The Bare Essentials
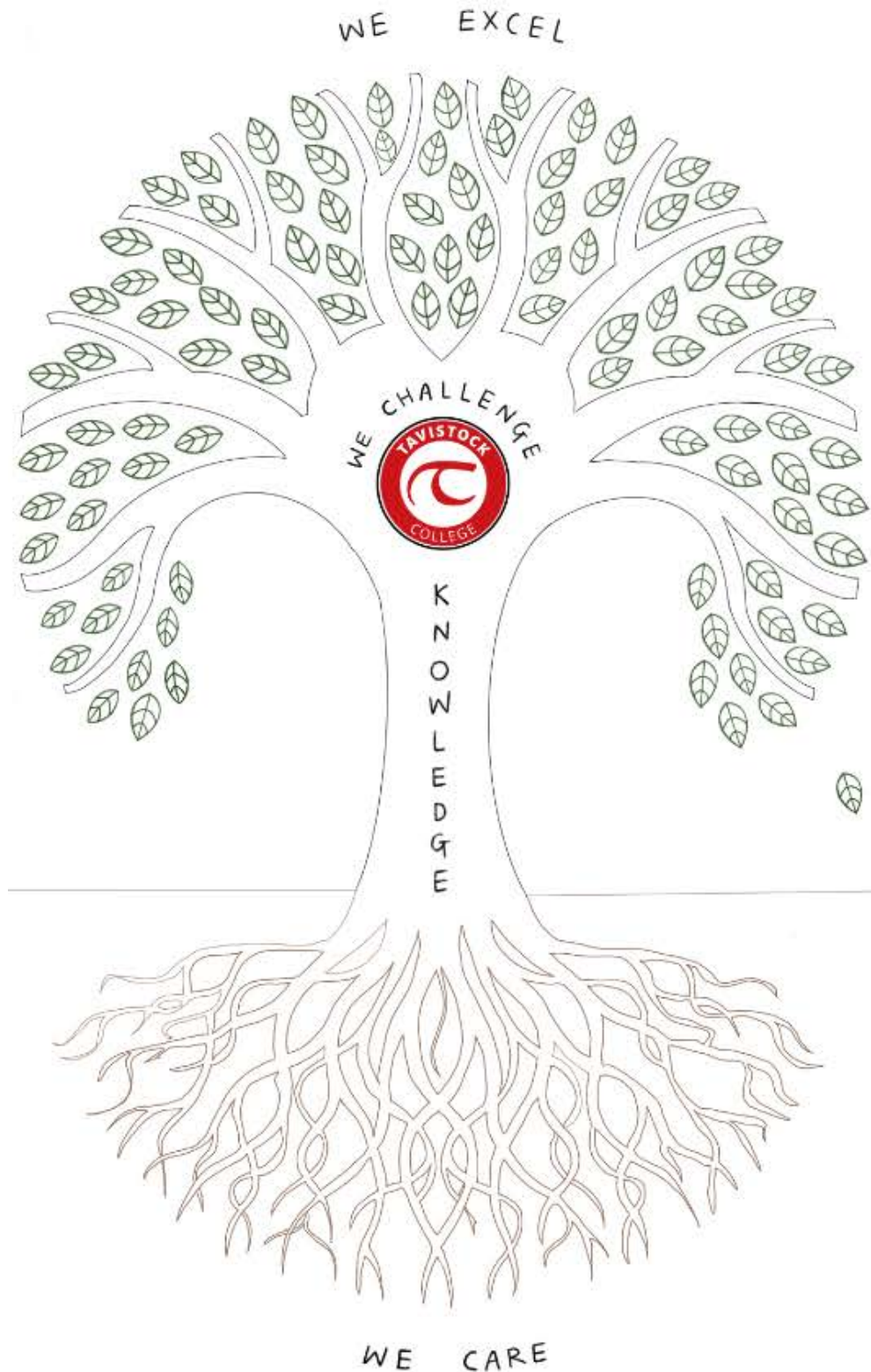
WE EXCEL

WE CHALLENGE

KNOWLEDGE

TAVISTOCK COLLEGE

WE CARE

YEAR 9: Autumn Term 1

Essential knowledge for your curriculum

Name: _____

Tutor Group: _____

Outline of contents:

Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects.

(please note that the DT Food curriculum will feature in future Bare Essentials as part of the year 9 Design Technology Curriculum)

Homework

At Tavistock College our school motto of 'Together; We care, We challenge, We excel' applies not only to what you do in school but also to what you do at home.

Your memory is amazing and is split into two parts: The working-memory and the long-term memory. Everybody's working-memory can only hold so much (the average is about 4 things/ideas/concepts) and can become full and overwhelmed very easily. On the other hand everybody's long-term memory is essentially limitless: You just have to train it. You can help your working memory by storing key facts and processes in your long-term memory. These facts and processes can then be called upon (retrieved) to stop your working memory becoming overloaded.

To support your working and long-term memory your Bare Essentials guide and homework schedule are a key way to help you learn core knowledge so this can be recalled at a later date.
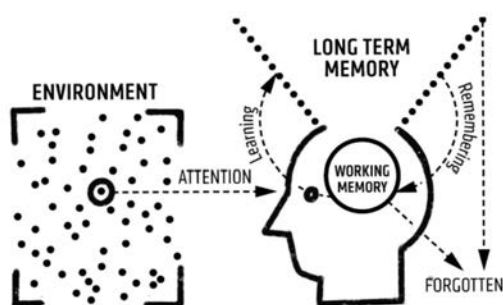
Your Bare Essentials contains the key information for you to master in each subject so that you can be successful in lessons and your learning, as you travel through your learning journey at Tavistock College.

You are expected to do 30 minutes of homework on the nights and in the subjects specified in the timetable below.

Don't worry though, you will normally have a week to complete each piece to allow for other commitments outside of school and to help you organise your time. Also don't forget that we offer a homework club every Tuesday and Thursday, after school in the library with ICT access and teacher support.

 Ideally, you will spend 20 mins self quizzing and then 10 minutes doing a retrieval quiz which your subject teacher will set on Class Charts

There are lots of different ways to learn the material in your Bare Essentials booklet, including:

● Make flash cards based on your Bare Essentials Booklet and ask someone to quiz you.
● Cover up one section of the Bare Essentials and try and write out as much as you can from memory.
● Draw a mind map, jotting down everything that you can remember from the booklet.
● Make up mnemonics to help you remember key facts, then write these out from memory

Week A				Week B		
Day	**Subject 1**	**Subject 2**		**Day**	**Subject 1**	**Subject 2**
Monday	Performing Arts & Music	Art & Textiles		Monday	Social & religious studies	Technology
Tuesday	English	**Attend an After school or Homework Club**		Tuesday	English	**Attend an After school or Homework Club**
Wednesday	Science	History		Wednesday	Geog	PE
Thursday	Maths	**Attend an After school or Homework Club**		Thursday	Maths	**Attend an After school or Homework Club**
Friday	Languages			Friday	Languages	

Please note that a variety of platforms and activities will be set and subjects may set additional tasks based on the curriculum needs of that subject, If there are any issues please contact the class teacher in the first instance

Rooted in Reading: Our Reading Curriculum

Reading is at the root of all learning. At KS3, students are given dedicated time for personal reading every week in lessons and in tutor time. In addition, students are asked to bring their own personal reading book to school everyday as part of their 'Tavi 7' personal equipment and we ask students to commit to at least 10 minutes of independent reading, in their own time, each day. ALL KS3 students should read a minimum of one personal reading text during each academic term. ALL teachers in ALL subject areas promote reading for pleasure and progress at Tavistock College.

	KS3 Fiction	KS3 Literary Nonfiction
Maths	The Curious Incident by C. Boone The Phantom Tollbooth by N. Juster The Man who Counted by M. Tahan	50 Ideas you Really Need to Know about Maths by T. Crilly Maths Makers by Posamentier & Spreitzer How Many Socks Make a Pair by R. Eastaway
Science	The Loneliest Girl in the Universe by L. James Railhead by P. Reeve Maggot Moon by S. Gardener Nowhere on Earth by N. Lake	Home Lab by Robert Winston The Science Squad - Usbourne-Stem The Book of Potentially Catastrophic Science by S. Connolly
IT, Design and Technology	A Series of Unfortunate Events by L. Snicket Noah's Gold by F.C. Boyce Hacker by Malorie Blackman	How Food Works by D. Kinersley Cooking up a Storm by S. Stern 100 Things to Know about Inventions by C. Gifford
Religion and Social Learning	I am Malala by M. Yousafzai The Crossing by M.Mann A Monster Calls by Patrick Ness	DK - The Religions Book World Religions by J. Bowker
French	Le Petit Prince by Antoine de Saint-Exupéry Le Petit Nicolas by Sempé / Goscinny C'est moi le plus beau! by Mario Ramos Paroles	French Cinema – A Student's Guide, Phil Powrie and Keith Reader
Spanish	El libro de Gloria Fuertes para niñas y niños: versos, cuentos y vida Cuentos de la selva Cuentos que contaban nuestras abuelas	SCHOLASTIC EXPLORA TU MUNDO (EXPLORE YOUR WORLD) USBORNE LEYENDO APRENDO
English	Odysseus by G. McCaugheran Pony by R. Palacio Things a Bright Girl Can Do by S. Nicholls The Blue Book of Nebo by M.S. Ros My Swordhand is Singing By M. Sedgewick Northern Lights by P. Pullman The Pearl by J. Steinbeck	Treasury of Greek Mythology - National Geographic The Shakespeare Book - Dorothy Kinersley Shakespeare by Bill Bryson My Name is Book by J. Agard Weird Words by Suzie Dent
Geography	The Summer We Turned Green by W. Sutcliffe Journey to the River Sea by Eva Ibbotson Diary of a Young Naturalist by Dara McAnulty The Explorer by Katherine Rundell Running Wild by Michael Morpurgo	Eyewitness Guides Dorothy Kinesley Series No one is too Small to Make a Difference by G. Thunberg How to Give Up Plastic by M. Bearer-Lee
History	The 1,000 Year Old Boy by Ross Welford Ruby and the Smoke by P.Pullman Arctic Star by Tom Palmer Salt to the Sea by R. Sepetys Orphan, Monster, Spy by M. Killeen	The Book of Awesome Women by B. Anderson Black Heroes by A. Norwood What Happened When in the World - DK
Performing Arts	Goodnight Stories for Rebel Girls Stories for Boys who Dare to be Different Millions the Play by F.C. Boyce The Dodger (Oxford Playscripts) by T. Pratchett Ballet School Boys by E. Dixon	All about Theatre - National Theatre Shakespeare for Everyday by Allie Esiri Ballet and Modern Dance by A. Au Hope in a Ballet Shoe by M. DePrince
Art	Fire Colour One by J. Valentine I'll Give you the Sun by J. Nelson The Girl who Became a Tree by J. Coehlo Peanut Jones and the Illustrated City by R. Biddulph	The Usborne Introduction to Art Art Matters by N. Gaiman A Big Important Art Book by D. Kryson Splat by M. Richards
PE and Sport	Ghost by J. Reynolds When I was the Greatest by J. Reynolds Booked by Kwame Alexander Football Academy Series by T. Palmer The Boxer by Nikesh Shuklah Run Rebel by M. Mann (Yr 9)	You are a Champion by Marcus Rashford Unbelievable by Jessica Ennis

Steps to success

Universal - key knowledge

Retrieval:
- Give time and delay
- Repeat or rephrase the question
- Forced alternatives

Vocabulary:
- Experience the concept
- Choral response to check spellings
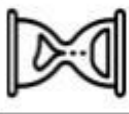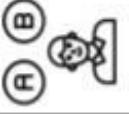- Put into a sentence

Feedback:
- Use questions to clarify
- Focus on the feature
- Sentence completion

'Practice makes progress'

Icon	Description
(hourglass)	• Allow enough time to respond. Wait for at least six seconds. • Ensure the young person has waited until you have finished your request
(repeat arrow)	• Repeat the information again after allowing waiting time • Repeat the information in a different way. Don't do this too quickly. Allow processing time
(A/B choice)	• Give the young person two choices e.g. What does this word mean? X or Y?
(hand)	• Help the young person to experience the concept e.g. How does it feel?
(choral)	• A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)
(lines)	• Put the unknown word into context in a sentence. Present this to the young person visually or verbally.
(question speech)	• Check the young person understands by asking questions at a simple level first.
(magnifying glass)	• Help the young person focus on the feature they need to look at to be able to understand your question. E.g. if asking how two items are alike, draw attention to the relevant similarities, such as colour.
HELP	• When asking questions that need a defined answer, model the response by beginning it, prompting the young person to repeat how you start the sentence.

Parents/ Carers: How can I use the Bare Essentials to help my young person?

Why?
We want to make sure that all students at Tavistock College are able to access the information in the Bare Essentials. To do this, we have looked at strategies that parents / carers can use to scaffold their young person's learning.

What does struggling look like?
Your young person may already have an identified Special Educational (SEND) Need such as Autism, Dyslexia or ADHD. Alternatively, they may demonstrate issues such as:
- Struggling to concentrate
- Difficulties remembering information
- Difficulties with reading / writing
- Difficulties with organisation

Research:
'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, enough support is provided so that a young person can successfully complete tasks that they could not do independently. The support is then removed gradually so the young person can complete the task independently.

(Special Educational Needs in Mainstream School. Guidance Report. Education Endowment Foundation)

High Quality Teaching at TC:
Within school, all students are supported to access their learning through the High Quality Teaching and Learning six:
- Retrieval Practice
- Targeted Questioning
- Learning new vocabulary
- Modelling
- Extended work
- Feedback

Steps to success

Universal - key knowledge

Retrieval:
- Give time and delay
- Repeat or rephrase
- Forced alternatives

Vocabulary:
- Experience the concept
- Choral response - say words / sentence out loud
- Put into a sentence

Feedback:
- Use questions to clarify
- Focus on the feature
- HELP Sentence completion

'Practice makes progress'

Universal - key knowledge (icons)

- Allow enough time to think of the answer. This may take longer than you think.
- Re-read the highlighted information, focusing on key words to help you
- Choose between two answers - which one is it most likely to be?
- Think about the concept practically. E.g. what can you see around you that is familiar
- Say things out loud to help you to remember them
- Put a new word you have learnt into a sentence
- Start with questions / information that you are familiar with and build up to the hard ones
- Focus on the highlighted information. These bits are the most important
- Use the verbal or visual sentence starters to help you use what you know to answer a question

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Students: What can I do if I am stuck?

In school:
- What do I already know? Remember to look back at what you have learnt before.
- Use scaffolds to help e.g. glossaries, sentence starters, tasks boards
- Ask a friend (if it is the right time during the lesson)
- Ask your teacher

At home:
- Mind map what you know
- Use a dictionary for new / hard words
- Use the 'Steps to Success' methods
- Ask an adult at home
- Use technology to help e.g. a search engine

Reading tips:
- Remember to sound out and blend new words
- Use the look, cover, write, check strategy to learn new and important words

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti	nk
ph	le	mb	kn	wr	se	c	se	s	ci
						ce		se	

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
						y		y

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er	ow				
ew				aw		au				

Big Question: How can I draw bird features?

End point task: A bird and feather research page

Factoids - Did you know?

- *Birds' eyes are different to humans/ mammals, it is the most important sense to birds.*
- *They can use their left and right eye differently.*
- *Their eyes are often large, this is to allow for more light receptors. Owls cannot move their eyes, only their heads.*
- *Dark eyed birds hunt at night, orange eyed birds hunt at dusk or dawn (low light), yellow eyed birds hunt in the day.*
- *Watercolour painting is extremely old, dating perhaps to European cave paintings.*
- *One of the ingredients of the traditional old watercolour recipes is honey! It is the honey that makes the watercolours soft and allows them to stay in a semi-liquid form for long enough.*

Where is this learning coming from?.

- This learning will bring together basic skills and knowledge from years 7 and 8.
- It will use the rudimentary skills and techniques and combine them with theory and practice.
- It will expand upon the Marc Quinn Iris paintings in Year 8.

Where is this learning going?

- This will help you answer the Big Question: *How can I draw bird features?*
- It will allow you to begin to work in GCSE format.
- It will teach you about birds' faces to prepare them for human faces in GCSE.
- It will prepare you for exploring and expanding your skillbase in KS3 Art/ Textiles.
- You will develop your observational drawing of bird features which will help you to understand human features in GCSE Art and texture/pattern in GCSE Textiles.

What will you know as a result of this?

- You will understand how a bird's eye is different from a human eye.
- You will be able to recreate a bird's eyes and feathers in a various media.
- You will create a primary observational drawing from a real owl.
- See how to present your work which will prepare you for Art/ Textiles GCSE.

Career links:

- Artist
- Architect
- Advertising Designer / Graphic Designer
- Art Gallery Curator / Art Historian
- Tattoo Artist
- Illustrator
- Teacher / workshop facilitator
- Fashion designer

Useful weblinks:

https://johnmuirlaws.com/drawing-birds

Together: We Care, We Challenge, We Excel

Task	Bare Essentials to remember (words in bold are in your keywords) :	Reference Pictures: *Remember that artistic and creative knowledge builds up so revisit previous Bare Essentials!*
Eye	Using the **reference picture** you will sketch the bird eye, adding **detail** and noticing **reflections**. You will plot all aspects of the eye, including the feathers. You will use **watercolour** to add the **base colour**, before using a finer brush to add more detail. When the paint is dry you will later add **detail** with coloured pencils, taking time to ensure the highlights and lighter tones are reflected in your picture.	==Watercolour:== *A coloured pigment that dissolves when you add water allowing colour to spread with a brush* ==Reference picture:== *A picture used as a starting point for* **Detail:** *Clear, sharp edges and visible marks* **Reflections:** *Light bouncing off a surface* **Base colour:** *This is often the background, or lower layer of colour* **Media:** *This refers to the painting and drawing materials used to make a work of art* **Primary Observation:** *Source material experienced first-hand by the artist. i.e. an actual bowl of fruit*
Eyes	You will fill the rest of the double page with drawings of bird eyes in a variety of **media**. • Acrylic Paint • Water colour • Chalk and charcoal • Pencil • Pastel • Biro	
Feathers	You will fill the rest of the double page with drawings of bird feathers in a variety of media. • Using chalk and charcoal pencils complete a **primary observational** drawing of a partridge feather • Using chalk pastels sketch a peacock's feather on sugar paper	
End Point Task: Eye/ feather page	Use the remaining lesson time to present your work in the style of a GCSE sketchbook	

Together: We Care, We Challenge, We Excel

The centre quill has a slight curve to it, don't start with a straight line.	Make sure the feather gets narrower toward its tip, draw the little segments lightly with pencil.
Use the pencil to colour in the spaces between the segments of the feather. This will give the feather good contrast.	Now switch over to a black pen and start shading. Make sure the strokes are darkest near the base and lighten as they move toward the tip of each segment.
Continue adding fine lines to the feather, remember to add fewer lines in the highlighted areas.	Pressing very lightly sketch in the fine tufts at the bottom of the feather.

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Music: Popular Music band work 2　　　**YEAR:　9**　　　**TERM:　Autumn 1&2**

Big Question: How do I play and present Music as part of a band?

End point task: Performance of a popular Music song

Did you know?

- *The **UK music industry** contributed **£5.2 billion** to the UK economy in 2018*
- *The **Live Music sector** made a contribution of **£1.1 billion in 2018** – up 10% from £991 million in 2017*
- ***Employment** in the industry hit an all-time high of **190,935** in 2018*
- *The total **export revenue** of the music industry was **£2.7 billion** in 2018*
- *Music tourism alone contributed **£4.5 billion** to the UK economy in 2018 – up 12% from £4 billion in 2017*
- *The term 'pop music' became commonly used in the 1950s when rock and roll music became a 'popular' hit with teenagers*
- *Today there are hundreds of different types of pop music, also known as 'genres', including **K-pop** (Korean pop), **hip hop**, **electronic dance music** (EDM) and **rock music***
- *Playing as part of a band develops social, communicative and teamwork skills*

Where is this learning coming from?

The skills will be taught to you through this scheme but think about

- Your learning during Year 7 Performing Arts and Music
- Previous keyboard schemes - Medieval, Blues, Pop, Guitar Riffs
- Chords that you have played in Y7 and Y8
- Accompaniment that you have played in Y7 and 8
- Pop songs that you have listened to
- Famous Musicians that you may know
- Working with a partner to play Music together
- Use of sharp and flat notes from previous schemes

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How do I play and present Music as part of a band?*
- Prepare you for more KS3 Performance and Composition
- Prepare you for GCSE Drama Component 1 and 3
- Prepare you for BTEC Dance
- Prepare you for Music GCSE through looking at specific genres, styles and techniques of music
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language
- More challenging group performances

What will you know as a result of this?

