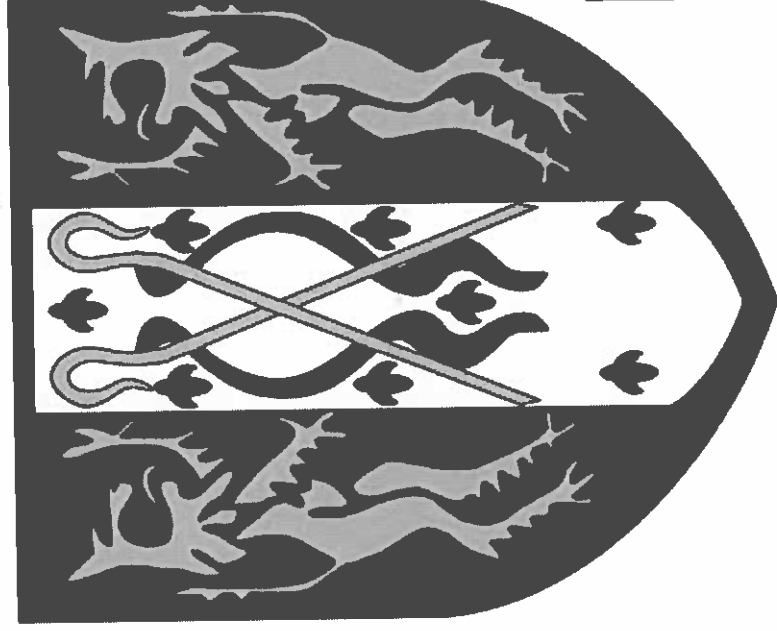


Year 9 Knowledge Organiser

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History

Year 9 HISTORY-Half Term 1.1

Summary- Position in the Curriculum

Yr.9 pupils begin their study with a political history unit. This helps them to gain a solid foundation of the political spectrum, raising and answering questions about how societies organise themselves and why extreme change and revolution might take place in the world. Pupils will use this knowledge to understand the post-1945 events and changes further into Yr.9. Pupils will also develop their conceptual understanding by comparing similarity and difference between the two extremes of the political spectrum- communist Russia and Fascist Germany.

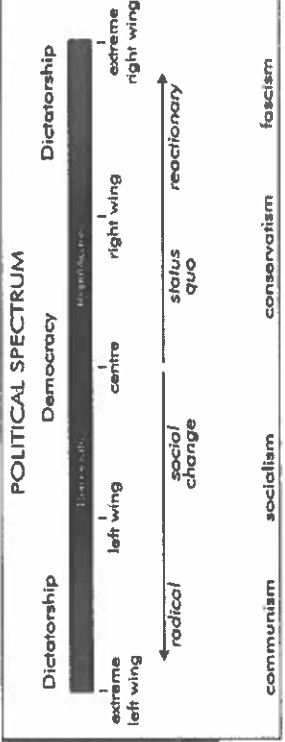
Terminology		Definitions	Core Knowledge	Preparing for Assessment
Ideology		A system of ideas and ideals, usually our political views. They can include ideas about money and wealth, politics and decision making, and how society is organised.	THE POLITICAL SPECTRUM is a way of seeing different political views in relation to one another. (see the diagram below).	Revision and self-study questions are below.
Democracy (centre)		Rule by the people; this usually involves the people of a country voting for people to represent them and make decisions for them about how to rule the country.	In Germany (before 1934): The German parliament is called the Reichstag. The President was voted for every 7 years and was the most important person in the government. The Chancellor was the leader of the Reichstag and was chosen by the President.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Communism (left-wing)		A political system based on the ideas of Karl Marx. In the perfect communist society, everyone would work together for the common good, everyone would be equal and there would be no need for money.	Russian society before the revolution was very unfair. There was a handful of very rich nobles but 80% of the population was made up of peasants. A growing number of peasants had moved to cities such as Moscow and St Petersburg to work in factories. The living and working conditions in these cities were very bad.	1. Can you describe 3 long-term causes of the Russian Revolution?
Fascism (right-wing)		A far-right form of government in which most of the country's power is held by one ruler or a small group, under a single party.	Rasputin – a faith healer who had a lot of influence over the Tsarina because he seemed to be able to cure her son's life-threatening illness.	2. Describe the key political beliefs of Communists, Fascists and Democrats.
Revolution		When a government is overthrown and replaced by another leader or group that aims to make huge changes.		Find an example of a country that was/is governed by each political ideology.
Karl Marx was a German writer who believed that the workers were being exploited by their bosses. He said that the workers would rise up against the bosses and take control of the factories.	Tsar Nicholas II was the emperor of Russia from 1894 to 1917. He was a poor leader; one of his worst decisions was to personally lead the Russian army in WW1.	Josef Stalin- Stalin became leader after Lenin and wanted to turn the Soviet Union into a great power, which would show the world how good Communism was. He wanted to turn it into a modern, industrial country and catch up with the powerful countries in the West, like the USA and Britain.	Vladimir Lenin was a ruthless leader. He led Russia through civil war, famine and hardship. He was the first Communist leader of Russia. He died in 1924, and was succeeded by a man named Joseph Stalin. Russia was now called the USSR or 'the Soviet Union'.	3. Explain 3 reasons why Hitler became Chancellor in 1933.
	The Tsarina – Alexandra, the wife of Tsar Nicholas II.			4. Explain 3 similarities and 3 differences between Communist Russia and Fascist Germany.
Extra challenge: Understand your own political viewpoint- take the political compass quiz and discuss your results with your parents: https://www.politicalcompass.org/				

Adolf Hitler sets up the Nazi Party in 1920 and becomes Chancellor in January 1933. This happened for a variety of reasons – Hitler's strengths, inbuilt problems of the Weimar Republic, and the weaknesses of others.

In 1934 Hitler became complete dictator in Germany. The country became a one-party-state.

Control in the Nazi Dictatorship:

- 1) Removal** – From 1933 to 1934, Hitler removed all opposition and established himself as Führer.
- 2) Control** – There was an attempt to control and influence attitudes. This was done by propaganda and terror.
- 3) Opposition** – The youth and the churches opposed the regime.



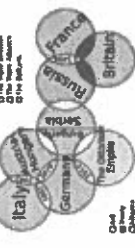
Year 9 HISTORY-Half Term 1.2

Summary- Position in the Curriculum

This study focuses on major conflict in the 20th century. Pupils will explore causation by looking at the Long-term and short-term causes of the First World War. By exploring the consequences of the decision-making at the end of this war, pupils will be able to understand how and why the world was once again at war by 1939.

Part 1: Why did World War 1 breakout in 1914?

Long-term cause 1:	Long-term cause 2:	Long-term cause 3:	The Spark
European powers were expanding their empires in Africa, creating competition and rivalry for land and resources.	European powers were spending their wealth on their military . This caused tension and fear that war could happen and countries expanded their armed forces to defend themselves.	European powers formed alliances with other countries and swore to defend each other if they were attacked.	28th June 1914: Franz Ferdinand and his wife are assassinated in Sarajevo. Austria-Hungary declare war on Serbia in retaliation for the murder-The alliances are triggered.


Key terminology

- Triple Alliance:** A political alliance between Germany, Austria-Hungary and Italy
- Triple Entente:** A political alliance between Britain, France and Russia
- Arms Race:** A competition between countries to make the most weapons
- Nationalism:** The belief that your nation is more important or superior to any other.
- Imperialism:** When a country wants to take over other countries to create an Empire
- Militarism:** Belief that a country should have a very strong military and many weapons.
- Dreadnought:** A type of battleship, many built by the navies of Britain and Germany.

Franz Ferdinand: The heir to the throne of Austria-Hungary. His murder in 1914 is seen as the final straw which led to war.

Gavrilo Princip: A terrorist for the Black Hand Gang. He assassinated Franz Ferdinand in June 1914.

Kaiser Wilhelm II: The Emperor of Germany until 1918. He wanted Germany to become the most powerful state in Europe. Enter the war to protect Serbia.

Tsar Nicholas II: The Russian Emperor. He made the decision to enter the war to protect Serbia.

The Treaty of Versailles- June 1919



Part 2: How did the world find itself in a Second World war by 1939?

Appeasement: Giving in to a potential enemy in order to avoid war. Britain was eager to avoid fighting another war. While Hitler continued to break the Treaty of Versailles, Britain operated a policy of appeasement, in the hope that war could be avoided. By the late 1930s, however, it was clear that preparations needed to be made in the likely event of war.

How did World War 2 unfold?

- ❖ Adolf Hitler became Chancellor of Germany in January 1933. As a result, German foreign policy changed dramatically.
- ❖ Hitler had promised to reverse the terms of the Treaty of Versailles. He wished to build up the strength of the German forces, He also wanted the return of any German land that had been lost.
- ❖ In March 1936, German troops remilitarised the Rhineland.
- ❖ In March 1938, Germany united with Austria.
- ❖ By September 1938, Hitler had turned his attention to Czechoslovakia. Hitler wanted them to unite with Germany.
- ❖ The Munich Conference of October 1938 between Hitler and Neville Chamberlain resulted in the Sudetenland being given to Germany on the condition that Hitler made no more demands.
- ❖ In March 1939, Germany occupied the remainder of Czechoslovakia.
- ❖ On 23 August 1939, Hitler signed the Nazi-Soviet Pact with the Soviet Union. This was to divide Poland between both countries.
- ❖ 1 September 1939 – Germany invaded Poland.

Key people - the big three

 Woodrow Wilson USA	 David Lloyd George Britain	 Georges Clemenceau France
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Alms - world peace. He wanted self-determination for all peoples and suggested the creation of the League of Nations.

Alms - elected by promising to pull the country out of the war. He was to be strong enough to trade with. To protect the empire and navy.

Alms - felt it was too harsh. That Britain would have to fight another war in 25 years' time. Pleaded money wanted and the empire larger than ever.

Alms - Germany destroyed so that the world never saw the like of it again. France, wanted them to pay for the damage caused to French land.

Alms - felt it was too harsh enough as Germany was not destroyed. More money wanted and the Rhineland should be independent. Voted out.

Remembrance: On the 11am of the 11th month 1918 (November 11th). This became known as Armistice Day – the day Germany signed an armistice (an agreement for peace) which caused the fighting to stop. The reason poppies are worn is to remember the soldiers who died in the war.

LAND – Lost their overseas Empire which was divided amongst the victorious allies.

ARMY – reduced to 100,000 men, no air force and only 6 battleships.

MONEY: reparations set at £6600 million to be paid to the allies.

BLAME: Germany had to accept guilt for starting the war.

How did the First World War end?

Key people - the big three

 Woodrow Wilson USA	 David Lloyd George Britain	 Georges Clemenceau France
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Alms - world peace. He wanted self-determination for all peoples and suggested the creation of the League of Nations.

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Alms - felt it was too harsh. That Britain would have to fight another war in 25 years' time. Pleaded money wanted and the empire larger than ever.

- Describe the key features of each long-term cause and explain how they directly contributed to the outbreak of war.
- Retell the causes, events and consequences of the death of Franz Ferdinand.
- Describe the Treaty of Versailles LAMB and explain why Germany were so upset after the war
- Explain what appeasement means and give 3 reasons why Britain had this policy.
- Give 2 arguments to support the decision to appease Hitler. Can you challenge it?

Preparing for Assessment

Revision and self-study questions are below.

Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.

Year 9 HISTORY-Half Term 2.1

Summary- Position in the Curriculum

This unit fits into the wider 20th century study. It will help pupils to recognise the impact of political change within a country and how war can escalate this. It will also build upon the unit studied earlier in the year when Nazi political ideologies were studied. This unit allows pupils to explore and recognise the dire consequences of these ideologies in action, how and why it was and is able to happen.

Terminology	Definitions	Core Knowledge
Antisemitism	Anti-Semitism is the term used for the discrimination of the Jews. Anti-Semitism has been common in Europe for many centuries.	What was the Holocaust? Key definitions. • The mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz. • Holocaust comes from Hebrew and means destruction or completely burnt. Many Jews use the term Shoah which comes from the Hebrew and means catastrophe. Hitler takes power in Germany... July 1932 the Nazis were the largest party in the Reichstag. Hitler was made Chancellor on the 30th January 1933. Hitler started his persecution of the Jews with immediate effect:
Three Historical Reasons for Anti-Semitism: 1. Jews were blamed for the crucifixion of Christ. 2. Jews were blamed for the Black Death although many Jews were killed by the disease. 3. Jews were driven out of many Western European countries in the Middle Ages. They were expelled from England in 1290, from France in 1306 and 1394. These are some of the actions made created prejudice and discrimination towards Jewish people in communities all over Europe.		

Why did the Nazis persecute certain groups in society?

At the end of WW1 the allies imposed a harsh peace treaty on the Germans. They lost land, money and were forced take the blame for starting the war. Adolf Hitler, the leader of the Nazi party blamed enemies inside Germany for losing the war. This included Jews, Gypsies, Homosexuals, and communists. He wanted to make Germany great by removing those he thought of as *inferior*, leaving only pure German people left.

Hitler's Persecution of the Jews					How did the Holocaust happen?		
1st April 1933: Hitler's first action directly against the Jews was a Boycott of all Jewish businesses.	April 11, 1933: Nazis issued a decree defining a non-Aryan as "anyone descended from non-Aryan, especially Jewish, parents or grandparents."	May 10, 1933: Burning of books in Berlin and throughout Germany. In Sept - Nazis established the Reich Chamber of Culture, then excluded Jews from the Arts.	Summer 1935: Placards saying Jews not wanted displayed in resorts, public buildings, restaurants and cafes. (these were removed during the 1936 Olympic Games).	November 9th 1938: A massive, coordinated attack on Jews throughout the German Reich. This has come to be known as Kristallnacht or The Night of Broken Glass.	The Nazis invaded Eastern Europe and used The <i>Einsatzgruppen</i> who were special mobile killing squads created in 1939. In 1941 the Einsatzgruppen would move through Nazi controlled areas and round up Jews, gypsies, undesirables and disabled people. They rounded them up and shot them. The Final Solution: The Wannsee Conference was a meeting of senior Nazi held in the Berlin suburb of Wannsee on 20 January 1942. Here, it was decided that all Jewish people in German occupied Europe would be deported to occupied Poland and murdered.  1. The Death Camps: Auschwitz Birkeneau, Chelmno, Treblinka, Belzec, Sobibor, Majdanek in the far east of Poland. The death camps used gas chambers to murder Jews and others on an industrial scale. Jews were brought from all over Europe.		
Preparing for Assessment Revision and self-study questions. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.					3. Can you find 3 examples to show how Jewish people did resist the Nazis?	4. Describe how the treatment of Jews and other minority groups changed between 1933-1945.	5. Can you give 3 reasons to explain why Holocaust memorial Day on the 27 th January is so important today?

Year 9 HISTORY-Half Term 3.1

Place in the curriculum:

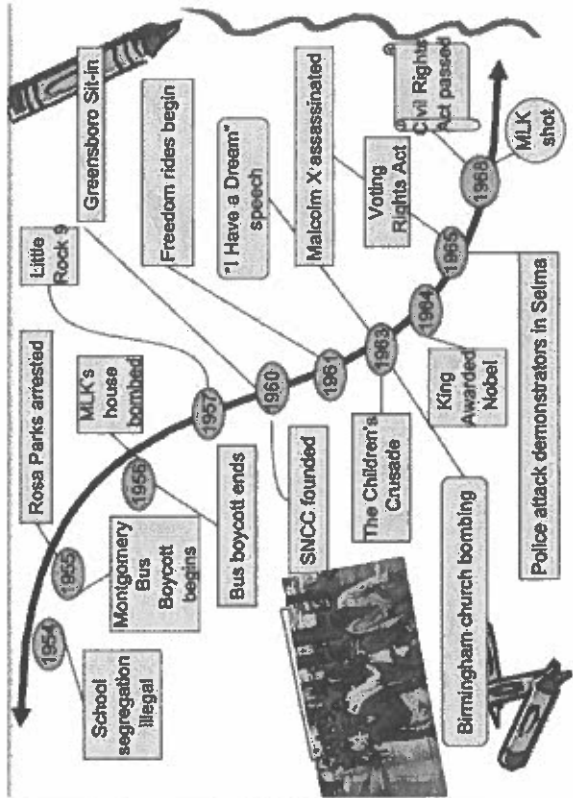
This unit forms part of our post-1945 studies, and explores the concept of democracy and human rights since 1945. It focuses on developments in America, whereby human rights had technically existed since 1948, but did not apply to many citizens, creating a deeply segregated and unfair American society. Pupil will explore the context to this, the reason and methods used by the Civil rights campaigners to challenge this in the 1950s, and the level of success by 1960.

Terminology				Core Knowledge	Preparing for Assessment
Declaration of Human Rights	(UDHR) is a document that acts like a global road map for freedom and equality – protecting the rights of every individual, everywhere.			Equality and Human Rights The UDHR was adopted by the newly established United Nations on 10 December 1948, in response to the actions during the Second World War. Its adoption recognised human rights to be the foundation for freedom, justice and peace. The Declaration outlines 30 rights and freedoms that belong to all of us and that nobody can take away. What are the United Nations? After the atrocities of the Second World War and before, the leaders of 3 countries (Britain, Russia, USA) decided to set up a club of nations and invited all other countries of the world to join (except Germany and Japan). WHY NOT? It was hoped that problems between nations could be settled through discussion and not fighting. It was named the United Nations and held its first meeting in April 1945. Representatives of 51 countries were there.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research. 1. Describe 3 key features of the UN and the creation of the UDHR. 2. Can you confidently describe why America can call a melting pot by 1920? 3. If the government technically gave black people rights and protection by law, can you give 3 reasons to explain why so many people faced discrimination in the USA? 4. Outline the life and success of one African-American before 1940 5. Explain the causes and consequences of the Little Rock incident and the Montgomery Bus Boycott.
Civil Rights	The rights of citizens to political and social freedom and equality.				
Emancipation	The end of slavery and freeing of all enslaved people.				
Segregation	The action or state of setting someone apart from Others. In this case, separation by race.				
Legislation	Laws passed by the government.				
Desegregation	A legal process of ending the separation and isolation of different racial and ethnic groups.				
Prejudice	A preconceived opinion that is not based on reason or actual experience.				
Discrimination	The unjust or prejudicial treatment of different people.				
Supreme Court	The most powerful court in America. Has the power to set precedents that lead to changes in the law.				
What was the Civil Rights movement?	The civil rights movement was a struggle by African Americans in the mid-1950s to late 1960s to achieve Civil Rights equal to those of whites, including equal opportunity in employment, housing, and education, as well as the right to vote, the right of equal access to public facilities, and the right to be free of racial discrimination				
Civil Rights 1950s					
Context	Problems	Action	Challenge	Protest	
Slavery was abolished in America in 1865.	African-Americans were still kept in badly- paid jobs.	In 1909, the NAACP was formed. It held silent marches to protest about the way black people were treated.	America in the 1950s was very divided. Segregation existed in many schools and in many aspects of life, people had to live separately because of their race. In 1954 the American Supreme Court ruled that segregation in schools was illegal. The first precedent was set.	- Events at Little Rock, Arkansas, 1957	
In 1870, the American constitution (laws) stated that no one should be denied the right to vote because of their race, colour or previous work.	Many American states passed 'Jim Crow laws' which stopped black people using the same schools, buses and swimming baths as white people.	In the 1920's, black Americans became writers, poets, film stars and dancers. It was in the 1920's that black people first began to say: 'Black is beautiful'. They called this 'artistic action' to get equality.	Segregation existed in many schools and in many aspects of life, people had to live separately because of their race. In 1954 the American Supreme Court ruled that segregation in schools was illegal. The first precedent was set.	- The Montgomery Bus boycott, 1955.	
				- Woolworth lunch counter and the sit-in protests.	
					 Rosa Parks

Year 9 HISTORY-Half Term 3.1

Place in the curriculum:

This unit forms part of our post-1945 studies, and explores the concept of democracy and human rights since 1945. It focuses on developments in America, whereby human rights had technically existed since 1948, but did not apply to many citizens, creating a deeply segregated and unfair American society. Pupils will explore the context to this, the reason and methods used by the Civil Rights campaigners to challenge this in the 1960s, and the level of success by 1970. It also includes case studies exploring the campaign for Civil Rights in Britain, the actions taken to end Apartheid in South Africa, and the history of campaigning for gender and LGBTQ+ equality in Britain.

Terminology		Core Knowledge	Preparing for Assessment
Desegregation	a legal process of ending the separation and isolation of different racial and ethnic groups.	The campaign for civil Right in the USA- 1960s  Did Britain civil rights movement? Black people have been in Britain since Roman times. Many migrated from the British Empire to the UK after WW2, as there was a shortage of workers. - The civil rights movement challenged racism and discrimination. The 1963 Bristol Bus Boycott stopped a bus company from refusing to employ black workers. In 1965 racial discrimination was banned. LGBTQ+ Rights in the UK Homosexuality was illegal in the UK until 1967. - Teaching positively about it was illegal in schools until 2003. - Campaigners changed attitudes to being LGBTQ+ e.g. through Pride marches and other campaigns. - Same sex couples were finally allowed to marry in 2013. - The fight for equality continues, with transgender rights now a major area of debate.	Revision and self-study questions are below.
Political movement	A collective attempt by a group of people to change government policy or society.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
NAACP	The National Association for the advancement of coloured people.		1. Describe Martin Luther King's aims.
ANC	African National Congress. Established in 1912, the ANC was initially focused on non-violent methods to fight against apartheid in South Africa		2. Choose 3 events on the timeline and outline what happened.
Apartheid	A policy in South Africa where segregation existed on grounds of race.		3. Did the use of violent tactics achieve more than non-violent protest in the Civil Rights campaign in America?
What were the American Civil Rights activists fighting for in the 1960s? 1) To end everyday discrimination 2) To change attitudes 3) To vote without intimidation 4) For economic equality 5) For a just society Who was Nelson Mandela? He was a south African politician and campaigner. He was President of South Africa between 1994 and 1999. He campaigned for justice and equality, and spent 27 years in jail for this. He was the first Black President of South Africa, and worked to remove apartheid and make South Africa a fair and safe place. He was awarded the Nobel peace prize for his work.		4. Can you find 3 similarities and 4 differences between the Campaigns for equality in the USA and South Africa?	
Who was Martin Luther King? Civil rights leader and minister. He first experienced segregation when he was 6 -- not allowed to play with best friend. He Helped to lead the Montgomery Boycott. Inspired by Gandhi -- peaceful protests. 1963 -- Made "I Have a Dream" speech at the March on Washington to 250,000 people. 1964 -- Awarded Nobel Peace Prize. 1968 -- Assassinated the day after giving a speech, by James Earl Ray.		5. How far has the world progressed since 1948? What have been the biggest achievements in the campaign for equality? What is left to do?	

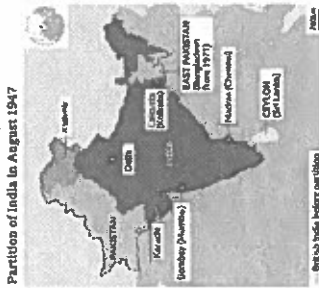
Year 9 HISTORY-Half Term 3.2

Place in the curriculum: How has migration shaped British society over the last 100 years?

You will compare case studies focusing on specific context that explains why colonies broke away from the British Empire and why Britain was unable to maintain it after the Second World War. You will explore patterns of migration in different phases, looking at who migrated and why, what were the experiences, actions and contributions of different groups of people.

Case study 1: India

Ruled by the Muslim Mughal Empire in the 17th century. Most Indians were Hindus. Rich Mughal culture included architecture (Taj Mahal), art, music, literature. The British East India Company traded with Mughal India from 1600. In the 18th century it took most of India from the Mughals and the French (who also wanted an Empire). The government took full control of India in 1857. India was used to benefit Britain - 40% of India's wealth paid for Britain's military. 74,000 Indian soldiers died in WW1, 89,000 in WW2. Famine killed 3m Indians in 1943, but Winston Churchill refused food relief. India became independent in 1947, but split into two new states: India (mainly Hindu) and Pakistan (mainly Muslim). During the Partition, millions of Hindus, Muslims and Sikhs left their homes to move to either India or Pakistan. This mass movement of refugees was accompanied by terrible violence between the two faiths and hundreds of thousands of people were killed, either on the journey or on the border, between India and Pakistan. Pakistan and India have fought three wars, to gain full control over the region, in 1947, 1965 and 1999.

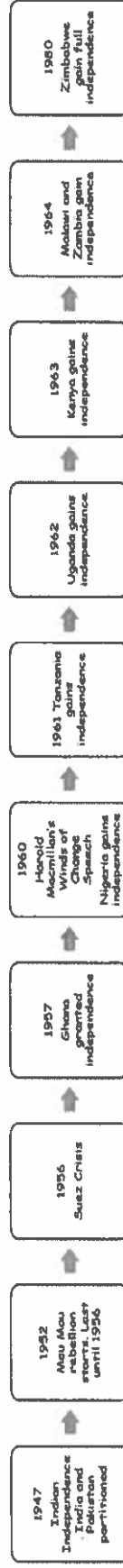


Case study 2: Creation of Israel

Jewish people came from Palestine. From the 4th century AD most moved away, settling around the world. Many were persecuted. After years of persecution, Jewish communities wanted a national Jewish home. In 1917 the British government promised to support this. Britain controlled Palestine from 1920 and allowed Jewish immigration. After the atrocities of the Holocaust, many displaced Jews looked to Palestine as a safe home for Jews. In 1948 the United Nations split Palestine into Jewish and Arab states, with Jerusalem as an international city. Arab countries didn't accept this, and so, violence commenced. Israel won the war. Up to 750,000 Palestinians were forced to migrate from their homes, and not allowed to return. Israel occupied Jerusalem



Empire Windrush was the first immigrant ship to Britain after the 1948 British Nationality Act. Many passengers on Windrush had previously fought for Britain in WW2. What was the experience of immigrants from the Caribbean, post-WW2? Many immigrants faced discrimination in accessing housing and work. Many on board Windrush came to seek work. Many intended to stay only a few years. Some did return home, but most settled permanently. There was a labour shortage in Britain, and there had been advertisements for cheap travel to Britain via the Empire Windrush. A hurricane in Jamaica, low price of sugar (the main industry) and little tourism meant that migration to Britain appealed to many. Several Caribbean islands were members of the British Commonwealth, and it was common to think of Britain as the 'Motherland'. Early post-war workers made a huge contribution to the British economy and economic growth. Many took low skilled and low paid work they were over-qualified for. There were some specific jobs/industries that advertised for immigrant workers (in some cases, going to actively recruit in the Caribbean). These include: Nursing and other work in the newly formed NHS. Hotels and restaurants. Public transport. Manufacturing and construction.



Context: The British Empire by 1900

19th century: Canada, Australia and New Zealand were allowed to self-govern. The British sold Indian opium to China to pay for the tea they imported. When the Chinese emperor tried to resist, Britain defeated China in the Opium Wars. Britain raced to capture huge amounts of new territory in the 'Scramble for Africa' (1891-1919). After the First World War Britain was given some of Germany's colonies, including Palestine in the Middle East.

The end of the British Empire

Towards the end of the 19th Century, a number of states became 'dominions' meaning that they remained part of the empire, but governed themselves. During the First and Second World War, Britain relied heavily upon its empire in order to win. The countries who supported Britain began to take an increasingly independent view. Furthermore, the wars left Britain weakened and less interested than it had previously been. By the late 1970s, the empire became reduced to a few pockets of territory around the world.

Independence movements

Nationalists were often punished harshly by the British. Mahatma Gandhi's non-violent protest highlighted Indian treatment. Millions of men from the Empire fought for Britain in the world wars. Many demanded independence when they returned home.

Decolonisation and Legacy: Many countries became independent after WW2. By the 1960s most had left the Empire. Some joined the Commonwealth, a group of independent countries. The last colony, Hong Kong, was loaned from China in 1898, and returned in 1997. Britain still has 14 overseas territories. Decolonisation was often difficult, as British rule limited countries' development. Divisions in societies sometimes led to violence.

Migration in the 20th century

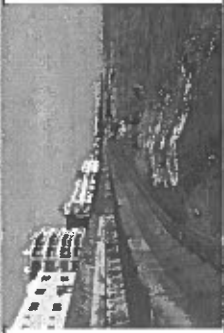
Geography

Geography – (KS3) Coasts – Year 9

Summary - Position in the Curriculum

Coasts is the first topic of Year 9 Geography. This topic begins with the physical characteristics of Coasts. You will learn about constructive and destructive waves. The topic also covers coastal erosion, hard and soft engineering to defend the coast which you need to learn for your end of unit assessment.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Coast	The part (edge) of the land which meets the sea or ocean.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Erosion	The wearing away and removal of material by a moving force such as a breaking wave.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Soft Rock	A rock that is less resistant (weaker) to erosion. E.g. Boulder Clay	Constructive waves: Strong swash, weak backwash.	1. What is the difference between constructive and destructive waves?
Hard Rock	A rock that is more resistant (stronger) to erosion. E.g. Granite.	Destructive waves: weak swash, strong backwash.	2. Explain how headlands and bays are formed?
Weathering	When rock is broken down in one place.	Wave action erodes softer rock easily creating bays. Headlands remain on either side of bays as more resistant.	3. What are the 3 factors that determine the size of a wave?
Headlands	A rocky coastal promontory (point/outcrop) made of rock that is resistant to erosion.	Long, fetch, and strength.	4. Explain how longshore drift occurs.
Bays	Consisting of softer rock eroded by the sea to form a semi-circular shape.	Waves approach beach at an angle. Swash and backwash move sediment along the beach in a zig-zag pattern.	5. What is more effective in protecting the coast; hard or soft engineering?
Transportation	The movement of eroded material.	Hard engineering strategies such as rock armour & sea walls are very strong and effective ways to protect the coastline but expensive. Soft engineering strategies such as beach nourishment are cheaper and more environmentally sustainable.	
Hard Engineering	Using concrete or large artificial structures to defend against natural processes, either coastal, fluvial or glacial.		
Soft Engineering	Managing erosion by working with natural processes to help restore beaches and coastal ecosystems or to reduce the risk of river flooding.		
Waves	Constructive waves: Low, small waves that surge up the beach – building the beach. Destructive waves: High, tall waves plunge onto the beach – destroying the beach.		
Longshore Drift	Transport of sediment along a stretch of coastline caused by waves approaching the beach at an angle.		

Constructive Wave	Destructive Wave	Hard Engineering – Sea Wall	Soft Engineering – Beach Profiling	Scan QR Code for Further Learning
				

Geography (KS3) – Development – Year 9

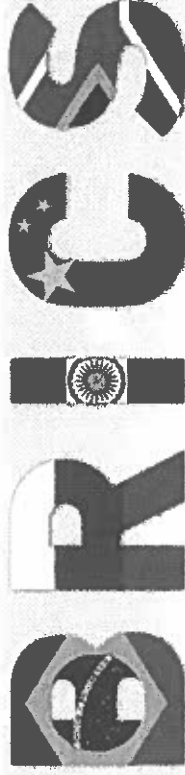
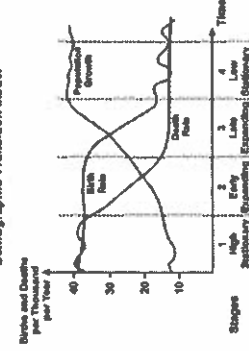
Summary - Position in the Curriculum

Development is the second topic Year 9 Geography. This topic is important as it investigates the causes and solutions to the development gap that exists in our World today. You will learn about High Income Countries (HIC's), Middle Income Countries (MIC's) and finally Low-Income Countries (LIC's). What makes a country developed and how other countries face challenges in developing their country.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Development	Economic and social progress that leads to an improvement in the quality of life for an increasing proportion of the population.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Human Development Index (HDI)	A method of measuring development where GDP per capita, life expectancy and adult literacy are combined to give an overview.	Use the following statements to help you learn core knowledge for the questions on the right-hand side >.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Gross National Income (GNI)	Measurement of economic activity calculated by dividing the gross (total) national income by the size of the population.	Different factors affect a country's level and speed of development including social, economic, environmental and political factors.	1. State and explain ONE social, economic, environmental, and political factor affecting a country's level of development.
Birth Rate	The number of births a year per 1000 of the total population.	Landlocked, corruption in government, education, natural resources, justice etc.	2. What factors prevent an LIC from developing?
Death Rate	The number of deaths a year per 1000 of the total population	Birth rate is a reliable measure of development. As a country develops, women are likely to be educated.	3. Explain why birth rates are high in LIC's (low-income countries) and death rates are low in HIC's (high income countries).
Infant Mortality	Number of babies that die under one year of age, per 1000 live births.	There is a clear link between a country's development and the wealth of its people.	4. 'Levels of development are closely linked to health' – explain.
Development Gap	Difference in standards of living and wellbeing between the world's richest and poorest countries.	Brandt line is from 1980 when countries were less developed. Now many countries like South Korea, Singapore, UAE are developed.	5. Discuss whether the Brandt Line is still relevant today.
Aid	When a country or non-governmental organisation (NGO) such as Oxfam donates resources to another country to help it develop or improve people's lives.		
NEE	Countries that have begun to experience high rates of economic development, usually with rapid industrialisation. They differ from low-income countries in that they no longer rely primarily on agriculture, have made gains in infrastructure and industrial growth, and are experiencing increasing incomes and high levels of investment; for example, the so-called BRICS countries; Brazil, Russia, India, China and South Africa.		



Demographic Transition Model



Brazil · Russia · India · China · South Africa

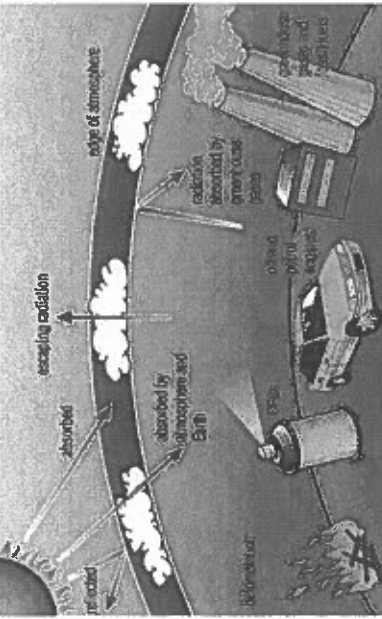


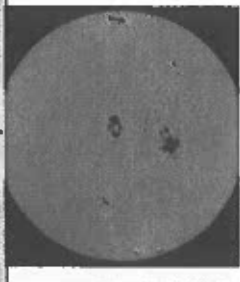
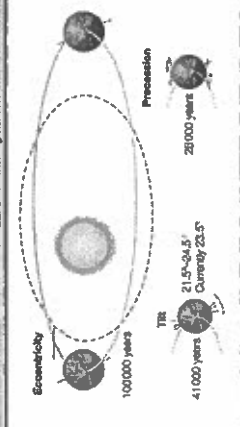
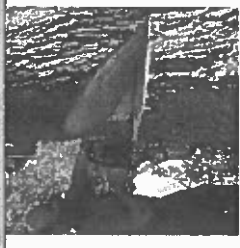
FAIRTRADE
INTERNATIONAL

Geography – (KS3) – Climate Change – Year 9

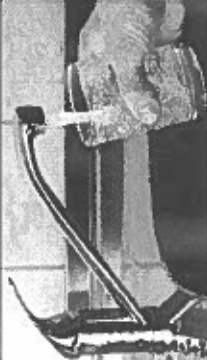
Summary - Position in the Curriculum

Climate Change is the third topic of Year 9 Geography. This topic is important as it begins with the Enhanced Greenhouse Effect and how human activities are releasing greenhouse emissions into the atmosphere. You will also learn about natural causes of climate change.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Greenhouse Gas	An atmospheric gas that absorbs (heat) infrared radiation, thereby, contributing to the greenhouse effect.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Carbon Footprint	A measure of all the greenhouse gasses we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Use the following statements to help you learn core knowledge for the questions on the right-hand side.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Climate Change	A long-term change in the Earth's climate, especially a change due to an increase in the average atmospheric temperature.	Ice cores: trapped CO ₂ gas bubbles. U-shaped valleys. Fossils of Animals.	1. What evidence is there that climate was different in the past?
Orbital Change	Changes in the pathway of the Earth around the Sun.	Cars, cattle & rice farming, cement production, factories, fertilisers etc.	2. What human activities create greenhouse gas emissions?
Global Warming	A gradual increase in the world temperature by increased greenhouse gases.	GHG's trap heat from sunlight.	3. Explain the Enhanced Greenhouse Effect.
Sunspots	Dark patches on the Sun's surface, caused by magnetic activity inside the Sun. More patches mean the solar output is greater.	Volcanic eruption, orbital theory, sunspot theory, asteroid collision theory.	4. Explain natural causes of climate change.
Deforestation	The cutting down and removal of trees to clear an area of forest.	Use renewable energy: solar, wind, geothermal etc. Walk, Cycle,	5. How can we reduce greenhouse gas emissions?
Ice Cores	Ice pole that is drilled from ice sheets in cold places like Antarctica which store hidden secrets to how climate was like in the past. Carbon Dioxide bubbles are trapped in the ice which allow scientists to determine the global temperature of the past.		
Enhanced Greenhouse Effect	The warming of the Earth's atmosphere due to human activity increasing the layer of greenhouse gasses.		
Methane	A Greenhouse gas emitted by cattle, rice paddy fields and sewage treatment.		
Weather	The hour-hour, day-to-day state of the atmosphere.		
Climate	The average weather over 30 years.		
Nitrous Oxide	A greenhouse gas emitted from cars and agricultural fertilisers etc.		
CFC's	A greenhouse gas called: Chlorofluorocarbon.		

