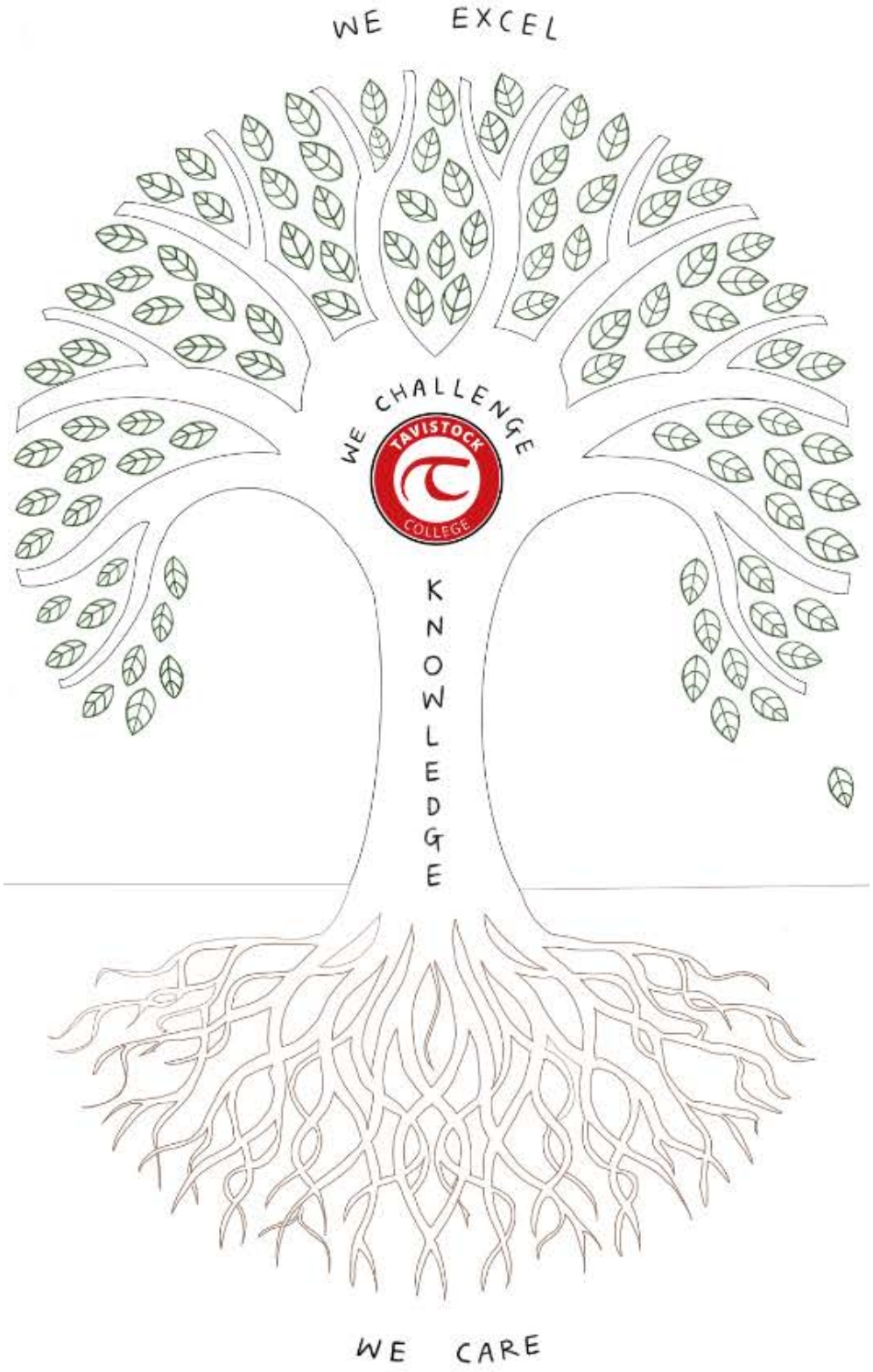
The Bare Essentials



YEAR 9: Spring 1 Term 1

Essential knowledge for your curriculum

Name: _____

Tutor Group: _____

Outline of contents:

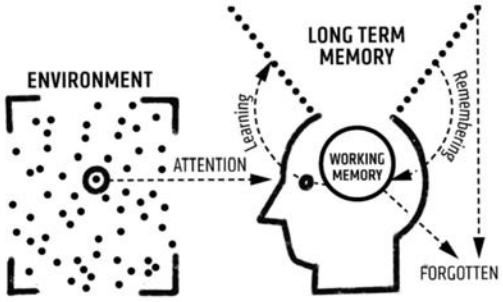
Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects.

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 

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

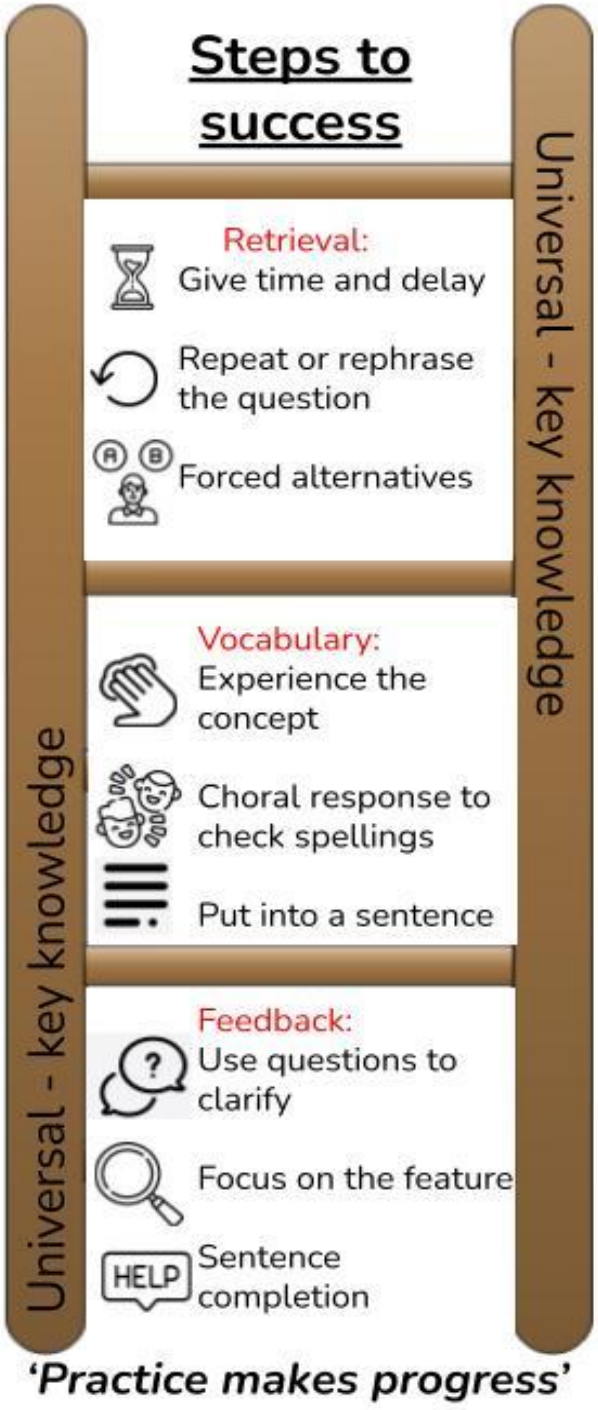
Research:

'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



	• Allow enough time to respond. Wait for at least six seconds. • Ensure the young person has waited until you have finished your request
	• Repeat the information again after allowing waiting time • Repeat the information in a different way. Don't do this too quickly. Allow processing time
	• Give the young person two choices e.g. What does this word mean? X or Y?
	• Help the young person to experience the concept e.g. How does it feel?
	• A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)
	• Put the unknown word into context in a sentence. Present this to the young person visually or verbally.
	• Check the young person understands by asking questions at a simple level first.
	• 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.

Students: What can I do if I am stuck?

In school:

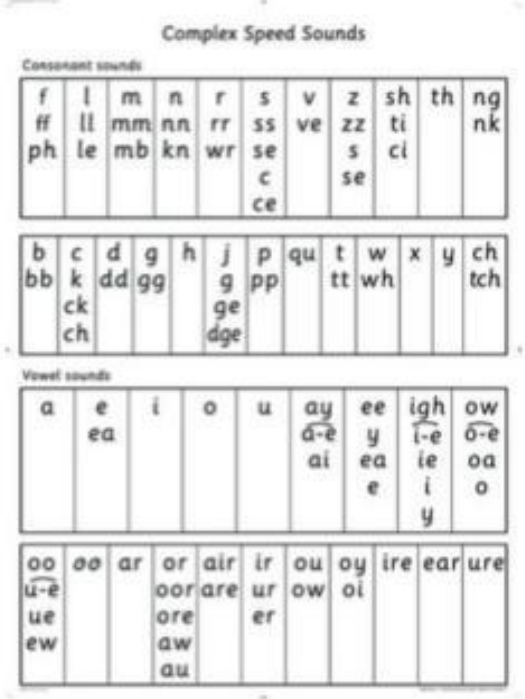
- What do I already know? Remember to look back at what you have learnt before.
- Use scaffolds to help e.g. glossaries, sentence starters, tasks boards
- Ask a friend (if it is the right time during the lesson)
- Ask your teacher

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

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

Vowel sounds

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

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

Steps to success

Universal - key knowledge

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
- Sentence completion

'Practice makes progress'

	• 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
HELP	• Use the verbal or visual sentence starters to help you use what you know to answer a question

BARE ESSENTIALS

SUBJECT: Art & Textiles **YEAR: 9** **TERM: Spring 1**

Big Question: *What is a still life?*

End point task: *A contemporary Vanitas*

Did you know?

- *A Still life picture is a painting or drawing of an arrangement of objects*
- *Still life was originally used by wealthy people to show people their new belongings. As people travelled the world they started to show new things like coral, tulips and taxidermied (stuffed) creatures.*
- *They were presented alongside man-made objects, like coins, books or instruments*
- *They were used to demonstrate their fabulous life of culture, education, gluttony and worldly sophistication*
- *In contrast to the traditional flex of wealth in still life, this is contrasted by the Japanese appreciation for 'beauty in imperfection', known as Wabi-Sabi*
- *A Vanitas is still life artwork which includes various symbolic objects designed to remind the viewer of their mortality and of the worthlessness of worldly goods and pleasures*

Where is this learning coming from?.

- The visual elements knowledge gained in year 7
- The painting and drawing skills used throughout KS3 Art
- Observational drawing used in the Bird project last term
- The observational painting of a fruit bowl in year 7

Where is this learning going?

- This will help you answer the Big Question: *What is a still life?* It will refresh your knowledge about the visual elements
- It will prepare you for presenting, exploring and expanding your skillbase in KS3 Art/ Textiles.
- You will develop your painting and drawing skills in GCSE Art and use of texture/pattern in GCSE Textiles.

What will you know as a result of this?

- You will understand how to apply the Visual Elements in a still life picture
- You will be able to recreate still life pictures in various media.
- You will create a contemporary vanitas
- See how to present your work which will prepare you for Art/ Textiles GCSE

Career links:

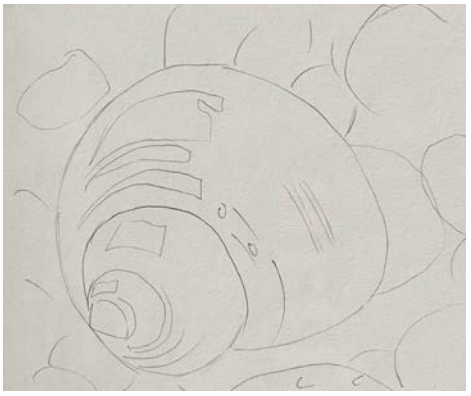
- Artist
- Architect
- Advertising Designer / Graphic Designer
- Art Gallery Curator / Art Historian
- Tattoo Artist
- Illustrator
- Teacher / workshop facilitator
- Fashion designer
- Any job requiring creative thinking

Useful weblinks:

https://www.tate.org.uk/art/art-terms/s/still-life

Task	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!*
Visual Elements Refresher	Using the worksheet you will add a different visual element to each still life drawing. You will need to take your time and add detail to each picture.	• *Still Life: A still life is a painting or drawing of an arrangement of objects* • *Vanitas: A still life artwork which includes various symbolic objects designed to remind the viewer of their mortality and of the worthlessness of worldly goods and pleasures* • *Mono print: A single print which cannot be replicated* • *Visual elements:The language of art, to give you the tools to talk about Art and the skills to create Art* • *Wax resist: Oil pastels create a layer of wax that repels water, when overpainted with watercolour, the paint only adheres to the paper where there is no wax* • *Primary observational drawing: Drawing from life, as opposed to using a reference picture* • *Tonal shading: a technique used to create the illusion of form. It involves using light to dark shade to add dimension and realism to the drawing* • *Paul Cezanne: Was a French Post-Impressionist painter whose work introduced new modes of simplistic representation* • *Negative shapes: These are the areas between and around an image*
Colour	You will draw the outline of the shells using a white oil pastel- you will be using the wax resist technique. You will then add a wash of watercolour to create the background and use coloured pencils and pens to add detail.	
Line	You will create a primary observational drawing of a toothbrush and comb in a beaker, you will sketch the outline faintly in detail and then add tone using hatching and cross hatching.	
Texture	You will create a monoprint of a sardine tin to show texture. You will start by covering the back of the picture in oil pastel, before taping the picture to a page in your book. Using a SHARP pencil, trace the outline of the fish.	
Shape	Draw the other side of the skull. Press faintly with your pencil. Look for the negative shapes. Only when you are satisfied with your shape/ outline can you start to add tone (Light, mid, dark) with your pencil. Dark tone is achieved by adding layers, not pressing hard.	
Form	Use chalk pastel to recreate the apples picture. Take note of the light source. Mix a colour by blending light into dark.	
Pattern	Using the outline re-create the Pattern plant drawn by pop artist David Galan. Use his designs or your own. Use a variety of colours and patterns.	
Tone	Using tonal shading recreate this apple. Find your light source. Shade your dark and light areas, then blend to create a mid tone. Remember to use your highlight white	
Artist Research: Paul Cezanne	You will look at the work of artist Paul Cezanne and research his artwork, examining his still life paintings of apples.	
End Point Task: *Contemporary Vanitas*	You will create a contemporary Vanitas, (a still life artwork which includes various symbolic objects) The contemporary Vanitas we will look at objects that symbolise the life of a child.	

How to create a Wax Resist Shell

		
Begin by looking at your reference picture before drawing your shell, remember to press lightly.	Do not do a small picture, fill the page, it will make it difficult to complete. Remember to add the pebbles.	Apply white oil pastel to the highlighted areas, creating a **wax resist**. Don't apply too much, it will block all the paint in the next stage.
		
Then add water colour around the wax resist, the pigment will spread to the paper but not where you have placed the oil pastel, meaning the paper will stay white.	To make a more complex colour and add detail add more water colour to create the shadow. Once the wash has dried, you can work on top of it with a dry blend of colour pencils to deepen a colour.	

BARE ESSENTIALS

SUBJECT: Music: Composing Music **YEAR: 9** **TERM: Spring 1&2**

Big Question: *How do I write and perform my own Music?*

End point task: *Recording a composition*

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 write and perform my own Music?*
- 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 write a Melody
- How to write a Riff
- How to write a Hook
- How to write a 4 chord song
- 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

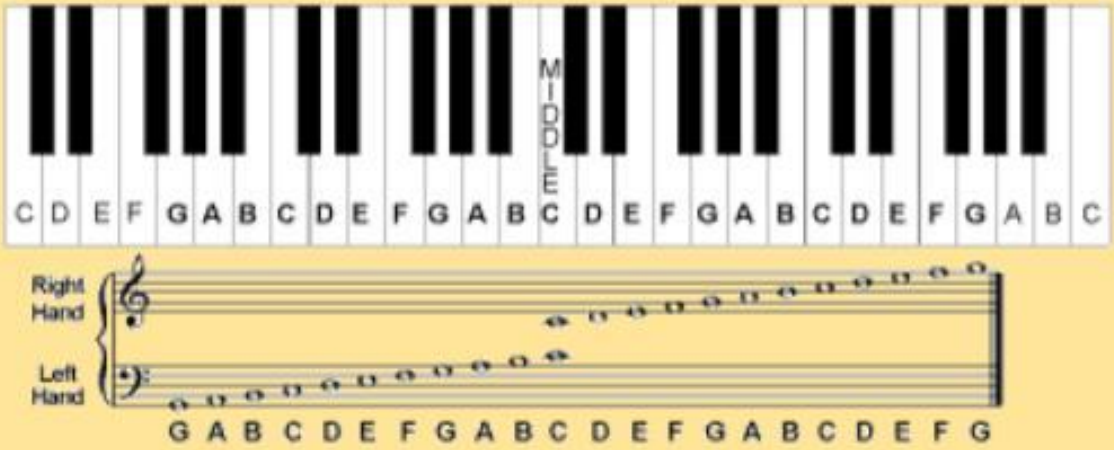
https://www.onlinepianist.com/virtual-piano

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.	• 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* • **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* • **4 Chord song** - A song that makes use of the typical pop song chords I vi V & IV • **Structure** - The order of sections in a piece of Music - In popular Music this could be sections such as verse, chorus, bridge, middle 8, intro and outro • **Binary** - A traditional structure that contains two sections, A, B • **Ternary** - A traditional structure that contains 3 sections, A, B, A • **Major scale** - A scale consisting of a series of whole steps except for half steps between the third and fourth and seventh and eighth degrees • **Riff** - A repeated pattern used in Pop/Rock Music • **Hook** - The catchy part of a song • **Composition** - Writing your own song **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*
Melody We will learn how to **compose** a **Melody.** We will use **major scales** to help find influence for **Riffs** and **Hooks**	
Riffs and Hooks We will look at how to use **Melody** to create our own catchy **Riffs and Hooks** that will be part of our songs	
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?**	
4 Chord song We will look at the typical **Chords** used in performing a **4 chord pop song**. We will play these **chords** and then write our own **4 chords** as the basis of composing a song.	
Structure We will explore **structure** of songs, looking at **Binary** structure and typical pop song **structure**	
Composition We will explore how to use **chords, structure and Riffs/Hooks** to create an original song	
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 **composition** using **CRESS**.	

KS3 Music Knowledge Organiser

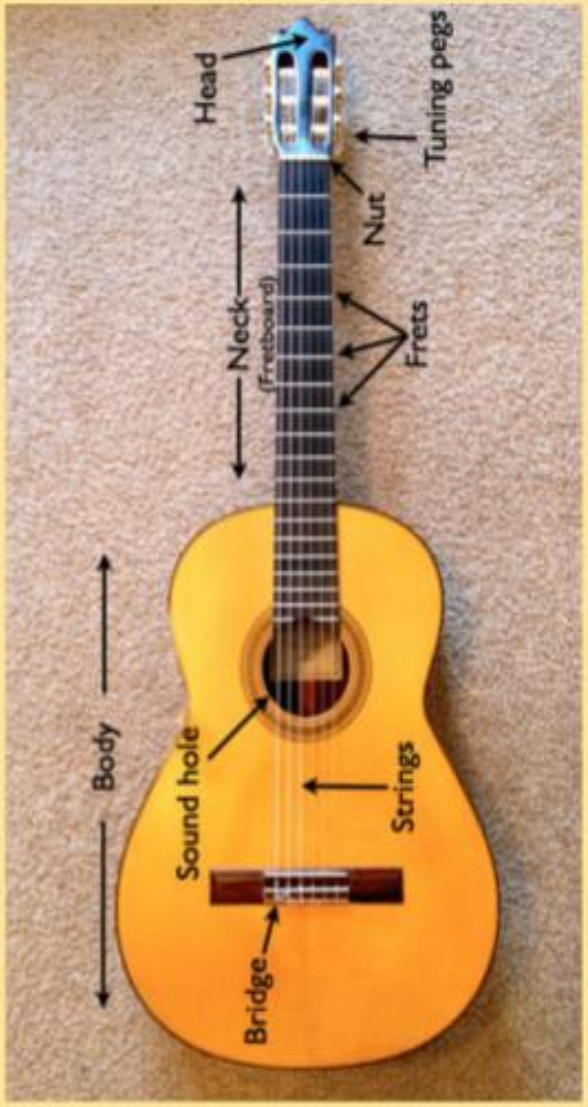
Rhythm

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

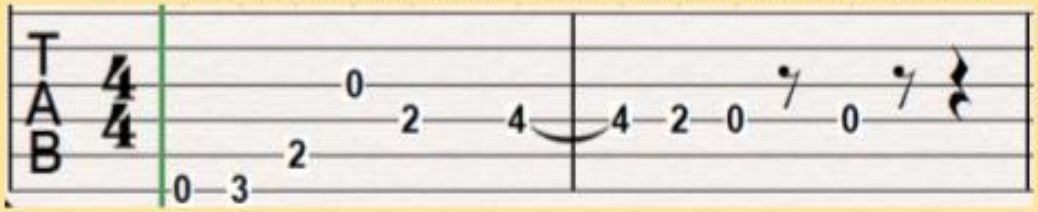
KS3 Music Knowledge Organiser



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.



Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Drama - Theatre Spaces **YEAR: 9** **TERM: Spring 1**

Big Question: *How is the theatre organised?*

End point task: *Devised performance of a folk/ fairytale using a specific staging type*

Factoids - Did you know?

- *Shakespeare's Globe in London is a reconstruction of the original Globe Theatre where many of Shakespeare's plays were performed. It's an open-air theatre, replicating the atmosphere of performances from the late 16th and early 17th centuries.*
- *The design of ancient Greek amphitheatres, like Epidaurus, showcases remarkable acoustic engineering. Even a whisper on stage can be heard clearly in the back rows, without the use of microphones.*
- *Many traditional theatre spaces have a "trap room" beneath the stage, allowing for special effects like actors appearing/disappearing, or props rising and falling.*
- *London's West End is a famous theatre district, comparable to Broadway in New York City, hosting numerous world-renowned productions and musicals.*
- *Theatre is full of superstitions. For example, it's considered bad luck to say the name "Macbeth" inside a theatre unless during a rehearsal or performance of the play itself.*
- *The "Ghost Light" is a single bare bulb left burning on stage when the theatre is not in use, symbolizing safety, warding off ghosts, and allowing the spirits of the theatre to perform.*
- *Theatre Royal, Drury Lane is one of London's oldest and most famous theatres, it's rumoured to be haunted by several ghosts, including the "Man in Grey" who appears before significant events.*
- *Modern theatre is evolving with immersive experiences where audiences actively participate in the performance, blurring the lines between actors and spectators.*

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.
- Year 9 scheme on Blood Brothers
- Music and Dance performance work
- 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 is the theatre organised?*
- Prepare you for further performances in KS3
- Prepare Level 2/GCSE 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 using the space effectively
- 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

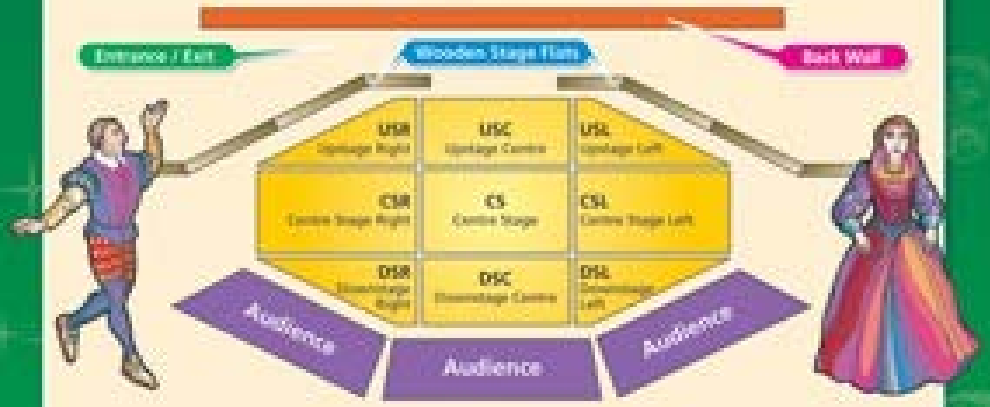
Keywords: *Remember that artistic and creative knowledge builds up so revisit previous Bare Essentials!*

- **CS/CSL/CSR/DSC/DSL/DSR/USC/USL/USR** - places on stage
- **End On / Proscenium Arch/ In the Round/ Traverse/ Thrust/ Promenade** are all ways that the staging can be set up for the audience
- ***Backstage:*** The area behind the stage where performers, crew, and staff prepare for a production, store props, and set up equipment.
- ***Trap Door:*** A hinged door in the stage floor, often used for entrances and exits of performers or props.
- ***Rake:*** The slight incline of the stage floor, usually sloping upwards away from the audience, to enhance visibility.
- ***Wings:*** Offstage areas to the sides of the stage where performers wait for their cues and where scenery is stored before entering or after exiting the stage.
- ***Backdrop:*** Large painted or digitally printed piece hung at the back of the stage to represent the background or setting of a scene.
- ***Cyclorama:*** A curved fabric or wall at the back of the stage used for projecting scenery or lighting effects to create different atmospheres.
- ***Flies and Fly Tower:*** The area above the stage where scenery, curtains, and lighting equipment are suspended and can be raised/ lowered using rigging systems.
- ***Aisle:*** The passage between seating rows in an auditorium that allows access to seats.
- ***Auditorium:*** The area where the audience sits during a performance.
- ***Orchestra Pit:*** Sunken area in front of the stage where the orchestra typically sits during a performance.
- ***Understage:*** The area below the stage used for storage, machinery, or occasionally for performers to make surprise entrances or exits.
- ***Front of Curtain*** (FOC): The area of the stage in front of the main curtain.
- ***Stalls/Box/Circle/Upper Circle/Gods:*** Different levels of seating within the auditorium, typically arranged according to their proximity to the stage and pricing.
- ***Foyer:*** Entrance hall or lobby area of a theatre where patrons gather before and after performances.
- ***Curtain:*** Fabric divider that separates the stage from the auditorium and is raised or lowered to begin or end a performance or scene.
- ***Apron:*** The front part of the stage that extends beyond the main curtain toward the audience.
- ***Rostra:*** Platforms or podiums used for elevation on the stage.
- ***Revolve:*** A rotating platform on the stage used to change scenery or actors' positions.
- ***Tabs:*** Short for "tab curtains," these are narrow, vertical curtains that frame the sides of the stage.
- ***Flats:*** Flat pieces of theatrical scenery, usually made of wood or canvas, painted and positioned to create the appearance of walls or large set pieces.
- ***Gauze/Rig/Travelator/Hydraulics/Trolley:*** Equipment used in production; transparent fabric, lighting structures, moving walkways, hydraulic systems, and movable carts.
- ***Playwright:*** The author of a play.
- ***Performer/Actor/Dancer/Musician:*** Individuals who portray characters or provide entertainment on stage.
- ***Understudy:*** A performer who learns the role of another actor in a production and can perform in their absence.
- ***Costume Designer:*** The individual responsible for creating or selecting costumes for a production.
- ***Breakdown Artist:*** A makeup artist specialized in creating special effects makeup or distressing costumes to give an aged or worn-out appearance.
- ***Makeup Artist:*** The person responsible for applying makeup to performers to enhance their appearance on stage.
- ***Sound Designer:*** Designs and manages the audio elements of a production, including sound effects and music.
- ***Lighting Designer:*** Designs and operates the lighting effects to enhance the mood and visibility of a performance.
- ***Set Designer:*** Designs the physical stage setting, including scenery and props.
- ***Puppet Designer/Maker:*** Designs and constructs puppets used in theatrical productions.
- ***Props Designer:*** Designs and/or sources the various items (props) used by performers during a production.
- ***Lighting and Sound Technician/Fly Operator:*** Responsible for operating and managing technical aspects during performances
- ***Puppeteer:*** The person who manipulates and brings puppets to life during performances.
- ***Crew:*** Group of individuals responsible for various backstage tasks, including set construction, prop management, and technical support.
- ***Director:*** Oversees the creative vision and direction of a production works closely with the ***Producer***: Organises and manages the financial and business aspects of productions and ***Choreographer:*** creates to movement or fight sequence content
- ***Stage manager:*** Coordinates backstage / ensures smooth performances. (DSM:Deputy Stage Manager, ASM:Assistant Stage manager, CSM:Company Stage Manager)
- ***Theatre manager***: In charge of the smooth running of the building and the organisation of the programme of events
- ***Box Office Staff:*** Handles ticket sales, reservations including ***Ushers:*** Front of House staff who take care of customers before during and after performances

STAGE POSITIONING

'Proscenium Arch' and 'Thrust' both use the following labelling system.

The Stage is labelled according to the actor's left and right: downstage is closest to the audience, upstage is furthest from the audience.



The words 'upstage' and 'downstage' are used because traditionally stages slope downwards from the back towards the front. This is known as a 'rake' and is used so the audience have a better view of the actors at the rear of the stage.

- Centre Stage is usually the most important position as it is the area of central focus.
- Downstage is closest to the audience making intimacy easier.
- Upstage is a position that allows an actor to do things which a character in front of them cannot see.

'Traverse Theatre' and 'Theatre in the Round' do not have any specific way of being labelled, but if you are drawing a ground plan of a set-design it is best to split it into areas A,B,C,D etc, in order to be clear about what should happen where.

TYPES OF STAGING

Different types of staging and audience positioning have a large impact upon the atmosphere, the set and the way the actors perform.

PROSCENIUM ARCH / END ON

'Proscenium Arch' is the most common type of staging in Britain. Large offstage areas allow this type of theatre to have complex sets, large casts and numerous scene changes. The audience sits on one side of the stage as if looking through a window.

KEY POINTS

- In larger theatres, the audience can feel separated from the action.
- Scenery can sometimes be difficult to organise.
- It is easier for an actor to 'block out' the audience and perform naturalistically.

TRAVERSE

'Traverse' is the most unusual type of staging. Various scenes can be set up simultaneously to allow movement instantly from one scene to another. The audience can see each other's reactions as they are sat on opposite sides of the stage.

KEY POINTS

- Actors should not keep their back to the same section of the audience for too long.
- Items of set in the central area need to be low level to avoid obstructing sightlines.
- The two ends of the stage are commanding positions where the actors can face the whole audience.

THRUST / ARENA

'Thrust' staging is very popular in modern theatres. Complex scenery and ambitious set designs can be created using levels, backcloths or painted flats. The audience is close to the stage sitting on three sides, thus creating an intimate atmosphere.

KEY POINTS

- No curtains separate the audience from the stage.
- It is difficult to change sets during a performance due to the lack of wing space.
- Large sets can be created using stage flats with working windows or doors.

THEATRE IN THE ROUND

'Theatre in the Round' is commonly used in the circus and smaller venues. Although it is called 'in the round', it is often square shaped. The audience surrounds the stage which is an excellent way to create an intimate atmosphere and to allow interaction.

KEY POINTS

- Staging/furniture must be low level and must not obscure the audience's vision.
- Careful attention to movement is required as the actors will always have their back to one part of the audience.
- 'Theatre in the Round' can successfully create an atmosphere of intimacy or entrapment.

BARE ESSENTIALS

SUBJECT: Dance: Performance in a Group **YEAR: 9** **TERM: Spring 1**

Big Question: *How can we choreograph a dance using a theme whilst showing expressive and technical skills?*

End point task: Choreograph and perform a group dance showing a choreographic theme through expressive and technical skills

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
- 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.
- **Christopher Bruce** is a British Choreographer and embraces both classical **and contemporary** movement vocabulary. The style draws on both his ballet and Graham technique training and he uses the **long extended lines** of ballet but with **off balance tilts.**
- **Christopher Bruce's Swansong** (1987) is about two guards interrogating a prisoner about his political views.
- **Rosas Danst Rosas (1997) by Anne Teresa De Keersmaeker** is a contemporary dance for four women, all on stage throughout. It's based on a simple structure and idea: the course of the day.

Where is this learning coming from?

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

- What you learnt in the previous terms and apply to now
- 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: *How can we work from a stimulus to choreograph a dance for an audience as one company?*
- Prepare you for further choreographing using taught skills
- Prepare you for Level 2 Dance qualification 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.
- Be able to reflect and analyse professional work

What will you know as a result of this?

By the end of this term you will know:

- How to respond to a choreographic intention for a dance
- How to work in groups to choreograph/ rehearse/ share.
- How to structure a dance with all skills and choreographic devices
- What Performance and Technical Skills are in dance.
- How to analyse work using constituent features

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 https://www.rosas.be/en/productions/378-rosas-danst-rosas **https://www.rambertschool.org.uk/alumni/christopher-bruce-cbe/**

Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
Study stimulus and analyse Discuss the choreographic theme and watch 'Swansong' and 'Rosas Danst Rosas'. Be able to analyse the work using **Constituent Features**	***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* **Canon, Unison, Mirroring, Contact, Action/Reaction, Accumulation, Numerical Variation, Counterpoint** (See previous Bare essentials for definitions. • **Motif *and* Motif development** - *A collection of movements and sing Action Dynamics Space Relationship to change an original motif* • **Stimulus, Discuss, Improvise, Rehearse, Perform, Evaluate (**See other bare essentials for definitions) - • **Literal Movements and Abstract movements** - *A movement that shows the exact meaning and then adding actions to make it abstract* • **Rehearsal Techniques** - *Asking for feedback, film yourself, watch others for inspiration, use mirrors.* **Choreographic devices - Repetition**, **Climax**, **Highlights, Fragmentation**, **Retrograde** ,**Transitions (**See other bare essentials for definitions) - **Performance 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* **Technical 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* **Constituent Features - Actions/ Dynamics/ Space/ Relationships / Set / Props/ Lighting / Music / Costume** **Structure -** The structure of a dance depending on how many motifs you have within the dance **Binary** (AB) **Ternary** ABA) **Rondo (**ABACADA) **Episodic** (ABCD) but each motif could be in any order **Cyclic** (ABCBC) **Narrative** (ABCD) but each motif has to be in that order for it to make sense **We use the CRESS structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall for CRESS)*
Learn Motifs and develop it You learn movement from the teacher and using the skills from the previous term, be able to use **motif development.**	
Choreograph own Motifs Using the skills from last term, you will choreograph own **motifs** with instructions from the teacher what it should be about	
Structure the Dance Learn about the different types of **structure** in dance and choose one	
Applying Choreographic Devices Learning what **choreographic devices** are in dance and making sure all are within our class dance.	
Rehearsing and applying Technical and Performance Skills Recap **technical and performance skills** and apply them into your performance. We will then rehearse the piece and use **rehearsal techniques** to improve.	
Rehearse/Perform/Evaluate We will then film/perform to an audience. You will then **evaluate** your own work and the overall process using a written structure to guide you	

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

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

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*

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*

BARE ESSENTIALS

SUBJECT: Digital Arts Media Marketing **YEAR: 9** **TERM: Spring 1**

Big Question: *How do we professionally market content?*

End point task: *Production of marketing material for a film*

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.*
- *BFI's Research and Statistic Unit revealed that a whopping £5.64 billion was spent on film and high-end television production in the UK in 2021, the highest ever reported, and £1.27bn more than in the pre-pandemic year 2019.*
- *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 in this scheme but think about

- In Primary school you may have done done photography or made a video within a project or created posters for events
- In Year 7 and 8 Art and Textiles you will have studied colour and image representation
- In Year 7 and 8 Arts projects you might have used digital images as a way to express your research
- We are sure you will have taken photos, selfies and made mini videos, time lapses or stop motions with friends and family!
- 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 we professionally market content?*
- 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 and conduct research.
- Decide on assets needed to respond to the brief.
- Set up the lighting and staging for a photoshoot.
- Digitally manipulate and create font, colour layout for a specific target audience.
- Utilise Photoshop to create a digital portfolio.
- 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

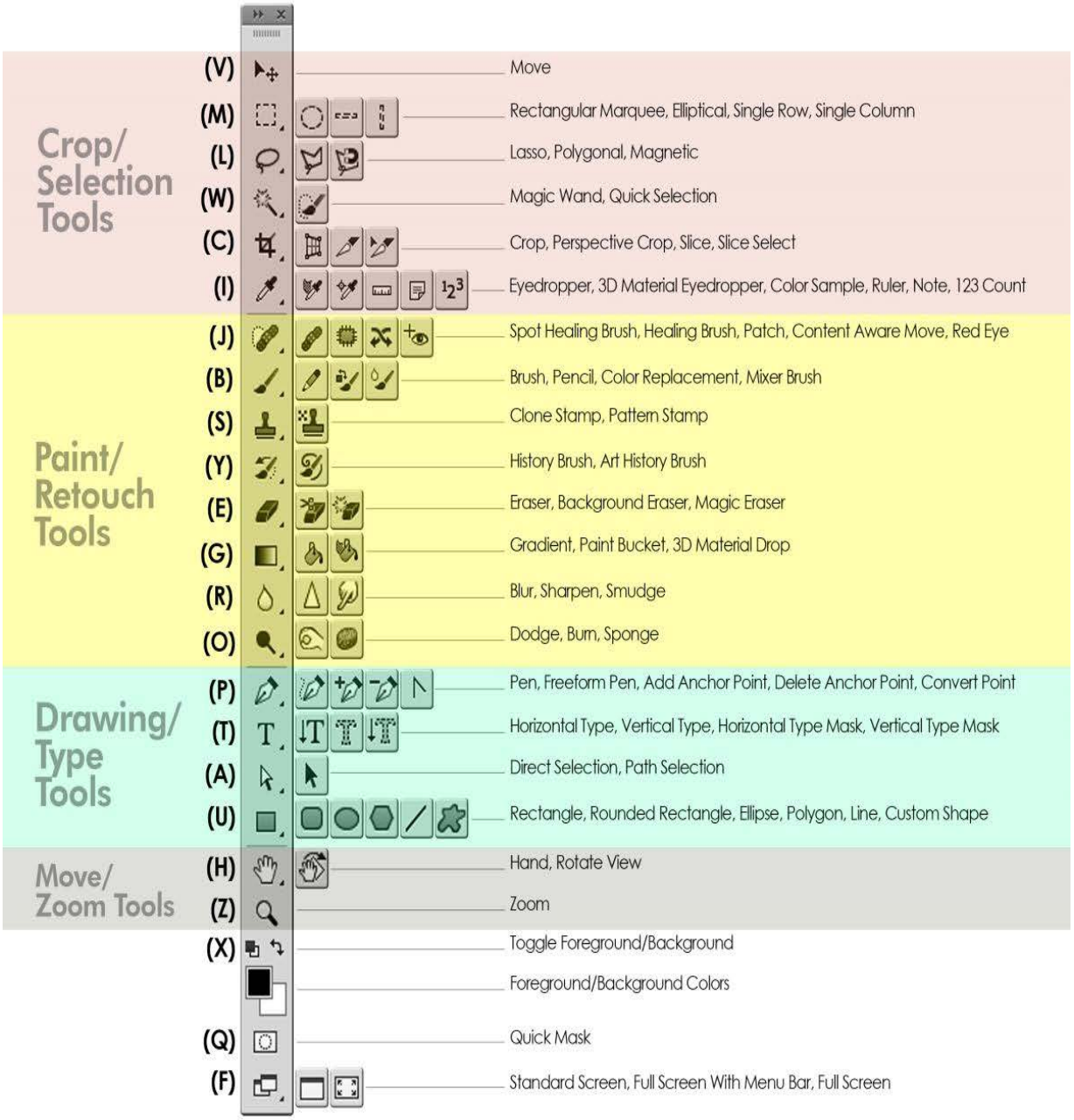
Useful weblinks:

How to become a Journalist | BBC Bitesize Jobs that use Performing Arts and English | Careers in Media

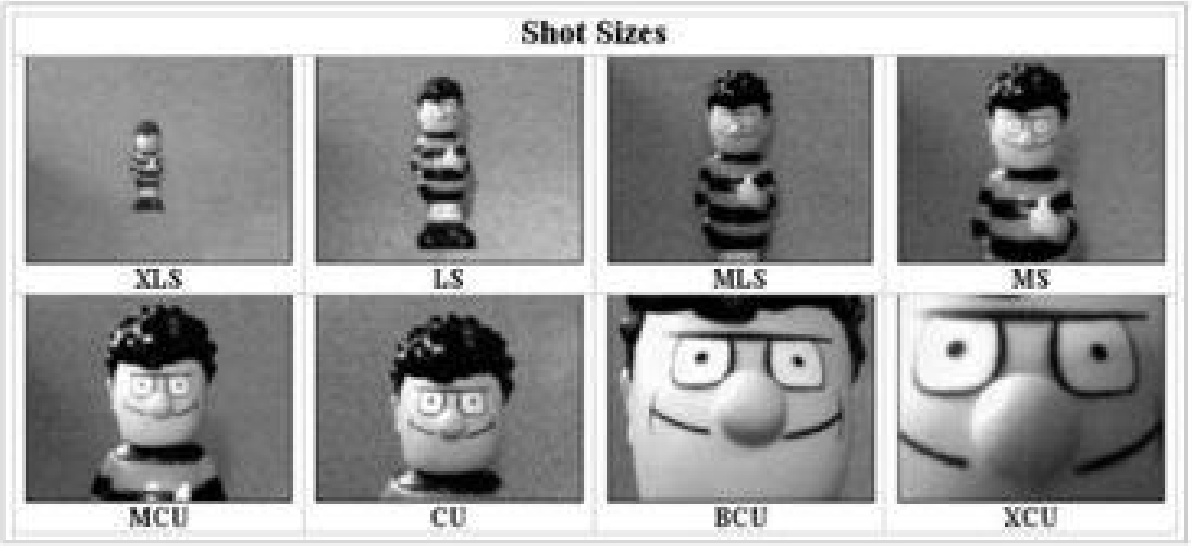
Together: We Care, We Challenge, We Excel

