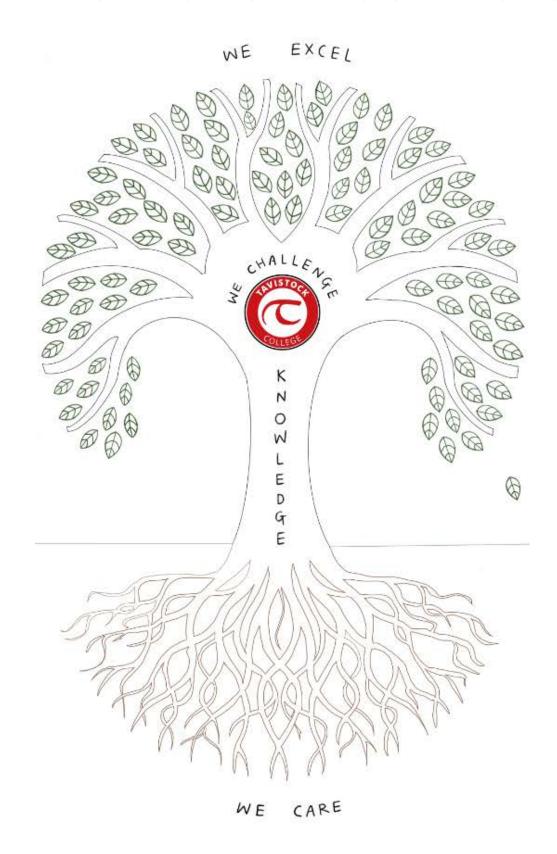
### The Bare Essentials



### YEAR 9: Autumn Term 2

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.

### Page 1 - 11 Student planner pages

Page 12 Homework summary and brief

### Page 13 Key Stage 3 Rooted in Reading: Recommended texts

Page 14 Steps to success for parents (how parents/carers can use the Bare Essentials to support their young people)

Page 15 Steps to success for students (How students can use the Bare Essentials to support their young people)

### **Creative Arts Faculty**

- Art & Textiles Page 16 18
- Music Page 19 22
- Drama Page 23 26
- Dance Page 27 30
- Digital Arts Page 31 34

### **English Faculty**

• English Page 35 - 38

### **Humanities Faculty**

- Geography Page 39 42
- History Page 43 46

### **Maths Faculty**

• Maths Page 47 - 50

### Languages Faculty

- French Page 51 53
- Spanish Page 54 56

### **Physical Education Faculty**

Please note students will need to look at the Bare Essential for the relevant PE rotation they are doing this term.

- Team activities Page 57 60
- Individual activities Page 61 63

### **Science Faculty**

- Biology page 64 66
- Physics page 67 69

### **Social Studies Faculty**

- Personal Development Social Studies Page 70 74
- Religious Studies Page 75 78

### **Technology Faculty**

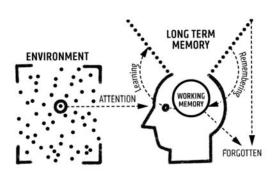
- Computing Page 79 81
- Design Technology Iterative Design Page 82-85
- Food Technology Page 86 88
- Design Technology 'Such a Mess' Page 89 92

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

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

### Why?

College are able to access the information in the Bare We want to make sure that all students at Tavistock that parents / carers can use to scaffold their young Essentials. To do this, we have looked at strategies 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 gradually so the young person can complete the task can successfully complete tasks that they could not enough support is provided so that a young person is removed when it is no longer required. Initially, do independently. The support is then removed independently.

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

## High Quality Teaching at TC:

their learning through the High Quality Teaching and Within school, all students are supported to access Learning six:

- Retrieval Practice
- **Fargeted Questioning**
- Learning new vocabulary
- Modelling
- Extended work
  - Feedback

### Steps to saccess



Give time and delay Retrieval

Universa

Repeat the information again after allowing

Allow enough time to respond. Wait for at

Ensure the young person has waited until

least six seconds.

you have finished your request

Don't do this too quickly. Allow processing

Give the young person two choices e.g.

**@** 

Œ

**(2)** 

What does this word mean? X or Y?

Repeat the information in a different way.

waiting time



Repeat or rephrase the question



(A) (B) Forced alternatives



knowledge

Help the young person to experience the concept e.g. How does it feel?



encourages students to respond when prompted with a cue (visual or verbal) A verbal repetition strategy that



sentence. Present this to the young person Put the unknown word into context in a visually or verbally.



Check the young person understands by asking questions at a simple level first.



Help the young person focus on the feature how two items are alike, draw attention to understand your question. E.g. if asking the relevant similarities, such as colour. they need to look at to be able to



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.



Experience the /ocabulary: concept



Choral response to check spellings



Put into a sentence





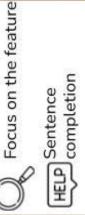












Practice makes progress

# 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
- Ask your teacher

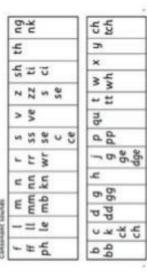
### At home:

- 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 earn new and important words

### Complex Speed Sounds





a e i o u ay ee igh ow

0 0 0	ure
(99-5	ear ure
200	ire
	9.0
g g	OW
	ニョッ
	are
	or air oor are ore aw
_	à
â	00
	o( e n s

### Steps to

saccess

answer. This may take longer than Allow enough time to think of the

you think.



### Retrieval:

information, focusing on key words

to help you

Re-read the highlighted

Universal Give time and delay



Repeat or rephrase



டு ® Forced alternatives



knowledge

Experience the

concept

/ocabulary:

### practically. E.g. what can you see around you that is familiar Think about the concept

which one is it most likely to be?

Choose between two answers -

(A) (B)

**6** 

key



Choral response-

say words /

Say things out loud to help you to remember them



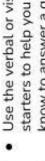
Put a new word you have learnt into a sentence



that you are familiar with and build Start with questions / information up to the hard ones



information. These bits are the Focus on the highlighted most important



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

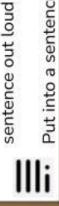


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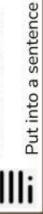








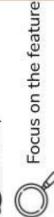
















'Practice makes progress'

### **BARE ESSENTIALS**

SUBJECT: Art/Textiles - Primary Observational Sketching YEAR: 9 TERM: Autumn 2



**Big Question:** How can I draw an owl?

End point task: Owl observational drawing

### Did you know?

- Unlike most other birds, the owl's eyes face forwards, which means they can judge distances more accurately
- The eyes of an owl are not true "eyeballs." Their tube-shaped eyes are completely immobile, providing binocular vision which fully focuses on their prey and boosts depth perception.
- A group of owls is called a parliament. This originates from C.S. Lewis' description of a meeting of owls in The Chronicles of Narnia
- Owls can rotate their necks 270 degrees. A blood-pooling system collects blood to power their brains and eyes when neck movement cuts off circulation
- Matt Sewell has painted giant murals for the charity Greenpeace



### Where is this learning coming from?.

- This learning will bring together basic skills and knowledge from years 7 and 8.
- It will use the rudimentary skills and techniques and combine them with theory and practice.
- It will expand upon the eyes and feather drawings.
- It will provide useful skills to support primary observational sketching.



### Where is this learning going?

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

### What will you know as a result of this?

- You will understand how to draw an owl.
- You will be able to paint in the style of Matt Sewell.
- You will create a primary observational drawing from a real owl.
- You will create a final outcome based on your sketches.