Coal Fired Power Station	Sunspots	Milankovitch Cycles	Deforestation	Scan QR Code for Further Learning
				

Geography – (KS3) Resource Management – Year 9 (1 of 2)			
Summary - Position in the Curriculum Resource Management is the 4th topic of Year 9 Geography. This topic begins with the definitions of resources and how there is global inequality. The topic also covers the significance of food, water, and energy.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Resource	A resource is anything that can be used to meet a human need.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Resource Management	Control and monitoring of resources so that they do not become depleted or exhausted.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ↘.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Inequality	Differences between poverty and wealth, as well as wellbeing and access to jobs, housing, education etc.	Anything that can be used to meet a human need. E.g. food, oil, water etc	1. What is a resource?
Energy Security	Uninterrupted availability of energy sources at an affordable price.	Improved well-being, wealthier, country is more secure leading to development.	2. What are the benefits of resources?
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	Water transfer schemes. Manage water pollution, reduce waste, harness rain.	3. How can water supply be secured?
Carbon Footprint	A measure of all the greenhouse gasses we individually produce, through burning fossil fuels for electricity or transport expressed as tonnes (or kg) of carbon dioxide equivalent.	Food, water and energy are the 3 most important resources for countries to develop.	4. Explain the significance of food, water and energy to economic and social well-being.
Renewables	A resource which is not diminished when it is used; it recurs and cannot be exhausted (for example wind and tidal energy).	Coal is being phased out, Wind, tidal and solar are increasing, More renewables.	5. Explain how less developed countries can increase food supply.
Food Insecurity	Being without reliable access to sufficient quantity of affordable, nutritious food.		
Food Security	When people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.		
Water Security	The reliable availability of an acceptable quantity and quality of water for health, livelihoods and production.		
Water Insecurity	When water availability is not enough to ensure the population of an area enjoys good health, livelihood and earnings. This can be caused by water insufficiency or poor water quality.		

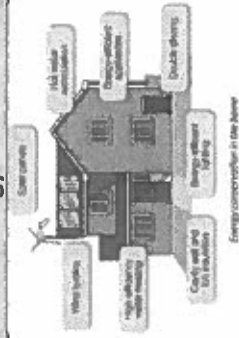
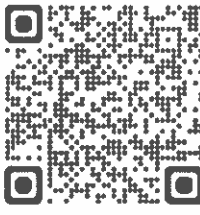
Food	Energy	Water	Inequality	Scan QR Code for Further Learning
				

Geography – (KS3) Resource Management (Energy) – (2 of 2)

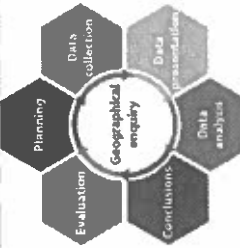
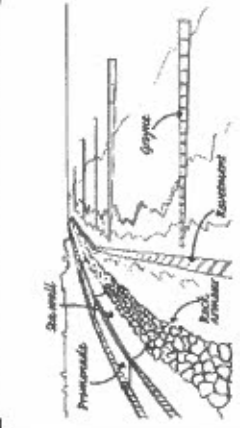
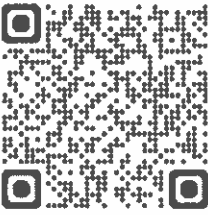
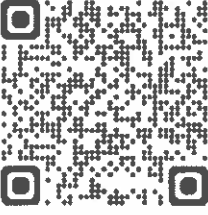
Summary - Position in the Curriculum

Energy is the second part of the Resource Management topic of Year 9 Geography. This topic begins with the definitions of Energy Security and how there is global inequality. The topic also covers the significance of energy for development around the world.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Energy Security	Uninterrupted availability of energy sources at an affordable price.	<i>Learn the main aspects of this topic.</i>	<i>Revision and self-study questions are below.</i>
Energy Insecurity	A situation where a country has to rely on others to supply most of its energy. This dependence makes a country politically vulnerable.	<i>Use the following statements to help you learn core knowledge for the questions on the right-hand side.</i>	<i>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Energy Mix	The range of energy sources of a region or country, both renewable and non-renewable.	Some countries have fossil fuels whilst others do not. However, HIC countries often consume more energy than others.	1. Describe the global distribution of energy consumptions and supply.
Energy Consumption	The amount of energy that is used during a given period, normally one year. Most often, it is calculated as the average amount of energy consumed per head of population of a country, region or city. Per capita energy consumption is often taken as a measure of development.	Reasons include economic development as countries become more developed. Rising population and use of technology.	2. What are the reasons for growing energy consumption?
Fossil Fuel	A natural fuel such as coal, crude oil or gas, formed in the geological past from the remains of dead organisms.	Exploration is difficult, high costs, food production, conflicts, and wars. Demand for energy can exceed supply.	3. Provide a range of reasons for energy insecurity.
Energy Conservation	Reducing energy consumptions through using less energy and becoming more efficient in using existing energy sources.	Wind, solar, hydro, biomass, tidal, wave etc. have little or no carbon emissions.	4. What are the benefits of renewable energy?
Energy Gap	The difference between a country's rising demand for energy and its ability to produce that energy from its own resources.	People in HIC's require more energy due to the higher quality of life.	5. Why do HIC's have a higher usage of energy than developing countries?

Crude Oil	Electric Car Charging	Home Energy Conservation	Scan QR Code for Further Learning	Scan QR Code for Further Learning
				

Geography – (KS3) Sustainability & Fieldwork – Year 9			
Summary - Position in the Curriculum Sustainability and Fieldwork is the 5th topic of Year 9 Geography. This topic begins with the definitions of sustainability and the importance of being sustainable. The topic also provides an opportunity to conduct geography fieldwork. During the fieldwork, you will work outside of the classroom to obtain primary data yourself. You will then record the data and once back in the classroom, you will present the data in the form of graphs and charts which you will need to analyse and make conclusions upon. Finally, you will evaluate your whole fieldwork enquiry.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Sustainability	Action that meets the needs of the present without reducing the ability of future generations to meet their needs. It consists of 3 main components: Social, Economic and Environmental.	Learn the main aspects of this topic.	Revision and self-study questions are below.
Geographical Enquiry	Geographical enquiries can involve researching the human and physical environments. They are a way of investigating questions about the world we live in and learn how processes work. There are at least 6 or more steps – see figure below.	Use the following statements to help you learn core knowledge for the questions on the right-hand side ➤.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Planning	The first thing to do is to decide what to study. Enquiries can be about both the physical and the human environments. Then choose a question to ask about what you have chosen to study. Or think of a hypothesis - a prediction that can be tested to see whether it is true or not.	Sustain means to maintain something. E.g. To look after something and keep it going for the future.	1. Explain the term 'sustainable'.
Methodology	It is important to consider how to collect the data. A risk assessment also needs to be carried out before you collect your data.	Planning, data collection, data presentation, data analysis, conclusion, evaluation.	2. What are the 6 main parts of a typical geography fieldwork enquiry?
Data Collection	Data is the information collected for the enquiry. The data must answer the question that you have asked. Data should be reliable. This means that the data gathered must be accurate.	Primary – data collected first hand. Secondary – data collected by another person organisation.	3. Describe the difference between primary and secondary data.
Data Presentation	Once data has been collected it needs to be sorted and organised into data tables. This data can then be presented neatly in different types of graphs to display the results clearly.	Pie charts: Easy to see visually what percentage each category is. Bar charts: Easy to compare multiple categories of data.	4. Describe the benefits of some data presentation techniques. E.g. pie charts and bar graphs.
Data Analysis	Analysis involves describing the results. For example, you can identify the trend shown in a graph.	What are the strengths and weaknesses? Would you ask the same enquiry question?	5. What questions can we ask to improve our fieldwork enquiry?
Conclusion	The conclusion is a summary of your findings. To write a conclusion look back to your hypothesis or to your question and sub-questions. Include an answer to your hypothesis in your overall conclusion. Can you prove or disprove your hypothesis? You may give reasons and evidence to support your conclusions.		
Evaluation	When you consider how the project could be made even more effective if it was done again, these are the kind of questions you could ask.		
Primary Data	Data you collect yourself. First-hand information that come from you and the people you are working with.		
Secondary Data	Data that is collected by someone else. This could be data collected by other people or published online or in a book.		

Geographical Enquiry	Data Collection	Field Sketch	Scan QR Code for Further Learning (1)	Scan QR Code for Further Learning (2)
				

MFL

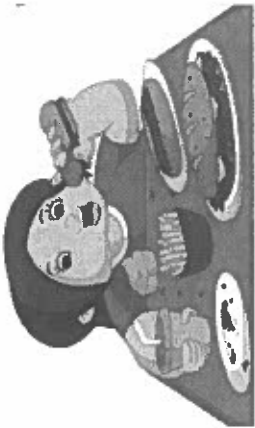
Summary- Position in the Curriculum: Module 1, pupils continue to talk about their lives and their likes/dislikes using a wider variety of language. Pupils revise adjectives and intensifiers to describe their friends.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
Elle a les cheveux ... He/She has ... hair. blonds / bruns. blond / brown noirs / roux. black / red courts / longs. long/short bouclés raides. curly straight Il/Elle porte des lunettes. He/She wears glasses. Je m'entends bien avec ... I get on well with ... Je me dispute avec ... I argue with ... parce qu'il/elle est because he/she is ... arrogant(e). arrogant. impatient(e). impatient. drôle. funny. égoïste. selfish. sympa. nice. timide. shy. Anniversaire. birthday une soirée pyjama a sleepover. 	Je chante dans la chorale. . Je joue au badminton. I play badminton. Je joue du violon dans ... I play violin in the ... Je fais du théâtre. I do drama. Je fais de la gymnastique. I do gymnastics. Je vais au club de danse. I go to the dance club. Je vais au club d'informatique. I go to the computer club. Je ne fais rien. Je fais ça ... I do that ... avec mon copain/ami with my friend. avec mes ami(e)s. with my friends. avec mon équipe. with my team. Mon/Ma Meilleur(e) ami est ... My best friend is ...	Gender and adjectival agreement When you learn a noun, try to learn the article too. This will remind you of its gender (masculine or feminine), e.g. le cinéma / la musique un tee-shirt / une chemise When you learn an adjective, try to learn both the masculine and feminine forms, e.g. Il est grand. / Elle est grande. un tee-shirt blanc / une chemise blanche Le passé composé: Subject + avoir/être + past participle Récemment..... J'ai regardé mes messages. J'ai mangé du gâteau d'anniversaire. J'ai joué au laser tag. J'ai dansé. J'ai ouvert mes cadeaux. Je suis allé(e) au cinéma Je vais aider mes amis Je voudrais faire de la voile J'aimerais retrouver ma copainne. *remember MOST verbs use AVOIR however, 13 verbs use ETRE. 	1. Quels sont tes points forts? 2. Qu'est-ce que tu fais comme activités extrascolaires? 3. Comment sont tes copains/copines? 4. Comment as-tu fêté ton anniversaire? 5. Qu'est-ce que tu as fait, le weekend dernier? Photo description (PALMs) People-Location-Activities Décris la photo  Follow-on questions : Q1. Est-ce que tu aimes aller à la piscine ? Q2. Quel est ton avis sur l'internet ? Writing: Write an article about your after school and weekend activities.
High Frequency words: et(and), mais (but), aussi(also), cependant(however) parce que(because), alors / donc(so, therefore) d'abord (first of all), ensuite / puis(then), après (afterwards) finalement (last of all), toujours (always), souvent (often) d'habitude – usually en général – in general hier - yesterday le weekend dernier – last weekend, la semaine dernière – last week, l'année dernière – last year il y a un an – one year ago Expressing opinions and reasons: Je pense que Je disais Je crois que C'était ... It was ... amusant / génial fun / great. hyper-cool/really cool. marrant / sympa funny / nice. agréable – pleasant chouette / génial - great drôle – fun / funny fantastique – fantastic généreux (euse) – generous	Tricky Pronunciation and Phonics silent final consonant (s, x) (entends, longs, yeux, cheveux s-liaison (revision): les yeux ch : orchestre, chorale		

Summary- Position in the Curriculum: Module 2 (Y9) builds on module 4 from Y8 where pupils learnt to talk about what they do to help at home. In this module pupils learn to talk about their career choices for the future, which coincides with Options Evenings at the time of year. Emphasis is put on the importance of languages for future careers which will be covered more in depth in KS4 (future aspirations, study, and work). An introduction to the simple future and conditional is provided for the more able pupils.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
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 scientifique Pilote ingénieur/ingénieure danseur/danseuse acteur/actrice dessinateur/dessinatrice infirmier/infirmière policier/policière bénévole à New York à New York en Chine célèbre cinq enfants heureux/heureuse à l'étranger Je gagne 8 euros par une grande maison une Ferrari rouge travail	Pour gagner de l'argent, je..... Je veux être ... Je veux ... I want ... travailler seul(e) to work on my own. travailler en équipe to work in a team. travailler avec des to work with children enfants aider les autres. to help others Je vais faire du travail I am going to do Qu'est-ce que tu achèteras? J'achètera une belle maison / ... Où est-ce que tu travailleras? Je travaillerai chez Google / ... Où est-ce que tu iras? J'irai à New York / en Chine. Qu'est-ce que tu feras? Je ferai du travail bénévole / ... Qu'est-ce que tu auras? J'aurai cinq enfants / ... Je serai heureux(-euse) / célèbre / ... Qu'est-ce que tu feras d'ici (dix) ans? D'ici (dix) ans, je serai ... Je gagnerai beaucoup d'argent. J'aiderai les autres. dans vingt-cinq ans(in 25 years)	travailler gagner aider avoir être devenir Adjectives: Lots of job titles end in -eur in the masculine form, e.g. ingénieur - engineer, dessinateur - designer Th simple future tense: The infinitive + future tense endings Infinitive of the verb + ending according to subject. Je infinitive + ai Tu inf + as Il / elle/on inf + a Nous inf + ons Vous inf + ez Ils / Elles inf + ont. Je travaillerai I will work Verbes irréguliers! Être (to be) Je serai Avoir (to have) J'aurai Aller (to go) J'irai Faire (to do) Je ferai Pouvoir (to be able to) Je pourrai Vouloir (to want) Je voudrai Devoir (to have to) Je devrai Near future tense: Je vais habiter ...I am going to live ... Je vais acheter ...I am going to buy ... Je vais être ... I am going to be ... Je vais avoir ... I am going to have ... Je vais aller ... I am going to go	1. Tu es comment? 2. Qu'est-ce que tu fais pour gagner de l'argent? 3. Qu'est-ce que tu veux faire comme métier?pourquoi ? 4. Qu'est-ce que tu vas faire à l'avenir? 5. Comment est-ce que tu seras? Photo description (PALMs) • Sur la photo, je peux voir..... • Ils sont entrain de • Elles sont dans..... • Je pense qu'ils aiment,..... Décris la photo.  Tricky Pronunciation and Phonics: eu : veux -ien : musicien i: pilote r : j'irai ai : je ferai -aill-: trava  Writing : Write a paragraph about your future plans.
High Frequency words: - Hier(yesterday), d'abord (first of all), ensuite(then), après(afterwards) - l'après-midi (in the afternoon), cependant (however) - à l'avenir(in the future), dans dix ans (in 10 years) - dans l'avenir - in the future		Expressing opinions and reasons: Ce sera ...It will créatif-creative. dangereux- dangerous. Ennuyeux- boring. Fatigant-. Passionnant -exciting. Pratique-practical Varié-varied. bien payé- well paid.	

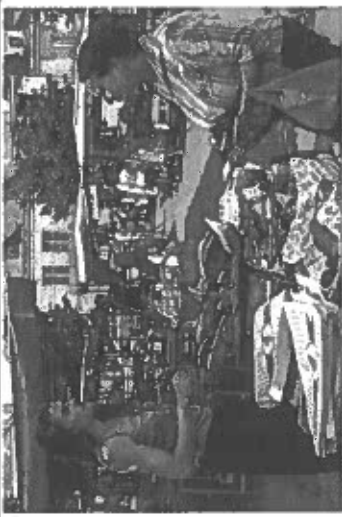
Summary- Position in the Curriculum: In module 5 pupils build on their knowledge of food vocabulary and modal verbs to discuss their healthy/unhealthy lifestyle. They begin to use negative expressions to talk about what they do/ don't do to stay healthy.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for Self-study
le corps (m) body. La natation(f) Swimming Le basket (m) basketball La cantine (m) canteen Le déjeuner (m) lunch Repas (m) meal Les pâtes (fpl) pasta La viande (f) meat Les boissons gazeuses (f) Fizzy drinks Les sucreries (fpl) Sweet things Les frites chips Verre (m) glass La glace(f) ice cream Les légumes vegetables (des) bonbons = sweets (des) fruits = fruit beaucoup de = lots of	Garder la forme to keep fit Je fais de la natation Je marche au collège tous les jours. Je mange des céréales Je bois de l'eau pendant le jour. Je mange toujours le petit déjeuner car je sais qu'il est important. Je me couche assez tôt Pour vivre en bonne santé Éviter les graisses et les sucreries Prendre soin de to take care of Il faut manger cinq fruits ou cinq légumes par jour. Il ne faut pas manger trop de chips ou de bonbons. Il faut boire plus d'eau Il ne faut pas boire de boissons sucrées.	faire de manger boire perdre du éviter améliorer Boire/ je bois To drink/ I drink Je prends I take – here it means I have/ I eat Je me couche I go to bed Je dors I sleep, I am sleeping Bouger / je bouge To move/ I move Risquer To risk Essayer de/d' j'essaie de To try, I try	1. Que fais-tu pour garder la forme ? 2. Quel repas préfères-tu? 3. Qu'est-ce que tu as mangé hier ? C'était sain ? 4. Que feras-tu ce week-end comme exercice physique ? 5. Tu es plus sain maintenant ou quand tu étais à l'école primaire ? Pourquoi ?
High Frequency words: Tous les jours Every day Souvent Often Une fois par jour Once a day Deux fois par jour Twice a day Par semaine Per week Rarement Rarely Le mati (ln) the morning Trop de Too much Assez de Enough of Comme As, like		Photo description (PALMs) • Sur la photo, je peux voir..... • Il/Elle est entrain de • Il/Elle est dans..... • À mon avis, il/elle Décris la photo 	
Expressing opinions and reasons: Je pense que ... A mon avis ... Je crois que ... c'est riche en c'est faible en c'est bon pour la santé c'est mauvais pour la santé c'est sain c'est malsain c'est trop bon		Tricky Pronunciation and Phonics an/en sounds like on (if you say it holding your nose!) ui sounds like wii er/é sounds like ay au/eau sounds like oh eu sounds like er oi sounds like wa	
Writing: Describe what you're going to do in the future to be healthy.		Practice online 	

Summary- Position in the Curriculum: In module 4, pupils build on knowledge of using three tenses together to talk about helping the environment, They write an interview from their own point of view, using the present and perfect tenses, as well as time and frequency expressions.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for self-study
le changement climatique. la pollution. la planète. dans la forêt. dans l'eau. ramasser les déchets. recycler le papier recycler les bouteilles, aller au collège à pied/ à vélo manger trop de viande. utiliser trop d'énergie. utiliser moins de plastique. laisser de sacs en plastique sur la plage. une campagne anti- plastique. il n'y a pas d'espaces verts les gens ne recyclent pas	Il ne faut pas manger trop de viande. Il faut protéger la planète. Il faut combattre le changement climatique. Il faut aider les autres. J'ai ramassé des déchets. J'ai recyclé du papier J'ai acheté des produits bio. Je suis allé(e) au collège à pied. On a utilisé moins d'énergie. On a organisé une campagne anti-plastique. Je voudrais ... organiser une campagne anti-déchets. faire du travail bénévole. être membre d'un groupe écolo. recycler le plastique et le verre Le problème le plus grave est (que) – the most serious problem is (that)	protéger to protect aider to help sauver to save recycler to recycle utiliser to use Perfect Tense with avoir: HOW DO I FORM IT? 1. Take your subject and the correct part of 'avoir' I J'ai You (singular) Tu as He/she Il/elle a We Nous avons You (plural) Vous avez They Ils/elles ont 2. Choose your regular verb 3. then add the correct ending depending on whether it is an ER, IR or RE verb: Take off... Add... -ER é -IR i -RE u Irregular Verbs: faire → fait (done) mettre → mis (put) vouloir → voulu (wanted) je ramasse j'ai ramassé je fais j'ai fait La semaine dernière, j'ai organisé ... Quand j'étais petit(e), j'utilisais ...	1. Qu'est-ce qui est important pour toi dans la vie ? 2. Il y a beaucoup de circulation à Dagenham, que penses-tu ? 3. Qu'est-ce qu'on a fait récemment pour aider l'environnement? 4. Qu'est-ce que tu vas faire dans le futur pour a sauver la planète? 5. Qu'est-ce que tu voudrais faire pour changer le monde? Photo description (PALMs) People-Location-Activities  Décris la photo Follow up questions: Q1. Il y a beaucoup de pollution à Dagenham, que penses-tu? Q2. Qu'est-ce que tu fais pour réduire le plastique? Writing: Write an e-mail to your friend Hakim in Lille. Write about what you have done recently to protect the environment.
High Frequency words: Time phrases hier yesterday le weekend dernier last weekend quand j'étais petite – when I was young la semaine dernière last week l'année dernière last year l'année prochaine – next year dans l'avenir – in the future	Je suis pour / contre I am for / against ... À mon avis, ... In my opinion, ... Pour moi, ... For me, ... Je pense que ... I think that ... Tu es d'accord? Do you agree? Je suis d'accord. I agree. Je ne suis pas d'accord. I disagree.	Tricky Pronunciation and Phonics: -elle : bouteille -tion : pollution y: recycler e, é: j'ai recyclé	 Practice online

Summary- Position in the Curriculum: Pupils develop their knowledge of holiday's destinations in the Francophone world. They use comparatives and conditional to talk about different French-speaking countries.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for self-study
la Belgique. le Canada. le Gabon. le Sénégal. l'Algérie la Martinique. la Tunisie. la Suisse. les Seychelles. une mosquée. des plages. des éléphants. au lac de Genève. au parc national. à la plage. du poulet fumé. du chocolat. de la soupe. des fruits de mer. des moules-frites. le surf. l'histoire. les animaux. Le marché la fête	Je voudrais visiter la Belgique. Je voudrais visiter le Sénégal un jour. Je vais aller en Belgique l'année prochaine. J'aimerais aller au Laos pour voir des éléphants. J'ai visité la France avec mon oncle. Je voudrais aller au lac de Genève. Je voudrais manger du poulet fumé. Les glaces suisses sont vraiment délicieuses. Ma mère aime aller à la plage alors elle veut visiter l'île Maurice. La culture et la religion m'intéressent beaucoup En Tunisie, il y a une mosquée énorme Il faut visiter le beau palais de Versailles, près de Paris. Le Mont-Saint-Michel, c'est un site romantique, magique et mystérieux délicieux J'adore les poissons exotiques Il y a des marchés Il y a des carnavales il y a une fête de la musique.	voyager-visiter-essayer-découvrir The comparative is used to compare two people or things. La France est plus grande que l'Angleterre. France is larger than England. In English, you sometimes add -er to the adjective or put the word 'more' before the adjective. In French, you always use plus ... que or moins ... que. Use plus ... que (more ... than), moins ... que (less ... than) or aussi ... que (as ... as.) In this context que means 'than'. le Gabon est plus intéressant que Monaco. 	1. Quel genre de vacances préfères-tu ? 2. Comment voyages-tu d'habitude ? Pourquoi ? 3. Quel pays francophone voudrais-tu visiter ? 4. Qu'est-ce que tu feras ? 5. Comment seraient tes vacances idéales ? Photo description (PALMs) 
High frequency words: d'abord après puis/ensuite souvent de temps en temps rarement plus...que – more...than moins...que – less...than aussi...que – as...a toujours – always souvent – often avec – with sans – without si - if Expressing opinions and reasons: J/elle est – impressionnant / impressionnante intéressant / intéressante fabuleux / fabuleuse mystérieux / mystérieuse ça va être....intéressant / impressionnant / différent / extraordinaire / magnifique / unique / important / célèbre / ennuyeux / nul / magique / moderne / romantique.	Tricky Pronunciation and Phonics er (revision): manger au (revision): au, aux eu (revision): mystérieux.		1. Décris la photo. 2. Follow-on questions: Q1. Qu'est-ce que tu aimes faire pendant tes vacances ? Q2. Comment seraient tes vacances idéales ? Writing: Write an article to French magazine about your summer holidays. Practice online 

Summary- Position in the Curriculum: In this unit pupils will use mixed tenses: present tense, perfect tense, imperfect tense, near future tense, future tense to talk about interesting people from the Francophone world and their future plans.

Key Vocabulary		Key Phrases		Key verbs		Key Questions for self-study	
les jeunes sportifs du monde Francophone les jeunes créatifs la jeunesse youth le monde the world tout le monde everyone partout all over l'étranger abroad une formation a course une équipe a team chateur (euse) singer acteur(rice) actor créateur (rice) creator célèbre famous jeux games compétition competition des médailles. some medals. des compétitions. some competitions. un trophée. a trophy. à progresser. to progress. la chanson a song travail work vidéo video succès success organisation caritative. charitable organisation.		Rencontrer des jeunes francophones: Mon artiste francophone s'appelle ... Il/Elle est né(e) (à Montréal). Il/Elle est de nationalité (belge). Il/Elle est chanteur chanteuse. Il/Elle allait à une école de jazz. Il/Elle jouait dans un groupe /un film. Son premier succès a été (le single). Son album a gagné un prix. Il/Elle va continuer sa tournée en France. sortir son prochain album. jouer dans un nouveau film. Il/Elle aidera les autres. Il/Elle travaillera avec des Il/Elle fera le tour du monde. Il/Elle postera des images sur Ins..... Dans le futur..... je continuerai à jouer je travaillerai dur. je gagnerai ... I will win ... je jouerai pour l'équipe nationale. je participerai aux Jeux Olympiques. je participerai à un tournoi mondial je ferai une formation. j'irai à l'étranger. I will go abroad j'aurai beaucoup d'amis		Jouer gagner travailler participer Simple future tense: It is relatively easy to produce the French equivalent of I will/I shall. All you do is: INFINITIVE + add the following ENDINGS: je +AI nous +ONS tu +AS vous +EZ il/elle/on +A ils/elles+ONT You've probably noticed that the endings are basically AVOIR in the present tense! *RE verbs drop the final E and then just add the endings as normal SOME EXCEPTIONS The endings stay the same but the STEM of the verb changes: j'ir+ai I'll go j'aur+ai I'll have je ser+ai I'll be je fer+ai I'll do, make, go (+ activities) je pourr+ai I'll be able to je devr+ai I'll have to je viendr+ai I'll come j'achèter+ai I'll buy il pleuvra it'll rain il y aura there will be ça sera it'll be		1. Quel est ton artiste/ Francophone préféré ? pourquoi? 2. Qu'est-ce que tu fais pendant ton temps libre? 3. Qu'est -ce que tu feras à l'avenir ? 4. Que penses-tu des films français ? 5. Si tu étais riche, où habiterais-tu ? Photo description (PALMs) Sur la photo, je peux voir..... Elles sont dans..... A mon avis, ils ont l'air.....  1. Décris la photo. 2. Follow-on questions: Q1. Qu'est-ce que tu aimes regarder au cinéma? Q2. Tu as un/une actor(ice) préféré ? Write an email about your future plans.  Practice online	
		High Frequency words: normalement – normally d'habitude – usually en général – in general depuis – since au début – at first maintenant – now de temps en temps – from time to time la première fois – the first time un jour l'année prochaine Dans deux ans d'ici 10 ans La saison prochaine, ... L'année prochaine, ... Next year, ... plus tard, ... Later, ... À l'avenir, ... In future, ... Expressing opinions and reasons: Ce sera ... vraiment intéressant absolument fabuleux très difficile agréable – pleasant chouette / génial – great amusant, drôle – fun / funny fantastique - fantastic sympa – nice / kind généreux (euse) – generous favori/ préféré – favourite passionnant – exciting		Tricky Pronunciation and Phonics ez : portez em : temps qu (: tranquille) qui			



Summary- Position in the Curriculum: Students will acquire new vocabulary about free time activities and build on what they learnt during Y8 (M2) by using the preterite and the near future tense. This module will be examined in depth during their GCSE preparation (M4)

Key Vocabulary	Key Phrases	Key verbs:	Key Questions for Assessment
- el baile / el cine: dance/cinema - el deporte / el dibujo: sport/drawing - el racismo / el teatro: racism/theatre - la moda / la música: fashion/music - la naturaleza / la pesca: nature/fishing - la violencia: violence - los cómics: comics - los insectos: insects - las artes marciales: martial arts - las injusticias: injustice - las tareas domésticas: household chores - una comedia: a comedy - una película de...: an action film - acción: an action film - animación: an animated film - aventuras: an adventure film - fantasía: a fantasy film - superhéroes: a superhero film - terror: a horror film	- Cocino para mi familia: I cook for my family. - Escribo canciones: I write songs. - Juego en mi consola: I play on my games console. - Leo revistas / libros: I read magazines / books. - Monto en bici: I ride a bike. - Navego por Internet: I surf the internet. - Preparo la cena: I prepare dinner. - Saco fotos: I take photos. - Toco el teclado: I play the keyboard. - Veo un partido de fútbol: I watch a football match. - En mi tiempo libre: In my free time - Hago judo / natación: I do judo / go swimming. - Voy al parque / polideportivo: I go to the park/ sports centre. - Voy de pesca: I go fishing. - Soy miembro de un equipo: I am a member of a team.	You use the preterite (simple past tense) to talk about completed events in the past. You must remove -AR, -ER and -IR and add the ending for the preterite. Regular verbs: Celebrar (to celebrate) Yo celebré = I celebrated Comer (to eat) Yo comí = I ate Recibir (to receive) Yo recibí = I received Irregular verbs: Ver (to see) Yo vi (I saw) Hacer (to do) Yo hice (I did) Ser (to be) Yo fui (I was) Ir (to go) Yo fui (I went) You use the futuro próximo (near future) when you talk about action you are going to do. To form the near future use the present tense of IR (to go) + A + INFINITIVE (-AR, -ER, -IR) Example: Yo voy a ver una comedia (I am going to see a comedy) IR = TO GO Yo voy = I go Tú vas = you (singular) go El / Ella va = He/she/it goes Nosotros vamos = we go Vosotros vais = you (plural) go Ellos / Ellos van = They go	1. ¿Qué cosas te gustan / te molan? 2. ¿Cómo organizas tu semana? 3. ¿Qué tipo de películas vas a ver? ¿Y cuándo? 4. ¿Cómo fue tu cumpleaños?
Useful Grammatical Structures: IR + A + INF: (Yo) VOY A VER una película de terror Me gusta + INF: Me gusta ver películas de terror Expressing opinions and reasons: Me gusta(n)... I like... No me gusta(n) (nada)... I don't like... (at all) Me encanta(n) / Me chifla(n) / Me flipa(n) / Me mola(n)... I love... Mi película favorita es... my favourite film is ... En mi opinión... In my opinion... Creo / Pienso que... I think (that)...			Photo description (PALMA: people, action, location, mood, additional details...)  P: En la foto hay / En la foto veo... A: Está... L: Está en... M: Parece / Creo que... A: Me gusta / n... Practice online: https://www.bbc.co.uk/bitesize/subjects/z4dpxnb https://quizlet.com https://senecalearning.com https://www.memrise.com
High Frequency words: así que so, therefore casi nearly, almost primero first luego then después afterwards Expressions of frequency a veces sometimes dos veces a la semana twice a week muy a menudo very often casi todos los días almost every day todo el tiempo all the time	más tarde later por supuesto of course quizás perhaps, maybe también also, too además in addition, furthermore después del insti: after school este fin de semana: this weekend mañana los lunes: on Mondays por la tarde: in the afternoons mañana por la mañana: tomorrow morning		



Spanish-Year 9 (HT2)

Knowledge Organiser

Module 2: ¡Oriéntate!

Summary- Position in the Curriculum

Building on the vocabulary related to personality learnt in Module 1 in Y7, pupils will describe what they are like. They will be introduced to the vocabulary about jobs and will be able to describe jobs and to say what they would like to do.

