie haben Pizza gegessen und Cola getrunken. They ate Pizza and drank coke.
Ich bin nach München gefahren. Es war fantastisch. We drove to Munich. It was fantastic.	Wir sind mit dem Flugzeug geflogen. Das war spannend. –We flew on the plane. That was exciting.

Key Retrieval



Man kann		dort	Schlangen	
			viele tolle Autos	sehen.
		hier	keine Filme	
			viele interessante Sportarten	machen.
Die Gegend	ist	für	den Zoo	bekannt.
Die Stadt			die Kunstgalerie	

Was gibt es in der Stadt? What is there in town?

Buy souvenirs. Ich möchte...

der Kuli

der Schlüsselanhänger

der Aufkleber

die Tasse

die Postkarte

die Kappe

das Freundschaftsband

das Trikot

das Kuscheltier

Es gibt	There is	einen	a	Bahnhof. railway station.
		keinen	no	Fischmarkt. fish market.
		eine	a	Marktplatz. market place.
		keine	no	Park. park.
		ein	a	Radweg. cycle path.
		kein	no	Stadtpark. city / town park.
		ein	a	Wasserpark. water park.
		kein	no	Eisbahn. ice rink.
		ein	a	Imbissstube. snack stand.
		kein	no	Kegelbahn. bowling alley.
		ein	a	Kirche. church.
		kein	no	Kunstgalerie. art gallery.
		ein	a	Kindertheater. children's theatre.
		kein	no	Kino. cinema.
		ein	a	Schloss. castle.
		kein	no	Schwimmbad. swimming pool.
		ein	a	Sportzentrum. sports centre.
		kein	no	

Home Learning Tasks:

- 1) Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- 2) Research some careers where Languages are important. Make a fact file. Which of these are you interested in?
- 3) What are the top 5 hobbies for young people in Germany?
- 4) Complete the activities on Active Learn.

German Term 3

Meine Stadt – My Town



Wo hast du gewohnt? Where did you stay? .

Ich habe /	auf einem Campingplatz <i>on a campsite</i>		gewohnt. <i>stayed.</i>
	bei Freunden <i>with friends</i>		
	in <i>in</i>	einem Wohnwagen <i>a caravan</i>	
		einer Jugendherberge <i>a youth hostel</i>	
		einem Ferienhaus <i>a holiday house</i>	
einem Hotel <i>a hotel</i>			

Wo warst du? Where were you?

Ich war <i>I was</i>	letztes Jahr <i>last year</i>	mit <i>with</i>	Freunden <i>friends</i>	in <i>in</i>	Deutschland. <i>Germany.</i>
			meinen Eltern <i>my parents</i>		Österreich. <i>Austria.</i>
			meiner Familie <i>my family</i>		der Schweiz. <i>Switzerland.</i>
Es war <i>It was</i>	langweilig. <i>boring.</i> toll. <i>great.</i>				

Was hast du in den Ferien gemacht? What did you do in your holidays?

Ich habe / Wir haben <i>We</i>	jeden Tag <i>every day</i> oft <i>often</i>	einen Bootsausflug <i>a boat trip</i>	gemacht <i>went on/did</i>	und <i>and</i>	Volleyball <i>volleyball</i>	gespielt. <i>played.</i>
		eine Radtour <i>a cycle ride</i>			viele Souvenirs <i>lots of souvenirs</i>	gekauft. <i>bought.</i>
		viel Sport <i>a lot of sport</i>			die Kirche <i>the church</i>	gesehen. <i>saw.</i>
		viele Sachen <i>a lot of things</i>			viel Fisch <i>lots of fish</i>	gegessen. <i>ate.</i>

Numbers Verbs

0	null	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	22	zweiundzwanzig
7	sieben	23	dreiundzwanzig
8	acht	24	vierundzwanzig
9	neun	25	fünfundzwanzig
10	zehn	26	sechsendzwanzig
11	elf	27	siebenundzwanzig
12	zwölf	28	achtundzwanzig
13	dreizehn	29	neunundzwanzig
14	vierzehn	30	dreißig
15	fünfzehn	31	einunddreißig

Ich bin	I am	Ich habe	I have
Du bist	You (sg) are	Du hast	You (sg) have
Er/Sie/ Es ist	He/she/it is	Er/Sie/ Es hat	He/she/it have
Wir sind	We are	Wir haben	We have
Ihr seid	You (pl) are	Ihr habt	You (pl) have
Sie sind	They are	Sie haben	They have

Computing Term 1

Digital Literacy



This builds on:	Why this topic:	This links to:
Previous digital literacy in Year 8 and applied to software packages.	To master skills used to professionally present work through various methods and to understand the principles of computing and its operations.	GCSE Digital Information Systems where software literacy is used in industry.

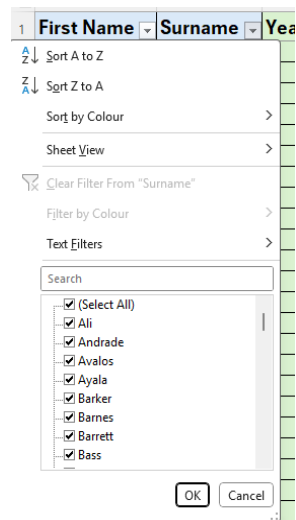
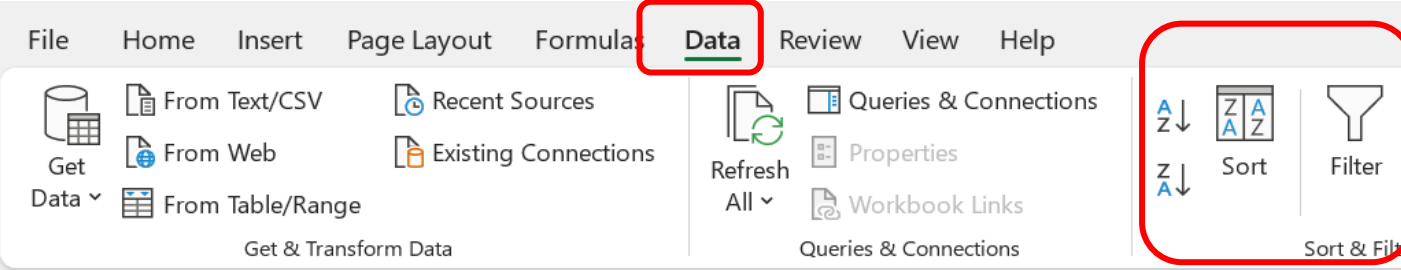


Computing is important because it's a foundational skill for navigating the modern world, impacting how we work, learn, communicate, and interact with our environment. It fosters essential skills like problem-solving and critical thinking, and opens doors to a wide range of opportunities in various fields

Key Vocab	Definition
Python	A programming language used to construct a wide range of programs from simple greetings to the search engine Google.
Syntax	The rules and structure code must be written in for a computer to understand the program. Simply put it is the grammar of code which the symbols keywords and character must be in a specific places within the lines of code.
Bug	Originally a term used for an actual bug being inside a machine and causing it to malfunction or break. Today, 'Bug' means an error in a program that causes it to perform unexpectedly or not at all.
Sorting	The process of organising data in an order depending on a condition. E.g. Largest to smallest or A – Z.
Filtering	To apply a setting to a dataset so that specific entries or data types are shown within the updated table. E.g. Filter dataset to show those who score more then 70% on an exam.



SORT & FILTER, A DATASET ON EXCEL



Sort data to be displayed in the order of value, Alphabet or colour. In this case a list of student's names can be organised alphabetically.

Filter data to only show key information needed for a task or scenario. In this case a specific students scores.

We use **sorting** and **filtering** to reduce the amount of information displayed to the user meaning it reduces the time and processing power it takes for them to find ana assess the data they need. In this scenario a user is sorting and filtering the data for a dataset containing information about a class test and their scores.

Computing Term 2



Music Festival

This builds on:	Why this topic:	This links to:
Previous digital literacy in Year 8 and applied to software packages.	Project-Based Learning teaches students to apply digital literacy skills (design, budgeting, scheduling) to a real-world, collaborative task that has a clear goal and deadline.	- GCSE Digital Information Systems where software literacy is used in industry. - GCSE Business – Business plans and market research

Key Vocab	Definition
Budget	A detailed plan showing all the expected income (revenue) and all the expected costs (expenditure) for the festival.
Revenue	The income generated by the festival, mainly from ticket sales, merchandise, and vendor/sponsor fees.
Expenditure	The money spent by the festival, including artist fees, venue rental, security, marketing, and equipment hire.
Merchandise	Products sold to customers to promote the brand, generate revenue, and provide a souvenir (e.g., T-shirts, hats, wristbands).
Target Audience	The specific group of people the festival is trying to attract (e.g., teenagers who like indie rock, families who like folk music).

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

 +  = CUT	 +  = SAVE
 +  = PASTE	 +  = PRINT
 +  = BOLD	 +  = UNDO
 +  = UNDERLINE	 +  = FIND
 +  = ITALIC	

 Advertising	
Video Step	Description
Hook	3 seconds to hook the viewers' attention
High Impact	Shots/images that show the festival off. USP's (Unique Selling Points)
Music Sync	Music that matches the 'vibe' of the festival, draw more fans in.
Key information	Do not 'overload' the viewer, highlight the most important information.
Call to action	Finish with clear instruction. "Book now!" "Tickets Selling Fast!"

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.



KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

 + S = SAVE	 + P = PRINT
 + X = CUT	 + B = BOLD
 + C = PASTE	 + U = UNDERLINE
 + Z = UNDO	 + I = ITALIC
 + F = FIND	

PURPLE HIGHLIGHTER

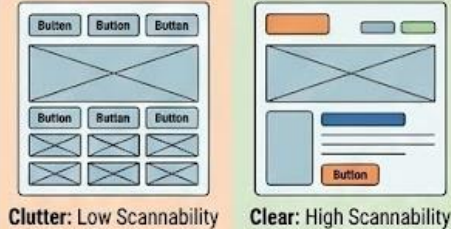


Student Guide: Mastering Visual Hierarchy

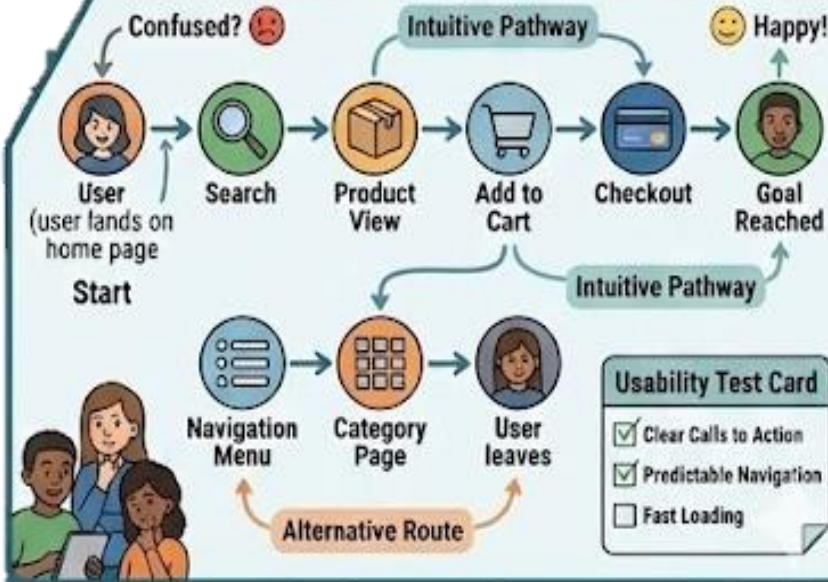
Hierarchy in Action



Common Pitfalls



Mapping User Flow & Interaction



Food Technology



This builds on:	Why this topic:	This links to:
We are now developing your preparation and cooking skills further by using more technical skills and techniques. In your theory lessons you will be looking at different types of contamination in the kitchen, before moving onto looking at food choices and recipe amendments		

Food technology is the application of scientific and engineering principles to the processing, preservation, packaging, distribution, and utilization of food. It encompasses the practical aspects of food science, focusing on ensuring food safety, quality, and security, as well as developing new food products and improving existing ones



Key Vocabulary	
Physical contamination in a kitchen is when objects that shouldn't be in food get into it. This can include things like; hair, glass, plastic, metal, jewellery, fingernails	Aeration: Aeration is the process of adding very tiny pockets of air to something. In the case of fats and oils, this is normally done using mechanical/physical means, such as creaming a mixture together using a wooden spoon or using an electric whisk.
Biological Contamination is when harmful germs or microorganisms get into food. This includes: Bacteria (like Salmonella or E. coli), Viruses (like Norovirus), Mould, Parasites It can happen if food isn't cooked properly, stored at the wrong temperature, or if hands and surfaces aren't clean. Biological contamination can cause food poisoning and make people very sick.	Chemical contamination in a kitchen happens when harmful chemicals get into food. This can include things like: Cleaning products (like bleach or sprays), Pesticides, Soap or detergent
Dovetailing: Multitasking where you have more than one thing happening at the same time	Allergy: An allergy is a reaction the body has to a particular food or substance.
Adaptation: Changing the ingredients or cooking methods of a dish in some way	Intolerance: an <u>inability</u> to eat a food or take a drug without adverse effects.
Shortening: Shortening is any <u>fat</u> that is a solid at <u>room temperature</u> and used to make <u>crumbly pastry</u> and other food products.	Ethics/ethical: relating to beliefs about what is morally right and wrong

KITCHEN conversions					
CUPS	OZ	G	TBSP	TSP	ML
1	8	225	16	48	250
3/4	6	170	12	36	175
2/3	5	140	11	32	150
1/2	4	115	8	24	125
1/3	3	70	5	16	70
1/4	2	60	4	12	60
1/8	1	30	2	6	30
1/16	1/2	15	1	3	15
250°F	300°F	325°F	350°F	400°F	450°F
120°C	150°C	160°C	175°C	200°C	230°C



Independent Learning Tasks:

- <https://www.theburntbuttertable.com/creamy-salmon-pasta/> Have a go at this creamy salmon pasta recipe which is like the Alfredo sauce. Fish is full of healthy fats and Omega 3
- Once you have mastered Samosa, have a go at making Spring Rolls with this recipe <https://www.bbcgoodfood.com/recipes/wrap-your-own-spring-rolls>
- Develop your marble cake skills with this recipe – it also has a layer of ganache which adds an extra level of skill



Food Technology



Rotation 1

This builds on:	Why this topic:	This links to:
We are now developing your preparation and cooking skills further by using more technical skills and techniques. In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		

Food technology is the application of scientific and engineering principles to the processing, preservation, packaging, distribution, and utilization of food. It encompasses the practical aspects of food science, focusing on ensuring food safety, quality, and security, as well as developing new food products and improving existing ones

	Shortbread is a type of biscuit (or cookie) traditionally made in Scotland, known for its crumbly, buttery texture and rich flavor.	Practical Recipe 1 – Shortbread 200g plain flour 50g caster sugar 125g unsalted butter/margarine Chocolate Chips
	Samosa requires quite a tricky folding technique. Watch a few online videos before the lesson – you can have a go at practicing with paper.	✓ Practical Recipe 2 – Vegetable Samosa ✓ 1 small potato ✓ 1 small carrot ✓ 1 small onion ✓ 25g peas School will provide the pastry, spices and extra ingredients
	Marble cake requires you to create two brilliant sponge mixtures and then you can get really creative with the patterns you create.	Practical Recipe 3 – Marble Cake ✓ 225g margarine/butter ✓ 225g caster sugar ✓ 4 eggs ✓ 225g self-raising flour ✓ 2 tablespoons cocoa powder School will provide 1 teaspoon vanilla extract 3 tablespoons milk
	Chicken Alfredo This will feed 4 people. You can halve the ingredients to make less. You will be showing dovetailing skills as you will be boiling pasta as well as making the Alfredo sauce	Practical Recipe 4 – Chicken Alfredo ✓ 4 skinless boneless chicken thighs, cut in half ✓ 300g pasta ✓ 200ml double cream ✓ 100g parmesan (or any other cheese) ✓ A large plastic container School will provide: 1 tbsp olive oil 1 tbsp butter ½ a nutmeg, grated parsley, chopped, to serve
	Rocky Road This is really versatile and you can use up any sweets, chocolate or biscuits you have at home. The essential ingredients are the chocolate, syrup and butter	Practical Recipe 5 – Rocky Road ✓ 200g Milk Chocolate ✓ 100g Golden Syrup ✓ 100g unsalted butter ✓ -75g Marshmallows ✓ 1 Large Pack of Maltesers/OtherSweets/Biscuits

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?		



Key Vocabulary

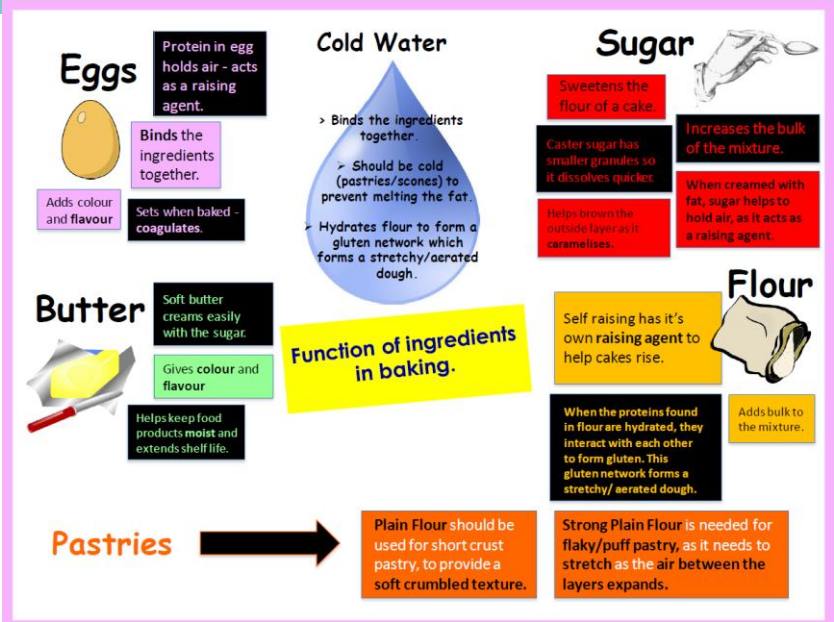
Enzymatic browning is a chemical process where certain enzymes, react with oxygen after a fruit or vegetable is cut or bruised, causing it to turn brown. It's the same reaction that makes a sliced apple or banana turn brown, and it happens when the inner cells of the produce are exposed to air.	Aeration 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:
This will be your final rotation of cooking at Key Stage 3 so we will be expanding your technical skills by creating our own pasta and pasta sauces, as well as exploring pastry and		

Food technology is the application of scientific and engineering principles to the processing, preservation, packaging, distribution, and utilization of food. It encompasses the practical aspects of food science, focusing on ensuring food safety, quality, and security, as well as developing new food products and improving existing ones

		A chocolate brownie, or simply a brownie, is a chocolate baked dessert 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 ☐ 2 carrots ☐ 1 stick of celery ☐ 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
		Don't be put off by the name. This delicious treat is not cheesy at all but creamy and biscuity. you can decorate it with anything you have at home such as chocolate chips or sweets. Have a look at some ideas online	Practical Recipe 5 – Cheesecake ☐ 10 digestive biscuits ☐ 50g butter or margarine ☐ 150ml double cream ☐ 150g full fat soft cheese ☐ 25g sugar

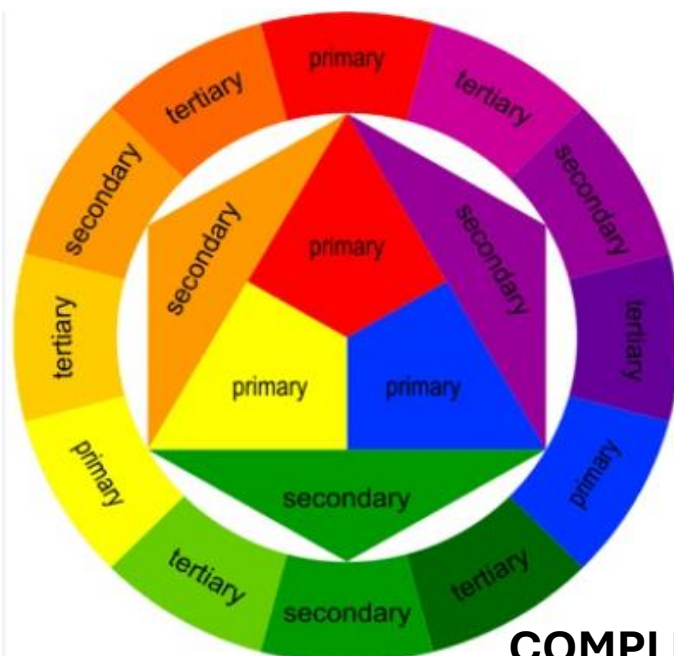


Formal Elements

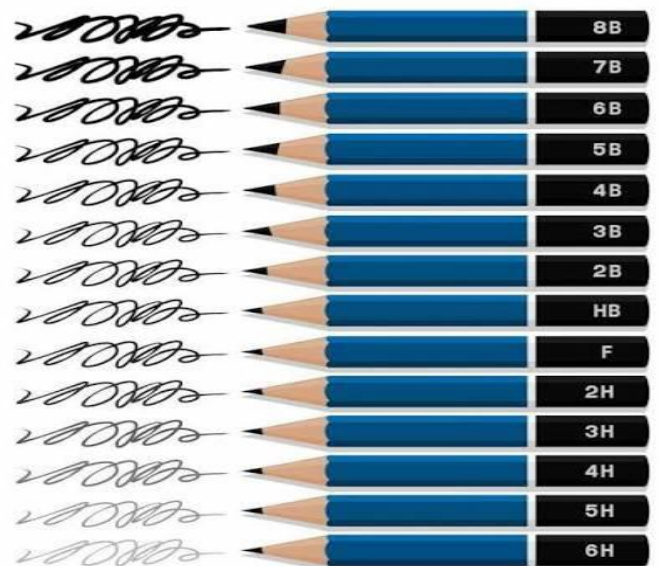
This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to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

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 is 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.