### Career links:

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

### **Useful weblinks:**

https://www.mattsewell.co.uk/

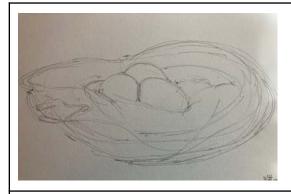


Together: We Care, We Challenge, We Excel



Topics	Bare Essentials to remember (words in bold are in your keywords) :	Reference Pictures: Remember that artistic and creative knowledge builds up so revisit previous Bare Essentials!	
How to draw an owl	You will experiment in a variety of ways to sketch an owl, this will help to provide you with the skills required to sketch a live barn later in the term.		
How to draw a nest	Using the <b>reference picture</b> you will sketch the bird nest, adding <b>detail</b> with oil pastels. You will use <b>watercolour</b> to add the <b>base colour</b> , before using a finer brush to add more detail on top of the <b>oil pastel</b> . The oil pastel will provide a <b>resist</b> . When the paint is dry you will later add <b>detail</b> with coloured pencils, taking time to ensure the highlights and lighter tones are reflected.		
Matt Sewell Artist Research	You will create an artist research page, using Matt Sewell's technique you will replicate his painting technique. You will then present your pictures and some research information about him in your sketchbook.	Matt Sewell: A British visual artist who creates illustrations of birds.  Reference picture: A picture used as a starting point for art.	
Owl Workshop	You will have the opportunity to create a <b>primary observational drawing</b> of a live Barn owl, you will use the skills learnt during this topic to create a <b>realistic</b> sketch in pencil and charcoal.	Watercolour: A coloured pigment that dissolves when you add water allowing colour to spread with a brush.  Detail: Clear, sharp edges and visible marks.  Base colour: This is often the background, or lower layer of colour.  Oil pastel: A drawing medium formed into a stick which consists of pigment mixed with a binder mixture of non-drying oil and wax.	
End Point Task: Owl Sketch	Using the sketches gained during the owl workshop you will create an owl final outcome.	Realistic: Representing things in a way that is accurate and true to life  Primary Observation: Source material experienced first-hand by the artist. i.e. an actual bowl of fruit.	





Draw a light outline of the nest. Pay attention to the proportions, height, width and shape.



Add oil pastels drawing out the main twigs of the nest and colour in the eggs using blending techniques. Do not colour the whole picture in oil pastel, just the eggs and low/ highlights.



Cover the oil pastel drawing with a light colour watercolour wash.



Now add details using watercolour with a fine paint brush to add tonal depth using light and dark colours.

Remember: You won't be able to go over any oil pastel with watercolour.



### **BARE ESSENTIALS**

SUBJECT: Music: Popular Music band work 2 YEAR: 9 TERM: Autumn 2



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

End point task: Performance of a popular Music song

### Did you know?

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

### Where is this learning coming from?

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

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

### Where is this learning going?

These lessons will help you practically and verbally

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

### What will you know as a result of this?

### By the end of this term you will know:

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

### Career links:

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



### Useful weblinks:

https://www.bbc.co.uk/bitesize/subjects/zmsvr82

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



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### 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

### <u>Listening</u>

We will explore pop music through **Aural** work, listening to different **Instrumentation** and **Rhythm.** We will develop our **Aural** skills to pick out certain features of the Music.

### Carousel

We will learn how to play **chords**, **rhythms** or **basslines** on a variety of different instruments. We will change instrumentation throughout the lesson to sample everything.

### Rhythm and Time Signatures

We will explore the use of **Rhythm** and **time signatures** in **performance**. The majority of the songs we have performed so far have been in **4/4** however not all of our **chords** will be played for 4 beats at a time.

### Major and Minor Triads

We will explore the differences between **major and minor triads**. What notes are in the **chords** and how do we form these chords on different **instrumentation?** 

### Class Performance

We will pick an instrument and make a class performance of the song, ensuring that our timing and rhythm stays at a consistent tempo.

### **Group Performance**

We will split into smaller groups to **perform** as part of bands.

### Podcast

We will explore how to **record** and present work to an audience through a **Podcast**. Students will need to record songs and record audio to present their **podcasts** to others.

### Perform, record and evaluate

You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film although you may choose to do this yourselves if you want! **Evaluate** your group's **performance** using **CRESS**.

- Warm up exercises in Performing Arts Vocal, Physical, Concentration, Trust/ Teamwork look back at Bare Essentials for Autumn and Spring 1 for details
- The process of creating performing arts work Stimulus, Discuss, Improvise, Rehearse, Perform,
   Evaluate - look back at Bare Essentials for Autumn and Spring 1 for detail
- Performer someone who acts, dances, sings and shares their work with an audience
- Audience a group of people watching and listening to a performance
- Melody The tune, a series of notes that are musically satisfying
- **Notation** visual record of heard or imagined musical sound, or a set of visual instructions for performance of music
- Pitch How high or low a note should be played
- Accidentals A music 'sign' that affects the pitch of a note
- Sharps The black note to the right of a white note
- Flats The black note to the left of a white note
- Rhythm A regular repetition or grouping of beats have a look at the slight difference in dance terminology
- **Timbre** The 'sound quality' or 'tone colour' of a particular voice or instrument
- **Time Signatures** The time signature is a notational convention used in Western musical notation to specify how many beats are contained in each measure, and which note value is equivalent to a beat
- Aural Listening skills Recognising key terms through listening to music
- Instrumentation Particular instruments used in a piece of music
- Chords Playing more than one note at a time
- Major Triad A three note chord that consists of the root note, a major third and the perfect fifth
- Minor Triad A three note chord that consists of the root note, a minor third and the perfect fifth
- Class Performance A whole class performance of a piece of music
- Tempo The speed that music is played
- Bassline The lowest part or sequence of notes in a piece of music
- Record convert (sound or a performance) into a permanent form for subsequent reproduction or broadcast
- Podcast A program made available in digital format for download over the Internet

\*We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS

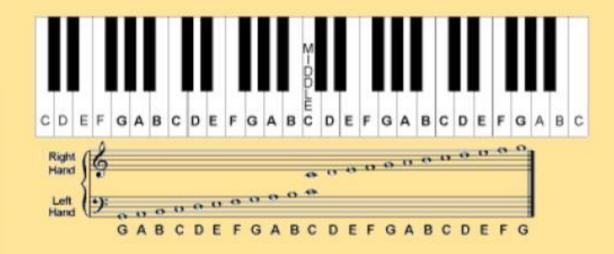


### **KS3 Music Knowledge Organiser**

### Rhythm

Notes	Name	Value
0	Semibreve	4 beats
	Minim	2 beats
J	Crotchet	1 beat
<b>J</b>	Quaver	½ beat
A	Semi-quaver	1/4 beat
Л	2 Quavers	1 beat
л	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

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### KS3 Music Knowledge Organiser

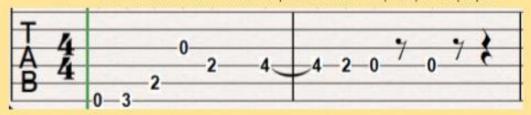




### **Guitar Tab**

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.







### **BARE ESSENTIALS**

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



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

**End point task:** Perform a duologue from Blood Brothers

### Factoids - Did you know?

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



### Where is this learning coming from?

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

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

### Where is this learning going?

These lessons will help you practically and verbally

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



### What will you know as a result of this?

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

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

### Career links:

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

### Useful weblinks:

BBC Bitesize Drama

BBC Bitesize Jobs that use Performing Arts and English

**Blood Brothers Bite Size** 







### Unit Content Bare Essentials to remember (words in bold are in your keywords):

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

### Introduction to the Performing Arts Space

We will remember how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will be introduced to the play Blood Brothers by **playwright** Willy Russell analysing the show poster, establishing the themes and revisiting **freeze frames** to share your knowledge.

### **Plot and Characters**

You will take part in some whole class **spontaneous improvisations** and small group **prepared improvisations** to get to know the plot and characters of Blood Brothers as well as some of the structural devices like prologue, narration, breaking the fourth wall, episodic structure, multi rolling across an ensemble cast and song.

### Blocking

You will get the **duologue script** you will be working on this term which you will read, discuss, highlight lines and start to work out the basic **blocking**.

### **Proxemics**

We will learn about how the 4 areas of **proxemics** ( see next page)can help the **audience** appreciate the relationships on stage and will factor this into our active **blocking**.