Key Vocabulary	Key Phrases	Key verbs: 3 tenses	Key Questions for Assessment																																			
Soy = I am Me gustaría ser= I would like to be Quiero ser = I want to be camarero/a = waiter / waitress cocinero / a = chef dependiente /a = shop assistant esteticista = beautician jardinero /a = gardener limpiador /a = cleaner peluquero /a = hair dresser repcionista = receptionist abogado/a = lawyer cantante = singer diseñador /a = designer enfermero/a = nurse mecánico = mechanic periodista =journalist policia = police officer bombero/a = fire fighter taxista = taxi driver médico/a = doctor	Me gustaría... = I would like... No me gustaría nada... = I wouldn't like... <u>trabajar al aire libre</u> = to work in the open air ... con animales = ... with animals ... con niños = ... with children ... en equipo = ... in a team ... en una oficina = ... in an office ...solo/a = ... alone hacer un trabajo creativo = to do a creative job hacer un trabajo manual = to do a manual job Voy a ... = I'm going to... ganar mucho dinero = earn lots of money hacer un trabajo interesante = do an interesting job ir a la universidad = go to university ser famoso/a = be famous ser voluntario/a = be a volunteer tener hijos = have children viajar (mucho) = travel (a lot) estudiar = study vivir en el extranjero = live abroad	Remember: Use the present tense to say <u>what is happening now</u> and use the near future to say <u>what is going to happen in the future</u>: (verb + infinitive) Viajo mucho I travel a lot I'm going to travel a lot a ser muy interesante = it is going to be very interesting -ar, -er and ir verb groups follow different patterns in the present tense and the preterite. <table><tr><th></th><th>infinitive</th><th>present</th><th>preterite</th><th>near future</th></tr><tr><td>regular verbs</td><td>trabajar</td><td>trabajo</td><td>trabajé</td><td>voy a trabajar</td></tr><tr><td></td><td>leer</td><td>leo</td><td>leí</td><td>voy a leer</td></tr><tr><td></td><td>decidir</td><td>decido</td><td>decidí</td><td>voy a decidir</td></tr><tr><td>irregular verbs</td><td>ser</td><td>soy</td><td>fui</td><td>voy a ser</td></tr><tr><td></td><td>salir</td><td>salgo</td><td>salí</td><td>voy a salir</td></tr><tr><td></td><td>ir</td><td>voy</td><td>fui</td><td>voy a ir</td></tr></table> Example of 3 tenses used in a sentence: Soy limpiador y trabajo en un hotel. Ayer tuve que limpiar habitaciones. No me gusta nada mi trabajo, así que, en el futuro, voy a hacer un trabajo interesante.		infinitive	present	preterite	near future	regular verbs	trabajar	trabajo	trabajé	voy a trabajar		leer	leo	leí	voy a leer		decidir	decido	decidí	voy a decidir	irregular verbs	ser	soy	fui	voy a ser		salir	salgo	salí	voy a salir		ir	voy	fui	voy a ir	¿En qué consiste tu trabajo ? ¿Cómo es tu jefe ? / ¿Cómo son los clientes ? ¿Cómo eres ? ¿En qué te gustaría trabajar? ¿Cómo va a ser tu futuro ?
	infinitive	present	preterite	near future																																		
regular verbs	trabajar	trabajo	trabajé	voy a trabajar																																		
	leer	leo	leí	voy a leer																																		
	decidir	decido	decidí	voy a decidir																																		
irregular verbs	ser	soy	fui	voy a ser																																		
	salir	salgo	salí	voy a salir																																		
	ir	voy	fui	voy a ir																																		
High Frequency Words mi / mis = my tu /tus = your también = also a veces = sometimes primero = first of all además = in addition más = more luego = then a ver/ bueno / pues = well por eso = so / therefore así que = so / therefore	Expressing opinions and adjectives En mi opinion soy = in my opinion I am Creo que soy = I believe I am Pienso que soy = I think I am muy = very bastante = quite ambicioso/a = ambitious creativo /a = creative independiente = independent inteligente = intelligent organizado/a = organised paciente = patient práctico / a = practical serio /a = serious sociable = sociable	Useful Grammatical Structures: tener que + infinitive = to have to Tengo que contestar al teléfono = I have to answer the telephone Tricky Pronunciation In Spanish j is pronounced as a raspy h sound, e.g. jardinero	Photo description (PALMs)  En la foto hay... - On the picture there is... A la izquierda hay... - On the left there is ... A la derecha there is... - On the right there is ... En el centro hay... - In the centre there is ... Creo que... - I believe that... Puedo ver... - I can see...																																			
		Practice online https://www.memrise.com																																				

Spanish-Year 9 (HT2)		Knowledge Organiser		Module 2: ¡Oriéntate!	
Summary- Position in the Curriculum Building on the vocabulary related to personality learnt in Module 1 in Y7, pupils will describe what they are like. They will be introduced to the vocabulary about jobs and will be able to describe jobs and to say what they would like to do.		Key Phrases Me gustaría... = I would like... No me gustaría nada... = I wouldn't like... Trabajar al aire libre = to work in the open air ... con animales = ... with animals ... con niños = ... with children ... en equipo = ... in a team ... en una oficina = ... in an office ... solo/a = ... alone hacer un trabajo creativo = to do a creative job hacer un trabajo manual = to do a manual job Voy a ... = I'm going to... ganar mucho dinero = earn lots of money hacer un trabajo interesante = do an interesting job ir a la universidad = go to university ser famoso/a = be famous ser voluntario/a = be a volunteer tener hijos = have children viajar (mucho) = travel (a lot) estudiar = study vivir en el extranjero = live abroad		Key Questions for Assessment 1. ¿En qué consiste tu trabajo ? 2. ¿Cómo es tu jefe ? / ¿Cómo son los clientes ? 3. ¿Cómo eres ? 4. ¿En qué te gustaría trabajar? 5. ¿Cómo va a ser tu futuro ?	
Key Vocabulary Soy = I am Me gustaría ser = I would like to be Quiero ser = I want to be camarero/a = waiter / waitress cocinero / a = chef dependiente / a = shop assistant esteticista = beautician jardinero / a = gardener limpiador / a = cleaner peluquero / a = hair dresser recepcionista = receptionist abogado/a = lawyer cantante = singer diseñador / a = designer enfermero/a = nurse mecánico = mechanic periodista = journalist policía = police officer bombero/a = fire fighter taxista = taxi driver médico/a = doctor		Key verbs: 3 tenses Remember: Use the present tense to say <u>what is happening now</u> and use the near future to say <u>what is going to happen in the future</u> : (verb ir + infinitive) Viajo mucho I travel a lot Voy a viajar much I'm going to travel a lot a a ser muy interesante = it is going to be very interesting -ar, -er and ir verb groups follow different patterns in the present tense and the preterite.		Photo description (PALMs)  En la foto hay ... - On the picture there is ... A la izquierda hay ... - On the left there is ... A la derecha there is ... - On the right there is ... En el centro hay ... - In the centre there is ... Creo que ... - I believe that... Puedo ver ... - I can see...	
High Frequency mi / mis = my tu / tus = your también = also a veces = sometimes primero = first of all además = in addition más = more luego = then a ver / bueno / pues = well por eso = so / therefore así que = so / therefore		Useful Grammatical Structures: tener que + infinitive = to have to Tengo que contestar al teléfono = I have to answer the telephone Tricky Pronunciation In Spanish j is pronounced as a raspy h sound, e.g. jardinero		Practice online https://www.memrise.com	
Expressing opinions and adjectives En mi opinión soy = In my opinion I am Creo que soy = I believe I am Pienso que soy = I think I am muy = very bastante = quite ambicioso/a = ambitious creativo / a = creative independiente = independent inteligente = intelligent organizado/a = organised paciente = patient práctico / a = practical serio / a = serious sociable = sociable					

**Summary- Position in the Curriculum**

Building on content from Y8, to express opinions about food and lifestyle choices. Introducing direct object pronouns in preparation for GCSE content.

Key Vocabulary	Key Phrases	Key Verbs	Key Questions for Self-Study
¿Qué comes? Como ¿Qué bebes? Bebo el pan - bread las galletas - biscuits el arroz - rice el pescado - fish la carne - meat la ensalada - salad los caramelos - sweets los huevos - eggs los pasteles - cakes Juego / Prefiero jugar - I play/ prefer to play al baloncesto / al fútbol / al tenis / al rugby a la pelota vasca - Hago / Prefiero hacer- I do/ prefer to do artes marciales - martial arts atletismo - athletics baile - dance gimnasia - gymnastics natación - swimming a las seis - at six o'clock a las seis y cuarto - at quarter past six a las seis y media - at half past six a las siete menos cuarto - at quarter to six la pierna - leg el pie - foot el estómago - stomach la cabeza - head la garganta - throat los dientes - teeth los ojos - eyes los oídos - ears High Frequency words: cada día/todos los días - every day enseguida - straight away dos veces a la semana - twice a week una vez al mes - once a month de vez en cuando - from time to time Expressing opinions and reasons: En mi opinión / Creo que (no) llevo una dieta sana... In my opinion / I believe that I have a healthy diet Pero nunca - but never	la espalda - back el brazo - arm me duele/n ... hurts Tengo catarro - I have a cold Tengo tos - I have a cough Tengo quemaduras del sol - I have sunburn Estoy enfermo/ a - I am ill No me encuentro bien - I don't feel well Se debe... - You must dormir ocho horas al día - sleep 8 hours a day comer más fruta y verduras - eat more fruit and vegetables beber agua frecuentemente - drink water frequently entrenar una hora al día - exercise one hour a day No se debe... - You must not comer comida basura - eat fast food fumar - smoke beber alcohol - drink alcohol beber muchos refrescos - drink a lot of fizzy drinks soy adicto/a al / a la / a los / a las - I am addicted to A partir de ahora, voy a - From on, I am going to muy temprano - very early a veces- sometimes los fines de semana - at weekends muy a menudo - very often (casi) nunca- (almost) never	desayuno /desayuné - I have / had breakfast meriendo / merendé - I have / had an afternoon snack ceno / cené (...)- I have / had (...) for dinner salgo / salí (a correr) - I go / went out running corro / corrí (v einte kilómetros) - I run / ran (20 km) entreno / entrené - I exercise / I exercised como / comí - I eat/ ate bebo/ bebí - I drink/I drank hago / hice - I do / I did juego / jugué - I play / I played Reflexive verbs describe an action that you do to yourself. Remember: reflexive verbs include a reflexive pronoun. (me, te, se, nos, os, se) - me despierto - I wake up - me lavanto - I get up - me lavo - I wash - me ducho - I shower - me visto - I get dressed - me acuesto - I go to bed Modal verbs - Se debe means 'you/ one must'. It is an impersonal verb (a verb only used in the 'it' form). It is followed by an infinitive. - Se debe comer más frutas y verduras- You must eat more fruits and vegetables - No se debe fumar - You must not smoke Direct object pronouns (DOP) are words like 'it' and 'them'. They replace the object of the verb. - I eat fish. -> I eat it twice a week - Como pescado -> Lo como dos veces a la semana. DOP come in front of the verb. In sentences with DOPs, expressions of frequency usually come after the verb. - Lo como de vez en cuando - I eat it from time to time. Scan me: Complete the quiz. 	1. ¿Llevas una dieta sana? 2. ¿Por qué (no) comes...? 3. ¿Qué haces para estar en forma? 4. ¿Qué deporte prefieres? 5. Describe tu rutina diaria. Exam style questions Describe esta foto. Remember to use PALMA.  Read the text and answers the question: En mi opinión, llevo una dieta sana porque siempre bebo agua y como fruta. Me gusta mucho la fruta. Por ejemplo, me gustan las manzanas y los plátanos. A menudo juego al fútbol y también a veces juego al rugby porque me gusta mucho el deporte. 1. What type of diet does this person have? 2. What do they like to eat? 3. What sports do they play and how often? Translate into Spanish: On Fridays I go cycling, but I prefer to play rugby because I prefer team sports. I play rugby four times a week because it's my favourite sport. Do you play rugby, too?

**Summary- Position in the Curriculum:**

To discuss rights, workers' conditions, fair trade and how we should help the environment. Using the imperfect tense to describe what a town used to be like.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for Self-Study																						
tengo derecho – I have the right al amor y la familia – to love and family al juego – to play a la educación - to education a la libertad de expresión – to freedom of expression a un medio ambiente sano – to a healthy environment a vivir en armonía – to live in harmony el medio ambiente – the environment el aire está contaminado – the air is polluted energía en casa – energy at home la luz – the light el grifo – the tap los aparatos eléctricos – electrical devices el papel – paper el plástico – plastic la basura al suelo – rubbish on the floor bolsas de plástico - plastic bags contaminación - pollution	violencia – violence medios de transporte público – means of public transport nada para los jóvenes – nothing for young people menos basura – less rubbish contaminación– less pollution menos basura – less rubbish menos contaminación – less pollution barrios peligrosos – dangerous neighbourhoods soy - I am inglés/inglesa – English español/a – Spanish tiene (diez años) – he/she is 10 years old vive/viven... - he/she lives/they live trabaja/trabajan – he/she works/they work gana/ganan.... – he/she earns/they earn (catorce) horas al día – (fourteen) hours a day (seis) días a la semana – (six) days a week (treinta) euros al mes – (thirty) euros a month	Se debería + infinitive means 'you/ we should'. It is the conditional form of se debe. - Se debería reciclar – You/ We should recycle. - No se debería usar bolsas de plástico – you/we shouldn't use plastic bags Key infinitives: ahorrar – save cerrar – close/turn off desenchufar – unplug banarse – have a bath usar - use tirar – throw apagar – switch/turn off conservar – save ducharse – have a shower ir – go malagastar- waste	Answer all questions in full sentences. 1. ¿Qué se <i>debería</i> hacer para proteger el medio ambiente? 2. ¿Cómo <i>era</i> tu ciudad <i>antes</i>? – What was your town/city like before? 3. ¿Cómo <i>es ahora</i>? – What is it like now? 4. ¿Cómo vas al insti? – How do you go to school? 5. ¿Qué haces en casa para proteger el medio ambiente? Grammar questions: 1. When do we use the imperfect tense? 2. What does 'se debe' mean? 3. What is the conditional form of 'se debe'?																						
Imperfect tense - describes what something used to be like. <table><tr><th>Present</th><th>Imperfect</th></tr><tr><td>Hay (there is/ are)</td><td>Había (there used to be)</td></tr><tr><td>Tiene (it has)</td><td>Tenía (it used to have)</td></tr><tr><td>Está (it is) [refers to location or condition e.g clean, dirty]</td><td>Estaba (it used to be)</td></tr><tr><td>Es (it is)</td><td>Era (it used to be)</td></tr></table> 3rd person (singular and plural) present tense endings: - 3rd person singular present tense endings in -a or -e. - 3rd person plural present tense endings end in -an (- ar infinitives) or -en (-er / -ir infinitives) <table><tr><th>Infinitive</th><th>He/ she/ it</th><th>They</th></tr><tr><td>trabajar</td><td>trabaja</td><td>trabajan</td></tr><tr><td>tener</td><td>tiene</td><td>tienen</td></tr><tr><td>vivir</td><td>vive</td><td>viven</td></tr></table> Tricky Pronunciation: 'ción' y 'sion' The c and s are pronounced as 'th				Present	Imperfect	Hay (there is/ are)	Había (there used to be)	Tiene (it has)	Tenía (it used to have)	Está (it is) [refers to location or condition e.g clean, dirty]	Estaba (it used to be)	Es (it is)	Era (it used to be)	Infinitive	He/ she/ it	They	trabajar	trabaja	trabajan	tener	tiene	tienen	vivir	vive	viven
Present	Imperfect																								
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trabajar	trabaja	trabajan																							
tener	tiene	tienen																							
vivir	vive	viven																							
mi/mis – my para – (in order) to, for hay – there is/ there are había – there was/were/used to be a partir de ahora - from now on	su/sus – his/her/their nuestro/a/os/as – our más... (que) – more (than) menos...(que) – less (than)	Expressing opinions and reasons: no es justo porque... - It isn't fair because... es inacceptable porque... - it is unacceptable because ...																							
High Frequency words:																									
Exam style questions Translate into English: 1. Se llama Emma y vive en Londres. Es inglesa pero su padre es peruano. 2. David vive en California. Es norteamericano pero su madre es argentina. 3. Ir de bici es más rápido que ir a pie. 4. It's quicker to go by car than to walk. 5. It's greener to walk than to go by bus. Scan and complete the quiz: 																									



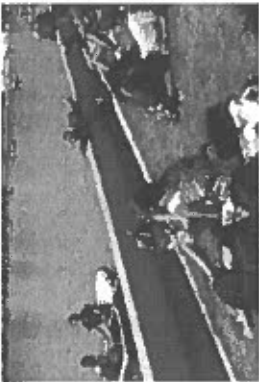
Spanish-Year 9 (HT5)

Knowledge Organiser

Module 5: Una aventura en Madrid

Summary- Position in the Curriculum

This module focuses on increasing cultural capital about Madrid. Pupils will learn how to use superlatives, comparatives, and the simple future tense.

Key Vocabulary	Key Phrases	Key verbs	Key Questions for Self-Study												
Este / Esta es mi padre / madre. - This is my father / mother. Estos / Estas son mis hermanos / hermanas. - These are my brothers / sisters. Encantado/a. / ¡Mucho gusto! - Pleased to meet you! ¿Qué tal fue el viaje? - How was the journey? ¿Tienes hambre / sed / sueño? - Are you hungry / thirsty / sleepy? (No) Tengo hambre / sed / sueño. - I am (not) hungry / thirsty / sleep Quiero - I want to... ¿Puedo...? - Can I...? acostarme - go to bed ducharme - have a shower mandar un SMS - send a text ver la tele (un ratito) - watch television (for a little while) ¿Quieres...? beber / comer algo - Do you want to...? drink / eat something ir a la cama - go to bed ducharte - have a shower	¿Qué vamos a hacer? - What are we going to do? Hay que - you/ we have to Temenos que - we have to buscar un perro - find a dog coger el eleférico - take the cable car comer churros - eat churros comprar una postal - buy a postcard dibujar (el león) - draw (the lion) guardar la entrada - keep the ticket ir a la churrería - go to the churros shop ir al estadio Santiago Bernabéu ir al parque del Retiro - go to the Retiro park sacar fotos - take photos ver un cuadro - see a painting ¡Lo vamos a pasar guay! - we are going to have a brilliant time Vamos a visitar / ver... - we are going to visit/ see... el parque más grande de la ciudad - the biggest park in the city la tienda más famosa en Madrid - the most famous shop in Madrid los museos más espectaculares - the most spectacular museums las tiendas más antiguas - the oldest shops	The verb tener means 'to have'. However, it is translated as 'to be' in the following expressions: - Tener hambre - to be hungry - Tener sed - to be thirsty - Tener sueño - to be sleepy The superlative is used to say 'the (old)-est', 'the most (famous)', ect. It is made up of four parts: <table border="1"> <tr> <td>el/ la/ los/ las</td> <td>+ noun</td> <td>+ más</td> <td>+ adjective</td> </tr> </table> Remember to make the adjective agree with the noun it describes. - El estadio más famoso. - The most famous stadium. - Los monumentos más famosos. - The most famous monuments. The comparative is used to compare two nouns. <table border="1"> <tr> <td>más</td> <td>+ adjective</td> <td>que</td> <td>= more ... than/ ...er than</td> </tr> <tr> <td>menos</td> <td>+ adjective</td> <td>que</td> <td>= less...</td> </tr> </table> The adjective must agree with the noun it describes. - La taza es más cara que el imán. - The cup is more expensive than the magnet - El llavero es menos barato que la camiseta. - The key ring is less cheap than the T-shirt.	el/ la/ los/ las	+ noun	+ más	+ adjective	más	+ adjective	que	= more ... than/ ...er than	menos	+ adjective	que	= less...	1. How do we form the superlative? 2. Give 3 examples. 3. How do we form the comparative? 4. Give 3 examples. 5. What does it mean for an adjective to agree with the noun it describes? Give examples.
el/ la/ los/ las	+ noun	+ más	+ adjective												
más	+ adjective	que	= more ... than/ ...er than												
menos	+ adjective	que	= less...												
Photo Task Describe esta foto. (Remember PALMA)			 Translate into English. <i>Mi día favorito fue el domingo. Por la mañana fuimos al mercado del Rastro donde compré muchos recuerdos. Por la tarde visité el Museo Reina Sofía. Fue flipante.</i> Scan and complete the quiz: 												

High Frequency words:

primero - first	luego - then	después - afterwards
más tarde - later	finalmente - finally	tal vez - perhaps
donde - where	si- if	este/esta / estos/estas - this / these
algo - something	más - more	menos - less
para - for	usted(es) - you (pl)	(polite form)



Spanish-Year 9 (HT6)

Knowledge Organiser

Module 5: Una aventura en Madrid

Summary- Position in the Curriculum

This module focuses on increasing cultural capital about Madrid. Pupils will learn how to use superlatives, comparatives, and the simple future tense.

Key Vocabulary	Key Phrases	More key Phrases	Key Questions for Self-Study
¿Qué vas a comprar? – What are you going to buy? Quiero (comprar) algo para mi madre / hermano. – I want to buy something for my mother / brother Voy a comprar... - I am going to buy un collar – a necklace un imán – a magnet un llavero – a key ring una camiseta – a tee shirt una figurita – a figurine una taza – a cup unos pendientes – earrings unas castañuelas - castanets el turrón- nougat El imán es más barato que la taza. La camiseta es menos cara que el turrón. Los pendientes son más bonitos que el collar. Las castañuelas son menos prácticas que el llavero.	¿En qué puedo ayudarle? – How can I help you? ¿Qué busca(n) usted(es)? – What are you looking for? ¿Cuánto es? – How much? Son... euros. - It's... euros. Me lo / la / los / las llevo. – I'll take it/ them ¿Qué visitarás mañana? – What will you visit tomorrow? Cogeré el teleferico. – I will take the cable car. Comeré pescado. – I will eat fish. Compraré recuerdos. – I will buy souvenirs. Daré una vuelta (por el Rastro). – I will go for a walk (around the Rastro). Haré muchas cosas. – I will do lots of things. Iré al parque de atracciones. – I will go to the theme park Iré a un restaurante. – I will go to the restaurant. Sacaré fotos. - I will take photos. Tomaré el sol. – I will sunbathe. Visitaré el Museo (del Jamón /Prado). Si... - If hace buen / mal tiempo hace frío / sol / viento llueve	A ver... – Let's see Bueno / Pues - Well ¡Qué aburrido! – How boring! ¡Qué aventura! – What an adventure! ¡Qué bien! – Great! ¡Qué bonito! – How pretty! ¡Qué guay! – How cool! ¡Qué rico! – How delicious! ¡Qué suerte! – How lucky! The simple future tense (I will...) To form the simple future tense, take the infinitive of the verb and add these endings. comer to eat comeré I will eat comerás you will eat comerá he/she will eat comeremos we will eat comeréis you (plural) will eat comerán they will eat Some verbs have an irregular future stem. hacer (to do) → haré (I will do)	1. ¿Qué vas a comprar? (Use the comparative) 2. ¿Qué vas a hacer en Madrid? (Use the near future tense) 3. ¿Qué visitarás mañana? (Use the simple future tense) 4. ¿Qué comerás en el restaurante? 5. ¿Qué vas a hacer por la tarde?
High Frequency words: primero – first luego - then más tarde - later finalmente - finally Expressing opinions and reasons: A mi modo de ver – in my view Según yo – in my opinion Creo que – I believe that	después - afterwards algo - something tal vez – perhaps En opinión – in my opinion Dado que / ya que – because Pienso que – I think that	Lee y responde a las preguntas. ¿Qué voy a hacer mañana? Pues... no voy a ir de compras al Rastro porque siempre voy al mercado los domingos y es aburrido. Y no voy a coger el teleferico porque no me gusta. Creo que voy a ir al Museo Reina Sofía, donde voy a ver el cuadro más famoso de España. También voy a ir a un restaurante. Normalmente como pasta, pero mañana voy a probar un cocido madrileño – es típico de Madrid. – Yusuf 1. What isn't Yusuf going to do tomorrow? Why? 2. Where is he going tomorrow? 3. Why is he going to Museo Reina Sofía? 4. What is he going to eat tomorrow?	Scan me: Practise conjugating verbs in the simple future tense. 

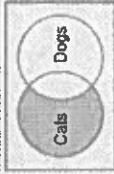
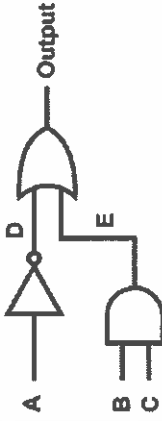
Tricky Pronunciation: 'V'

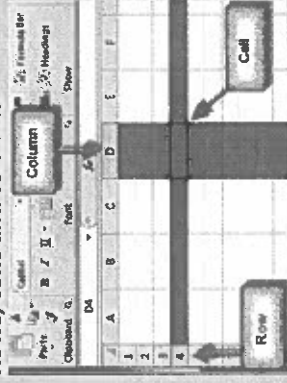
Remember that 'V' in Spanish is pronounced as a soft 'b'.

Practise saying these words:

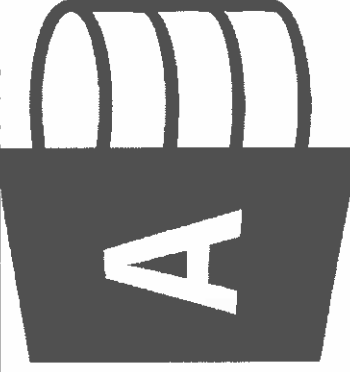
llavero , vas, vuelta , aventura

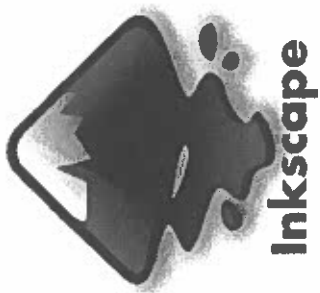
Computing/IT

Computer Science		Term 1	9.1 - Computational Thinking												
Summary- Position in the Curriculum															
Computational thinking is a broad term that includes a number of ways that Computer Scientists think about problems. This unit covers the areas of logical thinking, algorithmic thinking, decomposition and abstraction.															
National Curriculum link/strand: Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Understand simple Boolean logic and some of its uses in circuits and programming.															
Terminology	Definitions	Core Knowledge	Preparing for Assessment												
Computational Thinking - Thinking about a problem computationally to create a solution a computer can execute.		Computational Thinking: The day to day life of a computer is to analyse and carry out millions and billions of instructions. In order to do so, it has to plan, sequence and carry out these instructions in a logical manner.	1. Draw the common logic gate symbols explain what they do.												
Algorithm - A sequence of logical instructions for carrying out a task.		An algorithm is a set of instructions to be followed in order to complete a task. For example, when cooking, we follow a set of instructions (the recipe) in a logical order in order to create the final dish.	2. Draw a Venn diagram to show users who like Tea & Coffee.												
Venn Diagrams - An illustration that uses circles to show the commonalities and differences between things.			3. What is an algorithm? Explain using an example.												
Logic Gates - The building blocks of digital circuits.		Example of a Venn diagram:	4. Copy and complete this truth table												
Compression - A way of reducing the size of a file. It is often used with photos, music & video.		Learn these logic gate diagrams: AND OR NOT 													
Lossy compression - A compression method which reduces the file size by removing certain data.		Compression is used to reduce the size of data, enabling faster transmission and efficient storage. It minimises bandwidth usage. In lossy compression, the original file cannot be restored from the compressed version. In lossless compression, the original file can be restored from the compressed version.	<table><tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>Output</th></tr><tr><td>True</td><td>True</td><td>True</td><td></td><td></td><td></td></tr></table>	A	B	C	D	E	Output	True	True	True			
A	B	C	D	E	Output										
True	True	True													
Lossless compression - A compression method which reduces the file size without losing any data.		Carrying out abstraction is to remove unnecessary information in order to solve a problem. This helps to simplify the problem. The most common example to explain abstraction is the map of the London Underground as it has removed unnecessary data like as names of roads and distance.													
Abstraction - The process of removing irrelevant or unnecessary information from the problem in order to better understand the basic parts of it.		Decomposition is used when Computer Scientists have large problems they break them down into smaller ones that are easier to manage. This is known as decomposition. One of the benefits of decomposition is that you may identify a task that can be repeated in order to complete other parts of the problem.	5. Explain how Netflix uses compression to stream movies and the benefits this brings to the users.												
Decomposition - The process of breaking a problem down into smaller parts to make it easier to solve.															

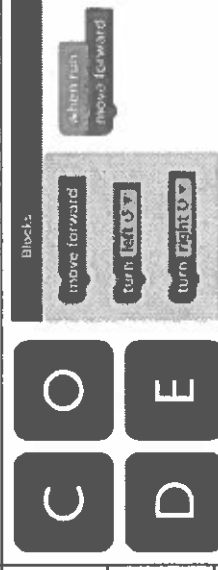
Computer Science		Term 2	9.2 – Spreadsheets						
Summary- Position in the Curriculum									
This is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. The unit is centred around creating a financial model for a TV show.									
National Curriculum link/strand: Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.									
Terminology	Definitions	Core Knowledge	Preparing for Assessment						
Spreadsheet - A piece of software used to manipulate data, often used in modelling. Cell - An individual spreadsheet box where you enter data. Cell reference - Names of individual cells (A5 for example). Formula - Makes automatic calculations that update when the data does. Functions - Makes more complex calculations. Examples include: SUM, COUNT, MAX & MIN Formatting – Makes your spreadsheet look more professional and makes it easier to read and understand. Data validation - Allows you to set the rules for what is valid and create an error message if a user attempts to enter incorrect data. Relative cell reference – By default, a cell reference is a relative reference, which means that the reference is relative to the location of the cell. Absolute cell reference - The reference remains the same, even if copied or moved. You add \$ to the cell reference to make it absolute. E.g. \$E\$24	Rows, cells and columns  All formulae begin with an equal sign. E.g. =A1+A2 FUNCTIONS SUM: Adds all the values of the cells in the argument. AVERAGE: Calculates the sum of the cells and then divides that value by the number of cells in the argument. COUNT: Counts the number of cells with numerical data in the argument. MAX: Determines the highest cell value included in the argument. MIN: Determines the lowest cell value included in the argument. Conditional formatting Allows you to set the rules for the appearance of cells that meet a condition, such as being filled red if it contains a negative number. IF function format: =IF(E7=E24, "Yes", "No") <table><tr><th>Condition</th><th>Value if true</th><th>Value if false</th></tr><tr><td></td><td></td><td></td></tr></table>	Condition	Value if true	Value if false				1. Describe what would happen if you used the formula =SUM(A2:A11) 2. Explain what COUNT and MIN functions do? 3. Write the formula that you would use to automatically indicate whether a person had passed a test when the minimum pass mark is 50. 4. Explain why graphs and charts are used to display data. 5. On paper design a spreadsheet to calculate the profit and loss for a newsagent for the sale of 10 products. 	
Condition	Value if true	Value if false							

Computer Science		Term 3	9.3 Python
Summary- Position in the Curriculum			
This unit builds on prior Python knowledge, starting with tasks to refresh basic skills. Students will explore For loops and compare them with While loops, then learn about arrays (lists) and use them with For loops. The unit also covers procedures and functions with parameters to introduce modular programming. It prepares students for a GCSE in Computing and offers valuable programming experience to help decide if they want to pursue Computing at GCSE level. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Variable: A storage spot in a program that holds a value which can change.	Data Types: Integer: Whole numbers (e.g., 5, -3). Float: Numbers with decimals (e.g., 3.14, -0.5). String: Text enclosed in quotes (e.g., "Hello", "123").	1. Describe how you would select the most suitable type of loop (for or while) for a given problem	
String: A sequence of characters, like words or sentences, enclosed in quotes.	Loops: For loops iterate over sequences, and while loops repeat code while a condition is true, automating tasks and simplifying code.	2. Describe how you would show how to use counters correctly in conjunction with for loops	
Data Type: The kind of value a variable can hold, such as integer, float, or string.	Lists: Used to store and manage collections of items. Support indexing, iteration, and slicing to process multiple values efficiently.	3. Describe how to use loops to populate, interrogate and print lists, using a counter as an index to an array element	
Casting: Changing a variable from one data type to another.	Functions: Defined using def , functions are reusable blocks of code. With parameters: Accept input to customise behaviour. Without parameters: Perform tasks without input.	4. What are some common errors you can find in a Python program, and how can you fix them?	
Loop: A programming structure that repeats a block of code multiple times.			
Syntax Error: A mistake in the code that prevents it from running because it doesn't follow the language rules.	Debugging Errors: Use error messages to identify issues like missing colons, mismatched parentheses, or incorrect indentation. Fix errors and re-run the program to ensure it works correctly.	5. On paper create a program that will ask the user to input numbers in a loop. Programme should only stop if they enter 10 numbers or they enter the number 187. It should then add all the numbers together	
Debug: The process of finding and fixing errors in a program.			
Function: A block of code that performs a specific task and can be used multiple times within a program.	 Python Nested Loop <pre> for i in range(2): print(i) for j in range(10, 13): print(j) </pre> Inner loop → Outer loop Output ↓ <pre> 0 10 11 12 1 10 11 12 </pre>		

Computer Science		Term 4	9.4 - Database
Summary- Position in the Curriculum			
This unit covers essential theory of databases in order to prepare pupils for Computer Science GCSE or IT qualifications. Supporting the basic theory, this unit has a practical focus, covering the creation and use of a database with one or two tables using MS Access. Pupils will create a database of their own. They will create a table using suitable field data types and adding appropriate validation. Pupils will gain more experience of creating queries and create and customise an input form and report and a menu system. National Curriculum link/strand: Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Database - A collection of information stored in a computer.	1. A database is an organised collection of structured information stored electronically. For example, Apple will hold a database of consumer information such as contact details and previous purchases.	1. Demonstrate how to design, create, and edit a database table structure to hold data about a single entity.	
Table - A way to organize information into rows and columns.	2. In databases, tables organise data into rows and columns, where each row represents a single entry (record) like a customer, and fields define specific attributes within each record.	2. Demonstrate how to add at least 5 records to the table in datasheet view.	
Record - A single entry or row in a table that contains related information.	3. Data entry forms in databases offer user-friendly interfaces for accurate input, featuring validation and fields corresponding to database structures.	3. Demonstrate how to create queries and sort the query data on one field.	
Field - A category or type of information within a record, like a name or a number.	4. Queries in databases allow precise data retrieval by filtering based on specific conditions, enabling users to extract subsets of data with multiple criteria.	4. Demonstrate that you can create a basic input form from a single table or query.	
Form - A tool for entering or viewing data in a structured way.	5. Sorting data organises records based on field values, facilitating structured data analysis and retrieval.	5. Demonstrate how to create a basic report from a single table or query	
Query - A question you ask the database to find specific information.	6. Web forms provide dynamic validation and responsive design for accurate input across devices.		
Validation - Checking if the data entered is correct or acceptable.	7. User-friendly forms prioritise simplicity and accuracy, with clear labels and validation checks enhancing user experience.		
Sorting - Arranging data in a particular order, like alphabetically or numerically.	8. Reports present structured information derived from queries, including tables, charts, and graphs for visualisation.		
Ascending - Putting data in order from smallest to largest or A to Z.	9. Advanced query techniques enable precise data extraction through logical operators and nested conditions, enhancing analysis capabilities.		
Descending - Putting data in order from largest to smallest or Z to A.	10. Customised layouts allow adjustment of design elements for effective data communication.		
Reports - Summaries or presentations of data in a structured format.	11. Complex queries combine conditions using logical operators to retrieve specific data subsets, supporting advanced analysis.		
Layout - How information is arranged or presented on a page or screen.	12. Parameters and calculated fields enhance query flexibility and functionality by allowing dynamic input and computation within results.		

Computer Science		Term 5	Media - Vector graphics	
Summary- Position in the Curriculum				
This unit teaches learners to design graphics using vector graphic editing software. By the end, they will have created an illustration, logo, or icons using vector graphics. The lessons focus on Inkscape (inkscape.org), an open-source, cross-platform tool, but can be adapted to any vector graphics editor. Learners will understand the processes involved in creating graphics and gain the knowledge and tools to create their own designs.				
National Curriculum link/strand: Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users				
Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability				
Terminology	Definitions	Core Knowledge	Preparing for Assessment	
Vector Graphics: Digital images created using mathematical formulas to draw shapes, lines, and colors, allowing for infinite scaling without loss of quality.		Z-order controls the stacking order of objects in a graphic. Objects with a higher z-order appear in front of those with a lower z-order, making the higher z-order objects more visible when they overlap.	1. Describe how to use tools to draw and modify shapes and change the position and rotation shapes	
Shapes: Basic geometric forms like circles, rectangles, and polygons used as building blocks in vector graphics.		Grouping allows users to combine multiple objects into a single unit, so you can move, resize, rotate, or apply changes to all the grouped objects simultaneously. This simplifies editing and ensures that the relative positions and properties of the objects within the group are maintained.	2. Describe how to use tools to align and distribute objects to create uniformity and combine two shapes using union, intersection, and difference	
Z-Order (Layers): The stacking order of objects in a graphic, determining which objects appear in front or behind others.		Vector graphics are made up of paths, which are lines defined by a series of points called nodes. These paths can form shapes, curves, and lines, and are created using mathematical formulas. This allows vector graphics to be scaled infinitely without losing quality.	3. Describe how to create and modify straight and curved paths and change shapes to paths and edit them.	
Align: To arrange objects in a straight line or in relation to each other within the workspace.		Markup defines what a vector graphic looks like by using code to describe the positions, shapes, colours, and other properties of the graphic's elements.	4. Describe how to use the combine tools and techniques to create a vector image.	
Distribute: To evenly space objects relative to each other within the workspace.		Vector images use mathematical paths to create shapes, making them scalable without losing quality. Bitmap images consist of pixels, which can lose clarity and become pixelated when resized.	5. Change an object by modifying its markup	
Group: To combine multiple objects into a single unit that can be moved or edited together.		Vector graphics are ideal for logos and illustrations, while bitmap images are better for detailed photographs.		
Paths: Lines or shapes defined by a series of points (nodes) that vector graphics are made of, which can be edited individually.				
Nodes: Key points on a path that define its shape; they can be adjusted to alter the path.				
SVG (Scalable Vector Graphics): A markup language for describing vector graphics, used to store vector images that can be edited or viewed on various platforms.				

Computer Science		Term 6	Code.org - Accelerated Intro to CS Course
Summary- Position in the Curriculum			
The "Accelerated Intro to CS Course" on Code.org offers a fast-paced introduction to computer science for high school and early college students. It covers essential programming concepts, problem-solving, and algorithm design through interactive projects. The course uses both block-based and text-based programming tools and introduces advanced topics like data structures and complex algorithms. Designed to build a strong foundation in computer science, it prepares students for further study or entry-level programming roles. National Curriculum link/strand: Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures (for example, lists, tables or arrays); design and develop modular programs that use procedures or functions.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Control Structures: Constructs that control the flow of execution in a program, including conditionals (<code>if</code> , <code>else</code>) and loops (<code>for</code> , <code>while</code>).	Variables can be used to store and manipulate various types of data, enabling flexible and dynamic programming.		1. How do variables enhance flexibility in programming? Provide an example of how variables are used to solve a specific problem.
Functions: Reusable blocks of code that perform specific tasks.	Data types such as integers, strings, and booleans have specific characteristics and uses, which determine how data is processed in a programme.		2. Explain the role of control structures in programming. How do conditionals and loops affect programme flow? Give an example using both.
Objects: Data structures that bundle together data and functions related to that data.	Control structures , including conditionals (<code>if</code> , <code>else</code>) and loops (<code>for</code> , <code>while</code>), are essential for directing the flow of a programme based on certain conditions and for repeating actions.		3. What is the purpose of functions in programming? Describe a situation where a function improved your code and its impact.
Iteration: The repeated execution of a block of code, often used with loops.	Functions are blocks of code that can be defined and called to perform specific tasks, allowing for organised and reusable code.		4. How does algorithm design help solve problems? Outline a problem you solved with an algorithm, including the steps and any challenges faced.
Conditionals: Statements that perform different actions based on whether a condition is true or false.	Algorithms involve creating step-by-step procedures to solve problems systematically and efficiently.		5. Compare the uses of lists and objects in data management. Provide examples of when you would use each and their impact on your project.
Syntax: The set of rules that defines the combinations of symbols that are considered to be correctly structured programs.	Debugging skills are crucial for identifying and fixing errors in code, ensuring that programmes run correctly and effectively.		
Abstraction: The concept of hiding complex implementation details and showing only the essential features of a program.	Event handling enables programmes to respond to user actions or other events by executing particular functions or code blocks.		
Event Handlers: Functions that respond to events or user actions in a program.	Lists and arrays are data structures used to store and manage collections of values, facilitating easier manipulation and organisation of data.		
Objects: Data structures that bundle together data and functions related to that data.	Objects are used to group related data and functions together, encapsulating both data and behaviour within a single entity.		
Iteration: The repeated execution of a block of code, often used with loops.			