COLOUR WHEEL



TONAL VALUES



COMPLIMENTARY COLOUR PAIRS





Sweet Treats

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Year 7 & 8. ✓ Your drawing skills and understanding of the formal elements. ✓ Exploring different art techniques and media.	You will explore colourful and exciting images of food packaging. Looking closely and observing details will help you improve your skills and create realistic and eye-catching artwork.	✓ Developing skills in drawing, painting, composition and artists' work. ✓ Design and advertising – looking at packaging and visual communication. ✓ Future topics at GCSE Art.

Key Vocabulary	
Observational drawing: Looking and recording accurately what you see. carefully at something	Harmonious colours: Colours that work well together and create a sense of unity. They are placed next to each other on the colour wheel.
Scale: The size of something in relation to something else.	Detail: A small part of something.
Viewfinder: A frame used to select a part of a scene to focus on.	Packaging: The materials used to wrap and protect a product.
Confectionary: Sweets and chocolate.	Brushwork: The way paint is applied with a paintbrush.

Artist Inspiration: Wayne Thiebaud	Artist Inspiration: May van Millengen
 An American artist famous for his food paintings. He uses thick paint, strong outlines and soft harmonious colours.	 A contemporary artist who paints everyday objects and food packaging. She uses ink, pencil and watercolour to create her illustrative designs.

Techniques You Will Learn			
Biscuit Studies 1. Choose a biscuit. 2. Look closely at the shape, colour, pattern & texture. 3. Make detailed pencil drawings. 4. Add tone and shading to show form and texture. 	Selection & Scaling Up 1. Select an interesting part of the packaging with the viewfinder. 2. Consider colour, text, shape and pattern. 3. Draw exactly what you see in the box on your grid, looking carefully at where each detail meets the edges of the square. 	Watercolour Painting 1. Draw the item lightly in pencil. 2. Apply light washes of watercolour, allowing to dry. 3. Build up layers adding detail. 4. Use darker tones and shadows for depth. 5. Let dry and add final touches. 	Harmonious Colours 1. Choose 3 colours that are next to each other on the colour wheel. 2. Mix tints and tones of those colours to create balance. 3. Apply paint so that is opaque (not watery). 

Top Tips for Success ★ Look closely and take your time. 📷 Use your sketchbook to experiment. 💡 Try different materials and techniques. ❓ Don't be afraid to make mistakes – that's how you learn! 🙋 Ask for help if you need it.	Artist Inspiration Look at the work of: • Wayne Thiebaud – cake paintings • May van Millengen – watercolour packaging • Georgina Luck – confectionery art 	The Formal Elements You will use these in every technique:  Line  Shape  Tone  Colour  Texture  Pattern	Final Outcome By the end of this project you will create: • A cake painting inspired by Wayne Thiebaud • A series of biscuit studies • A watercolour painting of confectionery packaging inspired by May van Millengen or Georgina Luck. 
---	---	---	--



Street Art

This builds on:	Why this topic:	This links to:
✓ This builds on what you have learnt in your Sweet Treats project. ✓ Drawing skills and understanding of the formal elements.	You will explore the bold, creative world of Street Art. You will develop your drawing, colouring and printing skills and learn how artists use surfaces, stencils and design to share messages in public spaces.	✓ Developing skills in colour blending and composition. ✓ Looking at Street Artists and their techniques. ✓ Future topics at GCSE Art.

Key Vocabulary

Graffiti: Writing or drawings made in a bold style, often on exterior walls.	Focal Point: The part of an artwork/photograph that catches your attention first.
Stencil: A shape cut out of material used to apply paint in a repeated design.	Overlapping: Placing objects in front or behind each other to create depth.
Gelli Print: A monoprint made using a gel plate, acrylic paint and a roller.	Light Direction: The way the light comes from a source and creates shadows.
Positive Space: The main subject or object in a design.	Brand font: An easily recognisable type of lettering used in logos and branding.
Negative Space: The area around and between objects.	Urban Art: Artwork created in public spaces, often inspired by the built environment.

Artist Inspiration: Blek le Rat



French artist who pioneered the use of pre-cut life size stencils. He inspired British Street artist Banksy. He spray painted rats all round the streets of Paris in the 1980s.

Artist Inspiration: Jerome Clem



French street artist known for his large collage style murals. He uses a mix of cartoon character and typography inspired by images he grew up surrounded by.

Techniques You Will Learn

Graffiti Name Design 1. Draw your name in a graffiti font. 2. Blend pencil crayons smoothly. 3. Add shadows using light direction.	Brand Fonts & Logos 1. Observe well known fonts & logos carefully. 2. Draw the logos lightly focusing on shapes. 3. Identify positive and negative space.	Gelli Print with Stencils 1. Roll paint onto gelli plate, make print. 2. Roll second colour on to plate. 3. Place stencil on plate. 4. Create second print on top of first.	Final Outcome 1. Draw a variety of brand font, logos and characters. 2. Overlap each detail to create a full and busy composition.
---	--	---	--

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)



Music – Term 1



This builds on:	Why this topic:	This links to:
✓ This unit will develop your keyboard performance and listening skills to a higher level, building on skills you have developed in Y7 and Y8.	Reggae ✓ To continue to widen your understanding of different styles and genres and to deepen your musical understanding further.	✓ Prior units such as EDM in Year 8 and keyboard performance units such as Ode To Joy in Year 7. It also links to all prior units in terms of musical analysis.



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 .	Harmony: The chords and scales that accompany the melody. <i>Diatonic Harmony – Chords and scales that blend well together.</i> <i>Dissonant Harmony – Chords and scales that clash with each other.</i>
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.	Performance 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 – Reggae		
Three Little Birds: Tonality Three Little Birds is in a Major key .	One Drop drumbeat A common drum beat in Reggae music is the One Drop drum beat . It emphasises beat three of the bar.	Syncopation Offbeat rhythms/patterns. The ska rhythm uses syncopation.
Ska Rhythm A Ska rhythm is used in Three Little Birds, which means that all of the chords are played on beats 2 and 4 .	Metre/Time Signature Three Little Birds is in 4/4 , meaning each bar has 4 crotchet beats.	Texture Three Little Birds has a homophonic texture . Homophonic – One melody and accompaniment.
Riff A repeating pattern in popular music. The riff is played on the electric Organ in Three Little Birds and uses legato articulation.	Word setting How the words are set to the music (how they are sung).	Syllabic Singing one note per syllable. Most of the time, when you hear singing in a song, it is syllabic.
Performance Forces in Reggae Vocals / Drum Kit / Electric Guitar / Organ and Electric Bass Guitar are often used.	Vocalisation - Wordless singing Melisma Singing more than one note per syllable.	Dub Music Dub music is remixed Reggae . ‘Dub’ is an abbreviation of ‘double’.
Studio FX - Delay Delay repeats a sound back – it is a type of echo .	Studio FX - Reverb Reverb makes the music sound as though it is being played in a larger room or space.	Riddim The stripped-down version of just drums and bass is known as the ‘riddim’ in Dub Music



Music - Term 1



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 Rap and Hip Hop..	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
What is a ska rhythm (used in all Reggae music)?	A rhythm that emphasises beats 2 and 4 of each bar.
What is the tonality of Three Little Birds?	Major tonality
What is a riff ?	A repeating pattern in popular music
What keyboard instrument is commonly heard in Reggae music?	Electric Organ
What is the time signature of Three Little Birds?	4/4
What type of word setting can be heard on the word ' You ' in Three Little Birds?	Melisma
What type of texture is used throughout Three Little Birds?	Homophonic (one melody and accompaniment)
Identify three specific features of rhythm used in Three Little Birds.	One Drop Drumbeat / Syncopation / Ska Rhythm
What style of Electronic Dance Music developed after Reggae (and uses remixed version of Reggae songs).	Dub Music
What type of articulation is used when performing the ska rhythm ?	Staccato
What type of articulation is used when performing the riff ?	Legato

Home Learning Tasks:

To develop your theory understanding of Reggae use the resources below to **research** and create a mind map or flash cards on the content. Ask your teacher if you want flash cards or a mind map frame on Rap and Hip Hop (or you can create your own).

- ✓ [BBC KS3 Music – Reggae](#)
- ✓ [GCSE BBC Bitesize - Reggae](#)



Challenge Activities (in lesson/extra-curricular):

Why not try developing your instrumental skills further? Come along to Music Club and try the following Reggae performance skills:

- ✓ One Drop Drumbeat
- ✓ Ska rhythm on an electric guitar (applying staccato articulation and barre chords).