By the end of this term you will know:
- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to work in a group to create a Music performance
- How to play an instrument as part of a class performance
- How to read chord sheets
- How to find chords on the piano on guitar
- How to play a bass line from a chord sheet
- How to play a simple drum beat
- How to refine and share music work
- How to conduct yourself whilst watching music
- How to give feedback on music work
- How to present work to an audience

Career links:

- Actor / Dancer / Performer / Musician
- Composer
- Director
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism
- Stage manager
- Theatre technician
- Costume designer
- Set designer
- DJ
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

https://www.bbc.co.uk/bitesize/subjects/zmsvr82　　　　https://www.onlinepianist.com/virtual-piano

Together: We Care, We Challenge, We Excel

Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords: *Remember that there is lots of cross over in Drama, Dance and Music and that artistic and creative knowledge builds up, so look back at your previous Bare Essentials too*
Listening We will explore pop music through **Aural** work, listening to different **Instrumentation** and **Rhythm.** We will develop our **Aural** skills to pick out certain features of the Music. **_Carousel_** We will learn how to play **chords, rhythms** or **basslines** on a variety of different instruments. We will change instrumentation throughout the lesson to sample everything. **_Rhythm and Time Signatures_** We will explore the use of **Rhythm** and **time signatures** in **performance**. The majority of the songs we have performed so far have been in **4/4** however not all of our **chords** will be played for 4 beats at a time. **_Major and Minor Triads_** We will explore the differences between **major and minor triads.** What notes are in the **chords** and how do we form these chords on different **instrumentation?** **_Class Performance_** We will pick an instrument and make a **class performance** of the song, ensuring that our timing and **rhythm** stays at a consistent **tempo.** **_Group Performance_** We will split into smaller groups to **perform** as part of bands. **_Podcast_** We will explore how to **record** and present work to an audience through a **Podcast**. Students will need to record songs and record audio to present their **podcasts** to others. **_Perform, record and evaluate_** You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film although you may choose to do this yourselves if you want! **Evaluate** your group's **performance** using **CRESS**.	• Warm up exercises in Performing Arts **- Vocal**, **Physical, Concentration**, **Trust/ Teamwork** - look back at Bare Essentials for Autumn and Spring 1 for details • The process of creating performing arts work - **Stimulus**, **Discuss**, **Improvise**, **Rehearse**, **Perform**, **Evaluate** - - look back at Bare Essentials for Autumn and Spring 1 for detail • **Performer** - *someone who acts, dances, sings and shares their work with an audience* • **Audience** - *a group of people watching and listening to a performance* • **Melody -** *The tune, a series of notes that are musically satisfying* • **Notation -** *visual record of heard or imagined musical sound, or a set of visual instructions for performance of music* • **Pitch** - *How high or low a note should be played* • **Accidentals** - *A music 'sign' that affects the pitch of a note* • **Sharps -** *The black note to the right of a white note* • **Flats -** *The black note to the left of a white note* • ==**Rhythm** -== *A regular repetition or grouping of beats - have a look at the slight difference in dance terminology* • **Timbre** - *The 'sound quality' or 'tone colour' of a particular voice or instrument* • **Time Signatures -** *The time signature is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat* • **Aural -** *Listening skills - Recognising key terms through listening to music* • **Instrumentation -** *Particular instruments used in a piece of music* • ==**Chords** -== *Playing more than one note at a time* • ==**Major Triad**== - *A three note chord that consists of the root note, a major third and the perfect fifth* • ==**Minor Triad**== - *A three note chord that consists of the root note, a minor third and the perfect fifth* • **Class Performance -** *A whole class performance of a piece of music* • ==**Tempo**== - *The speed that music is played* • ==**Bassline**== - *The lowest part or sequence of notes in a piece of music* • ==**Record**== - *convert (sound or a performance) into a permanent form for subsequent reproduction or broadcast* • ==**Podcast**== - *A program made available in digital format for download over the Internet* **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS*

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KS3 Music Knowledge Organiser

Rhythm

Notes	Name	Value
𝅝	Semibreve	4 beats
𝅗𝅥	Minim	2 beats
♩	Crotchet	1 beat
♪	Quaver	½ beat
♬	Semi-quaver	¼ beat
♫	2 Quavers	1 beat
♬♬	4 Semi-quavers	1 beat
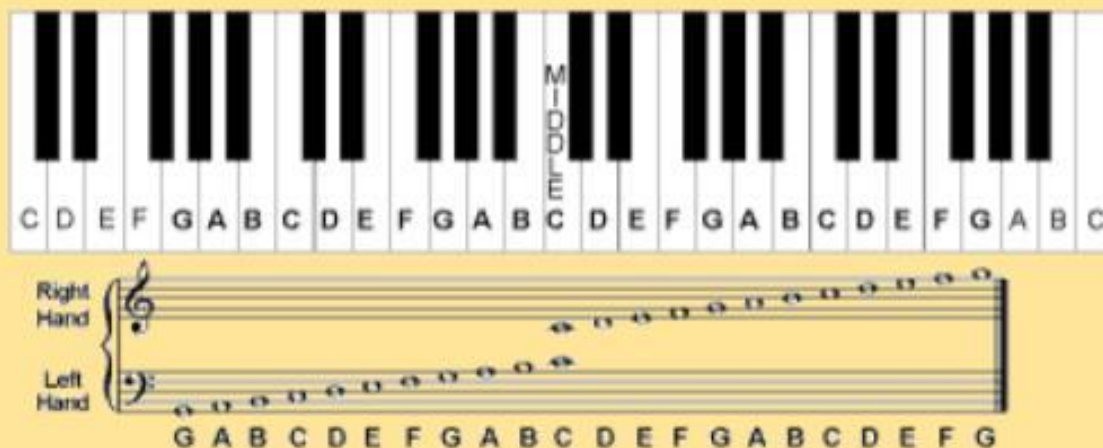
How to create a performance	Stimulus, Discuss, Improvise, Perform, Evaluate
Melody	The tune - The part of the song that gets stuck in your head
Chords	2 or more notes played at the same time
Sharp or Flat notes	# tells you to play the black note to the right b tells you to play the black note to the left
Types of warmup	Vocal, Physical, Concentration, Teamwork/Trust
Types of Voice	Soprano, Alto, Tenor, Bass

Together: We Care, We Challenge, We Excel

KS3 Music Knowledge Organiser

The guitar diagram labels: Head, Tuning pegs, Nut, Neck (Fretboard), Frets, Body, Sound hole, Strings, Bridge

The knowledge organiser grid (CRESS):

CHALLENGE — Can you find a way... | Giving the "what" but not giving the "how" — New ideas for EXPLORATION | I can APPLY previous artistic experiences to QUESTION and DEVELOP My own and other artists work | I can draw on previous experiences to EXPERIMENT, DEVELOP and take risks in my work

REFLECT — I noticed..... | To be an accurate non-judgemental AUDIENCE for the artists. It opens up areas for DEVELOPMENT OF WORK which may not have been noticed by the artists themselves | I can IDENTIFY and VERBALISE what I have SEEN or HEARD | I can CREATE artistic work

ENQUIRE — I'm interested to know... | A QUESTION that will provoke a choice. To help FOCUS an artist on exploring or developing CHOICES made with greater clarity | I can IDENTIFY, ARTICULATE And QUESTION using a variety of KEY WORDS what I have SEEN or HEARD | I can CREATE artistic work that REFLECTS many skills

SUPPORT — It's good when... I like... | To be very SPECIFIC and help DEVELOPMENT of chosen skills. To let artist know they are being SEEN and APPRECIATED | I can IDENTIFY and ARTICULATE using subject language about what I have SEEN or HEARD | I can CREATE artistic work that reflects a specific SKILL

SUGGEST — Can you try... | Offering a specific action. Very commonly used and can be effective but LIMITS the LEARNING of the artist | I can IDENTIFY ARTICULATE skills and make SUGGESTIONS to the artist | I can CREATE and structure artistic work using a range of SKILLS, STYLES and EXPERTISE

Guitar Tab

A tab staff will always have the same number of lines as your instrument has strings. So, a six-string guitar will have *six lines*, and a four-string bass will have *four lines*.

- A lower line means a lower note. On the tab staff, the bottom line is the lowest (or 6th) string of the guitar.
- The number on the line corresponds to the fret (note) to be played.
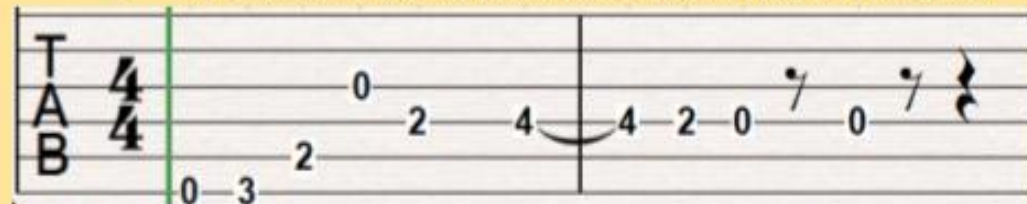
BARE ESSENTIALS

SUBJECT: Drama - Blood Brothers and Scripted Performance **YEAR:** 9 **TERM:** Autumn 1 and 2

Big Question: How do you perform from a script and convey character?

End point task: Perform a duologue from Blood Brothers

Factoids - Did you know?

- *Blood Brothers was written by playwright Willy Russell in 1981*
- *It was first performed in a school in Liverpool by the Merseyside YOung People's Theatre*
- *Willy Russell also wrote Educating Rita, Stags and Hens and Our Day Out*
- *Blood Brothers is the 3rd longest running West End Musical, showing over 10,000 times over 24 years. Although it stopped in the West End in 2012 it is still on National tours at the moment.*
- *Blood Brothers has been on Broadway and a full US tour, in Australia featuring Russell Crowe, and has had tours of Poland, South Africa, Japan, Mexico, Canada and Russia*
- *It has won 3 Olivier Awards and 1 Drama Desk Award with 13 nominations for Tony Awards and Olivier Awards*
- *Technically Blood Brothers is a piece of Musical Theatre although stylistically and structurally it owes a lot to Brechtian Theatre using devices like a prologue, direct address, narration, breaking the fourth wall, episodic structure, multi rolling across an ensemble cast and song.*
- *Blood Brothers is set in between 1960 - 1980s covering historic events such as the miners strikes, economic recession and mass unemployment*

Where is this learning coming from?

The skills will be taught to you through this scheme but think about:

- Year 7 schemes of learning on Drama techniques, Dance techniques and Greek Theatre
- Year 8 schemes of learning on Script work, Matilda the Musical, Melodrama, Mask, Mime and Making a Silent Movie and also Harry Potter and the Cursed Child.
- Music work on Matilda and Musical Theatre
- You might also have seen a stage show at school or at a theatre or local community show that used these.
- The specific techniques are also used in TV and films.

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How do you perform from a script and convey character?*
- Prepare you for further scripted performances in KS3
- Prepare Level 2 Drama, specifically component 3
- Prepare you for the dramatic texts aspects of English at KS3 and KS4 by helping you understand theatrical performance
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, facial expression and body language.

What will you know as a result of this?

By the end of this term you will know how to:

- Utilise your acting skills (vocality, physicality, proxemics) to create a character on stage and tell their story
- Develop your skills of using scripts, learning lines and performing to an audience
- Incorporate design features into your practical work to help tell the character's story
- Work in a pair to create and refine scripted work
- Conduct yourself whilst watching performing arts work and give feedback on what you have seen

Career links:

- Actor / Dancer / Performer
- Playwright / Screenwriter
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism / Speech writer / Theatre or Film Critic
- Stage manager / Theatre technician / Costume or Set Designer
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

[BBC Bitesize Drama](#)   [BBC Bitesize Jobs that use Performing Arts and English](#)   [Blood Brothers Bite Size](#)

Together: We Care, We Challenge, We Excel

Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords: *Remember that artistic and creative knowledge builds up so revisit previous Bare Essentials!*
Introduction to the Performing Arts Space We will remember how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will be introduced to the play Blood Brothers by **playwright** Willy Russell analysing the show poster, establishing the themes and revisiting **freeze frames** to share your knowledge. **Plot and Characters** You will take part in some whole class **spontaneous improvisations** and small group **prepared improvisations** to get to know the plot and characters of Blood Brothers as well as some of the structural devices like prologue, narration, breaking the fourth wall, episodic structure, multi rolling across an ensemble cast and song. **Blocking** You will get the **duologue script** you will be working on this term which you will read, discuss, highlight lines and start to work out the basic **blocking**. **Proxemics** We will learn about how the 4 areas of **proxemics** (see next page)can help the **audience** appreciate the relationships on stage and will factor this into our active **blocking**. **Physicality** We will learn about, try out and see the 6 fundamental **physicality** skills (see next page). You will then have a chance to apply them to your character and scene while you **rehearse**. **Vocality** We will learn about, try out and see the 11 fundamental **vocality** skills (see next page). You will then have a chance to apply them to your character and scene while you **rehearse**. **Props and Set** We will learn about and try out how **props** and **set** can help to tell the story of the characters. **Costume Hair and makeup** We will learn about and try out how **costume** and hair/make-up can help to tell the story of the characters. **Tech and Dress Rehearsals** We will learn how to make sure that all the elements are in place ready for the final performance. **Perform** You will share your work in a recorded **performance** to an **audience**. You will receive verbal feedback. **Evaluate** You will **evaluate performances** using **CRESS** in the lesson verbally in your workbook at home.	**Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion* **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment.* ==Spontaneous improvisation== *happens instantly and* ==prepared improvisation== *is when you have some time to plan or some basic parameters.* **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* **Perform** - *showing and sharing your practical creative ideas* **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development** **Performer** - *someone who acts, dances, sings and shares their work with an audience* **Character** - *a part played/ shown by a performer that is not themselves* **Audience** - *a group of people watching and listening to a performance* **Freeze frame** - *a 3D frozen picture that is silent, still and clearly understandable by an audience* **Neutral** - *a position that does not have a character but can show a focused performer* ==**Blocking**== - *working out and noting down who and what is where on stage.* **Script** - *the dialogue of characters written down complete with stage directions* ==**Plot**== - *the story or narrative of the play* ==**Playwright**== - *the person who writes the dialogue for the characters* ==**Tech Rehearsal**== - *a rehearsal dedicated to lighting, sound, props, costume and set* ==**Dress Rehearsal**== - *the last rehearsal before the real performance* ==**Props**== - *objects on stage used by the performers in character* ==**Set**== - *furniture or background that help set the scene of the play* ==**Costume**== - *the clothes that a character wears* **Proxemics** - *spatial relationships created by use of:* ==*Space, Level, Direction, Position*== **Physicality** - *character, emotions and relationships created by: Facial Expression, Body Language, Gesture, Gait,* ==*Posture, Idiosyncrasies*== **Vocality** - *character, emotions and relationships created by: Pitch, Pace, Pause,* ==*Projection, Inflexion, Intonation, Idiosyncrasies,*== *Volume,* ==*Diction,*== *Accent,* ==*Breath*== ==**Prologue**== - *an opening of a play that foretells the story to come* ==**Multirole**== - *where one actor plays more that one role* ==**Ensemble**== - *a group of performers who are considered equals* ==**Breaking the fourth wall**== - *when a performer talks to the audience directly (***Direct address)* ==**Episodic structure**== - *where the play is broken into segments that each make sense on their own but the order, placement or repetition creates meaning for the audience.* **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*

Blood Brothers- Context

Willy Russell -author & play-wright	Working class, grew up near Liverpool , dad was an alcoholic who had many jobs. Willy left school at 15 with 1 O'level. He was annoyed at the way society stereotyped the working class. Felt saved by his in-laws who nurtured him, hence an interest in nature/nurture. He went to night school to gain qualifications. Become a teacher.
Era	The play is set between 1960-1980. Industrial decline meant unemployment soared. Crime grew as gangs formed. Margaret Thatcher was prime minister and responsible for the closures and the mass unemployment.
Liver-pool	Liverpool was a large industrial city in the 60s. The government built cheap new housing called 'New Towns' and rehoused the working class. Skelmersdale is one of these towns and is where Mickey, his mum and family moved to in the play.

Subject specific vocabulary

Blocking	Is what and when and where something is happening on stage. We 'block' scenes which means we map out carefully what they will look like. We block scenes first before we start adding more detail.
Proxemics	Is how close or far apart two things are on a stage. This helps to show relationship. This could be people or objects and can show hierarchy, love, hatred, class, groups, etc
Physicality	The characterisation we use to physically show a character. This could be, body language (overall use of physicality) or, posture, gait, gestures and facial expressions.
Vocality	The characterisation we use to vocally show a character. This could be accent, tone, pitch, pace, pause, pronunciation and projection.

Blood Brothers- Characters

Mickey Johnstone	The lower-class twin. Honest, sincere, good hearted but becomes bitter and angry. He has many siblings and lives in poverty and gets Linda pregnant. He is arrested for Sammy's crime, ends up in prison and becomes addicted to antidepressants. His rage at finding out about Linda and Eddie's affair causes the finale.
Edward Lyons	Good-natured, higher-class twin. Raised by the Lyons and a very sheltered upbringing makes him innocent and naïve. Because of class he gets lots of opportunities; good school, university, job. His good nature leads to the play's finale.
Mrs Johnstone	Biological mother of the twins. Left by her husband with many children, she gets a job as a cleaner. She is the moral centre of the play; is tortured by guilt and regret and blames herself.
Mrs Lyons	Opposite of Mrs J who she employs as a cleaner. Adopts Edward but lets her husband believe he is naturally hers. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her son.
Linda	Tomboyish friend of the twins when she is young. Both boys grow up to fancy her. As a teen she likes Mickey but later turns to Edward for comfort and support. This turns into an affair. She loves both twins and is a sympathetic character.
Narrator	All knowing , slightly menacing- takes many roles throughout the play. Constantly reminds the audience of the terrible choice that began the chain of events.
Sammy	Older brother of Mickey. Aggressive, juvenile delinquent. Attempts to rob a bus as a teen and ends up in prison. When he is young Mickey idolises his older brother.
Mr Lyons	Away with work when Mrs Lyons convinces Mrs J to hand over her baby and he believes Edward to be his own son. Grows very worried about his wife's mental health and wellbeing.

Blood Brothers-Themes

Love	Love appears in different forms. Love of a child, (enough to give one away to provide a better life), love of a sibling, love of a friend, romantic love, unrequited love. All of these work for good and create loyalty but love also produces conflict, jealousy and resentment.
Conflict	The children play with toy guns and are involved in violent games. This foreshadows the path Mickey is taking and the violent end that is coming. There is conflict between the families, the life styles and the unfairness and prejudice. This conflict results in the finale of the play.
Money and Class	Mrs J can't afford to feed her children and has to give a son away. Mickey has less opportunities, goes to a rough comprehensive school, is out of work, becomes involved in crime, drugs and is depressed. Edward's life with the Lyons is blessed with a private boarding school education, wealth, luxuries, university and a good job. Edward is treated well by society and given opportunities. Mickey is looked down upon and assumed to be 'bad' because of his background.
Nature Vs Nurture	Are we predetermined by our genes (nature) or is it our upbringing that shapes us (nurture)? Mickey wishes to have had Edwards life as he believes it has been better due to him growing up in a better environment.
Superstition or Fate	The audience is constantly reminded of superstitions. Mrs Lyons creates a lot of tension around it, as well. Because of class, the boys fate was decided from the moment they were separated and raised differently. It wasn't superstition but fate that caused their death.

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LIVERPOOL

Love (family, friends and romantic), Conflict, Class, Fate and Nature v Nurture are main themes

In 1950s - 1980s: the context of post war, Catholic, working class vs upper middle class, urban life

Verse is used by the narrator to communicate with and guide the audience to think

Epilogue shows the same scene as the beginning, but now we see it with different eyes

Realism and Musical Theatre as the styles

Prologue makes the audience focus on WHY they die: Brechtian technique (Dramatic Irony/ foreshadowing make us think)

Ordinary people (ensemble roles) are portrayed as stereotypes that actors multirole

Order of Narrative is Episodic Structure using repetition and revisiting the protagonists as they change age

Language reflects status: working class characters = Scouse accents and middle/upper class characters = RP accents

VOCALITY
11 THINGS YOU CAN DO WITH YOUR VOICE TO CREATE CHARACTER

PITCH		INFLEXION	
PACE		VOLUME	
PAUSE		DICTION	
PROJECTION		ACCENT	
IDIOSYNCRASY		BREATH	
INTONATION			

PHYSICALITY

FACIAL EXPRESSION — BODY LANGUAGE

POSTURE — GESTURE

GAIT — IDIOSYNCRACIES

PROXEMICS
The way space is used on stage to convey relationships

SPACE

LEVELS

POSITION

DIRECTION

BARE ESSENTIALS

SUBJECT: Introduction to Dance (Level 2) **YEAR:** 9 **TERM:** Autumn 1

Big Question: What keywords do we need to use to choreograph and analyse dance?

End point task: Choreograph a Dance using key skills taught

Factoids - Did you know?

- Dance has **two distinct forms** – **theatrical dance** in which dancers perform for an audience, and participatory **social dance** where dancing in a group is encouraged
- The arts and culture sector has an important benefit on health and well-being. Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health, and theatre-goers were 25% more likely to report being in good health than the average. As a practical subject it allows us to move and helps us to find healthy ways to express our emotions.
- People valued being in the audience for the arts at about £2,000 per year, which is higher than sport.
- Dance is physically good for us too. We develop fine motor skills, it's a form of **exercise**, it teaches us better **coordination** and improves our **movement memory** , concentration, cognition and attention.
- Studying dance develops **creativity, teamwork, confidence, critical thinking, self-discipline, physical health** and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life.
- Studying dance can support many other subjects through teaching transferable skills and knowledge
- The health benefits of dancing-It generally makes us fitter and healthier. It improves the condition of your heart and lungs, increases muscular strength/tone, endurance and aerobic fitness.
- When young children study dance they learn perseverance and self-motivation. Dancing encourages children to experiment and find different paths to solving problems. It is vital in a child's personal development that they learn the importance of trial-and-error and that, if at first you don't succeed, try and try again.
- Nonverbal communication represents two thirds of all communication. It's important for young children to understand that it is possible to portray a message both verbally and with the correct body signals and also to be able to interpret these signals from other people. The study of dance and movement can help a child develop an understanding of their own body language as well as others.
- You retain nearly 90% of what you learn through teaching others which happens in every dance lesson

Supplied by Department for Digital, Culture, Media & Sport, ,Towson University. Stage Coach

Where is this learning coming from?

The skills will be taught to you through this scheme but think about;

- Lessons in Year 7/ 8 where you learnt Dance key words
- Primary school shows you have been in
- You might also have seen a stage show at college or at a theatre or local community show that used these.
- The specific techniques are also used in TV and films, live dance, concerts
- You may have created dances at home /school /dance club

Where is this learning going?

These lessons will help you practically and verbally
- Answer the Big Question: *What keywords do we need to use to choreograph and analyse dance?*
- Prepare you for further choreographing using taught skills
- Prepare you for Level 2 Dance in year 10 and the study of dance practitioners and analysing works.
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation, vocal/facial expression and body language.

What will you know as a result of this?

By the end of this term you will know:
- How to conduct yourself in a dance studio and warm up.
- How to respond to a starting point for a dance piece.
- How to work in groups to choreograph/ rehearse/ share .
- How to conduct yourself whilst watching/evaluating dance .
- What Actions/Dynamics/Space/Relationships, Motif/Motif Development, Literal and Abstract are in dance .