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Year 9 – Philosophy and Ethics - Term 1 - Charity and Kindness

Summary- Position in the Curriculum			
The lessons aim to foster a deep understanding of charity and kindness across cultures and religions. Students will learn to define and recognize these values in various forms, exploring their roots in different belief systems. By developing empathy and understanding diverse perspectives, students will be empowered to take action. The program encourages personal involvement in community service and promotes the integration of kindness into daily life to create a more compassionate world.			
Charity Kindness Empathy Compassion Culture	Key Words		
	The voluntary giving of help, typically in the form of money, to those in need.	Religion	A particular system of faith and worship.
	The quality of being friendly and generous.	Motivation	The reason or reasons for doing something.
	The ability to understand and share the feelings of others.	Perspective	A particular point of view or way of considering something.
	Sympathetic pity and concern for the sufferings or misfortunes of others.	Community	A group of people living in the same place or having a particular characteristic in common.
The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.			
Key Ideas			
Understanding Charity and Kindness	- Charity is typically an act of giving, often involving material goods or money, to help those in need. It's focused on providing tangible support. - Kindness is a broader concept encompassing actions and behaviours that show care, compassion, and generosity towards others. It can involve both tangible and intangible support. - While charity is a subset of kindness, kindness extends beyond material giving to include emotional, social, and spiritual support.	Diverse interpretations: Charity and kindness are understood and practiced differently across cultures and religions. Religious foundations: Many religions emphasize charity and kindness as core virtues, often rooted in teachings about compassion, love, and social justice. Cultural expressions: These values manifest in various cultural practices, such as volunteering, donating, and acts of service. Community focus: Some cultures prioritize communal welfare, emphasizing shared responsibility and support networks. Individual responsibility: Other cultures may emphasize individual acts of kindness and personal charity. Ritual and ceremony: Religious and cultural rituals often incorporate charitable giving and acts of kindness. Holistic approach: Some perspectives view charity and kindness as interconnected with other virtues like honesty, integrity, and humility.	Motivations for Charity: Altruism: A genuine desire to help others. Empathy: Understanding and sharing the feelings of those in need. Religious or spiritual beliefs: Fulfilling moral or ethical obligations. Social responsibility: Contributing to the well-being of the community. Personal gratification: Experiencing a sense of fulfilment or satisfaction. Impact of Kindness: Individual well-being: Increased happiness, life satisfaction, and overall mental health. Strengthened relationships: Building trust and fostering connections within communities. Community resilience: Promoting social cohesion and support networks.
			Define charity and kindness and explain how they differ from each other.
			Discuss the role of religion in promoting charity and kindness. Provide examples from a Humanist, Christian or Muslim view
Empathy and Compassion	Empathy: The ability to understand and share the feelings of others. It involves both cognitive (understanding another's perspective) and emotional (feeling what another feels) components. - Developing Empathy: Active listening: Paying full attention to others without judgment. Perspective-taking: Trying to see situations from another's viewpoint. Emotional intelligence: Recognizing and understanding one's own emotions and those of others. Exposure to diverse experiences: Interacting with people from different backgrounds. - Practice empathy: Engaging in acts of kindness and compassion. Mindfulness and meditation: Developing self-awareness and compassion for oneself and others.	Foundation of Kindness: Empathy is the cornerstone of kindness, allowing us to understand and respond to the needs and emotions of others. Motivator for Compassion: Empathy drives compassionate actions by fostering a sense of connection and concern for the well-being of others. Bridge-building: Empathy helps bridge differences and creates a sense of shared humanity, promoting understanding and cooperation. Action-oriented: Empathy inspires individuals to take action to alleviate suffering and promote the welfare of others. Conflict resolution: Empathy helps to understand different perspectives, reducing misunderstandings and fostering peaceful resolutions. Social cohesion: Empathy builds stronger communities by promoting understanding, acceptance, and support among diverse individuals.	Bridging divides: Understanding different viewpoints can help overcome biases and prejudices, fostering empathy and respect for diverse individuals and groups. Building connections: Seeing the world through another's eyes creates a sense of shared humanity, strengthening relationships and promoting cooperation. Effective communication: Perspective-taking improves communication by helping us understand the intentions and emotions behind others' words and actions. Conflict resolution: Considering different perspectives can lead to finding common ground and resolving conflicts peacefully. Informed decision-making: Understanding diverse viewpoints helps us make more informed and compassionate choices. Increased tolerance: Exposure to different perspectives can foster acceptance and tolerance for diverse beliefs and lifestyles.
			How does empathy contribute to a more compassionate society? Explain with examples.

Community Engagement and Social Responsibility	<u>Local Charities and Service Opportunities</u> - Identify local needs: Research community challenges and organizations addressing them. - Match interests: Choose charities aligned with personal passions and values. - Volunteer roles: Explore various volunteer positions, from direct service to administrative support. - Skill-based volunteering: Offer professional skills to support charity operations. - Fundraising: Participate in fundraising events or create personal campaigns. - Awareness raising: Advocate for causes through social media and community outreach. - Collaborate: Partner with other individuals or groups to amplify impact.	<u>Volunteering and Giving Back</u> - Community impact: Direct contributions to address local needs and improve quality of life. - Personal growth: Develop new skills, gain experiences, and build self-confidence. - Social connections: Foster relationships with like-minded individuals and strengthen community bonds. - Civic engagement: Cultivate a sense of belonging and responsibility as a community member. - Inspiring change: Model compassionate behaviour and encourage others to get involved. - Systemic change: Collective volunteer efforts can influence policies and create lasting impact.	<u>Creating a Kinder World</u> - Daily kindness: Practice small acts of kindness, such as compliments, helping others, or showing gratitude. - Mindful presence: Be fully present in interactions, listening actively and offering support. - Digital kindness: Promote positivity and empathy online through social media. - Community building: Organize or participate in community events that foster connection. - Compassionate leadership: Demonstrate kindness and empathy in leadership roles. - Educate and inspire: Share stories of kindness and encourage others to embrace compassion. - Self-compassion: Practice self-care and forgiveness to cultivate inner kindness.	Analyse the impact of cultural differences on expressions of charity and kindness.
				Develop a personal plan to incorporate acts of kindness into your daily life and contribute to your community.

Year 9 – Philosophy and Ethics - Term 2 - Life and Death

Summary- Position in the Curriculum The curriculum aims to develop a comprehensive understanding of life, death, and the afterlife. Students will explore diverse cultural and religious perspectives on these concepts, including their associated symbols and rituals. They will learn to cope with grief and loss, drawing on religious teachings and support systems. By examining the interconnectedness of life and death, students will develop a sense of purpose and meaning, leading to a fulfilling and impactful life.		
Charity Kindness Empathy Compassion Culture	Key Words Life: The condition that distinguishes animals and plants from inorganic matter, including the ability to grow, reproduce, and feel. Death: The permanent cessation of all biological functions that sustain a living organism. Afterlife: The belief that the soul or spirit continues to exist after the death of the body. Mortality: The state of being subject to death. Grief: Intense sorrow caused by loss of someone or something loved.	
	Funeral rites: Ceremonies or rituals performed to honour the dead.	Religion
	Symbolism: The use of symbols to represent ideas or qualities.	Motivation
	Purpose: The reason for which something is done or created.	Perspective
	Legacy: Something handed down by a predecessor. Coping mechanisms: Behaviours used to manage stressful situations.	Community Volunteer
Key Ideas Beliefs about the afterlife vary widely among the world's major religions. Here's a brief overview:		
Understanding Life, Death, and the Afterlife	Symbols are powerful tools used across cultures to represent complex ideas like life and death. Here are some common examples: Symbols of Life • Sun: Represents warmth, energy, and rebirth. • Tree: Symbolizes growth, wisdom, and connection to the earth. • Water: Represents purity, renewal, and fertility. • Bird: Often associated with freedom, the soul, and the afterlife. • Flower: Symbolizes beauty, growth, and new beginnings. Symbols of Death • Skull: Represents mortality and the transience of life. • Hourglass: Symbolizes the passage of time and the inevitability of death. • Reaper: A personified representation of death. • Black: Often associated with mourning and grief. • Wilting flower: Represents decay and the end of life.	Christianity • Heaven: A place of eternal bliss and reunion with God. • Hell: A place of eternal punishment for the wicked. • Resurrection: The belief in the physical return of Jesus and the eventual resurrection of the dead. Islam • Jannah (Paradise): A place of eternal bliss and reward for the righteous. • Jahannam (Hell): A place of eternal punishment for the wicked. • Day of Judgment: A final judgment day when souls will be judged and sent to either Paradise or Hell. Humanist • There is no life after death • They live life to the fullest • Leave a good legacy in this world by following golden rules
	Recall from Yr 7 and Yr 8 Buddhism • Reincarnation: The belief that the soul is reborn in a new body after death. • Nirvana: A state of enlightenment and liberation from the cycle of rebirth. • Karma: The law of cause and effect, determining the nature of one's rebirth. Hinduism • Reincarnation: Similar to Buddhism, Hinduism believes in the cycle of rebirth. • Moksha: Liberation from the cycle of rebirth and union with Brahman, the ultimate reality. • Karma: Also, a central concept in Hinduism, determining the nature of one's rebirth. Judaism • World to Come: A vague concept of an afterlife, often focused on the resurrection of the dead and the coming of the Messiah. • Sheol: A place of the dead, but not necessarily a place of punishment or reward.	Assessment Questions <i>Compare and contrast the beliefs about the afterlife in two major religions.</i>

The Impact of Beliefs on Human Experience	<u>Impact of Afterlife Beliefs</u> - Individual level: Afterlife beliefs shape personal values, ethics, and behaviour. They provide comfort, hope, or fear. - Societal level: Beliefs influence laws, customs, and social structures. They can be a source of unity or division.	<u>Examples of Purposes and Practices of Funeral Rites</u> - Honouring the deceased: Paying respects, celebrating life, and acknowledging the person's significance. - Providing closure: Helping the bereaved process grief and begin the healing process. - Affirming religious or cultural beliefs: Reinforcing shared values and offering spiritual comfort. - Strengthening social bonds: Bringing together community members for support and shared mourning. <u>Practices of Funeral Rites</u> - Christian: Burial or cremation, religious services, eulogies, visitation, wake, and mourning periods. - Islamic: Ritual washing of the body, prayer, burial within 24 hours, and a period of mourning.	<u>Symbolic Meanings of Funeral Rites</u> - Transition: Marking the passage from life to death or the afterlife. - Mourning: Expressing grief and honouring the deceased. - Hope: Offering comfort and belief in a positive afterlife or reunion. - Community: Reinforcing social bonds and support for the bereaved. - Spirituality: Connecting with religious or spiritual beliefs. - Purification: Cleansing the soul or body for the afterlife. - Continuity: Affirming the ongoing connection between the living and the deceased. - Respect: Paying tribute to the deceased and their life. - Celebration: Honouring the life lived and achievements of the deceased.	<i>How do funeral rites in different cultures reflect their beliefs about death and the afterlife?</i>
Coping with Grief and Loss	<u>Understanding Grief and Its Stages</u> Grief is a natural response to loss. It's a complex emotion that can manifest in various ways, and it's important to remember that everyone experiences grief differently. <u>Stages of Grief</u> While there's no linear process to grief, the following stages are commonly experienced: - Denial: Feeling numb, shocked, or refusing to believe the loss. - Anger: Experiencing frustration, resentment, or irritability. - Bargaining: Seeking ways to undo the loss or make deals. - Depression: Feeling sadness, loneliness, and hopelessness. - Acceptance: Coming to terms with the loss and finding a new normal. <u>It's important to note that:</u> - Not everyone experiences all stages. - The stages may not occur in a specific order. - People may move back and forth between stages. - Grief is a unique and individual process.	Religions provide various forms of solace and support during times of grief: - Rituals and ceremonies: Structured practices like funerals, memorial services, and prayer gatherings offer a sense of purpose and community. - Belief in an afterlife: Providing hope and comfort through the promise of reunion or a better existence after death. - Sacred texts and teachings: Offering guidance, explanations for loss, and a framework for understanding grief. - Prayer and meditation: Providing opportunities for personal connection with a higher power and inner peace. - Community and support networks: Religious communities offer a sense of belonging and shared grief. - Symbolism: Religious symbols can provide comfort and meaning. - Sense of purpose: Many religions offer a perspective on life's meaning, which can help people find purpose in loss. - Forgiveness and reconciliation: Religious teachings often emphasize forgiveness, which can aid in healing and moving forward.	<u>Quotes from Religious Texts on Coping with Death</u> <u>Christianity (The Bible)</u> "Blessed are those who mourn, for they shall be comforted." - Matthew 5:4 <u>Islam (The Quran)</u> "Indeed, it is We who give life and cause death, and to Us is the return." - Quran, Surah Al-A'raf, verse 57	<i>Discuss the role of religious texts in providing comfort and guidance during grief.</i>

Finding Purpose and Meaning in Life	<u>Many religions and philosophies offer guidance on living a moral and purposeful life. Here are some common themes:</u> <u>Golden Rule</u> • Treat others as you would like to be treated. This principle is found in various forms across different religions and cultures. <u>Compassion and Kindness</u> • Empathy and caring for others. Many teachings emphasize the importance of compassion, kindness, and helping those in need. <u>Honesty and Integrity</u> • Truthfulness and moral uprightness. Living a life of integrity is often seen as essential for a meaningful existence. <u>Humility and Gratitude</u> • Modesty and appreciation. Recognizing one's place in the world and being thankful for what one has. <u>Forgiveness</u> • Letting go of resentment. Forgiveness is often seen as a path to personal growth and peace. <u>Service to Others</u> • Helping others. Many teachings encourage individuals to contribute to their communities and make a positive impact. <u>Self-Discipline and Moderation</u> • Balance and control. Finding moderation in all things is often seen as a path to a fulfilling life. <u>Spiritual Growth</u> • Connecting with a higher power or inner self. Many religions and philosophies emphasize the importance of spiritual development.	<u>Core Human Values and Their Connection to Life and Death</u> • Love: Demonstrating love for family, friends, and community can provide a sense of purpose and meaning in life, while the possibility of losing loved ones highlights the fragility of life. • Compassion: Empathy and kindness towards others can create a more compassionate world and offer solace in the face of loss. • Integrity: Living with honesty and authenticity can provide a sense of peace and purpose, while maintaining integrity in difficult times can offer strength. • Courage: Facing challenges and fears can lead to personal growth and a fulfilling life, while courage in the face of death can provide a sense of dignity. • Hope: Believing in a better future can provide motivation and resilience, while hope for an afterlife or reunion with loved ones can offer comfort in loss. • Meaning: Seeking purpose and significance in life can lead to a fulfilling existence, while contemplating the meaning of death can provide perspective on life's value.	<u>Appreciating the Preciousness of Life</u> • Mindfulness: Paying attention to the present moment and being fully engaged in experiences. • Gratitude: Focusing on the positive aspects of life and expressing thankfulness. • Nature Connection: Spending time outdoors, appreciating natural beauty, and feeling connected to the world. • Relationships: Cherishing bonds with family and friends, and investing time in building meaningful connections. • Personal Growth: Pursuing passions, learning new things, and developing one's potential. <u>Celebrating Life</u> • Experiences: Seeking out new adventures, trying different things, and creating lasting memories. • Hobbies and Interests: Engaging in activities that bring joy and fulfillment. • Acts of Kindness: Helping others and making a positive impact on the world. • Self-Care: Prioritizing physical and mental well-being through practices like exercise, meditation, and relaxation. • Celebrating Milestones: Marking important life events with friends and family. • Living in the Moment: Savouring the simple pleasures of life and enjoying the present. <i>Analyse how beliefs about life and death can influence personal values and life choices.</i>
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Creating a Positive Legacy	Personal Legacy • Mentorship: Sharing knowledge and experience with others. • Family and Friends: Building strong, supportive relationships and creating cherished memories. • Personal Growth: Continuously learning, evolving, and inspiring others. • Storytelling: Preserving family history and sharing personal experiences. Professional Legacy • Innovation: Developing new ideas and solutions. • Leadership: Inspiring and empowering others. • Social Responsibility: Contributing to the community and environment. • Building a Strong Team: Fostering a positive and productive work culture. Societal Legacy • Philanthropy: Giving back to the community through donations or volunteer work. • Advocacy: Championing important causes and making a difference. • Environmental Stewardship: Protecting the planet for future generations. • Artistic or Creative Contributions: Enriching the cultural landscape.	Setting personal goals is essential for a fulfilling life. Here are some steps to help you develop yours: Self-Reflection • Identify your values: What is important to you in life? • Assess your strengths and weaknesses: What are you good at? What areas do you want to improve? • Consider your passions and interests: What activities bring you joy and fulfillment? Setting Goals • Be specific: Clearly define what you want to achieve. • Make them measurable: How will you track your progress? • Set achievable goals: Ensure your goals are realistic. • Relevant goals: Make sure your goals align with your values and overall life direction. • Time-bound: Set deadlines to create a sense of urgency. Goal Categories • Personal growth: This could include learning new skills, hobbies, or personal development. • Relationships: Building and maintaining strong connections with family and friends. • Health and wellness: Improving physical and mental well-being. • Career and finance: Achieving professional goals and financial stability. • Adventure and experiences: Exploring new places and trying new things.	Understanding the Concept of Leaving a Lasting Impact • Definition: A lasting impact is a significant, enduring influence on people, organizations, or the world. • Key elements: ○ Positive change: Improving the lives of others or the state of the world. ○ Enduring legacy: Effects that continue after the individual is gone. ○ Inspiration: Motivating others to follow in their footsteps. ○ Meaningful contribution: Adding value to society or a specific field. • Examples: ○ Inspiring social movements ○ Creating ground-breaking inventions or art ○ Making significant scientific discoveries ○ Building successful businesses or organizations ○ Mentoring and developing future leaders • Importance: Leaving a lasting impact provides a sense of purpose and fulfillment, and contributes to the betterment of society. <i>Develop a personal plan for living a meaningful and purposeful life, considering your beliefs about mortality.</i>
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Year 9 – Philosophy and Ethics - Term 3 - Crime and Punishment

Summary- Position in the Curriculum

This unit explores crime and justice through a religious lens. It examines how different religions define crime, categorize offenses, and view punishment. Concepts like divine retribution and restorative justice are contrasted. The focus then shifts beyond punishment to forgiveness, redemption, and rehabilitation, analysing how religions approach these concepts and the role religious communities play in supporting those who have done wrong. Finally, the unit emphasizes personal responsibility. Students will explore how religious organizations contribute to justice and peacebuilding, and reflect on their own role in creating a more just and compassionate world.

Key Words

Crime:	An action or omission that violates religious law or teachings.
Divine Retribution:	The belief that punishment for wrongdoing comes directly from a divine source.
Restorative Justice:	An approach to crime that focuses on repairing the harm caused and reconciling the victim, offender, and community.
Forgiveness:	The act of pardoning someone for an offense.
Redemption:	The act of being saved from sin or wrongdoing.

Key Ideas

Define Crime and Justice from a Religious Perspective:	Analyse how different religions define crime and categorize offenses based on their scriptures and teachings. Religions define crime as violating divine law or ethical codes found in scriptures. • Severity varies: Abrahamic religions focus on specific acts (Ten Commandments). • Offenses are often ranked: • Some emphasize internal harm (thought crimes) like Islam with impure thoughts, while others focus on external acts (stealing). • Religious laws may overlap with secular laws, influencing legal codes in some countries.	Compare and contrast concepts like divine retribution and restorative justice within religious frameworks. Divine Retribution: Punishment comes directly from a higher power (God, karma) based on the severity of the crime. (Think: floods after societal sins in some interpretations of religious texts.) • Restorative Justice: Focuses on repairing harm caused by the crime. Offenders apologize, victims receive compensation, and community heals. (Think: Mediated reconciliation between victim and offender.) • Similarities: Both seek justice and deter future wrongdoing. • Differences: Retribution emphasizes punishment, while restorative justice prioritizes healing and reintegration. • Religious Application: Some religions (Christianity) advocate forgiveness alongside divine retribution.	Assessment Questions <i>Explain the concept of divine retribution and how it differs from restorative justice. Provide examples from religious texts.</i>
Explore Punishment and its Purpose:	Examine how various religions view punishment for wrongdoing, considering its goals (deterrence, rehabilitation, etc.). Views on punishment differ across religions: some prioritize deterrence (fear of punishment discourages crime), like the public nature of some Islamic punishments. • Others emphasize rehabilitation (helping offenders improve), like prison ministry programs in Christianity. • Restorative justice, found in some Indigenous traditions, focuses on repairing harm and reconciliation. • Goals may overlap: some punishments, like corporal punishment in some religions, aim to deter and rehabilitate through pain. • Ultimately, punishment serves to maintain social order and uphold religious values.	Analyse religious texts that discuss punishment and its purpose within the context of maintaining social order and spiritual well-being. Religious texts like the Quran (Islamic law) outline punishments for specific offenses, aiming to deter crime and maintain social order. • Codes often reflect the belief in divine law, with punishments upholding moral and ethical principles. • Texts like the Bible (Leviticus) may prescribe punishments that cleanse individuals and communities of sin, promoting spiritual well-being alongside social order. • Restorative practices in some texts, like returning stolen goods (Abrahamic traditions), aim to restore balance and promote spiritual healing for both victim and offender.	<i>Discuss the importance of forgiveness in various religious traditions. How does forgiveness contribute to a just society?</i>

Understand Forgiveness, Redemption, and Rehabilitation:	Define forgiveness within different religious traditions and its importance in the healing process. • Forgiveness varies across religions: Christianity emphasizes forgiving others as God forgives (setting you free from resentment). • Forgiveness is a choice, not condoning the offense, but letting go of anger for personal and sometimes communal healing. • It allows victims to move on and offenders to seek redemption (e.g., seeking forgiveness in Islam).	Explore the concept of redemption in various religions and how individuals can overcome past mistakes. • Redemption, the chance to overcome past wrongs, features in many religions. • Christianity emphasizes repentance (sincere remorse) and faith for redemption (e.g., Jesus' sacrifice). • In some religions offer rituals for cleansing or forgiveness to aid redemption (e.g., confession in Christianity). • Redemption allows individuals to move forward, reintegrate into society, and potentially achieve spiritual growth.	Analyse how religious communities approach rehabilitation and support those who have committed crimes. • Religious communities offer various forms of rehabilitation and support for those who have committed crimes. • Prison ministry programs (Christianity, Islam) provide spiritual guidance and counselling to inmates. • Religious communities may provide support groups or mentorship programs to help offenders rebuild their lives and avoid recidivism. • By fostering forgiveness and a sense of belonging, religious communities play a role in rehabilitation alongside secular programs.	<i>Analyse the role of religious organizations in prison ministry and rehabilitation programs.</i>
Examine the Role of Religion in Promoting Just and Peaceful Societies:	Discuss how religious organizations contribute to prison ministry and rehabilitation programs. • Religious organizations are key players in prison ministry and rehabilitation, offering a unique perspective. • They provide spiritual guidance and counselling to inmates, fostering hope and purpose. • Faith-based programs can teach moral values and life skills, promoting positive behaviour change. • Religious communities may offer chaplaincy services, providing emotional and spiritual support to inmates. • By fostering forgiveness and a sense of belonging, they contribute to rehabilitation alongside secular programs, aiming to reduce recidivism.	Analyse how religious teachings promote ethical behaviour and discourage crime through values and principles. • Religious teachings promote ethical behaviour through core values: honesty and respect for life (Abrahamic religions). • Principles like the Golden Rule (treat others as you wish to be treated) encourage empathy and discourage actions that would harm others. • The concept of sin or wrongdoing discourages crime by highlighting negative consequences (karma, divine punishment). • Religious communities foster ethical behaviour through rituals, teachings, and role models, promoting a sense of accountability to a higher power or community.	Explore how religious concepts like compassion and justice can contribute to a more peaceful society. • Compassion, a core tenet in many religions encourages empathy and understanding, reducing conflict. • Justice, ensuring fairness and upholding rights, promotes social order and reduces resentment, a root cause of violence. • Forgiveness, often linked to compassion, allows individuals and communities to heal from past wrongs, fostering reconciliation and peace. • Religious teachings promote peaceful conflict resolution (e.g., mediation in some Islamic traditions) and discourage violence. • By fostering these values, religions contribute to a more peaceful society where individuals feel respected and treated fairly.	<i>Describe how religious teachings can promote ethical behaviour and prevent crime. Give specific examples.</i>
Develop Personal Responsibility for Creating a Just World:	Reflect on the individual's role in upholding religious values and ethical behaviour in their own lives. • Individuals have a responsibility to uphold religious values and ethical behaviour in their daily lives. • This involves following religious teachings, like honesty and compassion, in their interactions with others. • They can strive to live a moral life based on their faith's principles, setting a positive example for others. • Choices, however small, can contribute to a more just and peaceful world. • By reflecting on their actions and how they align with their faith's teachings, individuals can continuously strive for self-improvement and uphold ethical behaviour.	Analyse how personal choices can contribute to a more just and compassionate world based on religious teachings. • Religious teachings emphasize personal choices that ripple outward, impacting the world. • Honesty in business dealings (e.g., following Islamic principles of fair trade) promotes trust and reduces exploitation. • Acts of charity and helping those in need (following Christian teachings) directly contribute to a more compassionate world. • Forgiveness and understanding in personal conflicts can prevent escalation and foster a more peaceful environment. • By making ethical choices aligned with their faith's values, individuals become building blocks for a just and compassionate world.	Identify ways students can promote positive social change within their communities based on their understanding of crime and justice in religions. • Based on religious teachings on forgiveness and reconciliation, students can volunteer with restorative justice programs in their communities. • Understanding the value of ethical behaviour, students can advocate for fair treatment and challenge prejudice within their social circles. • Inspired by religious values of compassion, students can organize charity drives or volunteer at homeless shelters, promoting social justice. • Drawing on religious principles of peacebuilding, students can mediate conflicts among peers or younger children, promoting peaceful solutions. • By living a life aligned with their faith's values and encouraging others to do the same, students can contribute to a more just and compassionate community.	<i>Reflect on your own responsibility in creating a more just and compassionate world. How can you apply religious teachings in your daily life?</i>

Year 9 – Philosophy and Ethics - Term 4 - Peace and Conflict

Summary- Position in the Curriculum This unit explores the complex relationship between peace and conflict. We'll delve into how different religions and secular perspectives define these concepts. You'll analyse religious texts that address peace and conflict, explore the root causes of conflict, and learn about figures who advocated for non-violence. We'll also examine religious approaches to war and peacebuilding, including the Just War Theory. Finally, you'll explore your own role in promoting peace. We'll discuss forgiveness and reconciliation, analyse how your choices contribute to peace, and develop a personal action plan to build a more peaceful world.		
Key Words Peace: A state of tranquility and harmony within individuals, communities, and societies. (Secular and Religious perspectives) Conflict: A disagreement, clash, or struggle between individuals or groups. Just War Theory: A set of criteria used by some religious traditions to determine when war is morally justified. Non-Violence: The belief and practice of achieving goals without violence or the threat of violence. Interfaith Dialogue: Communication and cooperation between people of different religions.		
Analyse the Relationship Between Peace and Conflict	Peace, Conflict, and Their Definitions: The relationship between peace and conflict is complex. Here's a breakdown: • Peace: Religions often define peace as a state of harmony within oneself, communities, and society (e.g., Buddhist concept of inner peace). Secular perspectives emphasize social order and the absence of war. • Conflict: Religions see conflict as disagreements, clashes, or violence that disrupt harmony. Secular views focus on opposing interests and power struggles.	Religious Texts Addressing Peace and Conflict: 1. The Bible (Matthew 5:9): The "Sermon on the Mount" promotes peacemaking and non-violence: "Blessed are the peacemakers, for they will be called children of God." 2. The Quran (2:190): This verse encourages fighting for self-defence but emphasizes striving for peace: "Fight in the way of Allah those who fight you but do not transgress. Indeed, Allah does not like transgressors."
	Root Causes of Conflict: • Competition for Resources: Scarcity of water, food, or land can spark conflict between individuals or groups. • Competition for Power: The desire for control and influence can lead to power struggles and violence. • Prejudice and Discrimination: Fear, misunderstanding, and negative stereotypes can breed conflict between social groups. • Ideological Differences: Clashing beliefs or values can lead to conflict, particularly when tied to power or resources.	Assessment Questions <i>Compare and contrast how two different religions define peace and conflict within their sacred texts.</i>
	Peacebuilding: The act of creating structures and processes to prevent conflict and promote peace. Reconciliation: The process of restoring trust and cooperation after a conflict. Forgiveness: The act of pardoning someone for an offense or wrongdoing. Underlying factors that contribute to conflict, such as poverty, inequality, or injustice. Religious scriptures that provide guidance on peace and conflict resolution.	

Examine Just War Theory and Peacebuilding	Just War Theory and Peacebuilding: Just War Theory: The Just War Theory outlines a set of criteria used by some religious traditions, primarily Christianity, to determine when war is morally justified. It emphasizes going to war only as a last resort and adhering to specific principles: 1. Just Cause: There must be a legitimate reason for war, such as self-defence, stopping genocide, or protecting human rights. 2. Right Intention: The goal of the war must be to establish a just peace, not to conquer or gain power. 3. Proportionality: The force used must be proportionate to the threat posed. The harm caused by the war should not outweigh the good it aims to achieve. 4. Last Resort: All peaceful options to resolve the conflict must be exhausted before resorting to war. 5. Discrimination: The war should target legitimate combatants and avoid harming civilians or innocent people. This principle emphasizes the importance of distinguishing between military targets and non-combatants. 6. Proper Authority: The war must be declared by a legitimate authority figure, such as a government leader, who is accountable for its actions. 7. Reasonable Chance of Success: There must be a reasonable chance of winning the war and achieving the just cause. Launching a war with little chance of success could lead to unnecessary bloodshed. Peacebuilding: Peacebuilding is the process of creating structures and initiatives to prevent conflict and promote lasting peace. It goes beyond simply stopping violence and focuses on addressing the underlying causes that lead to conflict in the first place.	Religious Texts Supporting Just War Theory: 1. The Bible (Deuteronomy 20): Provides guidelines for waging war, emphasizing the distinction between combatants and civilians: "When you go to war against your enemies and see horses and chariots and a greater army than yours, do not be afraid of them, because the Lord your God is with you." (Interpreted as God supporting just wars) 2. The Quran (2:190-193): Allows fighting for self-defence but emphasizes striving for peace: "Fight in the way of Allah those who fight you but do not transgress. Indeed, Allah does not like transgressors. And kill them wherever you overtake them and expel them from wherever they have expelled you, for fitnah (temptation, persecution) is worse than killing." (Seen as justifying war against those who initiate aggression) Religious Quotes Critiquing Just War Theory: Christianity: Blessed are those who are the peacemakers, for they shall be called sons of God. Islam: But if the enemy inclines towards peace, do you also incline towards peace.' (Qur'an 8:61)	Religious Communities and Peacebuilding: Religious communities play a crucial role in promoting peace and reconciliation: • Interfaith Dialogue: Different faiths engage in dialogue to build understanding, respect, and cooperation, fostering peaceful coexistence. • Peacebuilding Initiatives: Religious organizations participate in initiatives like conflict mediation, humanitarian aid, and educational programs that address the root causes of conflict and promote reconciliation. By working together and promoting values of peace, forgiveness, and justice, religious communities can contribute to a more peaceful world.	<i>Explain the Just War Theory and discuss a historical example where religious arguments were used to support or oppose war.</i>
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Develop Personal Responsibility for Peace and Reconciliation: Personal Responsibility for Peace and Reconciliation: This concept highlights the importance of individual actions in promoting peace and rebuilding after conflict. Here's a breakdown of key aspects: • Forgiveness in Peace-making: Forgiveness plays a crucial role in peace-making by allowing individuals and communities to move on from past hurts and start healing. It doesn't condone the wrongdoing, but frees the victim from resentment and opens the door to reconciliation. • Importance of Acknowledging Past Wrongs: Recognizing past wrongs and injustices is vital for reconciliation. This can involve apologies, truth commissions, or memorials to honour victims and acknowledge the harm caused.	☒ Religious Practices and Teachings: Many religions offer practices and teachings related to forgiveness and reconciliation: • Christianity: Emphasizes forgiveness as a way to emulate God's forgiveness. (e.g., "Forgive us our trespasses as we forgive those who trespass against us") • Islam: Promotes forgiveness while upholding justice. Offenders may seek forgiveness from those they have wronged. (e.g., "The reward of the believer who has been wronged and endures it patiently seeking only Allah's reward is with Allah.") ☒ Historical Examples: • South Africa's Truth and Reconciliation Commission: This commission provided a platform for victims and perpetrators to share their stories, promoting healing and forgiveness. • The Rwandan Genocide: Reconciliation efforts have focused on fostering forgiveness and rebuilding communities after a horrific conflict.	Personal Action Plan: By understanding these concepts, individuals can develop a personal action plan for building peace: • Practicing Forgiveness: This doesn't mean forgetting the offense, but choosing to let go of resentment. • Promoting Understanding: Actively listen to diverse perspectives and challenge prejudice in your own life. • Supporting Peacebuilding Initiatives: Volunteer your time or resources to organizations working for peace and reconciliation in your community. • Living by Peaceful Values: Choose empathy, compassion, and non-violent conflict resolution in daily interactions.	<i>Describe the role of interfaith dialogue and collaboration in peacebuilding efforts. How do religious communities promote reconciliation after conflict?</i>
Evaluate Strategies for Conflict Resolution: Analyse methods of conflict resolution encouraged by different faiths, including mediation and negotiation. Explore teachings that promote peace-making and identify key figures and movements advocating for non-violence.	Strategies for Conflict Resolution and Methods Encouraged by Faiths: Many religions emphasize peaceful conflict resolution to foster harmony and avoid violence. Here are some key aspects: Methods of Conflict Resolution: • Mediation: A neutral third party facilitates communication and helps reach a mutually agreeable solution. (e.g., Elders' councils in some African traditions) • Negotiation: Direct communication and compromise between conflicting parties to find a solution that meets both their needs. (e.g., Muslim practice of Shura, encouraging collaborative decision-making) • Arbitration: A neutral third party listens to both sides and imposes a binding decision. (e.g., Use of Priest in Christian communities to resolve disputes)	Key Figures and Movements: • Jesus: Perfect example taught people to forgive and be kind. • The Quakers: A Christian denomination known for their pacifism and commitment to resolving conflicts peacefully. These are just a few examples, and different faiths may have additional methods for conflict resolution. However, the core message across many religions is the importance of peaceful dialogue, understanding, and respect in resolving conflict.	<i>Analyse the concept of forgiveness in peace-making. Provide examples from religious teachings and practices that promote forgiveness and reconciliation.</i>

Create a Personal Action Plan for Peace: Develop a personal plan to contribute to a more peaceful world. Analyse how individual choices can promote peace and explore religious teachings on peace at individual and societal levels.	Reflect on the individual's role in upholding religious values and ethical behaviour in their own lives. • Individuals have a responsibility to uphold religious values and ethical behaviour in their daily lives. This involves following religious teachings, like honesty and compassion, in their interactions with others. • They can strive to live a moral life based on their faith's principles, setting a positive example for others. • Choices, however small, can contribute to a more just and peaceful world. • By reflecting on their actions and how they align with their faith's teachings, individuals can continuously strive for self-improvement and uphold ethical behaviour.	Analyse how personal choices can contribute to a more just and compassionate world based on religious teachings. • Religious teachings emphasize personal choices that ripple outward, impacting the world. • Honesty in business dealings (e.g., following Islamic principles of fair trade) promotes trust and reduces exploitation. • Acts of charity and helping those in need (following Christian teachings) directly contribute to a more compassionate world. • Forgiveness and understanding in personal conflicts can prevent escalation and foster a more peaceful environment. • By making ethical choices aligned with their faith's values, individuals become building blocks for a just and compassionate world.	Identify ways students can promote positive social change within their communities based on their understanding of crime and justice in religions. • Based on religious teachings on forgiveness and reconciliation, students can volunteer with restorative justice programs in their communities. • Understanding the value of ethical behaviour, students can advocate for fair treatment and challenge prejudice within their social circles. • Inspired by religious values of compassion, students can organize charity drives or volunteer at homeless shelters, promoting social justice. • Drawing on religious principles of peacebuilding, students can mediate conflicts among peers or younger children, promoting peaceful solutions. • By living a life aligned with their faith's values and encouraging others to do the same, students can contribute to a more just and compassionate community.	Develop a personal action plan outlining how you can contribute to peace in your daily life. Draw on what you're learning about religious teachings on peace at individual and societal levels.
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Year 9 – Philosophy and Ethics - Term 5 - Quality of Life

Summary: Position in the Curriculum			
This unit explores what makes a "good life" across religious and secular perspectives. We'll analyse ideas of happiness and fulfillment, looking beyond material possessions to strong relationships, family, community, and spirituality. Religious teachings on purpose, service, and connection to a higher power will be examined. We'll then build a well-rounded approach to living a fulfilling life based on religious values. This includes understanding balance and moderation across life's aspects, examining practices that promote self-control. We'll acknowledge challenges and explore how religions teach resilience. Finally, you'll develop personal practices for living meaningfully and gratefully, drawing on the course values to create your own path to a fulfilling life.			
Good Life: Material Possessions: Healthy Relationships: Spirituality: Meaning and Purpose:	Key Words		
	A concept encompassing happiness, fulfillment, and living a meaningful life.	Service:	Actions taken to benefit others and contribute to a greater good.
	Physical objects and belongings.	Balance and Moderation:	Avoiding extremes and maintaining a healthy equilibrium in different areas of life.
	Positive and supportive connections with others.	Resilience:	The ability to recover from setbacks and challenges.
	A sense of connection to something larger than oneself, often a higher power.	Perseverance:	The ability to continue despite difficulties.
Explore Diverse Perspectives on a Good Life	Key Ideas		
	Diverse Perspectives on a Good Life: The concept of a "good life" is multifaceted and varies across cultures and belief systems. Here's a breakdown of key aspects: Religious and Secular Perspectives:	Assessment Questions	
	Religious Traditions: Many religions emphasize the importance of living a life aligned with moral values, serving a higher power, and finding purpose through faith. Secular Views: Often emphasize personal happiness, fulfillment, and achieving goals in the material world.	Religious Teachings on Family, Community, Spirituality, and Purpose: Family: Many religions emphasize the importance of family as a source of love, support, and belonging. (e.g., Jewish traditions of weekly family meals) Community: Religious communities provide a sense of belonging, shared values, and opportunities for service. Spirituality: A connection to something larger than oneself provides meaning and purpose in life. (e.g., Muslim practice of daily prayer strengthens their connection to Allah) Finding Purpose: Religious teachings often guide individuals towards a purpose beyond themselves, serving others or a higher power. (e.g., Christian concept of a calling or vocation)	
	Limitations of Material Wealth: Both religious and secular perspectives acknowledge that material possessions alone cannot guarantee a good life. Here are some cautionary religious quotes:	Importance of Relationships: Strong relationships are seen as crucial for a good life across most perspectives: Islam: Nurturing strong and healthy relationships built on kindness, respect, and compassion towards others for the sake of Allah (SWT). Treating others with dignity and fairness. Viewing marriage as an essential part of life, with divorce and remarriage allowed in certain circumstances. Considering family life as the foundation of Islamic society. Avoiding harm to fellow Muslims and living with unity and brotherhood	
	The Bible (Proverbs 11:28): "Whoever trusts in riches will fall, but the righteous will thrive." The Quran (28:76): "Do not let your wealth preoccupy you from the remembrance of Allah."	Compare and contrast how two different religions define a "good life" according to their sacred texts.	