Music – Term 2



This builds on:	Why this topic:	This links to:
✓ This unit will develop your theory and understanding and apply it to something new – film music. It builds on previous composition units such as Baroque in Y8.	Film 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 compositions. ✓ Previous composition units such as Baroque in Y8. ✓ Building Mixcraft 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. <i>Diatonic Harmony</i> – Chords and scales that blend well together. <i>Dissonant Harmony</i> – Chords and scales that clash with each other. <i>Chromatic</i> – 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 – Film Music	
Leitmotif A musical phrase that represents a character, place, object or idea.	
Hedwig’s Leitmotif – Harry Potter - Hedwig’s Leitmotif also acts as the theme music to Harry Potter, the film series. The music sounds mysterious and magical. - The dynamics at the start of the Hedwig’s Leitmotif are very quiet, helping to create a mysterious and magical sound. Tonality = Minor ☹ serious and mysterious sounding. Melody has <i>chromatic notes</i> (creates mystery and tension). Melody has <i>big leaps</i> – to represent the flying Hedwig. - Performed on a celeste to help create a sparkly, mysterious sound.	Celeste A keyboard instrument with a distinctive, bell-like sound. Inside the instrument are metal bars , which are hit when a key is pressed. Chromatic Notes Chromatic notes are outside of the key and are not diatonic. They add mystery of tension. Eb and Db are the two chromatic notes used in Hedwig’s leitmotif.
Luke Skywalker’s Leitmotif – Star Wars - Luke Skywalker’s leitmotif also acts as the theme music to Star Wars. The music sounds grabs your attention and is heroic and powerful. Tonality = Major ☺ uplifting and heroic sounding. Very Loud Dynamics (Fortissimo – <i>ff</i>) to create a strong impact. - Based on a fanfare. - Because it based on a fanfare it is performed on a trumpet. - The melody has <i>big leaps</i> to create a heroic sound. Perfect fifth interval is used and sounds heroic.	Fanfare A short, loud musical piece played on brass instruments such as trumpets. Fanfares are used to announce someone / something important or played at important events. Perfect Fifth Is considered one of the most pleasing intervals, creating a sense of stability and harmony.

Music - Term 2



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 Film 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
What is a leitmotif ?	A musical phrase that represents a character, place, object or idea.
What is the tonality of Hedwig's Leitmotif?	Minor ☹️
What is the tonality of Luke Skywalker's Leitmotif?	Major 😊
What is a fanfare ?	A short, loud musical piece played on brass instruments such as trumpets. Fanfares are used to announce someone / something important or played at important events.
What does a perfect fifth interval sound like?	Is considered one of the most pleasing intervals, creating a sense of stability and harmony. It can be heard in Luke Skywalker's Leitmotif.
What are chromatic notes ?	Chromatic notes are outside of the key and are not diatonic. They add mystery of tension. Eb and Db are the two chromatic notes used in Hedwig's leitmotif.
Identify two musical features that make Luke Skywalker's Leitmotif sound heroic .	Any two from: Major Tonality 😊 / Based on a fanfare / Very Loud Dynamics / Perfect Fifth Interval /
Identify two musical features that make Hedwig's Leitmotif sound magical and mysterious .	Any two from: Minor Tonality ☹️ / Celeste / Chromatic Notes / Very Quiet Dynamics / Chromatic notes

Home Learning Tasks:

To develop your theory understanding of Film Music and Leitmotifs... use the resources below to complete deeper **research**. You could create a **mind map**, **revision wheel** or **flash cards** on the content.



These additional resources are there to push you. They are something to look at if you are considering Music as an option subject in Year 10 and 11.

Ask your teacher if you want flash cards or a mind map frame on Ode To Joy (or you can create your own).

- [Using Leitmotifs in Film Music - Oak National Academy Lesson](#)
- [What is a Leitmotif? How do they work in films? \(Deeper analysis and examples\)](#)
- [John Williams and Star Wars \(Film Music - Analysis - BBC Bitesize\)](#)

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. <i>Diatonic Harmony – Chords and scales that blend well together.</i> <i>Dissonant Harmony – Chords and scales that clash with each other.</i> <i>Chromatic – One or two notes that are not diatonic. When used, they can add tension or mystery to the music.</i>
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:

- [The origins of Blues Music](#)
- [History – Blues Music and its links to the American Civil War](#)
- Historical Roots of Blues Music: [Web Link](#)
- [Musical elements of Blues Music](#)

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





Textiles

TEXTILE DECORATIVE TECHNIQUES

XXX ADD COLOUR, PATTERN AND TEXTURE TO YOUR FABRIC PROJECTS! XXX



BEGINNER

TIE-DYE

- 1 Twist or tie fabric with elastic bands.
- 2 Apply fabric dye.
- 3 Leave to set.
- 4 Rinse and dry.

SCAN FOR TUTORIAL



BEGINNER

FABRIC PAINTING

- 1 Place fabric on a flat surface.
- 2 Paint your design using fabric paint.
- 3 Allow to dry.
- 4 Heat set if needed.

SCAN FOR TUTORIAL



INTERMEDIATE

APPLIQUE

- 1 Cut out fabric shapes.
- 2 Pin onto fabric.
- 3 Stitch around the edges.
- 4 Remove pins.

SCAN FOR TUTORIAL



INTERMEDIATE

EMBROIDERY

- 1 Draw a simple design.
- 2 Thread a needle.
- 3 Sew decorative stitches.
- 4 Knot securely.

SCAN FOR TUTORIAL



INTERMEDIATE

BLOCK PRINTING

- 1 Apply paint to printing block.
- 2 Press firmly onto fabric.
- 3 Lift carefully.
- 4 Repeat pattern.

SCAN FOR TUTORIAL



ADVANCED

BEADWORK

- 1 Thread a needle.
- 2 Add beads or sequins.
- 3 Stitch through fabric.
- 4 Secure with a knot.

SCAN FOR TUTORIAL



ADVANCED

PLEATING

- 1 Fold fabric evenly.
- 2 Pin in place.
- 3 Press with an iron.
- 4 Stitch if required.

SCAN FOR TUTORIAL



ADVANCED

NEEDLE FELTING

- 1 Place wool on felt pad.
- 2 Use felting needle carefully.
- 3 Shape the design.
- 4 Continue until firm.

SCAN FOR TUTORIAL



TOP TIPS!

- Always test techniques on a scrap first.
- Use quality materials for the best results.
- Take your time and enjoy being creative!



SKILLS KEY

- BEGINNER:** Easy to try and learn.
- INTERMEDIATE:** Need more practice.
- ADVANCED:** More detailed skills.

STUDENT CHALLENGE



GET CREATIVE - ADD YOUR OWN STYLE TO EVERY PROJECT!





Textiles



HOW TO INSERT A ZIP TO A CUSHION

A neat zip opening makes your cushion cover easy to remove and wash.



YOU WILL NEED:

- Cushion front and back pieces
- Zip – same length as opening
- Zip foot (for sewing machine)
- Pins or sewing clips
- Fabric chalk or pencil
- Iron



TIPS FOR SUCCESS:

- ✓ Use a zip the same length as your opening.
- ✓ Press your fabric before starting.
- ✓ A zip foot helps you sew close to the teeth.
- ✓ Take your time and sew carefully for a neat finish.

WATCH THE VIDEO TUTORIAL!

Scan the QR code to watch a step-by-step video on how to insert a zip to a cushion.



Watch on YouTube

STEP-BY-STEP GUIDE:

1



Mark the zip opening on the wrong side of one cushion back piece. The opening should be the same length as your zip. Add 1.5cm seam allowance on each end.

2



Cut along the marked line. Cut diagonally at each end towards the corners, stopping at the seam allowance.

3



Fold the seam allowance on the short ends to the wrong side by 1.5cm and press.

4



Place the zip face down behind the opening. The zip teeth should be along the cut edge. Pin in place.

5



Using a zip foot, sew along the opening close to the zip teeth. Start and finish with a backstitch.

6



Open the zip slightly. Turn the fabric over and repeat on the other side of the opening so the zip is now secured.

7



Close the zip. Press the fabric flat so the zip is hidden neatly inside the opening.

8



Place the front cushion piece right sides together with the back piece (zip side up). Pin around the edges.

9



Sew all the way around the cushion with a 1cm seam allowance. Backstitch at the start and finish.

10



Trim the corners and reduce the bulk of the seam allowance to help the corners turn out nicely.

11



Turn the cushion cover right side out through the zip opening. Gently push out the corners with a turning tool or pencil.

12



Close the zip. Press your cushion cover and insert the cushion pad. You're done! Enjoy your finished cushion!



COMMON TROUBLESHOOTING

- If the zip doesn't lie flat, check it is placed close to the cut edge.
- If the fabric puckers, try using more pins and sewing more slowly.
- If the zip won't open, make sure the pull is inside the cushion when sewing.



WATCH & LEARN!

Scan the QR code to watch a full step-by-step video tutorial on inserting a zip to a cushion.

Scan me!



Practice makes perfect – take your time and enjoy the process!



Resistant Materials



BIOMIMICRY

NATURE INSPIRING INNOVATION

Biomimicry is when we look to nature for ideas and imitate its patterns, systems and strategies to solve human problems.



WHAT IS BIOMIMICRY?

Nature has had billions of years to perfect solutions to challenges like staying cool, repelling water, generating energy and building strong structures.

Biomimicry studies these natural solutions and applies them to design better products, materials, buildings and technologies.

HOW IT WORKS



1. IDENTIFY
Find a problem and look to nature for inspiration.



2. STUDY
Observe how nature solves the problem.



3. ABSTRACT
Extract the key principles behind nature's solution.



4. APPLY
Use those principles to design and innovate.

EXAMPLES FROM NATURE TO INNOVATION			
NATURAL INSPIRATION	NATURE'S SOLUTION	HOW IT INSPIRES US	REAL-WORLD EXAMPLES
 LOTUS LEAF The surface has tiny bumps and waxy crystals that repel water and dirt.	Clean and dry leaves help the plant survive in muddy water.	Surfaces designed to repel water and dirt.	SELF-CLEANING PAINTS AND FABRICS Buildings, car paints and clothing stay cleaner for longer and need less washing. 
 KINGFISHER BEAK The beak is shaped to reduce splashing and drag when diving into water.	Enables fast, efficient hunting with minimal disturbance.	Streamlined shapes that reduce noise and drag.	HIGH-SPEED TRAINS (SHINKANSEN) The nose of the bullet train was designed like a kingfisher beak to reduce air resistance and noise. 
 GECKO FEET Millions of tiny hairs allow geckos to climb smooth vertical surfaces.	Provides strong adhesion without using any glue.	Adhesive materials that stick without mess or damage.	GECKO TAPE Reusable adhesive tape inspired by gecko feet that can stick to many surfaces and be used again. 
 SHARK SKIN Its skin has tiny riblets that reduce friction in water.	Allows sharks to swim faster and use less energy.	Surfaces that reduce drag and improve efficiency.	SWIMSUITS Riblet-inspired fabrics help swimmers move faster through water with less resistance. 
 TERMITE MOUND Mounds stay cool inside due to natural ventilation systems.	Maintains a stable temperature for termites in hot climates.	Buildings designed with natural ventilation and cooling.	EASTGATE CENTRE, ZIMBABWE This building uses a ventilation system inspired by termite mounds to reduce energy use. 
 BURDOCK BURR Tiny hooks on the burrs attach to animal fur.	Helps seeds travel to new places.	Hook-and-loop fasteners.	VELCRO® The hook-and-loop fastener was inspired by burdock burrs. 