Career links:

- Dancer/ Choreographer/Musical Theatre Performer
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism/ Radio/ Television
- Stage manager/ Theatre technician
- Costume designer/ Set designer
- Marketing and advertising
- Any role that requires communication/Creativity

Useful weblinks:

 A Guide to Careers in Dance Dance - BBC Bitesize   https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/dance Dancer

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Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Warm up We will learn the importance of warming up and wearing appropriate kit. We will learn what the 4 stages of a **warm up** are and you will plan your own **warm up** to deliver to the class.	**Actions** - *What we do in dance* ● *Jump ,Turn/Roll ,Gesture , Balance, Transfer of Weight, Travel.* **Dynamics** - *How we perform movements* ● *Speed (fast/Slow) ,Flow (Sharp/Smooth), Weight (Heavy/Light) , Rhythm* **Space -** *Where we perform* ● *Levels, Directions, Pathways, Size, Formations, position on stage* **Relationships** *Who we perform with*
Baseline Assessment In groups you will choreograph a dance in whatever dance style, trying to incorporate any skills you already know from dance lessons or dance experience you have had before. You will add any **action,dynamic,space,relationships** skills that you already know.	**Canon** - *When you perform a movement one after the other* **Unison** - *When you are all dancing at the same time* **Mirroring** - *Performing the same movement but lead by one group/performer usually facing the other* **Accumulation -** *A build up of one movement (one person starts and the next joins in etc)* **Action/Reaction-** *One person/group performs a movement and the other person/group replies with a different movement* **Numerical variation** - *different number of performers dancing different motifs as the same time* **Counterpoint** - *everyone dancing but all performing different movements*
Actions/Dynamics/Space/Relationships You will learn the skills from these four headings. Once you have learnt them you will try and add as many skills into your dance from the previous lesson.	**Contact** - *lifting or balancing using other people to support* ● **Warm up** - *Cardio, Muscles, Joints, Stretches* ● **Motif** - *A collection of movements that make a phrase* ● **Motif development** – *Using Action Dynamics Space Relationship to change an original motif*
Motif/Motif Development You will learn what a **motif** is and how you can **develop a motif** and incorporate both into your dance piece. You will also explore how you can choreograph a **motif** based on a **stimulus.**	● **Trust/ Teamwork** - *we use trust and teamwork warm ups to make sure we ready to work creatively in a group* ● **Stimulus** - *a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme* ● **Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion*
Literal/Abstract Movements You will learn how we can choreograph **literal** movements based on a **stimulus** and then develop them to make them **abstract.**	● **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong* ● **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* ● **Perform** - *showing and sharing your practical creative ideas* ● **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development**
Rehearse/Perform/Evaluate You will then add these skills into your original dance. You will learn how to rehearse with your music. You will then perform to the class and be able to **evaluate** your own and others work verbally as well as being able to write about it.	● **Literal Movements** - *Movements that show exact meaning of an action* ● **Abstract Movements** - *Movements that do not show the exact meaning of an action* ● **Facial Expression** - *Using parts of the face to convey emotions* **We use the CRESS structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*

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Year 9 Dance Knowledge Organiser

Actions (What we do)

- Jump
- Turn/Roll
- Gesture
- Balance
- Transfer of Weight
- Travel

Dynamics (How we perform)

- Speed (fast/Slow)
- Flow (Sharp/Smooth)
- Weight (Heavy/Light)
- Rhythm

Motif - A collection of movement showing action/dynamic/space.relationships

Motif development - A motif that has been changed using different action/dynamics/space.relationships

Warm Up

- Cardio
- Stretches
- Muscles
- Joints

Relationships (Who we Perform with)

- **Canon** - When you perform a movement one after the other
- **Unison** - When you are all dancing at the same time
- **Mirroring** - Performing the same movement but lead by one group/performer usually facing the other
- **Accumulation** - A build up of one movement (one person starts and the next joins in etc)
- **Action/Reaction-** One person/group performs a movement and the other person/group replies with a different movement
- **Numerical variation** - different number of performers dancing different motifs as the same time
- **Counterpoint** - everyone dancing but all performing different movements
- **Contact** - lifting or balancing using other people to support

Space (Where we perform)

- Levels
- Directions
- Pathways
- Size
- Formations
- Position on stage

Year 9 Dance Knowledge Organiser

Literal Movements Movements that show the exact meaning and action (pedestrian)

Abstract movements Movements that do not show the exact meaning

Structure
Binary (AB)
Ternary (ABA)
Rondo (ABACADA)
Episodic
Cyclic
Rondo

Performance Skills
Balance - *A steady or held position*
Movement memory - Being able to remember dances
Stamina - *Ability to maintain physical and mental energy*
Flexibility - *The range of movements in the joints (involving muscles, tendons and ligaments)*
Posture - *The way the body is held*
Isolation - *An independent movement of part of the body*
Extension - *Lengthening one or more muscles or limbs*
Contraction - *Shortening of muscle(s)*
Strength - *Muscular power*
Coordination - *The efficient combination of body parts*
Alignment - *The correct placement of body parts in relation to other body parts in a straight line*
Accuracy - *Being able to show the dance in its true form in quality and movement*

Technical Skills
Focus - *Using the eyes to enhance performance or interpretive qualities*
Musicality - *The ability to make the unique qualities of the accompaniment evident in performance*
Projection - *The energy of the dancer uses to connect with and draw in the audience*
Emphasis - *Applying particular dynamics or energy to a movement*
Timing - *The use of time or counts when matching movements to sound and/or other dancers*
Facial expressions - *Using the face to show mood, feeling or character*
Quality - *Being able to show the true meaning of the movement and its accuracy*
Communication of choreographic intent - *Understand and explain the meaning of the dance through movement, costume and music*

Choreographic Devices
Repetition - *repeating movement in dance performance*
Climax - *the biggest or most important part of the dance*
Highlights - *making sure a dance has slow/fast/sharp/smooth sections to make the dance more interesting*
Fragmentation - *taking movements from different parts of the dance and creating a new motif*
Retrograde - *performing a selection of movements again but in a backwards order*
Transitions - *linking each section of the dance for fluidity*

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BARE ESSENTIALS

SUBJECT: Digital Arts   **YEAR:** 9   **TERM:** Autumn 1

Big Question: *How do media producers construct meaning in their products?*

End point task: *Production of a magazine front cover*

Did you know?

- Studying visual arts improves your communication skills: According to recent research **55% of communication is non-verbal** through facial expressions and body language - in this case the 'reading' of pictures and images, colours and font type/ placement all communicate meaning..
- **90% of employers** interviewed in an international study said **communication skills** are the number 1 desirable skill for an employee with **83%** saying that being able to work in a **team** or group and **problem solve, cooperate** and **compromise** were also in the top 5 skills they looked for.
- The arts and culture industry supports around **£48bn** in turnover, **£32bn** added value to the **British economy,** support **c363,713 full-time jobs**, pays nearly **five % more than UK average salary and** attracts at least **£856m of tourist spending**.
- Arts and culture play an important role in supporting the UK's wider commercial creative industries, such as film production, advertising, design and crafts, and showcasing the country's creative talent overseas.
- The arts and culture sector has an important benefit on **health and well-being.** Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health. As a practical subject it allows us to move and helps us to find healthy ways to express our emotions.
- 4 out of 5 adults read magazines. 4 out of 5 adults read magazines.
- Magazines are the No. 1 medium of engagement – across all dimensions measured. Simmons' Multi-Media Engagement Study finds magazines continue to score significantly higher than TV or the Internet in ad receptivity and all of the other engagement dimensions, including "trustworthy" and "inspirational."
- Studying the arts can **support many other subjects** through teaching transferable skills and knowledge

Factoids supplied by Department for Digital, Culture, Media & Sport, ,John Hopkins University, Derby University, Psychology Today, Indeed.com, Study International

Where is this learning coming from?

The skills will be taught to you through this scheme but think about

- In Primary primary school you may have created posters and done report writing about an event
- In Year 7 and 8 Art and Textiles you will have studied colour and image representation
- You might have read a magazine or comic either at home or online and the specific techniques are used in real publications and online content

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How do media producers construct meaning in their products?*
- Prepare you for further responding to a brief in the Visual Arts at KS3 and KS4
- Prepare Level 2 Creative iMedia, Photography, Film Studies
- Support your wider Performing Arts and Visual Arts studies in KS3 Creative Arts
- Support with other subjects such as Business Studies,DT and Computing at KS3 and 4
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, facial expression and body language.

What will you know as a result of this?

By the end of this unit you will know how to:
- Respond to a creative brief.
- Conduct research around a creative brief.
- Interpret and recreate font, colour and magazine layout for a specific target audience.
- Utilise Canva/ Photoshop to create a digital magazine front.
- Share and evaluate digital arts work and give feedback on what you have seen.

Career links:

- Journalist
- Graphic designer or concept artist
- Media Teacher or lecturer
- Photographer or Videographer
- Content producer on Influencer
- Marketing and advertising
- Copywriter
- Lighting designer

Useful weblinks:

How to become a Journalist   **BBC Bitesize Jobs that use Performing Arts and English**   **Careers in Media**
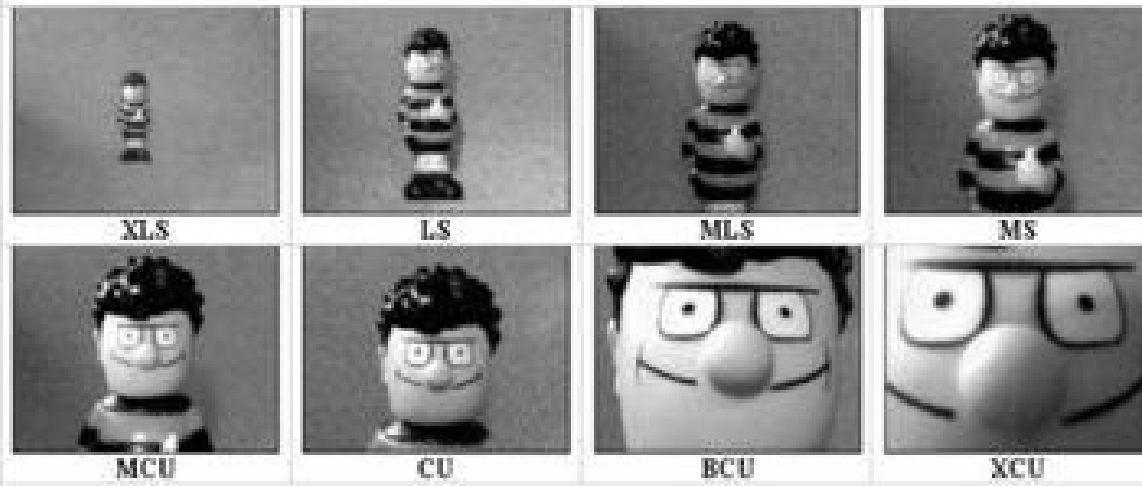
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Unit Content (words in bold are in your keywords) :	Keywords:
Setup digital portfolios / Introducing connotations You need to know how to store your work digitally for this course, since each term you will be working in a digital **portfolio**. This will see you using a range of software across the **Google Suite**. **_Magazine cover analysis_** Before you begin making magazines, you need to know their **conventions** and what each element is called. You will learn how each element has **connotations** and how they create meaning for the audience. Many of these terms are details on the right of this page. **_Understanding a brief / idea generation_** Each project you work on will be written in the form of a **brief** - essentially a specification set out by a client. You will learn how these are written, and how to use it as a starting point for idea generation. **_Magazine layout planning_** The first stage in magazine pre-production is **layout** planning. Looking at a range of professionally produced **layout** plans, you will generate several iterations of magazine **layouts** of your own using **Photoshop**. **_Introducing typography_** Besides images, the most important visual aspect of a magazine is the writing and what it looks like. You will learn how to select and design font based on the mood you're trying to establish. **_Image manipulation_** The images you see in magazines are very rarely unedited. You will look at a range of tools in **Photoshop** that are able to manipulate colour, tone, and enhance various aspects of the original image, before looking at formats for **output**. **_Introducing Canva/Photoshop_** For the actual assembly of a front page, we will be using **Photoshop** or Canva. You will learn about layers, and the main tools you'll be using for combining elements into a completed magazine. **_Production of magazine_** You will be given several lessons to experiment and develop your skills in **photoshop**, leading to the complete production of a magazine front cover. In this time, you will be using all of the skills you have learnt this half term to ensure you are using professional practices to create a product that meets the specifications of the **brief**. You will then present your work as professional **spreads** **_Evaluation_** Once complete, you will self evaluate your magazine, by comparing each element of your magazine to the unintended purpose and audience of the magazine, and reflect on areas for improvement.	● **Adobe Illustrator Adobe InDesign Adobe Photoshop** - _The software packages we use for print production_ ● **Bitmap images** - _these are single layer images used for exploiting completed designs_ ● **Brief** - A specification set by a client for a media company to produce ● **Connotation -** _the inferred meaning of what is denoted in the media text_ ● **Conventions** - the established elements of a genre or media form ● **CMYK** - _CMYK stands for cyan, magenta, yellow, and black, which is the colour profile used in printing_ ● **Cutline** - _the marker around a print product that shows where to cut the edges_ ● **Denotation -** _what is literally represented in a media text_ ● **Digital edition** - _sometimes known as 'e-magazine', this is a version of a print text that is accessed electronically_ ● **Dropcap** - _a large capital letter used as a decorative element at the beginning of a paragraph or section_ ● **Editorial** - _a newspaper or magazine article that gives the opinions of the editors or publishers_ ● **Eyebrow** - _a descriptive keyword or phrase placed above the main headline and blurb. It appears in a smaller font and sums up the content in just a few words_ ● **Feature** - _a feature is a longer piece of writing than a news story and is often the leading story on a front page_ ● **Flipbook** - _a flipbook is a digital publication that is formatted to look like a real publication with a page-turning effect, a shadow in the middle and even a page-flipping sound_ ● **Folio** - _text that appears at the top/bottom of a page and tells you the date, the name of the publication and assorted other utilities, including what the content of the page is_ ● **Fractional ads** - _print advert occupying part of a page (1/8, 1/4, or l/2 a page) as distinguished from a full-page ad._ ● **Google Suite** - the online software used for making presentations, documents, websites, and Google Classroom ● **Kerning** - _Kerning is the spacing between individual letters or characters_ ● **Layouts** - _the placement of features on a print page_ ● **Leading** - _leading is the space between multiple lines of type, which can be as few as two lines of type to, well, as many lines as needed_ ● **Masthead** - _the name for the title of a magazine_ ● **Output specs** - _the format that the finished product is delivered in - .pdf for example_ ● **Perfect binding** - _a form of bookbinding in which the leaves are bound by glueing rather than sewing_ ● **Portfolio** - a showcase of work presented either digitally or physically ● **Pull-quote** - _a brief, attention-catching quotation taken from the main text of an article and used as a subheading or graphic feature_ ● **Resolution** - _a digital measurement of size, usually measure in horizontal x vertical pixels_ ● **Saddle-stitching** - _folded sheets of paper are nested one within another and attached by staples through the fold_ ● **Sidebar** - _a separate element of text or image that compliment the main element of the page_ ● **Spine** - _the bound edge of a magazine_ ● **Spreads** - _a spread in the centre of a magazine, where the two pages are one physical piece of paper_ ● **Stock images** - _royalty free images that are widely available for free online_ ● **Trim size** - _the actual size (as of a book page) after excess material required in production has been cut off_ ● **Typography** - _the font, size and style of text_ ● **Vector images** - _art that's made up of mathematical formulas - e.g. lines, curves, shapes etc._ ● **White space** - _areas of intentionally blank space_

Camera Shots, Angles and Movement

Shot Sizes

XLS	LS	MLS	MS
MCU	CU	BCU	XCU

Shot Angles

Low	Eye-level	High
Worm's eye	Canted	Bird's eye
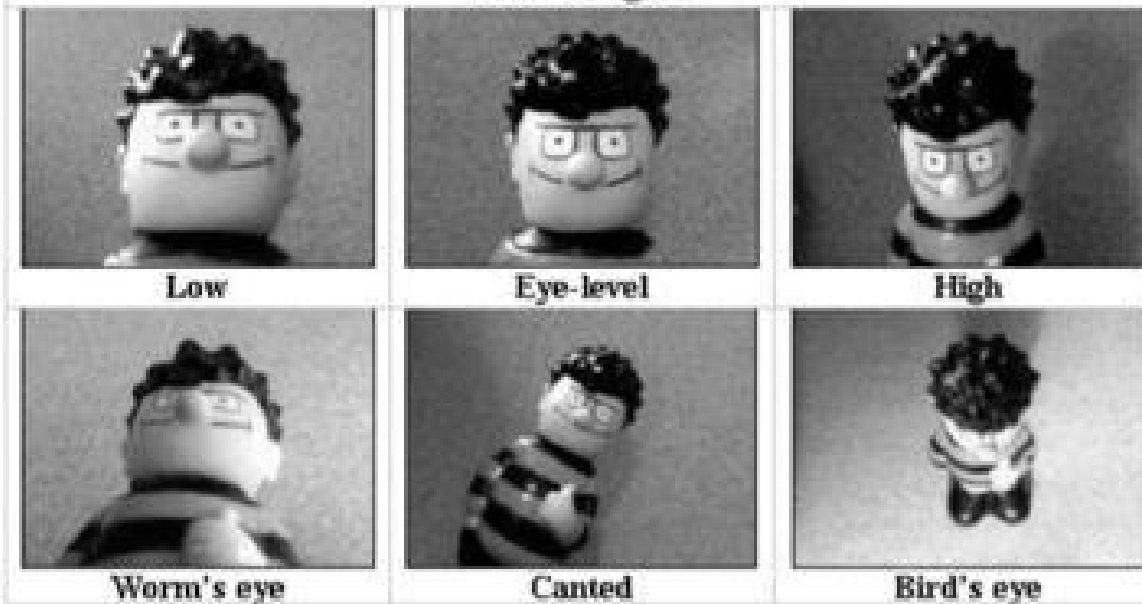
Camera and Lens Movement

Pan Left	←→	Pan Right
Crab Left	←→	Crab Right
Track Out	←→	Track In
Zoom Out [lens]	←→	Zoom In
Ped Up	←→	Ped Down
Tilt Up	←→	Tilt Down
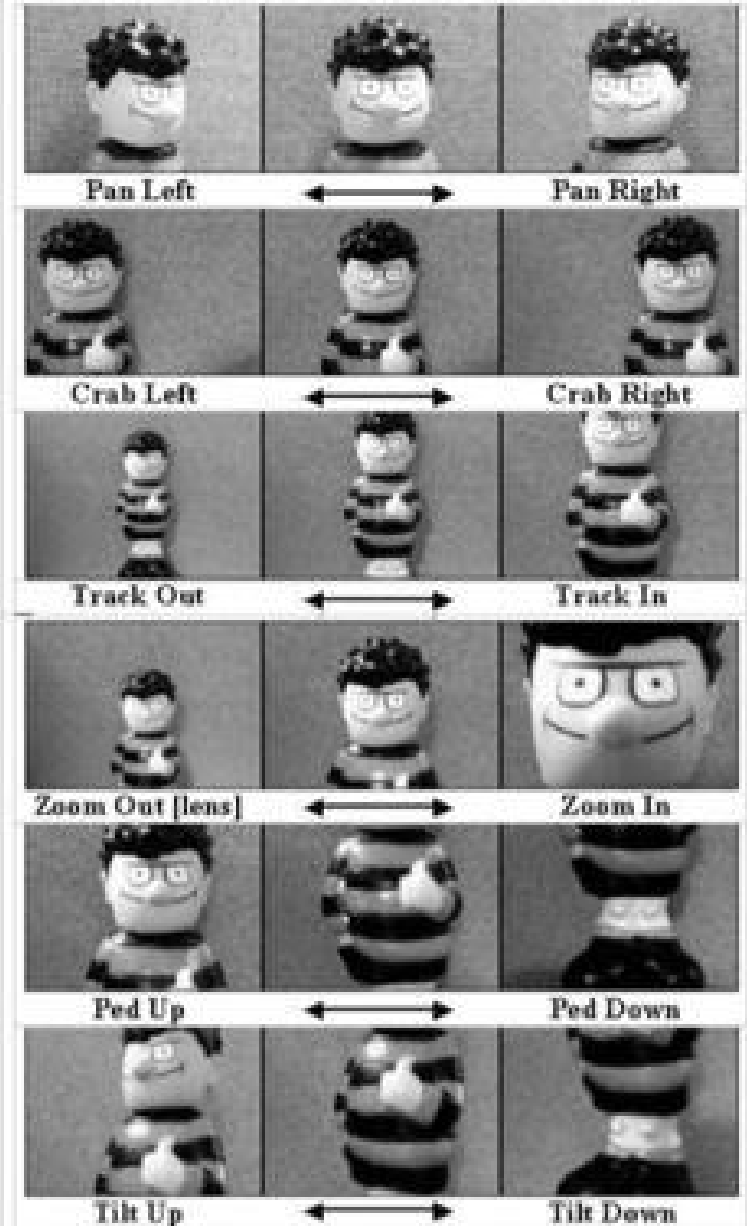
Photoshop Tools Cheat Sheet

A small rectangle to the right of each tool signifies more tools in that set. Press & hold down to reveal additional tools. Press the shift key plus the shortcut key (in parenthesis) to toggle between the different tools that share the same keyboard shortcut.

Crop/Selection Tools

- **(V)** Move
- **(M)** Rectangular Marquee, Elliptical, Single Row, Single Column
- **(L)** Lasso, Polygonal, Magnetic
- **(W)** Magic Wand, Quick Selection
- **(C)** Crop, Perspective Crop, Slice, Slice Select
- **(I)** Eyedropper, 3D Material Eyedropper, Color Sample, Ruler, Note, 123 Count

Paint/Retouch Tools

- **(J)** Spot Healing Brush, Healing Brush, Patch, Content Aware Move, Red Eye
- **(B)** Brush, Pencil, Color Replacement, Mixer Brush
- **(S)** Clone Stamp, Pattern Stamp
- **(Y)** History Brush, Art History Brush
- **(E)** Eraser, Background Eraser, Magic Eraser
- **(G)** Gradient, Paint Bucket, 3D Material Drop
- **(R)** Blur, Sharpen, Smudge
- **(O)** Dodge, Burn, Sponge

Drawing/Type Tools

- **(P)** Pen, Freeform Pen, Add Anchor Point, Delete Anchor Point, Convert Point
- **(T)** Horizontal Type, Vertical Type, Horizontal Type Mask, Vertical Type Mask
- **(A)** Direct Selection, Path Selection
- **(U)** Rectangle, Rounded Rectangle, Ellipse, Polygon, Line, Custom Shape

Move/Zoom Tools

- **(H)** Hand, Rotate View
- **(Z)** Zoom
- **(X)** Toggle Foreground/Background
-       Foreground/Background Colors
- **(Q)** Quick Mask
- **(F)** Standard Screen, Full Screen With Menu Bar, Full Screen

BARE ESSENTIALS: English   Of Mice and Men   YEAR: 9   TERM: Autumn 2

Big Question: How does Steinbeck present a theme/character in order to suggest ideas about society?