Develop a Well-Rounded Approach to Fulfilment	Well-Rounded Approach to Fulfilment: This concept emphasizes a balanced and holistic approach to achieving a fulfilling life. Here's a breakdown of key aspects: Balance and Moderation: Many religions promote balance and moderation across life's aspects to avoid extremes and achieve inner peace. • Work and Leisure: Religions may advocate for dedicated work ethic while also encouraging rest and enjoyment of life. (e.g., The Sabbath in Christianity emphasizes a day of rest) • Material Possessions: Moderation is encouraged to avoid materialism and focus on deeper values. • Spirituality: A healthy balance is sought between spiritual pursuits and worldly responsibilities. (e.g., Islamic practice of integrating prayer throughout the day)	Religious Practices Promoting Moderation: • Fasting: Many religions have practices like Ramadan in Islam or Lent in Christianity that promote self-control and appreciation for what one has. • Simple Living: Some monastic traditions promote a minimalist lifestyle, focusing on spiritual growth rather than material possessions. Here are some religious quotes promoting moderation from various traditions: • Christianity (Proverbs 11:28): "Whoever trusts in riches will fall, but the righteous will thrive." (Highlights the limitations of materialism and the importance of a balanced life) • Islam (20:131-132): "And do not extend your eyes toward what We have given favour to certain groups of them - the glitter of worldly life - to test them thereby. And the provision of your Lord is better and more lasting." (Encourages contentment with what one has and avoiding excessive desire for worldly possessions) • Christianity (Deuteronomy 8:14): "Then your heart will become proud and you will forget the Lord your God who brought you out of the land of Egypt, out of the house of slavery." (Reminds people of their humble beginnings and cautions against arrogance that can come with material success)	Challenges and Religious Teachings: Challenges and hardships are inevitable, but religions offer guidance for overcoming them: • Resilience: Religious teachings emphasize perseverance and bouncing back from setbacks. (e.g., The story of Job in the Bible showcases unwavering faith despite suffering) • Perseverance: The importance of continuing despite difficulties is a common theme. (e.g., The Quran emphasizes patience and trusting in God's plan) • Finding Strength: Religious faith and belief in a higher power can provide comfort and strength during challenging times. (By integrating teachings on balance, moderation, and resilience, individuals can build a well-rounded approach to achieving a fulfilling life even in the face of challenges.)	<i>Analyse the limitations of material possessions in achieving happiness and fulfilment. Give examples from religious teachings that promote a different perspective.</i>
Cultivate Personal Practices for Meaning and Gratitude	Cultivating Personal Practices for Meaning and Gratitude: This section focuses on fostering practices that enhance a meaningful and grateful life. Here's a breakdown of key aspects: Moderation in Various Religions: As discussed earlier, moderation is a vital concept in many religions, encouraging a balanced approach to life. Here are some specific examples: • Christianity: Living simply, avoiding excessive wealth accumulation, and focusing on serving others. (e.g., teachings of Jesus on not storing up treasures on earth) • Islam: Following dietary restrictions and practicing moderation in all things, including food and possessions.	Cultivating Gratitude: Gratitude is an essential component of a meaningful life. Here are some ways to cultivate it: • Personal Strategies: ○ Gratitude Journal: Regularly reflect on things you're grateful for. ○ Mindfulness practices: Pay attention to positive aspects of your daily life. ○ Expressing appreciation: Thank those who contribute to your life. • Religious Practices: ○ Many religions have daily prayers or rituals that express thankfulness. (e.g., Jewish practice of blessings before meals) ○ Religious observances like holidays or festivals can foster gratitude for blessings and community. (e.g., Thanksgiving in Christianity) By integrating practices of moderation and gratitude into your daily life, you can cultivate a more meaningful and fulfilling existence.	Additional Tips: • Volunteering: Helping others can enhance your sense of gratitude and connection to the community. • Practicing generosity: Sharing your time, possessions, or skills with others fosters a sense of purpose and gratitude. • Mindfulness of negative experiences: Sometimes, appreciating what you have becomes clearer when contrasting it with past challenges. Remember, cultivating gratitude and moderation is an ongoing process. By incorporating these practices into your life, you can develop a more positive outlook and a deeper sense of meaning.	<i>Describe the concept of moderation in a specific religion and explain how religious practices can help cultivate self-control.</i>

Evaluate the Role of Religion in Achieving Fulfilment	The Role of Religion in Achieving Fulfilment: Religion plays a significant role in achieving fulfilment for many people by providing: Meaning and Purpose: Religious teachings offer a framework for understanding life's purpose and connect individuals to something larger than themselves. This fosters a sense of direction and motivation. Guidance and Values: Religions provide moral guidelines and values that can guide decision-making and promote positive behaviours. This can lead to a more fulfilling life aligned with a higher purpose. Community and Support: Religious communities offer a sense of belonging, social support, and shared values. This can provide emotional support, a network of care, and opportunities for service. Rituals and Practices: Religious practices like prayer, meditation, or participation in rituals can provide structure, peace of mind, and a connection to the divine.	- Religious Teachings: Sacred texts and teachings offer narratives and guidance on how to live a good and meaningful life. They may explore themes like compassion, forgiveness, social justice, and living a moral life. - Practices: Religious practices like prayer, meditation, charity, pilgrimage, or observing holy days can provide a sense of purpose, connection, and peace. These practices can also cultivate self-discipline and a sense of order in life. - Communities: Religious communities offer a sense of belonging, social support, and acceptance. They can provide opportunities for service, shared experiences, and connection with like-minded individuals. - Decision-Making: Religious values can guide ethical decision-making by encouraging behaviours like honesty, compassion, and service to others. This can contribute to a sense of well-being and fulfilment by aligning actions with one's beliefs.	How do religious teachings on resilience and perseverance help individuals cope with challenges in life? Provide examples from religious figures or stories.
	Throughout this course, we've explored diverse perspectives on what constitutes a "good life." Now, it's time to synthesize these learnings and develop your personal roadmap to fulfilment. Here's how to get started: 1. Reflect on Key Learnings: - Recall the various religious and secular perspectives discussed. What resonated with you most? - Consider the importance of balance and moderation across different life aspects (work, leisure, spirituality). - Reflect on the concept of gratitude and how to cultivate it in your daily life. - Analyse the role of challenges and how religious teachings promote resilience.	2. Identify Your Values: - What core values are most important to you? Is it compassion, integrity, creativity, or something else? - How do these values align with the explored religious perspectives? - Consider how your values can guide your decision-making and actions. 3. Define Your Purpose: - What brings meaning to your life? Is it helping others, learning new things, or contributing to a cause? - How can you align your daily activities with your sense of purpose? - Explore how religious teachings on purpose resonate with your own aspirations.	

Year 9 – Philosophy and Ethics - Term 6 - Religion and Medical Ethics

Summary- Position in the Curriculum This course explores how religion shapes medical choices. It examines the ethical principles guiding medicine and how religious views on life and death influence practices. Students will analyse religious texts on caring for the sick and consider the role of faith healing alongside modern medicine. The course then dives into new medical advancements, like genetic engineering, and the ethical dilemmas they raise for different religions. Finally, students will explore religious perspectives on end-of-life care, resource allocation, and informed consent, equipping them to make responsible faith-based decisions in healthcare.		
Medical Ethics: Sanctity of Life: Faith Healing: Emerging Medical Advancements: Palliative Care:	Key Words The moral principles that guide medical professionals in their work, ensuring patient well-being and upholding fairness in resource allocation. The belief that human life is sacred and deserves respect and protection, often based on religious teachings. A practice where religious faith and prayer are used to cure illness. Recent breakthroughs in medical technology that raise new ethical questions, like genetic engineering or organ transplants. Care focused on comfort and pain relief for terminally ill patients.	
	Euthanasia: The practice of intentionally ending a life to relieve suffering.	
	Assisted Suicide: Providing a patient with the means to end their own life.	
	Social Justice: Fair treatment and opportunity for all members of society, often considered in healthcare resource allocation.	
	Informed Consent: A patient's voluntary agreement to a medical procedure after fully understanding its risks and benefits. Death with Dignity: The concept of dying peacefully and comfortably, often with control over end-of-life decisions.	
Key Ideas		
Analyse the Intersection of Faith and Healthcare	Religious Views and Medical Decisions: - Faith plays a significant role in how people approach medical care. Religious beliefs about life, death, and healing can influence decisions like: - Accepting medical treatments - End-of-life care options - Use of preventative measures - The concept of sanctity of life is a core belief in many religions, emphasizing the preciousness of human existence. This can impact decisions regarding abortion, euthanasia, and resource allocation. 2. Faith Healing and Traditional Medicine: - Many religions incorporate various forms of faith healing, relying on prayer or religious rituals to cure illness. - Traditional medicine, using herbal remedies and folk practices, often co-exists with faith healing in some religious communities.	3. Miracles and Divine Intervention: - Some religious traditions believe in miraculous healing or divine intervention in the recovery process. This belief can provide comfort and hope for patients and families facing illness. 4. Importance of Understanding: - Healthcare professionals' benefit from understanding patients' religious backgrounds to provide culturally sensitive care. This allows for better communication and collaboration regarding treatment options. 5. Ethical Considerations: - Conflicts can arise when religious beliefs clash with specific medical procedures or treatments. Open communication and respect for individual beliefs are crucial in navigating these situations. 6. Diversity of Practices: - It's important to remember that religious views on healthcare vary widely across different faiths and denominations.
		Assessment Questions Explain the potential conflict between the sanctity of life and new medical advancements like genetic engineering. How might different religions approach this ethical dilemma?

Evaluate Ethical Dilemmas in Emerging Technologies	1. Recent Medical Advancements and Ethical Concerns: • The rapid pace of medical advancements like genetic engineering, organ transplants, and artificial intelligence brings exciting possibilities but also raises ethical concerns. • Genetic Engineering: ○ Concerns include potential misuse of the technology to create designer babies or exacerbate social inequalities. ○ Religious views may question altering human DNA or interfering with the "natural order." • Organ Transplants: ○ Ethical dilemmas surround organ allocation, ensuring fair access and preventing exploitation of vulnerable populations. ○ Religious beliefs may influence views on organ donation and the concept of bodily integrity after death. • Artificial Intelligence: ○ Concerns include potential job displacement in healthcare and the possibility of biased algorithms impacting patient care. ○ Religious views may grapple with the concept of artificial consciousness and the role of AI in decision-making about human life.	2. Religious Responses to Emerging Technologies: • Different religions approach these advancements with varying degrees of acceptance and caution. • Some may emphasize the potential benefits for healing and improving human well-being. • Others might be more wary, calling for careful consideration of the ethical implications before widespread adoption. 3. Importance of Open Discourse: • Open dialogue between religious leaders, scientists, ethicists, and the public is crucial to navigate these complex issues. • Finding common ground and shared values can help guide the responsible development and application of these technologies. 4. Continuous Exploration: • As new technologies emerge, the conversation about their ethical implications needs to be ongoing. • Religious communities will likely continue to adapt their stances as these technologies evolve. <i>Describe the concept of informed consent. How can religious beliefs influence a patient's decision-making regarding medical treatment?</i>
Navigate End-of-Life Decisions from a Religious Standpoint.	Palliative Care: • Palliative care focuses on comfort and symptom management for terminally ill patients, aiming to improve their quality of life in their final days. • Most religions support palliative care, as it aligns with the value of alleviating suffering. Ethical Complexities: • End-of-life decisions involve complex ethical questions: ○ Euthanasia: The practice of intentionally ending a life to relieve suffering. ▪ Religious views: Some religions, like Catholicism, oppose euthanasia as playing God. Others may allow it in specific circumstances. ▪ "The pain should not be eliminated by killing the patient as if pain-killing were the same as killing the patient..." - Pope Pius XII (1957) ○ Assisted Suicide: Providing a patient with the means to end their own life. ▪ Religious views often mirror those on euthanasia. ○ Prolonging Life: Deciding when to withdraw or forgo life-sustaining treatments. ▪ Many religions advocate for reasonable medical interventions, but not those that prolong suffering without hope of recovery.	Death with Dignity: • The concept of death with dignity emphasizes allowing a terminally ill person to die peacefully and comfortably, often with control over their end-of-life care. • Religious quotes that influence this concept: ○ Christianity (Matthew 25:40): "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." ▪ Interpreted as a call to provide comfort and respect during the dying process. ○ Islam "Every soul shall taste death" ▪ Interpreted as a call to remind humans that death is inevitable, but it will come when it is the right time. ○ Religious teachings often encourage open communication between patients, families, and healthcare professionals to ensure end-of-life care aligns with the patient's values and beliefs <i>Compare and contrast the role of faith healing and traditional medicine in various religious traditions.</i>

Apply Religious Values to Resource Allocation	Challenges of Fair Allocation: - Healthcare systems face constant pressure to allocate resources fairly. - Challenges include: - Limited resources (funding, equipment, personnel) - Rising costs of new technologies - Unequal distribution of healthcare access Religious Concepts of Social Justice: - Many religions emphasize principles of social justice, promoting fairness and equal access to basic needs like healthcare. - These concepts can guide ethical decision-making in resource allocation.	Examples of Religious Principles: Christianity (Matthew 25:35-40): "For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in..." - Interpreted as a call to prioritize the needs of the most vulnerable in society. Islam (Quran 5:8): "...And let not the hatred of a people incite you too not be just..." - Promotes impartiality and fairness in resource distribution.	How Religion Informs Decisions: - Religious teachings can inspire healthcare systems to: - Prioritize preventative care to reduce overall costs and improve population health. - Develop programs to ensure equitable access to healthcare services for all, regardless of income or background. - Allocate resources efficiently and avoid waste. Challenges of Implementation: - Translating religious principles into practical healthcare policies is complex. - Disagreements may arise about how to define "fairness" or prioritize needs. Overall, religious values can play a significant role in advocating for equitable healthcare access and promoting ethical resource allocation decisions.	<i>Discuss the ethical considerations surrounding palliative care and end-of-life decisions. How do religious teachings on death with dignity influence these choices?</i>
Promote Informed Consent with Respect for Religious Beliefs.	Informed Consent: - A cornerstone of medical ethics, informed consent ensures patients understand a medical procedure or treatment before agreeing to it. - This includes: - Disclosure of risks and benefits - Alternatives to the proposed treatment - The right to refuse treatment Importance in Healthcare: - Informed consent protects patient autonomy and promotes trust in the healthcare system. - It allows patients to make informed decisions based on their individual values and beliefs. Religious Beliefs and Informed Consent: - Religious beliefs can influence how patients view medical treatments: - Certain procedures may be prohibited by religion. (e.g., blood transfusions for Jehovah's Witnesses) - Religious practices may influence beliefs about risks and benefits. (e.g., faith healing impacting trust in medical intervention)	Respectful Communication: - Healthcare professionals need to: - Gather information about a patient's religious background. - Explain treatment options in a way that respects their beliefs. - Work collaboratively with patients and their faith leaders to find common ground. Examples: - A patient's religious beliefs might lead them to prioritize natural remedies over synthetic medications. - Religious views on the sanctity of life could influence decisions about organ transplants or certain surgeries. Finding Solutions: - Open communication can help find solutions that both respect religious beliefs and ensure optimal medical care. - This may involve exploring alternative treatments or modifying procedures to accommodate religious restrictions.	How Religion Informs Decisions: - Religious teachings can inspire healthcare systems to: - Prioritize preventative care to reduce overall costs and improve population health. - Develop programs to ensure equitable access to healthcare services for all, regardless of income or background. - Allocate resources efficiently and avoid waste. Challenges of Implementation: - Translating religious principles into practical healthcare policies is complex. - Disagreements may arise about how to define "fairness" or prioritize needs. Overall, religious values can play a significant role in advocating for equitable healthcare access and promoting ethical resource allocation decisions.	<i>Analyse a case study of a medical situation where religious beliefs clash with medical ethics. How could responsible decision-making be achieved in such a scenario?</i>

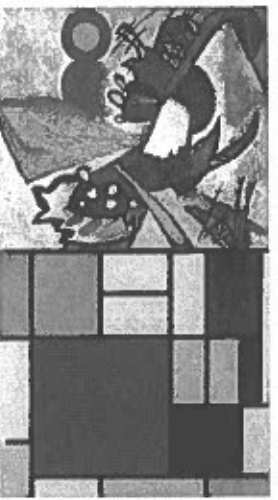
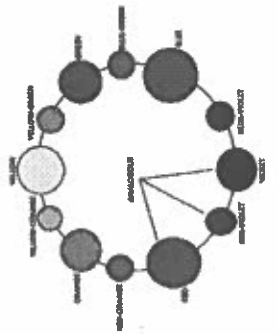
Visual Arts

KS3 Art & Design - Year 9 Half Term 1

Summary - Position in the Curriculum

This project you will learn how artists use **NATURAL FORMS** and **ABSTRACTION** within their artwork. You will develop your **COLOUR THEORY** knowledge by **INVESTIGATING** the work of Georgia O'Keefe / Carrie Moyer and develop a concrete understanding of the elements of **COMPOSITION** to create your own **ABSTRACT** artwork.

Terminology	Definitions		Core Knowledge	Preparing for Assessment	
	ABSTRACT	ABSTRACT art is art that DOES NOT attempt to REPRESENT an accurate depiction of a VISUAL REALITY but instead uses SHAPES, COLOURS, FORMS and GESTURAL MARKS to achieve its EFFECT.	COMPOSITION is the way in which different ELEMENTS of an ARTWORK are COMBINED or ARRANGED.	The origin of ABSTRACT art has been a subject of debate. Wassily Kandinsky is generally credited as the pioneer of ABSTRACT art. However, a lesser-known Swedish painter, Hilma af Klimt, is thought to have preceded Kandinsky, producing her first ABSTRACT painting in Stockholm in 1906 – five years earlier. Following its origin in the early 1900s, ABSTRACT art evolved as different artists EXPERIMENTED with the STYLE.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
COMPOSITION				1. LOOK for examples of HARMONIOUS colours and SPLIT-COMPLEMENTARY colours in shops, at home and at school. These could be in product packaging, artwork, posters, or magazines etc.	
NATURAL FORM		A NATURAL FORM is an object found in nature that has not been changed or altered.		2. RESEARCH other colour theory combinations, how many are there e.g., Monotone colours.	
HARMONIOUS COLOURS		HARMONIOUS colours sit beside each other on the colour wheel.		3. RESEARCH abstract art and decide which artist's work you like the most... and why?	
SPLIT-COMPLEMENTARY COLOURS		SPLIT-COMPLEMENTARY colour scheme uses two colours across the colour wheel, with those two colours lying on either side of the COMPLEMENTARY colour. For example, violet's COMPLEMENTARY colour is yellow, but its SPLIT-COMPLEMENTARY colours are yellow-green and yellow-orange.	Like COMPLEMENTARY colour palettes, SPLIT-COMPLEMENTARY colour schemes are still visually striking due to the STRONG CONTRAST in colours but, SPLIT-COMPLEMENTS are slightly closer to the BASE COLOUR on the wheel. And they have less visual TENSION and more INTEREST and VARIETY.	4. PRACTICE your drawing skills, spend 30 minutes drawing and shading a natural form object, such as a leaf, flower or shell.	
				5. RESEARCH one of the following artists: Georgia O'Keefe ; Carrie Moyer Consider the following: - What do you see within their artwork? E.g. Colour, shapes, space, texture and mark-making - How do you think they artist has made this artwork? - Why do you think they have made it?	

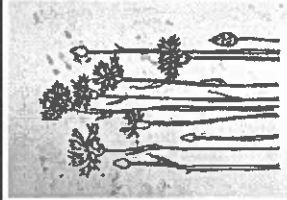
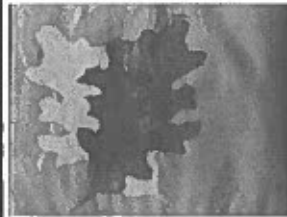
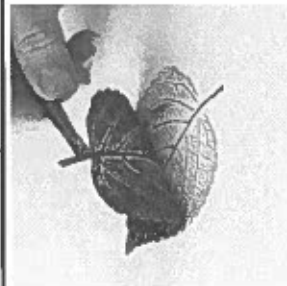


KS3 Art & Design - Year 9 Half Term 2

Summary - Position in the Curriculum

This project you will learn how artists use **NATURAL FORMS** and **ABSTRACTION** within their artwork. You will develop your **COLOUR THEORY** knowledge by **INVESTIGATING** the work of Georgia O'Keefe / Carrie Moyer and develop a concrete understanding of the elements of **COMPOSITION** to create your own **ABSTRACT** artwork.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
MIXED MEDIA	MIXED MEDIA is a term used to describe artworks composed from a COMBINATION of different MEDIA or MATERIALS.	MIXED MEDIA art involves mixing two or more artistic MEDIUMS into one piece. For example, you can add OBJECTS to your PAINTING or COMBINE ink drawing with watercolours. There are no rules. You can use whatever you want, however you want.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
MONO PRINTING	A unique PRINT, typically PAINTERLY in effect, made by applying paint or printing ink to a FLAT SHEET of metal, glass, or plastic. The painted image is TRANSFERRED to paper either by manually rubbing or using a PRESS.	Known as the most PAINTERLY METHOD among the printmaking techniques, a MONOTYPE is essentially a hand-printed painting. The appeal of the MONOTYPE lies in its unique TRANSLUCENCY that creates a QUALITY of LIGHT very different from a painting.	1. RESEARCH the MONO PRINTING process in preparation for your practical lesson.
LINO PRINT	LINO PRINTING is a form of block printing that involves CARVING a PATTERN or DESIGN into a linoleum, rubber or vinyl surface that can then be PRINTED from.	Essentially, learning how to LINO PRINT, you simply DRAW your image on the LINO and then CARVE areas away. When your carving is finished, you roll INK over the remaining portions before pressing onto paper. You can repeat the LINO PRINTING PROCESS as many times as you like to create your desired SHAPES and PATTERNS.	2. MAKE a MIXED MEDIA COLLAGE using old magazines and packaging that you can find around your home.
SCREEN PRINTING	SCREEN PRINTING is a PROCESS where INK is forced through a MESH SCREEN onto a SURFACE.	SCREEN PRINTING is the PROCESS of TRANSFERRING a STENCILLED DESIGN onto a FLAT SURFACE using a mesh screen, ink and a squeegee. Fabric and paper are the most screen-printed surfaces, but with specialised inks it's also possible to print onto wood, metal, plastic, and even glass.	3. RESEARCH one of the following artists: Natalie Ratcliffe; Jackson Pollock. CONSIDER the following: a. What do you see within their artwork? E.g. Colour, shapes, space, texture and mark-making b. How do you think they artist has made this artwork? c. Why do you think they have made it?
DIRECT PRINTING	DIRECT PRINTING is making a direct imprint of an image or object.	For example, leaves print well using the DIRECT PRINTING method. Because they are flat and textured, they leave interesting IMPRINTS onto PAPER. Simply apply ink to the underside of the leaf, turn it over and put pressure on the entire leaf. Remove the leaf and the pattern of the leaf will print onto the paper.	4. COMPLETE 3 x 10-minute drawings of natural form objects. Can you make an interesting composition by overlapping your drawings?
			5. COLOUR in your natural form drawing composition using colouring pencils. Where shapes overlap change the colours to make it more interesting. Consider your colour choices, think back to colour theory!

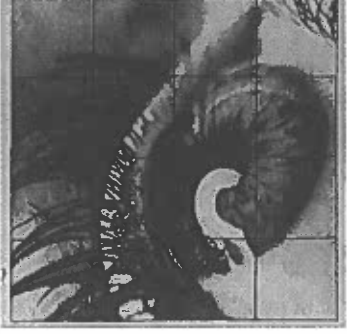
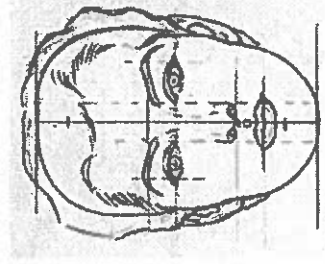


KS3 Art & Design - Year 9 Half Term 3

Summary - Position in the Curriculum

This project will enable you to understand how EXPRESSIVE PORTRAITURE artists create MEANING with their artwork through the use of SHAPE, TEXTURE, MARK-MAKING and COLOUR. CONCEPTUAL understanding paired with core portraiture SKILLS such as COLOUR MIXING, MAPPING the face, and DRAWING facial features: enabling you to create an EXPRESSIVE SELF- PORTRAIT inspired by artists such as MC Escher, Francis Bacon, Alison Lambert, and contemporary artist Conor Harrington.

Terminology	Definitions	Core Knowledge	
		Preparation for Assessment	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
SELF-PORTRAIT	A PORTRAIT is a REPRESENTATION of a particular PERSON. A SELF-PORTRAIT is a portrait of the artist by the artist.	EXPRESSIVE PORTRAITURE is a very old art form going back at least to ancient Egypt, where it flourished from about 5,000 years ago. Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone.	
EXPRESSIONISM	EXPRESSIONIST ART refers to the expression of subjective EMOTIONS, inner EXPERIENCES, and SPIRITUAL THEMES, as opposed to REALISTIC DEPICTIONS of people or nature.	EXPRESSIONISM is a modernist movement, initially in POETRY and PAINTING, originating in Northern Europe around the beginning of the 20th century. Artists portrayed EMOTIONS and inner EXPERIENCES within their paintings using COLOUR, MARK MAKING and TEXTURE. For example, if they used lots of BLUE this could signify SADNESS.	1. RESEARCH one of the following expressionist artists: Wassily Kandinsky; Henri Matisse Consider the following: What do you see within their artwork? e.g. Colour, shapes, space, texture and mark-making; How do you think they have made this artwork?; Why do you think they have made it?
TEXTURE	Used by artists to show how something might FEEL, what it is MADE OF.	TEXTURE is created using MARK-MAKING, which is often connected to the element of LINE. This is also called IMPLIED TEXTURE. TEXTURES can be made using every art MEDIUM.	2. RESEARCH more about the Expressionism art movement. For example, who started the movement? what art movements came before and after Expressionism? was expressionism just used by artists?
MARK-MAKING	MARK-MAKING describes the different LINES, DOTS, MARKS, PATTERNS, and TEXTURES artists create in an artwork.	MARK-MAKING can be CREATIVE and EXPERIMENTAL - it can be done with any materials and tools. It can be loose and GESTURAL or CONTROLLED and neat.	3. COMPLETE 3 10-minute drawings of people from observation. If you want to improve your drawing skills you should do at least 1 drawing a day.
GRIDDED DRAWING	The GRID method is a TECHNIQUE used in art that involves DIVIDING an image into a series of smaller, more manageable SECTIONS using a GRID.	A GRID is typically drawn over the REFERENCE IMAGE, and then artists use the grid to draw the image on their own piece of paper, carefully REPLICATING each SECTION of the grid in PROPORTION. A grid can be used to ENLARGE an image ACCURATELY.	4. WATCH a YouTube video on 'How to draw facial features'. This will help you improve drawing in proportion and accurately.
PROPORTION	PROPORTION refers to the DIMENSIONS of a COMPOSITION and RELATIONSHIPS between HEIGHT, WIDTH, and DEPTH.	How PROPORTION is used will affect how REALISTIC or ABSTRACTED something seems. PROPORTION also describes how the SIZES of different PARTS of a piece of art or design RELATE to each other.	5. PRACTICE creating tone with your pencil. How many different tones can you make with one pencil? Everyone should be able to make at least 6.
TOPE	In Art and Design, tone refers to how LIGHT or DARK something is.	Artists use to TONAL VALUE to create DEPTH within their artwork. Without CONTRASTED tonal values a drawing will look FLAT and less REALISTIC.	



KS3 Art & Design - Year 9 Half Term 4

Summary - Position in the Curriculum

This project will enable you to understand how expressive portraiture artists create meaning with their artwork through the use of shape, texture, mark-making and colour. Conceptual understanding paired with paired with core portraiture SKILLS such as COLOUR MIXING, MAPPING the face, and DRAWING facial features: enabling you to create an EXPRESSIVE SELF- PORTRAIT inspired by artists such as MC Escher, Francis Bacon, Alison Lambert, and contemporary artist Conor Harrington.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
MAPPING	MAPPING is identifying the LIGHT, MID and DARK TONES of a photograph, drawing or painting.	Artists BREAK DOWN photographs, drawings, or paintings into smaller SHAPES of COLOUR and TONE. This helps them create an artwork that has more DEPTH. It also makes a drawing or painting feel more MANAGEABLE as it is BROKEN DOWN into smaller SECTIONS.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
MOTHER COLOUR	The MOTHER COLOUR is a method of adding one PARTICULAR COLOUR to each of the COLOURS you MIX on your PALETTE.	In PORTRAITURE, artists will MIX the primary colours together to create the MOTHER COLOUR. The MOTHER COLOUR will go into every SKIN TONE to create HARMONY amongst the colours. This helps to create a more REALISTIC PAINTING where the colours sit well together.	1. RESEARCH one of the following artists: Francis Bacon; Conor Harrington Consider the following: - What do you see within their artwork? E.g., Colour, shapes, space, texture and mark-making - How do you think they have made it? And when was it made?
HUE	HUE is another word for COLOUR.	A HUE is essentially the three PRIMARY colours (RED, BLUE, and YELLOW) as well as the three SECONDARY colours (ORANGE, GREEN, and PURPLE). These colours are PURE, meaning that white or black have not been mixed in with them.	2. PRACTISE mapping the tones of a face using a portrait photo from a magazine or newspaper.
SHADE	ADDING BLACK to a pure HUE.	In painting, artists add black to a colour to make it DARKER.	3. RESEARCH the following colour theories: Harmonious colours Complementary colours Monochromatic colours
TINT	ADDING WHITE to a pure HUE.	In painting, artists add white to a colour to make it LIGHTER.	4. Continue to PRACTICE drawing from observation. 3 x 5-minute observational drawings in continuous line.
PRIMARY COLOURS	A GROUP of COLOURS from which all other colours can be obtained by MIXING.	The PRIMARY colours are RED, BLUE and YELLOW. Yellow + Red = Orange Red + Blue = Purple Blue + Yellow = Green	5. COMPLETE one sustained DRAWING of a person's face, this can be from a photograph or real life. I should take 1 hour; you can use colouring pencils for skin tones, or you can use a pencil and add tone.
SECONDARY COLOURS	A COLOUR RESULTING from the MIXING of TWO PRIMARY COLOURS.	The SECONDARY colours are, ORANGE, VIOLET and GREEN.	

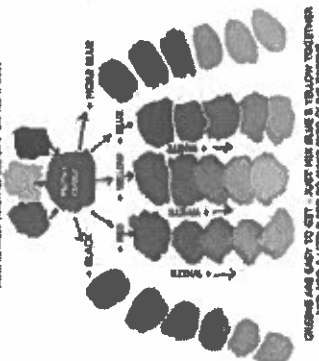


TINT
adding white to a pure hue

SHADE
adding black to a pure hue

TOPE
adding grey to a pure hue

PICKING SUBTLE COLOUR RANGES FROM PRIMARY COLOURS
This is a technique used by some portraiture artists to create subtle variations in skin tones. It involves mixing small amounts of the primary colours to create a range of subtle tones.

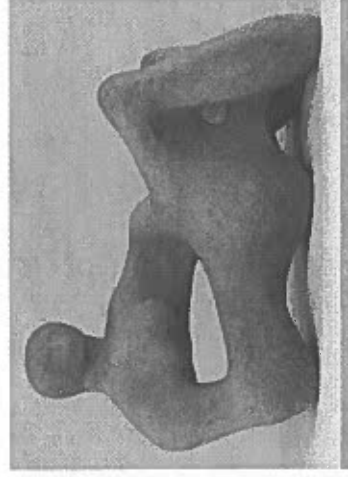
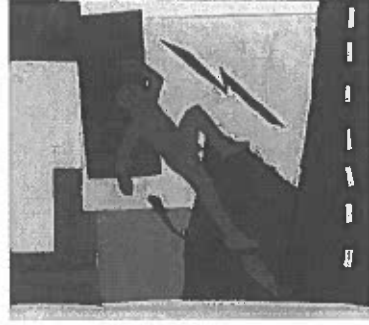
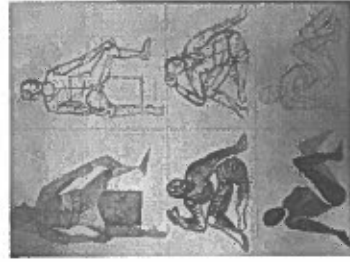
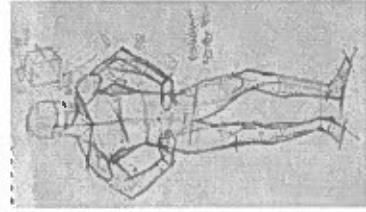
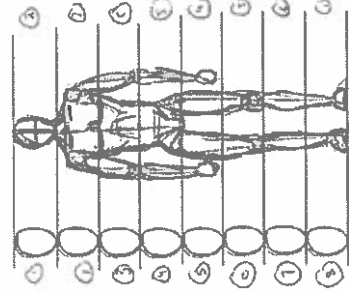


KS3 Art & Design - Year 9 Half Term 5

Summary - Position in the Curriculum

This project explores how artists have portrayed the HUMAN FIGURE through DRAWING, ABSTRACTION, and SCULPTURE. You will draw upon your drawing skills from year 7 and 8 to understand PROPORTIONS of the human figure. Understand how artists such as Henri Matisse, Henry Moore and Antony Gormley use pose to portray MEANING and create your own meaningful 3D SCULPTURE in CLAY using the ELEMENTS of SCULPTURE.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
HUMAN FORM	HUMAN FORM may refer to: Human figure, the artistic study of human body shape. Figure drawing, a drawing of the human form.	As well as using the HUMAN figure as a way of EXPLORING the human form or human PSYCHOLOGY, the human figure is often used by artists to tell a story or to make a point - exploring POLITICAL or SOCIAL IDEAS, or MEMORIES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
PROPORTION	PROPORTION refers to the DIMENSIONS of a COMPOSITION and RELATIONSHIPS between height, width, and depth.	How PROPORTION is used will affect how realistic or STYLISED, something seems. PROPORTION also describes how the SIZES of different parts of a piece of art or design RELATE to each other.	1. RESEARCH one of the following sculpture artists: Henri Moore; Antony Gormley Consider the following: - What do you see within their artwork? E.g. Colour, shapes, space, texture and mark-making - How do you think they artist has made this artwork? - Why do you think they have made it?
ABSTRACTING HUMAN FORM	ABSTRACT art is art that DOES NOT attempt to REPRESENT an accurate depiction of a VISUAL REALITY but instead uses SHAPES, COLOURS, FORMS and GESTURAL MARKS to achieve its EFFECT.	Artists often EXPERIMENT with abstracting the human figure: either SIMPLIFYING it or DEPICTING it in a way that isn't necessarily straightforward, often DISTORTING ELEMENTS of the body.	2. RESEARCH Henri Matisse Paper collages, why did he start making art out of paper and scissors?
SCULPTURE	The art of making THREE-DIMENSIONAL representative or abstract FORMS, especially by CARVING stone or wood or by CASTING metal or plaster.	Types of SCULPTURE: Ephemeral, carved, modelling, cast, assemblage, installation.	3. RESEARCH how to draw the human figure on YouTube, practising drawing by following the tutorial.
FORMAL ELEMENTS OF SCULPTURE	The ELEMENTS you need to consider when DESIGN and MAKING a SCULPTURE.	SURFACE, SCALE, SPACE, FORM, TEXTURE, MOVEMENT, STRUCTURE, MATERIAL & PROPORTION.	4. RESEARCH the types of sculpture, which type is your favourite?
			5. ENSURE everything in your sketchbook is finished and up to date before the end of year assessment.