### **Physicality**

We will learn about, try out and see the 6 fundamental **physicality** skills (see next page). You will then have a chance to apply them to your character and scene while you **rehearse**.

### Vocality

We will learn about, try out and see the 11 fundamental **vocality** skills ( see next page). You will then have a chance to apply them to your character and scene while you **rehearse**.

### **Props and Set**

We will learn about and try out how props and set can help to tell the story of the characters.

### Costume Hair and makeup

We will learn about and try out how **costume** and hair/make-up can help to tell the story of the characters.

### Tech and Dress Rehearsals

We will learn how to make sure that all the elements are in place ready for the final performance.

### Perform

You will share your work in a recorded **performance** to an **audience**. You will receive verbal feedback.

### **Evaluate**

You will evaluate performances using CRESS in the lesson verbally in your workbook at home.

- **Discuss** your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion
- Improvise your initial responses and reactions to the stimulus need to be tried out with your group this is a great time to explore and experiment. Spontaneous improvisation happens instantly and prepared improvisation is when you have some time to plan or some basic parameters.
- Rehearse rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share
- **Perform** showing and sharing your practical creative ideas
- Evaluate considering the work you have created or seen and discussing its merits and areas for development\*
- Performer someone who acts, dances, sings and shares their work with an audience
- Character a part played/ shown by a performer that is not themselves
- Audience a group of people watching and listening to a performance
- Freeze frame a 3D frozen picture that is silent, still and clearly understandable by an audience
- Neutral a position that does not have a character but can show a focused performer
- **Blocking** working out and noting down who and what is where on stage.
- Script the dialogue of characters written down complete with stage directions
- Plot the story or narrative of the play
- Playwright the person who writes the dialogue for the characters
- Tech Rehearsal a rehearsal dedicated to lighting, sound, props, costume and set
- **Dress Rehearsal** the last rehearsal before the real performance
- Props objects on stage used by the performers in character
- Set furniture or background that help set the scene of the play
- Costume the clothes that a character wears
- Proxemics spatial relationships created by use of: Space, Level, Direction, Position
- Physicality character, emotions and relationships created by: Facial Expression, Body Language, Gesture, Gait, Posture, Idiosyncrasies
- **Vocality** character, emotions and relationships created by: Pitch, Pace, Pause, **Projection, Inflexion, Intonation, Idiosyncrasies,** Volume, **Diction,** Accent, **Breath**
- Prologue an opening of a play that foretells the story to come
- Multirole where one actor plays more that one role
- **Ensemble** a group of performers who are considered equals
- Breaking the fourth wall when a performer talks to the audience directly (Direct address)
- **Episodic structure** where the play is broken into segments that each make sense on their own but the order, placement or repetition creates meaning for the audience.

\*We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)

Blood Brothers- Context			Blood Brothers- Characters		Blood Brothers-Themes		
Willy Russell -author & play- wright	Working class, grew up near Liverpool, dad was an alcoholic who had many jobs. Willy left school at 15 with 1 O'level. He was annoyed at the way society stereotyped the working class. Felt saved by his in-laws who nurtured him, hence an	Mickey Johnstone	The lower-class twin. Honest, sincere, good hearted but becomes bitter and angry. He has many siblings and lives in poverty and gets Linda pregnant. He is arrested for Sammy's crime, ends up in prison and becomes addicted to antidepressants. His rage at finding out about Linda and Eddie's	Love	Love appears in different forms. Love of a child, (enough to give one away to provide a better life), love of a sibling, love of a friend, romantic love, unrequited love. All of these work for good and create loyalty but love also produces conflict, jealousy and resentment.		
WINGHE	interest in nature/nurture. He went to night school to gain qualifications. Become a teacher.		affair causes the finale.	Conflict	The children play with toy guns and are involved in violent games. This foreshadows the path Mickey is taking and the violent end that is		
Era	The play is set between 1960-1980. Industrial decline meant unemployment soared. Crime	Edward Lyons	Good-natured, higher-class twin. Raised by the Lyons and a very sheltered upbringing makes him innocent and naive.		coming. There is conflict between the families, the life styles and the unfairness and prejudice. This conflict results in the finale of the play.		
	grew as gangs formed. Margaret Thatcher was prime minister and responsible for the closures and the mass unemployment.		Because of class he gets lots of opportunities; good school, university, job. His good nature leads to the play's finale.	Money and Class	Mrs J can't afford to feed her children and has to give a son away.  Mickey has less opportunities, goes to a rough comprehensive school, is out of work, becomes involved in crime, drugs and is depressed.		
Liver- pool	Liverpool was a large industrial city in the 60s. The government built cheap new housing called 'New Towns' and rehoused the working class. Skelmersdale is one of these towns and is where	Mrs Johnstone	Biological mother of the twins. Left by her husband with many children, she gets a job as a cleaner. She is the moral centre of the play; is tortured by guilt and regret and blames herself.	Cidas	Edward's life with the Lyons is blessed with a private boarding school education, wealth, luxuries, university and a good job. Edward is treated well by society and given opportunities. Mickey is looked down upon and assumed to be 'bad' because of his background.		
Su	Mickey, his mum and family moved to in the play.  bject specific vocabulary	Mrs Lyons	Opposite of Mrs J who she employs as a cleaner. Adopts Edward but lets her husband believe he is naturally hers. The guilt turns into suspicion and paranoia. She announces the affair and contributes to the murder of her son.	Nature Vs Nurture	Are we predetermined by our genes (nature) or is it our upbringing that shapes us (nurture)? Mickey wishes to have had Edwards life as he believes it has been better due to him growing up in a better environment.		
Blocking	Is what and when and where something is		anali and continuous to the morder of her son.		environment.		
	happening on stage. We 'block' scenes which means we map out carefully what they will look like. We block scenes first before we start adding more detail.	Linda	Tomboyish friend of the twins when she is young. Both boys grow up to fancy her. As a teen she likes Mickey but later turns to Edward for comfort and support. This turns into an affair. She loves both twins and is a sympathetic character.	Superst ition or Fate	The audience is constantly reminded of superstitions. Mrs Lyons creates a lot of tension around it, as well. Because of class, the boys fate was decided from the moment they were separated and raised differently. It wasn't superstition but fate that caused their death.		
Proxemics	Is how close or far apart two things are on a stage. This helps to show relationship. This could be people or objects and can show hierarchy, love, hatred, class, groups, etc	Narrator	All knowing , slightly menacing- takes many roles throughout the play. Constantly reminds the audience of the terrible choice that began the chain of events.				
Physicality	The characterisation we use to physically show a character. This could be, body language (overall use of physicality) or, posture, gait, gestures and facial expressions.	Sammy	Older brother of Mickey. Aggressive, juvenile delinquent. Attempts to rob a bus as a teen and ends up in prison. When he is young Mickey idolises his older brother.				
Vocality	The characterisation we use to vocally show a character. This could be accent, tone, pitch, pace, pause, pronunciation and projection.	Mr Lyons	Away with work when Mrs Lyons convinces Mrs J to hand over her baby and he believes Edward to be his own son. Grows very worried about his wife's mental health and wellbeing.				



### LIVERPOOL

Love (family, friends and romantic), Conflict, Class, Fate and Nature v Nurture are main themes In 1950s - 1980s: the context of post war, Catholic, working class vs upper middle class, urban life **V**erse is used by the narrator to communicate with and guide the audience to think **E**pilogue shows the same scene as the beginning, but now we see it with different eyes Realism and Musical Theatre as the styles

Prologue makes the audience focus on WHY they die: Brechtian technique (Dramatic Irony/ foreshadowing make us think) Ordinary people (ensemble roles) are portrayed as stereotypes that actors multirole Order of Narrative is Episodic Structure using repetition and revisiting the protagonists as they change age Language reflects status: working class characters = Scouse accents and middle/upper class characters = RP accents



### **PHYSICALITY**





### **BARE ESSENTIALS**

SUBJECT: Choreographic skills in Dance

YEAR: 9

TERM: Autumn 2



Big Question: How can we work from a stimulus to choreograph a dance for an audience as one company?