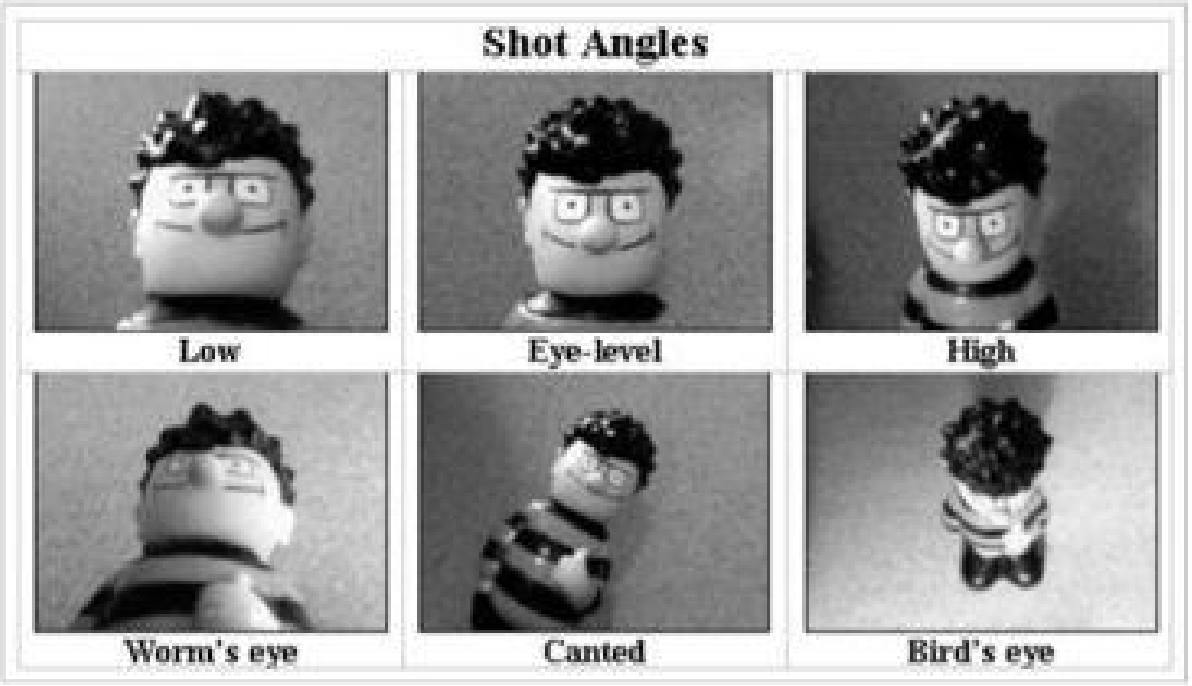
Photoshop Tools Cheat Sheet

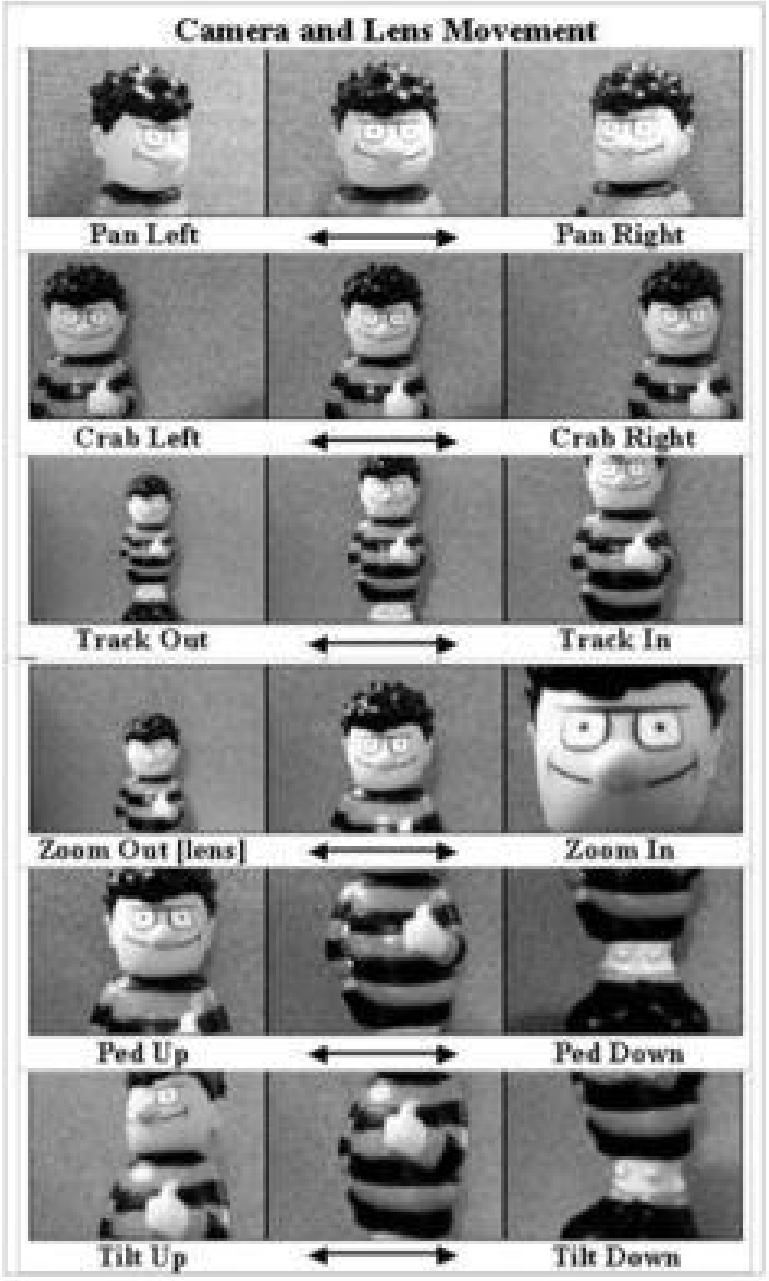
A small rectangle to the right of each tool signifies more tools in that set. Press & hold down to reveal additional tools. Press the shift key plus the shortcut key (in parenthesis) to toggle between the different tools that share the same keyboard shortcut.



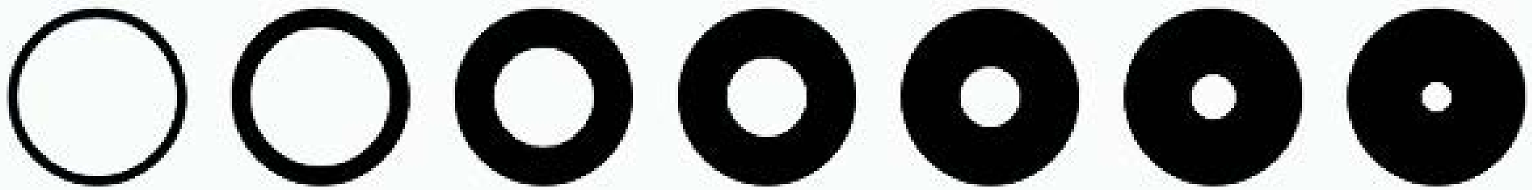
Camera Shots, Angles and Movement







APERTURE



f/2.8 f/4 f/5.6 f/8 f/11 f/16 f/22

blurry background | everything in focus

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<< >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

DARKER | BRIGHTER

SHUTTER SPEED

blurry photos, night shots | outdoors, sunny days | freezes motion

30" 15" 10" 2" 1" 1/25 1/50 1/100 1/250 1/500 1/1000 1/2000 1/8000

BRIGHTER | DARKER

ISO

smooth images | more grain, noise

100 200 400 640 800 1600 3200

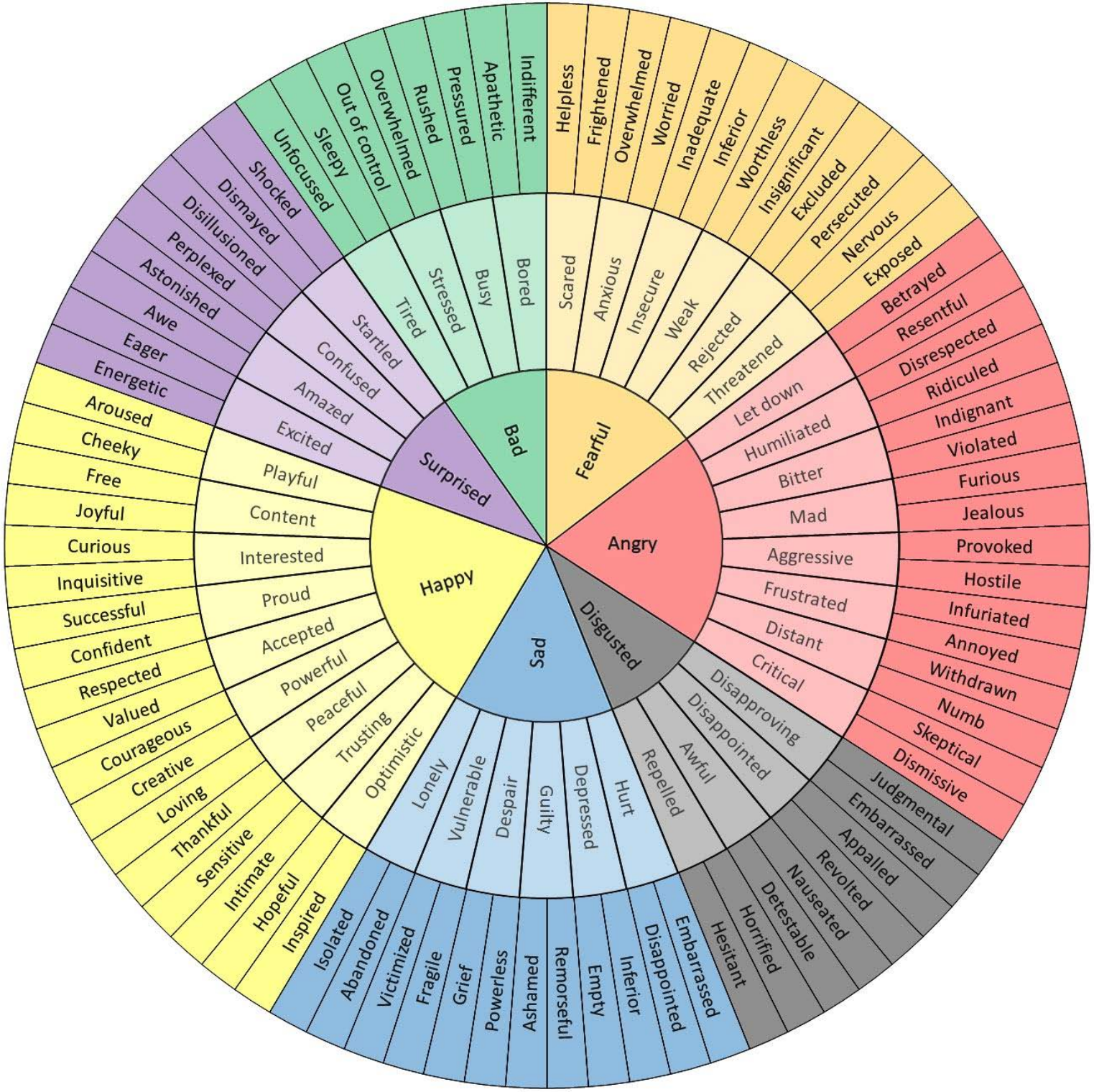
SUNNY OUTDOORS | INDOORS BY WINDOW | NO WINDOW NIGHT PHOTOS

BARE ESSENTIALS : English: The History of Rhetoric **YEAR: 9** **TERM: Spring 1**

Big Question: What is rhetoric and how has it been used by writers through the ages?
End point task: Writing their own speech and delivering it to their peers.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Students will have learned and used many techniques under the umbrella of 'rhetoric' in previous non-fiction units. These techniques will also have been revised when studying their key texts and through retrieval activities.	This unit of learning will consolidate the students' understanding of how writers use rhetoric to persuade their audiences and influence opinion. Students will draw on these skills for their English Language Paper 2 at GCSE level.	This unit of learning can help lead to: Degrees in: English Language, English Literature, Journalism Careers in: Journalism, Creative writing, Literary Critic, Publishing

Speech to study and focus	Core knowledge
What is rhetoric? • Aristotle • Alexander the Great	**Alliteration**: repeating the same sound at the start of consecutive words **Anecdote**: a short amusing or interesting story about a real incident or person **Anaphora**: starting each sentence with the same words **Antithesis**: direct opposites **Dialysis**: 'don't do this, do that.' Presenting an alternative argument **Direct address**: use of a pronoun (you) to address the audience **Emotive language**: words or phrases that encourage the reader or audience to feel a particular emotion **Ethos**: credibility. "You should believe my argument because you believe me." or perhaps "...believe in me. " **Hyperbole**: exaggeration to emphasise a point or idea **Hypophora**: a question followed by the answer **Injustice**: if something is unfair **Logos**: using logic and reasoning as your appeal: facts and figures **Pathos**: pathos is the emotional influence of the speaker on the audience. Its goal is to make the audience feel something **Polemic**: a written debate or dispute **Proof**: evidence to support your ideas or opinions **Purpose**: the reason the writer is writing **Rhetorical question**: a question that doesn't require an answer, but is instead used to make a point **Tricolon**: use of a list of three, or repetition of something three times, to emphasise a point
How do you construct an effective argument? • Cicero	
How is rhetoric used to drive action? • Elizabeth I • Marc Anthony (Shakespeare's Julius Caesar) • Percy Shelley	
How is rhetoric used to highlight injustice? • Sojourner Truth • Emmeline Pankhurst	
How is rhetoric used to motivate? • Winston Churchill • Mahatma Gandhi • Martin Luther King	
How is rhetoric used for change? • Lennie James • Michelle Obama • Malala	


Bad
Fearful
Angry
Disgusted
Sad
Happy
Surprised
Bored
Busy
Stressed
Tired
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Let down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Disapproving
Disappointed
Awful
Repelled
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Optimistic
Trusting
Peaceful
Powerful
Accepted
Proud
Interested
Content
Playful
Excited
Amazed
Confused
Startled
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of control
Sleepy
Unfocussed
Helpless
Frightened
Overwhelmed
Worried
Inadequate
Inferior
Worthless
Insignificant
Excluded
Persecuted
Nervous
Exposed
Betrayed
Resentful
Disrespected
Ridiculed
Indignant
Violated
Furious
Jealous
Provoked
Hostile
Infuriated
Annoyed
Withdrawn
Numb
Skeptical
Dismissive
Judgmental
Embarrassed
Appalled
Revolted
Nauseated
Detestable
Horrified
Hesitant
Embarrassed
Disappointed
Inferior
Empty
Remorseful
Ashamed
Powerless
Grief
Fragile
Victimized
Abandoned
Isolated
Inspired
Hopeful
Intimate
Sensitive
Thankful
Loving
Creative
Courageous
Valued
Respected
Confident
Successful
Inquisitive
Curious
Joyful
Free
Cheeky
Aroused
Energetic
Eager
Awe
Astonished
Perplexed
Disillusioned
Dismayed
Shocked

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...	In particular, their use of the character/line/language term....	The writer is positioning the reader to....
The writer has characterised.....	When we consider that the word....specifically means....	The writer is highlighting to the reader....
The writer has made a link between....	The connotations of.... suggest that	The writer causes the reader to consider....
The writer deliberately compares.....	A key quotation to link to this idea is....	You get the impression that the writer wants to....
The writer has chosen to emphasise....	By having....use the words ....the writer is suggesting	When we consider that earlier/later on in the novel....
The writer uses.....to suggest....		The writer is showing us this now because....
The writer emphasises the importance of...		

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**

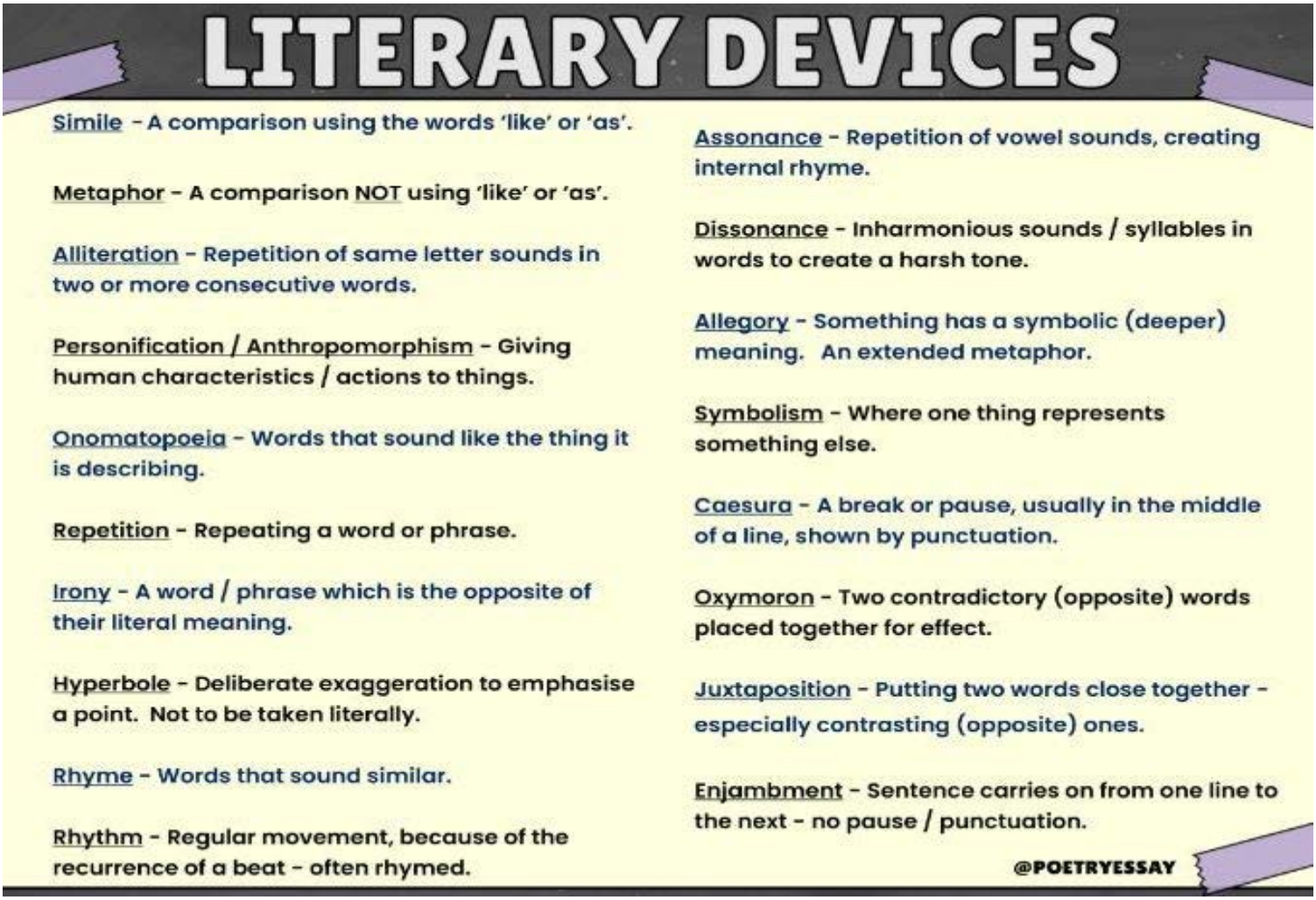
Preposition: A preposition describes the relationship between a noun and another noun (or verb or adverb).
***Examples:* to, under, for, at, by, from**

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



BARE ESSENTIALS : Geography **YEAR:** 9 **TERM:** Spring 1

Big Question: How does development affect the improvement of Africa's people?