End point task: Written assessment using the techniques they have studied as part of 'Of Mice and Men'

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
In Year 7 and 8 you will have studied different novels like Animal Farm and The Giver. Of Mice and Men is another novel where you explore themes and historical events through the characters' eyes.	The skills will be built on from previous learning and will filter into studying the novel Jekyll and Hyde at GCSE. You will be able to apply specific terminology to the novel and understand how the context of the era can impact a reader's understanding. You will also understand about character and plot and be introduced to some creative writing.	This unit of learning can help lead to: **Degrees** in: English Language, English Literature, Drama, Creative writing. **Careers** in: Journalism, Creative writing, Literary Critic, Publishing

Topic area	Core knowledge/vocabulary
Context	**The Great Depression -** worldwide economic downturn that began in 1929 and lasted until about 1939. It was the longest and most severe depression ever experienced by the industrialised Western world, sparking fundamental changes in economic institutions, macroeconomic policy, and economic theory. **Segregation -** The systematic separation of people from different ethnic groups or religions.
Applying context while reading	Reading through the novel
George and Lennie	**Zoomorphism** - humans being described as animals. **Superlatives -** When something is the most it can be **Infantilisation -** Treating someone who is not a child as if they were a child.
Symbolism	**Symbolism -** An indirect way of telling you, through using images or language that give us a suggestion about something **Dichotomy -** A division or contrast between two things that are represented as being entirely different.
Archetypes	**Archetype -** a very typical example of a certain person or thing.
Character explorations	**Metaphor -** Symbolism of the name Crooks **Connotations -** What is inferred from the names and metaphors
Structural devices	- Use of allegory at the beginning of the story and at the end - Links to the allegories and the action in the story
Racism	**Segregation -** The separation of black and white workers on the ranch **Prejudice -** a preconceived opinion not based on fact
Universal drive	- What drives the characters, character traits and specific qualities - How is the character constructed?

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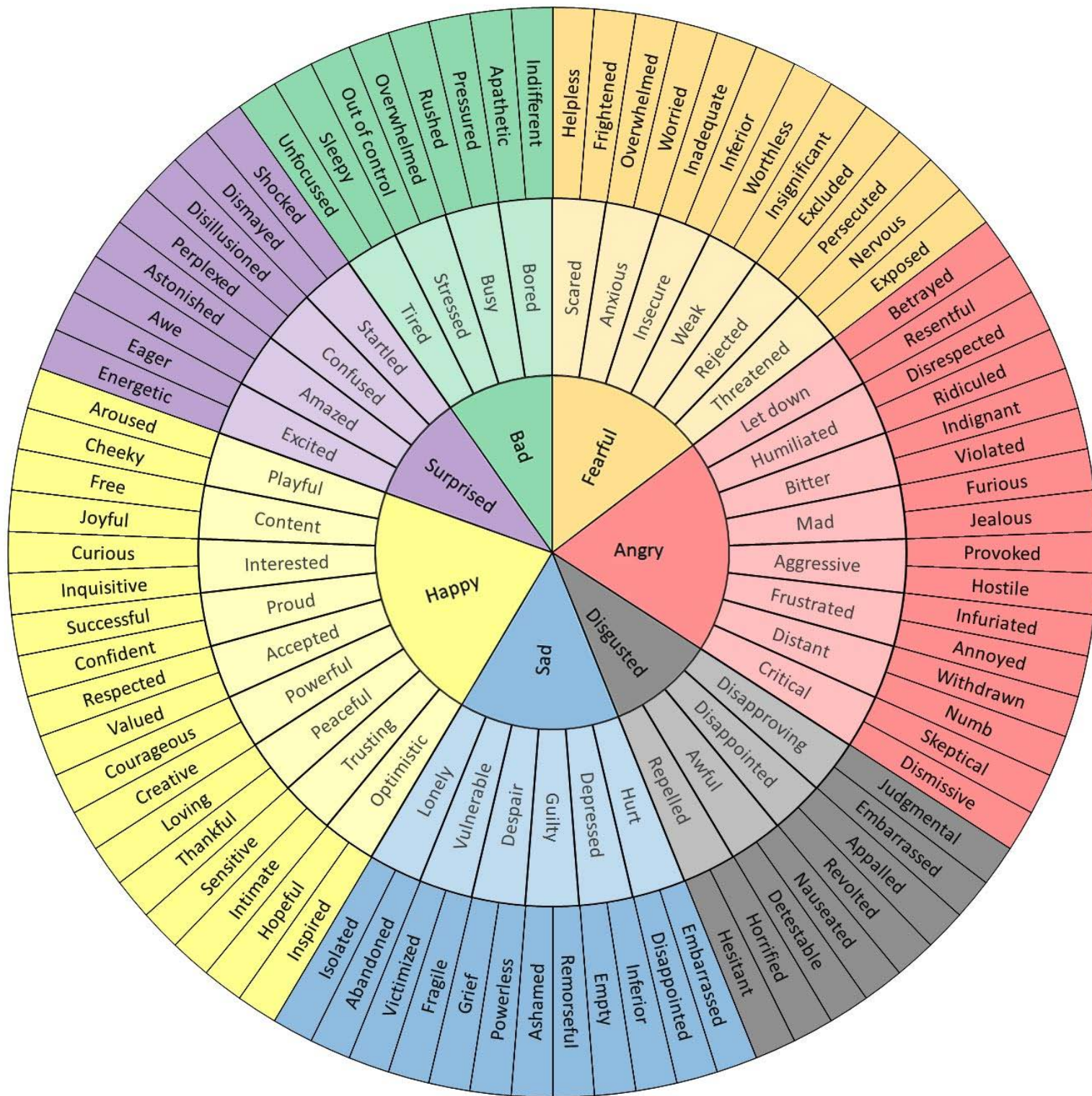
What?	How?	Why?
The writer has chosen to portray....	Perhaps the most significant example of this...	When we consider that in this period of time ....
The writer deploys...	The writer draws our attention to this with the phrase....	The audience/readers would be aware of....so....
The writer utilises...		
The writer has characterised.....	In particular, their use of the character/line/language term....	The writer is positioning the reader to....
The writer has made a link between....	When we consider that the word....specifically means....	The writer is highlighting to the reader....
The writer deliberately compares.....	The connotations of.... suggest that	The writer causes the reader to consider....
The writer has chosen to emphasise....	A key quotation to link to this idea is....	You get the impression that the writer wants to....
The writer uses.....to suggest....	By having....use the words ....the writer is suggesting	When we consider that earlier/later on in the novel....
The writer emphasises the importance of...		The writer is showing us this now because....

Noun: A noun is a person, place, thing, quality, or act.
Examples: **pencil, girl, supermarket, happiness**

Verb: Verbs are action or existence words that tell what nouns do.
Examples: **to fly, to run, to be, jump, lived**

Adjective: An adjective describes a noun.
Examples: **hairy, crazy, wonderful**

Adverb: An adverb describes a verb, adjective, or adverb. It often ends in "ly".
Examples: **carefully, easily, barely**

Interjection: An outcry or sudden utterance. Usually starts a sentence.
Examples: **Wow, Gosh, Darn**

Preposition: A preposition describes the relationship between a noun and another noun (or verb or adverb).
Examples: **to, under, for, at, by, from**

Conjunction: A conjunction joins together words, phrases, or clauses.
Examples: **and, or, but**

Pronoun: A pronoun replaces a noun or noun phrase that is understood from context.
Examples: **he, it, they**

Analytical verbs - a taxonomy

Devices: basic	Devices: structural	Authorial POV	Reader reaction
implies	mirrors	proposes	inspires
suggests	reflects	criticises	shocks
connotes	links	questions	horrifies
denotes	connects	explores	evokes
portrays	reveals	exposes	sympathises
symbolises	contrasts	conforms	intrigues
indicates	juxtaposes	subverts	provokes
amplifies	foreshadows	contradicts	disgusts
emphasises	repeats	celebrates	motivates

LITERARY DEVICES

Simile – A comparison using the words 'like' or 'as'.

Metaphor – A comparison NOT using 'like' or 'as'.

Alliteration – Repetition of same letter sounds in two or more consecutive words.

Personification / Anthropomorphism – Giving human characteristics / actions to things.

Onomatopoeia – Words that sound like the thing it is describing.

Repetition – Repeating a word or phrase.

Irony – A word / phrase which is the opposite of their literal meaning.

Hyperbole – Deliberate exaggeration to emphasise a point. Not to be taken literally.

Rhyme – Words that sound similar.

Rhythm – Regular movement, because of the recurrence of a beat – often rhymed.

Assonance – Repetition of vowel sounds, creating internal rhyme.

Dissonance – Inharmonious sounds / syllables in words to create a harsh tone.

Allegory – Something has a symbolic (deeper) meaning. An extended metaphor.

Symbolism – Where one thing represents something else.

Caesura – A break or pause, usually in the middle of a line, shown by punctuation.

Oxymoron – Two contradictory (opposite) words placed together for effect.

Juxtaposition – Putting two words close together – especially contrasting (opposite) ones.

Enjambment – Sentence carries on from one line to the next – no pause / punctuation.

@POETRYESSAY

Big Question: How are places different?

End point task: Summative assessment, to track progress and understanding of topic content.

Where is this learning coming from?	What will you know as a result of this?	Career links:
In year 7 you studied Brazil and in year 8 you studied globalisation. Marvellous places will deepen your locational knowledge. The national curriculum states that students need to deepen their spatial awareness of the world's countries and this topic seeks to do just that.	You will have a greater locational understanding of countries and nations around the world and their global impact.	• Cartographer • Geographic Information Systems (GIS) Specialist • Environmental Scientist • Geologist • Climatologist • Remote Sensing Specialist • Hydrologist • Geospatial Analyst

Topic area	Core knowledge

1. Russia, where is it? - Russia covers 17 million square kilometers and is the largest country in the world.
- Within the landmass of Russia there is a variety of biomes; mountain rangers, tundra, temperate forest, Steppe, taiga.
- Russia spans 11 time zones

2. Russia's Riches - Russia has a wealth of natural resources, in particular oil and gas reserves.
- Geopolitical competition led to both USA and Russia seeking oil-rich landmassess during the cold war.

3. Where is China? - China is located in Asia and contains within it the Himalayas.
- It is located South of Mongolia and just North of the tropic of Cancer.

4. How did China build a nation? - The impact of globalisation and the political changes in China have boosted China's economy over the last 40 years.
- Having battled through multiple wars, and through seeking more and more resources China has become the second largest economy in the world.

5. Africa, it's not a country. - One of the biggest locational misconceptions made is that Africa is a country. It is in fact a continent which comprises 54 different counties.
- Within Africa lie 9 different biomes ranging from deserts to tropical savannas.

6. Rich vs Poor of Africa. - Africa is the 2nd biggest continent in the world, and as a result of various historical, physical and economic causes it has a huge disparity between areas of rich and poor population.
- Nigeria is the richest country in Africa with a GDP of $440,834 million whereas Burundi has a GDP of $771.

7. Where is the Middle East? - The middle East is made up of 18 different countries including Libya, Saudi Arabia and Turkey.
- The Middle East is well known for its supply of gas and oil, and as a result of this there have been wars waged and funded by various super powers around the world.

8. Conflict in the Middle East - Over the past century there has been conflict between middle eastern countries. Some of this is a result of border disputes, where does one country end and another begin? The finding of oil has played a part in the conflict, as many super powers as they developed wanted to have access to resources and so back different countries depending on their personal agendas.

9. End Point Task: This will include a range of different questions to check your geographic understanding and skills

10. DIRT: A chance to see when you did well and how you could improve next time.

Key Words

Biome - an area classified according to the species that live in that location

Geopolitics - the study of how geography affects politics and international relations.

Landmasses - a large region or area of land that is in one piece and not broken up by oceans

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More Keywords
Time zone - an area which observes a uniform standard time for legal, commercial and social purposes **Globalisation** - The process by which countries become increasingly more interconnected. **Resources** - any physical material constituting part of Earth that people need and value **Oil/gas/coal reserve** - a location where the desired resource can be found. **Misconceptions** - a view or opinion that is incorrect because it is based on faulty thinking or understanding. **GDP** - Gross Domestic Product **Economy** - to do with money **Conflict** - different groups of people with competing interests fighting

Write like a Geographer

Thesaurus

Sequencing	Examples	Developing	Alternatives	Comparing	Additions	Emphasise
Firstly	For example	...because	Whereas	Similarly	And	Above all
Secondly	For instance	Thus	Instead of	Likewise	Also	Ultimately
Next	... such as ...	... so	Nevertheless	In the same way	As well as	Especially
Finally	In the case of	This links to	Alternatively	Equally	Moreover	Significantly
Since	As seen in	This means	In contrast		Furthermore	Importantly
		Furthermore	However		...along with...	
		Consequently	Although		...as a	
		Therefore	Otherwise		consequence...	
		This leads to	On the other hand		Including...	
			Then again		...which will lead to...	

Decision making

How important, successful OR significant?	How far do you agree?	Opinions	Conclusion
Extremely	Completely	I believe	Overall... because...
Very	Strongly	I think that	In conclusion...
Quite/moderate	Undecided	In my opinion	Considering the evidence stated above, my conclusion is.....
Somewhat/slightly	Slightly	In my view	The best option is... because...
Minor / little	disagree	It is my belief that	

Command word sentence starters...

Explain	Suggest	To what extent	Evaluate/Discuss
This happens because...	This may happen because...	... is more important than...	The main advantage(s) of ... are... because...as shown by...
This demonstrates...	This may have been formed by...	... more effective than ...	
This means that...	This may be because...	... is successful because...	However the main disadvantage(s) of... are...because...as shown by... and so...
This is formed by...	This could result in...	....but on the other hand ...	
Therefore...		To some extent...	
This may be because...			
This will result in...			

Created by @Mrs_Geography

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TUNDRA
PERMAFROST

TAIGA
BOREAL

DESERT

FOREST

STEPPES
PRAIRIES

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CHINA

China

Mongolia
Ulan Bator

Kazakhstan
Kyrgyzstan
Bishkek

Altay
Karamay
Urumqi
Tien Shan Mts.
Korla
Takla Makan Desert
Kashi
K2

Xiao Hinggan Ling Mts.
Da Hinggan Ling Mts.
Heihe
Harbin
Changchun
Jilin
Jixi
Fushun
Shenyang
Anshan
Beijing
Tianjin
Baotou
Datong
Yinchuan
Lanzhou
Xi'an
Terracotta Warriors
Chengdu
Chongqing
Gobi Desert
Yumen
Altun Shan Mts.
Turpan Depression
Kunlun Shan Mts.
Plateau of Tibet
Lhasa
Namtso
Indus River
Mount Kailash
HIMALAYAS
Mount Everest
Nepal
Kathmandu
New Delhi
Islamabad
Pakistan
Bhutan
Thimphu
Dhaka
Brahmaputra
Mekong River

The Great Wall
The Great Wall
Huang He (Yellow River)
Grand Canal
Three Gorges Dam
Chang Jiang (Yangtze River)
Wuhan
Nanchang
Nanjing
Shanghai
Ningbo
Qingdao
Jinan
Dalian
Yellow Sea
No. Korea
Pyongyang
So. Korea
Seoul
Japan
Pacific Ocean
Fuzhou
Taipei
Taiwan
Hong Kong
Macau
Guangzhou
Shantou
Nanning
Pearl River
Haikou
Hainan Island
Laos
Vientiane
Hanoi
Vietnam
Burma (Myanmar)
Thailand
Indian Ocean

DESERT - LOW - HILLS - PLATEAU - MTNS

500 mi
500 km

Map of Africa by 2020 nominal GDP (billions USD):
>200
100–200
50–100
20–50
10–20
5–10
1–5
<1

gp

Middle East & Central Asia

Petroleum & Petroleum Products

Oil

Petroleum Products & Chemicals

Vehicles

Oil & Gas

Energy Products

Crude Oil & Gas

Gold

Aluminum

Apparel & Foodstuffs

Opium

Citrus
Jewelry
Electronics & Software
Strawberries

Oil

Crude Oil

Oil

Petroleum

Oil

Clothing

Oil

Crude Oil

Liquefied Natural Gas

Petroleum

Oil

Oil

Crude Oil

Oil — Oil
Food / Drink
Metals / Minerals
Precious Metals / Minerals
Textile / Apparel
Machinery / Transportation
Electronics
Other

Source: CIA Factbook
Simran Khosla / GlobalPost

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Big Question: Invasion and migration pre 1066- present. Who had the greatest impact on Britain pre 1066 and what can we learn about migration?

End point task: Extended writing- Who had the greatest impact?

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Primary school projects You may have completed projects in your primary school on certain aspects of life pre 1066 or migration to Britain **Year 7 and 8 history** You have the chronological overview to help to apply the case studies we will look at. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, empire, culture and society are all revisited.	You will find out who the different settlers were, what changes and developments they brought and how this impacted on people both pre 1066- present You will see the long term impacts of these changes and how interpretations of the role of key societies and individuals are important in today's society. Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 1 on Crime and Punishment, showing how the changes in society can affect changes in the types of crimes and punishments. Some of you will study History A level and these skills will continue to be developed.	There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/ or careers which involve using the skills and knowledge gained in this unit: - English Heritage and The National Trust - Record Offices, Archives, Libraries and Universities - Archaeology, Architecture and the conservation of buildings or artefacts - Museums and galleries - Teaching in schools

Topic area	Core knowledge
Lesson 1. Introduction- invasion, settlers and immigrants	- Key terms used in this unit- settler, invader, migrant - Geographical overview of who came and where from
Lesson 2. First people	- First people came across a land bridge from Europe c2,000 BCE - They were hunter gatherers and this was known as the Old Stone Age - After the Ice Age people gradually learnt how to farm and settle, building structures from wood and stone. This was known as the New Stone Age.
Lesson 3. Bronze Age Merrivale	- Bronze Age people constructed many monuments in Britain with over 1300 still seen across the country, eg Merrivale in Devon
Lesson 4. Dartmoor legends	- Local history researching the myths and legends surrounding Tavistock and Devon.
Lesson 5. Celts and Romans	- The Celts came from Europe about 500 BCE. - Languages still used today from the Celts include Gaelic, Irish, Welsh and Cornish - The first attempt to conquer Britain was by Julius Caesar in 55 BCE, which was not successful. In 43 CE the Romans came again under Claudius and this time Britain became part of the Roman Empire. - The legacy of the Romans was significant in areas such as language, architecture, health and medicine and law.
Lesson 6. Saxons and Vikings	- Saxon Sutton Hoo site- what clues does it give us? - Viking impact on Britain
Lesson 7. Assessment- greatest impact?	- Judgement question using PEEL paragraph structure
Lesson 8 and 9. Migration to Britain 400 CE to present	- Research lesson identifying changes and continuities in patterns and reasons for migration to Britain across different time periods - Where, when and why migrants came to Britain
Lesson 10. Post WW2 migration to Britain	- Push and pull factors as reasons for migration - Case studies to investigate- Pakistani, Caribbean, East African Asian, Polish immigrants

History Key Stage 3 skills

HISTORY

Literacy for key disciplinary concepts and processes

Chronology

time	chronological	past
date	sequence	present
BCE	order	future
CE	before	decade
timeline	after	century
	anachronism	millenium

Diversity

similar	race
different	religion
multicultural	ethnicity
diverse	background
experience	culture
citizen	variety
gender	unique

Change and continuity

continued	period	positive
progress	development	status quo
changed	transformed	evolve
remained	regressed	upheld
maintained	negative	growth
		rapid

Significance

importance	signified
extent	turning point
scale	meaningfulness
impact	implication
effect	substance
vital	worth
expressed	value
intended	relevant

Cause and consequence

because	hence
due to	therefore
effect	trigger
thus	result of
consequently	leads to
stemming from	reaction
as a result	causation
long term	response

Interpretations

opinion	hypothesis
point of view	suggests
findings	perspective
research	alternative
according to	account
argument	agrees
case	differs
represent	historiography

Evidence

inference	reliability	origin
source	contemporary	nature
primary source	utility	date
secondary source	provenance	context
compare	historian	content
contrast	purpose	cross reference

Enquiry

how far?	research	challenge
to what extent?	why?	decide
reasons	who?	when?
judgement	what happened?	consider
how important?	what if?	assess
questioning	discover	argue

How can I improve my writing in history?

Emphasising
- Most of all ...
- Above all...
- clearly
- in particular
- especially
- significantly
- indeed

Adding
- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

Opinion / judgement
- It seems that....
- In conclusion...
- To conclude...
- It would seem...
- One might consider/suggest...
- One might deduce/infer...

Cause and effect
- because
- so
- As a result...
- This suggests...
- Therefore...
- Thus...
- Consequently...
- This implies...