End point task: Create class dance using a stimulus incorporating all skills

### Did you know?

- Dance has two distinct forms theatrical dance in which dancers perform for an audience, and participatory social dance where dancing in a group is encouraged
- The arts and culture sector has an important benefit on health and well-being. Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health, and theatre-goers were 25% more likely to report being in good health than the average. As a practical subject it allows us to move and helps us to find healthy ways to express our emotions.



- People valued being in the audience for the arts at about £2,000 per year, which is higher than sport.
- Dance is physically good for us too. We develop fine motor skills, it's a form of exercise, it teaches us better coordination and improves our movement memory, concentration, cognition and attention.
- Studying dance develops **creativity, teamwork, confidence, critical thinking, self-discipline, physical health** and the ability to work collaboratively—all beneficial in any 21st century career path and quality of life.
- Studying dance can support many other subjects through teaching transferable skills and knowledge
- The health benefits of dancing-It generally makes us fitter and healthier. It improves the condition of your heart and lungs, increases muscular strength/tone, endurance and aerobic fitness.
- When young children study dance they learn perseverance and self-motivation. Dancing encourages children to experiment and find different paths to solving problems. It is vital in a child's personal development that they learn the importance of trial-and-error and that, if at first you don't succeed, try and try again.
- Nonverbal communication represents two thirds of all communication. It's important for young children to understand that it is possible to portray a message both verbally and with the correct body signals and also to be able to interpret these signals from other people. The study of dance and movement can help a child develop an understanding of their own body language as well as others.
- You retain nearly 90% of what you learn through teaching others which happens in every dance lesson Supplied by Department for Digital, Culture, Media & Sport, ,Towson University. Stage Coach

### Where is this learning coming from?

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

- What you learnt in the previous term 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 in year 10 and the study of dance practitioners and analysing works.
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation, vocal/facial expression and body language.



### What will you know as a result of this?

By the end of this term you will know:

- How to respond to a starting point for a dance piece.
- How to work in groups to choreograph/ rehearse/ share.
- How to conduct yourself whilst watching/evaluating dance .
- Recap Actions/Dynamics/Space/Relationships, Motif/Motif
   Development, Literal and Abstract are.
- What Performance and Technical Skills are in dance.

### Career links:

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



### **Useful weblinks:**

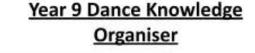
<u>A Guide to Careers in Dance Dance - BBC Bitesize</u> <u>https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/dance</u> <u>Dancer</u>



### Bare Essentials to remember (words in bold Keywords: are in your keywords): Plan dance based on a stimulus Actions - What we do in dance - Jump ,Turn/Roll ,Gesture , Balance, Transfer of Weight, Travel. As a whole class we will plan a dance based Dynamics - How we perform movements - Speed (fast/Slow) ,Flow (Sharp/Smooth), Weight (Heavy/Light) , Rhythm on a given **stimulus**. We will discuss what 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 stands out in this stimulus and plan a previous Bare essentials for definitions. structure for our class dance. Motif and Motif development - A collection of movements and sing Action Dynamics Space Relationship to change an original motif Choreograph own Motifs Stimulus, Discuss, Improvise, Rehearse, Perform, Evaluate (See other bare essentials for definitions) -Using the skills from last term, in smaller Literal Movements and Abstract movements - A movement that shows the exact meaning and then adding actions to make it abstract groups you will choreograph your own motifs Rehearsal Techniques - Asking for feedback, film yourself, watch others for inspiration, use mirrors. in this class dance. **Choreographic devices Repetition** - repeating movement in dance performance Climax - the biggest or most important part of the dance Learn Motifs from teacher and develop it Highlights - making sure a dance has slow/fast/sharp/smooth sections to make the dance more interesting You learn movement from the teacher and Fragmentation - taking movements from different parts of the dance and creating a new motif using the skills from the previous term, be Retrograde - performing a selection of movements again but in a backwards order able to use motif development. Transitions - linking each section of the dance for fluidity Performance Skills **Focus** - Using the eyes to enhance performance or interpretive qualities **Applying Choreographic Devices** Musicality - The ability to make the unique qualities of the accompaniment evident in performance Learning what choreographic devices are in **Projection** - The energy of the dancer uses to connect with and draw in the audience dance and making sure all are within our class **Emphasis** - Applying particular dynamics or energy to a movement dance. 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 Rehearsing and applying Technical and Quality - Being able to show the true meaning of the movement and its accuracy Performance Skills Communication of choreographic intent - Understand and explain the meaning of the dance through movement, costume and music You will learn what technical and Technical Skills performance skills are in dance and apply Balance - A steady or held position them into the class piece. We will then Movement memory - Being able to remember dances rehearse the piece and think of different **Stamina** - Ability to maintain physical and mental energy rehearsal techniques Flexibility - The range of movements in the joints (involving muscles, tendons and ligaments) Posture - The way the body is held Rehearse/Perform/Evaluate **Isolation** - An independent movement of part of the body We will then film/perform to an audience. You **Extension** - Lengthening one or more muscles or limbs will then **evaluate** your own work and the **Contraction** - Shortening of muscle(s) overall process using a written structure to Strength - Muscular power guide you **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 \*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

### 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



### 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

### Warm Up

- Cardio
- Stretches
- Muscles
- **Joints**

### Space (Where we perform)

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



### Year 9 Dance Knowledge

**Organiser** 

<u>Literal Movements</u> Movements that show the exact meaning and action (pedestrian)

<u>Abstract movements</u> 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

Musicality - The ability to make the unique qualities of the accompaniment eviden 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

Together: We Care, We Challenge, We Excel



### **BARE ESSENTIALS**

SUBJECT: Digital Arts - Digital Imagery and Image Manipulation

YEAR: 9

TERM: Autumn 2



**Big Question:** How do we capture professional digital imagery?

End point task: Production of a digital imagery portfolio including static and moving image in response to a brief

### Did you know?

- Digital art is not limited to a single medium, it can encompass a wide range of techniques including digital painting, 3D modelling, and animation.
- One of the advantages of digital art is that it can be easily edited and manipulated, allowing for experimentation and exploration. In this unit, you will be given the opportunity to do LOTS of experimentation! In fact, you are encouraged to experiment and explore with digital imaging outside of lessons on devices that you or your family have at home.
- There are many software programs available for digital artists, including Adobe Photoshop, Procreate, Clip Studio Paint, and Corel Painter. You can even have a go at experimenting with some online AI digital art programs.
- Digital art is a dynamic and rapidly evolving field that offers exciting new opportunities for artists and art lovers alike. Whether you are a seasoned professional or just starting out, there has never been a better time to explore the world of digital art. From painting and drawing to 3D modelling and animation, the possibilities are endless.
- One interesting aspect of digital art that not many people may know is the concept of NFTs, or non-fungible tokens. These are unique digital assets that are stored on a blockchain and are used to represent ownership of a piece of digital art or other type of digital asset.



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 primary school you may have done done photography or made a video within a project
- 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 capture professional digital imagery?
- 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

### Unit Content Bare Essentials to remember (words in bold are in your keywords):

### Keywords:

### Image analysis / Introducing mise en scene

Building on the analysis of camerawork that you did in Autumn 1, you will be looking at the connotations of mise en scene, including hair, costumes, makeup and locations

### Introducing lighting

You will look at the various forms of lighting in a digital images, and how the temperature, intensity and direction of lighting can impact the image

### Staging photos workshop

You will put the various elements you've studied so far into practice to start taking actual images in response to a mini-brief

### Colour correction and image manipulation

Building on our work in **Photoshop** in Autumn 1, you will look at how colour and tone can be adjusted after taking photos to establish new **connotations**.