WHY IS BIOMIMICRY IMPORTANT?

- It promotes sustainable and environmentally friendly solutions.
- It reduces waste and energy use.
- It helps create innovative products and technologies.
- It respects and learns from nature.



MORE EVERYDAY EXAMPLES

- Wind turbine blades – inspired by whale fins.
- Solar cells – inspired by how plants use sunlight.
- Water collection systems – inspired by desert beetles.
- Bulletproof surfaces – inspired by conch shells.



NATURE IS OUR GREATEST INNOVATOR.

By learning from nature, we can build a better, smarter and more sustainable future.



WANT TO LEARN MORE?

Scan the QR code to watch a short video on biomimicry and amazing innovations inspired by nature.





Resistant Materials



CARDBOARD JOINING TECHNIQUES

Smart ways to build strong, sustainable creations



TECHNIQUE	HOW IT WORKS	BEST FOR	REAL EXAMPLE	LABEL	SKILL LEVEL
T-SLOT JOINT 	Two pieces with slots cut into them fit together at 90 degrees. - No glue needed - Strong and stable	Structures, models, exhibits, furniture 		NO GLUE NEEDED INTERLOCKING JOINT	INTERMEDIATE ★ ★ ☆
SLOT & TAB JOINT 	A tab on one piece slides into a slot on another piece. - No glue needed - Easy to assemble	Boxes, displays, prototypes 		NO GLUE NEEDED EASY ASSEMBLY	BEGINNER ★ ☆ ☆
GLUE JOINT 	Edges are joined using craft glue (hot glue or PVA). - Simple and strong - Great for all cardboard types	Boxes, models, craft projects 		GLUE REQUIRED STRONG BOND	BEGINNER ★ ☆ ☆
LAYERED LAMINATION 	Layers of cardboard are glued together to increase thickness and strength. - Very strong - Great for heavy load	Structural parts, bases, supports 		GLUE REQUIRED VERY STRONG	INTERMEDIATE ★ ★ ☆
SCORE & FOLD 	Scoring weakens the cardboard so it can be folded neatly along the line. - Clean edges - Perfect folds	Boxes, packaging, prototypes 		NO GLUE NEEDED CLEAN FINISH	BEGINNER ★ ☆ ☆
STAPLE JOINT 	Staples are used to fasten pieces together. - Quick and strong - Works on thick cardboard	Temporary builds, prototypes, rough structures 		TOOLS REQUIRED QUICK ASSEMBLY	BEGINNER ★ ☆ ☆
TAPE JOINT 	Clear or kraft tape is used to join edges and reinforce connections. - Fast and simple - Good for light use	Packaging, crafts, temporary joins 		TOOLS REQUIRED LIGHT DUTY	BEGINNER ★ ☆ ☆
NOTCH JOINT 	Notches or zig-zag cuts interlock pieces together. - Strong connection - Resists pulling apart	Decorative pieces, frames, 3D models 		NO GLUE NEEDED STRONG HOLD	ADVANCED ★ ★ ★

TYPES OF CARDBOARD YOU CAN USE

SINGLE WALL
Thin and flexible.
Great for packaging and crafts.

DOUBLE WALL
Stronger and more durable. Good for models and boxes.

TRIPLE WALL
Very strong and rigid. Best for heavy-duty builds.

CORRUGATED SHEETS
Ideal for structural projects and large creations.

TIPS FOR STRONG JOINTS

- ✓ Use sharp tools for clean cuts.
- ✓ Score before folding for neat edges.
- ✓ Use glue sparingly and clamp if needed.
- ✓ Reinforce stress points with extra layers.
- ✓ Let glue dry completely for maximum strength.



Resistant Materials

ERGONOMICS

DESIGNING COMFORT. IMPROVING PERFORMANCE.

Ergonomics focuses on designing products that fit the human body. A well-designed controller reduces strain, increases comfort and enhances control during long gaming sessions.



KEY ERGONOMIC BENEFITS



REDUCES STRAIN
Minimizes stress on hands, wrists and fingers.



INCREASES COMFORT
Supports natural hand posture for longer play sessions.



IMPROVES ACCURACY
Better control and precision through natural movement and easy access.



ENHANCES PERFORMANCE
Less fatigue leads to faster reaction times and better focus.



PREVENTS INJURY
Good design reduces the risk of repetitive strain injuries (RSI).

CONTROLLER LINKS SHAPED TO THE HAND

The shape of a controller follows the natural curves and posture of the human hand.

- Curved Handles**
Follow the arc of the palm for full support.
- Thumb Rest**
Raised surfaces guide the thumbs to a natural relaxed position.
- Angled Triggers**
Match the resting position of the index fingers.
- Button Layout**
Buttons are placed within the zone of natural finger movement.



ANTHROPOMETRIC DATA

Controllers are designed using anthropometric measurements to fit a wide range of hand sizes (5th percentile female to 95th percentile male).



Measurement	5th %ile Female	50th %ile Male	95th %ile Male
1 Hand Length (wrist to tip of middle finger)	165 mm	188 mm	213 mm
2 Hand Width (across knuckles)	66 mm	85 mm	102 mm
3 Palm Width (mid-palm)	55 mm	72 mm	88 mm
4 Thumb Length (base to tip)	49 mm	60 mm	71 mm
5 Thumb Reach (abduction)	68 mm	83 mm	98 mm

Source: Based on ISO 9241-410 & NASA Anthropometric Data

DESIGNING FOR DIVERSE HAND SIZES

A good controller accommodates a wide range of users. Key dimensions are based on the 5th to 95th percentile data.



SMALL HANDS (5th %ile Female)

Palm width up to 55 mm

Use smaller grips, shorter reach and light trigger force.



MEDIUM HANDS (50th %ile Male)

Palm width around 72 mm

Balanced design for comfort and control.



LARGE HANDS (95th %ile Male)

Palm width up to 88 mm

Larger grips, wider spacing and longer reach zones.



Designing within this range ensures comfort and performance for the majority of users.

DESIGN CONSIDERATIONS



GRIP SHAPE
Curved to fill the palm and support a natural grip.



SURFACE TEXTURE
Improves grip and comfort, even during intense sessions.



BUTTON PLACEMENT
Frequently used buttons are within the primary movement zone.



TRIGGER DESIGN
Angled triggers match the natural position of index fingers.



WEIGHT & BALANCE
Even weight distribution reduces muscle fatigue and improves control.



The handle follows the natural curve of the hand for maximum comfort and control.

REAL WORLD IMPACT



LONGER PLAY SESSIONS
Comfortable design reduces fatigue and discomfort.



BETTER ACCURACY
Natural hand positioning improves precision and reaction time.



LOWER RISK OF INJURY
Ergonomic design helps prevent strain and repetitive injuries.



ENHANCED EXPERIENCE
Comfort and control lead to more immersive and enjoyable gameplay.

GOOD ERGONOMICS. BETTER GAMING.

Ergonomic design isn't just about comfort — it's about unlocking your best performance.

SCAN TO LEARN MORE
Watch our short video on ergonomics in product design.





Resistant Materials

LIVING HINGES

FLEXIBLE BY DESIGN. STRONG BY NATURE.

A living hinge is a flexible section of material that allows two parts to bend and rotate without the use of pins or separate hardware. It improves durability, reduces assembly, and allows continuous motion.



Lightweight & efficient



No assembly required



Continuous motion



Cost effective



WOOD LIVING HINGE



PLASTIC LIVING HINGE

TYPES OF LIVING HINGES & PATTERNS

IN WOOD (LASER CUT)

The hinge is created by removing material to leave thin, flexible sections that allow bending.



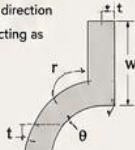
IN PLASTIC (INJECTION MOLDED)

The hinge is formed as a thin, flexible section during molding. No cuts or post-processing required.



HOW IT WORKS

The thin hinge section bends in one direction repeatedly, acting as a spring.



KEY DESIGN FACTORS

- t = Thickness of hinge
- w = Width of hinge
- r = Bend radius
- L = Length of hinge
- θ = Bend angle

END USES (EXAMPLES)

WOOD APPLICATIONS

- Boxes and lids
- Foldable stands
- Lamps and light covers
- Decorative objects
- Educational models



PLASTIC APPLICATIONS

- Packaging (flip-top lids)
- Battery covers
- Electronic enclosures
- Medical device parts
- Consumer products
- Prototypes



PROS AND CONS

PROS

- ✓ No additional parts or hardware
- ✓ Reduces assembly time and cost
- ✓ Smooth, continuous motion
- ✓ Lightweight and compact
- ✓ Clean aesthetics
- ✓ Reliable and durable
- ✓ Can be designed for thousands of cycles



CONS

- ✗ Limited load capacity
- ✗ Not suitable for all materials
- ✗ Can fatigue or break over time
- ✗ Requires precise design and manufacturing
- ✗ Environmental factors can affect performance

MATERIAL COMPARISON

WOOD



- Natural, renewable material
- Aesthetic, warm appearance
- Works well with laser or CNC
- Grain direction affects strength
- Can be prone to splintering

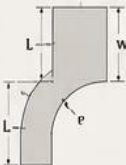
PLASTIC



- Excellent fatigue resistance
- Lightweight and durable
- Consistent performance
- Design flexibility
- Dependent on material type

DESIGN GUIDELINES

- t = Thickness of hinge
- w = Width of hinge
- r = Bend radius
- L = Length of hinge
- θ = Bend angle



- ✓ Keep hinge thickness (t) as thin and uniform as possible.
- ✓ Increase hinge width (w) for more strength and durability.
- ✓ Avoid sharp corners near the hinge; use fillets (r).
- ✓ Align hinge with grain direction in wood for best results.
- ✓ Test and iterate to ensure proper function and lifespan.
- ✓ Consider minimum bend radius to prevent damage.

TIPS FOR LONGER LIFE

- ✓ Avoid over-bending beyond the design limit.
- ✓ Use materials with good fatigue resistance.
- ✓ Keep hinges clean and free from debris.
- ✓ Store and use in appropriate conditions.
- ✓ Design for the expected number of cycles.