End point task: A selection of assessment questions to check your understanding

Where is this learning coming from?	What will you know as a result of this?	Career links:
The overriding concept of this topic is positive change and how to improve the quality of people's lives. The topic focus of this will be on development and its impact at different geographical scales. Core knowledge will be based around place knowledge of Africa, with a focus on Nigeria, Burundi and China's involvement in African development.	From this topic we want our students to have a good understanding of the impact of development on people's quality of life, how Africa is changing for the better and what can be done to support African development. This topic links to the concept of migration taught in KS3 South America, Asia, Middle East, and Changing Economic World in KS4 and Global development and connections at KS5.	- Public policy advisor - Development Consultant - Civil servant - Journalist - News Correspondent - NGO's - Humanitarian worker - Think Tanks

Topic area	Core knowledge
1. What is Africa? Africa is the world's second-largest and second-most populous continent, located primarily in the Eastern and Northern Hemispheres. It is home to a rich variety of cultures, languages, and ethnic groups. It has a long and complex history, with civilizations dating back thousands of years. Today, Africa consists of 54 recognised countries, each with its own unique characteristics and history. The continent faces various challenges, including poverty, political instability, and health issues, but it also has a growing economy.	
2. What is Development? In a broad sense, it refers to progress, improvement, or the process of growth and advancement. We will explain why standard of living is not always the best measure of development and how categorise countries into Low Income Country, Newly Emerging Economy and High Income Country	
3. How do we Measure Development? Measuring development involves assessing a range of indicators to show progress and well-being of individuals, communities, or countries. Common methods and indicators include: Gross Domestic Product (GDP), Human Development Index (HDI), Life Expectancy:Employment Rates ,Infant Mortality Rate, Technology and Innovation, Literacy Rates, Doctors per 1000 people, Access to safe water.	
4. How developed is Africa? Africa has varying levels of development across its 54 countries. We look at how developed every nation is through development indicators such as; Economic Development, Infrastructure, Education and Healthcare, Technology etc.	
5. What are Factors Affecting Development? Several interconnected factors influence the development of countries, and these factors can vary across different regions and contexts. They can range from the following; economic, environmental and historical. Understanding how these factors impacted countries in Africa in the long term.	
6. What is Inequality? Inequality refers to the disparities or differences among individuals or groups within a society.In this lesson we explore how inequality differs by measuring Income inequality, Health inequality, opportunity inequality and Political Inequality.	
7. Gender Inequality and Development: Gender inequality is a significant issue in many parts of Africa, impacting development outcomes and hindering the full realisation of human rights and potential. We measure gender equality through development indicators. Addressing gender inequality requires a multifaceted approach involving governments, civil society, international organisations, and local communities. Efforts should focus on policy reforms, legal changes, educational initiatives, and economic empowerment programs to create an environment where gender equality can thrive.	
8. How involved is China in Africa? We'll look at the relationship between China and African nations, which has been met with a range of reactions. While some see it as an opportunity others have expressed concerns. We will investigate this.	
9. How does Aid Affect Development? The relationship between aid and development is complex, and the impact of aid on development outcomes can vary. Aid can reduce poverty but can also be detrimental to development due to the over reliance and debt.	
10. What are the Sustainable Development Goals? 17 global goals that were adopted by all United Nations Member States in September 2015 as part of the 2030 Agenda for Sustainable Development. These goals are designed to address a range of interconnected challenges. They provide a shared blueprint for peace and prosperity for people and the planet.	

Vocabulary

High Income Country - A country with a gross national income per capita of US$13,845 or more

Low Income Country - Countries with less than $1,035 GNI per capita

Newly Emerging Economy - one in which the country is becoming a developed nation often driven by relatively high economic growth and a rapid expansion of trade and investment flows

Inequality - The idea that different people experience different standards of living

Development - Refers to the standard of living and quality of life of its human inhabitants.

Sustainability - The practice of using natural resources responsibly, so they can support both present and future generations

Development Indicator - A numerical measure of quality of life in a country

Aid - A form of help given from one country to another; or one person to another, or from a charity (often called Non-Government Organisations or NGOs) to a country or region.

HDI (Human Development Index) - A summary composite measure of a country's average achievements in three basic aspects of human development: health, knowledge and standard of living.

GDP (Gross Domestic Product) - A measure of the size and health of a country's economy over a period of time by dividing the total wealth generated by a country by the number of its inhabitants.

GNI (Gross National Income) - The total amount of money earned by a nation's people and businesses as well as the amount of money from investment divided by the number of its inhabitants.

Literacy Rates - The percentage of the population of a given age group that can read and write
Access to safe water - The percentage of the population having access to and using improved drinking water sources

Doctors per 1000 people - Number of medical doctors (physicians), including generalist and specialist medical practitioners, per 1 000 population.

Infant Mortality Rate - The number of babies who die before the age of one per thousand live births per year

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 consequence...	
		Therefore	Otherwise		Including...	
		This leads to	On the other hand		...which will lead to...	
			Then again			

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	
Minor / little	disagree	It is my belief that	The best option is... because...

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 ...	However the main disadvantage(s) of... are...because...as shown by... and so...
This means that...	This may be because...	... is successful because...	
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...			

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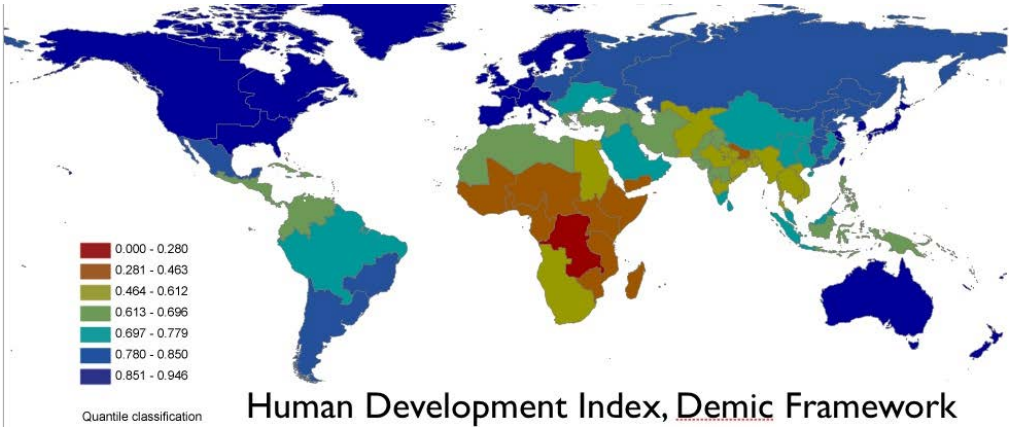
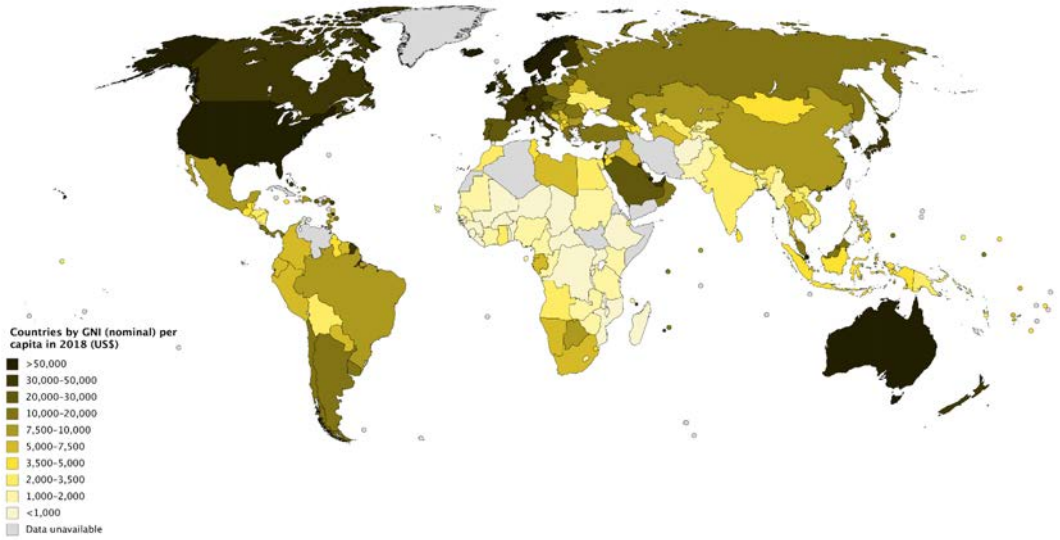
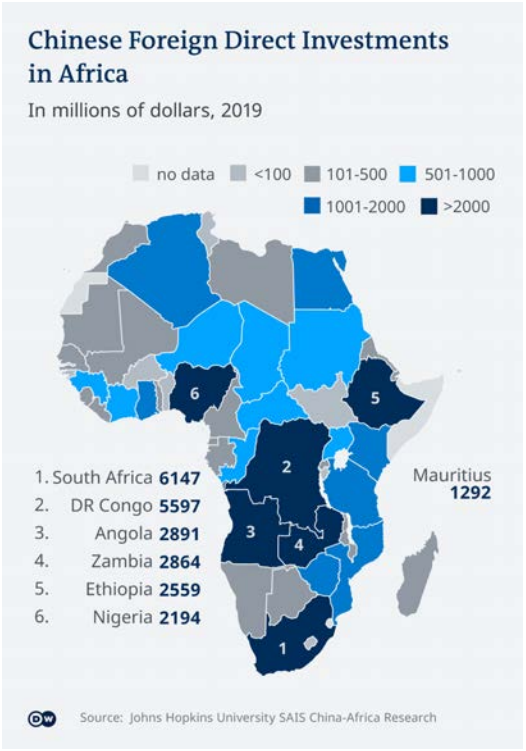
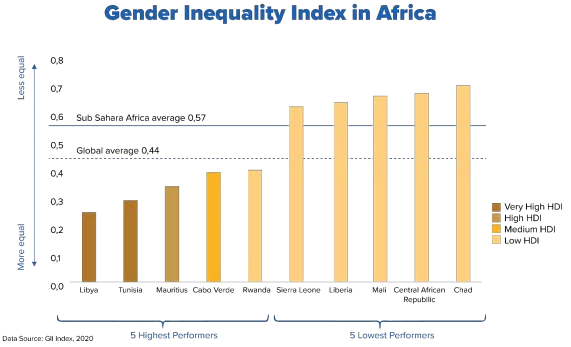


Human Development Index, Demic Framework







BARE ESSENTIALS : History **YEAR: 9** **TERM: Spring 1**

Big Question: How did life in Russia change between 1900 – 1950?

End point task: -End of term assessment knowledge and understanding recall and extended writing

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
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. Year 8 History in particular has introduced some of the key political concepts and the role of Russia in the wider context of 20th century history.	You will find out who the key individuals were in Russian history and how they have shaped events. You will see how the key events of the Russian Revolution of 1917 had both short and long term consequences. Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 3 on Weimar and Nazi Germany emphasising the struggle between Fascism and Communism. 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. Life in Russia in 1900.	An evaluation of Russian society in 1900 focusing on a range of social groups ranging from the Tsar and the |Orthodox church to the peasantry.
Lesson 2. Nicholas II.	An evaluation of Tsarist policies and the autocratic nature of the rule of the Romanovs.
Lesson 3. The 1905 Revolution.	What were the causes and consequences of the Revolution of 1905?
Lesson 4. What was Communism?	What did Karl Marx believe and how were his ideas relevant in early 20th century Russia?
Lesson 5. Lenin and the Bolsheviks.	The key events of the Bolshevik Revolution of 1917 and the reasons for the success of the Bolshevik seizure of power.
Lesson 6. What happened to the Tsar?	An evaluation, using primary and secondary sources of the various interpretations surrounding the murder of the Tsar and his family.
Lesson 7. Did Lenin improve the lives of Russians?	Evaluation of the political, economic and social policies of the Bolsheviks.
Lesson 8. The rise of Stalin.	The power struggle between Stalin and Trotsky
Lesson 9. Did Stalin improve the lives of Russians?	Evaluation of the political, economic and social policies of Stalin.
Lesson 10. Was Stalin a disaster for the USSR?	Using primary and secondary sources to evaluate the impact of Stalin on the development of Russia.

HISTORY

History Key Stage 3 skills

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

HISTORY

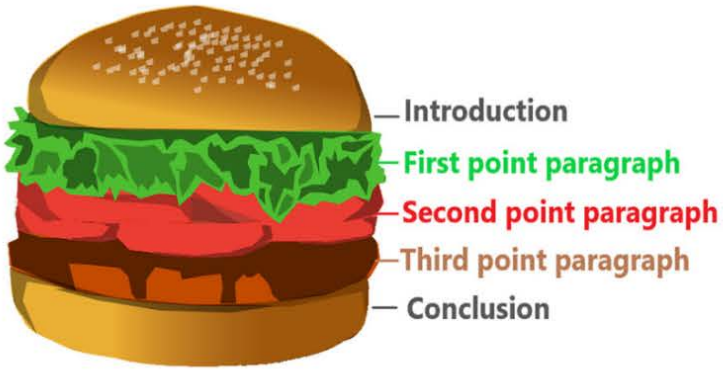
History Key Stage 3 skills

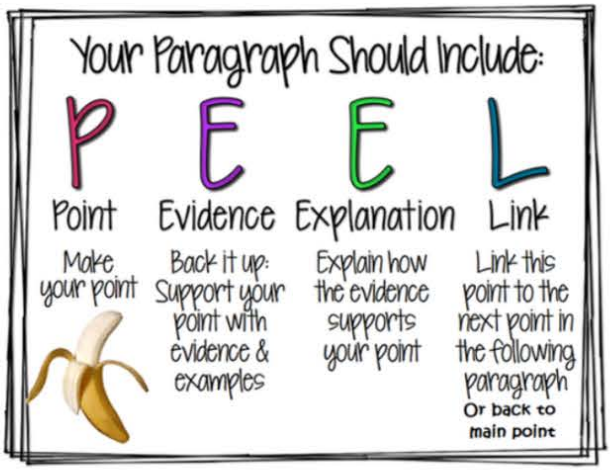
Extended writing

Command words and structuring

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 _____





HISTORY

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 written; circle and annotate 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 you 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:** Spring 1

OVERARCHING THEMES -

Recognise arithmetic and geometric sequences and appreciate other sequences that arise. Be able to use tables, grids and diagrams to calculate probabilities. Solve problems involving angles and right angled triangles using Pythagoras and trigonometry

Did you know?

Fibonacci (1170 - 1240) Also known as Leonardo of Pisa, little is known about the life of the great Italian mathematician known as Fibonacci. However, his mathematical contributions live on in a tremendous way as his famous Fibonacci sequence continues to illuminate the mathematical structures of nature and the natural world.

Fun Fact: Fibonacci is credited with introducing the Hindu-Arabic numeral system to Europe, which eventually led to its widespread acceptance, simplifying and unifying mathematical formulas, equations, and computations.

Where is this learning coming from?

Year 7 and 8 Number sense and Algebra
Builds on their understanding of number and calculations including use of the order of operations. Extending their knowledge of arithmetic and geometric relationships and working with algebraic expressions
Develops their understanding of algebraic manipulation
Year 7 and 8 Table and probability
Building on knowledge and understanding of probability of independent events
Year 7and 8 Geometry
Building on knowledge involving angle facts and calculations

Where is this learning going?

GCSE Probability
Be able to solve problems involving probability using a range of diagrams and methods including algebraic.

GCSE Sequences
Use appropriate language to describe sequences.
Be able to generate the nth term rule from a sequence of numbers including a quadratic sequence.
GCSE Geometry
Solving problems involving right angled triangles

What will you know as a result of this?

You will be able to:

- Solve problems using theoretical probability.
- Identify and understand sequences, know the difference between arithmetic an geometric
- Solve problems using Pythagoras' theorem and basic trigonometry.

Career links:

Finance
Accounting
Statistician
Teaching
Cartographer
Geospatial technician
Research analyst
Actuary

Useful weblinks:

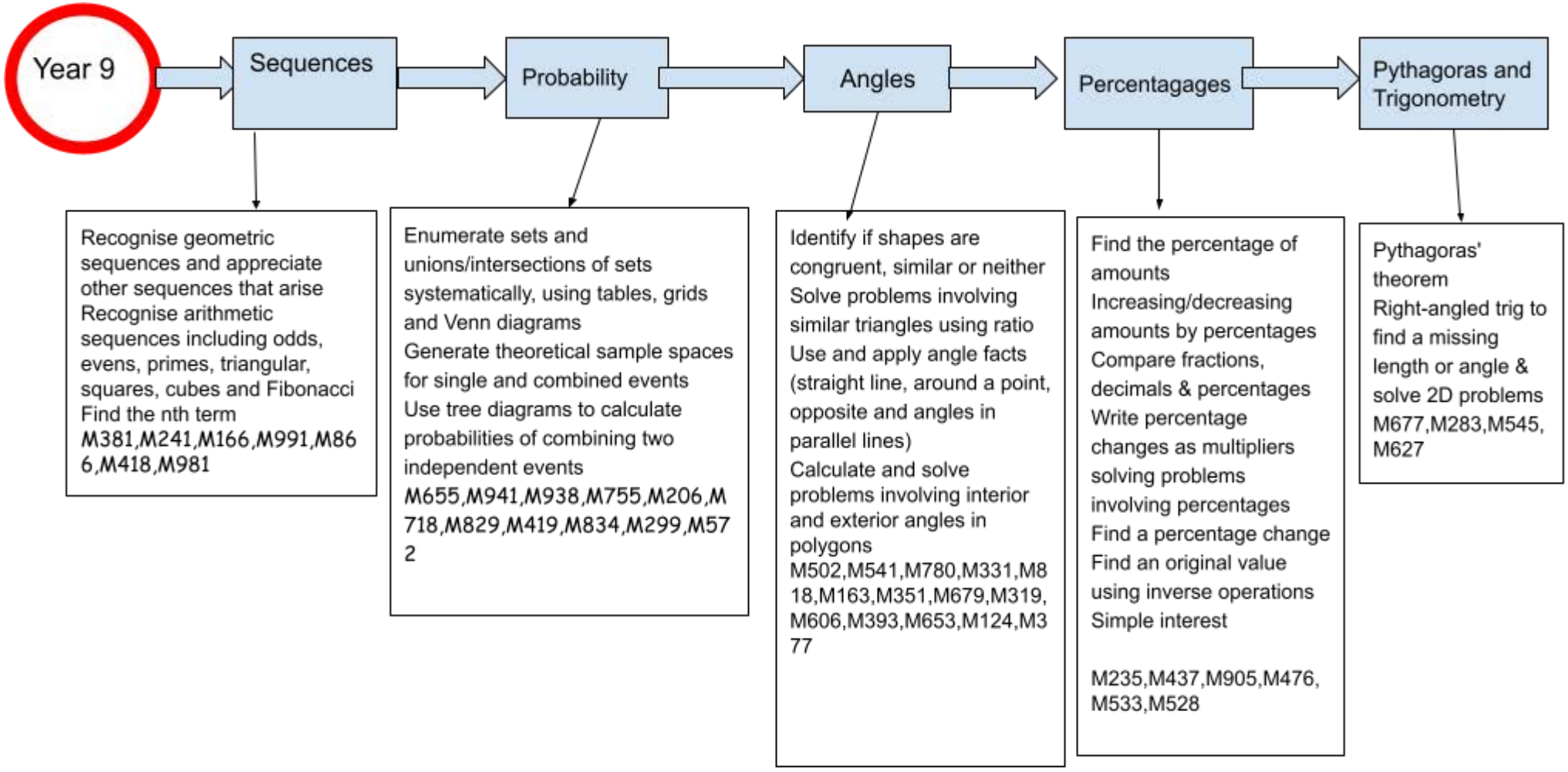
Sparxmaths.com
Desmos.com
https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp

Together: We Care, We Challenge, We Excel

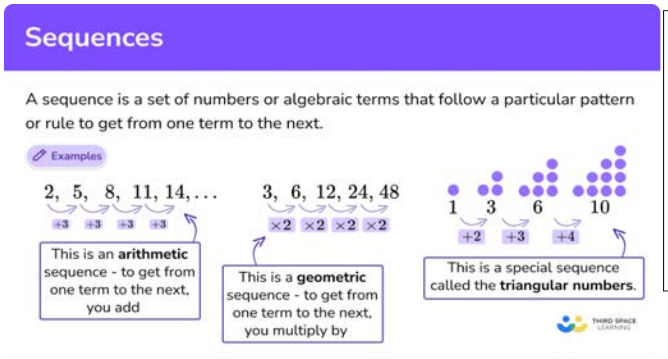
BARE ESSENTIALS

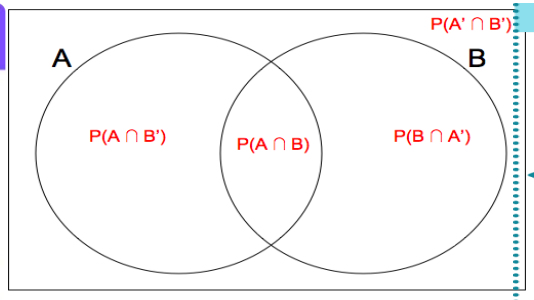
SUBJECT: MATHEMATICS **YEAR:** 9 **TERM:** Spring 1

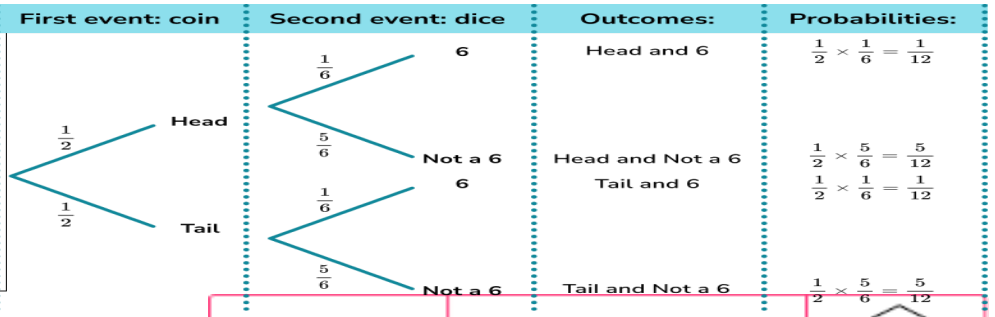
OVERARCHING THEMES - Understand place value. Solve addition, subtraction, multiplication and division problems involving integers, negatives and decimals. Working with Indices and Standard Form. Algebra revision