### Introducing exposure controls

You will be shown the technical controls for an SLR camera in order to understand how the combination of shutter speed and aperture result in correctly exposed images

### Introducing the portfolio brief / idea generation

You will be given your new brief, which you will be working on for the rest of this term. This will see you producing a **portfolio** of images, both in still form and moving image.

### Gathering assets / editing

Before you start editing your images, you will be given several lessons to stage your own images with consideration of Mise En Scene, camerawork and lighting.

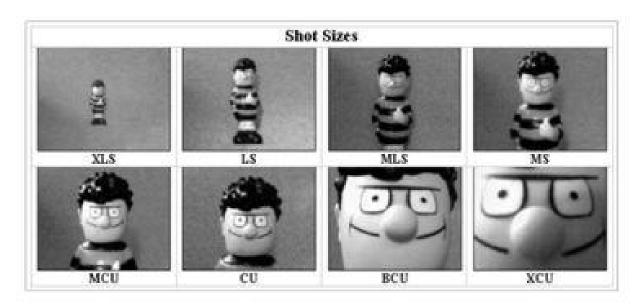
### **Evaluation**

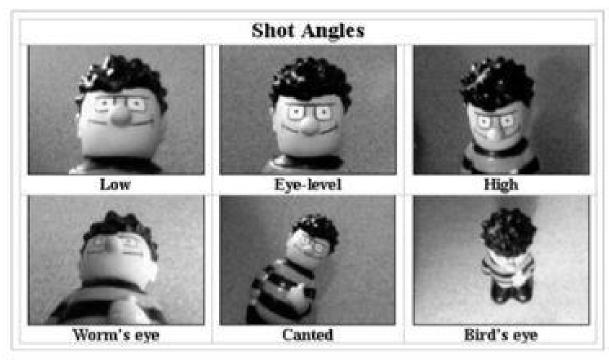
After building a portfolio, you will be expected to evaluate the effectiveness of your images, and record how you achieved your creative goals.

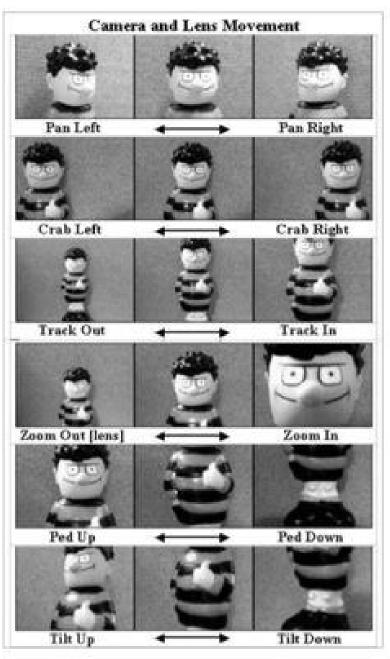
- Adobe Illustrator Adobe InDesign Adobe Photoshop the software packages we use for print production
- Aperture how far the shutter opens when a photo is taken
- **Bitmap images** these are single layer images used for exploiting completed designs
- Brief a specification set by a client for a media company to produce
- Callout a text or graphic label that directs attention to an element in an illustration to engage readers
- Connotations the implied meaning of a sign i.e. a red rose = love, romance, Valentine's day
- **Cutline** the marker around a print product that shows where to cut the edges
- **Digital edition** sometimes known as 'e-magazine', this is a version of a print text that is accessed electronically
- **Dropcap** a large capital letter used as a decorative element at the beginning of a paragraph or section
- Editorial a newspaper or magazine article that gives the opinions of the editors or publishers
- Exposure how much light is exposed to an image, resulting in bright or dark photos
- Feature a feature is a longer piece of writing than a news story and is often the leading story on a front page
- **Flipbook** a flipbook is a digital publication that is formatted to look like a real publication with a page-turning effect, a shadow in the middle and even a page-flipping sound
- **Folio** text that appears at the top/bottom of a page and tells you the date, the name of the publication and assorted other utilities, including what the content of the page is
- Fractional ads print advertisement occupying part of a page (1/8, 1/4, or I/2 of a page) as distinguished from a full-page ad.
- Gutter areas of measured space separating images, columns, headers etc.
- Kerning Kerning is the spacing between individual letters or characters
- **Layouts** the placement of features on a print page
- Leading Leading is the space between multiple lines of type, which can be as few as two lines of type to, as many lines as needed
- Mise en scene a French word meaning 'within the scene'. This refers to setting, hair, makeup, clothing.
- Output specs the format that the finished product is delivered in .pdf for example
- Perfect binding a form of bookbinding in which the leaves are bound by glueing rather than sewing
- **Portfolio** a showcase of work presented either digitally or physically
- **Pull-quote** a brief, attention-catching quotation from the main text of an article and used as a subheading or graphic feature.
- **Resolution** a digital measurement of size, usually measure in horizontal x vertical pixels
- Saddle-stitching folded sheets of paper are nested one within another and attached by staples through the fold
- Shutter Speed The length of time the shutter is open for when a photo is taken, measured in seconds
- SLR Sling Lens Reflex: a camera that allows for complete control of exposure settings
- **Spreads** a spread in the centre of a magazine, where the two pages are one physical piece of paper
- Stock images royalty free images that are widely available for free online
- **Temperature** refers to how warm (yellow) or cold (blue) light is
- Typography the font, size and style of text
- **Vector images** art that's made up of mathematical formulas e.g. lines, curves, shapes etc.
- White space areas of intentionally blank space



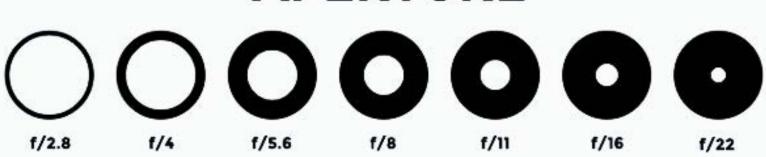
### Camera Shots, Angles and Movement







### **APERTURE**



blurry background DARKER

everything in focus 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 DARKER BRIGHTER

ISO

smooth images

more grain, noise

100 200 400 640 800 1600 3200

INDOORS BY WINDOW NO WINDOW

SUNNY **OUTDOORS** 

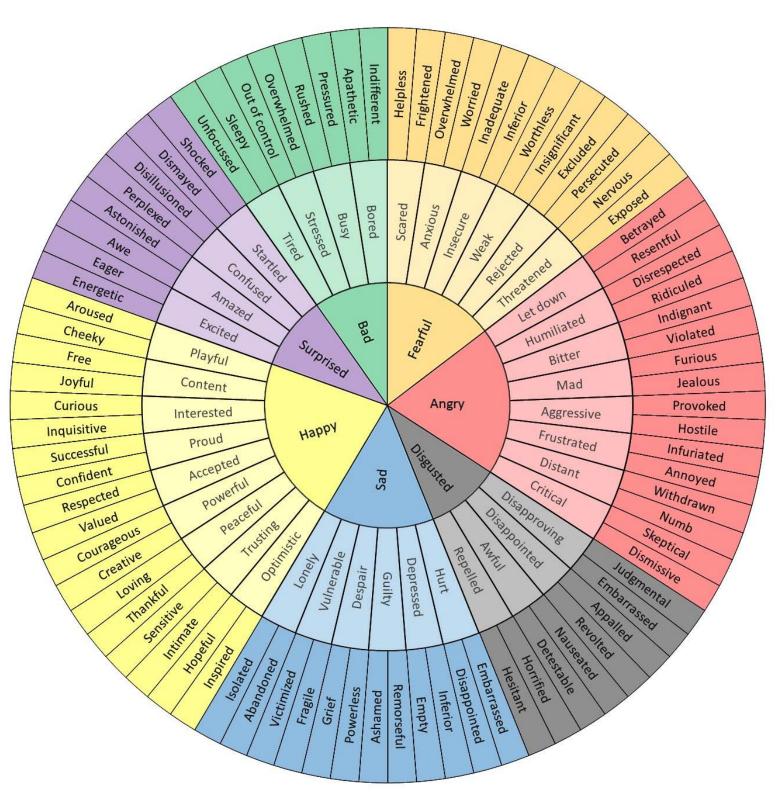
NIGHT PHOTOS



Big Question: How does Morrison explore the concept of trauma in her novel?