Qualifying
- and
- as well as
- also
- too
- In addition...
- Additionally...
- Furthermore...
- moreover

Comparing
- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

Sequencing
- then
- next
- after
- in the end
- Firstly/ Secondly...
- Finally...
- meanwhile
- subsequently

Contrasting
- however
- instead of
- on the other hand
- unlike
- despite this
- whereas
- alternatively
- on the contrary
- nevertheless

Illustrating
- For example ...
- such as
- to show that
- these include
- for instance
- in the case of
- as revealed by

Capital Letters
- Names of people / titles / things
e.g. Winston Churchill, Prime Minister, Domesday Book
- Places
e.g. Britain, Germany, London, Houses of Parliament
- Events
e.g. World War One, Peasant's Revolt, Battle of Hastings

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Command words and structuring

Describe 2 key features of	Explain a consequence of ....
Advice Think of what you know about the topic the question is asking • Give 2 clear, <u>different</u> features • Fully support <u>each</u> key feature and include evidence **Sentence starters** One key feature of _____ (add supporting detail) Another key feature of _____	**Advice** Think of the event and what has happened as a result of it Give a clear consequence Explain the consequence **Sentence starters** One consequence of _____ is _____ This meant that / led to / caused _____
Explain why	**How far do you agree ....?**
Advice Think of reasons why something has happened Use the PEEL structure for your answers P = Point (give the reason) E = Evidence (give examples to support) E = Explanation (explain the examples and their relevance) L = Link (link back to the question **Sentence starters** One reason why _____ is _____ For example _____ and _____ This meant that _____ Therefore _____	**Advice** • You will need a 2-3 line introduction • Give 1-2 paragraphs that <u>agree</u> with the question • Give 1-2 paragraphs that <u>disagree</u> with the question • Use PEEL to structure each paragraph • Finish with a conclusion that compares the two sides of the argument and say your overall vew, whether you agree or disagree. **Structure** • Introduction • Paragraph 1-2 PEEL - agree • Paragraph 3-4 PEEL - disagree • Conclusion - In conclusion _____ However _____ Therefore _____

- Introduction
- First point paragraph
- Second point paragraph
- Third point paragraph
- Conclusion

Your Paragraph Should Include:

P Point — Make your point

E Evidence — Back it up: Support your point with evidence & examples

E Explanation — Explain how the evidence supports your point

L Link — Link this point to the next point in the following paragraph Or back to main point
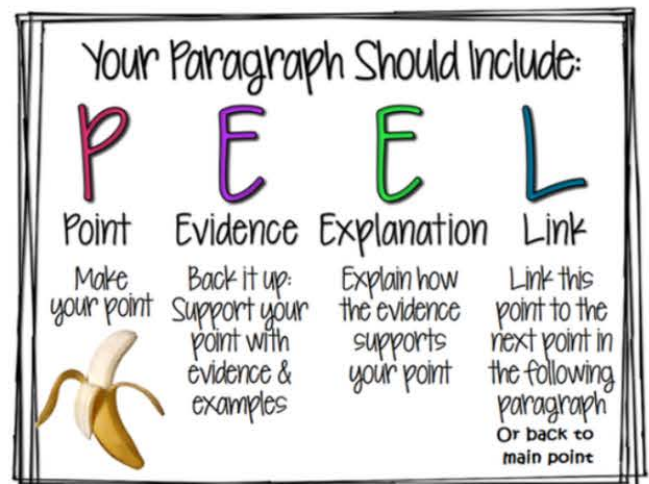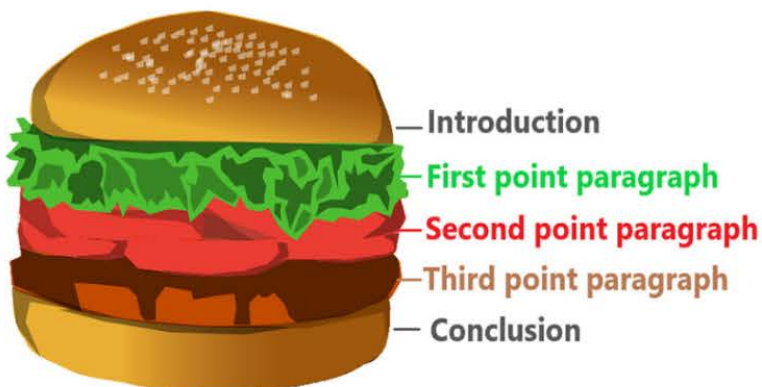
History Key Stage 3 skills

Source and interpretations

Command words and structuring

Sources	
What can you infer from source A about .....?	**How useful is source A for an enquiry into ....?**
Advice Study the source - read and highlight key parts If it is <u>written</u>; circle and <u>annotate</u> If it is a picture; • What can you guess / suggest about the topic from the source? • Give the inference, then support with a quote / description from the source. No own knowledge needed **Sentence starters** One thing I can infer from source A about _____ is _____ I can infer this because it says / shows _____	**Advice** • Highlight the enquiry in the question ... What is the topic? • Content - read the source and highlight what it tells you about the enquiry • Provenance (nature, origin and purpose) Read the source and consider what the source is, when it was produced and why. Consider it's purpose for how useful • OK - own knowledge • What do <u>you</u> know about the enquiry to help decide how useful the source is? **Sentence starters** • Source A is partly / very / mostly useful for an enquiry into _____ as it says / shows _____ • Source A is _____ useful because of it's provenance. It is a _____ This makes it useful because _____ • From my own knowledge, I know that _____ This makes the source _____ useful • Overall _____

Interpretations

What is the main difference between interpretations 1 and 2

Advice
• Read both interpretations and highlight key parts
• What does each interpretation suggest? - summarise in your own words in 1 sentence
• What is the difference between the two?

Sentence starters
The main difference between interpretations 1 and 2 is _____
Interpretation1 suggests _____ as it says " _____ "
Whereas interpretation 2 suggests _____ as it says " _____ "

BARE ESSENTIALS

SUBJECT: Maths   **YEAR:** 9   **TERM:** Autumn 1

OVERARCHING THEMES -Understand place value. Solve addition, subtraction, multiplication and division problems involving integers, negatives and decimals. Working with Indices and Standard Form. Algebra revision

Did you know?

Pythagoras (570 - 490 BC)

The ancient Greek, Pythagoras, is one of the most famous and well-known mathematicians in all of history. He is most known for the Pythagorean Theorem, which continues to serve as one of the cornerstones of the field of geometry. His contributions forever changed the way that mathematicians think about and understand triangular relationships.

Where is this learning coming from?	Where is this learning going?
<u>Year 7 and 8 Number sense and Algebra</u> Builds on the understanding of numbers and calculations including use of the order of operations. Extending their knowledge of indices and working with algebraic expressions Develops their understanding of algebraic manipulation	<u>Year 9 Straight line graphs</u> Developing algebraic and graphical fluency including the understanding linear and quadratic functions <u>Year 9 Sequences</u> Use appropriate language to describe sequences. Be able to generate the nth term rule from a sequence of numbers

What will you know as a result of this?	Career links:
You will be able to: ● Make connections between number relationships, complete calculations confidently including with negative numbers and powers with respect to BIDMAS ● Be able to change between standard and ordinary form and complete calculations using standard form ● Understand the difference between an equation, an expression and an identity ● Be able to round to a given accuracy and use estimation effectively ● Complete various algebraic manipulations	Finance Accounting Statistician Teaching Cartographer Geospatial technician Research analyst Actuary

Useful weblinks:

Sparxmaths.com
Desmos.com

https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp

Together: We Care, We Challenge, We Excel

OVERARCHING THEMES - Understand place value. Solve addition, subtraction, multiplication and division problems involving integers, negatives and decimals. Working with Indices and Standard Form. Algebra revision

Year 9 → Number and Calculations → Indices and standard form → Algebra Revision →

Number and Calculations
- Work with all four operations with positive and negative integers, decimals and fractions
- Round to a given number of decimal places and significant figures
- Multiply and divide by powers of ten
- Understand BIDMAS
- Use of estimation

Indices and standard form
- Be able to simplify expressions using index laws
- Recognise and use order of operations including with powers
- Be able to convert between standard form and ordinary numbers
- Complete calculations with numbers in standard form

Algebra Revision
- Understand the difference between equation, expression and identity.
- Expand single and double brackets
- Factorise algebraic expressions
- Simplify expressions

Year 9 → Number and Calculations → Indices and standard form → Algebra Revision →

Number and Calculations
M763, M704, M522,M928,M429, M347,M152, M113, M911,M187, M803,M462, M354, M873,M262, M527, M106, M288,M135,M521, M952, M409, M637, M757, M111, M431, M994, M131, M878

Indices and standard form
M608,M150, M719, M678, M120, U264, U290

Algebra Revision
M237, M792, M960, M100, M908, M813 M830

FOIL Method

$$(2x+3)(5x-8)$$

F O

L

First: $(2x)(5x)=10x^2$

Outer: $(2x)(-8)=-16x$

Inner: $(3)(5x)=15x$

Last: $(3)(-8)=-24$

$(2x+3)(5x-8)$
$=10x^2-16x+15x-24$
$=10x^2-x-24$

Grid Method

$(2x+3)(5x-8)$

	2x	+ 3
5x	10x²	+ 15x
- 8	- 16x	- 24

$10x^2+15x-16x-24$
$=10x^2-x-24$

Expanding Brackets

$7(x+2)$

$7x+14$

$5a(b-4)$

$5ab-20a$

Factorising Brackets

$7x+14$

$7(x+2)$

$5ab-20a$

$5a(b-4)$

www.fi-120Bitmathsworksheets.com

Standard Form

Positive Power = Large Number

$$4.3 \times 10^6 = 4\ 300\ 000$$

Negative Power = Small Number

$$2.1 \times 10^{-3} = 0.021$$

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	46
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	27	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Like Terms

$$4x^2 + 2x + 3x^2 = 7x^2 + 2x$$

Like Term

SPARX

tavistockcollege.sparxmaths.uk/student

Username:

1. Write the bookwork code.
2. Write the questions, your workings and your answer.
3. Check and correct your answer using a different coloured pen.
4. <u>If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correct</u>

Together: We Care, We Challenge, We Excel

REFLECTION

Use this diagram to record your scores and reflect on your learning this term.

I think I need to work on:

Perimeter Area and Volume → R A G

Formulae → R A G

Algebra Revision → R A G

Indices and Standard Form → R A G

Number and calculations → R A G

Block Test scores before/after

Year 9

R	A	G
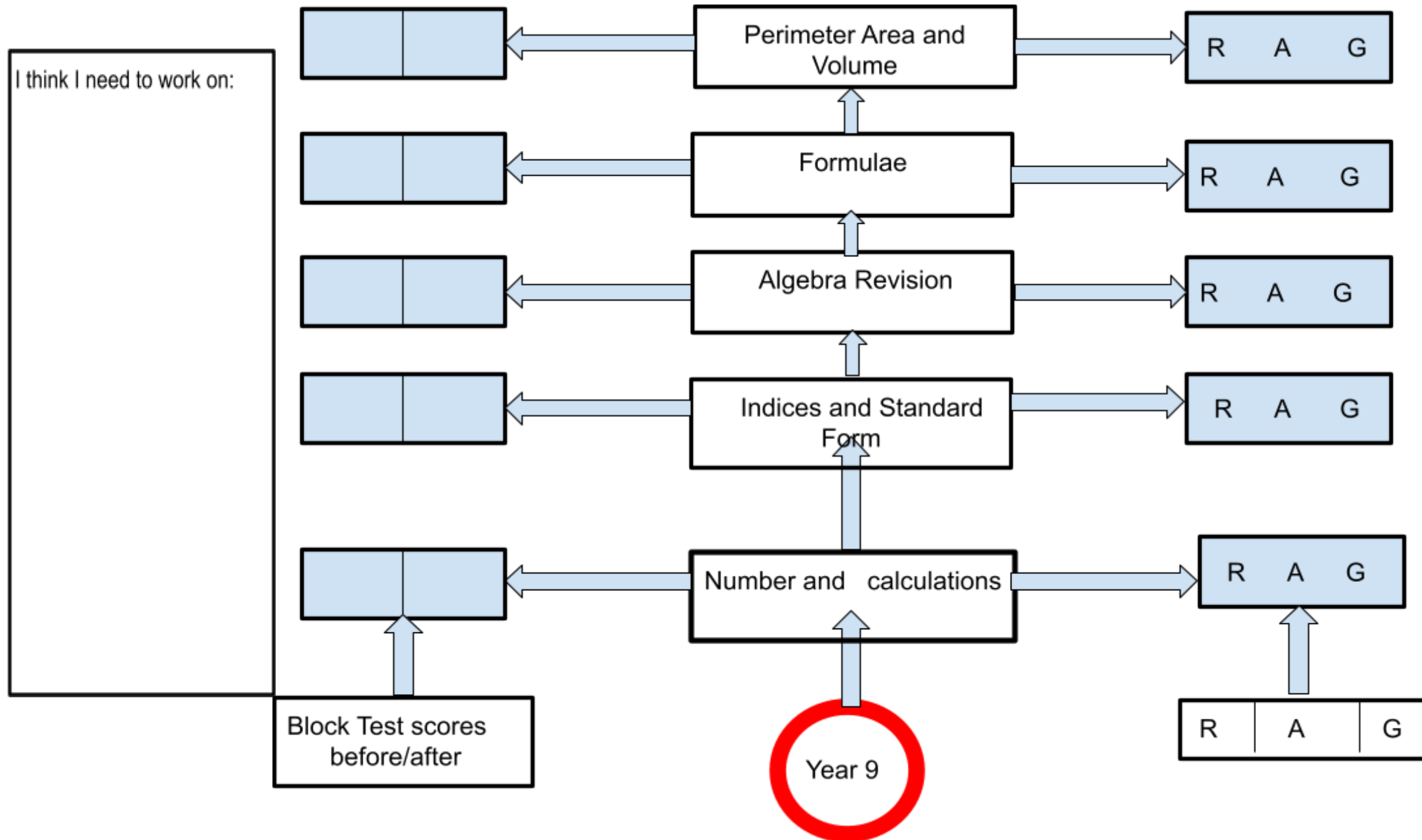
Big Question: Où habites-tu?

End point task: Written task about where you live, what there is to do in your area and your opinion.

Did you know?

- French is spoken by over 300 million Francophones (aka French speakers) all over the world on 5 continents. The most populous country where French is the official language is the Democratic Republic of the Congo in Africa, followed by France and Canada.
- The Lille Braderie is a braderie, or annual street market, that takes place on the weekend of the first Sunday of September in Lille, France, in the northern Hauts-de-France region. People eat something called 'un welsh', a speciality dish in the North of France made of melted cheddar, ham, bread and beer, all topped with an egg and served with fries. They also drink lots of beer! It dates back to the 12th century, welcoming nearly three million visitors each year.
- French Is The 6th Most Spoken Language In The World
  With nearly 80 million native speakers and over 274 million speakers worldwide, French is one of the most popular languages in the world. In fact, French is an official language of 29 countries and is the sixth most spoken language in the world.

A pile of mussels at the Lille Braderie

'Le welsh'

Where is this learning going?

You will learn how to:
- Say where you live
- Say where your town, neighbourhood and home are located

Grammar: il (n')y a (pas)- how to say there is/are and how to make it negative

Key sentence patterns:
- J'habite à+ location
- J'aime car + c'est + adjective
- J'aime car + il (n') y a (pas) + noun phrase
- J'aime + on (ne) peut (pas)+ infinitive

End point task

Write a short description of yourself (approx 50 words) in Spanish. You must write something about each bullet point. Mention:
- where you live
- where it is located
- what there is/isn't in your town
- what there is to do
- your opinion

Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:
- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:
- A Spy
- A translator or interpreter
- A CEO
- An influencer
- A teacher, and many more!

Useful weblinks:

https://uk.language-gym.com   https://www.languagesonline.org.uk/Hotpotatoes   https://quizlet.com

Together: We Care, We Challenge, We Excel

Assessment point	
Writing *Exemplar*	**J'habite à Tavistock, dans le sud-ouest de l'Angleterre. Dans le centre, il y a un grand parc et nous avons beaucoup de restaurants et de cafés. Cependant, près de chez moi, il n'y a pas beaucoup à faire pour les jeunes et nous n'avons pas de centre sportif. J'aime mon quartier car il est propre et on peut se promener. (60 words)**
Speaking *(you will answer these)*	==**Où habites-tu?**== ==**Décris ta ville / ton quartier**== ==**Quelle est la meilleure chose dans ta ville?**== ==**Quelle est la pire chose de ta ville?**==
Reading *Example*	<u>**Answer questions about a text like:**</u> Je m'appelle Camille. J'habite à Bordeaux, mais je suis de Marseille. Bordeaux se trouve dans le sud-ouest de la France. J'habite dans une petite rue au bord de la mer, c'est tellement beau! Près de chez moi il y a beaucoup de choses à faire parce que nous avons plein de restaurants et un cinéma. On peut aussi aller à la plage et faire du surf- j'adore surfer avec mes amis! En général, j'aime mon quartier parce qu'il est sûr et nous avons un grand parc. Cependant, ce que je n'aime pas dans mon quartier c'est qu'il y a beaucoup de bruit et de circulation.
Reading aloud *(You will have to read these aloud)*	**J'habite à Londres, c'est dans le sud-est de l'Angleterre** **Près de chez moi, il y a beaucoup de restaurants** **Aussi, il y a un grand parc mais il n'y a pas de cinéma** **Dans ma ville il y a beaucoup de choses à faire** **Dans le centre, nous avons beaucoup de bâtiments anciens** **Cependant, dans mon quartier il n'y a pas beaucoup à faire pour les jeunes** **Dans ma rue, nous n'avons pas de magasins**
Translation *(These will be in retrieval starters and vocab tests)*	I live in Paris. and it is in the north of France. Near my house there is a big park and a pedestrian street. There isn't a cinema but there are many things to do. We have a sports centre but there aren't many things to see We don't have many shops but there are many restaurants	I like my neighbourhood because it is safe and there isn't a lot of pollution. I don't like my neighbourhood because it is dirty. There is a lot of noise and one cannot eat well. I like my neighbourhood because one can do sport. I don't like my neighbourhood because one cannot go for a walk

Together: We Care, We Challenge, We Excel

Saying where I live

J'habite à [I live in] Nous habitons à [We live in]	Berlin Cardiff Dublin Édimbourg Londres Madrid Nice Paris Rome	C'est dans [It is in]	le centre de le nord de l'est de le sud de l'ouest de le nord-ouest de le sud-est de	l'Allemagne l'Australie l'Écosse l'Espagne la France du Pays de Galles l'Angleterre l'Irlande l'Italie

Près de chez moi [Near my house] Dans ma ville [In my city] Dans le centre [In the centre] Dans mon quartier [In my neighbourhood] Dans ma rue [In my street]	il y a [there is/are] il n'y a pas (de) [there isn't/ aren't]	un aquarium [an aquarium] beaucoup de jeunes [lots of young people] des cafés [cafés] un centre commercial [a mall] des restaurants [restaurants] une rue piétonne [a pedestrian street]	un centre sportif [a sports centre] un cinéma [a cinema] un club de jeunes [a youth club] un grand parc [a big park] un jardin botanique [a botanical garden]
	nous avons [we have] nous n'avons pas [we do not have]	beaucoup à faire pour les jeunes [a lot to do for young people] beaucoup de choses à faire [many things to do] beaucoup de choses à voir [many things to see]	
		beaucoup de/d' plein de/d' [a lot of/many]	jolies rues [beautiful streets] installations sportives [sports facilities] magasins [shops] restaurants [restaurants] vieux bâtiments [old buildings]

J'aime mon quartier car [I like my neighbourhood because] Je n'aime pas mon quartier car [I don't like my neighbourhood because]	c'est [it is]	dangereux [dangerous] sûr [safe]
	il est [it is]	bien/mal tenu [well/badly kept] propre [clean] sale [dirty]
	il (n') y a (pas) [there is -not-]	beaucoup de bruit [a lot of noise] beaucoup de circulation [a lot of traffic] beaucoup de pollution [a lot of pollution]
	on (ne) peut (pas) [one can -not-]	bien manger [eat well] faire du sport [do sport] se promener [go for a walk]

Together: We Care, We Challenge, We Excel

Big Question: ¿Dónde vives?

End point task: Written task about where you live, what there is to do in your area and your opinion.

Did you know?

- Flamenco Biennial: This is a flamenco festival that takes place every two years in September and October in Seville or Málaga. It is one of the most important flamenco events in the world and it showcases the best artists and performers of this art form. The festival includes concerts, workshops, exhibitions and competitions.
- Stomp Festival: This is a grape stomping festival that takes place on September 18th in Laguardia, in the province of Álava. It celebrates the grape harvest and the wine culture of Rioja Alavesa, a sub-region of La Rioja. The festival involves stomping grapes with bare feet in large wooden tubs and collecting the juice in jugs. It also includes music, dancing and lots of food.
- October 12th is Spain's National Day, also known as Dia de Nacionalidad Española, is celebrated on October 12th. This date commemorates the discovery of America by Christopher Columbus in 1492. It is a public holiday in Spain and many Spanish-speaking countries. The first recorded celebration of this day took place in Madrid in 1788.

Where is this learning going?

You will learn how to:
- Say where you live
- Say where your town, neighbourhood and home are located
- Say what is/isn't in your town
- Say what there is to do
- Give your opinion

Key sentence patterns:
- Vivo en + location
- Me gusta porque + (no) es/está + adjective
- Me gusta porque + (no) hay + noun phrase
- Me gusta porque + (no) se puede + infinitive

Grammar: "ser" vs "estar" - they both mean **"to be"** but are used for different things

End point task

Write a short description about where you live (approx 50 words) in Spanish. You must write something about each bullet point. Mention:
- where you live
- where it is located
- what there is/isn't in your town
- what there is to do
- your opinion

Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:
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Useful weblinks:

https://uk.language-gym.com   https://www.languagesonline.org.uk/Hotpotatoes   https://quizlet.com

Together: We Care, We Challenge, We Excel

Assessment point	
Writing *Exemplar*	Vivo en Tavistock. Está en el suroeste de Inglaterra. En el centro hay un parque grande y tenemos muchos restaurantes y cafeterías. Sin embargo, cerca de mi casa no hay mucho que hacer para los jóvenes. No hay muchas tiendas y no tenemos un polideportivo. Me gusta mi barrio porque es seguro y está limpio y se puede pasear. (59 words)
Speaking *(you will answer these)*	**¿Dónde vives?** **Describe tu ciudad / pueblo** **¿Qué es lo mejor de tu pueblo?** **¿Qué es lo peor de tu pueblo?**
Reading *Example*	<u>Answer questions about a text like:</u> Me llamo Marta. Vivo en Barcelona, pero soy de Alcalá de Henares. Barcelona está situada en el noreste de España . Vivo en un barrio muy bonito, en el centro de la ciudad. En mi barrio hay muchísimos edificios históricos, pero no hay muchas instalaciones deportivas. Sin embargo, hay mucho que hacer para los jóvenes ¡Mi barrio es más animado! Hay muchos bares y restaurantes. También hay muchas tiendas buenas. Por lo general, la gente de mi barrio es muy simpática. Lo que no me gusta es que hay demasiados turistas, así que (therefore) hay mucho ruido.
Reading aloud *(You will have to read these aloud)*	Vivo en Londres, está en el sureste de Inglaterra. Cerca de mi casa hay muchos restaurantes. También hay un parque grande pero no hay un cine. En mi ciudad hay muchas cosas que hacer. En el centro tenemos muchos edificios antiguos. Sin embargo, en mi barrio no hay mucho que hacer para los jóvenes. En mi calle no tenemos muchas tiendas.
Translation *(These will be in retrieval starters and vocab tests)*	I live in Madrid. It is in the centre of Spain. There is a big park. There isn't a cinema. We have a sports centre. We don't have many shops.	I like my neighbourhood because it is safe. I don't like my neighbourhood because it is dirty. I like my neighbourhood because there isn't a lot of pollution. I don't like my neighbourhood because there is a lot of noise. I like my neighbourhood because you can do sport. I don't like my neighbourhood because you cannot go for a walk.