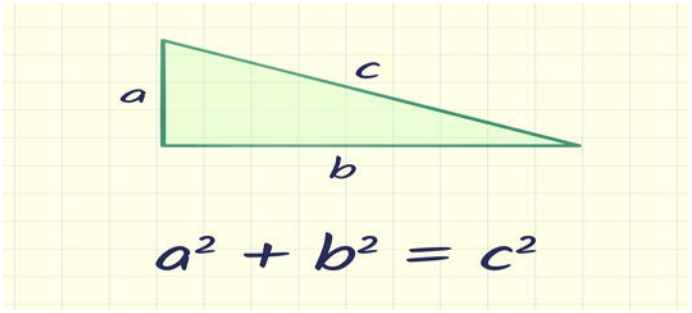


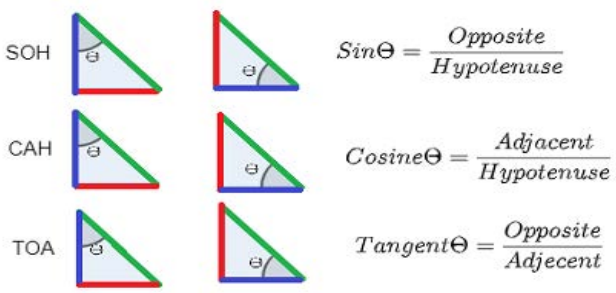
Key words: expression, identity, equation, standard form, operation, BIDMAS, Factorise, Indices	Useful weblinks: www.whiterosemaths.com www.sparx.co.uk

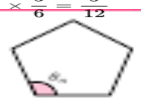
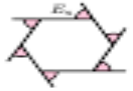


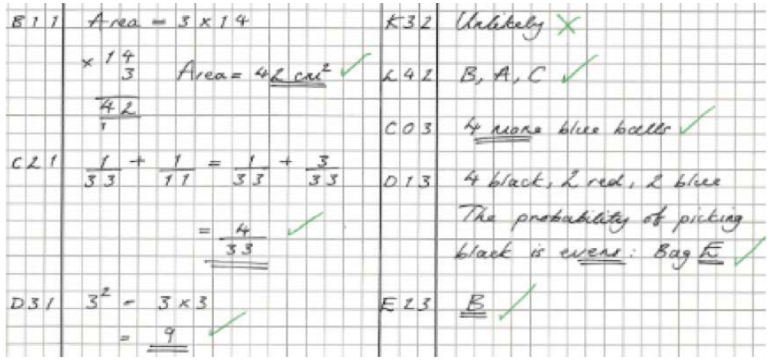








Interior angles of polygons	The sum of interior angles of any polygon is equal to $180(n-2)$ for an n-sided shape.	
Exterior angles of polygons	The sum of exterior angles of any polygon is 360°.	
Angles in a triangle	The sum of angles in a triangle is 180°. $x + y + z = 180$	
Angles in a quadrilateral	The sum of angles in a quadrilateral is 360°. $w + x + y + z = 360$	



SPARX

tavistockcollege.sparxmaths.uk/student

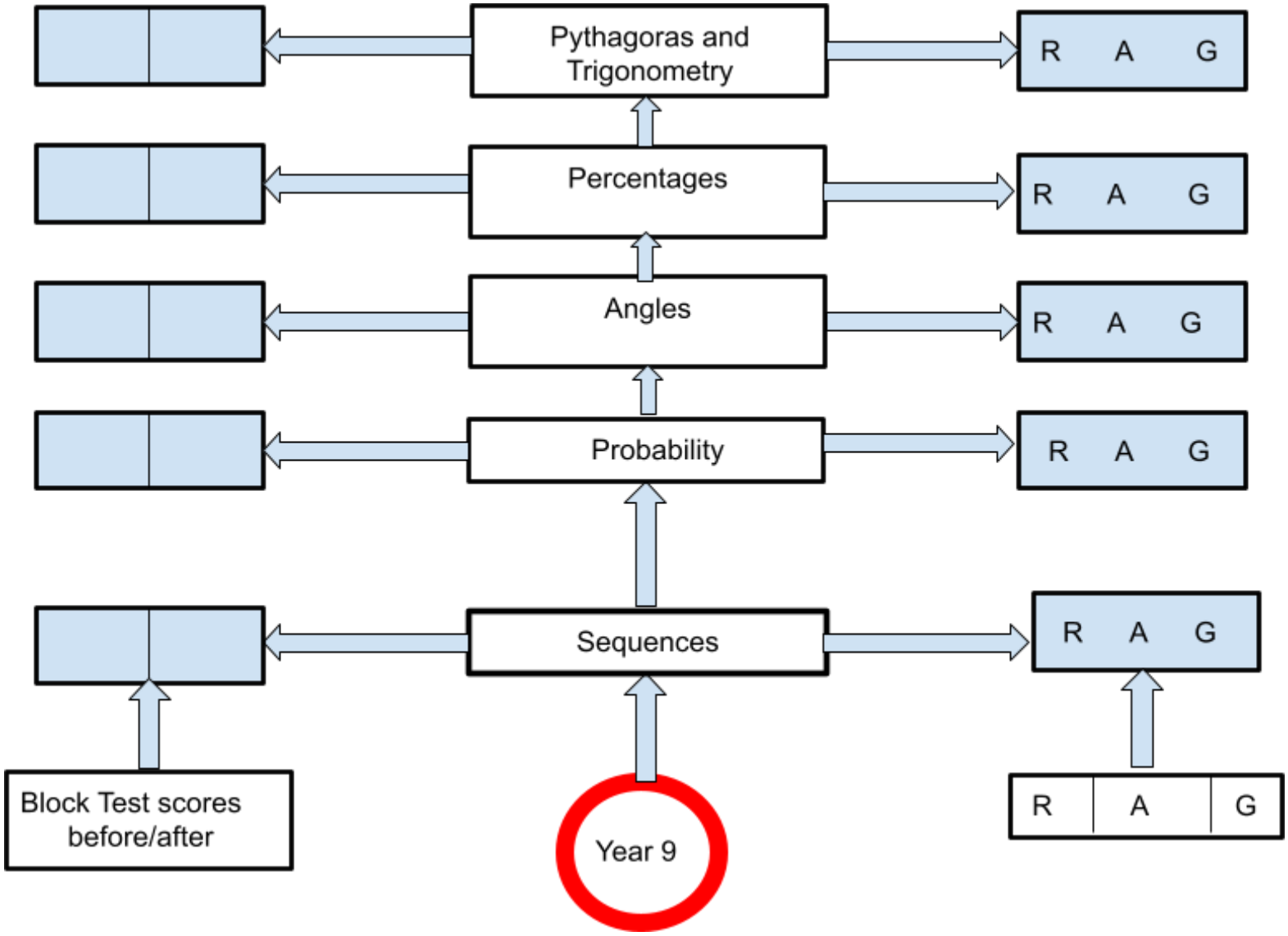
Username:

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:

BARE ESSENTIALS

SUBJECT: French **YEAR:** 9 **TERM:** Spring 1

Big Question: Qu'est-ce qu'il y a dans ton quartier?

End point task: Written task about what there is where you live.

Did you know?

- On the first Sunday of January every year, the French celebrate Epiphanie (Epiphany). On this occasion, they share galette des rois (king cake), a special pastry with small charms baked inside. Galette des rois are filled with frangipane, a cream made from sweet almonds, butter, eggs and sugar.
- La Chandeleur – Pancake Day in France: 2 February. La Chandeleur or Crêpe Day is the day in France when people traditionally eat crêpes and drink cider!
- We could hardly talk about the month of February in France without talking about Valentine's Day. From 8 to 17 February the city of Strasbourg, sitting near the border of France and Germany, hosts a week-long romantic event: Strasbourg Mon Amour. All around the city are dinner events, shows, concerts, dances, pop-up bars, specialised museum tours, exhibitions, film screenings and light shows. The city lights up to celebrate romance and relationships. The festival attracts up to 20,000 visitors.

Where is this learning going?

You will learn how to:

- Say what places there are in your street
- To describe where things are located

Grammar:

- Using locative adverbials and prepositions
- *Pas + de*
- Masculine/ feminine: *du/ de la*

Key sentence patterns:

- *Dans ma rue il y a* + noun phrase
- Noun + locative adverbial/ prepositions + prepositional phrase
- *Il n'y a pas + de* + noun + *adjective*

End point task

Write a short description about what there is where you live and where things are located (approx 50 words) in French. You must write something about each bullet point.

Mention:

- What there is in your neighbourhood
- What there is not in your neighbourhood
- Where your house is located
- What there is near your house

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

Assessment point		
Writing ***Exemplar***	Salut, je m'appelle Isabelle. Dans ma rue, il y a un arrêt de bus, un magasin de vêtements et une épicerie. Ma maison est à dix minutes en voiture du collège. C'est très pratique! Ma maison est entre la boucherie et le supermarché. Cependant, il n'y a aucune boutique près d'où j'habite. (52 words)	
Speaking ***(you will answer these)***	**Qu'est-ce qu'il y a dans ton quartier?** **Où est ta maison?** **Quels endroits n'y- a-t-il pas près d'où tu habites?**	**HOMEWORK** **You will be set these questions every two weeks to learn.** **You will need to be able to understand the question and answer it.** **You can do this by using this section of your Bare Essentials.**
Reading ***Example***	**<u>Answer questions about a text like:</u>** Bonjour, je m'appelle Clément. J'habite à Bruxelles, c'est dans le sud de la Belgique. Près de chez moi, il y a beaucoup de magasins. Dans ma rue, il y a un magasin de sport, un supermarché et une boulangerie. Mon immeuble est devant la bibliothèque- c'est vraiment utile. J'adore mon quartier parce qu'on peut voir des nouveaux films au cinéma; en fait, le cinéma est à cinq minutes à pied de chez moi! Par contre, il n'y a aucune piscine municipale par ici alors on ne peut pas faire de la natation. (92 words)	
Reading aloud ***(You will have to read these aloud)***	Dans ma rue, il y a une église. Près de chez moi, il y a une mosquée. Ma maison est à gauche de la boulangerie. Mon appartement est entre le cinéma et le supermarché. Il n'y a aucun restaurant dans mon quartier.	
Translation ***(These will be in retrieval starters and vocab tests)***	On my street there is a train station. Near my house there is a synagogue. My house is next to the library. My apartment is at the end of the street. The grocery shop is behind the bakery and the butcher's. There is no shopping centre near where I live.	There is no church around here. There is no train station in my neighbourhood. The music shop is to the right of the swimming pool. The theatre is next to the sports centre.

	Masculine nouns	Feminine nouns
Dans ma rue, il y a *[On my street, there is]* **Près de chez moi, il y a** *[Near my house, there is]*	**un arrêt de bus** *[bus stop]* **un bâtiment** *[a building]* **un centre commercial** **un centre sportif** **un petit parc** **un restaurant chinois/indien** **un supermarché** **un terrain de foot** **un théâtre**	**une bibliothèque** *[a library]* **une boucherie [***a butcher's]* **une boulangerie** *[a bakery]* **une église** *[a church]* **une épicerie** *[a grocery shop]* **une gare** *[a train station]* **une mosquée** *[a mosque]* **une piscine municipale** *[a local pool]* **une synagogue** *[a synagogue]*
	un magasin de *[a … shop]*	**sport** *[sports]* **vêtements** *[clothes]*

Le cinéma *[The cinema]* **Ma maison** *[My house]* **Mon immeuble** *[My block of flats]* **Mon appartement** *[My flat]*	**est** *[is]*	**à droite** *[to the right]* **à gauche** *[to the left]* **à dix minutes à pied** *[a 10 minute walk away]* **à dix minutes en voiture** *[a 10 minute car ride away]* **à côté** *[next to]* **près** *[near]* **devant*** *[in front]* **en face** *[opposite]* **derrière*** *[behind]* **loin** *[far]*	**Fem. nouns**	
			de la ***la** *[of/from]*	**bibliothèque** **boucherie** **boulangerie** **piscine**
			Masc. nouns	
			du ***le** *[of/from]*	**centre commercial** **collège** **magasin de musique** **musée** **parc** **stade** **terrain de foot**
		au bout de la rue *[at the end of the street]*		

Mon appartement **Ma maison**	**est**	**entre** *[between]*	**la boucherie** **le cinéma**	**et**	**la piscine** **le supermarché**

Il n'y a *[There is not]*	**aucun** *[any – sg. masc]*	**restaurant**	**près d'où j'habite** *[near where I live]* **dans mon quartier** *[in my neighbourhood]* **par ici** *[around here]*
	aucune *[any – sg. fem]*	**boutique**	

BARE ESSENTIALS

SUBJECT: Spanish **YEAR:** 9 **TERM:** Spring 1

Big Question: ¿Qué hay en tu barrio?

End point task: Written task about what there is where you live.

Did you know?

- As mentioned in your last Bare Essentials there is no Santa Claus in Spain! Now on the Epiphany, January 6th is when Spanish children receive their presents from the "Reyes Magos", the Three Kings. The night before, on January 5th, the Kings parade through towns and cities across the country. Children then leave their shoes out so the "Reyes" fill them with presents overnight. They get left coal if they have been naughty!
- Carnival, or 'Carnaval' in Spanish, comes from Latin meaning "farewell to meat". It is a Christian tradition celebrated across Spain before Lent starts. It is seen as the last chance to indulge before the start of Lent. Carnival parades in Spain are very impressive with decorated floats, dancers and musicians filling the streets with colour and energy. One of the most famous in the world is in Tenerife but there are many in different cities.
- Throughout the year there are many different festivals in Spain and Spanish speaking countries. One example is the winter festival called "Cós Blanc" in Salou, Cataluña. Floats and troupes parade three times along the main street, where cannons spray confetti into the air like snow and people dance and sing.

Where is this learning going?

You will learn how to:

- Say what places there are in your street
- To describe where things are located

Grammar:

- Using locative adverbials and prepositions
- *No + ningún/ ninguna*
- Masculine/ feminine: *del/ de la*

Key sentence patterns:

- *En mi calle hay* + noun phrase
- Noun + locative adverbial/ prepositions + prepositional phrase
- *Mi casa + estar* + location
- *No hay + ningún/ ninguna* + noun + adverbial

End point task

Write a short description about what there is where you live and where things are located (approx 50 words) in Spanish. You must write something about each bullet point.

Mention:

- What there is in your neighbourhood
- What there is not in your neighbourhood
- Where your house is located
- What there is near your house

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

Assessment point		
Writing ***Exemplar***	Hola, me llamo Rebecca. En mi calle, hay un aparcamiento, una tienda de ropa y una carnicería. Mi casa está a diez minutos en coche del colegio. ¡Qué práctico! Mi casa está entre la panadería y la biblioteca. Sin embargo, no hay ningún restaurante cerca de donde vivo. (48 words)	
Speaking ***(you will answer these)***	**¿Qué hay en tu barrio?** **¿Dónde está tu casa?** **¿Qué sitios no hay cerca de donde vives?**	**HOMEWORK** **You will be set these questions every two weeks to learn.** **You will need to be able to understand the question and answer it.** **You can do this by using this section of your Bare Essentials.**
Reading ***Example***	**<u>Answer questions about a text like:</u>** Hola, me llamo Ron. Vivo en Bogotá, está en el centro de Colombia. Cerca de mi casa, hay muchas tiendas. En mi calle, hay una tienda de deporte, un supermercado y una panadería. Mi edificio está delante de la biblioteca- es muy útil. Me encanta mi barrio porque se puede ver películas en el cine; ¡de hecho, el cine está a cinco minutos a pie de mi casa! Por lo tanto, no hay ninguna piscina municipal por aquí entonces no se puede hacer natación. (84 words)	
Reading aloud ***(You will have to read these aloud)***	En mi calle, hay una iglesia. Cerca de mi casa, hay una mezquita. Mi casa está a la izquierda de la panadería. Mi piso está entre el cine y el supermercado. No hay ningún restaurante en mi barrio.	
Translation ***(These will be in retrieval starters and vocab tests)***	On my street there is a train station. Near my house there is a synagogue. My house is next to the library. My apartment is at the end of the street. The grocery shop is behind the bakery and the butcher's. There is no shopping centre near where I live.	There is no church around here. There is no train station in my neighbourhood. The music shop is to the right of the swimming pool. The theatre is next to the sports centre.

UNIT 3: Describing my street

	Masculine nouns	Feminine nouns
En mi calle hay *[On my street there is]* **Cerca de mi casa hay** *[Near my house there is]*	**un aparcamiento** *[parking]* **un edificio** *[a building]* **un campo de fútbol** **un centro comercial** **un polideportivo** **un parque pequeño** **un restaurante chino/indio** **un supermercado** **un teatro**	**una biblioteca** *[a library]* **una carnicería** *[a butchers]* **una estación de tren** *[a train station]* **una iglesia** *[a church]* **una mezquita** *[a mosque]* **una panadería** *[a bakers]* **una piscina municipal** *[a local pool]* **una sinagoga** *[a sinagogue]* **una zapatería** *[a shoe shop]*
	una tienda de *[a … shop]*	**deporte** *[sports]* **ropa** *[clothes]*

El cine *[The cinema]* **Mi casa** *[My house]* **Mi edificio** *[My building]* **Mi piso** *[My flat]*	**está** *[is]*	**a la derecha** *[to the right]* **a la izquierda** *[to the left]* **a diez minutos a pie** *[a 10 minute walk away]* **a diez minutos en coche** *[a 10 minute car ride away]* **al lado** *[next to]* **cerca** *[near]* **delante** *[in front]* **enfrente** *[opposite]* **detrás** *[behind]* **en la esquina** *[on the corner]* **lejos** *[far]*	**Fem. nouns**	
			de la *[of/from]*	**biblioteca** **carnicería** **tienda de música** **panadería** **piscina**
			Masc. nouns	
			del *[of/from]*	**campo de fútbol** **centro comercial** **colegio** **estadio** **museo** **parque**
		al final de la calle *[at the end of the street]*		

Mi casa **Mi piso**	**está**	**entre** *[between]*	**la carnicería** **el cine**	**y**	**el supermercado** **la piscina**

No hay *[There is not]*	**ningún** *[any – sg. masc]*	**restaurante**	**cerca de donde vivo** *[near where I live]* **en mi barrio** *[in my neighbourhood]* **por aquí** *[around here]*
	ninguna *[any – sg. fem]*	**tienda**	

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR: 9** **TERM: AUTUMN 2**

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/

Bare Essentials to remember **(words in bold are in your keywords) :**	**Keywords:**
1. **Football: Passing the ball**: Pass the ball with variation, 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 Accuracy Possession Body position shielding Decision making Power Offence principle Defence principle Tip Off Restarts Free throw Set plays Team strategy Passing Shooting
2. Football: Dribbling/moving with the ball: Run at an opponent one on one 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: Control the ball using a variety of methods when under pressure in a game context	
4. Football : Shooting: Shoot with accuracy 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. Pass the ball with variation, correct weight and accuracy. Receive and control the ball using a variety of methods when under pressure in a game context	
2. **Basketball: dribbling/moving with the ball:** To be able to beat an opponent one on one. 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 able to receive the ball under control and pass it accurately 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 shoot with accuracy from two point towards the 3 point line - 24 seconds from gaining possession 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 delay an opponent's attack in a two vs one situation. To improve the consistency, quality and use of defensive principles in games.	
6. **Positional and tactical play:** To know the 24 second rule and rear court violation rules. 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.	

PRINCIPLES OF TRAINING

The principles of training should be thought of as the 'golden rules' of making fitness training work for the individual participant. Following these golden rules will help to guarantee success and will carry athletes towards their training and performance goals.

Specificity
Matching the training to the needs of the sporting activity and individual.
E.g fitness level

Progressive overload
Gradual increases in exercise to cause a greater than normal stress to the body for training adaptations to take place.
Done via **FITT.**
E.g increasing the weight of the dumbbells

Reversibility
Any adaptation of training will be lost as a result of not training.
E.g your muscles will start to lose strength

Tedium
There needs to be variety in your training to avoid it becoming boring.
E.g changing the training method

FITT Principles
Frequency – number of times one trains
Intensity – how hard you train
Time – how long your train for
Type – What exercises and methods of training you should use.