End point task: Multiple choice knowledge check quiz with some short writing answers

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:	
In Year 7 and 8 you studied novels like Animal Farm and The Giver. In Year 9 you have recently studied Heroes. Home is another novel where you explore themes and historical events through the characters' eyes.	The skills from this and previous learning will filter into studying the novel Jekyll & Hyde at GCSE. You will be able to apply specific terminology to the novel; discuss important themes; and understand how the historical context can impact a reader's understanding.	This unit of learning can help lead to: Degrees in: English Language, English Literature, Drama, Creative writing. Careers in: Journalism, Creative writing, Literary Critic, Publishing	
For each chapter, we will discuss the following questions:	Core knowledge/vocabulary:		
Context and the author.	Connotations of the title. The Korean War. Treatment and her key themes.	nt of African Americans. Toni Morrison	
Chapter 1: How does Morrison engage the reader with a traumatic opening?	Traumatic - deeply disturbing or distressing.  Refuge - a place or situation providing safety or she	elter.	
Chapter 2: How does Morrison explore the physical and emotional oppression of people of colour?	Oppression - prolonged cruel or unjust treatment or exercise of authority.  Segregation - the action or state of setting someone or something apart from others.		
Chapter 3: How does Morrison weave pathos into the story?	Emasculation - deprived of his male role or identity, made weaker or less effective.  Pathos - a quality that evokes pity or sadness.		
Chapter 4: How is Cee a victim of sexism as well as racism in Georgia's society?	Victimised - single (someone) out for cruel or unjust treatment.  Fragmentation - the process or state of breaking or being broken into fragments.		
Chapter 5: How heroic is Frank Money?	Odyssey - a long and eventful or adventurous journey or experience.		
Chapter 6: How does Morrison reveal the failure of dreams?	Disillusionment - a feeling of disappointment resulting from the discovery that something is not as good as one believed it to be.  Aspiration - a hope or ambition of achieving something.		
Chapter 7-8: Why was Lotus, Georgia such a terrible place for Frank and Cee?	Symbolism - the use of symbols to represent ideas or qualities.		
Chapter 9-10: How does Morrison emphasise the dehumanising effects of war?	<b>Dehumanisation</b> - the process of depriving a person or group of positive human qualities.  Redemption - the action of saving or being saved from sin, error, or evil.		
<b>Chapter 11:</b> How does Morrison explore the theme of masculinity through Frank?	Masculinity - qualities or attributes regarded as characteristic of men or boys.		
Chapter 12: What has Frank learned about himself, heroism and masculinity?	Anagnorisis - a moment in a play or other work when a character makes a critical discovery.  Sudden awareness of the reality of the situation.		
Chapter 13-14: How are both Frank and Cee redeemed at this point in the story?	<b>Redemption</b> - the action of saving or being saved from sin, error, or evil. Or, a thing that saves someone from error or evil.		
Chapter 15: To what extent is conflict resolved at the end of the novel?	<b>Resolution</b> - a firm decision to do or not to do something, the action of solving a problem or contentious matter.		



Together: We Care, We Challenge, We Excel



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

Noun: A noun is a person, place, thing, quality, or act.

Examples: pencil, girl, supermarket, happiness

Verb: Verbs are action or existence words that tell what nouns do.

Examples: to fly, to run, to be, jump, lived

Adjective: An adjective describes a noun.

Examples: hairy, crazy, wonderful

Adverb: An adverb describes a verb, adjective, or adverb. It often ends in "ly".

Examples: carefully, easily, barely

Interjection: An outcry or sudden utterance. Usually starts a sentence.

Examples: Wow, Gosh, Darn

Preposition: A preposition describes the relationship between a noun and another noun

(or verb or adverb).

Examples: to, under, for, at, by, from

Conjunction: A conjunction joins together words, phrases, or clauses.

Examples: and, or, but

Pronoun: A pronoun replaces a noun or noun phrase that is understood from context.

Examples: he, it, they

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

### LITERARY DEVICES

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

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

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

<u>Personification / Anthropomorphism</u> - Giving human characteristics / actions to things.

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

Repetition - Repeating a word or phrase.

<u>Irony</u> - A word / phrase which is the opposite of their literal meaning.

<u>Hyperbole</u> - Deliberate exaggeration to emphasise a point. Not to be taken literally.

Rhyme - Words that sound similar.

<u>Rhythm</u> - Regular movement, because of the recurrence of a beat - often rhymed.

<u>Assonance</u> - Repetition of vowel sounds, creating internal rhyme.

<u>Dissonance</u> - Inharmonious sounds / syllables in words to create a harsh tone.

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

<u>Symbolism</u> - Where one thing represents something else.

<u>Caesura</u> - A break or pause, usually in the middle of a line, shown by punctuation.

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

<u>Juxtaposition</u> - Putting two words close together - especially contrasting (opposite) ones.

<u>Enjambment</u> - Sentence carries on from one line to the next - no pause / punctuation.

@POETRYESSAY





Big Question: What is a superpower and how do they influence the World?

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:
Year 8 Geography As part of the year 8 curriculum you studied globalisation. This is a key geographical concept which has led to an increase in countries being reliant on one another. This unit of work will allow you to build on the idea of interconnectivity and explore how some countries have grown into powerful nations as a result.	You will understand how countries rely on one another and how the superpower countries can influence decisions across the globe. You will know the history of how power has been achieved and what factors will change the balance of power in the future.	<ul> <li>Public policy advisor</li> <li>Intelligence analyst</li> <li>Civil servant</li> <li>Journalist</li> <li>News Correspondent</li> <li>Naval officer</li> <li>Humanitarian worker</li> </ul>
Topic area	Core knowledge	

### 1. What is a superpower?

Superpowers are countries that have the ability to influence other countries around the World. Power can be demonstrated through the four pillars of power: economic, military, political and cultural. These are examples of both hard power and soft power.

### 2. What has power looked like over time?

Historical events, such as colonisation, have played a significant role in the distribution of power. However with globalisation increasing, power is starting to shift.

### 3. Who are the superpowers?

Countries such as the United States, United Kingdom, Japan, Germany and France have had a long history of power and influence but not all of these countries achieve the four pillars of power on their own.

### 4. Who are the BRICS?

The BRICS are a group of countries including: Brazil, Russia, India, China & South Africa. In 2023, BRICS invited 5 more countries to join them in vital decision-making that will affect the entire World.

### 5. Is India the next most powerful country?

India has achieved incredible growth as a nation in the past 50 years, it has a growing population and a booming economy. Their population structure puts them at an advantage over the current superpowers, who are facing an ageing population.

### 6. What is a prisoner of geography?

Not all countries have the ability to become a superpower due to physical geography. Africa is the second largest continent, but a combination of African history and physical geography has led to a struggle to gain World power.

### 7. Why does everyone want to claim the South China Sea?

In a bid for power, there have been a number of conflicts around the World. One of the biggest, is the competition for the South China Sea due its strong trade routes and its natural resource reserves.

### 8. How is space travel changing the distribution of power?

Superpowers cannot expand any further on land, this has led to a race to discover space and develop space travel. Countries are aiming to increase their sphere of influence and gain power through knowledge.

- 9. End Point Task: This will contain a range of tasks to check your understanding and geographic skills.
- 10. DIRT: An opportunity to reflect on your learning from this topic.