REAL WORLD EXAMPLES



WOODEN GIFT BOX



FOLDABLE PHONE STAND



DESIGN LAMP



PLASTIC FLIP-TOP CAP



BATTERY COVER



PLASTIC ENCLOSURE



MEDICAL DEVICE PART



LIVING HINGES REDUCE PARTS. IMPROVE RELIABILITY. INSPIRE INNOVATION.

Good design + the right material = performance that lasts.

Physical Education

Invasion Games



This builds on:	Why this topic:	This links to:
✓ This builds on previously learnt skills in year 7 and year 8that are involved in invasion games. ✓ Learners will now begin to understand more in depth and complex areas of invasion games	An invasion game is a team sport where two or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra curricular session inside and outside of education. Invasion games help to develop not on physical skills but also social skills too.	✓ This links to potential involvement in an invasion game inside and/or outside of school. ✓ These activities allow participation in competitive sports that may lead to healthy active lives.

Key Vocabulary	
Transition – The switch between attacking and defending roles during play.	Width – Spreading out across the field to stretch the other team’s defence.
Set Play – A planned move used during a restart like a corner or free kick.	Depth – Using players both near and far from the ball to create attacking and defending play.
Attack – Trying to score points by moving the ball toward the other team’s goal.	Marking – Staying close to an opponent to stop them from getting the ball.
Defend – Stopping the other team from scoring in your goal.	Counter-Attack – Quickly moving into attack after winning the ball from the other team.
Intercept – Catching or stopping a pass made by the other team.	Dribbling – Moving with the ball while keeping control (like in football or basketball).

Key Concept	Game Application	Advanced Explanation with Tactical Focus	Sporting Example	Tactical Use
Marking	Defensive Structure	Applying either tight man-to-man or zonal marking to reduce options and force the attackers into less dangerous areas.	Netball – Switching to a zone to defend space in front of the goal circle.	Use man marking for tight control Use zonal marking to cover dangerous areas and intercept
Shooting	Scoring Under Pressure	Deciding when and how to shoot based on defender pressure, goalkeeper position, and available space.	Football – A quick low shot to the far post from just inside the box.	Use fake shots or feints to unbalance defenders Shoot early to catch the keeper off guard
Intercepting	Transition Play	Anticipating passes through reading body language and movement patterns to regain possession and quickly counter-attack.	Basketball – Intercepting a slow pass on the perimeter to start a fast break.	Position yourself in passing lanes Use interception to launch a counter-attack

Home Learning Tasks:
Task 1 - Watch the videos and create a poster showing the differences between how a team tries to score (attacking) and how they try to stop the other team from scoring (defending). Include the key skills and techniques used for each.

Task 2 - Create a Kahoot account and complete the quiz on attacking and defending in invasion games. [Invasion Games - Details - Kahoot!](#)

Task 3 – Change two rules from a game state why and what the benefits and disadvantages would be.

Physical Education

Principles of Training



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning and understanding on health and skill related fitness factors and fitness testing you have learnt in year 7 and 8.	Principles of training are a set of guidelines that if used correctly can make a person's training effective. You will be able to demonstrate adaptations and positive changes to your body and performance in sport. This topic will support your understanding at GCSE level in PE for the NCFE Health and Fitness in year 10-11.	✓ This links to future planning, performing and evaluating your own training plans that will promote lifelong learning for a healthy and active lifestyle as you get older.

Key Vocabulary SPORT and FITT principles of training.		
Specificity: The training you are doing matches the activity you want to improve.	Rate of Perceived Exertion: A scale to measure how hard a person is working at when training. Level 1-10.	
Progression: Training over time is slowly built up over time gradually.	Frequency: How often you train for per week. This is usually 3 times per week with rest days for recovery.	
Overload: Pushing the body past its normal ability to force it to adapt.	Intensity: How hard you train so that physical adaptations can be made.	
Reversibility: Reduction in training, injury or illness where you loose fitness.	Time: How long you train for (minimum of 30 minutes per session)	
Tedium: Boredom of training because its not challenging or fun so the perform lacks focus.	Type: The method of training used must link to the sport been improved.	
Session 1 (Monday) Improving speed and muscular strength for a football and netball player. Circuit training Main session: 3 activities 25 minutes • depth jumps (2 sets of 10, RPE 6) • skipping (3 sets of 7, RPE 5) • agility hoops (3 sets of 4, RPE 7)	Session 2 (Wednesday) Improving speed and muscular strength for a football and netball player. Circuit training Main session: 5 activities 30 minutes • depth jumps (2 sets of 10, RPE 6) • skipping (3 sets of 7, RPE 5) • agility hoops (3, sets of 4, RPE 7) • hurdles (5 sets of 6, RPE 6)	Session 3 (Friday) Improving speed and muscular strength for a football and netball player. Circuit training Main session: 5 activities 30 minutes • depth jumps (2 sets of 12, RPE 8) • skipping (3, sets of 8, RPE 7) • agility hoops (3 sets of 5, RPE 7) • hurdles (5 sets of 6 , RPE 9) • ladders (5 times, RPE 8)

Home Learning Tasks:

Task 1. Watch the following YouTube video online to recall the principles of training.
<https://www.youtube.com/watch?v=DXVbDrt-nac>

Task 2. Create a Kahoot account online to access principles of training quiz.
<https://kahoot.com/>
 Attempt the quiz below once you have created your account.
<https://create.kahoot.it/details/dc28a9d5-959c-4d3a-8009-b96e33b4bebf>

Task 3. Using the key vocabulary table above, describe how SPORT and FITT principles have been used in the training programme below in the blue table .



Physical Education

Aesthetics



This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of skills of and routines.	You will learn about more complex skills and routines in trampolining. You will understand and be able to complete choreography based on a professional work .Aesthetics help to develop not only physical skills but also social skills too.	This links to the development of more complex skills, techniques , routines

Key Vocabulary	
SWANSONG – The last act you do before death or retirement	Kill the bounce - When you stop the trampoline bed from bouncing by bending your knees and absorbing the energy as you land
AMNESTY INTERNATIONAL – A global organisation that protect your human rights	Seat landing - A move where you land sitting down on the trampoline bed with your legs straight out in front and hands placed beside your hips for support.
PRISONER OF CONSCIENCE – Imprisoned for your social or political beliefs.	Swivel hips - A skill where you do a seat landing, bounce up, rotate 180 degrees in the air, and land in another seat landing facing the opposite direction.
HUMAN RIGHTS – Equality, Individuality, Freedom of speech	Control - Being able to stay balanced, centred, and stable on the trampoline, especially when landing or linking moves.
THEME AND STIMULUS– A theme is an idea that reoccurs a stimulus is an idea and starting point.	Timing - Matching your movements with the trampoline's bounce so your jumps and skills flow smoothly.

Key Concept	Example
A front landing (or front drop) in trampolining is one of the basic body landings and an important foundation for more advanced skills.	the performer lands flat on the front of their body (stomach and hips) while maintaining control, balance, and safety. It's one of the foundational positions used in routines and progressions toward more advanced skills like front drops, front somersaults, and combinations.
back landing (also called a back drop) is a basic skill in trampolining and is the foundation for more advanced skills such as back somersaults and back to front combinations.	the performer lands flat on their back, with their body straight and slightly hollow, arms up and slightly off the bed, and head kept in line with the body (not tucked or thrown back).
Motif and Motif development	A motif is a phrase/ sequence that can be developed using choreographic devices for example cannon ,shared motif, accumulation, repetition, retrograde, minimalism and enlargement.



- Home Learning Tasks:**
- Task 1-** Create a Fact File about Swansong by Christopher Bruce.
- Task 2 –** Watch a Trampolining video from the Olympics identify the core skills in the routine.
- Task 3 –** Create a 10 bounce routine include at least two twists a seat and a front landing.

Physical Education

Net/Wall



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of health and skill-related fitness from years 7 and 8. Through net and wall sports like volleyball, badminton, and table tennis, you will develop physical skills, hand-eye coordination, reaction time, and tactical decision-making in game situations.	Net and wall sports are fast-paced activities that help develop fitness, hand-eye coordination, and reaction skills. Through volleyball, badminton, and table tennis, you will improve your tactical understanding, teamwork, and decision-making in game situations, while seeing positive changes in your performance. This also supports your understanding for NCFE Health and Fitness.	Net and wall sports develop fitness, hand-eye coordination, reaction time, and tactical awareness, while building confidence and skills useful in other sports and everyday life.



Key Vocabulary	
Overhead clear - A defensive shot where the shuttle is placed to the back of the court	Spike - An offensive hit where a player jumps and forcefully strikes the ball downward into the opponent's court
Let - The shuttle or ball hits the top of the net and lands in the service box. The serve is retaken for fair play	Set - A tactical pass, usually with both hands, that positions the ball in the air for a teammate to attack (often for a spike).
Drop shot - The shuttle or ball is hit gently so it falls just over the net	Dig - A defensive move where a player prevents the ball from hitting the floor after an opponent's attack, often by diving or reaching low to the ground.
Backhand shot- Shot taken with back of your hand facing the direction of the stroke across your body	Serve - A shot that is selected to start a game in net and wall activities.
Forehand shot - Shot taken with the palm of your hand facing the direction of the stroke	Court - The playing surface area marked out with lines

Retrieval Questions and Answers	
What are some of the core skills needed for attacking in badminton and why are they important?	Smash shot is a core skill and the aim is to hit the shuttle as hard as possible to the oppositions side of the court floor so they are unable to return the shot due to the velocity (speed and direction) placed on the shuttle. The long serve is a core skill for attacking in badminton. The aim is to send the opponent to the back of the court so they find it more difficult to return the shuttle back to you. If the shuttle is returned, it shall usually be a high return giving (you) the attacker time to react by selecting the smash shot in order to win the next point.
What are some of the core skills needed for defending in badminton and why are they important?	Backhand push shot and the forehand push shot are two skills designed to slow down the speed of a rally in a game. This gives the person more time to react to the next shot so they can have time to think about where they want to place the ball when they are in a better attacking position so they can then try to win the next point.
What should the second pass be in volleyball and why would that help to improve the play?	The second pass in volleyball should usually be a set , as it positions the ball for a teammate to spike, helping the team attack more effectively and increase the chance of scoring.

Home Learning Tasks:

Task 1 - Create a diagram/poster showing the court layout of badminton, include service areas and scoring zones.