Key Stage 3 PE curriculum mapping - Year 9

Group code	9PEA	9PEB	9PEC	9PED	9PEM	9PEN	9PEO	9PEP	9ANC
4/9/23 - 6/10/23	Basketball / badminton	Leadership	Level 2 PE developing physical and mental wellbeing	Handball/ football	Basketball / Badminton	Leadership	Level 2 PE developing physical and mental wellbeing	Handball/ football	Fitness
9/10/23- 11/11/23	Fitness	Basketball / badminton	Leadership	Level 2 PE developing physical and mental wellbeing	Fitness	Basketball / badminton	Leadership	Level 2 PE developing physical and mental wellbeing	Handball/ football
13/11/23- 8/12/23	Handball/ football	Fitness	Basketball / badminton	Leadership	Handball/ football	Fitness	Basketball / badminton	Leadership	Level 2 PE developing physical and mental wellbeing
11/12/23- 15/12/23	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
2/1/24- 26/1/24	Level 2 PE developing physical and mental wellbeing	Handball/ football	Fitness	Basketball / badminton	Level 2 PE developing physical and mental wellbeing	Handball/ football	Fitness	Basketball / badminton	Leadership
29/1/24- 1/3/24	Leadership	Level 2 PE Level 2 PE developing physical and mental wellbeing	Handball/ football	Fitness	Leadership	Level 2 PE Level 2 PE developing physical and mental wellbeing	Handball/ football	Fitness	Basketball / badminton
4/3/24 - 22/3/24	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters
25/3/24 - 28/3/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
15/4/24 - 24/5/24	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics
3/6/24- 12/7/24	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis	Athletics	Rounders/ Table tennis
15/7/24- 19/7/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR:** 9 **TERM:** Autumn 2

Big Question:

Leadership - What makes an effective sports leader?

Fitness training - Sportspeople improve their performance through training. 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?

- Exercising regularly improves brain performance.
- Working out sharpens your memory.
- The heart is the strongest muscle in the body.
- 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

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.* ***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. ***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 **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?	***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 being a good listener 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.* ***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.* ***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.

BARE ESSENTIALS

SUBJECT: Science Chemistry (C3) **YEAR: 9** **TERM: Spring 1**

Big Question: How does igneous rock become metamorphic rock?

End point task: A year 6 student is just learning about different rock types, their teacher states that metamorphic rock used to be Igneous rock. The student is really confused how this can be the case as they look so different, and they just don't believe it is possible.

Did you know?

- A layer in sedimentary rocks is the largest piece of evidence for what killed the dinosaurs
- The iron core of the earth is what causes the magnetic field around the earth
- The hotness from lightning striking ocean-side sand can liquefy the sand to shape a shiny stone called fulgurite
- Some granite in Australia is thought to be even more than four billion years old, yet when rocks are that old, geological forces have transformed them so much that it's challenging to define them

Where is this learning coming from?

Year 5 Programme of study – Earth and space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Where is this learning going?

Environmental science is very important and it is important that we ensure you leave school with the ability to make informed decisions about the environment. This module is the basis to 5 years of progressive teaching, starting with the backbone of the earth and how it is structured. Without this, you will only ever have a surface level understanding of environmental issues and the changes in the carbon cycle, which impacts climate change.

What will you know as a result of this?

You will be able to:

- Name some objects seen in the night sky.
- Describe how space observation of stars is affected by the scale of the Universe and explain the choice of light years as a unit of measuring distances in astronomy.
- Name objects and identify patterns we see in the Solar System.
- Describe how space exploration is affected by the scale of the Universe.
- Describe patterns in data linking day length during the year and differences between seasons
- Explain the motion of the Sun, stars, and Moon across the sky.
- Explain why seasonal changes happen.
- Explain simply why we see the Moon from Earth
- Describe the phases of the Moon.
- Name the layers of the Earth and state what a mineral is.
- Describe properties of the different layers of the Earth's structure.
- State the properties of sedimentary rocks.
- Explain why a sedimentary rock has a particular property based on how it was formed.
- State one difference between igneous and metamorphic rocks.
- Explain why igneous and metamorphic rocks have particular properties based on how they were formed.
- Give simple facts about how a rock can be changed from one type to another.
- Use the rock cycle to explain how the material in rocks is recycled.
- List the properties and some uses of ceramics.
- Use data on properties to decide which materials might be ceramics and explain why properties of ceramics make them suitable for their uses.

Career links:

Palaeontologist

Geologist

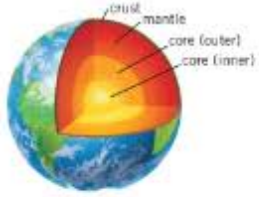
Geographer

Bare Essentials to remember **(words in bold are in your keywords) :**

P1 Chapter 7: Earth
Knowledge organiser

Activate
Question · Progress · Success

The Earth

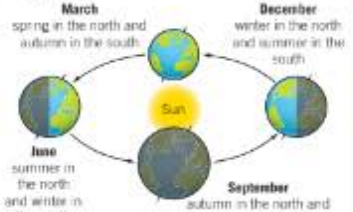


The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid

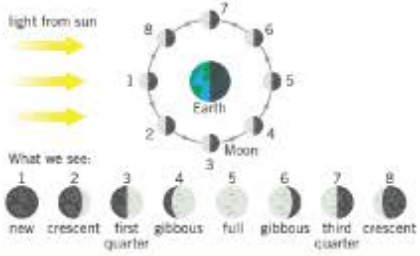
The spinning Earth

- The Earth takes 365 days to **orbit** the Sun, this is one Earth **year**
- The Earth takes 24 hours to spin on it's axis, that is why we have day and night
- The Earth's **axis** has a tilt of 23.4° which gives rise to our **seasons**



The Moon

- The Moon is a **natural satellite** which orbits the Earth
- One orbit of the Earth takes 27 days and 7 hours, this causes us to see the **phases of the moon**
- The different phases of the moon are caused by different parts of the Moon being lit by the Sun



The night sky

- A **galaxy** is a collection of **stars**, our galaxy is known as the **Milky Way**
- **Stars** produce their own light
- **Planets** are large objects which do not produce their own light but orbit stars
- **Natural satellites** include moons which can orbit planets
- **Artificial satellites**, such as the International Space Station, are man made structures which can orbit planets

Types of rock

Type of rock	How it is formed	Properties	Uses
sedimentary rock	• sediment piles up in one place and, over many years, sticks together by compaction or cementation • **compaction:** weight of sediments above squeeze them into rocks • **cementation:** another substance sticks the sediments together	• **porous:** made of small grains stuck together so there are holes that water can pass through • soft: easy to break apart the sediments	building materials (e.g. *sandstone* and *limestone*)
igneous rock	• when liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together • **magma:** liquid rock underground cools slowly and forms large crystal • **lava:** liquid rock above the ground cools quickly and forms small crystals	• **durable** and hard (difficult to damage): the crystals are locked tightly together • not porous: there is no space between crystals	pavement rail tracks
metamorphic rock	• other rocks under the Earth are heated and put under pressure • over time, these rocks become metamorphic	• not porous: there is no space between crystals	marble used for kitchens slate used for roofing tiles

The Solar system

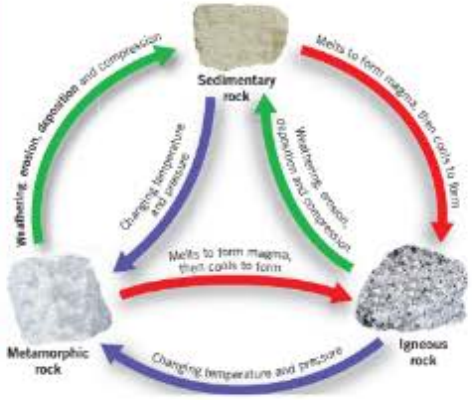
Our **solar system** consists of eight planets which orbit the Sun, four inner and four outer planets

Inner planets	Outer planets
Small and rocky planets ***(dwarf planets)***	*Gas giants*
Mercury, Venus, Earth, Mars	Jupiter, Saturn, Uranus, Neptune

- Between the inner and outer planets, between Mars and Jupiter, there is the **asteroid belt**
- The planets all orbit the Sun , but the path of their orbits are all slightly different, giving them the look of 'wandering' in the sky

The rock cycle

The **rock cycle** shows how rocks change and how their materials are recycled over millions of years



Key terms Make sure you can write definitions for these key terms.

asteroid belt, artificial satellite, axis, crust, deposition, durable, dwarf planet, galaxy, gas giants, igneous rock, lava, inner core, magma, mantle, metamorphic rock, milky way, natural satellite, outer core, orbit, phases of the moon, planet, porous, rock cycle, season, sediment, sedimentary rock, solar system, star, sun, universe, year

Glossary of key terminology

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

Key term	Definition
artificial satellite	A man made spacecraft.
asteroid	Lumps of rock orbiting the Sun left over from when the Solar System formed.
axis	The imaginary line that the Earth spins around.
ceramic	A compound such as a metal silicate or oxide that is hard, strong, and has a high melting point.
core	The innermost layer of the Earth, which extends halfway from the centre of the Earth to the surface.
crust	The rocky outer layer of the Earth.
day	The time it takes a planet to make one full spin on its axis.
deposition	The settling of sediments that have moved away from their original rock.
dwarf planet	A small lump of rock in orbit around the Sun.
erosion	The breaking of a rock into sediments and their movement away from the original rock.
galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
geocentric model	A model of the Solar System with the Earth at the centre.
heliocentric model	A model of the Solar System with the Sun at the centre.
igneous rock	Formed when lava or magma cools. Their minerals are arranged in crystals e.g. granite and basalt
lava	Liquid rock that is above the Earth's surface.
light year	The distance light travels in a year (over 9 million, million kilometres).
magma	Liquid rock below the Earth's surface.
mantle	The layer of Earth that is below the crust. It is solid but can flow very slowly.
metamorphic rock	Formed from existing rocks exposed to heat/pressure over a long time. e.g marble, slate, and schist.
mineral	Chemicals that rocks are made from.
natural satellite	A moon in orbit around a planet.
orbit	Path taken by one object moving around another larger object, such as a satellite around the Earth.
phases of the Moon	Shape of the Moon as we see it from Earth because it reflects light from the Sun.
porous	A porous material has small gaps that may contain substances in their liquid or gas states.
rock cycle	Sequence of processes where rocks change from one type to another over millions of years.
sediment	Pieces of rock that have broken away from their original rock.
sedimentary rock	Formed from layers of sediment, which can contain fossils e.g. chalk, limestone, and sandstone.
Solar System	The Sun and the planets and other bodies in orbit around it.
star	Bodies that give out light and that may have a Solar System of planets (i.e. the Sun)
strata	The layers that make up sedimentary rock.
transport	Movement of sediments far from their original rock.
uplift	Uplift happens when huge forces from inside the Earth push rocks upwards.
weathering	The breaking down of rock into smaller pieces by physical, chemical or biological processes.
year	The length of time it takes for a planet to orbit the Sun.

Useful weblinks:

BBC bitesize link to the KS3 pages relevant to this unit:
https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z9qpsk7
Fuse school video links relevant to this unit:https://www.youtube.com/watch?v=Cn8Rdujngws
Revision monkey you tube video relevant to this unit: https://www.youtube.com/watch?v=WDZOu1fa-tY

BARE ESSENTIALS

SUBJECT: Science Chemistry (C6) **YEAR: 9** **TERM: Spring 1**

Big Question: Evaluate the impact, causes and evidence of global climate change

End point task: You work for the environmental and energy department within the government and have been tasked with creating a narrative to justify the new, sustainable energy policies.

Did you know?

- A 2003 heatwave turned grapes to raisins before they were picked from the vine
- Mild autumn weather often means bigger spiders in our homes
- Some tornadoes can be faster than formula one racing cars
- You can tell the temperature by counting a cricket's chirps
- The coldest temperature ever officially recorded was -89.2°C

Where is this learning coming from?

Year 5 Programme of study – Earth and space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Where is this learning going?

This module is taught last as it combines all previous modules in KS3 chemistry to look at the properties of groups of elements (building on C4) and their properties while also linking those to ores (C3) and the reactions we use to extract them (C5).

What will you know as a result of this?

You will be able to:

- State the names and percentages of the gases that make up the Earth's atmosphere and name two greenhouse gases.
- Describe and explain what is meant by global warming.
- Interpret graphs that show trends over time in relation to human impact global warming, and explain their limitations.
- State the changes in levels of carbon dioxide over time and name one carbon sink.
- Use the carbon cycle to show how carbon is recycled and offer an explanation as to why the concentration of it remained unchanged for so long
- Explain the processes that exchange carbon dioxide into and out of the atmosphere using chemical equations.
- State that scientists have evidence that global warming caused by human activity is causing changes in climate.
- Describe how global warming can impact on climate and local weather patterns.
- Evaluate claims that human activity is causing global warming or climate change.
- State that most metals are found combined with other elements, as a compound, in ores.
- Name two processes used to extract metals from their compounds.
- Justify the choice of extraction method for a metal, given data about reactivity.
- Suggest ways in which waste products from industrial processes might be reduced.
- State that there is only a limited quantity of any resource on Earth, so the faster it is extracted, the sooner it will run out.

Career links:

Amenity horticulturist

Commercial horticulturist

Environmental consultant

Environmental education officer

Environmental engineer

Environmental manager

P1 Chapter 7: Earth
Knowledge organiser

Activate
Question · Progress · Success

The Earth

The Earth has three main layers:

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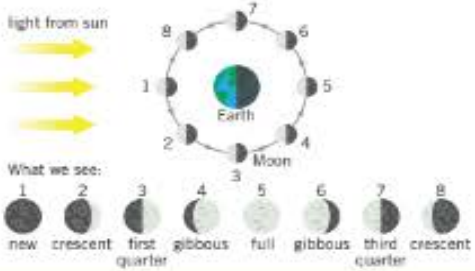

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The Universe
contains billions of
Galaxies
contain billions of
Stars
are orbited by
Planets, asteroids, and comets
planets may have
Moons

Types of rock

Type of rock	How it is formed	Properties	Uses
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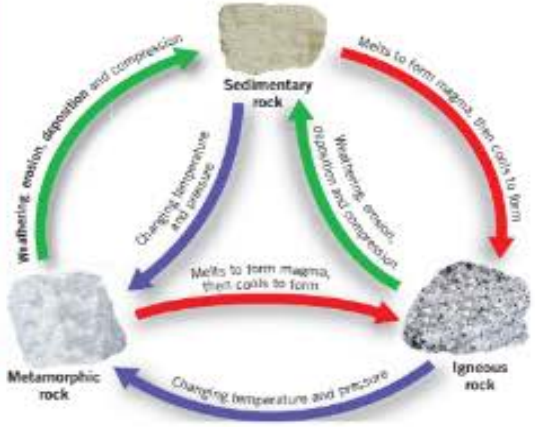

Key terms Make sure you can write definitions for these key terms.

asteroid belt, artificial satellite, axis, crust, deposition, durable, dwarf planet, galaxy, gas giants, igneous rock, lava, inner core, magma, mantle, metamorphic rock, milky way, natural satellite, outer core, orbit, phases of the moon, planet, porous, rock cycle, season, sediment, sedimentary rock, solar system, star, sun, universe, year

Glossary of key terminology

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

Key word	Definition
Atmosphere	An atmosphere is made of the layers of gases surrounding a planet or other celestial body
Carbon cycle	The carbon cycle shows how atoms of carbon can exist within different compounds at different times and be recycled between living organisms and the environment
Carbon sink	Anything that absorbs more carbon from the atmosphere than it releases
Climate change	Changes in the Earth's average temperature.
Combustion	In a combustion reaction, a fuel is heated and it reacts with oxygen.
Electrolysis	The process in which electrical energy, from a direct current supply, breaks down electrolytes.
Fossil fuel	Fossil fuels are the remains of creatures and plants that lived millions of years ago.
Global warming	The unusually fast increase in the Earth's average surface temperature
Greenhouse effect	The process that occurs when gases in Earth's atmosphere trap the Sun's heat
Greenhouse gas	Greenhouse gases are gases in Earth's atmosphere that trap heat.
Mineral (Chemistry)	Minerals have a specific chemical structure which is the same throughout the entire mineral
Ore	An ore is a rock that contains enough of a metal or a metal compound to make extracting the metal worthwhile
Photosynthesis	A chemical process that occurs in plants, algae, and some types of bacteria, when they are exposed to sunlight. During photosynthesis, water and carbon dioxide combine to form carbohydrates (sugars) and give off oxygen.
Recycling	collecting used materials , such as metal, glass or paper and using them to produce new samples of the materia
Respiration	Respiration is a chemical reaction which takes place in all living cells and releases energy from glucose.

Useful weblinks:

BBC bitesize link to the KS3 pages relevant to this unit:
https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z9qpsk7
Fuse school video links relevant to this unit:https://www.youtube.com/watch?v=Cn8Rdujngws
Revision monkey you tube video relevant to this unit: https://www.youtube.com/watch?v=WDZOu1fa-tY

BARE ESSENTIALS : Personal Development PSHE **YEAR:** 9 **TERM:** Spring 1

Big Question: What do we mean by positive relationships?

End point task: '. ***"Respect should be the most important quality of all relationships "***

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:**
Personal Development 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. Personal Development is organised in 3 strands - Relationships, Health and Wellbeing and Living in the Wider World. This unit focuses on relationships particularly within the family.	Personal Development 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.	Personal Development will help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,

Core knowledge	
What are the different types of relationships?	To understand there are different types of relationships and that roles in relationships vary. An interpersonal relationship refers to the association, connection, interaction and bond between two or more people. There are many different types of relationships.Four types of relationships: Family relationships, Friendships, Acquaintanceships and Romantic relationships.
Why are families important?	Our family, or relatives are people we are connected to through some form of kinship, whether it is through blood (such as with parents, brothers and sisters), marriage (such as non-blood aunts and uncles or step-parents) romantic relationships (such as a parent's girlfriend or boyfriend) or adoption. Families come in many different forms, for example single-parent families, step families, homes with gay and lesbian parents etc.
How can we manage conflict safely? How can we resolve conflict?	We will explore a range of ways to manage conflict safely and understand methods of conflict resolution. When we talk about conflict, we don't just mean an argument - we also mean any kind of disagreement or clash between people. This might be a clash of feelings, beliefs, needs or interests. Conflict occurs in many areas of life.
How can we keep relationships positive and safe?	Sometimes people are lucky and they just "click " with another person. However, most relationships need to be worked at. Both people in a relationship need to think about their rights and responsibilities. Sometimes people who claim to be your friends can show bullying behaviour. This is sometimes called a 'frenemy' but is a type of toxic relationship. It is important to recognise when people make you feel bad about yourself and to have good communication in all relationships.

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

Healthy Conflict Resolution

Top Tips !

Conflict is normal in relationships, but how you resolve it makes a difference! Use these top tips for resolving conflict in relationships.

Get Calm
Wait until you are calm before addressing conflict or an argument. Take some time to cool off and breathe.

Walk Away
Removing yourself from a situation can be useful in resolving conflict, or to help reduce the consequences/risks of a situation escalating. However, it is important that you also share how you are feeling and explain why you are leaving to avoid unnecessarily upsetting the other person.

Do Something Else
Finding a distraction or different activity can help to diffuse conflict. However, it is also important that you return and discuss the reasons for the conflict occurring in the first place, so everyone understands each other's feelings. Ignoring conflict completely, instead of resolving it, can lead to a build-up of resentment.

Send a Clear Message
Say how you feel, what you hope for and how you want to be treated. For example, "I felt _____ when _____" or "I would like _____".

Listen
Listen to the other person without interruption or judgement. Try to put yourself in their shoes.

Apologise
Saying that you are sorry when you make a mistake helps to make amends. If your friend makes a mistake, explain how you feel, try to forgive them, then move on. Remember, conflict between friends is normal; a good friend will put in the effort to work it out.

Find a Solution
Discuss solutions where everyone feels that they are heard and that their needs matter. Sometimes compromises might need to be made to come to a solution.

Share How You Feel
Explain why you are not okay with what has happened in a way that is calm and respectful.

Ask for Help
Get help if you feel unsafe or have tried two or three different strategies and still feel stuck, e.g. talk to a trusted friend or adult.

What is Parental Responsibility?

The term 'Parental Responsibility' attempts to focus on the parent's duties towards their child rather than the parent's rights over their child.
If you have parental responsibility, your most important roles are to:

- Provide a home for the child
- Protect and maintain the child
- You're also responsible for:
- Disciplining the child
- Choosing and providing for the child's education
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of name
- Looking after the child's property

Parents have to ensure that their child is supported financially, whether they have parental responsibility or not.

Parental responsibility for separated parents

If you have parental responsibility for a child but you don't live with them, it doesn't mean you have a right to spend time with your children. However, the other parent must include you when making important decisions about their lives, including:

- Determining the child's education and where the child goes to school;
- Choosing, registering or changing the child's name;
- Appointing a child's guardian in the event of the death of a parent;
- Consenting to a child's operation or certain medical treatment;
- Accessing a child's medical records;
- Consenting to taking the child abroad for holidays or extended stays;
- Representing the child in legal proceedings;
- Determining the religion the child should be brought up with.