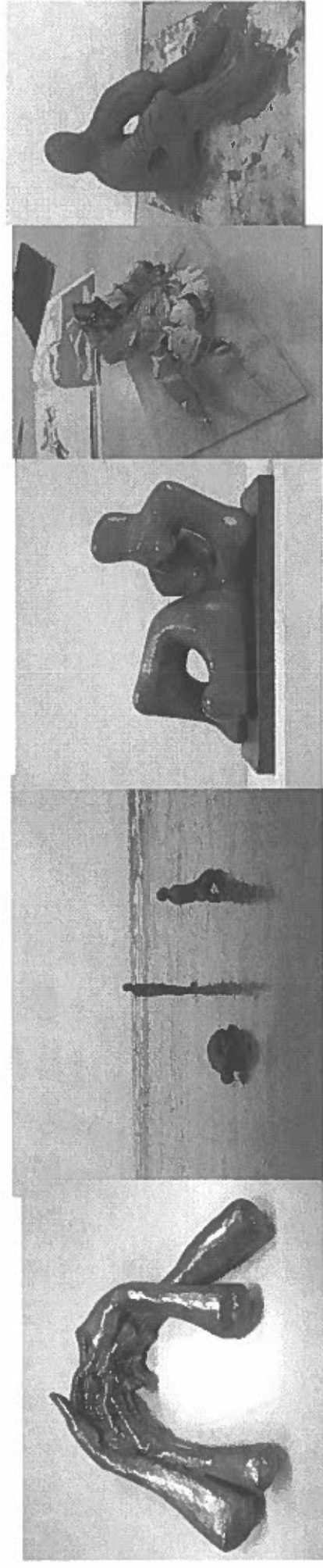


KS3 Art & Design - Year 9 Half Term 6

Summary - Position in the Curriculum

This project explores how artists have portrayed the HUMAN FIGURE through DRAWING, ABSTRACTION, and SCULPTURE. You will draw upon your drawing skills from year 7 and 8 to understand PROPORTIONS of the human figure. Understand how artists such as Henri Matisse, Henry Moore and Antony Gormley use pose to portray MEANING and create your own meaningful 3D SCULPTURE in CLAY using the ELEMENTS of SCULPTURE.

Terminology	Definitions	Preparing for Assessment
EPHEMERAL SCULPTURE	SCULPTURES that only last a short amount of TIME and are NOT PERMANENT.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
CARVING SCULPTURE	Using TOOLS to SHAPE a FORM by CUTTING or SCRAPING away from a SOLID MATERIAL such as stone, wood, ivory or bone.	1. RESEARCH how casted sculptures are made and when were they invented?
MODELLING SCULPTURE	Adding a SOFT MATERIAL to create the DESIRED FORM. TRADITIONAL materials: clay and plaster. MODELLED SCULPTURES are usually CAST to become PERMANENT.	2. RESEARCH installation artist Olafur Eliasson. Consider the following: - What do you see within their artwork? E.g., Colour, shapes, space, texture, and mark-making - How do you think they artist has made this artwork? - Why do you think they have made it?
CASTING SCULPTURE	FORM CREATED by POURING a liquid into an empty MOULD. Once cooled the material becomes solid, the mould can be reused so multiple casts can be made. Materials: fibreglass, metals, and plaster.	3. MAKE a human form assemblage sculpture using objects around your home, document it with a photograph.
ASSEMBLAGE SCULPTURE	ASSEMBLING disparate ELEMENTS – often everyday objects – scavenged by the artist or bought specially.	4. COMPLETE three sculpture designs to help you make your final clay sculpture.
INSTALLATION SCULPTURE	Large-scale, MIXED-MEDIA CONSTRUCTIONS, often designed for a specific PLACE or for a TEMPORARY PERIOD. The VIEWER is INSIDE the work.	5. RESEARCH 3 of your own sculpture artist, use the Tate website to help you. Why do you like these artists? Could they inspire your human figure sculpture?



Performing Arts

Drama - Half Term 1 -TOPIC Naturalistic Theatre

Summary- Position in the Curriculum

To use a range of stimuli to develop performance skills both physical and vocal as well as drama techniques and strategies to explore create and develop through the knowledge and application an interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism abstract theatre and epic theatre. HT1 explores Naturalism and the theories and practices of that style through applying and exploring Stanislavski's system through using different drama text to understand the way in which and actor works in this style. In HT1 the main focus is towards an introduction to Stanislavski, given circumstances, non-verbal communication, relaxation and concentration through workshop sessions.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
Naturalism	A representation of real life based on the accurate description of detail	Naturalism is a slice of real life created by the detailed characters which are believable and real. The set and props are realistic to the setting as well as the story being told. The audience become the fourth wall and are emotionally involved in the lives of the characters and the situations that are affecting them.	1. What are 'Given Circumstances' and how are they used practically?
Given Circumstances	The 5 W's (Who, What, Where, When and Why)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there	2. Where are the given circumstances found on a script?
Non – Verbal Communication	Communicating using facial expressions, body language and gestures without speaking.	Speaking to each other without the use of words or spoken language, communicating through ways that include facial expressions, body language and gestures	3. Why do we apply non-verbal communication at the start of a scene before characters speak?
Relaxation	To relieve stress, tension from the body using exercises to relax the body for practical work.	The act of relaxing, a process that lessens the stress that affects the body and the mind.	4. Why does an actor relax before they rehearse or perform?
Concentration	To focus and not be distracted by inside and outside influences	The action of focussing all of one's attention on the activity you are doing. Singleness of mind to concentrate and not be distracted by others or influences that take your mind off what you are doing.	5. Why it is important that when an actor rehearses and performs, they concentrate on the role they are playing?

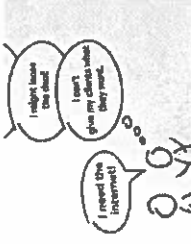
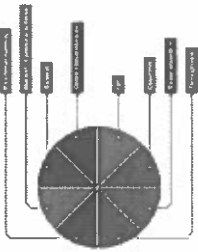
Naturalism 	Given Circumstances 	Non-Verbal Communication 	Relaxation 	Concentration 
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Drama - Half Term 2 -TOPIC Naturalistic Theatre / Different Stimuli

Summary- Position in the Curriculum

To use a range of stimuli to develop performance skills both physical and vocal as well as drama techniques and strategies to explore create and develop through the knowledge and application an interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism abstract theatre and epic theatre. HT1 explores Naturalism and the theories and practices of that style through applying and exploring Stanislavski's system through using different drama text to understand the way in which and actor works in this style. In HT1 the focus was an introduction to Stanislavski, given circumstances, non-verbal communication, relaxation and concentration through workshop sessions. In HT2 the main focus subject, objective /super objective and the introduction to DNA where the Stanislavski system will be used in their practical application and exploration of the script.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Stanislavski System	The method that is used in an actors training, made up of various different techniques so that the actor creates believable characters.	Stanislavski system stems from a practice that is used by actors today which allows each part of the system to help the actor create believable characters and help put themselves in the place of that character.	1. Write down all of the ingredients in the Stanislavski system?
Given Circumstances	The 5 W's (Who, What, Where, When and Why)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there	2. Explain the given circumstances of the beginning the play for DNA?
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	3. The character you are playing from the 4 th year are animals, write the subtext for your characters?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	4. What do you think is your character's objective and super objective within the play of DNA?
DNA	A play which shows a group of teenagers who could be described as a gang and how this group of people react to the consequences of their actions.	DNA is a play spoken through the characters, the themes of the play are bullying, social responsibility, morality and leadership. The characters remain in the interview style sequences which comment on the events that has taken place and the viewpoints of a character.	5. Why was DNA made by the playwright Dennis Kelly?

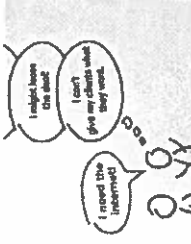
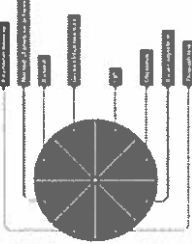
				
Stanislavski	Given Circumstances	Subtext	Objective /Super Objective	DNA

Drama - Half Term 3 -TOPIC Naturalistic Theatre / DNA

Summary- Position in the Curriculum

To use a range of stimuli to develop performance skills both physical and vocal as well as drama techniques and strategies to explore create and develop through the knowledge and application an interpretation of a range of drama texts to demonstrate the key features of the three styles of theatre, Naturalism abstract theatre and epic theatre. HT1 explores Naturalism and the theories and practices of that style through applying and exploring Stanislavski's system through using different drama text to understand the way in which and actor works in this style. In HT1 the focus was an introduction to Stanislavski, given circumstances, non-verbal communication, relaxation and concentration through workshop sessions. In HT2 the main focus was subject, objective /super objective and the introduction to DNA where the Stanislavski system will be used in their practical application and exploration of the script. In HT3 exploring the play DNA, the characters through understanding the motivation of each character and their relationship with each other through practical application as well as understanding the writers' intentions.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Stanislavski System	The method that is used in an actors training, made up of various different techniques so that the actor creates believable characters.	Stanislavski system stems from a practice that is used by actors today which allows each part of the system to help the actor create believable characters and help put themselves in the place of that character.	1. From the first reading of DNA what are your first initial thoughts of the play?
Given Circumstances	The 5 W's (Who, What, Where, When and Why)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there	2. Explain what your character is like and what the other characters say about them?
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcastism in what a character says means the opposite or something different	3. In act 1 how does your character deal with the implications of Adam being dead?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	4. In act 1 how does the relationships change knowing that there is consequences to your actions?
DNA	A play which shows a group of teenagers who could be described as a gang and how this group of people react to the consequences of their actions.	DNA is a play spoken through the characters, the themes of the play are bullying, social responsibility, morality and leadership. The characters remain in the interview style sequences which comment on the events that has taken place and the viewpoints of ah character.	5. Based on your final performance what would you suggest your strengths and areas to develop are?

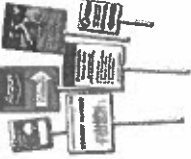
Stanislavski	Given Circumstances	Subtext	Objective /Super Objective	DNA
				

Drama - Half Term 4 -TOPIC Epic Theatre

Summary- Position in the Curriculum

The theories and practices of Bertolt Brecht exploring the style of Epic Theatre, Bertolt Brecht a German practitioner born 10/02/1898 – 14/08/1956. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the audience where they are to think about what they see rather than feeling for the characters. The theory behind Epic Theatre was to encourage playwrights to address issues related to a contemporary, or current, life. Brecht didn't want his audience to forget that they were watching a performance or to feel any sort of emotion for the character. They were therefore "alienated" from the performance. The playwrights write about the issues bothering them in life. These could be political or otherwise exploring a variety of text Dulcet Decorum Est, A picture and a play in which they will use all of Brecht's techniques. Students are introduced to Epic theatre early in year 8 curriculum to challenge their understanding of different styles of theatre and performances to prepare them for later studies of different styles of theatre, a key component, component 1 of their KS4 curriculum. Having studied the theories and practices of Stanislavski system and the style of naturalism HT1, students understand the world of how naturalistic theatre is created and used in performances and how Stanislavski's system is used to prepare for a character that is detailed, believable and real and how each practitioner has built their theories on the performances we see today. It also ensures a breadth of curriculum; students have to study each style and apply the different drama techniques, performance, interpretive and technical skills to each style using a wide range of text.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Breaking the Fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	1. What is meant by breaking the fourth wall and what is the difference between Epic theatre and Dramatic theatre (Naturalism) ?
Multi-rolling	Multi-rolling is when an actor plays more than one character onstage.	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	2. What does the term multi-rolling mean and what is the idea of verfremdungseffekt?
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	3. What is the main purpose of Epic theatre for the audience and in which century did Brecht work?
Gestus	Gestus is an acting technique developed by the German theatre practitioner Bertolt Brecht	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.	4. What drama technique is not used in an Epic performance?
Montage	A series of self-contained scenes that work effectively through juxtaposition with each other	A montage is a series of short self-contained scenes grouped immediately after each other whose juxtaposition or contrast highlights the important issues with absolute clarity.	5. What is montage in Brechtian theatre?

Bertolt Brecht	Multi-Role	Placard	Gestus	Montage
				

Drama - Half Term 5 - TOPIC Epic Theatre – Piture and Jack & the Beanstalk

Summary- Position in the Curriculum

The theories and practices of Bertolt Brecht exploring the style of Epic Theatre, Bertolt Brecht a German practitioner born 10/02/1898 – 14/08/1956. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the audience where they are to think about what they see rather than feeling for the characters. The theory behind Epic Theatre was to encourage playwrights to address issues related to a contemporary, or current, life. Brecht didn't want his audience to forget that they were watching a performance or to feel any sort of emotion for the character. They were therefore "alienated" from the performance. The playwrights write about the issues bothering them in life. These could be political. In HT4 explored the text Dulcet Decorum Est, Now in HT5 exploring Brecht's techniques based on a picture and then on a scripted play 'Jack and the Beantstalk' in which they will use all of Brecht's techniques. Students are introduced to Epic theatre early in year 8 curriculum to challenge their understanding of different styles of theatre and performances to prepare them for later studies of different styles of theatre, a key component, component 1 of their KS4 curriculum. Having studied in HT1, HT2, HT3 the theories and practices of Stanislavski system and the style of naturalism HT1, students understand the world of how naturalistic theatre is created and used in performances and how Stanislavski's system is used to prepare for a character that is detailed, believable and real and how each practitioner has built their theories on the performances we see today.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Breaking the Fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	1. Using the picture create a narrative of what is happening, thinking about before, during and after the picture was taken?
Multi-rolling	Multi-rolling is when an actor plays more than one character onstage.	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	2. You are to draw 3 images and create 3 titles that accompany your narrative that has been written.
Placards	A poster or a board with information on to highlight an issue of some kind	A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner.	3. What impact does the nursery rhyme have within your performance?
Gestus	Gestus is an acting technique developed by the German theatre practitioner Bertolt Brecht	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.	4. How does the use of chorus at the end of the performance impact the audience?
Jack and the Beanstalk	A fairy-tale with a moral	Fairy tales are used to help appreciate the values and important aspects of life and how to tell the meaning behind a story which creates to a moral or a message which highlights Brecht's theory of making his audience think, not feel	5. As a group how did you use narration and multi-rolling in your performance?

Bertolt Brecht		Chorus		Multirole		Gestus		Jack and the Beanstalk	
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Drama - Half Term 6 -TOPIC Introduction to Blood Brothers

Summary- Position in the Curriculum

In HT1, HT2 and HT3 the exploration of the style of naturalism and the theories of Stanislavski were taught and in HT4 and HT5 exploring the style of Epic and Bertolt Brecht was undertaken which is also taught in year 8 which builds on this work. In HT6 exploring the play 'Blood Brothers' and how this play can be used as a naturalistic or epic performance depending on the director's interpretation for his vision for the play which was originally created by the playwright for schools. This exploration builds into what they will research and apply at Key Stage 4. Watching and analysing the key features of the performances' such as the storyline, themes, techniques used, the reason why they think it was made, the writers, and the directors interpretation considering the hysterical, social and political context of the play. To analyse the characters and how each style is different based on the role of the actor. For example, one character playing throughout the play as apposed to each character multi-rolling.

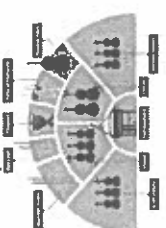
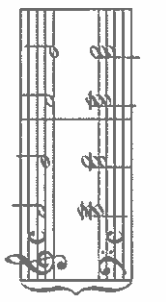
Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Breaking the Fourth wall	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	1. <i>What are your thoughts towards the agreement that Mrs Johnstone and Mrs Lyons made?</i>
Multi-rolling	Multi-rolling is when an actor plays more than one character onstage.	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	2. How can we change the narrator into a character so it becomes a naturalistic piece?
Narration	A character delivering an overview of the key events of the story, characters and setting.	Narration is telling a story as a third person, rather than the first person in a naturalistic play. The narrator comments on the action as apposed to seeing the action by the character with no comment.	3. <i>What was happening in the time that Blood Brothers was set? Social, Historical and Political.</i>
Gestus	Gestus is an acting technique developed by the German theatre practitioner Bertolt Brecht	Gestus, another Brechtian technique, is a clear character gesture or movement used by the actor that captures a moment or attitude rather than delving into emotion.	4. <i>What do you think the message is behind Blood Brothers?</i>
Blood Brothers	A story of two twins separated at birth one kept one give away and the consequences of this pact that two mothers made with each other which ended in death of both boys.	Blood Brothers can be used as a musical which is using the theories of Brecht or as a play using the theories of Stanislavski.	5. <i>What do you think were the director creative intentions for Blood Brothers?</i>

Breaking the 4th Wall	Multi-Rolling	Narration	Gestus	Blood Brothers
				

Music - Half Term 1-Classical, Renaissance and Baroque World Music

Summary- Position in the Curriculum

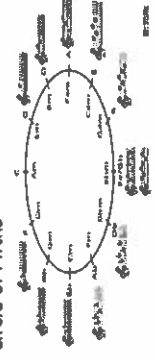
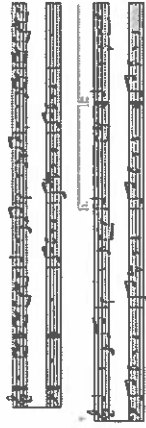
Analysing songs from a variety of musicals and composers exploring intervals and sequences, lyrics, time signature changes, rhythm, counterpoint, further major and minor keys, circle of fifths, analysing the elements of how the music is constructed as well as understanding how the social and historical context relates to the music. Students are introduced to different styles of world music early in our curriculum to challenge their musical appreciation and understand all aspects of music from theory, listening and appraising, singing, performing and composing to prepare them for later studies of Music practice, with key components explored in the KS4 curriculum. In HT1 students study classical, renaissance and baroque as well as how ground bass is used in both the classical period and now in modern music HT1, students understand the world of classical music and the historical and social context of music and how music has developed. It also ensures a breadth of curriculum; students have to play a Beethoven piece for Elise HT1.

Terminology	Definitions	Core Knowledge	Preparing for Assessment		
Renaissance 1400-1600	Renaissance is a French word meaning "rebirth". Music in the Medieval period was predominantly monophonic, or music that had only a single melody.	The Renaissance era of classical music saw the growth of polyphonic music, the rise of new instruments, and a burst of new ideas regarding harmony, rhythm, and music notation. During the Renaissance period, music became polyphonic in that it involved multiple independent parts playing simultaneously.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. <i>What are the differences between medieval music and Renaissance?</i>		
Baroque 1600-1750	The term Baroque, derived from the Portuguese 'barocco' meaning 'irregular pearl or stone'.	Baroque emphasizes dramatic, exaggerated motion and clear, easily interpreted, detail and it refers to a cultural and art movement that characterized Europe from the early seventeenth to mid-eighteenth century.	2. <i>What Composers were in the Classical era of music?</i>		
Classical 1750-1820	Though the term "classical music" includes all Western art music from the Medieval era to the early 2010s.	The Classical Era was the period of Western art music from the 1750s to the early 1820s—the era of Wolfgang Amadeus Mozart, Joseph Haydn, and Ludwig van Beethoven.	3. <i>What are the key features of the Romantic period?</i>		
Romantic 1820-1910	Musical Romanticism was marked by emphasis on originality and individuality, personal emotional expression, and freedom and experimentation of form.	Key features of the Romantic period were the music had emotion and passion, the critique of progress, a return to the past, an awe of nature, the idealization of women, the purity of childhood, the search for subjective truth and the celebration of the individual.	4. <i>How does the romantic music period differ from the Baroque period when thinking about the instruments used?</i>		
Ground Bass	A short theme, usually in the bass, which is constantly repeated as the other parts of the music vary	Ground bass, or basso ostinato, is a musical technique in which the bass line is repeated throughout the music. Though first used in vocal music during the 13th century, the technique came into its own during the Renaissance and Baroque periods.	5. <i>What is Ground bass and how is it used today?</i>		
Renaissance		Baroque 	Classical 	Romantic 	Ground bass 

Music - Half Term 2- Classical, Renaissance and Baroque World Music

Summary- Position in the Curriculum

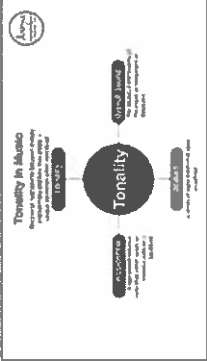
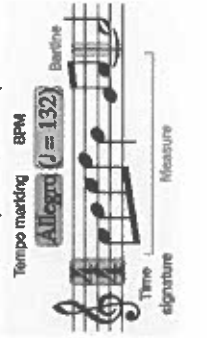
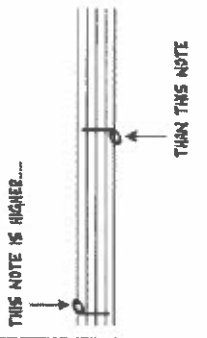
Analysing songs from a variety of musicals and composers exploring intervals and sequences, lyrics, time signature changes, rhythm, counterpoint, further Major and minor keys, circle of fifths, analysing the elements of how the music is constructed as well as understanding how the social and historical context relates to the music. Students are introduced to different styles of world music early in our curriculum to challenge their musical appreciation and understand all aspects of music from theory, listening and appraising, singing, performing and composing. To prepare them for later studies of Music practice, with key components explored in the KS4 curriculum. Having studied classical, renaissance and baroque as well as how ground bass is used in both the classical period and now in modern music HT1, students understand the world of classical music and the classical periods and the historical and social context of music and how music has developed. It also ensures a breadth of curriculum; students have to play a Beethoven piece Fur Elise HT1 and HT2. In HT2 they will explore how ground bass techniques are used today such as the well-known "Time Lapse" by Michael Nyman, Pachelbel Canon and using the theory of the circle of fifths to help work out key signatures.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Michael Nyman	Michael Laurence Nyman, CBE (born 23 March 1944) is an English composer, pianist, librettist, musicologist, and filmmaker. He is known for numerous film.	Time lapse is composed using a ground bass and a repeating chord sequence. A ground bass is a sequence of bass notes that repeats throughout an entire piece of music. It is used by 3 this composer from the baroque period (1600-1750). You will hear the ground bass after an 8-bar introduction.	Revision and self-study questions are below. Answer 1 per week for Self-Study, 1. Who is Michael Nyman?
Time Lapse	Time Lapse by Michael Nyman was composed for the film A Z and Two Noughts and uses a ground bass, which is a repeating bass line. It was unusual for the director to have Nyman compose the music	Time lapse uses ground bass within the piece of music which is the foundation of the music. The composer used a repeated bassline and chord patterns throughout and builds layers on top.	2 How many times is each note of the ground bass played in the piece time lapse?
Pachelbel Canon	Pachelbel canon composed by— Johann Pachelbel (Baroque Era) Canon in D	Pachelbel's Canon, musical work for three violins and ground bass (basso continuo) by German composer Johann Pachelbel, admired for its serene yet joyful character. It was written as a gift for the wedding of Johann Sebastian Bach's older brother, who studied with Pachelbel.	3 Why was the music of Pachelbel Canon created and what instruments were used in the piece?
Circle of Fifths	The circle of fifths is a way of organizing pitches as a sequence of perfect fifths. Starting on a C, and using the standard system of tuning for Western music.	The circle of fifths organizes pitches in a sequence of perfect fifths, shown as a circle with the pitches (and their corresponding keys) in clockwise order. It can be viewed in a counter clockwise direction as a circle of fourths.	4 How is the Circle of fifths used to work out the key signature?
Transposing up or down an octave- Treble to bass	In music, transposition refers to the process or operation of moving a collection of notes (pitches or pitch classes) up or down in pitch by a constant interval	When transposing, you move the note up or down 8 notes, starting with the given note as 1, and not forgetting to account for the key signature, and any accidentals that may apply.	5 How do you transpose up an octave?
Michael Nyman		 Pachelbel Canon  Circle of Fifths  Performance Fur Elise	

Music - Half Term 3-Musicals, Elements of Music and Music Theory

Summary- Position in the Curriculum

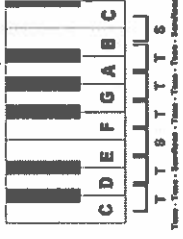
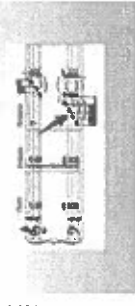
Analysing songs from a variety of musicals and composers exploring intervals and sequences, lyrics, time signature changes, rhythm, counterpoint, further Major and minor keys, circle of fifths, analysing the elements of how the music is constructed as well as understanding how the social and historical context relates to the music. Students are introduced to different styles of world music early in our curriculum to challenge their musical appreciation and understand all aspects of music from theory, listening and appraising, singing, performing and composing to prepare them for later studies of Music practice, with key components explored in the KS4 curriculum. Having studied in HT1 and HT2 classical, renaissance and baroque as well as how ground base is used in both the classical period and now in modern music HT1 and HT2, students understand the world of classical music and the classical periods and the historical and social context of music and how music has developed. It also ensures a breadth of curriculum; students have to play a Beethoven piece Fur Elise HT1 and HT2, and a variety of musical songs New York New York and you'll never walk alone from the work of Leonard Bernstein HT3.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Tonality	Major, minor, modal or atonal, the character of a piece of music as determined by the key in which it is played or the relations between the notes of a scale or key.	Tonality is the key or pitch centre of a piece of music, and its overall sonic character. The word tonic refers to the pitch which is the tonal centre of a piece of music.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What is tonality in music?
Texture/Instrumentation	Instruments of the orchestra Typical band/ensemble set-up Traditional instruments	The texture of the music might be thick or thin, or it may have many or few layers. It might be made up of rhythm only, or of a melody line with chordal accompaniment, or many interweaving melodies.	2. What is instrumentation in a piece of music and how does it relate to the texture of the piece?
Metre/Rhythm/Tempo	Beats in a bar Duration of notes Use of syncopation Speed	Tempo is the underlying beat of the music. Metre is the organisation of rhythms into certain regular patterns. Rhythm is the organisation of particular sounds by their length.	3. What is the difference to rhythm and tempo in a piece of music?
Pitch	High/Low of the music	How the music is played.	4. What is pitch in a piece of music?
Harmony Dynamics	Primary chords Consonant, dissonant and extended harmony. The sound of two or more notes heard simultaneously Volume, articulated using English or Italian words	1) diatonic harmony: which ultimately creates the notes and chords of a harmony and can be referenced back to a single major or minor scale; 2) non-diatonic harmony: which is similar to diatonic harmony, when it come to the central scale of a song, but brings other notes from.	5. What is harmony in a piece of music.
Tonality			
Texture and Instrumentation		Metre/Rhythm/Tempo Tempo marking BPM Allegro (♩ = 132) Barline Time signature Measure	Pitch THIS NOTE IS HIGHER... THAN THIS NOTE
Harmony and Dynamics			

Music - Half Term 4-Musicals, Theory and Composing

Summary- Position in the Curriculum

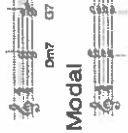
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Terminology	Definitions	Core Knowledge	Preparing for Assessment
George Gershwin Rhapsody in Blue	George GERSHWIN (1898–1937) American composer and pianist A hugely famous songwriter from the age of 19 and, with his brother Ira, wrote some of the most famous songs of the 20th century	Rhapsody in Blue features a very famous clarinet solo at the beginning which was improvised during rehearsals and a huge solo piano part originally played by Gershwin himself – most of this was improvised during the first performance Many of the ideas came to Gershwin during a train journey. His aim was to describe the spirit of 1920s America	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. <i>Where did George Gershwin get his idea for Rhapsody in Blue?</i>
Tones and Semi-Tones	A major scale is formed with the formula W-W-H-W-W-H. This stands for whole step, whole step, half step, whole step, whole step, whole step half step	A tone is the interval between two white keys separated by a black key. A semitone corresponds to the interval between two white keys without being separated by a black key.	2. <i>What is a tone and what is a Semi-tone?</i>
Arpeggios and Chords	An arpeggio (Italian: [ar'peddʒo]) is a type of broken chord in which the notes that compose a chord are individually sounded in a progressive rising or descending order. A Chord is three notes played at the same time CEG as an example.	An example of an arpeggios is the C major chord which contains the pitches C, E, and G in that order. An arpeggiated C major chord would have the pattern C, E, G, C, E, C, whereas a chord is defined as a group of notes that are sounded together at the same time, an arpeggio, are "broken chords," indicates a chord in which the notes are sounded individually.	3. <i>What is the difference between a chord and an Arpeggio?</i>
Structure and form when creating Music	Structure, or Form, in music refers to the arrangement and order of the parts or sections of the music. The structure of a piece of music is a predetermined order of each section, and how many times it is, or is not repeated.	Musical form refers to the structure of the musical piece. It can be described by using letters: A, B, C, etc. Binary Form (AB): A musical form that has two contrasting sections often repeated. Ternary Form (ABA): A musical form made up of three sections.	4. <i>What is a normal structure of a pop song?</i>
Writing lyrics	Lyric writing, is about storytelling. We Start by choosing a topic or theme that you want to write about. It could be a personal experience, a feeling, or a message you want to pass on to the listener.	A rhyming scheme is the order in which the lyricist orders the lines. Rhyming words help the piece become more memorable. If all the lines have the same number of syllables (more or less!) then the lyrics will be more successful.	5. <i>Choose a topic or theme to write about and create some lyrics for either a chorus or a verse.</i>
George Gershwin	 	Arpeggios and Chords 	Structure in music 
			Lyrics Many a new face will please my eye Many a new love will find me Never have I once looked back to sigh Over the romance behind me Many a new day will dawn before I do

Music - Half Term 5- Styles and Genres of Music

Summary- Position in the Curriculum

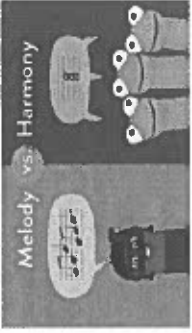
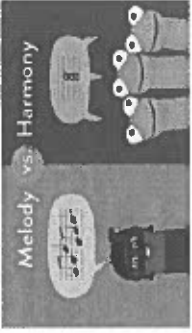
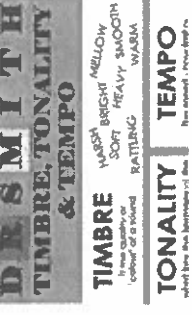
Analysing songs from a variety of musicals and composers exploring intervals and sequences, lyrics, time signature changes, rhythm, counterpoint, further major and minor keys, circle of fifths, analysing the elements of how the music is constructed as well as understanding how the social and historical context relates to the music. Students are introduced to different styles of world music early in our curriculum to challenge their musical appreciation and understand all aspects of music from theory, listening and appraising, singing, performing and composing to prepare them for later studies of Music practice, with key components explored in the KS4 curriculum. Having studied in HT1 and HT2 classical, renaissance and baroque as well as how ground bass is used in both the classical period and now in modern music HT1 and HT2, students have an understanding of the world of classical music and the historical and social context of music and how music has developed. It also ensures a breadth of curriculum; students have to play a Beethoven piece Fur Elise HT1 and HT2, and a variety of musical songs New York New York and You'll Never Walk Alone from the work of Leonard Bernstein as well as the work of Rogers and Hammerstein in HT3. In HT4 student, listened, appraised the works of other musical composers and then created their own compositions. In HT5 students will listen using critical thinking skills and appraise the styles of Reggae, Jazz and Indonesian music. Students will understand how the elements of music are used in these styles as well as exploring each style by performing

Terminology	Definitions	Core Knowledge	Preparing for Assessment		
Elements of music	The elements of music are the different things that you can hear when you listen to music. They are what differentiates a piece of music from other sounds.	Elements of music include timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The elements of music are the building bricks of music. When you compose a piece of music, you use the elements of music to build it.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What are the elements of music?		
Reggae	Reggae is a unique form of rock music which originated in Jamaica. It has its roots in several other musical styles.	The main characteristics of reggae feature a heavy bass line, percussive rhythm guitar with an offbeat and normally with tight vocal harmony. The most famous Reggae artist is Bob Marley	2. What has influenced Reggae music and who is the most famous reggae performer?		
Jazz (modal Jazz)	Modal Jazz is a style of Jazz that uses modes rather than scales the most famous Modal Jazz artist and musician is Miles Davis,	A mode is a type of scale, as in 'doh re mi fa so la ti doh'. Alter just one of those notes and you can call your scale a 'mode'.	3. What is a mode?		
Indonesian Music	Indonesia is in South-East Asia and consists of a few Islands. Indonesian music is from two of these islands in particular: Java & Bali.	Indonesia is home to hundreds of forms of music, and music plays an important role in Indonesia's art and culture. 'Gamelan' is the traditional music from central and east Java and Bali.	4. Indonesian music comes from which two islands in particular?		
Rhythm	The combination of long and short sounds.	Music notation is used to write rhythm. This consists of semibreves, minims, crotchets, quavers and other smaller and larger note values.	5. Name three note values that are used to write rhythm.		
Elements of Music					
		Reggae 	Modal Jazz Tonal  Modal 	Indonesian Music 	Rhythm 

Music - Half Term 6- Styles, Genres of Music and Composition

Summary- Position in the Curriculum

Analysing songs from a variety of musicals and composers exploring intervals and sequences, lyrics, time signature changes, rhythm, counterpoint, further major and minor keys, circle of fifths, analysing the elements of how the music is constructed as well as understanding how the social and historical context relates to the music. Students are introduced to different styles of world music early in our curriculum to challenge their musical appreciation and understand all aspects of music from theory, listening and appraising, singing, performing and composing to prepare them for later studies of Music practice, with key components explored in the KS4 curriculum. In HT1 and HT2, students have an understanding of the world of classical music and the historical and social context of music and how music has developed. It also ensures a breadth of curriculum; students have to play a Beethoven piece Fur Elise HT1 and HT2, and a variety of musical songs New York New York and You'll Never Walk Alone from the work of Leonard Bernstein as well as the work of Rogers and Hammerstein in HT3. In HT4 student, listened, appraised the works of other musical composers and then created their own compositions. In HT5 student explored the 3 styles by listening and using critical thinking skills and the elements of music to appraise and understand the key features and characteristics of Reggae, Jazz, leitmotif film music and using this information to show how these elements and features are used in each through performing and in HT6 Composing a piece of film music to a set stimulus.