Together: We Care, We Challenge, We Excel

Saying where I live

	Berlín Cardiff Dublín Edimburgo			Alemania - Germany Australia
Vivo en... I live in... **Vivimos en...** We live in...	Londres Madrid Niza París Roma	**Está en...** It is in...	**el centro de...** the centre of... **el norte de...** the north of... **el este de...** the east of... **el sur de...** the south of... **el oeste de...** the west of... **el noreste de...** the northeast of **el noroeste de...** the northwest of **el sureste de...** the southeast of **el suroeste de...** the southwest of	Canadá Escocia España Francia Gales Inglaterra Irlanda Italia

Cerca de mi casa... Near my house... **En mi ciudad...** In my city... **En el centro...** In the centre... **En mi barrio...** In my neighbourhood... **mi calle...** In my street...	**hay...** there is/are **no hay...** there isn't...	**cafeterías** - cafes **restaurantes** - restaurants **muchos jóvenes** - lots of young people **una calle peatonal** - a pedestrian street **un acuario** - an aquarium **un centro comercial** - a shopping centre	**un cine** - a cinema **un club juvenil** - a youth club **un parque grande** - a big park **un polideportivo** - a sports centre **un jardín botánico** - a botanical garden
		muchas cosas que hacer - lots of things to do **muchas cosas que ver** - lots of things to see **mucho que hacer para los jóvenes** - a lot to do for young people	
	tenemos... we have... **no tenemos...** we don't have...	**muchas** - many (feminine plural)	**calles bonitas** - pretty streets **instalaciones deportivas** - sports facilities **tiendas** - shops
		muchos - many (masculine plural)	**edificios antiguos** - old buildings **restaurantes** - restaurants

(No) me gusta mi barrio porque I don't like my neighbourhood because	**es** - it is (permanent/description)	**peligroso** - dangerous **seguro** - safe
	está - it is (temporary/location)	**limpio** - clean **sucio** - dirty **bien cuidado** - well kept **mal cuidado** - badly kept
	(no) hay - there is not	**mucha contaminación** - a lot of pollution **mucho ruido** - a lot of noise **mucho tráfico** - a lot of traffic
	(no) se puede - you/one cannot	**comer bien** - eat well **hacer deporte** - do sport **pasear** - go for a walk

English	Spanish
Where do you live?	¿Dónde vives?
In what part of Spain/England is your city?	¿En qué parte de España/Inglaterra está tu ciudad?
What is there for young people in your city?	¿Qué hay para los jóvenes en tu ciudad?
What tourist places are there in your city?	¿Qué sitios turísticos hay en tu ciudad?
Describe your town/city	Describa su ciudad
Describe your village (very small town)	Describa su pueblo
Do you like your neighbourhood? Why? Why not?	¿Te gusta tu barrio? ¿Por qué? ¿Por qué no?
What is the best thing about your town/city?	¿Qué es lo mejor de tu ciudad?
What is the worst thing about your town/city?	¿Qué es lo peor de tu ciudad?
What are the shops like in your neighbourhood?	¿Cómo son las tiendas en tu barrio?
Do you have a favourite shop? Which is it?	¿Tienes una tienda favorita? ¿Cuál es?
What are the people like in your neighbourhood?	¿Cómo es la gente de tu barrio?

además	como	dado que	o	pero	por eso	por lo tanto	porque	sin embargo	y	ya que
furthermore	as, since	given that	or	but	for that reason	therefore	because	however	and	since/ seeing that

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Physical Education   **YEAR:** 9   **TERM:**   **AUTUMN**   1

The PE bare essentials are divided into the team and individual activities to match the Year 9 PE curriculum mapping. As each PE group will follow these activities in rotations at different times the focus of the bare essentials should be on the activity areas being followed in that specific term. As a result the activities in the PE bare essentials will be replicated in the Autumn and Spring term.

Big Question: How can I contribute to a successful football and basketball team?

End point task: Devise, carry out and adapt a wide range of strategies, tactics and ideas through competitive situations to outwit opponents.

Did you know?

Football
Football is the most popular sport in the world. It was invented in China around 476 B.C. More than 3.5 billion people watch the FIFA World Cup.

A football game is 90 minutes + stoppage time. The fastest goal ever scored took only 2.4 seconds. Only 8 countries have won the World Cup. Football Club is on a Thursday after-school

Basketball
- Basketball is a team sport in which two teams, usually consisting of five players compete
- Michael Jordan holds the record for the most points scored in a single NBA playoffs game
- James Naismith invented basketball.
- The BBL (British Basketball League) consists of 10 teams - including Plymouth City Patriots
- A basketball game has 4 quarters - each lasting 12 minutes
- Club is on a Tuesday after-school

Where is this learning coming from?

- Building upon your knowledge and understanding from year 7.
- Year 7 and 8 was an introductory to these sports at secondary school level where you may have even gone onto represent the school in fixtures. In year 9 we aim to refine technique of passing, shooting, and dribbling further whilst looking at tactical knowledge and strategy used in order to outwit an opponent, further.
- Basic knowledge and understanding of specific techniques and skills
- Basic knowledge and understanding of rules and regulations within the sport
- Basic knowledge and understanding of tactical and strategic plays within the sport.

Where is this learning going?

- Answer the end point task
- Understand the rules around these games of football and handball.
- Develop skills to be able to play in and understand the rules of a game situation.
- Perform at extra-curricular clubs and link to community clubs.
- Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics.
- Develop an understanding of the importance of an active and healthy lifestyle.
- Developing leadership skills and opportunities in KS4.

What will you know as a result of this?

- Warm up a small group ready for a game.
- Pass the ball correctly, to someone in space
- Understand how to beat an opponent in a 1 v 1 scenario.
- To transition between defence and attack
- How to provide feedback to another student based on their performance within a game, relating to their attacking and defending.
- Describe the strengths and weaknesses in their own and others' performance
- Different tactical strategies depending aiming to outwit and opponent

Career links:

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist

Useful weblinks:

https://www.thefa.com/
https://www.fourfourtwo.com/
https://www.bbc.co.uk/sport/football
https://www.bbl.org.uk/
https://www.basketballengland.co.uk/
https://www.tavistock-today.co.uk/news/teenagers-call-for-new-court-to-play-basketball-549002
https://www.plymouthcitypatriots.com/

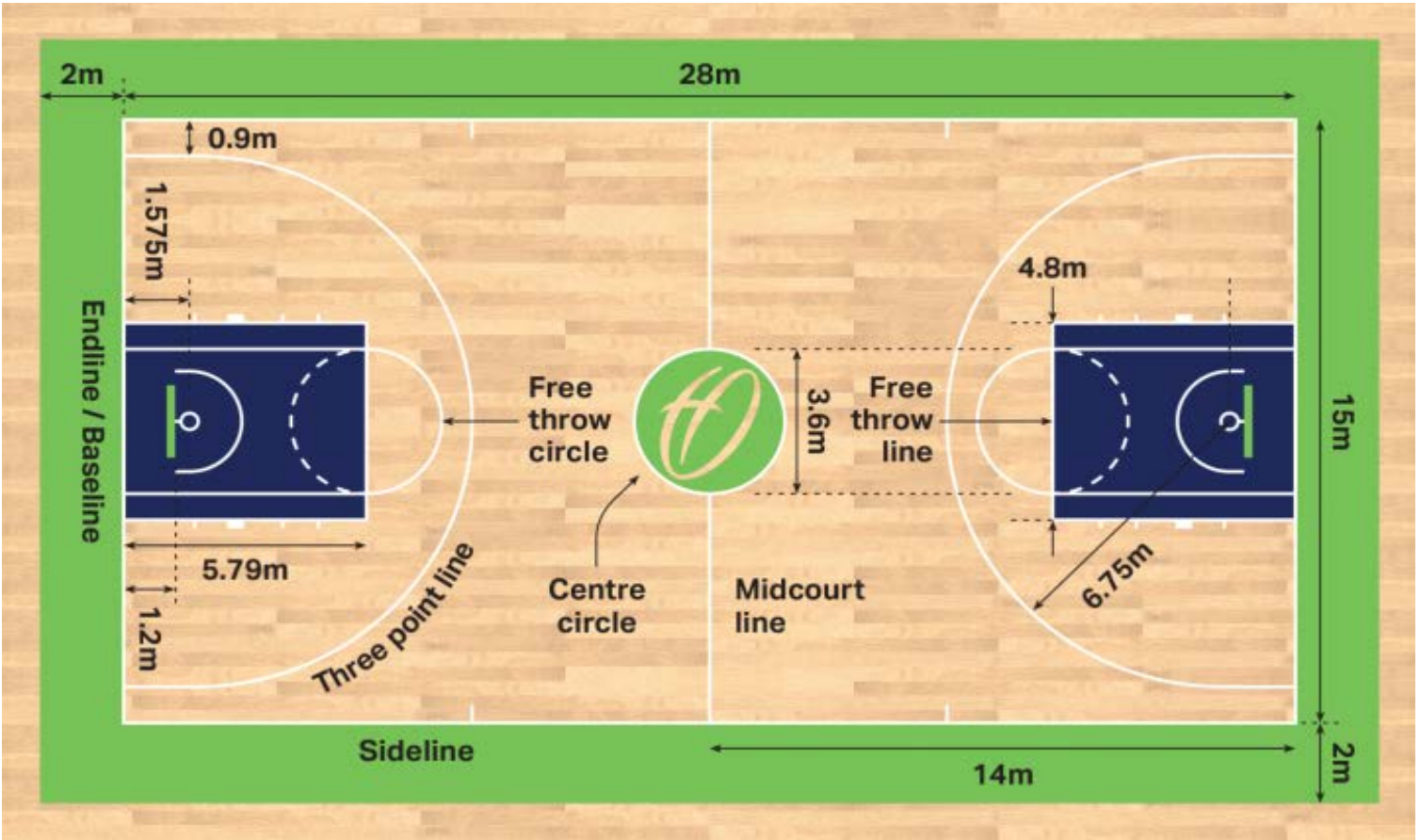**Together: We Care, We Challenge, We Excel**

Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. **Football: Passing the ball**: <mark>Pass the ball with variation,</mark> correct weight and accuracy. Understand the need to vary the weight and direction of a pass	Changing speed Watching the ball Follow through Direction Speed Accuracy Possession Body behind the ball Cushion the ball. Decision making Power Attacking principle Starts Restarts Set plays Team strategy Passing Shooting Goalkeeper Defence
2. **Football: Dribbling/moving with the ball:** <mark>Run at an opponent one on one</mark> and move past on the chosen side whilst in possession. Know that different parts of the foot can be used when dribbling	
3. **Football : Control/receiving the ball:** <mark>Control the ball</mark> using a variety of methods when under pressure in a game context	
4. **Football : Shooting**: <mark>Shoot with accuracy</mark> over different distances.	
5. **Football: Tackling, jockeying, closing down and marking:** Delay an opponent's attack in a two vs one situation	
6. **Football: Positional and tactical play:** Employ attacking tactics to create scoring opportunities in a game situation Employ defensive tactics to create scoring opportunities in a game situation	
1. **Basketball: Passing the ball:** Recap different types of basic passing. <mark>Pass the ball with variation</mark>, correct weight and accuracy. Receive and control the ball using a variety of methods when under pressure in a game context	Accuracy Possession Body position shielding Decision making Power Offence principle Defence principle Tip Off Restarts Free throw Set plays Team strategy Passing Shooting
2. **Basketball: dribbling/moving with the ball:** To be able to <mark>beat an opponent one on one.</mark> Run at an opponent one on one and move past on the chosen side whilst in possession	
3. **Basketball: attacking play - receiving the ball to create space:** To be <mark>able to receive the ball under control and pass it accurately</mark> and quickly To employ offensive/attacking tactics to create scoring opportunities in a game situation	
4. **Shooting: develop shooting with accuracy:** To be able to <mark>shoot with accuracy</mark> from two point towards the 3 point line - <mark>24 seconds from gaining possession</mark> of the ball to shoot at the basket. To employ attacking tactics to create scoring opportunities in a game situation	
5. **Developing defensive play:** To be able to <mark>delay an opponent's attack in a two vs one situation</mark>. To improve the consistency, quality and use of defensive principles in games.	
6. **Positional and tactical play:** To <mark>know the 24 second rule and rear court violation rules.</mark> To organise as a team and select and apply strategies consistently and effectively. To adapt strategies and tactics used in one game and apply them to a different one.	

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Football Pitch Markings
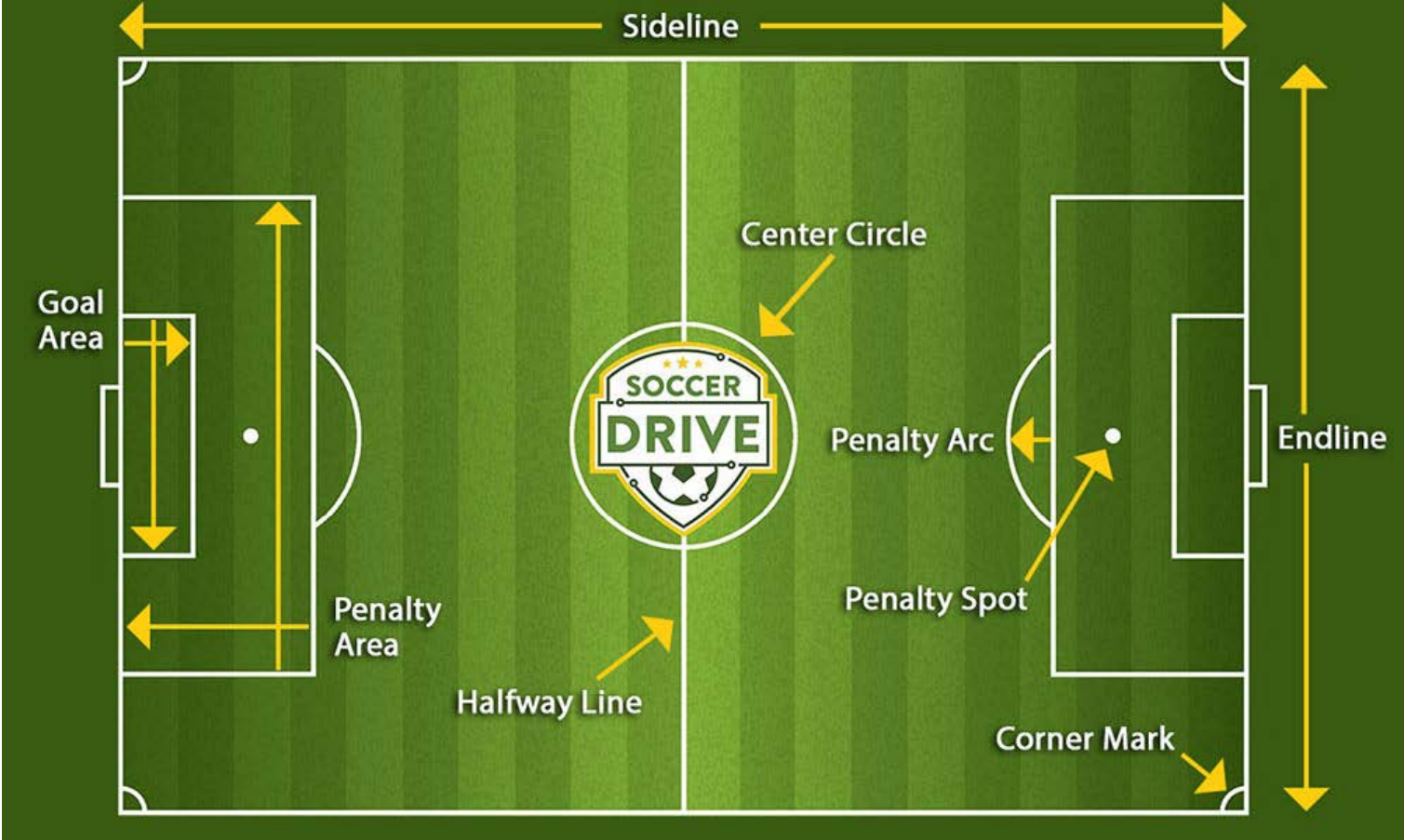
Basketball court Markings

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MOTIVATION AND PERSONALITY

Motivation is a combination of the performer's determination and enthusiasm to achieve their goals and the outside factors which affect them. Motivation can take two forms - **intrinsic and extrinsic**

Intrinsic motivation – where something is done for the enjoyment and good feelings. This is seen as the best type of motivation as you are more likely to continue participating and try hard. Not reliant on anything or anyone.

Extrinsic – gathered through rewards from other people or sources. Can be tangible (where you can touch it) or intangible (can't touch it). Less likely to maintain motivation with this type as it is less likely to heighten enjoyment and you may become reliant on the rewards.
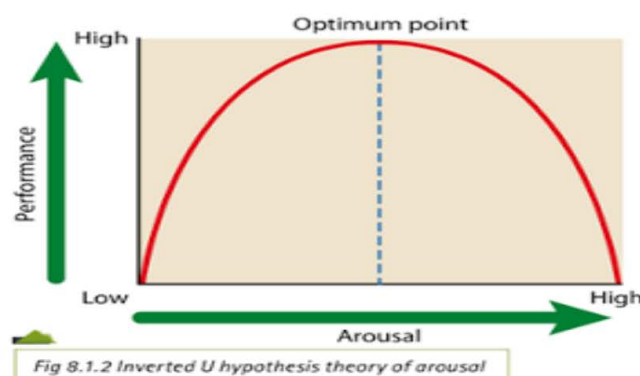
Personality type - Extroverts
- Sociable individuals and prefer team sports.
- Like fast pace sports that consist of gross skills and low concentration.
- E.g. Rugby and football.

Personality type - Introverts
- Like being on their own and participate in individual sports.
- Tend to be shy and quiet.
- Like sports that use fine skills, high concentration and low arousal.
- E.g. snooker or archery

MENTAL PREPARATION

Arousal: a physical and mental (physiological and psychological) state of alertness/readiness.

Fig 8.1.2 Inverted U hypothesis theory of arousal

The inverted U theory describes the relationship between arousal and performance. This theory states the there is an optimum point or arousal where the athlete will perform at their best. As arousal increases so does performance until after this point where arousal then has a negative impact on performance.

Methods to control arousal: Deep breathing – Helps to slow heart rate, increase the supply of oxygen to the brain, limiting the impact of arousal.

Methods to control arousal: Positive self talk – developing positive thoughts about your performance.

Methods to control arousal: Imagery is a mental or psychological technique in which the performer imagines or visualises themselves being successful in their performance.

Methods to control arousal: Mental rehearsal - helps a performer to relax and focus by rehearsing a successful performance in your mind before doing it

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BARE ESSENTIALS

SUBJECT: Physical Education   **YEAR:** 9   **TERM:** Autumn

Big Question:

Leadership - What makes an effective sports leader?

Fitness training - Sportspeople <mark>improve their performance through training.</mark> What training methods can they use as part of an effective training programme?

End point task:

Leadership : Show initiative in responding to tasks and recognise alternative approaches,understanding how to improve their performance

Fitness training: Plan how to improve different aspects of performance by developing fitness through types of training.

Did you know?

- <mark>Exercising</mark> regularly <mark>improves brain</mark> performance.
- Working out sharpens your memory.
- The <mark>heart is the strongest muscle in the body.</mark>
- Sign language is the 4th most used language in the UK with 125,000 using sign language
- Working as part of a team helps boost confidence and belief.

Where is this learning coming from?

- Building upon your knowledge and understanding from year 8.
- Year 8 was an introductory to these sports at secondary school level where you may have even gone onto represent the school in fixtures. In year 9 we aim to refine technique of passing, shooting, and dribbling further whilst looking at tactical knowledge and strategy used in order to outwit an opponent, further.
- Basic knowledge and understanding of specific techniques and skills
- Basic knowledge and understanding of rules and regulations within the sport
- Basic knowledge and understanding of tactical and strategic plays within the sport.

Where is this learning going?

- Answer the end point task
- Understand how to work effectively with other students to achieve a shared goal.
- Develop skills to be able to work within teams to overcome a given problem.
- Perform at extra-curricular clubs and link to community clubs.
- Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics.
- Develop an understanding of the importance of an active and healthy lifestyle.
- Developing leadership skills and opportunities in KS4.

What will you know as a result of this?

- Skills and qualities of a leader
- Different types of communication
- Different ways to organise groups/events.
- Identify different types of training methods
- How these training methods are used
- Which components of fitness are benefited by using these training methods.
- Which activities/sports people would use these types of training.