They do not need to be consulted on day to day decision about the child's well being.

Who has Parental Responsibility?

- Mothers automatically have Parental Responsibility and will not lose it if divorced.
- Married fathers automatically have Parental Responsibility and will not lose it if divorced.
- Unmarried fathers do not automatically have Parental Responsibility.
- Step-fathers and Step-mothers do not automatically have Parental Responsibility.
- Grandparents do not automatically have Parental Responsibility.

An unmarried father can obtain Parental Responsibility by:

- Marrying the mother;
- Having his name registered or re-registered on the birth certificate if his name is not already registered; the law changed in 2003 so that unmarried fathers who registered or re-registered their name on their child's birth certificate after 1st December 2003 will have parental responsibility for their child.
- Entering into a parental responsibility agreement with the mother;
- Obtaining a parental responsibility order from the court;
- Having obtained a residence order prior to 22/4/2014;
- Being named as the resident parent under a child arrangements order;

Same Sex Couples

Adoption

In November 2002, the Adoption and Children Act passed into law and, for the first time, allowed unmarried couples, including same-sex couples, to apply for joint adoption. Applications for adoption must be made to an adoption agency. These may be run by the local authority or an approved agency. The adoption assessment is lengthy and thorough. If you are a couple applying to adopt you will both be assessed, and will need to demonstrate the stable and enduring nature of your relationship.
Following a successful assessment the application is referred to an Adoption Panel. If you are approved by the Panel, you will go through a matching process. This involves a child or young person being placed with you. Depending on the success of this placement, an application can be made to the court for an adoption order. At this stage further reports will be placed before the court to help them reach a final decision. If successful both partners will have parental rights for the child.

Surrogacy

Surrogacy is where a woman carries a child for intended parents and relinquishes her parental status upon the birth of the child. This is commonly an option for male same-sex couples who wish to have a child without sharing responsibility with the child's mother/s. Under English law, the surrogate is always treated as the legal mother of a child at birth. If the surrogate is married or in a civil partnership, her husband/civil partner is treated as the child's second parent. This excludes the intended father(s) from having any legal status at birth. Parents who enter into a surrogacy arrangement may apply to the court within six months of their child's birth for a 'parental order' to acquire parenthood. Parental orders are designed specifically for surrogacy situations, and have the effect of extinguishing the status of the surrogate mother (and her husband, wife or civil partner), and granting full parental status to the applicant/s. Following the grant of a parental order, the child will be issued a new birth certificate naming the applicant/s as the child's parent/s.

Donor insemination

Donor insemination involves using donor sperm. This can be obtained by using an anonymous sperm donor (from a sperm bank), or using a known donor or a friend. If a baby is conceived in a UK licensed fertility clinic or at home and the couple are in a civil partnership or married, then the non-birth mother will automatically be the second legal parent and will be named as such on the birth certificate.
If the couple are not in a civil partnership or married, but the baby is conceived in a clinic they will need to complete a simple form at the clinic for the non-birth mother to be the legal parent, and to appear on the birth certificate. If the baby is conceived at home then the non-birth mother will need to apply to adopt the child to gain legal rights.
Regardless of the method of conceiving the donor will have no legal parenthood status.

BARE ESSENTIALS : Religious Studies **YEAR:** 9 **TERM:** Spring 1

Big Question: Does the world still need prophets today?
End point task: Does the world still need prophets today?

Where is this learning coming from?	Where is this going? What will you know?	Career links:
This learning is inspired by the Devon and Torbay syllabus 2019 to 2024, evaluating whether we still need prophets today. What does it mean to be a prophet? How can we all use our prophetic spirit to be a better person?	This learning will be looking at what it means to be a prophet, looking at modern day prophets and the work that they do to fight injustices. Students will be able to apply this information in creating a policy that they can apply into our community.	Within this unit there are a lot of transferable skills that can be used across many different careers, some examples are: Social worker. Charity worker. Councillor. Writing and publishing. Activism. Non profit and. Humanitarian work. Teacher. Nurse

Topic area	Core knowledge
What is wrong with the world today?	We will explore and discuss global problems happening such as climate change, and poverty; developing our critical thinking skills and discussing some of these issues.
How can we make changes in the world?	We will compare old testament prophets, such as David and Goliath to other modern day people who fight against something bigger than themselves, such as Greta Thunberg and her activist campaign on Climate change. We will look at what it means to be a prophet, learning about other famous people, such as Marcus Rashford and Malala Yousafzai and their work to fight for justice
What is plastic pollution, and what ways can we reduce plastic pollution in our community?	We will create a campaign for the school to reduce plastic pollution and paper waste, creating and designing a poster/leaflet. We will learn about the impact that plastic has on the environment, comparing religious beliefs on how the Earth should be treated,
How is fast food related to our climate change, and how does it impact our climate?	Learners will learn about how fast food production can impact the environment, looking at how methane gas is a large contributor to pollution in the environment. Students will learn about why Hindu's see cows as sacred, and examining whether vegan activists are examples of modern day prophets, fighting for justice.
What is racism? How does racism impact others?	Students will learn about what is meant by racism, Linking this to our protected characteristics. We will evaluate the parable of the lost sheep, explaining what Jesus meant by this teaching. Students will reflect on the different religions in the world and their view on racism, looking at the different golden rules around the world.
What is a false prophet? How can we use our prophetic spirit?	We'll revisit the meaning of a prophet, comparing what a prophet is to what a false prophet is. Comparing people who speak of justice to people who show justice in their actions. Learners will self reflect on what they like about themselves and how they can show justice in their everyday life.
What is meant by conservatism? Why is it important to hold onto traditions and values?	You will learn about what is meant by conservatism and the importance of traditions. We will reflect on the importance of traditions in our own lives, and compare this to traditions in a community. We will study Moses and Gandhi and their battle on conservatism, looking at what they did to ensure that justice was kept. We will discuss, developing our critical thinking skills to explain whether conservatism is important to keep hold of political, religious and traditional values.
Create a campaign for change for our school, using our prophetic views and values.	We will plan and create a campaign for change using their understanding of what it means to be a prophet. You will create a change within school. Tackling one of the following issues; Gender based violence, Bullying, Online safety, child on child abuse or racism.

Does the world still need prophets today? Evaluate this statement	
Introduction	• **Define the meaning of prophet** • **Explain what is meant by justice**
1st Paragraph	• **Explain some of the global issues** • **Give examples of prophets who are fighting modern day injustices** • **Explain why they may be seen as prophets** • **Compare to Old testament prophets**
2nd Paragraph	• **Give examples of religious teachings on justice and treatment of others** • **Should people just show their justice in actions?** • **Isn't everyone just a prophet?**
Conclusion	• **Which point is the strongest? Why?** • **Do you think that the world needs prophets today?** • **What do you believe a prophet is?**

Vocabulary
Prophets: A person regarded as an inspired teacher **Prophecy**: A prediction as to what will happen in the future **Spirituality**: The belief that there is something bigger or greater than yourself **Protests**: A public expression of objection, disapproval. **Campaign**: Actions to achieve a goal **Liberty**: Being free within society **Democracy**: A co-operative structure so that members have control over the organisation - one member, one vote **Equality**: Everyone has the same rights **Integrity**: The quality of being honest and having strong moral principles **Justice**: Fairness shown in behaviour or treatment or both **Fairness**: The quality or state of being fair **Activists**: A person who campaigns to bring political or social fairness **Old Testament**: The first part of the Christian bible. Some books in the Old Testament are followed by Jews and Muslims **Human rights:** The rights that humans have, the right to liberty and freedom

Point

One belief...
One way that...
A reason for this...
One way this could influence...
A contrasting belief is...
A Christian view would be...
Some Christians may believe...
Christians may agree/ disagree with this because...
Similarly...
On the other hand...
However, others may believe that...

Evidence

SOA
The Gospels
The Bible
The New Testament
The Old Testament
The Pope
Jesus
Magisterium documents e.g. Dei Verbum, Lumen Gentium, Mulieris Dignatatem
Encyclicals e.g. Laudato Si, Pope John Paul's Theology of the body
The writings of the saints

Explanation

This shows us that..
This is important because...
This supports the idea that...
This demonstrates...
This highlights...
This means that...
This influences Christians too...
This illustrates...
This alludes to...
This asserts that...
Christians use this passage to suggest...

Link back

Therefore, this means...
From this we can conclude...
In summation this shows...
This, therefore, demonstrates that...
Overall, this means that...
Which demonstrates...
Conclusively showing that...
Providing evidence to prove...

BARE ESSENTIALS

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

Big Question: Steven works in a large company and is trying to find ways to expand his customer base and increase engagement with his customers. What features and design elements contribute to a positive user experience to help Steven expand his business

End point task: Use HTML, CSS and Java to build a website

Did you know?

- Problem Solvers Unite: Computer scientists are like detectives. They solve puzzles and find solutions to challenges. Whether it's creating an app to help people or figuring out how to make a robot dance, computer science is all about using your brainpower to solve problems and make the world
- Video Game Magic: Computer science is the magic behind video games. Those awesome graphics, cool characters, and exciting adventures are all created by computer scientists and game developers. If you love gaming, computer science can help you make your own virtual worlds.

Where is this learning coming from?	Where is this learning going?
Throughout KS3 we have 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 HTML, CSS and Javascript to create a series of web pages . 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 the concept of Data Science and how to make sense of data to create meaningful information that can be used to fulfil the needs of any business or individual.	Front-EndWeb Designer: Developer: UI/UX Designer: Full-Stack Developer: WordPress Developer: E-commerce Developer:

Useful weblinks:

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Lesson	Bare Essentials:Data Science	Keywords:
1 HTML, CSS & Introducing JavaScript	The students will be shown the inner workings of a web page and see the code working within popular web sites. This will allow the learner to describe the purpose of HTML and tags when designing a website; we will then create a simple webpage using basic tags such as:	**HTML** **CSS** **JavaScript** **Input** **Variable** **Output** **Decision** **IF Statement**
2 Images and Links	Following a full retrieval of knowledge from the previous lesson the students will have a demonstration of an accessible web page allowing the learner to be able to describe and define what is meant by the term 'accessibility' The students will then extend their own HTML page to include: Images <img> Hyperlinks <a href>	
3 Introduction to CSS	The students will be able to describe the purpose of CSS and why it is needed in addition to HTML which will allow each learner the opportunity to experiment with CSS by changing the style of the tags learnt so far in this unit	
4,5 and 6	The learners will create a multi page web site on a topic of their own choosing, using all the styles and techniques demonstrated throughout this unit of work	

Remembering HTML and CSS

As we've seen before, HTML allows us to write webpages. Using tags, we can inform the browser how different page elements can be arranged and displayed on the screen. HTML is known as the structural layer of webpages.

```
<html>
    <head>
        <style>
            body {background-color: aqua;}
            h1 {font-size: 20pt;
                color: yellow;
                font-family: Goudy Stout;}
            p {font-size: 15pt;
               font-family: Kristen ITC;}
            img {border-radius: 50%;
                 height:200px;}
        </style>
    </head>

    <body>
        <h1>Cheese</h1>
        <p>This page is all about cheese</p>
        <img src="https://images.everydayhealth.com/images/all-
                about-cheese-alt-1440x810.jpg">
    </body>
</html>
```

CSS is an additional language which can help improve the presentation of webpage, by styling tags, either individually or from a central location. CSS is known as the presentation layer.

In this example, you can see how each HTML element has been styled via the CSS code above. For example, the <body> has been styled with a background colour, the <h1> and <p> elements have been styled with different fonts and the <img> has been resized with a border.

JavaScript & <script> Tags

JavaScript is yet another web language. Unlike HTML (which is a Mark-Up language, providing page structure), JavaScript is a programming language, allowing webpages to be interactive and dynamic.

For JavaScript to be read by the browser, it is inserted between <script> tags.

```
<html>

    <head>
        <script>
            <!--JavaScript goes here!...-->
        </script>
    </head>

    <body>
        <!--This is where page content goes-->
    </body>

</html>
```

It is common convention to place the JavaScript <script> tags between the <head> tags.

...and of course, the HTML content should be placed between the <body> tags.

Key Vocabulary

Key Word	*Definition*
HTML	Hyper Text Mark-up Language
CSS	Code which accompanies HTML to improve a webpage's appearance
JavaScript	A scripting language used to make webpages interactive.
Input	Values which get sent from the user into the computer
Variable	The place where inputs get stored by the program
Output	The values which get sent from the computer to the user
Decision	Deciding what to do depending on certain conditions.
IF Statement	A programming construct which enables a program to take different pathways depending on particular conditions.

HTML Buttons & JavaScript Functions

Quite often we only want our JavaScript actions to run when requested by the user, for example, when they click a button.

Therefore, we will often want to write our JavaScript inside a function, so that the code only executes, when the function is called (e.g. when a button is clicked).

```
<html>

    <head>
        <script>
            function run()
                {
                    alert("Hello Class!");
                }
        </script>
    </head>

    <body>
        <input type="button" value="Submit" onclick="run()">
    </body>

</html>
```

In this example, you can see that we have created a button in HTML, using an <input> tag, which will attempt to execute a function called 'run()', when the button is clicked.

...and when it is clicked, it will load an alert box containing the text 'Hello Class!'.

HTML Forms & JavaScript Inputs and Outputs

In order to increase user interactivity, we may wish to allow users to enter data, and have our webpage process that data to produce some interesting results.

```
<html>
    <head>
        <script>
            function run()
                {
                    var fname = document.getElementById("firstname").value;
                    var sname = document.getElementById("surname").value;
                    var job = document.getElementById("job").value;
                    alert("All " + fname + " " + sname + " wanted to be was a " + job);
                }
        </script>
    </head>

    <body>
        First Name:<br>
        <input type='text' id="firstname"><br>
        Surname:<br>
        <input type='text' id="surname"><br>
        Dream Job:<br>
        <input type='text' id="job"><br>
        <br>
        <input type="button" value="Submit" onclick="run()">
    </body>
</html>
```

When the JS function is executed, it will do 4 things:
- GETS the value stored in the element with ID 'firstname' (the contents of the input box)
- Puts the value into a variable called fname
- Does the same for elements with ID 'surname' and 'job'.
- Outputs a sentence using the variables and other text, in an alert box

The following HTML code has three input boxes, followed by a button.
When the button is clicked it will look for a section of code called run() and try to execute it.

IF Statements

Because JavaScript is a programming language, we can use IF statements so that our programs can make decisions based on user inputs.

When we write IF statements in JavaScript, the condition is contained inside curved brackets.

Furthermore, the commands that we wish the IF statement to execute 'if true' and 'if false' are positioned between their own set of curly brackets.

```
<html>
    <head>
        <script>
            function run()
                {
                    var age = document.getElementById("age").value;
                    if (age >= 18) {
                                    alert("What can I get you?");
                                   }
                    else {
                          alert("Not old enough to be served - Go Home!");
                         }
                }
        </script>
    </head>

    <body>
        Enter your age below:<br>
        <input type="input" id="age"><br>
        <input type="button" value="Submit" onclick="run()">
    </body>
</html>
```

Bartender Program:
In this example, the HTML code presents an input box (requesting a user's age) and a button, which when clicked, runs a program that will decide if the user is old enough to be served a drink.

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BARE ESSENTIALS

SUBJECT: Design and Technology **YEAR: 9** **TERM: Spring 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.

Apply the iterative design process to design a light

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.

Where is this learning coming from?

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

Where is this learning going?

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?

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.

Career links:

- Product designer
- Engineer
- Material technologist
- Industrial designer
- Inventor
- Design consultant

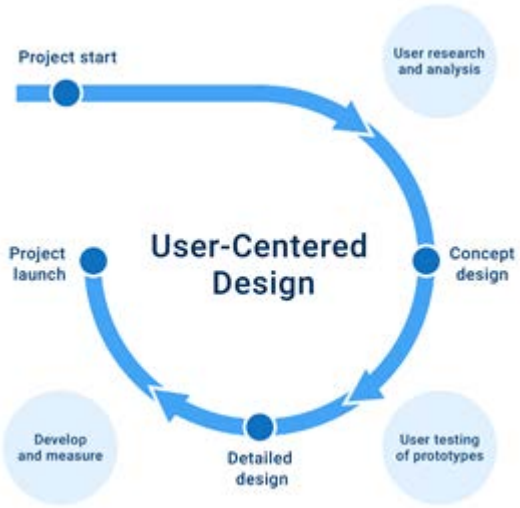
Useful weblinks:

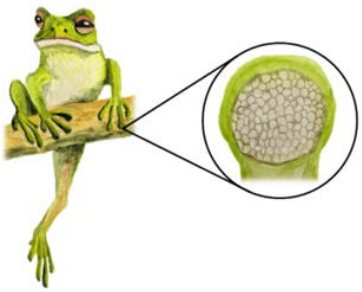
https://technologystudent.com/prddes1/biomimetic1.html
https://www.wwf.org.uk/sites/default/files/2020-01/WWF-Biomimicry-Handbook_Activities.pdf

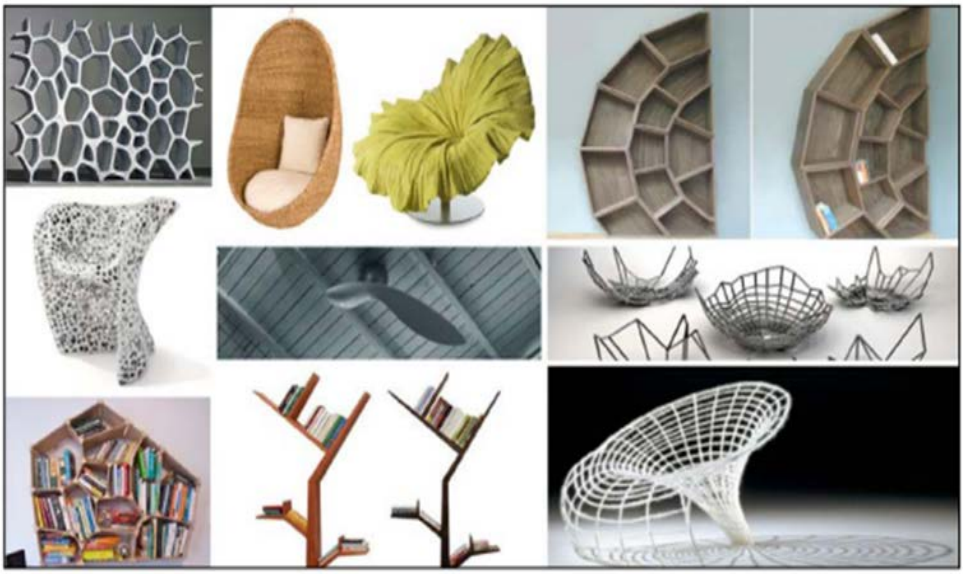
	Bare Essentials to remember **(words in bold are in your keywords) :**
1.	**Innovation through iterative design** Described how products are developed by the iterative design process understand what are the factors that contribute to a good design Identified the design context and written a design brief
2.	**Model, test, evaluate** Experimented with the different ways light and lighting can be used Generated a range of ideas through sketching and modelling, testing and evaluating
3.	**Prototyping** Developed your design ideas using models, sketches and prototypes Discovered the limitations of the components you will work with through experimentation
4.	**Develop, test, evaluate** Demonstrate an understanding of ergonomics Create a model of your final iteration
5.	**Is it ready?** Demonstrate an understanding of ergonomics Create a model of your final iteration
6.	**Present your progress** Present your design process and favourite prototype Explain how the iterative design process has helped you progress and develop your ideas

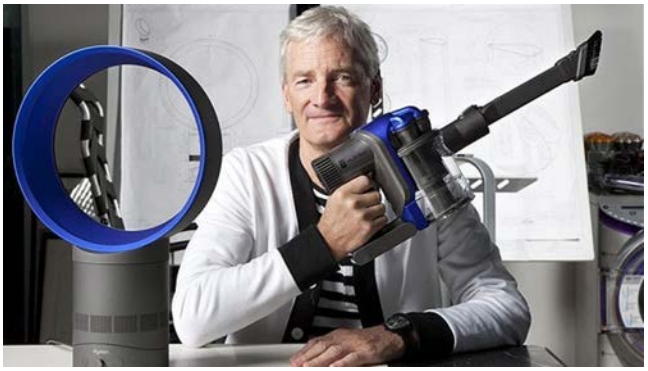
What is User Centred Design?