Task 2 – Watch a professional table tennis match and list three techniques or strategies you noticed that could help improve your game

Task 3 - Watch a professional Badminton match and list three techniques or strategies you noticed that could help improve your game

Physical Education

OAA



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning and understanding of health and skill-related fitness, as well as fitness testing, that you have developed in years 7 and 8. Through climbing and orienteering, you will further develop physical skills, coordination, problem-solving, and decision-making in practical situations.	Principles of training are guidelines that help make your practice effective. Through climbing and orienteering, you will develop fitness, coordination, and problem-solving skills, while seeing positive changes in your performance. This also supports your understanding for GCSE PE and NCFE Health and Fitness.	✓ Climbing and orienteering develop fitness, coordination, and problem-solving, while building confidence and skills useful in other sports and everyday life

Key Vocabulary	
Goal setting - The process of taking active steps to achieve your desired outcome. This could be to set out small challenges in a group for each person to achieve and making one large task more manageable.	Problem solving - Problem solving is defining a problem or issue. Determining the cause of the problem; identifying, prioritising, and selecting ideas for a solution.
Resilience- The ability to successfully adapt to stress, maintaining psychological well-being in the face of adversity. It's the ability to "bounce back" from difficult experiences	Tolerance - The willingness to accept feelings, habits, or beliefs that are different from your own.
Non-verbal communication - The ability to communicate with others without using voice through actions or facial expressions.	Dynamic movement - The way we move from one location to another using our body and muscles ¹ . A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) $\longleftrightarrow$ Linear movement: forward or backward

Retrieval Questions and Answers	
What careers require you to be able to read a map?	Adventure leader, scout leader, video game creator, meteorologist, transport-based jobs, the military.
How do you know if you are using a map successfully?	You can navigate to a given point successfully and without issues. To ensure that when using a compass where the map and compass align.
Why is leadership important in group work?	A leader will ensure the group understand their shared goal and that they work effectively as a team to achieve this.
What types of movement are possible in climbing?	A dynamic movement can include one of or a combination of the following directional movements: Lateral movement: side-to-side (left to right) $\longleftrightarrow$ Linear movement: forward or backward

Home Learning Tasks:

Task 1. Write a short paragraph explaining **why communication is important** in climbing (e.g., giving clear instructions, spotting, supporting partners).

Task 2 Pair up with a family member or friend. One person will be the **navigator** and the other the **traveller**. Create a short route in your home, garden, or nearby safe area using 5–6 landmarks (e.g., chair, tree, lamp, gate). The navigator must **direct the traveller along the route using only non-verbal signals** (gestures, pointing, body movement – no speaking or writing). Swap roles and repeat the exercise.

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 (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
Self-identity	Self-identity: relates to the way we think of ourselves and our bodies
Self-esteem – being kind to yourself	Self-esteem: an opinion you have of yourself
Low self-esteem	Low self-esteem: likely to think negatively about their abilities, value and worth
Understanding prejudice	Prejudice: an unfair /unreasonable preconceived opinion about a person
Understanding discrimination	Discrimination: when a person is treated less favourably than another in the same situation
Bullying behaviours	Behaviours: the way we act because of our attitudes
The effects of discrimination and bullying	Bullying: someone who is most at risk of developing anxiety and depression

Key Retrieval



Setting yourself unrealistic expectations can damage your self-esteem. You may put off doing things, or avoid them all together, for fear of failure.

No-one is perfect, but we all have things that we are good at and that we enjoy doing. By focusing on these things, and always doing the best that you can, you can enjoy your achievements without the pressure of being perfect.

Instead of aiming for perfection or unrealistic expectations, set yourself a series of small, realistic goals that you can work towards every day – as you reach each goal, you will be able to really enjoy the feeling of progress and achievement, which will gradually boost your self-esteem.

Cultural Capital

Prejudice-based bullying is any type of bullying (such as physical, verbal, online) based on someone having a protected characteristic. For example, people may be bullied because of their religious beliefs, sexual orientation or colour of their skin.

The term '**hate-crime**' is used to describe a crime that is committed against someone due to them having a protected characteristic. The crime is motivated by feelings of hostility and prejudice against a certain person (a group of people), based on characteristics such as race, religion, sexual orientation or disability).

Hate crimes may involve acts of physical violence, but they can include the use of offensive language, harassment or abuse.

Home Learning Tasks:

1. Keep a diary entry of good deeds you achieve everyday this term.
2. Research mindfulness strategies; try some out and see if they make a positive impact on you.
3. Create an anti-bullying poster.
4. Discuss your weekly RSHE topics with members of your family.





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 2 topics	Key Vocabulary
Mental ill health	Mental health: refers to the way we think, feel and act; how we handle stress, use good judgement and make choices
Eating disorders	Eating disorders: develop when a person has an unhealthy or abnormal attitude towards food
Dental Health	Dental health: is all about making sure you have healthy teeth and gums
Personal Hygiene	Personal hygiene: is important in order to keep your body clean and to prevent illness and infection
Laws relating to substance abuse	Laws: The Misuse of Drugs Act 1971
Risk awareness	Vaping: the action or practice of inhaling and exhaling vapour containing nicotine and flavouring produced by a device designed for this purpose

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

- CAMHS – Child and Adolescent Mental Health Services
- 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. Log into you’re my Directions portal to investigate Option choices (check the careers page).
4. Discuss your weekly RSHE topics with members of your family.





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 3 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



High quality careers services for young people and adults



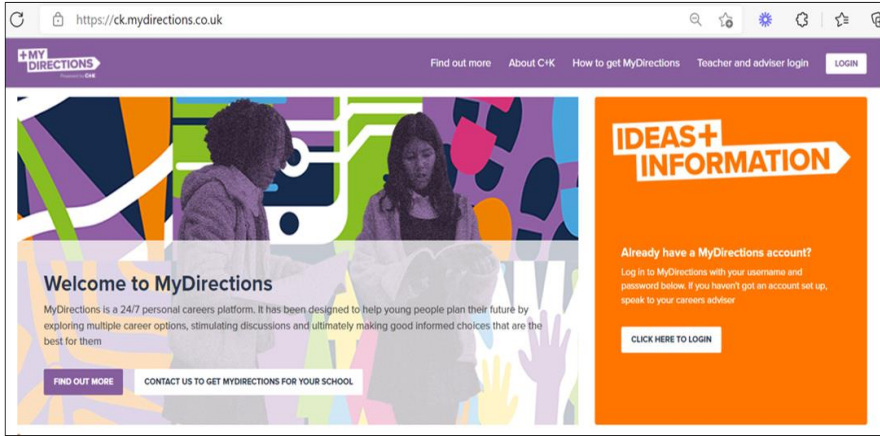
KEY CONTACTS



- **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> | **Username:** Your school email address | **Password:** 12345678



The topics being covered during the year in careers are:

- Understanding the workplace
- Jobs & Opportunities
- Work & Organisational Structures
- National Careers Week
- Diversity, Equality & Stereotyping
- Enterprise & Employability Skills

BRITISH VALUES



Democracy

- The principle that people have the right to vote and to influence decision-making and hold leadership accountable.



The Rule of Law

- The idea that everyone is subject to the law and that laws are applied fairly to protect society and its members.



Individual Liberty

- The freedom to make personal choices about how to live one's life, including beliefs, without being discriminated against because of background.



Mutual Respect

- Treating others with dignity and consideration, which means showing proper regard for their feelings, wishes, and rights.



Tolerance of different faiths and beliefs

- Accepting and respecting a wide range of opinions, beliefs, and ways of life, even if they differ from one's own.





ATTENDANCE AND BEHAVIOUR

TRACKER



BE
ON TIME,
EVERY TIME!



EVERY DAY
COUNTS!

Attend ☒
Learn ☒
Achieve ☒
Succeed ☒



YOUR FUTURE

STARTS TODAY

BE PRESENT

BE SUCCESSFUL



Half-Term	Attendance	Class-charts Ratio
Half-Term 1 Sept-Oct		
Half-Term 2 Nov-Dec		
Half-Term 3 Jan-Feb		
Half-Term 4 March-April		
Half-Term 5 May-Jun		
Half-Term 6 Jun-Jul		



97% ATTENDANCE
is our aim for
all students!

You're giving yourself
the best chance to
succeed.



**GOOD ATTENDANCE
BUILDS SUCCESS**

Being in school means
you learn more,
improve more and
achieve more.



**BE HERE,
BE YOUR BEST**

Every day in school
brings you one step
closer to your goals
and your future.



WHERE **HEARTS** AND **MINDS** CONNECT



LITERACY

Literacy codes are an important tool for improving the accuracy, clarity, and quality of your written work. They help you identify and correct common errors in spelling, punctuation, grammar, and presentation, enabling you to communicate your ideas more effectively. By understanding and responding to literacy codes, you can develop greater independence as a learner and strengthen your writing across all subjects. Regular use of literacy codes will support your progress and help prepare you for success in assessments, GCSE studies, and beyond.

Exam Word	Meaning
Sp	Your spelling needs correction.
V	Vocabulary: you may have used the wrong word or may be able to upgrade / improve the word that you have chosen.
C	Your use of capital letters is not accurate. Capitals are needed for names and at start of sentences.
G	There is an issue with your use of grammar (rules of language).
P	You have punctuation that is missing or inaccurate.