### Vocabulary

**Superpower** - a very powerful and influential country or group of countries

Hard power - countries expressing their influence through force

**Soft power** - countries express power through creating appeal and attraction, which then leads to other countries choosing to follow

**Colonisation** - the process of establishing control over a group of people or area

**Distribution** - the way in which something is shared out amongst a group or spread out across an area

**Globalisation** - the process of the World becoming increasingly interconnected

**Ageing population** - a population with an increasing number of elderly people due to the decrease in birth rate and increase in life expectancy

**Conflict** - a clash of interests between 2 opposing forces

**Sphere of influence** - an area that another country has an ability to affect developments and events without any formal authority

**Gross Domestic Product (GDP)** - a measure of economic output taking into account the value of all goods and services in a country within a specific time period

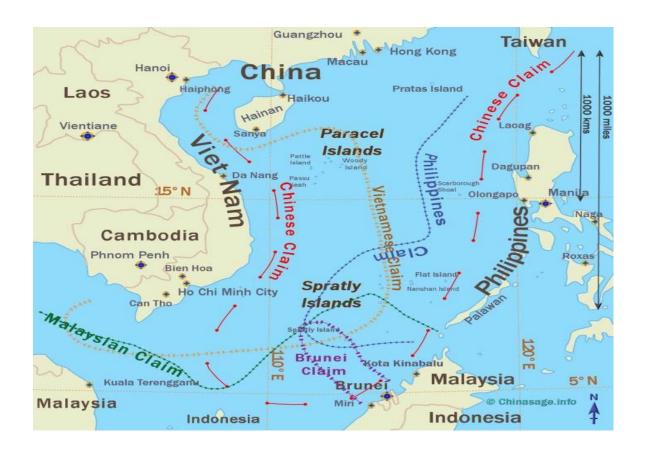


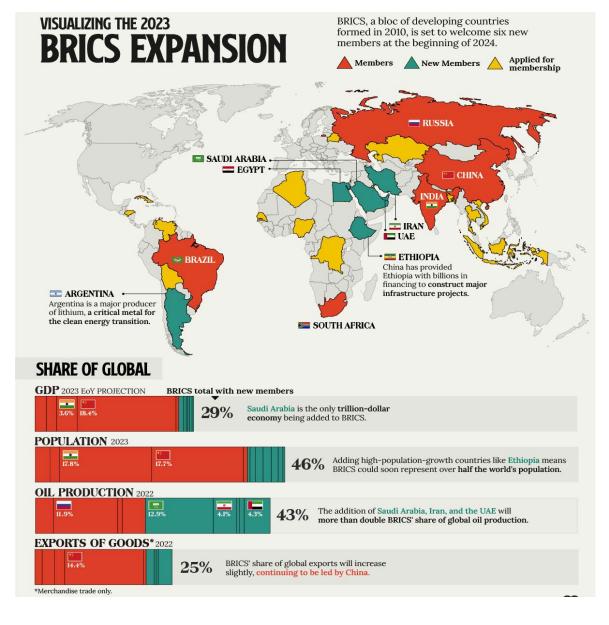


Thesaurus								
Sequencing	Example	s	Developing	Alter	natives	Comparing	Additions	Emphasise
Firstly	For example		because	Where	as	Similarly	And	Above all
Secondly	For instance	5.	Thus	Instead	of	Likewise	Also	Ultimately
Next	such as	2	SO	Nevert	heless	In the same way	As well as	Especially
Finally	In the case o	of	This links to	Alterno	ıtively	Equally	Moreover	Significantly
Since	As seen in	-	This means	In cont	rast	100001	Furthermore	Importantly
			Furthermore	Howev	er		along with	100
			Consequently	Althoug	gh		as a	
•		6	Therefore	Otherw	/ise		consequence	
			This leads to	On the	other		Including	
				hand			which will lead	
				Then a			to	
Decision making								
A STATE OF THE OWNER, THE OWNER, WHEN THE OWNE	How important, successful		w far do you ag	gree?		Opinions	Cond	clusion
	OR significant?				1.1 "			V-242
Extremely		Q.77. Tra	npletely				Overall becau	Jse
1905/1970	Very				I think tha		In conclusion	evidence stated
Quite/moderate		1500 ASS	Figure 1 and the second of the		In my opir			
[ 전문제 사용전기가 10 (1984년 14 m Peter)	Somewhat/slightly		ghtly In my view			above, my cond		
Minor / little	Minor / little d		gree			is because		
	Command word sentence starters							
The second secon	Explain		Suggest		To what extent		The same of the sa	ite/Discuss
			nay happen bec			e important than.		vantage(s) of
					(4.3/3/3/3/3/3/3/3/3/3/3/3/3/3/	effective than		useas shown
The state of the s		оу	/ is succ		essful because	by		
This is formed by		This may be because		but or	n the other hand .	However the	e main	
Therefore	Therefore		his could result in To some		To some	extent	disadvantag	ge(s) of
This may be bec	This may be because					arebecau	seas shown	
This will result in			Created by @Mrs_Geography		hy	by and so	ar.	

Together: We Care, We Challenge, We Excel











**Big Question:** The development of warfare and its impact on British society from Medieval to present day- how much change has there been?

End point task: How much change has there been? What has been the impact?

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:	
Primary school projects You may have completed projects in your primary school on certain battles and wars from 1066 onwards  Year 7 and 8 history You have the chronological overview to help to apply the examples 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 developed. Topics such as the Battle of Hastings, the English Civil Wars and World War One and Two and the Cold War are revisited.	You will find out about the theme of warfare and link it to contemporary discussions in society. You will understand how different themes have affected the development of warfare and how this has changed over time, with a key focus on the impact on society.  Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 1 on Crime and Punishment, showing the different time periods and how the changes in warfare affected society.  Some of you will study History A level and these skills will continue to be developed.	There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/ or careers which involve using the skills and knowledge gained in this unit:  - English Heritage and The National Trust - Record Offices, Archives, Libraries and Universities - Archaeology, Architecture and the conservation of buildings or artefacts - Museums and galleries - Teaching in schools	
Topic area	Core knowledge		
Lesson 1. Introduction causes of war	- General causes of war investigated. Have they had for territory, politics, struggles for independence, n		
Lesson 2. Changes in tactics and strategy	- Investigate whether <mark>strategy</mark> and <mark>tactics</mark> have changed over time. Ideas of <mark>siege</mark> warfare, <mark>linear</mark> tactics, <mark>entrenched</mark> warfare and <mark>total war</mark> tactics		
Lesson 3. Changes in training and recruitment	- Investigate how far training methods and recruiting troops changed over time. Ideas of <mark>feudal military duties</mark> , Tudor armies, Civil War New Model Army and professionalism, propaganda and conscription		
Lesson 4. Changes in technology	<ul> <li>Understand how important technology was in changing the nature of warfare? Siege warfare, firearms, industrialisation and its impact, nuclear development and hi tech weaponry</li> </ul>		
Lesson 5. Development of naval warfare	- Investigate the main developments over time. Tud	or Navy and Armada, role of the navy	
Lesson 6. Role of women in warfare	- How the role of women has changed over time - ro role on the Home Fronts and front line 21st centur		
Lesson 7. Changing nature of warfare 1945-75	- New forms of conflict- nuclear and <mark>guerilla war</mark> , w	eapons of mass destruction	
Lesson 8. Changing nature of warfare 1976-2000	- Understand the importance of <mark>conventional warfar</mark> Afghanistan	e- Falklands War, First Gulf War and	
Lesson 9. Changing nature of warfare 2000- 2011	- Impact of <mark>terrorism</mark> and new wars to present		
Lesson 10. End point task	- Review of term - how much change has there beer	n? What has been the impact?	

### 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		

Chang	e and con	tinuity
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 worth vital expressed value intended relevant

Cause and	consequenc
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 ....

- It would seem...
- One might consider/suggest...

### Cause and effect

- because
- SO
- As a result...
- This suggests...
- Therefore...
- Thus...
- Consequently...
- -This implies...

### Qualifying

- and

- In addition...
- Additionally...

### Comparing

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

### Sequencing

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

- In conclusion...
- To conclude...
- One might deduce/infer...