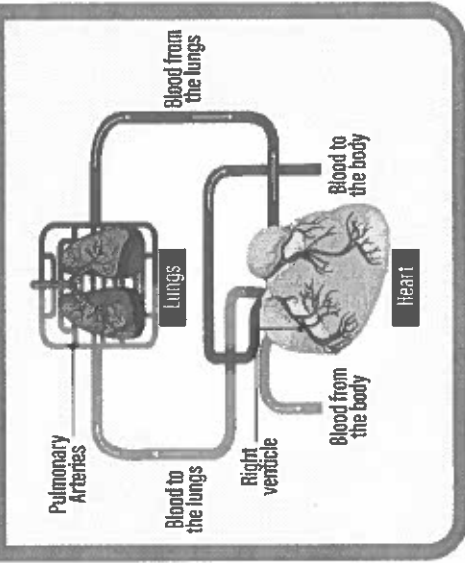
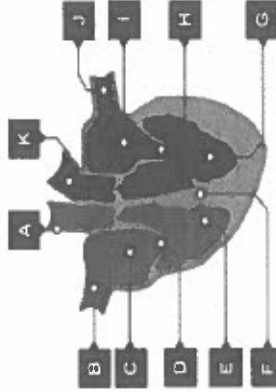
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Dynamics	The Volume in music e.g. Loud (Forte) & Quiet (Piano).	The dynamics of the music is how loud or quiet the music is as well as the Duration which is the length of notes, how many beats they last for. Can link this to the time signature and how many beats in the bar.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. <i>What is dynamics and how is it used in a piece of Music?</i>
Rhythm and Tempo	Tempo is how fast or slow a piece of music is performed, while rhythm is the placement of sounds in time, in a regular and repeated pattern.	The effect created by combining a variety of notes with different durations. The speed of the music for example, fast (Allegro), Moderate (Andante), & slow (Lento / Largo). Tempo generally is measured as the number of beats per minute, where the beat is the basic measure of time in music.	2. <i>What is tempo and rhythm and what is the difference between the two?</i>
Structure and Instrumentation	Structure is the overall plan of a piece of music Instrumentation is what instruments are used	The structure of a song or piece of music for example, Ternary ABA and Rondo ABACAD, verse/chorus. Instrumentation the instruments that are to be used which can be a combination of instruments that are used, consider articulation and timbre. Example staccato, legato, pizzicato.	3. <i>What is instrumentation and how can it be used in a piece of music you have listened to?</i>
Melody and Harmony	Melody is the effect created by combining a variety of notes of different pitches. Harmony is how notes are combined to build up chords. Consider concords and discords.	Melody is the consideration of the movement example the steps, skips, leaps of the music Metre – The number of beats in a bar example 3/4, 6/8 consider regular and irregular time signatures example 4/4, 5/	4. <i>What is a melody in a piece of music and how is harmony used?</i>
Texture, Timbre and Tonality	Texture is the different layers in a piece of Music how thick, thin the sound is. Timbre is the tone quality of the music. Tonality is the key of a piece of music	Texture – The different layers in a piece of Music example polyphonic, having two or more parts each having a melody and monophonic having a single melody line. Timbre the tone quality of the music, the different sounds made by the instruments used.	5. <i>What is the difference between polyphonic and monophonic?</i>
Dynamics			
			

PE

Yr 9 Theoretical Understanding- Term 1

The Cardio-Respiratory System

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of the cardio-respiratory system. This will give students an insight into two more body systems having learnt about the muscular and skeletal systems in year 7. Having an understanding of the cardio-respiratory system this will build further understanding of how a sports performer gets the oxygen required to perform to the ir working muscles. There will be links learnt to the effects of exercise learnt in year 8 embedding further theoretical knowledge.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Function of the cardiovascular system.	To deliver oxygen to the working muscles and remove carbon dioxide from the body.	Components of the Cardiovascular System- Blood, Blood Vessels, Heart 3 Types of Blood Vessels- Arteries- carries blood away from the heart Veins- Carries blood to the heart Capillaries- allows gaseous exchange to take place. Passage of air- Mouth/ nose ---- Trachea ---- Bronchi ---- Bronchioles ---- Alveoli	At the end of term 2 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge justifying how a component of fitness is needed in specific sports. The assessment will be in the form of multiple choice and short answered questions.
Function of the Respiratory system.	To breathe in air and exhale carbon dioxide		
Heart Rate	How many times your heart beats per minute		
Cardiac Output	Stroke Volume x Heart Rate = Cardiac Output		
Tidal Volume	The amount of air breathed in during a normal breathe.		
Gaseous Exchange	The exchange of oxygen and carbon dioxide in the alveoli. This process is known as diffusion.		
Heart and lungs blood flow 			 A Pulmonary artery B Vena cava (vein) C Right atrium D Right atrioventricular valve E Right ventricle F Septum G Left ventricle H Left atrioventricular valve I Left atrium J Aorta (artery) K Pulmonary vein

BASKETBALL – YEAR 9

Summary- Position in the Curriculum Be equipped with core and advance skills such as control, accuracy, and specific technical aspects required in several sports which can be transferred from drills to full competitive games. In year 9 it is used as a time for students to recap the skills and rules learnt in the previous years and to gain an understanding of how rules are applied to help with a game situation. Students will demonstrate an understanding of tactics and how they may be used to help out with an opponent. Students will take on a wider variety of roles to develop their ability to evaluate and improve performance. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby, tennis and volleyball. Students will develop their technique and improve their performance in other competitive sports for example, athletics and trampolining. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best through a health-related fitness programme.				
Terminology	Definition	Core Knowledge		Preparing for Assessment
Rebounding	Rebounding in basketball is the act of retrieving the ball after a missed shot, requiring positioning, timing, and determination to secure possession for one's team.	- Boxing out: Establishing position between the opponent and the basket to gain rebounding advantage. - Timing: Jumping at the right moment to grab the ball at its highest point. - Secure the ball with two hands and pivot away from defenders. - Outlet pass to start the fast break.		How do players secure rebounds in basketball?
Player Positions	Understanding player positions in basketball helps in organizing offensive and defensive strategies, with each position having specific roles and responsibilities on the court.	- Point Guard (PG): Typically the team's primary ball-handler and playmaker, responsible for running the offense and facilitating ball movement. - Shooting Guard (SG): Often a scoring threat and perimeter shooter, who also contributes to ball-handling and defense. - Small Forward (SF): Versatile players who can score inside and outside, rebound, and defend multiple positions. - Power Forward (PF): Players who excel in scoring near the basket, rebounding, and providing interior defense, often playing a role in setting screens and post plays. - Center (C): Typically the tallest player on the team, responsible for scoring near the basket, protecting the rim on defense, and securing rebounds.		What are the main responsibilities of each player position in basketball?
Dribbling and passing	Dribbling involves bouncing the ball repeatedly with one hand while moving around the court. Passing in basketball involves transferring the ball to a teammate using various techniques such as chest pass, bounce pass, and overhead pass.	Mastery of dribbling and passing enables players to contribute effectively to their team's offensive strategy, maintain possession, and create scoring opportunities while outmaneuvering opponents. These core skills form the foundation of basketball gameplay, emphasizing teamwork, skill, and strategic decision-making.		List and describe three types of passes used in basketball.
LAY UP	A lay up in basketball is a close-range scoring shot where a player jumps towards the basket, releases the ball with one hand, and aims to score while avoiding defenders.	A lay up is the most common and fundamental shots in basketball, often used when a player has a clear path to the basket or wants to avoid defenders. The aim is to release the ball high off the backboard or directly into the hoop to score points. Mastering the layup involves proper footwork, timing, and coordination to execute the shot effectively, making it an essential skill for players at all levels of the game.		What are the essential components of a successful layup in basketball,
Zonal Defence	Zone defense in basketball is a strategy where players defend specific areas of the court instead of individual opponents	Zonal defence aims to clog passing lanes, protect the basket, and force opponents into contested shots. Players communicate, shift positions, and maintain awareness within their assigned zones to disrupt the opponent's offense.		Explain the importance of communication among players in zone defense
Shooting (BEEF)	Balance Elbow Eyes Follow through	Balance: Refers to the player's stability and control while shooting. Maintaining proper balance helps ensure accuracy and consistency in shooting. Elbow: The position and alignment of the shooting arm's elbow are crucial for a consistent shooting motion. Keeping the elbow aligned with the basket and at the correct angle helps generate power and accuracy in the shot. Eyes: Players should keep their eyes focused on the target (the rim) throughout the shooting motion. Visualizing the target and maintaining eye contact with it helps improve shooting accuracy. Follow through: After releasing the ball, the shooter's arm should extend fully towards the target, with the wrist snapping downward. This follow-through motion helps generate backspin on the ball and improves shooting accuracy.		What does the acronym BEEF stand for in basketball shooting technique,

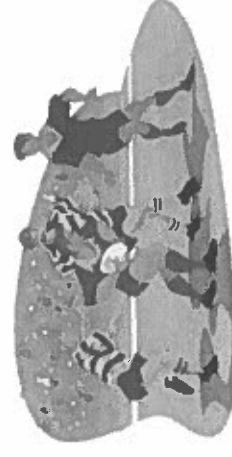
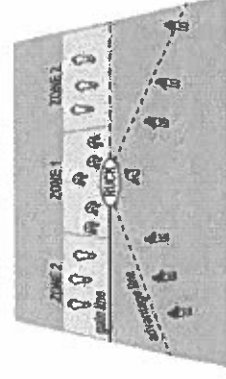
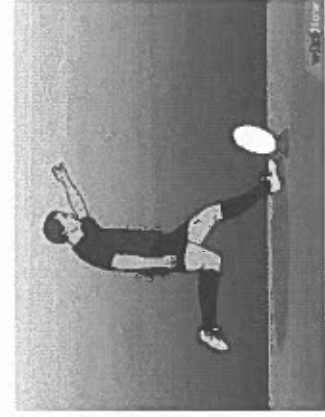
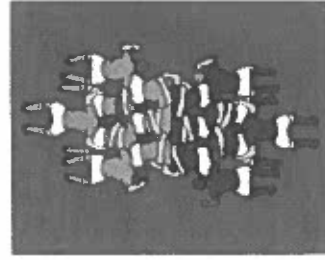


1B RUGBY – YEAR 9

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1 Defensive tactics	The organisation and structure of the team when defending against an opponent's attack.	Defensive line: Understand the importance of maintaining a flat and coordinated defensive line to prevent gaps. - Tackling technique: Practice safe and effective tackles to halt the opposition's progress. - Communication: Develop clear and concise communication for an organised defense.	What are key defensive tactics in rugby and how do they contribute to team defense?
Lesson 2: Game Strategy	A structured approach to playing a match considering both offensive and defensive tactics	Game planning: Develop a game plan that includes both attacking and defensive strategies. - Set plays: Learn and practice specific set plays for scrums, line-outs, and open play. - Adaptability: Understand how to adjust the game plan based on the opponent's strengths and weaknesses. - Practice: Simulate match conditions to apply the game plan and make in-game decisions.	How do you develop and implement a game plan in rugby?
Lesson 3: Scrum and Kicking	Methods of restarting play and advancing the ball through scrums and various kicking techniques.	Scrum technique: Prop, hooker, and lock players bind together in the front row to engage with the opposition pack, while the scrum half feeds the ball into the scrum. - Maintain a strong body position and drive forward with coordinated effort to win possession or secure a stable platform for the backs to attack. - Punt kick: Kick the ball high and long downfield to gain territory or relieve pressure. - Grubber kick: Kick the ball along the ground to bypass defenders and regain possession.	Describe the process and technique of scrummaging and the different types of kicks used in rugby.
Lesson 4: Advanced Passing	Advanced techniques in transferring the ball to a teammate to maintain possession and create scoring opportunities	Basic pass: Execute short, accurate passes to keep possession and create attacking opportunities. - Spin pass: Use a spin pass for greater distance and speed, enabling rapid ball movement across the field. - Offload: Develop skills in offloading the ball during a tackle to keep the play alive. - Timing: Understand the importance of timing to avoid interceptions and exploit gaps in the defense.	What are the different types of passes in rugby and their importance in gameplay?
Lesson 5: Tackling and Rucking	Tackling to stop the opponent's progress and rucking to contest for the ball after a tackle.	Tackle technique: Focus on safe and effective tackling techniques, including body position, head placement, and follow-through. - Low tackle: Use a low tackle to target the legs and bring the opponent down quickly. - Rucking: Understand how to compete for the ball post-tackle by driving over it to secure possession or disrupt the opposition's ball. - Safety: Emphasise player safety in all tackle and rucking situations.	What are the different types of passes in rugby and their importance in gameplay?
Lesson 6: Game Play	Application of skills, strategies, and tactics in a full game context.	Game play: Participate in full matches to apply skills and strategies learned. - Decision making: Develop the ability to make quick and effective decisions under game conditions. - Teamwork: Foster effective teamwork and communication on the field. - Analysis: Post-game analysis to identify strengths and areas for improvement.	How do you apply the skills and tactics learned in real game situations?



NETBALL – YEAR 9

Summary- Position in the Curriculum

Be equipped with core and advance skills such as control, accuracy, and specific technical aspects required in several sports which can be transferred from drills to full competitive games. In year 9 it is used as a time for students to recap the skills and rules learnt in the previous years and to gain an understanding of how rules are applied to help with a game situation. Students will demonstrate an understanding of tactics and how they may be used to help outwit an opponent. Students will take on a wider variety of roles to develop their ability to evaluate and improve performance. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby, tennis and volleyball. Students will develop their technique and improve their performance in other competitive sports for example, athletics and trampolining. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best through a health-related fitness programme.

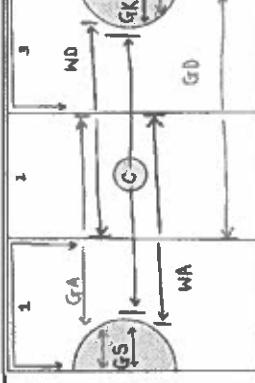
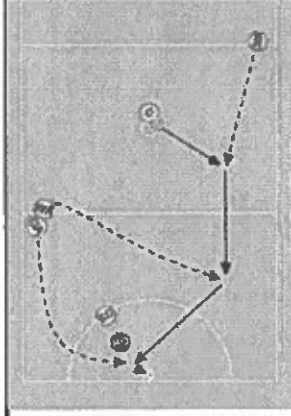
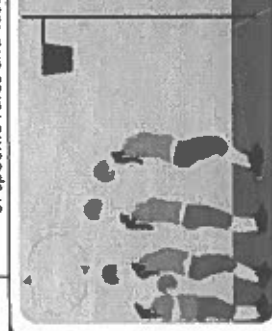
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Attacking - Timing of passes	Tactically thinking about the timing of passes when attempting to outwit and opponent.	To move accurately into a space to receive a well timed pass. Effective attacking in netball hinges on the precise timing of passes, requiring players to anticipate movements, create space, and deliver passes with accuracy to exploit defensive gaps and create scoring chances	How might the player without the ball assist the team mate in possession of the ball?
Shooting	Shooting is the act of aiming and throwing the ball into the opponents netball hoop to score points.	Aim for accuracy and precision. Utilise proper shooting technique. (hand positioning and follow through), assess distance and adjust power accordingly. Anticipate defensive pressure. Maintain focus and composure.	If a penalty pass or shot is awarded in the semi circle, what has happened?
Tactics for a centre pass	setting up quick passing combinations, exploiting opponent weaknesses, and creating space to advance the ball efficiently towards scoring positions.	Tactics for a centre pass in netball involve quick, strategic movements to gain an advantageous position on the court and create scoring opportunities. These may include setting up plays to exploit weaknesses in the opposing team's defence, utilizing effective passing combinations to swiftly advance the ball towards the shooting circle, and ensuring players are positioned to provide multiple passing options to the player taking the centre pass. Additionally, creating space, using feints, and employing deceptive movements can help confuse defenders and create openings for successful passes.	How can a team strategically capitalize on a centre pass in netball to create scoring opportunities?
Use of space/court linkage	space within a competitive game	Using space and court linkage in netball involves positioning players strategically to avoid crowding, facilitating smooth transitions between defence and attack, and providing continuous passing options for teammates, essential for maintaining possession and creating scoring opportunities.	How can players optimize their use of space and court linkage to maintain possession and create scoring opportunities in netball?
Defending principles	Preventing the opposing team from advancing the ball, creating scoring opportunities, or making successful passes by using strategic positioning, pressure, and physical tactics to disrupt their play.	Defending principles in netball include maintaining a strong stance, staying goal-side of the opponent, using quick footwork to mirror movements, and applying consistent pressure to force errors.	What strategies can defenders employ to increase their team's chances of successfully rebounding missed shots or intercepted passes in netball?
Game play	Netball gameplay sees two teams of seven players each striving to score goals by passing and shooting the ball into the opposing team's net within the confines of specific rules and tactics.	Gameplay knowledge in netball encompasses understanding offensive and defensive strategies, player positioning, passing, shooting, and court dynamics, vital for transitioning between attack and defense, utilizing effective communication and teamwork, anticipating opponents' moves, adapting tactics, and adhering to rules for success in matches.	Explain the role of effective communication among teammates during netball gameplay

The Feint Dodge

Prevents the team, corner and ready.

Defenders have a chance to intercept the ball by using strategic positioning, pressure, and physical tactics to disrupt their play.

Feint-dodge, shooting and a spin, and keep on your ready feet.



PE – Trampolining Year 9

Summary- Position in the Curriculum – Year 9 Trampolining

Students will focus on the accurately replicating and recapping the core skills and movements individually and in combination focusing on the control and aesthetics. Pupils will show creativity and fluency in developed sequences. Student will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes. Will demonstrate basic safety around the trampoline.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Front drop development and routine creation	To be able to replicate front drop technique in combination with other movements. To demonstrate a clear understanding of the importance of body extension and aesthetics. To develop precision, control and fluency over selected moves.	What moves can be linked or added before or after a front drop? How did you adapt different moves into your sequence?
Backdrop and routine creation	To be able to replicate back drop technique with controlled landing. To develop the ability to combine skills into and out of a back drop landing. To evaluate own performance based on perfect model. To develop creative thinking and decision making when composing own routine.	Explain the teaching points for a back drop. Can you peer/self-assess? What does video or feedback provide that could help overall performance?
Hands and knees forward turnover	To be able to replicate hands and knees forward turnover technique with controlled landing. To develop the ability to combine skills into and out of a forward turnover. To work on progressing forward turnover into a somersault. To develop creative thinking and decision making when adding forward turnover into a routine	Explain the teaching points for a forward turnover technique. Can you peer/self-assess? What does video or feedback provide that could help overall performance?
Routine creation	To accurately replicate learnt skills & to create a simple routine. To develop creative thinking and decision making when composing own 10 bounce sequence. To develop an appreciation of performance and suggest ways to improve.	How might pupils have improved overall sequence if performed again? What does the video playback highlight to you?
Routine development	To accurately replicate learnt skills & to create a simple routine. To develop creative thinking and decision making when composing own 10 bounce sequence. To develop an appreciation of performance and suggest ways to improve.	How might pupils have improved overall sequence if performed again? What does the video playback highlight to you?
Routine Assessment	To perform simple created routine including one drop. To develop an appreciation of performance and suggest ways to improve to other pupils.	What went Well in your assessment. If you are to repeat what would you do differently?

PE - Half Term 2a – Sports Performance Training

Summary- Position in the Curriculum – Year 9 Sports performance training

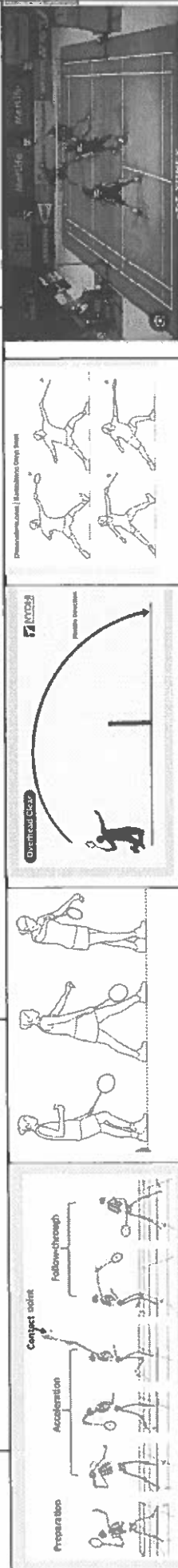
We deliver Sports performance Training at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Interval Training	To understand and know how to perform, and set up an interval training practice. To clearly understand and know the different types of training methods that can be performed to develop Speed. To understand & know what happens to the body under intense exercise.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Continuous Training	To understand how the Cooper's run / cross country run can be used to develop stamina and the running techniques. To understand how continuous training works. To know how continuous training can improve a person's stamina and help lose weight.	1. <i>How does improving cardiovascular endurance improve a sports person performance of your choice?</i>
Plyometric	To understand and know what strength and power is, and how they can train and develop it. To develop student's knowledge and understanding of the different types of strength used in different sporting areas, and the tests that are used to measure these strengths. To develop the students' knowledge and understanding of Plyometric exercises.	2. <i>What are the strengths and weakness of plyometric training?</i>
Weight training	To know, understand and be able to perform the correct and safe exercises on each apparatus. To be able to participate in a resistance training session, using the equipment safely. To know the fitness and health benefits associated with regular resistance training.	3. <i>What are the strengths and weakness of Weight training?</i>
Principles of training	To develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities. To know and understand the principles of training and how these principles can be improved. To know and understand what the FITT Principles and Principles of training are. To be able to set up their own weight training programmes incorporating both principles.	4. <i>Identify SPOR and FITT</i>
Effects on Body	To understand that exercise has both short term and long-term effects on the body. To know and be able to describe in their own words, the effects that exercise has on the body. To be able to see and feel the effects that exercise has on the body.	5. <i>Identify short term and long terms effects of exercise.</i>



2A BADMINTON – YEAR 9

Summary- Position in the Curriculum Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Lesson 1: service	The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.	Hold the head of the shuttle with the head facing downward, use the forehand grip and stand sideways towards the net. Drop the shuttle and swing the racket upwards, make contact in front of the front foot with the palm pointing in the serving direction	<i>How can you make a backhand serve reach the back of the court?</i>
Lesson 2: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of BADMINTON. Aim of the game is to make contact with the ground using the shuttle on the opponents side of the net. Points are scored on every point. Basic tactics include push opponent to the back then play a drop shot, or drop shot then play an over head clear to win the point.	How do you score a point in badminton
Lesson 3: RECAP over head clear	The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit the space	Have racket ready in backswing position. Extend racket toward sky and contact shuttle at highest point. The racket face should be open. Snap wrist forward on contact. Shuttle should fly to your opponent's backcourt.	<i>Why is over head clear a good defensive shot?</i>
Lesson 4: RECAP drop shot	The drop shot is played from above the head in the same way as the clear except the drop shot is hit with a lot less power	Use the forehand grip on your racket. Stand sideways, with your side without the racket facing the net. Move your weight to your back foot. Prepare to swing by bending your elbow and locking your wrist. Raise the hand without the racket, pointing at the shuttlecock to help you balance.	If player is at back of the court why would it be best to use a drop shot?
Lesson 5: Smash	The smash shot is hit with power and speed downward into the opponent's court. The angle and the steepness of the shuttlecock's trajectory make it hard for the opponent to retrieve and return.	Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.	Why is the smash so effective in badminton?
Lesson 6: Game Play	Badminton is a racket sport played using rackets to hit a shuttlecock across a net. most common forms of the game are "singles and "doubles"	In badminton, a match is played best of 2 of 3 games, with each game played up to 21 points. The lightness of the shuttlecock and of badminton rackets allows badminton players to make use of the wrist and fingers. Badminton players can generate power from a short racket swing: for some strokes such as net kills, an elite player's swing may be less than 5 centimetres	How do players apply their skills and tactics in a competitive badminton match?
			

Summary- Position in the Curriculum

This unit will be sequenced to continue and develop students from skills learnt in year 7 and 8 developing individual ability to be part of a successful team in game play. Having built confidence in year 7 and 8 understanding the correct technique to tackle, students will grasp more advanced game play applying both their attacking and defensive knowledge. Students will be introduced to rucking and line outs to broaden their knowledge of full contact rugby.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1 Defensive tactics	The organisation and structure of the team when defending against an opponent's attack.	Defensive line: Understand the importance of maintaining a flat and coordinated defensive line to prevent gaps. - Tackling technique: Practice safe and effective tackles to halt the opposition's progress. - Communication: Develop clear and concise communication for an organised defense.	What are key defensive tactics in rugby and how do they contribute to team defense?
Lesson 2: Tackling and Rucking	Tackling to stop the opponent's progress and rucking to contest for the ball after a tackle.	Tackle technique: Focus on safe and effective tackling techniques, including body position, head placement, and follow-through. - Low tackle: Use a low tackle to target the legs and bring the opponent down quickly. - Rucking: Understand how to compete for the ball post-tackle by driving over it to secure possession or disrupt the opposition's ball. - Safety: Emphasise player safety in all tackle and rucking situations.	What are the different types of passes in rugby and their importance in gameplay?
Lesson 3: Lineouts	Lineouts in rugby occur when the ball goes out of play, requiring both teams to form a line and lift players to contest for possession, providing an opportunity to restart play strategically.	- Lineout technique: Lifters support jumpers to elevate them into the air to contest for the thrown ball. - Jumpers time their jump to catch the ball at its highest point and secure possession for their team. - Hooker throws the ball accurately to the designated jumper to maximize chances of winning possession. - Coordinate lineout calls and strategies to outmaneuver the opposition and secure clean possession.	How do lineouts work in rugby and what are the roles of players involved?
Lesson 4: Advanced Passing	Advanced techniques in transferring the ball to a teammate to maintain possession and create scoring opportunities	Basic pass: Execute short, accurate passes to keep possession and create attacking opportunities. - Spin pass: Use a spin pass for greater distance and speed, enabling rapid ball movement across the field. - Offload: Develop skills in offloading the ball during a tackle to keep the play alive. - Timing: Understand the importance of timing to avoid interceptions and exploit gaps in the defense.	What are the different types of passes in rugby and their importance in gameplay?
Lesson 5: Game Strategy	A structured approach to playing a match considering both offensive and defensive tactics	Game planning: Develop a game plan that includes both attacking and defensive strategies. - Set plays: Learn and practice specific set plays for scrums, line-outs, and open play. - Adaptability: Understand how to adjust the game plan based on the opponent's strengths and weaknesses. - Practice: Simulate match conditions to apply the game plan and make in-game decisions.	How do you develop and implement a game plan in rugby?
Lesson 6: Game Play	Application of skills, strategies, and tactics in a full game context.	Game play: Participate in full matches to apply skills and strategies learned. - Decision making: Develop the ability to make quick and effective decisions under game conditions. - Teamwork: Foster effective teamwork and communication on the field. - Analysis: Post-game analysis to identify strengths and areas for improvement.	How do you apply the skills and tactics learned in real game situations?

TENNIS YEAR 9

We deliver Short-Tennis at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum. Students will have had experience of performing in other racket sports from year 7 and 8 in table tennis and badminton. There will be some resemblances and transfer of skills while maintaining the focus of outwitting your opponent. The unit will develop key skills and develop to apply them successfully into competitive situations.		
<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Ball Control	Students will know how to hold the racket; how the racket face controls the direction of the ball; how to move to hit the ball. Students will know the correct technique for the forehand Warm up activities working on grip and racket control. Mini games using throwing & catching to encourage movement around court. Forehand technique introduced with paired activities. Court games – aiming to reinforce forehand technique and hitting ball in the court Students will know the correct technique for the forehand. Students will develop their control, using effective technique to develop power in their play. Warm up activities recap movement around court. Recall forehand technique and practice in pairs. Offer differentiated practices for more able to be able to increase court size and play with more power. Court games – queen of the court to allow students to develop technique under pressure of competition	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Forehand drive technique	Students will know the correct technique for the backhand. Students will develop their control, using effective technique to develop power in their play. Warm up activities recap movement around court and forehand technique. Teacher introduces backhand technique to all students. Recall for those more able – use to demonstrate. Offer differentiated practices for more able to be able to increase court size and play with more power, and use backhand technique to develop play. Court games – queen of the court/singles service box games to allow students to develop technique under pressure of competition. Bring in tennis scoring.	1. <i>The forehand drive is known as attacking or defensive shot in tennis?</i>
Backhand drive technique	Students will know the correct technique for the backhand. Students will develop their control, using effective technique to develop power in their play. Warm up activities recap movement around court and forehand technique. Teacher introduces backhand technique to all students. Recall for those more able – use to demonstrate. Offer differentiated practices for more able to be able to increase court size and play with more power, and use backhand technique to develop play. Court games – queen of the court/singles service box games to allow students to develop technique under pressure of competition. Bring in tennis scoring.	2. <i>Where on the court do you serve in tennis and what direction do you serve in?</i>
Net Play	Students will understand the importance of playing net shots and how they can be performed and incorporated into game play. Drop shots and volleys at the net will be learnt through conditioned practices focusing on technique and decision making.	3. <i>When would a player decide to play a net shot?</i>
Serve	Students will know the correct technique for a serve. Students will develop their control, using effective technique to develop power in their play. Warm up activities recap movement around court and forehand and backhand technique. Teacher introduces serve technique. Practices to include differentiation for more able to work on power/placement in the serve. Court games - games using serve to start will allow students to develop technique under pressure of competition. Using tennis scoring.	4. <i>How does the scoring system work in tennis?</i>
Gameplay	Students will apply their techniques and the rules of the game, particularly the scoring system. Students will apply their complex techniques and the rules of the game, particularly the scoring system. Warm up activities to recall techniques. Games used to allow students to apply their skills in competition. Using tennis scoring system, roles of official and ball girl to be rotated through. Students given option of court size and use of serve to allow for differentiation and encourage success.	5. <i>How many sets are there in an adults tennis game</i>

TABLE TENNIS

This unit will focus on Table Tennis doubles play building directly upon the technical and tactical foundations established in year 7 and 8. The isolated skills of serves, drives, pushes, smashes and lobs will be refined and applied in a doubles setting. Students will understand the structure and rules of doubles play while exploring ways to be successful as a pairing to overcome and outwit the opposition. Students will review and analyse their own performance identifying areas for improvement. At the start of the unit the students will be given the opportunity to refine all learnt skills from year 7 and 8 within a singles context and developing their understanding of tactical play.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Mastery of Technical skills	Students will refine skills learnt from year 7 and 8 and master them through developing spin variation and control. The shots recapped will cover drives, pushes, smashes and lobs. With serving the more able students will master disguise to set them up to attack their opponent. Warm-up- open rallying becoming familiar with playing table tennis. Activities will focus on linking shots together working on shot selection. Game play- will be targeted performing against players of similar abilities.	1. What are the different types of spin that can be applied when performing a shot?
Singles tactical play	Students will develop their knowledge and implement different tactics to overcome the opposition. They will understand the terminology of Third ball attack, placement and depth control and defensive tactics. Conditioned games will be used as a warm up which will link into the varying tactics. Activities will be taught through conditioned games focusing on one tactic at a time.	2. Identify and explain one attacking and one defensive tactic in table tennis.
Rules and Game understanding	Students will learn and apply the correct rules of doubles focusing on the service order, side switching and partner communication. Warm up will focus on movement and footwork at the table to allow for the rotations of shots. Students will communicate with each other to create space to perform their shot. Differentiated tasks through performing	3. Explain the rules of serving and rotation in doubles table tennis?
Technical Skill Development	Students will work on their reinforcement of shots with the emphasis of timing and placement working within a pair to outwit their opponents. This lesson will focus on the serve, push, forehand and backhand drive. Students will have a main focus on partner rotation to avoid collisions. Warm up- shadow table tennis to ensure students can rotate/communicate without collision. Differentiation will be evident through competition with pairs performing against pairs of similar ability.	4. Identify and explain one type of formation used when playing doubles table tennis?
Tactical Awareness	Students will be introduced to developing partner based tactics. They will analyse the opposition to understand their weaknesses to exploit through successful communication and tactics. The more able performers will have individual responsibility in their communication on whether to attack, defend or support their playing partner. The lesson will be taught through matches where students will analyse their own and others performances to gain success.	5. Watch a doubles match of table tennis and become familiar with how elite players apply themse
Game Play	Students will be assessed through their doubles game play in a tournament based lesson. Students will be given the opportunity to reflect, analyse and develop their game play to experience success. Social and personal development will be key to ensure that performance outcome is shared supporting and encouraging each other.	6. Self-assess and evaluate your own performance using key terminology.

Volleyball- Year 9

Summary- Position in the Curriculum – Year 9 Volleyball

We deliver Volleyball at this stage in the curriculum to build a solid foundation of physical, social, and cognitive skills that students can apply to a wide range of other sports and physical activities as they progress through the curriculum.

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics and sports performance training. Students will perform dances using advanced dance techniques within a range of dance styles and forms, take part in outdoor and adventurous activities, which present intellectual and physical challenges, and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Spike	To know and understand how to perform the correct footwork, take off, contact and landing for spiking. To know and understand the laws that govern the spike in Volleyball. To be able to apply the spike in small-sided games as the most effective method of returning the ball to the opponents court.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Single Block	To understand the rules regarding contact at the net. To be able to assume the correct body position close to the net ready to block a return from the opponent. To be able to perform a technically correct single blocking action.	1. <i>What type of training would a volleyball player benefit from and why?</i>
The Roll	To be able to perform a technically correct 'roll'. To be able to prevent a powerful return from an opponent hitting the floor. To try to incorporate the roll within a game situation.	2. <i>What are the coaching points of a single block?</i>
Reverse Volley / Set	To be able to perform a technically correct reverse volley. To be aware of and be able to anticipate the movements of teammates. To be able to use the reverse volley to reduce the predictability of a teams play.	3. <i>What are the coaching points of the roll?</i>
Spike (Advanced)	To be able to perform a more powerful and increasingly accurate spike from a front or reverse set. To be able to spike the ball into 'weak' areas of the opponents court, and past a block. To understand the importance of moving around the court and playing as a unit.	4. <i>What are the coaching points of a reverse volley?</i>
Spike (Advanced)	To be able to perform a more powerful and increasingly accurate spike from a front or reverse set. To be able to spike the ball into 'weak' areas of the opponents court, and past a block. To understand the importance of moving around the court and playing as a unit.	5. <i>How do you plan to use the spike to outwit your opponents?</i>

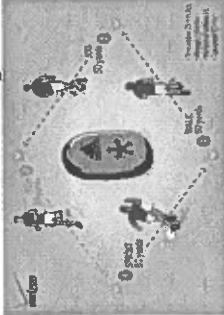
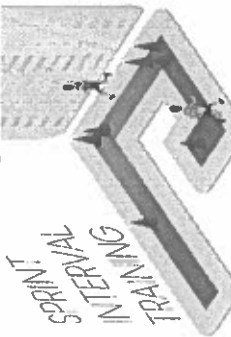
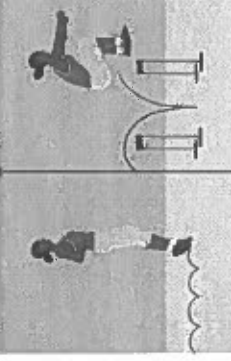


Yr 9 Theoretical Understanding- Term 3

What is a skill and what is an ability

Throughout all practical lessons alongside learning, developing knowledge, understanding and improving ability in a range of sports, students will develop their theoretical understanding of what the difference is between a skill and an ability. This will give students the opportunity to recap on what they have learnt within key stage 3 and justify whether certain sports, sporting activities are a skill or an ability. Students will then go into greater depth understanding the different types of skill classification.

Throughout key stage 3, students will have built up their theoretical understanding of PE which will provide them with the vocabulary to access the GCSE pathway.

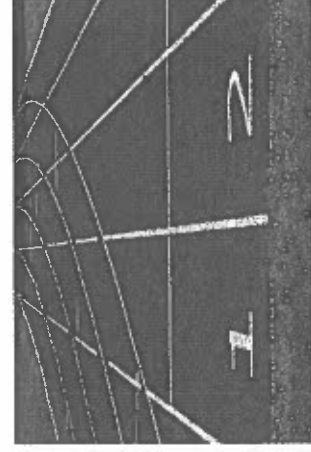
Terminology	Definition	Core Knowledge	Preparing for Assessment
Skill	A learned action/ behaviour.		At the end of term 2 students will sit an assessment that combines the theoretical content that has been learnt within the practical environment with their understanding of the sports that they have participated in their PE lessons. Students will be expected to learn the core knowledge justifying how a component of fitness is needed in specific sports. The assessment will be in the form of multiple choice and short answered questions. 1. Identify the different methods of training. 2. Define each method of training. 3. Know the component of fitness that each method improves. 4. Explain how you perform each method of training
Ability	Inherited from your parents.		
Skill Classification	Skills can be broken into 8 different classifications which helps us understand how to perform each skill.		
Basic			
Complex			
Open			
Closed			
Self Paced			
Externally Paced			
Gross			
Fine			
Circuit Training		Continuous Training	
		Fartlek Training	
		Interval Training	
		Weight Training	
		Plyometric Training	

Athletics- Year 9

Summary- Position in the Curriculum – Year 9 Athletics

This unit will focus on personal best and resilience aiming to progress from what each individual has achieved in year 8 and 9. Techniques will be recapped, refined and developed to push each student to their limits to maximise their times, distances and height. Students will deepen their understanding of how applying the correct technique can achieve greater success. Students will understand and develop their knowledge of the rules and what it takes to be an elite performer. Students will use their theoretical understanding of the components of fitness and apply them to their athletic events justifying why the component is most needed.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
Sprinting 100m/200m/ 300m/ 400m	To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand components of fitness for sprint races.	<i>Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</i>
Middle Distance	Introduce pace running – 800m/ 1500m To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races.	1. What components of fitness do middle distances mainly need.
Jumping	To accurately replicate the technique for an effective high jump. To understand the rules regarding take off and perform a legal jump. To record and analyse the height achieved. To understand the components of fitness involved in high jump. Students will develop their ability to perform in the long jump and show the correct technique for the triple jump.	1. Explain how a high jump competition is organised.
Throwing	To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events. To accurately replicate the technique for an effective javelin throw. To perform the event and record distance achieved. To understand the rules regarding the throw and landing. To develop the ability to evaluate technique after each throw.	2. Research the world records for high, long and triple jump events
Relay	To accurately replicate sprinting technique and demonstrate knowledge of change over skills. To understand rules regarding sprint relay and adhere to them. To make decisions about pupils strengths and placement in the relay teams legs	3. Explain the different ways in a relay that a team can be disqualified.