Career links:

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist
- Outdoor activity leader

Useful weblinks:

https://www.health.harvard.edu/healthbeat/10-tips-for-exercising-safely - 10 top tips for exercising safely and effectively
https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/fitness-training/art-20044792 - elements of a well rounded exercise routine
https://blog.peoffice.co.uk/working-team-building-trust/#:~:text=When%20putting%20your%20students%20into,you%20in%20a%20better%20light. - working in a team

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Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Leadership **Communication (speaking/listening/verbal/non-verbal) -** *the ability to* ==communicate and share ideas== *with others through language or body language and gestures.* *Verbal and non verbal communication.*	*Leadership* ● **Communication** - *The base of all we do within PE, The ability to communicate will impact on the performance when working within a team.* ● **Respect** - *creates trust and an effective environment. Respectfulness can be shown in many different ways, but it often starts with simply* <u>being a good listener</u> *who truly seeks to understand the perspectives of others* ● **Confidence** - *Confidence is a state of being clear-headed: either that a hypothesis or prediction is correct, or that a chosen course of action is the best or most effective* ● **Problem solving** - *Problem solving is the process of achieving a goal by overcoming obstacles* ● **Leadership** - *To take on the role of a leader with small tasks. Using different leadership styles to best support and act as a role model for other students to follow.*
Organisation *How as a leader can you organise - equipment, groups, events and tournament structures.*	
Skills and qualities *An effective leader will* ==use different skills and possess different qualities== *- confidence, appearance, resilience, organisation, communication, respect and fairness.*	
Leadership *- The ability to* ==lead by example== *for others to follow, The ability to support a team taking on a role of responsibility.*	
Training methods - **Continuous training** What is continuous training? Who would use ==continuous training - endurance athletes - marathon runners, long distance cyclists, swimmers.==	*Training methods* ● **Continuous training** - *Training that involves activity without rest intervals* ● **Fartlek training** - *Fartlek training is 'training which varies in intensity and duration and consists of bursts of intense effort alternating with less strenuous activity'.* ● **Interval training** - *Interval training is 'training that incorporates periods of exercise and rest'* ● **Weight training** - *also known as resistance or strength training. It involves moving parts of your body against some kind of resistance* ● **Plyometric training** - *are exercises in which muscles exert maximum force in short intervals of time, with the goal of increasing power.* ● **Flexibility** - *Training that is the gradual stretch of a muscle.*
Fartlek training - *What is fartlek training?* *Can you describe how fartlek training can improve an athlete's performance .* *Who would use* ==fartlek training - games players - footballers, netballers, basketballers etc.==	
Interval training What is interval training? Who would use ==interval training - high intensity athletes - sprinters.== To understand how each exercise is affecting the body	*Personal development/character values* ● **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development* ● **Respect** - *Show respect to your opposition regardless of whether they are stronger or weaker. Show respect to the officials.* ● **Resilience** - *Face new challenges in a positive way.* *Avoid blaming others for any disappointments and set-backs.* *Never give up, even when the hope of winning seems impossible.* ● **Integrity** - *Be true to your own values and give your best effort.* ● **Motivation** - *Motivate others in your team who are less confident.* *Rehearse successful techniques until they are perfect.* *Recognise the use of praise to encourage players.*
Weight training - What is weight training? Who would use ==weight training - strength/power athletes - weightlifters.== Understand how to work different parts of the body in order to strengthen for different sports.	
Plyometric training - What is plyometric training? Who would use ==plyometric training - power athletes - high jumpers, basketballers== How does plyometric training aid the performance of athletes?	
Flexibility training What is plyometric training? Who would use ==flexibility training - gymnasts.== How does stretching and flexibility training improve your performance?	

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MENTAL PREPARATION

Arousal: a physical and mental (physiological and psychological) state of alertness/readiness.

High
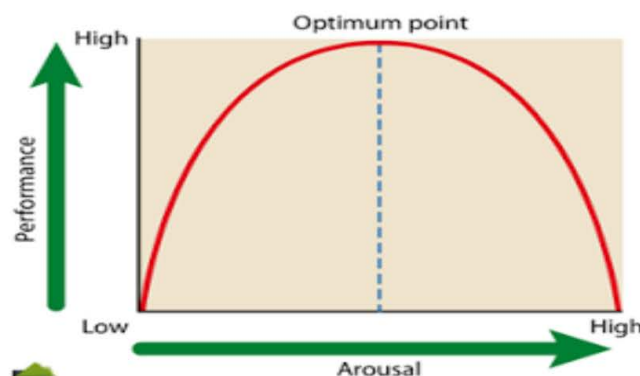Optimum point
Performance
Low
High
Arousal

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End point task:

Information - Tara and Shelly added 100g masses to a spring and measured how much it extended each time a 100g mass was added. They used a ruler to measure this. They took seven measurements between 100g and 700g. Then Tara plotted the graph below.
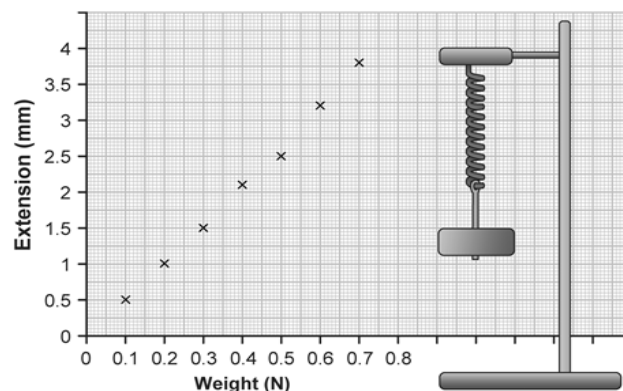
Think about -
- What conclusion can be made from the evidence that Tara and Shelly have collected?
- How reliable is their evidence?
- What could they do to improve their evidence?

Task - Describe the pattern from Tara and Shelly's results.
          Make a conclusion and try to explain it.
          Describe what Tara and Shelly could do to improve their investigation.

Did you know?

- Philosophers, such as Plato, believed that all knowledge could be obtained through pure reasoning, and that there was no need to actually go out and measure anything
- Aristotle, regarded as the father of science, realised the importance of empirical measurement.
- Simple questions often lead to big discoveries. For example, Sir Isaac Newton asked, "Why do things that go up always come down?". His investigations resulted in the discovery of gravity.

Where is this learning coming from?	Where is this learning going?
Science KS2, Years 5 and 6 - Working Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.	**Science, KS3, Year 8 - Working Scientifically** Analysis and evaluation - apply mathematical concepts and calculate results - present observations and data using appropriate methods, including tables and graphs - identifying patterns and draw conclusions - explain data in relation to predictions and hypotheses - identify sources of random and systematic error - identify further questions arising from their results

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Useful weblinks:

BBC Bitesize KS3 working scientifically https://www.bbc.co.uk/bitesize/topics/zb8fn9q

YouTube - The scientific method https://www.youtube.com/watch?v=UdQreBq6MOY

History of Scientific method https://explorable.com/history-of-the-scientific-method

Kerboodle KS3 working scientifically
https://www.kerboodle.com/app/courses/42266/modules/Lessons/content/

Planning a practical KS3 Science - https://www.youtube.com/watch?v=oPVoLcuaVlo

Summer Science experiments - https://www.twinkl.co.uk/resource/summer-science-experiments-t-par-683

Amazing Science Experiments to do at home - .https://www.youtube.com/watch?v=6tW4975As48

What will you know as a result of this?	Career links:
You will be able to: ● State some questions that can be investigated and name some types of enquiry questions. ● Identify independent, dependent, and control variables. ● Suggest ways to investigate different types of enquiry questions. ● State what should be included in the plan for an investigation. ● Identify different types of variable and experimental errors. ● Describe a risk assessment and write a detailed plan for a hypothetical investigation. ● Describe how to make and record observations and measurements. ● Explain the choice of graph or chart for different types of data, and plot them. ● List what should be included in a conclusion. ● Find a pattern in data using a graph or chart, and draw a line of best fit on a line graph. ● Analyse data from an investigation to draw up a detailed conclusion, describe relationships, and suggest alternative explanations where appropriate. Suggest one improvement to an investigation. ● Describe the stages in evaluating the data. ● Compare and contrast data, suggesting reasons why the data may be different. ● Explain ways of improving data in a practical investigation.	Medicine Pulmonologist Doctor Nutritionist Pharmacology Pharmacist Physiotherapist Forensic scientist Biotechnologist

Glossary of key terminology

How are you going to use this? A quiz, flashcards, a concept map?

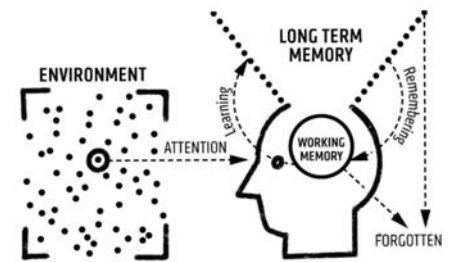| Key word	Definition
bar chart/column graph	A graph or chart that displays the values of categories.
Categoric	A variable that has values that are words.
Conclusion	What you write down to say what you have found out during an investigation.
continuous (variable)	Has values that can be any number.
control measure	An action taken to remove the hazard or to reduce the exposure to it.
control variable	One that remains unchanged or is held constant to stop it affecting the dependent variable.
Correlation	A relationship between variables where one increases or decreases as the other increases.
Data	Words or numbers that you obtain when you make observations or measurements.
dependent variable	What you measure or observe in an investigation when you change the independent variable.
discontinuous (variable)	Has values that are words or discrete numbers.
Discrete	A variable that can only have whole-number values.
Evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
Evidence	Information (measurements, observations, facts, or conclusions) that scientists use to develop or check theories, or evaluate claims.
experimental error	Variations in measurements, owing to the method, measurement techniques, or the instrument.
fair test (enquiry)	An experiment to find out how one variable affects another, while all other variables are kept constant.

Hazard	A situation that presents a threat to people.
Hypothesis	An explanation you can test that includes a reason and a 'science idea'.
independent variable	What you change in an investigation to see how it affects the dependent variable.
Interval	The gap between the values of the independent variable.
Investigation	An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.
line graph	A graph that shows the relationship between two continuous variables.
line of best fit	A straight or curved line drawn to show the pattern of data points that travels through or very close to as many of the points plotted as possible.
linear relationship	When two variables are graphed and show a straight line that goes through the origin, and they can be called directly proportional.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Observation	Information gathered by your senses.
Outlier	A piece of data that does not fit the pattern.
pie chart	A chart that shows the proportions or percentages that make up a whole.
Plan	A description of how you will use equipment to collect valid data to answer a scientific question.
Precise	This describes a set of repeat measurements that are close together.
Prediction	A statement that says what you think will happen in an experiment.
random error	Occurs when the same quantity is measured and inconsistent values obtained.
Range	The maximum and minimum values of a variable.
Repeatable	When repeat readings are close together.
Risk	How likely something is to be harmful.
risk assessment	A description of how you will make it less likely that people will be injured, or equipment damaged, and what to do if this happens.
scatter graph	Shows the independent variable vs dependent variable.
scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.
systematic error	Arises from an inaccuracy in the system and gives rise to errors of the same value.
Variable	A factor that can be changed, measured and controlled.

Bare Essentials to remember :

Subject: Science	Topic: **Enquiry Processes**	Year Group: KS3

Knowledge: Graphs

1	Bar chart	A graph or chart that displays the values of categories, used for Discontinuous data
2	Line graph	A graph that shows the relationship between two continuous variables.
3	Scatter graph	Used for Continuous data, to look for a pattern or link between two sets of data.
4	Pie chart	A chart that shows the proportions or percentages that make up a whole..

Knowledge: Risk Assessment

1	Hazard	How the equipment could be dangerous
2	Risk	What the hazard could cause
3	Control measure	What can be done to reduce the likelihood of the Hazard/Risk

Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

Knowledge: Variables

A factor that can be changed, measured and controlled.

1	Independent	What you change in an investigation to see how it affects the dependent variable.
2	Dependent	What you measure or observe in an investigation when you change the independent variable.
3	Control	One that remains unchanged or is held constant to stop it affecting the dependent variable.
4	Continuous	Has values that can be any number.
5	Discontinuous	Has values that are words or discrete numbers.

Knowledge: Accuracy & Precision

1	Accurate	Measurements that are the true value.
2	Precise	This describes a set of repeat measurements that are close together.

low accuracy high precision | high accuracy high precision | high accuracy low precision | low accuracy low precision

Key Vocabulary

1	Categoric	A variable that has values that are words.
2	conclusion	What you write down to say what you have found out during an investigation.
3	correlation	A relationship between variables where one increases or decreases as the other increases.
4	evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
5	hypothesis	An explanation you can test that includes a reason and a 'science idea'.
6	observation enquiry	An experiment to find out about things that change over time.
7	scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.

Knowledge: Mean Average

Used to find the average of multiple sets of data

Step 1	Add all the data points up	8 + 6 + 7 + 5 = 26
2	Divide by how many data points there are	26 / 4 = 6.5

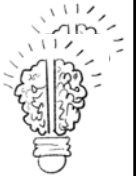**Together: We Care, We Challenge, We Excel**

Your Bare Essentials Reflection

In your own words summarise your learning.

Explain the importance of what you have learnt.

How does this link with other subjects?	What follow up questions will you ask?

Big Question: What is the difference between healthy and unhealthy friendships?

End point task: 'Identifying the characteristics of toxic, harmful friendships is essential for a young person as these friendships can directly impact the decisions you make that can affect your whole future.' Evaluate this statement.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
PSHE aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE is organised in 3 strands - Relationships, Health and Wellbeing and Living in the Wider World. This unit will help pupils to distinguish between healthy and unhealthy friendships, assess risks and manage influences including online. It will also look at the legal and health risks in relation to drug and alcohol use including addiction and dependence.	PSHE at Tavistock College is based around a spiral curriculum so themes will be revisited and built on each year. Throughout Key stage 3 and 4 you will develop the knowledge, skills and attributes you need to manage your lives, now and in the future. These skills and attributes will help you to stay healthy, safe and help to prepare you for life and work in modern Britain.	PSHE will help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,

Topic area	Core knowledge
Anti Social Behaviour: Why do people do it and what are the consequences?	**Keywords** - **Anti-social behaviour,** behaviour likely to cause alarm, harassment, or distress to other people around you. **Legal ramifications,** consequences that involve the law – e.g. getting prosecuted or a criminal record.
How does the law deal with young offenders?	Describing some ways in which young offenders are treated differently to adults and what punishments there are for young offenders. **Keywords** - **Age of criminal responsibility** (the age at which young people can be blamed for their crimes. This is age 10 in the UK).
Identifying and discussing the legal and health risks in relation to drugs including addiction and dependence.	To explore the dangers and effects of taking drugs and to gain knowledge of the classifications that drugs are grouped in. **Keyword** - **Recreational Drugs** (taken on an occasional basis for enjoyment).
What is County Lines and how are young people being exploited?	**Keywords** - **County Lines** (Gangs sending young people from cities into smaller towns and villages in order to sell drugs to the people living in these areas). **Disenchantment (**to be disillusioned, in this case with society, and not feeling like there is no part in it for you and you could never play a successful role). **Trap House (**a base used for drug operations, usually a person's home who has been bribed or threatened into the situation).
What is the difference between healthy and unhealthy friendships?	**End point task - 'Identifying the characteristics of toxic, harmful friendships is essential for a young person as these friendships can directly impact the decisions you make that can affect your whole future.**' Evaluate this statement giving views to support the statement, a different view and your own view. Discuss in your response strategies and techniques you have learned that can help keep you safe.

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Ground rules for discussions in PSHE

Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names..

Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down.

Right to pass: Taking part is important. However, we have the right to pass on a question or an activity and we will not put anyone 'on the spot'.

Make no assumptions: We will not make assumptions about people's values, attitudes, identity or feelings. We will listen to the other person's point of view.

Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive.

Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions to anyone

Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community

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Peer Influence, Substance Misuse and Gangs

There are many different types of relationships, such as family members, friendships, romantic and sexual relationships. Although these relationships are all different, they should all involve mutual respect, trust, honesty, communication and fairness. All of these qualities are interlinked, and it if one is missing, it is difficult for any of the others to be present. For example, if you lie to your parent/carer about where you are going and they find out, you are not being honest, and in turn, they may not trust you. Signs that a relationship is unhealthy could include trying to make you feel like you are not good enough, putting you down in front of others or, in extreme cases, been violent to you.

Peer pressure is defined in the dictionary as "the strong influence of a group, especially of children, on members of that group to behave as someone else does." Examples of peer pressure could include insults, calling a person names and making them feel bad for not doing something, rejection, being left out if you don't do something, and unspoken pressure, wanting to do something because you see your friends doing it. Issues such as cyberbullying are often made worse by peer pressure. Other people may join in, or not report the bullying, in order to fit in. This is called being a bystander – a person who sees something wrong but does not report it and allows it to continue. An upstander is a person who sees online bullying, and reports it.

Possessing and suppling drugs are illegal, but it is estimated that 46,000 young people in the UK are exploited through county lines. This is where city based gangs supply drugs to areas outside the city using dedicated mobile phones. It involves drugs, violence, gangs, criminal and sexual exploitation, modern slavery, and missing persons. People may join gangs for many reasons, such as financial issues, or even just wanting to belong. Cuckooing is the word used to describe drugs being stored or sold from the houses of vulnerable people. Signs that people are being exploited are absence from school, unexplained injuries, unexplained money or goods and being secretive about where they are going.

Sometimes the media can make it appear like lots of young people are carrying knives, however 99% of people aged 10-29 years do not carry a knife. If a person is caught with a knife, even if it is not used, they may face up to 4 years in prison. People who carry a weapon are more likely to be hospitalised with a violence-related injury, and in many cases their own weapon has been used against them. Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught.

Further sources of information and advice.

Source	Description
The NSPCC help@nspcc.org.uk 0808 800 5000	The NSPCC can provide advice and support if you are concerned that you may be in an unhealthy relationship.
Childline https://www.childline.org.uk/ 0800 1111	Childline provides advice and support for young people on a range of issues.
Talk to Frank: https://www.talktofrank.com/drug/alcohol	This website provide an overview of the effects and risks of each drugs, along with information about the legal status of them.
The Hideout http://thehideout.org.uk/	This website is aimed at young people. It provides information about domestic violence and provides support for those experiencing it.
Fearless https://www.fearless.org/en	Fearless provides non-judgemental advice and is anonymous. It is aimed at ages 11 to under 24 years.
#knifefree www.knifefree.co.uk	To find out more about the campaign and for more information on how to live knife free
Victim support www.victimsupport.org.uk	For support for anyone who has been a victim of crime

Key words: Relationships   Bullying   County Lines   Exploitation

Caffeine	Cocaine	Heroin	Cannabis	Crack Cocaine	Amphetamines	Ecstasy
Caffeine is a naturally occurring chemical stimulant called trimethylxanthine. In its pure **form**, **caffeine** is a white crystalline powder that tastes very bitter. **Caffeine** is in tea, coffee, chocolate, many soft drinks, and pain relievers and other over-the-counter medications.	The **hydrochloride** salt is usually in a powdered form by the time it makes it to street dealers and users. The texture is similar to baby powder. In fact, it is so similar that many dealers will cut their coke with baby powder in order to increase their profits. The color can range from a clear white to an off-white, and sometimes even a yellowish color.	In its purest form, heroin is a fine white powder. But more often, it is found to be rose gray, brown or black in color. The coloring comes from additives which have been used to dilute it, which can include sugar, caffeine or other substances. Street heroin is sometimes "cut" with strychnine[1] or other poisons.	Soft black resin, furry green leaves dried to look like herbs or hard brown lumps, cannabis can look very different depending on its type – but it all comes from cannabis plants.	**Crack cocaine** is a purer form of cocaine and looks somewhat like rocks. Most of the time, crack cocaine is off-white in color, but it can have a rosy hue that makes it appear pink.	It's usually an off-white or pinkish powder and can sometimes look like crystals. It's also available in a paste form which is usually white/grey or brown in colour, and can be damp and gritty.	Ecstasy comes in pill or powder form. Ecstasy pills can be white, coloured, round, square or pressed into any shape. Some pills have designs stamped into them, like well known company logos that the pills are then named after. Ecstasy powder looks like white/grey crystals and is called MDMA, mandy or MD.

Alcohol	Inhalants	Tobacco	LSD	Magic Mushrooms	Steroids
While some drinks have more alcohol than others, the type of alcohol in all alcoholic drinks is the same – it's a type of alcohol called ethanol. Alcohol is a colourless, odourless and inflammable fluid.	The term *inhalants* refers to the various substances that people typically take only by inhaling. These substances include solvents (liquids that become gas at room temperature), aerosol sprays; gases; nitrites (prescription medicines for chest pain)	Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products. People can smoke, chew, or sniff tobacco. Smoked tobacco products include cigarettes, cigars, bidis, and kreteks. Some people also smoke loose tobacco in a pipe or hookah (water pipe). Chewed tobacco products include chewing tobacco, snuff, dip, and snus; snuff can also be sniffed.	It is produced in crystal form laboratories, mainly in the United States. These crystals are converted to a liquid for distribution. It is odorless, colorless, and has a slightly bitter taste. LSD is sold on the street in small tablets ("microdots"), capsules or gelatin squares ("window panes"). It is sometimes added to absorbent paper, which is then divided into small squares decorated with designs or cartoon characters ("loony toons"). Occasionally it is sold in liquid form.	Magic mushrooms are often sold raw or dried. In the UK, the most common types are liberty caps (*Psilocybe semilanceata*) and fly agaric (*Amanita muscaria*). Liberty caps look like small tan-coloured mushrooms. Fly agarics look like red and white spotted toadstools	Anabolic steroids come in the form of tablets, capsules, a solution for injection and a cream or gel to rub into the skin. Weightlifters and bodybuilders who use steroids often take doses that are up to 100 times greater than those used to treat medical conditions.

Define: *Drug*

Drugs are chemicals that alter, block, or mimic chemical reactions in the brain. This causes alterations of the body's normal process's causing physical or mental changes.

Define: *Medicine*

A drug or other preparation for the treatment or prevention of disease.

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Big Question: Why do some people believe in God?

End point task: '***There must be an omnipotent God***" evaluate this claim

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Religious Studies contributes to your education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In this unit we explore questions about the existence of God.	This unit will help you to learn to weigh up the value of wisdom from different sources, to develop and express your insights in response and to learn how to agree or disagree respectfully. You will learn to explain your personal beliefs, ideas, values and experiences clearly while respecting the right of others to differ.	The Knowledge and skills that you develop in Religious Studies help you to work in any area in our diverse society. For example: work in the NHS; the civil service; youth and social work, advertising, banking, law, politics, business, the creative industries, the charity sector and NGOs, journalism, and education.

Topic area	Core knowledge	
Does God exist?	**Atheist** - a person who disbelieves or lacks belief in the existence of a god or gods.) **Agnostic**- a person who believes that nothing is known or can be known of the existence or nature of god, **Theist**- a person who believes in the existence of a God or gods - for example a **Christian** or a **Muslim**.	
What if God was one of us?	**Immanent**-being within the limits of possible experience or knowledge **transcendent**- beyond or above the range of normal or physical human experience. **Omniscient** -all-knowing, knows everything, **Omnipotent** - all powerful **omnibenevolent** all kind or all loving, **Omnipresent** -all-present, everywhere	
Did God design the world? (design argument)	**Teleological argument** -design argument for the existence of God-there must be a designer because the world is so beautiful and well designed. **William Paley** (1743-1805) compared the design of the universe to finding a watch. He argued that if you were walking on a moor and found a watch lying on the grass and saw how complicated it was you would have to assume someone made it.	
If we understand what people mean by God, does that mean that he must exist? (the ontological argument)	**Ontological argument**-Argument that tries to "prove" the existence of God by showing that his existence is necessary.	
If everything has a cause does God Exist? (the cosmological argument)	**Cosmological argument**-The cosmological argument is based on observation of everything in the universe having a cause	
How do we know what is true?-Plato's allegory of the cave	**Allegory**-a story, poem, or picture that can be interpreted to reveal a hidden meaning, **Plato**-born 428/427 bce, Athens, Greece—died 348/347, Athens, ancient Greek philosopher, student of Socrates	
Assessment-'***There must be an omnipotent God***" evaluate this claim	Answer the extended writing question bringing in all the information from the previous lessons in this unit.	