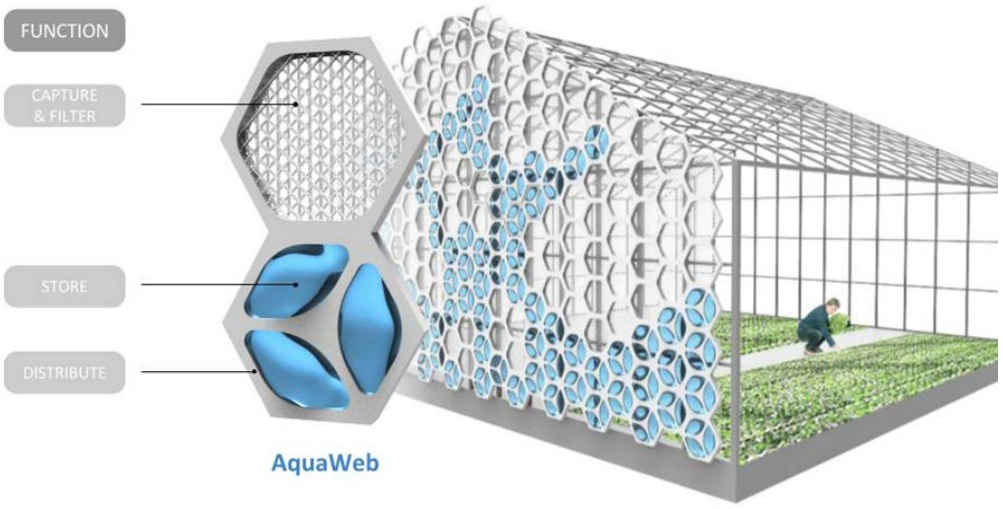
User-centred design (UCD) is an iterative design process in which designers focus on the users and their needs in each phase of the design process. In UCD, design teams involve users throughout the design process via a variety of research and design techniques, to create highly usable and accessible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











Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Design and Technology **YEAR: 9** **TERM: Spring Term 1**

Big Question: Products that can support the organisation of a specific range of items. For example: Pens, tools, toys, make up (dependent on the user's interests/ needs). To design and manufacturer an innovative product

End point task:

Designing

•Students explore personalised entry points into the project by analysing and investigating specific user groups and their needs within the context of Organisation. 4 Ps approach is encouraged.

•Students will be able to generate 'hazy ideas' in readiness to create early rough prototypes using materials such as corrugated cardboard.

•Students to re-engage with designing after manufacturing their product.

Making

•Using a range of tools specific to your workshop facilities to manufacture products.

Evaluating

•Students to use the Question, Answer, Reflection, Improvement approach to support user testing.

Technical knowledge

•Use of a range of investigation/ analytical techniques to explore the context.

•Develop a enhanced understanding in writing a design specification using ACCESSFM.

•Use specific presentation techniques to present design solutions.

•Manufacturing skills and Health & Safety.

Did you know?

- New research reveals that scatter-brained Brits spend a staggering 110 days of their lives looking for lost objects.
- The data also show that the UK population collectively misplace around 7.9 billion items each year, whilst permanently lost items cost us an average of £78 each, every year.
- Topping the list of items lost at home each year is the remote control, (12 times), glasses (10 times), keys and mobile devices (eight times), socks and underwear (seven times), whilst mobile phone chargers (six times) and wallets (five times) also rank highly.

Where is this learning coming from?

Prior learning

- Ability to analyse existing products. Building on the Year 8 unit: Analyse That.

Where is this learning going?

Designing

•To be able to create a personalised project within a defined context – this will include the identification of a location, task and user.

•To further develop an understanding of the iterative design process and how different techniques can be exercised at different points of a design and make project.

•Increased independence when making manufacturing decisions based on their own designs.

•To further develop manufacturing skills within the school's workshop environment (equipment dependant).

What will you know as a result of this?

Students will be able to apply the iterative design process to a design context and have experience of a range of design strategies

Career links:

Product designer
Engineer

- Material technologist
- Industrial designer

Design consultant

Useful weblinks:

https://www.smartsheet.com/iterative-process-guide

	Bare Essentials to remember **(words in bold are in your keywords)** :
1.	**Context** Lesson 1: You now need to consider what needs organising and where the product that will support this will be placed / used. This will be related to what you have found out when **investigating your client**. **Be specific to their interests, needs and wants.**
2.	Lesson 2: Using the context " Such a Mess", **Analyse** their potential **project context**.
3.	Lesson 3: Using the **4Ps method**, the brief is explored
4.	Lesson 4: To **analyse** an existing product in detail using **ACCESSFM**
5.	Lesson 5: Students are to **generate** a range of **innovative** and **creative** ideas bring in the work of other designers
6.	Lesson 6: **Modelling** - Why do we model. Students model their design
7.	Lesson 7 : Supporting the **iterative design** process students write a **design specification**. Students can use their investigation and their first prototype to write a design specification, using ACCESS FM.
8.	To apply safe working practices to manufacture a high quality fully functioning product
9.	To apply safe working practices to manufacture a high quality fully functioning product
10.	To apply safe working practices to manufacture a high quality fully functioning product
11.	To apply safe working practices to manufacture a high quality fully functioning product
12	Lesson 12 Evaluation and user testing of their final product

The 4 Ps method:

What information do you need to find out?

Why is it important to your project?

How will you find the information?

How will you use the information?

- **People –** list all the people you may need to talk to.
  Do you need to conduct interviews or questionnaires?
  Do you need expert advice?
  Do not send letters, use the telephone or email.
- **Places –** list all the places you might need to visit: library, relevant shops, the place that you may be designing for.
  Do you need measurements of a particular environment?
- **Products** – List all the similar products that you need to look at. Product analysis is a very useful type of research – remember to look at the work of famous designers or art movements also for inspiration.
- **Processes** – List all the materials and processes you may need to investigate. This section is very difficult to complete at this stage, but can be useful.

Evaluation

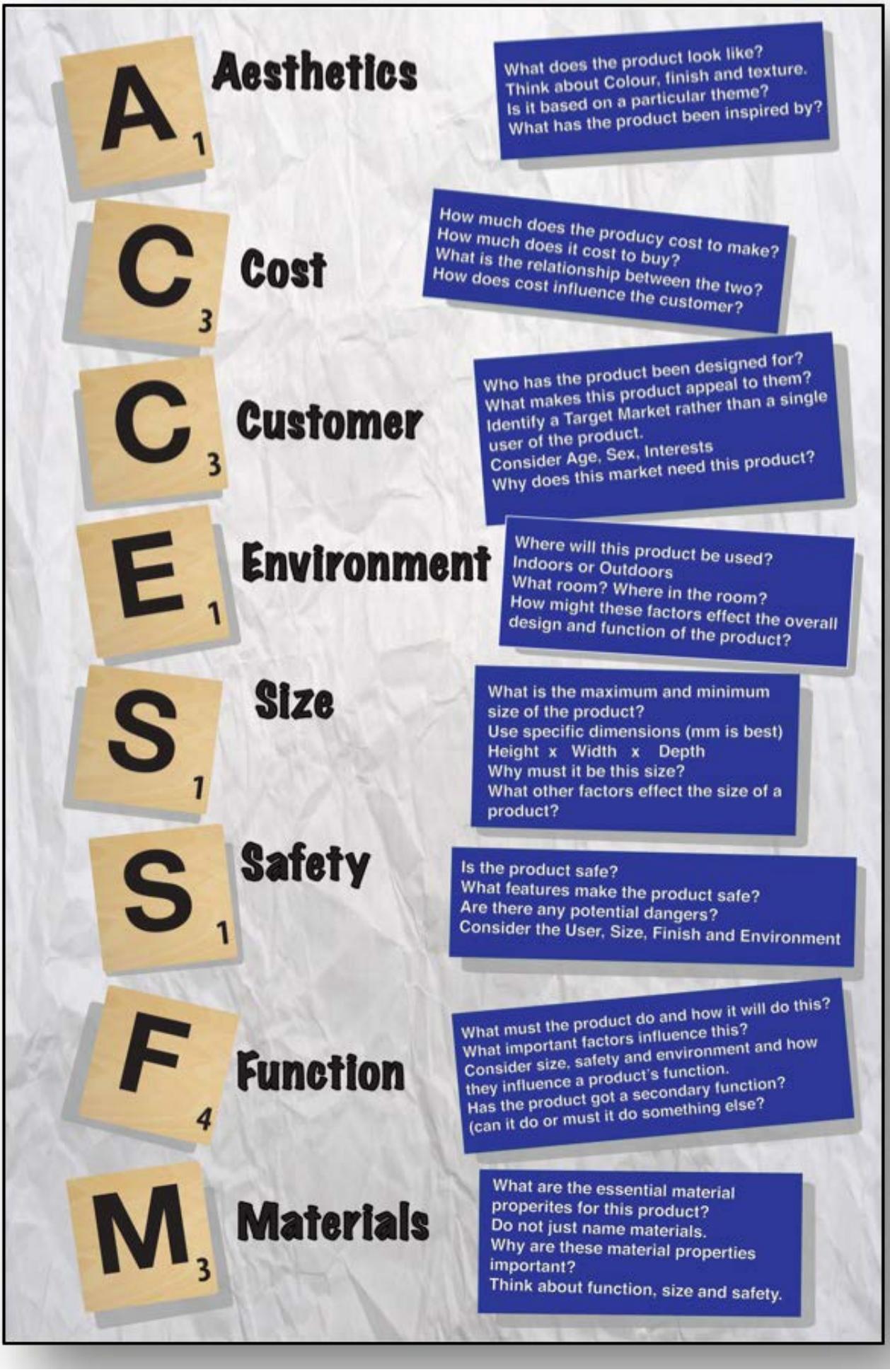
Evaluating your work is very important.

Why? How do we do it?

- **Evaluating against your specification**
  This involves looking at what you set out to do in your specification and assessing whether you have achieved this.
- **Testing**
  Testing your product with the client can give you invaluable feedback.
- **Peer assessment**
  Get your peers to assess your work – this can be very valuable but don't just choose your friends!
- **Self assessment**
  It is just as important to look back at your own work and think about what you have done well and what you could have done differently.
- **Improvements**
  You will have found lots of great things about your products but also equally you may have improvements that you might make now that you have been through this process.

Product analysis

How will you use the information



BARE ESSENTIALS

SUBJECT: Food Technology **YEAR:** 9 **Term:** Spring 1

Big Question: Explain how the dietary needs of a person change through their life cycle and why

End point task: You are going to be Planning and making various dishes which are suitable for various age groups.

Did you know?

Asparagus is a good source of vitamins A, C and E, B-complex vitamins, potassium and zinc. An avocado has more than twice as much potassium as a banana. Broccoli contains twice the vitamin C of an orange and almost as much calcium as whole milk, and the calcium is better absorbed! Celery is the best vegetable source of naturally occurring sodium. Kale contains lutein and zeaxanthin, which protect the eyes from macular degeneration To increase the protein in peanut butter, Brewer's yeast can be mixed in - a useful tip for vegetarians. Pumpkin seeds are high in zinc, which is good for the prostate and building the immune system. Lemons are considered one of the world's healthiest foods - one lemon contains your daily dose of vitamin C, it cleanses the liver, boosts your immunity and aids in weight loss. Try adding it to a mug of warm water to kick start your day! Eggs contain the highest quality food protein known. All parts of an egg are edible, including the shell which has a high calcium content. The mushroom is the only non-animal natural source of vitamin D.

Where is this learning coming from?

Continuation from year 8 scheme of learning. Student's will have personal experience and/or be aware of different dietary requirements and how vitamins and nutrients are the basis of healthy diets. There will be crossovers with Physical education in terms of healthy eating and food as a source of energy to maximise performance.

Where is this learning going?

In year 9, We Reinforce existing skills as well as learning new skills Students will develop their knowledge on key aspects of a balanced diet, including the function of vitamins and nutrients on our body needs as well as identifying foods we can get them from. Students will look at the human life cycle, and will be able to explain how the dietary needs change at each stage and why. Students will in year 9, students build up a bank of medium/high level skills. To give students the skills and confidence to select and make their own dishes as they move to make their GCSE choices. introduce students to ingredients/dishes they may not have tried before. To understand the link between diet and health. To reinforce principles of food safety and accident prevention.

What will you know as a result of this?

Become familiar with (and more confident in) the cooking area.
Use the cooker safely (grill, hob, and oven.)
Experimenting with different ingredients.
The function of

1) Carbohydrates on our body
2) Iron,
3) Nutrients
4) Vitamins

Evaluating finished products taking into consideration taste, texture and aroma and deciding how they could be improved or developed further.

Career links:

Animal nutritionist
Community education officer
Food technologist
Health improvement practitioner
International aid/development worker
Medical sales representative
Naturopath
Nutritional therapist
Nutritionist
Catering manager
Chef
Dietitian
Health service manager
Herbalist
Personal trainer
Product/process development scientist

Useful weblinks:

https://www.foodafactoflife.org.uk/

Lesson	Bare Essentials to remember (words in bold are in your keywords) :
1.	Hygiene and Safety Hygiene and safety rules, personal hygiene, high risk foods, micro=organisms, cross contamination, food poisoning. Eatwell guide - groups/portions and links to nutrients Healthy Eating guidelines
2.	The function of sugar and healthy eating guidelines
3.	Practical - Tray bake
4.	Ingredients in bread and their function. Key terms in the process of bread making
5.	Practical - Bread making
6.	To understand the function of carbohydrates on our body
7.	Practical - Lemon drizzle cake
8.	Nutrients - How our needs change throughout our life Explain the key nutrients that our body needs, and why our body needs them The difference between fat soluble and water soluble
9.	Practical tbc
10, 11.	Explain how the dietary needs of a person change through their life cycle and why
12.	Practical

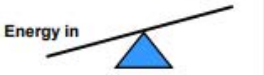
Energy, nutrients and digestion

- Food and drinks provide energy and nutrients in different amounts, they have important functions in the body and people require different amounts during their life.
- Digestion involves different parts of the body, each having an important role.

Energy
Energy is essential for life, and is required to fuel many different body processes, growth and activities. These include:
- keeping the heart beating;
- keeping the organs functioning;
- maintenance of body temperature;
- muscle contraction.

Different people need different amounts of dietary energy depending on their:
- age;
- gender;
- body size;
- level of activity;
- genes.

Energy balance
To maintain body weight it is necessary to balance energy intake (from food and drink) with energy expenditure (from activity).



Energy in > Energy out = Weight gain

Energy from food
- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with the term calories (kcal).
- Different macronutrients provide different amounts of energy.

	Energy per 100g
Carbohydrate	16kJ (3.75 kcals)
Protein	17kJ (4 kcals)
Alcohol	29kJ (7kcals)
Fat	37kJ (9 kcals)

Energy requirements vary from person to person, depending on the Basal Metabolic Rate (BMR) and Physical Activity Level (PAL).

Total energy expenditure = BMR x PAL

Body Mass Index (BMI) can be used to identify if an adult is a correct weight for height.

BMI = weight (kg) / (height in m)²

Recommended BMI range (adults)

Less than 18.5	Underweight
18.5 to 25	**Desirable**
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Tasks
1. Create an infographic on either macronutrients or micronutrients. Focus on the definition of each nutrient, recommendations and sources.
2. Draw the digestive system and label each of the body parts and the stages of digestion that occur at each part.
3. Calculate the energy and nutrients provided by a food diary for one or two days using http://explorefood.foodafactoflife.org.uk - reflect on the results.

Nutrients
There are two different types of nutrients:
- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:
- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:
- vitamins;
- minerals.

Carbohydrate
Free sugars include all sugars added to foods, plus sugars naturally present in honey, syrups and unsweetened fruit juice.
Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine.
Sugars include a variety of different sugar molecules such as sucrose
Starchy foods are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.

Protein
Protein is made up of building blocks called amino acids. There are 20 amino acids found in protein. For adults, eight of these have to be provided by the diet (this is higher in children). These are called essential amino acids, which cannot be made by the human body.

Fat
Sources of fat include:
- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

A high saturated fat intake is linked with high blood cholesterol levels.

Micronutrients
Vitamins
There are two groups of vitamins:
- fat-soluble vitamins, e.g. vitamins A and D.
- water-soluble vitamins, e.g. B vitamins (thiamin, riboflavin, niacin, folate, vitamin B12) and vitamin C.

Minerals
Minerals are inorganic substances required by the body in small amounts for a variety of different functions. Examples include: calcium, sodium and iron. Most micronutrients are mostly provided by the diet. An exception is vitamin D which can be synthesised by the action of sunlight on the skin.

Calcium is essential for a number of important functions such as the maintenance of bones and teeth, blood clotting and normal muscle function.
Sodium is needed for regulating the amount of water and other substances in the body.
Iron is essential for the formation of haemoglobin in red blood cells. Red blood cells carry oxygen and transport it around the body. Iron is also required for normal metabolism and removing waste substances from the body.

Stages of digestion
Ingestion - the intake of food into the gastrointestinal (GI) tract.
Digestion - a series of physical and chemical processes which begin in the mouth, but take place mainly in the stomach and small intestine.
Absorption - the passage of digested food substances across the gastrointestinal lining into the bloodstream and lymphatic system.
Elimination - the excretion of undigested food substances (such as cellulose) or waste in faeces.

Key terms
Energy: The power the body requires to stay alive and function.
Digestion: The process by which food is broken down in the digestive tract to release nutrients for absorption.
Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.
Micronutrients: Nutrients which are needed in the diet in very small amounts.

Digestion
The body requires energy from food and drink. Our bodies release the energy and nutrients from food. The food passes down the Gastrointestinal tract (GI) tract as shown below.

To find out more, go to: https://bit.ly/31CBike

Diet, activity and health

- There are health issues related to dietary excess or deficiency.
- It is important to include a variety of different activity in everyday living, supporting physical, social and mental wellbeing.

A balanced diet
A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.

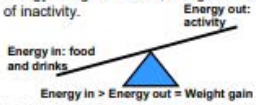
Malnutrition
Having intakes of energy and/or nutrients below or in excess of needs for long periods of time can affect health.

The risk of **malnutrition** is increased by:
- increased requirements for some nutrients;
- restricted range of foods;
- reduction in available income;
- very low income;
- medical conditions;
- psychological conditions.

Diet and health
There is a link between a poor diet, and the risk of developing some diseases.

This includes the risk of:
- cancer;
- coronary heart disease (CHD);
- bone health;
- anaemia.

Over nutrition
The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity.



Energy in > Energy out = Weight gain

Body Mass Index
BMI measures your height and weight to work out if your weight is healthy.

BMI = weight (kg) / (height in m)²

Recommended BMI range (adults)

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Under nutrition
Worldwide, Kwashiorkor and marasmus are two common diseases caused by a lack of protein and energy. Fat soluble vitamins (A, D, E and K) are stored in the body so it takes time for deficiency diseases to develop.

Activity recommendations
Pre-schoolers (3 to 4 years): 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
Children and young people (5-18 years): at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
Adults (19-64 years): at least 150 minutes each week (moderate intensity), or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

Moderate activity

Vigorous activity

Muscle strengthening activities

Inactivity
It is also important that the amount of time being sedentary is reduced. Over time, sedentary behaviour can lead to weight gain and obesity, which can increase the risk of developing chronic diseases in adulthood.

1 in 4 women and 1 in 5 men are classified as inactive (<30 mins per week).

Obesity
People who are obese are more likely to suffer from CHD, type 2 diabetes, gall stones, arthritis, high blood pressure and some types of cancers, i.e. colon, breast, kidney and stomach.

Diet and cancer
The World Cancer Research Fund has released nine cancer prevention recommendations.
- Be a healthy weight.
- Move more.
- Avoid high-calorie foods and drinks.
- Enjoy more grains, veg, fruit and barley.
- Limit intake of red meat and avoid processed meat.
- Don't drink alcohol.
- Eat less salt.
- Don't rely on supplements.
- Breastfeed your baby.

Diet and CHD
It is believed that 80% of CHD and strokes could be prevented by changes to lifestyle factors, such as diet, physical activity and smoking.

Changes to the diet to reduce the risk of CHD include:
- increasing oily fish intake;
- reducing salt intake;
- increasing fruit and vegetables;
- decreasing alcohol consumption.

Bone health
Calcium is important for strong bones. Vitamin D is needed for calcium to be absorbed from food.

Anaemia
Iron is vital for making red blood cells. Iron from the diet forms haemoglobin, which carries oxygen in the blood. Anaemia develops if the body's stores of iron are too low.

Key terms
Deficiency diseases: Adverse bodily conditions caused by a lack of a nutrient.
Iron deficiency anaemia: A condition caused by insufficient iron in the body. Common symptoms include tiredness and lethargy.
Kwashiorkor: A severe type of protein-energy malnutrition.
Malnutrition: When the diet does not contain the right amount of nutrients.
Marasmus: A severe type of energy malnutrition in all forms, including protein.
Moderate activity: Will raise your heart rate, and make you breathe faster and feel warmer.
Obesity: Extreme overweight. Obese adults have a BMI of 30 or above.
Sedentary behaviour: Requires little energy expenditure and includes sitting or lying down to watch television, use the computer, read, work or study, and sitting when travelling to school or work.
Vigorous activity: Makes you breathe hard and fast.

Task
Create a poster that contains information on what constitutes a healthy diet and some top tips on how to get active. Include information on how getting active and having a healthy diet can reduce the risk of some health issues and some other tips on how to reduce the risk of these.

For more information, go to: https://bit.ly/32BF4FJ