BADMINTON – YEAR 9

Summary- Position in the Curriculum

Having performed and completed a unit of badminton in both year 7 and 8 students will now recap learnt skills but in a double's environment. Students will apply their technical ability to performing as a team working together to experience success. Students will develop their attacking and defensive strategies to gain success. Teamwork and communication will be developed with some students showing leadership qualities. Students will be able to identify the difference in rules between singles and doubles gameplay.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
Lesson 1: service	The badminton serve is the shot selected to begin the point. The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.	Hold the head of the shuttle with the head facing downward, use the forehand grip and stand sideways towards the net, Drop the shuttle and swing the racket upwards, make contact in front of the front foot with the palm pointing in the serving direction. In doubles the service box changes to short and wide.	How can you make a backhand serve reach the back of the court?
Lesson 2: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – basic rules of BADMINTON. Aim of the game is to make contact with the ground using the shuttle on the opponents side of the net. In doubles, defensive tactics can consist of side by side or back and front.	Research and understand attacking and defensive tactics in badminton.
Lesson 3: RECAP over head clear	The forehand clear shot enables players to move their opponent to the back of the court. This will create space in the mid and front court to exploit the space	Have racket ready in backswing position. Extend racket toward sky and contact shuttle at highest point. The racket face should be open. Snap wrist forward on contact. Shuttle should fly to your opponent's backcourt. Partner of performer playing the overhead clear will take up a position close to the net.	Why is over head clear a good defensive shot?
Lesson 4: RECAP drop shot	The drop shot is played from above the head in the same way as the clear except the drop shot is hit with a lot less power	Use the forehand grip on your racket. Stand sideways, with your side without the racket facing the net. Move your weight to your back foot. Prepare to swing by bending your elbow and locking your wrist. Raise the hand without the racket, pointing at the shuttlecock to help you balance.	If player is at back of the court why would it be best to use a drop shot?
Lesson 5: Smash	The smash shot is hit with power and speed downward into the opponent's court. The angle and the steepness of the shuttlecock's trajectory make it hard for the opponent to retrieve and return.	Keep your eyes on the shuttlecock. Flex your wrist and elbow backward until the racket is parallel with the floor. Rotate your body and step forward towards the shuttle with your racket leg, transferring your weight through the shot. Extend your racket elbow upwards into a throwing position.	Why is the smash so effective in badminton?
Lesson 6: Game Play	Badminton is a racket sport played using rackets to hit a shuttlecock across a net, most common forms of the game are "singles and "doubles"	In badminton, a match is played best of 2 of 3 games, with each game played up to 21 points. The lightness of the shuttlecock and of badminton rackets allows badminton players to make use of the wrist and fingers badminton players can generate power from a short racket swing: for some strokes such as net kills, an elite player's swing may be less than 5 centimetres	How do players apply their skills and tactics in a competitive badminton match?

CRICKET – YEAR 9

Summary- Position in the Curriculum Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.			
Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Bowling	Bowling in cricket involves delivering the ball towards the batsman with the intention of dismissing them, utilizing various techniques such as fast bowling, swing bowling, and spin bowling.	- Fast bowling: Deliver the ball with speed and bounce to challenge the batsman's reflexes. - Swing bowling: Manipulate the ball in the air to curve towards or away from the batsman. - Spin bowling: Use finger or wrist spin to impart spin on the ball and deceive the batsman. - Aim to hit specific areas on the pitch to create pressure and induce mistakes from the batsman.	Describe the different types of bowling techniques used in cricket.
Lesson 2: Batting	Batting in cricket involves scoring runs by hitting the ball with the bat while defending the stumps to prevent dismissal, requiring proper stance, grip, and shot selection to succeed at the crease.	- Batting stance: Stand with feet shoulder-width apart and knees slightly bent, with the bat held comfortably in hand. - Grip: Hold the bat with hands close together and fingers relaxed to control the bat effectively. - Shot selection: Choose appropriate shots based on the line, length, and pace of the delivery to score runs and protect the wicket. - Footwork: Move decisively towards or back depending on the delivery to adjust the position for shot execution.	What are the key components of batting technique in cricket?
Lesson 3: Fielding	Fielding in cricket involves stopping the ball, preventing runs, and taking catches to dismiss batsmen, requiring agility, anticipation, and teamwork to excel in the field.	- Fielding positions: Understand the placement of fielders around the field, including close-catching positions, boundary riders, and infield positions. - Ground fielding: Stop the ball with correct technique, using body position and hands to prevent runs and create run-out opportunities. - Catching: Position yourself correctly under the ball, keep eyes on the ball, and use safe hands technique to secure catches. - Throwing: Develop accuracy and strength in throwing to hit the stumps and create run-out chances.	How do players perform fielding duties effectively in cricket?
Lesson 4: Wicketkeeping	Wicketkeeping in cricket involves the role of the wicketkeeper in standing behind the stumps, collecting deliveries from bowlers, and attempting to dismiss batsmen through catches and stumpings.	- Wicketkeeping stance: Crouch behind the stumps with knees bent and hands ready to react to deliveries. - Collecting: Gather the ball cleanly from bowlers and anticipate deflections off batsmen's pads. - Catching: React quickly to edge deliveries and attempt to take catches cleanly with gloves. - Stumpings: Effectively remove the balls from the stumps when batsmen are out of their crease to secure dismissals.	What are the main responsibilities of a wicketkeeper in cricket?
Lesson 5: Scoring	Scoring in cricket involves recording runs, wickets, and other statistical information during a match, ensuring accurate documentation of the game's progress and outcome.	- Runs: Understand the different ways runs are scored, including boundaries (4 or 6 runs) and runs between the wickets. - Wickets: Record dismissals of batsmen, including caught, bowled, lbw, and run-out. - Extras: Document additional runs scored through no-balls, wides, and byes. - Scorebook: Familiarize with the layout of the scorebook and how to record various events during the match accurately.	How do scorers maintain accurate records during a cricket match?
Lesson 6: Strategy	Strategy in cricket involves planning and executing tactics to gain a competitive advantage over the opposition, considering factors such as pitch conditions, player strengths, and match situation.	- Batting strategy: Determine the approach to building partnerships, rotating strike, and accelerating the scoring rate based on the match context. - Bowling strategy: Set field placements, bowling changes, and variations to apply pressure and take wickets effectively. - Fielding strategy: Deploy fielders strategically to support bowlers and create dismissal opportunities. - Adaptability: Adjust strategies in response to changing match conditions and opposition tactics to stay competitive throughout the game.	How do teams develop and implement strategic plans during a cricket match?

HANDBALL – YEAR 9 -

Summary- Position in the Curriculum

Be equipped with core and advance skills such as control, accuracy, and specific technical aspects required in several sports which can be transferred from drills to full competitive games. In year 9 it is used as a time for students to recap the skills and rules learnt in the previous years and to gain an understanding of how rules are applied to help with a game situation. Students will demonstrate an understanding of tactics and how they may be used to help outwit an opponent. Students will take on a wider variety of roles to develop their ability to evaluate and improve performance.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Defence	Defence in handball defence is crucial for preventing the opposing team from scoring goals and disrupting their attacking plays.	Players employ various defensive strategies such as man-to-man marking, zone defence, and pressing to block shots, intercept passes, and regain possession of the ball. Effective defensive skills include footwork, agility, timing, and communication among teammates to anticipate the opponent's movements and close down space. Additionally, defenders must adhere to the rules to avoid penalties while applying pressure on the attackers. Overall, strong defence is essential for maintaining control of the game and securing victory for the team.	Discuss the role of the goalkeeper in handball defense, including their responsibilities and how they contribute to blocking shots and organizing the defensive unit
Attacking	Attacking in handball involves coordinated movements and strategic plays to create scoring opportunities and penetrate the opponent's defense.	Players use passing, dribbling, and shooting techniques to advance the ball towards the opponent's goal while seeking to exploit gaps and weaknesses in the defense. Key elements of effective attacking include quick ball movement, off-the-ball movement to create space, and precise execution of passes and shots. Additionally, attackers must demonstrate good decision-making, creativity, and teamwork to outmaneuver defenders and capitalize on scoring chances. Overall, attacking in handball requires a combination of skill, strategy, and teamwork to break down the opposing defense and score goals.	how teams can effectively create scoring opportunities through coordinated passing and movement.
Shooting with jump and spin shots	Shooting in handball involves attempting to score goals by throwing the ball into the opponent's net.	Players utilize jump shots and spin shots, where they leap into the air or add rotation to the ball, respectively, to outwit the goalkeeper and secure points for the team. Shooting techniques require accuracy, power, and strategic positioning to overcome defensive obstacles and maximize scoring chances.	Explain defensive strategies that teams can employ to counteract jump and spin shots and discuss how defenders can position themselves and anticipate these shooting techniques
Tactical dribbling	Travelling with the ball in handball can be seen as a tactic if executed strategically.	Players may intentionally risk travelling to gain a better attacking position or draw defenders out of position. This tactic involves quick footwork and deceptive movements to evade defenders while maintaining control of the ball. However, it's essential to note that travelling is a violation and may result in a turnover if not executed carefully. Therefore, while travelling with the ball can be used tactically in certain situations, players must weigh the risks and benefits to avoid penalties and turnovers.	Explain how tactical dribbling can be used by players in handball to create space and draw defenders out of position
Tactical passing	tactics in handball involve a combination of strategic decision-making and skillful execution to create scoring opportunities and maintain possession.	Quick Passing: Rapid ball movement between players to keep the defense shifting and create openings for attackers to receive the ball in advantageous positions. Feint Passing: Using deceptive movements or fake passes to draw defenders out of position and create space for teammates to receive the ball unmarked. Rotation Passing: Rotating the ball around the perimeter of the court to manipulate the defense and create passing lanes towards the goal.	Explain how tactical passing can be utilized to create scoring opportunities for teammates in handball matches
Tactical passing		Long Passes: Utilizing long, accurate passes to quickly advance the ball up the court and catch the defense off-guard. Disguised Passing: Concealing the intended recipient of the pass until the last moment to surprise the defense and create scoring opportunities. Targeted Passing: Identifying weak spots or mismatches in the defense and directing passes towards those areas to exploit vulnerabilities.	How does tactical passing contribute to maintaining possession and control of the ball for extended periods in handball matches

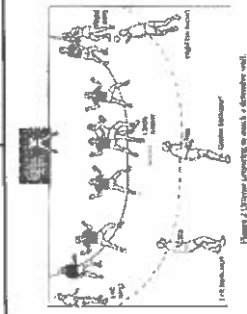
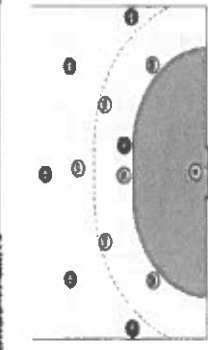
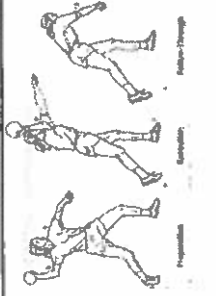


Figure 2. Different passing in handball (a defensive wall).



ROUNDERS – YEAR 9

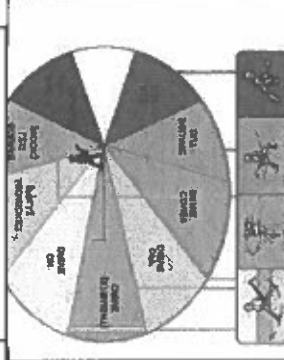
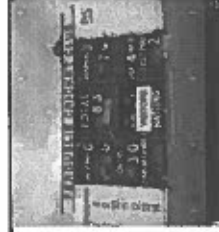
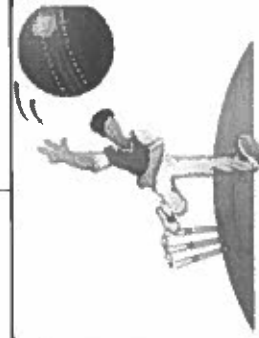
Summary- Position in the Curriculum Having completed a unit on Rounders in year 7 and 8 students will develop their ability to perform more advanced skills. These advanced skills will be through fielding, bowling and batting. There will be transferable skills from cricket and the application of co-ordination will be vital for success. As a team communication is evident when fielding choosing which post to throw to and when batting communicating when running between posts. Students will be given the opportunity to show leadership skills by advising team mates where to position themselves when fielding.			
<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Lesson 1: Reverse Batting	Batting - hitting the ball with a rounders bat to score runs while overcoming opposition fielders to maximise scoring opportunities.	Recap Batting stance: Stand with feet shoulder width apart and knees slightly bent, holding the bat comfortably in hand. Grip: Hold the bat with hands close together and control the bat effectively. Challenge task- attempt a back hand hit.	Why is doing a backhand bat a good idea?
Lesson 2: Bowling (advanced stepping)	Bowling in rounders involves delivering the ball towards the batter with the aim of limiting scoring opportunities.	Bowling technique: Grip the ball securely and deliver it underarm towards the batter with a smooth action. Aim to bowl accurately, get the between players head and knees. Fielding positions: Understand the placement of fielders and coordinate fielding plays to support the bowler.	Describe the correct bowling technique in rounders?
Lesson 3: Fielding (Long and short barrier)	Fielding in rounders involves stopping the ball, preventing runs, and dismissing batters through catches, tags, or direct hits on the base, requiring agility, coordination, and teamwork.	Long barrier: one knee on the floor with leg flat and heel into the knee to make a barrier for the ball to hit if miss with hands, hands cupped in front to pick up the ball. Catching: Position yourself correctly to take catches safely and confidently, using hands. Short Barrier- Attacking the ball picking the ball up on the move with one foot behind the ball then throwing quickly to the intended direction. This will increase the chances of a player being run out.	How do players perform a long and short barrier?
Lesson 4: Base Running (tactic of getting to second base)	Base running in rounders involves advancing between bases safely and efficiently to score runs.	- Running: Run decisively between bases, taking efficient routes and reacting to fielding plays. Keeping contact with the post when the ball is with the bowler, Run on no balls When batting players will think about getting to 2 nd post to score half a rounder.	What is the importance of running to second post?
Lesson 5: Rules and Tactics	Understanding rules is a crucial part of being able to play a successful game and tactics involves planning and executing strategies to outsmart the opposition.	Rules – do not run out the front of the batting square. If you hit the ball backwards you cannot run until the ball is thrown in front of the batters box line.	What happens if you run out at the front of the batter square?
Lesson 6: Game Play	Game play in rounders involves applying skills, tactics, and teamwork in a competitive match setting.	Review team strategies. Focus on individual roles and responsibilities. Communicate with teammates, assess fielding placements, and adapt tactics based on match situation. Sportsmanship: Respect opponents, officials, and teammates, and play the game with fairness and integrity.	How do players apply their skills and tactics in a competitive rounders match?

3B CRICKET – YEAR 9

Summary- Position in the Curriculum

Be equipped to build on the fundamental skills required during KS2 to perform at maximum levels in competitive games. Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games for example, badminton, basketball, football, handball, netball, rounders, rugby and tennis. Students will develop their technique and improve their performance in other competitive sports for example, athletics. Students will perform dances using advanced dance techniques within a range of outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Students will analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Terminology	Definition	Core Knowledge	Preparing for Assessment
Lesson 1: Bowling	Bowling in cricket involves delivering the ball towards the batsman with the intention of dismissing them, utilizing various techniques such as fast bowling, swing bowling, and spin bowling.	- Fast bowling: Deliver the ball with speed and bounce to challenge the batsman's reflexes. - Swing bowling: Manipulate the ball in the air to curve towards or away from the batsman. - Spin bowling: Use finger or wrist spin to impart spin on the ball and deceive the batsman. - Aim to hit specific areas on the pitch to create pressure and induce mistakes from the batsman.	Describe the different types of bowling techniques used in cricket.
Lesson 2: Batting	Batting in cricket involves scoring runs by hitting the ball with the bat while defending the stumps to prevent dismissal, requiring proper stance, grip, and shot selection to succeed at the crease.	- Batting stance: Stand with feet shoulder-width apart and knees slightly bent, with the bat held comfortably in hand. - Grip: Hold the bat with hands close together and fingers relaxed to control the bat effectively. - Shot selection: Choose appropriate shots based on the line, length, and pace of the delivery to score runs and protect the wicket. - Footwork: Move decisively towards or back depending on the delivery to adjust the position for shot execution.	What are the key components of batting technique in cricket?
Lesson 3: Fielding	Fielding in cricket involves stopping the ball, preventing runs, and taking catches to dismiss batsmen, requiring agility, anticipation, and teamwork to excel in the field.	- Fielding positions: Understand the placement of fielders around the field, including close-catching positions, boundary riders, and infield positions. - Ground fielding: Stop the ball with correct technique, using body position and hands to prevent runs and create run-out opportunities. - Catching: Position yourself correctly under the ball, keep eyes on the ball, and use safe hands technique to secure catches. - Throwing: Develop accuracy and strength in throwing to hit the stumps and create run-out chances.	How do players perform fielding duties effectively in cricket?
Lesson 4: Wicketkeeping	Wicketkeeping in cricket involves the role of the wicketkeeper in standing behind the stumps, collecting deliveries from bowlers, and attempting to dismiss batsmen through catches and stumpings.	- Wicketkeeping stance: Crouch behind the stumps with knees bent and hands ready to react to deliveries. - Collecting: Gather the ball cleanly from bowlers and anticipate deflections off batsmen's pads. - Catching: React quickly to edge deliveries and attempt to take catches cleanly with gloves. - Stumpings: Effectively remove the balls from the stumps when batsmen are out of their crease to secure dismissals.	What are the main responsibilities of a wicketkeeper in cricket?
Lesson 5: Scoring	Scoring in cricket involves recording runs, wickets, and other statistical information during a match, ensuring accurate documentation of the game's progress and outcome.	- Runs: Understand the different ways runs are scored, including boundaries (4 or 6 runs) and runs between the wickets. - Wickets: Record dismissals of batsmen, including caught, bowled, lbw, and run-out. - Extras: Document additional runs scored through no-balls, wides, and byes. - Scorebook: Familiarize with the layout of the scorebook and how to record various events during the match accurately.	How do scorers maintain accurate records during a cricket match?
Lesson 6: Strategy	Strategy in cricket involves planning and executing tactics to gain a competitive advantage over the opposition, considering factors such as pitch conditions, player strengths, and match situation.	- Batting strategy: Determine the approach to building partnerships, rotating strike, and accelerating the scoring rate based on the match context. - Bowling strategy: Set field placements, bowling changes, and variations to apply pressure and take wickets effectively. - Fielding strategy: Deploy fielders strategically to support bowlers and create dismissal opportunities. - Adaptability: Adjust strategies in response to changing match conditions and opposition tactics to stay competitive throughout the game.	How do teams develop and implement strategic plans during a cricket match?

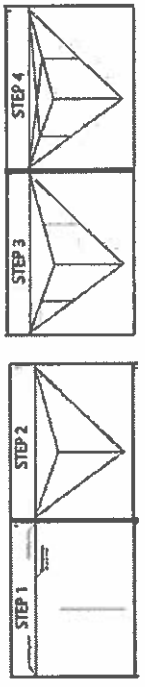


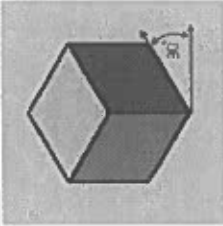
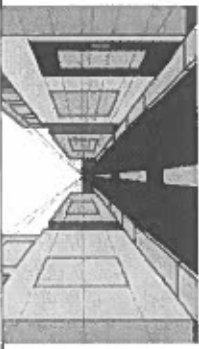
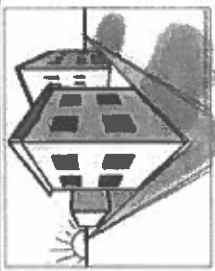
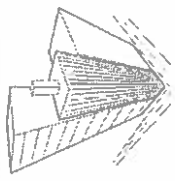
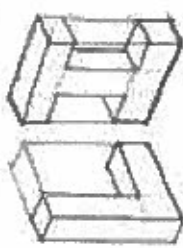
DT

DT-Half Term 1 Coaster Project

Summary- Position in the Curriculum

You will further develop your drawing skills by learning how to draw in isometric and perspective, building on the skill gained in the previous years. You will then be introduced to computer aided design and will design a set of coasters. You will learn how computer aided manufacture speeds up the making process and will produce your coasters using it. The skills and knowledge gained will enable you to design more efficiently at GCSE level.

Terminology	Definitions	Core Knowledge and skills		Preparing for Assessment
Freehand sketching	Sketches that do not follow any formal drawing rules.	Stages of drawing an isometric cube.		Revision and self-study questions are below.
Formal drawing	Drawing which must follow certain rules.			Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Crating	Drawing a box as the basis of drawing other items.	If using isometric paper, make sure it is the right way down with vertical lines running down the paper.		1. Explain the difference between a freehand sketch and a formal drawing.
Perspective drawing	A drawing method that shows objects getting smaller as they get further away. You start by drawing a horizon line and the vanishing points.			2. Draw and shade an isometric cube, with the light source coming from the top left corner.
Isometric projection	A 3D method of drawing where each side is drawn at a 30-degree angle	Steps in drawing a two-point perspective box		3. Explain the difference between one-point and two-point perspective.
Horizon line	A line drawn when doing perspective drawing which represents eye level.	Advantages of CAD include: You can produce drawings more quickly than by hand. It is easier to produce highly accurate design ideas. You can easily change designs (for example change its colour) You can easily send designs to other designers		4. Draw a two-point perspective building.
Vanishing point	A point where parallel lines drawn in perspective meet.	Disadvantages of CAD include: It can be expensive to set up (CAD packages are expensive) You need highly skilled designers		5. Explain why most design is done using CAD these days.
Computer aided design (CAD)	Designing products on a computer.	Software improves constantly and it can be expensive to keep upgrading machines and software.		

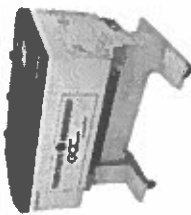
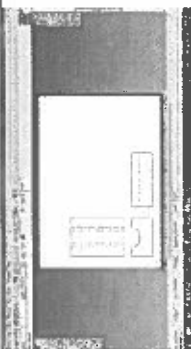
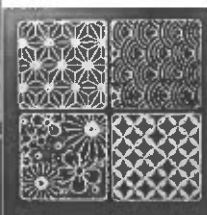
Isometric projection	One-point perspective	Two-point perspective	Three-point perspective	Crating
	 Has one vanishing point.	 Has two vanishing points	 Has 3 vanishing points	

DT-Half Term 2 Coaster Project

Summary- Position in the Curriculum

You will use the CAD drawings produced in the last half term to machine 4 coasters. You will also make a holder to store the coasters. You will experience the benefits of manufacturing items using computer aided manufacturing. You will understand the benefits and limitations of manufacturing using a laser cutter.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
Computer aided manufacture	Making items using machines that use computer software to control them.	Advantages of CAM include: Machines can run continually without getting tired Machines can make items faster than humans It is easier to make accurate parts.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
CNC machine	Computer numerically controlled, for example a CNC router. (Can cut out and engrave coasters).	Disadvantages of CAM include: It can be expensive to set up (CAM machines can be very expensive). You need highly skilled engineers to run the machines. Unemployment as machines replace many people in the manufacturing process.	1. Describe some benefits of making products using CAM.
Virtual model	A model produced using CAD software.	A laser cutter is essentially a powerful laser beam that is produced inside a machine. As the laser beam strikes the material it cuts it by using an intense heat which vaporises the material, leaving a polished face. The power setting can also be reduced so that the laser beam doesn't cut completely through the material, enabling engraving.	2. A laser cutter does two operations to make items. Describe them.
Machine tool	A machine that bios mechanically or electrically powered.	Laser cutting is suitable for cutting plastics, wood, paper, card, cork, foam board, fabric and many other materials.	3. Describe some drawbacks of CAM.
Hand tool	A tool that is powered by the human hand only.	You have to make sure that any parts of the coaster that are going to be engraved are thick lines and any parts that are going to be cut are thin lines.	4. What is the difference between a hand tool and a machine tool?
		A CNC router can also be used to cut out and engrave coasters but would take longer to set up.	5. Name a machine that could be used to engrave a coaster other than a laser cutter.

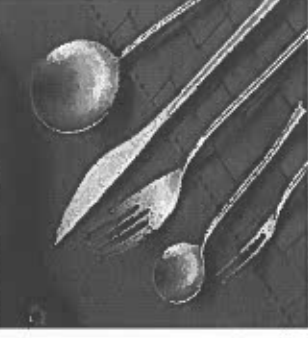
	2D Design Cad software 	Laser cut coasters 	Laser engraved coasters 	CNC router 
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DT-Half Term 1 Phone holder

Summary- Position in the Curriculum

You will learn about metals to improve your understanding of materials used in manufacturing. You will also revisit work done in year 7 on polymers. You will also learn about different scales of production so that you understand how decisions are made in industry on the type of production to use.

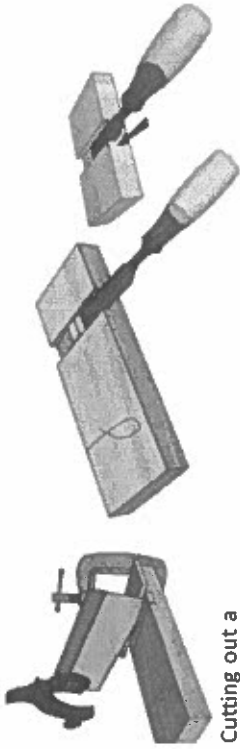
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Ferrous metal	Metals that contain iron	Metals are extracted from ores.	Revision and self-study questions are below.
Non-ferrous metal	Metals that do not contain iron.	Ferrous metals are usually magnetic because they contain iron. Non-ferrous metals are never magnetic. There are many types of steel, and they are all alloys because they contain iron and other substances.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Alloy	This is a mixture of metals or a mixture of metals and another substance.	Alloys are made so that the property of the metal can be improved. For example, stainless steel is corrosion resistant whilst iron is not.	1. Explain the difference between a ferrous and non-ferrous metal.
Ore	A type of rock containing metal.	Choosing the right scale of production is very important when manufacturing a product. One off production is the most expensive production method, and the items made are unique. The cheapest form of production is continuous production. One off production is the most flexible and continuous is the least flexible as it would be very difficult to change what you are making.	2. What is the meaning of the term alloy and why are alloys made?
Thermofforming polymer	A polymer that melts when it is reheated.	Bespoke (made for a particular customer) jewellery is an example of an item made using one off production	3. List three non-ferrous metals. For each give an example of a typical application.
One off production	Making one item.	Design and technology work benches are an example of items made in batches.	4. Describe the four scales of production.
Batch production	Making a group of items. Several copies of the same product made at the same time.	Pencils are an example of products made using mass production.	5. Which scale of production produces the most expensive items and why?
Mass production	Making large volumes of identical items.	Chemicals are often made using continuous production.	
Continuous production	Continuous production takes place 24 hours a day, 7 days a week.		

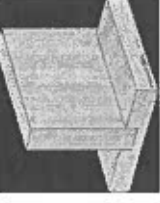
Aluminium (non-ferrous)	Copper (non-ferrous)	Brass (non-ferrous alloy)	Stainless steel	Cast iron
				

DT-Half Term 2 Phone holder

Summary- Position in the Curriculum

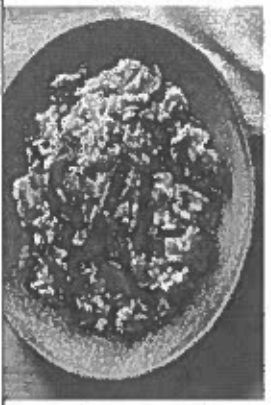
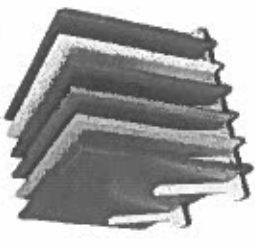
You will analyse existing products to gain an understanding of how and why the products were made that way. You will have some standard parts for your product but will have freedom to add to these to produce some creative designs. You will learn how to cut a through housing joint which builds on joints you have learnt in year 7 and 8.

Terminology	Definitions	Core Knowledge and skills	Preparing for Assessment
Product analysis	Looking at a product in detail to understand more about it.	Product analysis helps designers see why products have been designed the way that it has and learn from this. This information can be used to help designers when they are designing their own products.	Revision and self-study questions are below.
Aesthetics	How well a product appeals to the five senses.	You should consider factors such as what does a product feel like and what colour is it?	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Function	What a product does and how it works.	 Cutting out a through housing joint.	1. Give two reasons why a designer would carry out a product analysis.
Line bending	A manufacturing process used to create bends within a sheet of polymer.		2. Other than aesthetics state three other designs characteristics that should be considered in an analysis of an existing product.
Wire bending jig	A tool that helps you bend wire accurately.	Thermofforming polymers are used when line bending. Formers or bending jigs should be used if you wish to get an accurate fold in the polymer.	3. Explain why it is advisable to use a jig when bending wire.
Former	A device that helps you bend polymers into the correct shape when line bending.	Make sure work is clamped securely when using a chisel and mallet. Always make sure your hands are behind the blade. The blade must be sharp or else it could slip when you are using it. Carry it with the blade pointing downwards at your side.	4. Name a tool that can be used to cut mild steel. What type of vice wood you put it in and why?
G-cramp	A tool used to hold wood in place when cutting a through housing joint.	Never put metal into a carpenter's vice as the it will dent the wooden jaws.	5. Describe how you would make a through housing joint.
Carpenters' mallet	This tool is used to strike a chisel.		
Engineers vice	This vice has metal jaws so is used to hold metals.		

Strip heater	Wire bending jig	Through housing joint	Bevel edged chisel	Junior hack saw
				

DT-Half Term 1 Year 9 Food & Nutrition

DT-Half Term 1 Year 9 Food & Nutrition													
Summary- Position in the Curriculum You will build upon the work done in previous years on the Eatwell guide by taking a more detailed look at how the different dietary needs of specific groups need to be considered when producing meals. You will modify food for a people with specific dietary requirements. You will learn new practical skills to build on those from years 7 and 8.													
Terminology	Definitions	Core Knowledge		Preparing for Assessment									
Body mass Index (BMI)	A measure of weight in relation to height. This number helps us know if a person is underweight, overweight or obese. Limitations include if you are an athlete, you may have a high BMI due to muscle.	Dietary requirements change through life and vary depending on gender, age, level of activity, health and condition, body size and the environment.		Revision and self-study questions are below.									
Basal metabolic rate (BMR)	The rate at which a person uses energy when resting. The older you are the lower your BMR. Men have a higher BMI than women.	<table><thead><tr><th>Target group</th><th>Dietary energy needs</th><th>Nutrients they need more of</th></tr></thead><tbody><tr><td>Babies</td><td>Breast milk up to 5 months. High energy needs due to growth. No added salt. No free sugar.</td><td>All nutrients are vital. Foods rich in iron and vitamin C are especially needed from 6 months.</td></tr><tr><td>Children (1-12)</td><td>Need regular, smaller meals, snacks and drinks High-energy due to growth and activity. Reduced salt and sugar Introduce Eatwell guide between 2 and 5</td><td>Protein Calcium and vitamin D Iron and vitamin C B group vitamins</td></tr></tbody></table>		Target group	Dietary energy needs	Nutrients they need more of	Babies	Breast milk up to 5 months. High energy needs due to growth. No added salt. No free sugar.	All nutrients are vital. Foods rich in iron and vitamin C are especially needed from 6 months.	Children (1-12)	Need regular, smaller meals, snacks and drinks High-energy due to growth and activity. Reduced salt and sugar Introduce Eatwell guide between 2 and 5	Protein Calcium and vitamin D Iron and vitamin C B group vitamins	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Target group	Dietary energy needs			Nutrients they need more of									
Babies	Breast milk up to 5 months. High energy needs due to growth. No added salt. No free sugar.	All nutrients are vital. Foods rich in iron and vitamin C are especially needed from 6 months.											
Children (1-12)	Need regular, smaller meals, snacks and drinks High-energy due to growth and activity. Reduced salt and sugar Introduce Eatwell guide between 2 and 5	Protein Calcium and vitamin D Iron and vitamin C B group vitamins											
Energy balance	This is achieved when the energy we intake equals energy expenditure.			1. What is the difference between a food intolerance and an allergy to a food? 2. Discuss the differences between a baby's dietary needs and a child.									
Free sugar (added sugar)	Sugars added to food (e.g. granulated sugar, syrup and honey).	A deficiency in nutrients can cause disease: A lack of vitamin C can cause scurvy. A lack of iron can cause anaemia. A lack of vitamin D can cause rickets. A lack of vitamin A can cause night blindness.		3. What type of rice is used to make risotto and why?									
Type 2 diabetes	Type 2 diabetes is a common condition that causes the level of sugar (glucose) in the blood to become too high.	Dietary restrictions: Some religions have dietary laws which prohibit certain foods, or the mixing of foods. For example, certain meats may be forbidden, such as pork (Judaism or Islam) or beef (Hinduism), or meat may be required to be prepared according to religious ritual and law, such as Kosher (Judaism) or Halal (Islam).		4. How would you modify a cottage pie for a vegan? 5. Explain why we use different coloured chopping boards for different ingredients.									

Mashing potatoes	Cottage pie	Different types of rice	Mushroom risotto	Coloured chopping boards
				

DT-Half Term 2 Year 9 Food & Nutrition

Summary- Position in the Curriculum			
You will learn how food can be traced and how you can select sustainable ingredients. This will help you to understand how to cook more responsibly and select ingredients in an informed manner. You will also learn more about the science of cookery and how ingredients change when they are cooked.			
Terminology	Definitions	Core Knowledge	Preparing for Assessment
Food provenance	Knowing where food is grown, reared and caught and how it is produced and transported.	How the body releases energy: the body releases energy by burning glucose. Slower activities like walking use less energy. When doing intensive activity like running the body can release lactic acid. Activities which are more intensive need more energy.	Revision and self-study questions are below.
Intensive farming	A method of farming aimed at increasing the amount of food produced.		Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Free range farming	A method of farming where animals have access to outdoor space.	High sugar diets can cause tiredness. You get an initial boost of energy before wearing off; then you can feel "a crash".	1. Explain what food provenance is and why it is important?
Sustainable	Meeting the needs of the present, without making it difficult for future generations to meet their own needs.	Planning meals for special dietary requirements There are many reasons why people have dietary constraints, and they can vary from person to person. Here are some of the most common ones: - Food allergies and intolerances: think dairy-free, fish and shellfish allergies, nut allergies, gluten-free. - Vegetarians, vegans, and even expectant mothers with pregnancy-related dietary needs. - Religious reasons: halal or other religious dietary restrictions.	2. Describe some special dietary requirements that some people have.
Food miles	The distance food travels from farm to fork.	Benefits of reducing food miles Sourcing food locally reduces the carbon footprint and supports local farmers and economies.	3. Describe the effect of a high sugar diet on the body.
Food Traceability	Traceability helps keep track of food in the supply chain, which supports the accurate withdrawal/recall of unsafe food, if required		4. Explain why food traceability is important.
Organic farming	Farmers produce food following strict guidelines, such as no artificial pesticides or fertilisers on crops.		5. Describe 3 safety rules that should be followed when using knives.

Soil Association logo	Red tractor	Carrying a knife	Oven gloves	Creaming
The food is organic.	Food has been born, grown prepared and packed in the UK. 	Hold the knife at your side with the tip pointing down and the sharp edge facing behind you. 	Protect your hands from heat and allow you to handle hot pots and pans with ease 	Beating fat and sugar together, trapping tiny bubbles of air in the mixture. 

Notes

	Monday	Tuesday	Wednesday	Thursday	Friday
Form					
P1					
P2					
P3					
P4					
P5					