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Connectives Tube Map

Use these connectives to add structure to your written evaluations.

success

Sequencing Line
- Next
- Firstly
- Finally
- Hence
- Secondly
- To begin with
- Meanwhile
- Subsequently

Emphasising Line
- Indeed
- In particular
- Especially
- Significantly
- Notably
- Importantly
- Above all

Contrasting Line
- By contrast
- Otherwise
- Alternatively
- Instead of
- However
- And yet
- Whereas
- On the other hand
- But
- Nevertheless
- Conversely
- Another view
- Although

Adding Line
- Moreover
- In addition
- As well as
- Additionally
- On top of that
- Furthermore
- Another
- And
- Also
- Besides
- More importantly

Comparing Line
- As with
- Equally
- Similarly
- As so
- In the same manner
- Like
- Likewise
- In the same way

Examples Line
- For example
- For instance
- As revealed by
- In the case of
- Such as
- Illustrated by
- As shown by
- To be specific

Summarising Line
- Overall
- In short
- To sum up
- In the end
- On the whole
- In summation
- In general
- In conclusion
- As you can see

Top tips to improve your writing in RS

- Sentences always start with a capital letter.
- Sentences always end with a full stop, question mark or exclamation mark.
- Use RS key terms
- Names of people, places, etc have capital letters _e.g. Jesus,_ Allah, Christians, Muslims.

Use PEEL paragraphs

- o **P** – POINT -clear topic sentence i.e. _'Some people may argue that ....because ......_
- o **E** – EVIDENCE _'For example............., e.g._ _'The Bible teaches that/ the Qur'an teaches that..._
- o **E** – EXPLANATION (i.e. _'Therefore, it can be argued that/Christians would argue that/Muslims would argue that'......_
- o **L** – LINK TO THE QUESTION -_Therefore, it is evident that......_

Use the FACE/FARCE structure

- **F** – FOR – why would someone agree with the statement?
- **A** – AGAINST – why would someone disagree with the statement?
- **(R**) – RELIGIOUS TEACHINGS (you can embed this in F/A paragraphs if you wish)
- **C + E** = CONCLUSION AND   EVALUATION – which argument is strongest? Why?
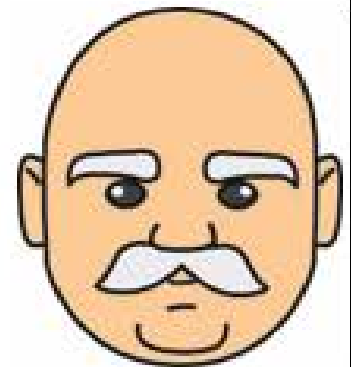
Common spelling mistakes in RS
Believe/belief
Religion/religious
Argument/argue

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Evaluation Question **Planning Grid**

Statement: __"There must be an omnipotent God" Evaluate this claim__

Evaluate this statement. In your answer you:

- should give reasoned arguments in support of this statement;
- should give reasoned arguments to support a different point of view;
- should refer to religious arguments;
- may refer to non-religious arguments;

Reasons for the quote	Reasons against the quote

Top Tip: To get the best grades, you need to explain/develop each reason. To do this give a piece of evidence (e.g. statistic, fact or religious teaching) to further explain the point.

BARE ESSENTIALS

SUBJECT: Computing   **YEAR: 9**   **TERM: Autumn 1**

Big Question: Stuart is a network manager within a business. They are constantly trying to stay one step ahead of the hackers who try to break into the data. What would you do to help Stuart keep the network safe?

End point task: Create a presentation outlining the measures you would take to keep the network safe and why?.

Did you know?

- According to Microsoft, nearly 80% of nation-state attackers targeted government agencies, think tanks and other non-government organisations.
- Fraud cases are up 70% since 2020.
- More attacks on IoT are expected, making the internet of things an area of interest when it comes to cybersecurity.
- Cybersecurity experts are in high demand. The growth of cybersecurity incidents has led to an increased need for skilled cybersecurity professionals.

Where is this learning coming from?	Where is this learning going?
Throughout Year 8 we looked at the development of computer programs using computational thinking. In these units we will again practise those new computational skills and reflect on how best to identify and break a problem into smaller parts and design a solution to solve a problem.	This term is spent going into greater depth for cyber security solutions. This is following large growth in jobs in the industry, and will provide the learner with the right tools to make an informed choice about taking the subject as a GCSE

What will you know as a result of this?	Career links:
Learners will be introduced to some cybersecurity tools, such as antivirus software and firewalls, and their role in protecting against cyber threats. They will have an understanding of the security considerations when using smartphones and other mobile devices, including app permissions and potential risks of public Wi-Fi.	Cybersecurity Specialist Cyber crime analyst IT Auditor Cybersecurity Engineer

Useful weblinks:

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Lesson	Bare Essentials APP Development :	Keywords:
1 You and your data	The aim of this lesson is to introduce the learners to the unit and help them understand the value of data to companies. The focus will be on what data companies collect from their users and how they use it. Learners will explore this topic through scenarios, as well as by looking at the privacy policies of some of the tech companies they might already be giving data to. They will be introduced briefly to the law regarding data protection and will reflect on why cybercriminals might want to gain access to data	**GDPR** **Hacking** **Malware** **Phishing** **Ransomware** **Shoulder Surfing** **Trojan** **Data Harvesting** **Plagiarism**
2 Social engineering	The aim of this lesson is for learners to become aware of how humans can be a weak point in the system, as well as introducing the social engineering tactics deployed by cybercriminals to dupe users into giving away data that could lead to further crime. The lesson starts with the learners using a Scratch program aimed at tricking them into giving away personal information. Learners will then be taken through the common social engineering techniques, completing exercises that will encourage them to think more deeply about the consequences of the scams and how to avoid becoming a victim.	
3 Script Kiddies	This lesson asks the learners to explore the concept of hacking and the techniques used by hackers to exploit computer systems. The lesson starts with the learners looking for clues to hack into a friend's account, to help his parents find out where he is. They will then need to think about the ethics behind their actions. The rest of the lesson looks at terms such as brute force attacks, hacktivists, script kiddies, and DDoS attacks. Some of the key terminology is introduced around the real-life example of the Dyn attack that disabled DNS servers, mostly in the USA, in 2016. The lesson will conclude with the learners exploring the Computer Misuse Act (1990) and the consequences of hacking.	
4 Rise of the Bots	The purpose of this lesson is to make learners aware of malware and the different categories of malware, as well as understanding how they work and the damage they can do. This lesson focuses more on the technical side than on prevention methods, which will be covered in Lesson 5 of this unit. The lesson will start with a pretend scenario of the network having been infected by ransomware; the learners have to decide what action to take. They will be introduced to the key terms before being instructed to do a research task to create a fact-based quick read on one type of malware they have learnt about. Towards the end of the lesson, the learners will be introduced to web bots and what task they perform on the Internet. They will then be shown how bots are used in conjunction with malware and are given a scenario that allows them to understand the hidden role of bots and what potential influence they might have on societal issues.	
5 There's no place like 127.0.0.1	The aim of this lesson is for learners to develop their understanding of the risks that cyberthreats pose to a network, followed by an exploration of some common methods of defending the network against attacks, such as firewalls and anti-malware. The learners will look at the more common global threats before thinking about threats at the level of a school network. Learners will discuss methods used by network managers to reduce risk. The homework for this lesson is for learners to write a short report to the head teacher on how to manage the most significant risk to the school network.	
6 Under Attack	This is the final lesson in the unit, and the learners are encouraged to reflect on the learning that has taken place throughout the unit before taking an end-of-unit assessment. The learners will be prompted to reflect through a game called Under Attack. Learners will work in groups to plan their defence strategy on a tight budget before cyberattacks start to happen. The use of their budget will be key in determining whether or not they are able to defend the organisation against the attack. Learners will then take their end-of-unit assessment, and if there is time they will be directed to research the available career choices in cyber defence.	

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TERM 1

Malware

Malware is software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system. There are several different types of malware.

Viruses

A virus can be defined a piece of code which is capable of copying itself and typically has a detrimental effect, such as corrupting the system or destroying data.

Worms

A worm can be defined as a self-replicating program able to propagate itself across a network, typically having a detrimental effect. T

Trojan Horses

A Trojan horse, or trojan, can be defined, as any malware which misleads users of its true intent. The term is derived from the Ancient Greek story of the deceptive Trojan Horse that led to the fall of the city of Troy.

Spyware

Spyware can be defined as a piece of software that is installed in a computer without the user's knowledge and transmits information about the user's computer activities over the Internet.

Email Scams flowchart: Phishing, Virus generated, Advanced fee fraud, Trojan horse/malware
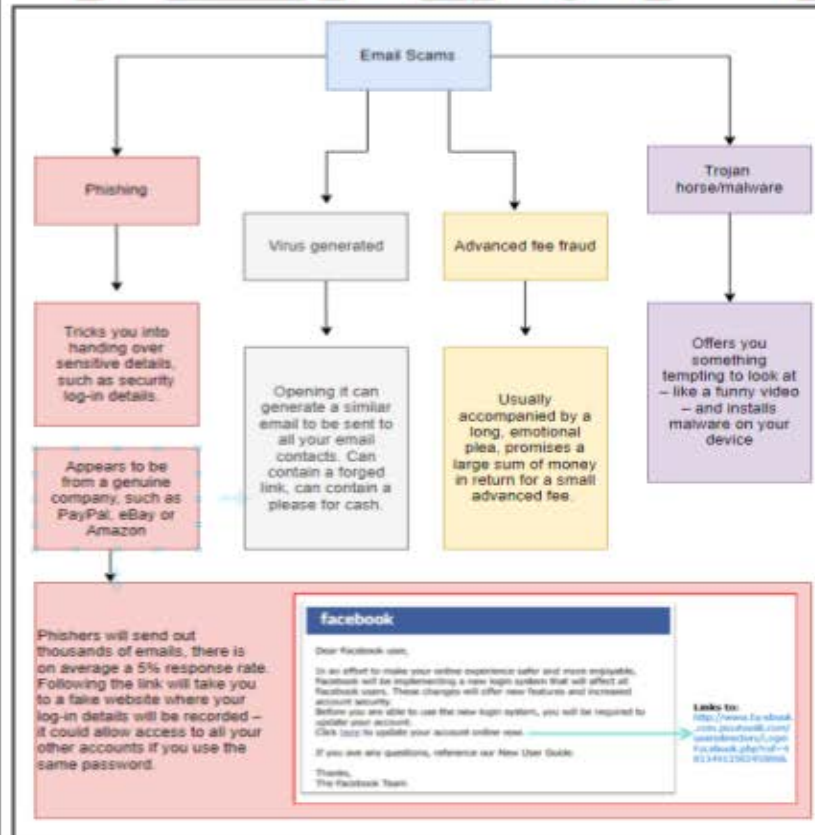
Copyright and plagarism:

Copyright © protects the rights of an author/creator of creative work. It means that someone else's work cannot be copied without permission.

Plagiarism is using someone else's creative work as if it is yours.

Copyrighted material online can be music, films or pictures. Sharing or downloading these illegally (without paying the owner of the copyright) is a copyright infringement. However, there are many sites, like amazon music or iTunes, where downloading music is legal because the owner has been paid.

But what is the problem with downloading music? It is estimated that the illegal downloading of films, TV programmes and music could mean the loss of 30,000 British jobs

Cyber crime fact file.

Cyber crime makes more money for criminals than drug trafficking Around the world someone's identity is stolen online every 2 seconds It takes just 4 minutes from connecting to the internet for an unprotected device to become infected.

Keywords		
GDPR	Hacking	Malware
Phishing	Ransomware	Shoulder surfing
Trojan	Data harvesting	Plagiarism

BARE ESSENTIALS

SUBJECT: Design and Technology   **YEAR:** 9   **TERM:** Autumn 1

Big Question: What is the "iterative" design process? and how will it help me solve problems and create solutions when designing and making products?

End point task:

- To be able to use a variety of approaches e.g. biomimicry and user centred design to generate creative ideas.
- To be able to analyse and reflect on the work of past and present famous designers to help appreciate how their work might influence my own thinking and designing
- To be able to investigate new and emerging technologies, in particular SMART materials and how they impact real world design.

Did you know?

- It took world famous British designer James Dyson 5 years and 5,127 prototypes before he created DC101, the world's first bagless vacuum cleaner.
- Starting salaries for product or junior designers are £25,000 to £35,000. Product designers with five to ten years experience, including team leaders, can earn £35,000 to £45,000. Senior product designers can earn £50,000 to £80,000.
- Speedo's Fastskin line high-performance swimsuits were inspired by the skin of a shark.. Several top swimmers using this nature inspired design went on to win gold medals in top championships.
- Smart materials, called also intelligent or responsive materials, are designed materials that have one or more properties that can be significantly changed by an external stimuli, such as stress, temperature, moisture, pH, electric or magnetic fields, light, or chemical compounds.

Where is this learning coming from?	Where is this learning going?
The learning is coming from the KS3 Design and Technology curriculum where students will be required to: • Use a variety of approaches to generate creative ideas and avoid stereotypical responses. • Analyse the work of past and present professionals and others to develop and broaden their understanding • Investigate new and emerging technologies	These mini tasks are designed to enable students to appreciate the knowledge, understanding and skills which are required to explore and engage in the iterative design process. They will gain a wider appreciation of others (including their needs and wants), how nature and famous designers can inspire design and how current and emerging technologies help overcome problem solving. These mini tasks will equip students with the necessary skills and knowledge needed to design and manufacture their own products in the future.

What will you know as a result of this?	Career links:
Students will be able to design products using the iterative design process.Students will be able to communicate and present their ideas using a different methodology (traditional sketches, modelling).Students will be able to understand how modern technology uses SMART materials to help create next generation products. Students will be able to appreciate and understand the work of famous designers and their work.	• Product designer • Engineer • Material technologist • Industrial designer • Inventor • Design consultant

Useful weblinks:

https://technologystudent.com/prddes1/biomimetic1.html
https://www.wwf.org.uk/sites/default/files/2020-01/WWF-Biomimicry-Handbook_Activities.pdf

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	Bare Essentials to remember (words in bold are in your keywords) :
1.	**Context** Lesson 1: To understand the importance of the iterative design process, what it looks like and how it helps designers. To identify the main features of this process including users wants/needs. What is user centred design and why is it useful to designers?
2.	**Mini Task 1** Lesson 2: Considering the needs and wants of the elderly. What difficulties do they face in everyday life? What can be done to make their lives easier? What products have helped them? What could be designed to help them in the future? Task analysis
3.	Lesson 3: Create a range of designs which will enable the elderly to perform a task which they would ordinarily find difficult. Using the iterative design process, refine the designs and create a final solution to the problem or problems.
4.	**Mini Task 2 Biomimicry (nature inspired design)** Lesson 4: What is Biomimicry? How has nature inspired the design of products? What products are currently in the real world that use nature as a source of inspiration? Product analysis?
5.	Lesson 5: Case study with design ideas opportunity. To demonstrate an understanding of Biomimicry design and be able to apply it to the design of a new product. Modelling and refinement of design.
6.	Lesson 6: Evaluation and extended task (Big write up)
7.	**Mini Task 3 Famous designers (past and present)** Lesson 7: The work of famous designers. Case Studies: James Dyson, Alessi, Phillipe Starck, Jonathan Ive. What products have these designers created? How are they different from their competitors? What are the key features which make their design stand out?
8.	Lesson 8: Creating/designing everyday products in the style of a famous designer/design movement. Evaluate designs.
9.	**Mini Task 4 New and emerging technologies (SMART materials)** Lesson 9: What are emerging technologies and why are they important? What are SMART materials? Application in the real world? Demonstration of Polymorph, Nitinol, Photochromic beads/pigments. How do they work?
10.	Lesson 10: Imagine you are a designer for a car manufacturer You have been asked to create the best driving experience for their customers. How could smart materials be used to help you design the ultimate car? You will need to consider all aspects of the passenger experience including safety, entertainment, comfort, ease of use of controls, reduced maintenance etc.
11.	Lesson 11: Create a table comparing 6 different SMART materials, the properties that they have (how do they react) and where they might be used in real world applications. Choose a room in your house and write down 5 SMART technology items you would create to make it a smart room and explain why?
12	Lesson 12: Assessment in the form of a test encompassing everything which has been learnt within all of the previous "mini tasks". This will be a culmination of all of the knowledge and understanding gained over the past 12 weeks.

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What is User Centred Design?

User-centred design (UCD) is an iterative design process in which designers focus on the users and their needs in each phase of the design process. In UCD, design teams involve users throughout the design process via a variety of research and design techniques, to create highly usable and accessible products for them.
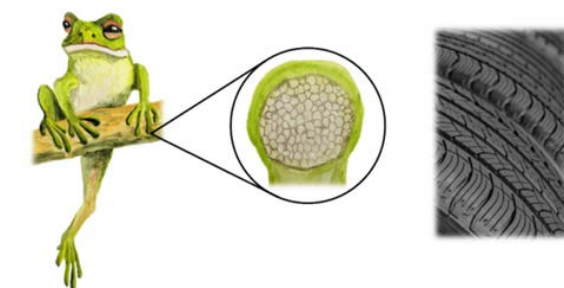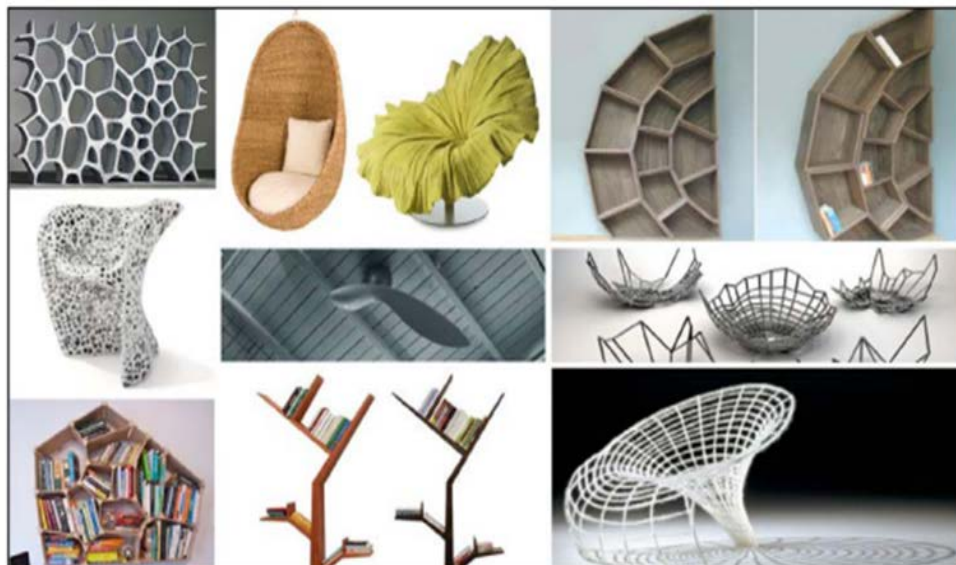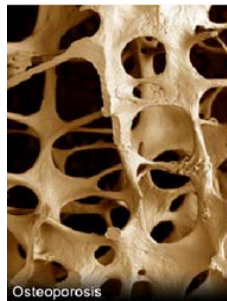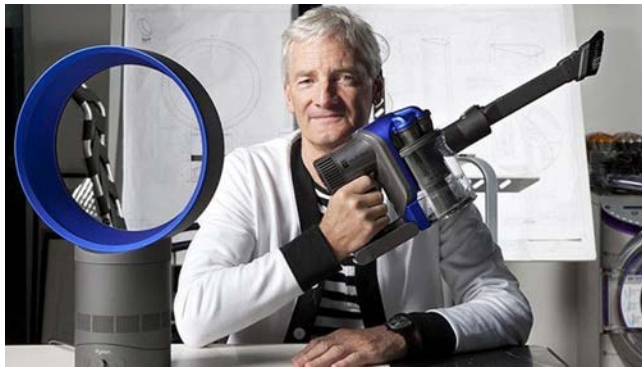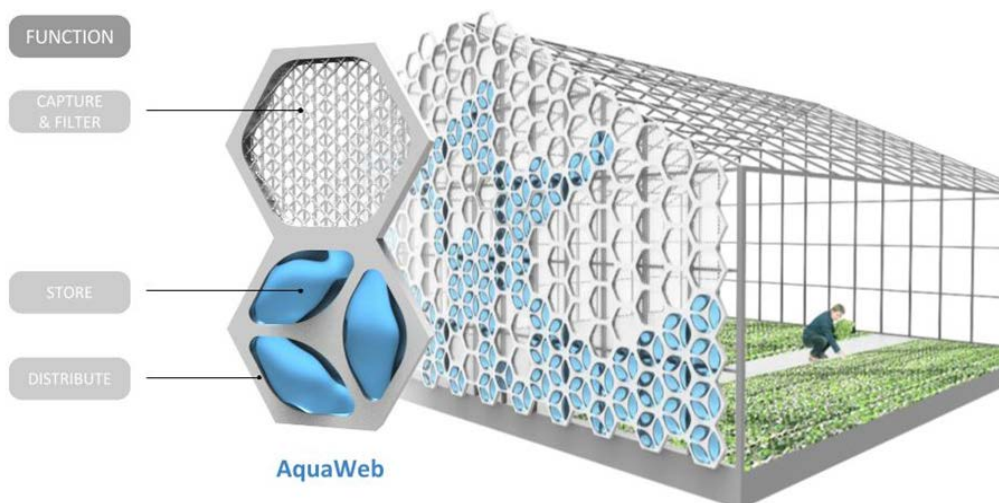
10 principles
for good design

01 Good design is innovative

02 Good design makes a product useful

03 Good design is aesthetic

04 Good design makes a product understandable

05 Good design is unobtrusive

06 Good design is honest

07 Good design is durable

08 Good design is consequent to the last detail

09 Good design is eco-friendly

10 Good design as little design as possible

FUNCTION

CAPTURE & FILTER

STORE

DISTRIBUTE

AquaWeb

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