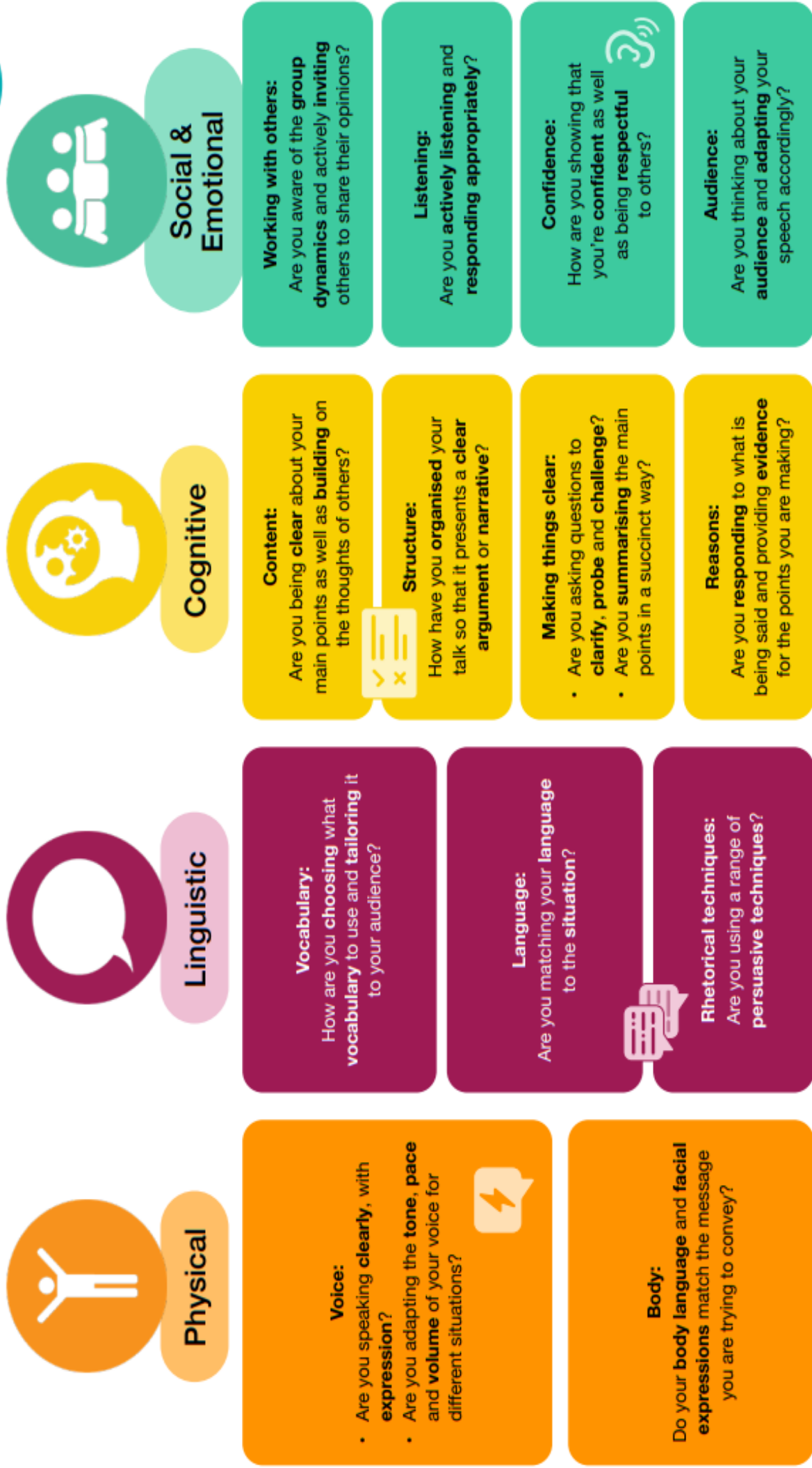


Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering 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

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



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

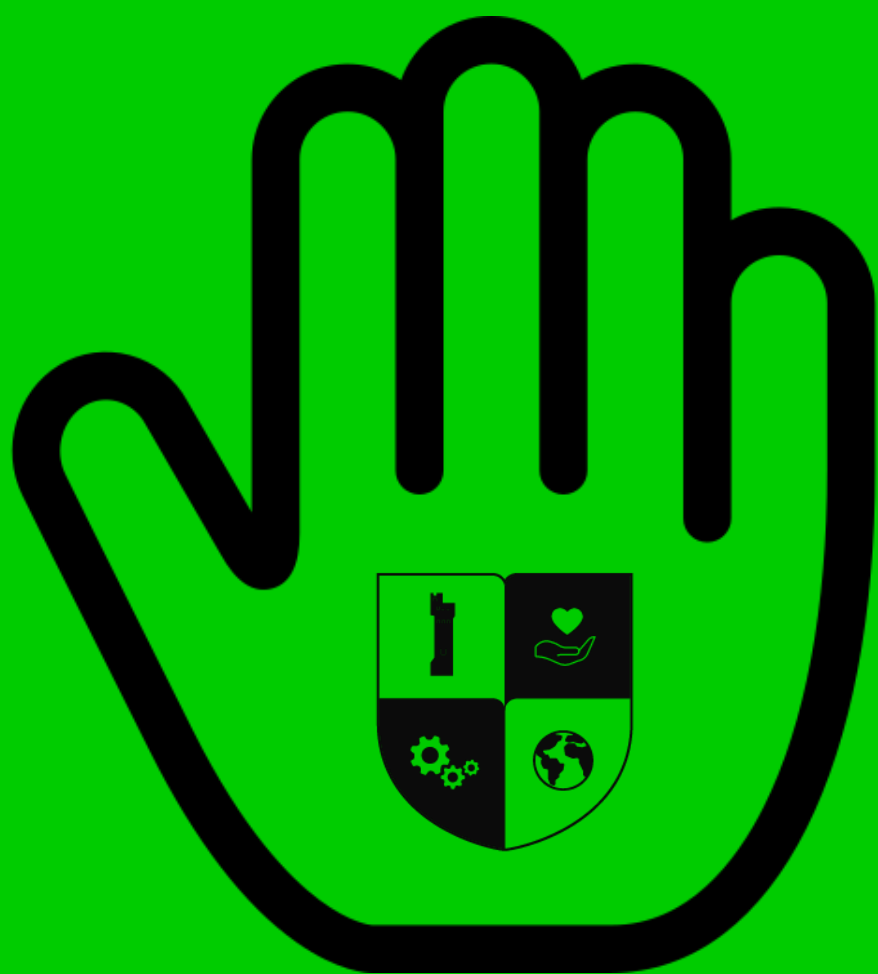


Sorry



Thank you.

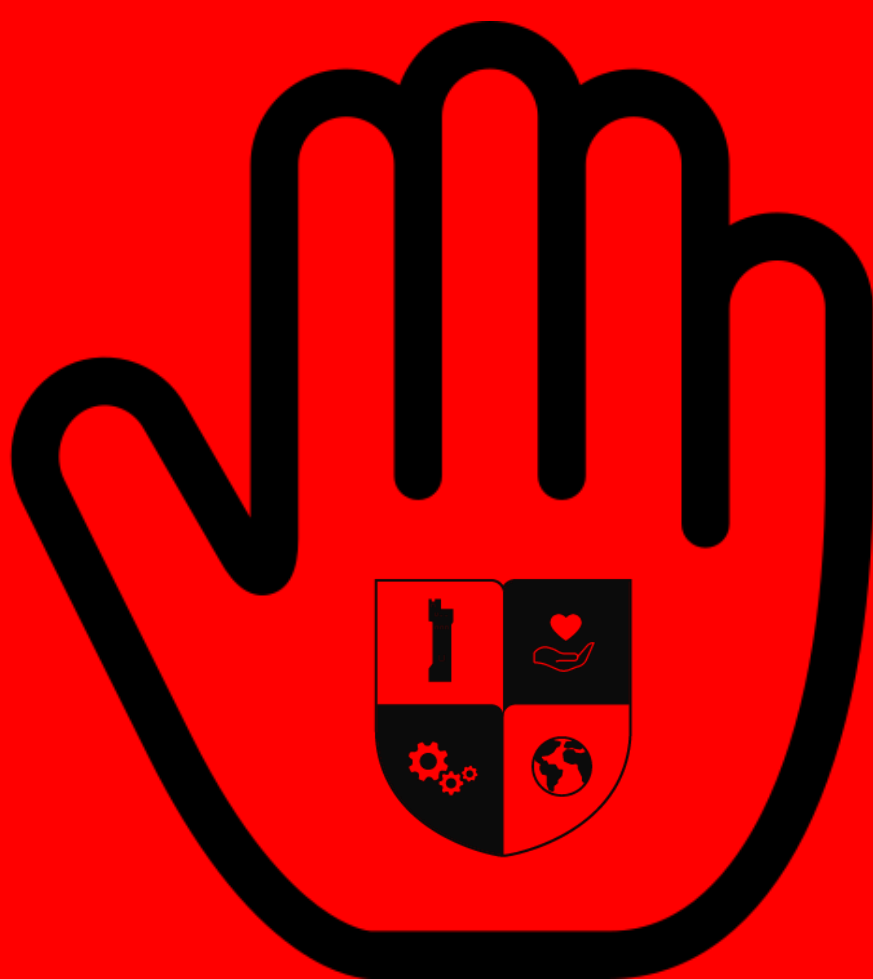
Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.





ACADEMIC CALENDAR 2026/27 INSET DAY HOLIDAYS BANK HOLIDAYS LIKELY EID

2027											
September	October	November	December	January	February	March	April	May	June	July	August
1 Tu	1 Th	1 Su	1 Tu	1 Fr New Year's Day	1 Mo	1 Mo	1 Th	1 Sa	1 Tu	1 Th	1 Su
2 We	2 Fr	2 Mo	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr	2 Mo
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo Early May Bk. Hol.	3 Th	3 Sa	3 Tu
4 Fr	4 Su	4 We	4 Fr	4 Mo	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su	4 We
5 Sa	5 Mo	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa	5 Mo	5 Th
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu	6 Fr
7 Mo	7 We	7 Sa	7 Mo	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo	7 We	7 Sa
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo	8 Th	8 Sa	8 Tu	8 Th	8 Su
9 We	9 Fr	9 Mo	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr	9 Mo
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th	10 Sa	10 Tu
11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su	11 We
12 Sa	12 Mo	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo	12 We	12 Sa	12 Mo	12 Th
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu	13 Fr
14 Mo	14 We	14 Sa	14 Mo	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo	14 We	14 Sa
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo	15 Th	15 Sa	15 Tu	15 Th	15 Su
16 We	16 Fr	16 Mo	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr	16 Mo
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo	17 Th	17 Sa	17 Tu
18 Fr	18 Su	18 We	18 Fr	18 Mo	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su	18 We
19 Sa	19 Mo	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa	19 Mo	19 Th
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu	20 Fr
21 Mo	21 We	21 Sa	21 Mo	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo	21 We	21 Sa
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo	22 Th	22 Sa	22 Tu	22 Th	22 Su
23 We	23 Fr	23 Mo	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr	23 Mo
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo	24 Th	24 Sa	24 Tu
25 Fr	25 Su	25 We	25 Fr	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su	25 We
26 Sa	26 Mo	26 Th	26 Sa	26 Tu	26 Fr	26 Fr	26 Mo	26 We	26 Sa	26 Mo	26 Th
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu	27 Fr
28 Mo	28 We	28 Sa	28 Mo	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo	28 We	28 Sa
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo Easter Monday	29 Th	29 Sa	29 Tu	29 Th	29 Su
30 We	30 Fr	30 Mo	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr	30 Mo
	31 Sa		31 Th	31 Su		31 We		31 Mo Spring Bk. Hol.		31 Sa	31 Tu





**LAST
MONTH**



**LAST
WEEK**



**LAST
LESSON**

**INSERT
WHITEBOARD
HERE**

**CAN RULER BE PRINTED ON
THIS TOO?**





THIS ACHIEVEMENT ORGANISER BELONGS TO

NAME

TEAM LEADER

HEAD OF YEAR

SENIOR TEAM LINK

PASSWORDS