### 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

- as well as
- also
- too

- Furthermore...
- moreover

### **Capital Letters**

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



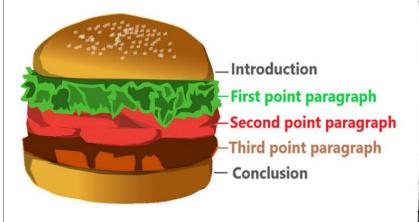
### History Key Stage 3 skills

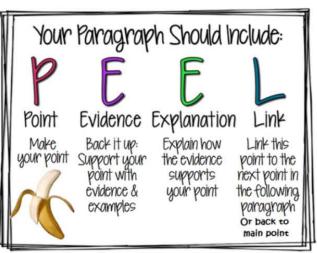
### **Extended writing**



### **Command words and structuring**

Command words and structuri	ng		
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, different features  • Fully support each 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	<ul> <li>Advice</li> <li>You will need a 2-3 line introduction</li> <li>Give 1-2 paragraphs that <u>agree</u> with the question</li> <li>Give 1-2 paragraphs that <u>disagree</u> with the question</li> <li>Use PEEL to structure each paragraph</li> <li>Finish with a conclusion that compares the two sides of the argument and say your overall vew, whether you agree or disagree.</li> </ul>		
Sentence starters  One reason why is For example and This meant that Therefore	Structure Introduction Paragraph 1-2 PEEL - agree Paragraph 3-4 PEEL - disagree Conclusion - In conclusion However Therefore		





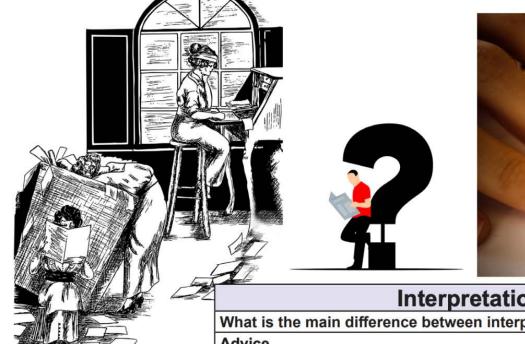
#### History Key Stage 3 skills

#### 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	<ul> <li>Advice</li> <li>Highlight the enquiry in the question What is the topic?</li> <li>Content - read the source and highlight what it tells you about the enquiry</li> <li>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</li> <li>OK - own knowledge</li> <li>What do you know about the enquiry to help decide how useful the source is?</li> </ul> Sentence starters
isI can infer this because it says / shows	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

- 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?

C.	on	ton	ce	0	ta	rto	re
J	CII	ren	CE	3	La	ıtc	13

The main difference between interpretation	ons 1 and 2 is	c
Interpretation1 suggests	as it says "	***
Whereas interpretation 2 suggests	as it savs"	n

SUBJECT: Maths YEAR: 9 TERM: Autumn 2



**OVERARCHING THEMES** -Understand and use Formulae, work with Perimeter, Area and Volume

#### Did you know?

- Leonhard Euler (1707- 1783) was a Swiss mathematician who made enormous contributions to a wide range of mathematics and physics including analytic geometry, trigonometry, geometry, calculus and number theory.
- He published almost 900 books
- Without this work, we might not have had sudoku.



#### Where is this learning coming from?

#### Year 7 and 8 Number sense and Algebra

Builds on their understanding of addition, subtraction and multiplication, in the context of working with perimeter, area and volume

#### Year 9 Number, Indices and Algebra

Builds on the work covered in Autumn 1 and develops it to work with equations and formulae.

#### Where is this learning going?

Year 9 Pythagoras and trigonometry

Developing understanding of perimeter and formulae to be able to solve problems involving Pythagoras and Trigonometry

#### Year 9 Ratio and proportion

Use knowledge of perimeter, Area, Volume and algebra to be able to compare similar shapes, in the context of ratio and proportion



#### What will you know as a result of this?

You will be able to:

- Calculate perimeter, Area and volume, be able to find missing values
- Be able to manipulate formulae
- Substitute values to be able to solve equations
- Be able to solve problems in 2d and 3d
- Find error bounds for calculations

#### 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

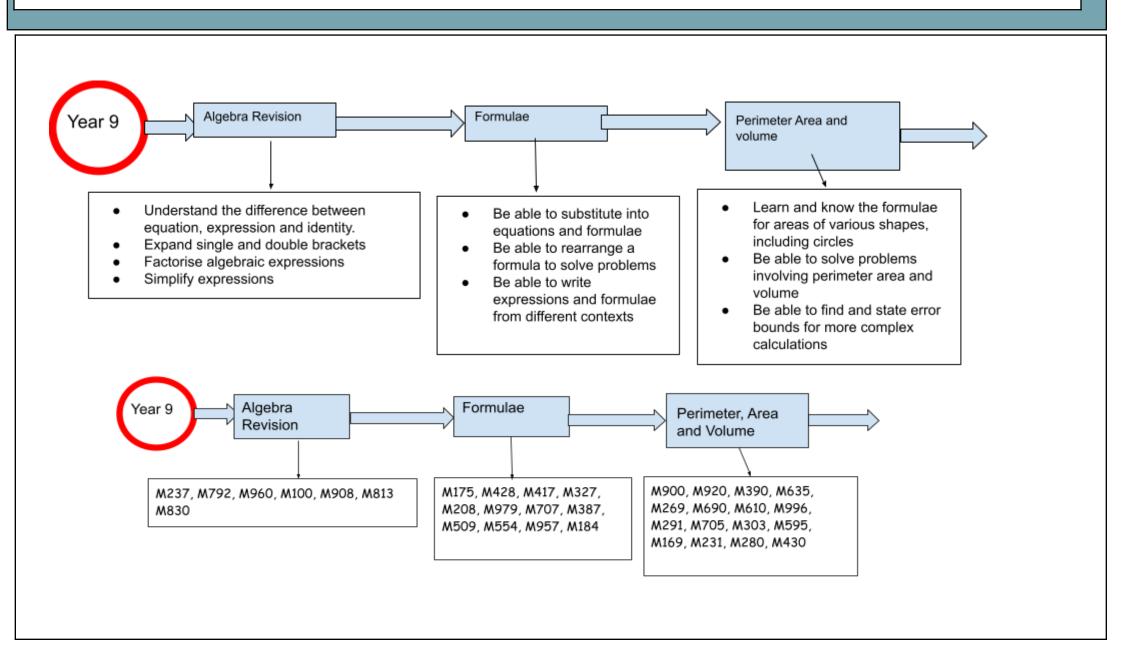




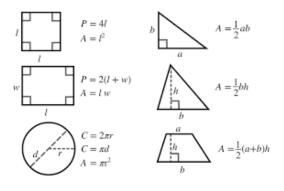
SUBJECT: MATHEMATICS YEAR: 9 TERM: Autumn 2

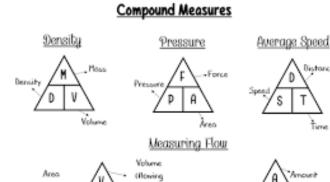


**OVERARCHING THEMES -** Understand and use Formulae, work with Perimeter, Area and Volume

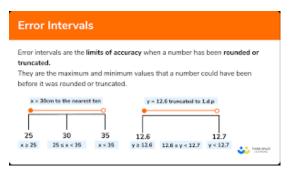


Useful weblinks: <u>www.whiterosemaths.com</u> www.sparx.co.uk





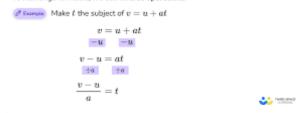
per second)





#### Rearranging Formulae

Rearranging formulae is a way of changing the subject of the equation or formula. To rearrange formulae, we use inverse operations.



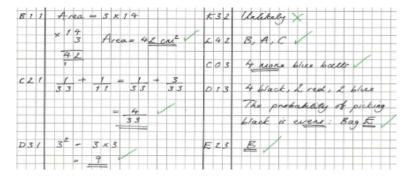
#### **SPARX**

tavistockcollege.sparxmaths.uk/student

#### Username:

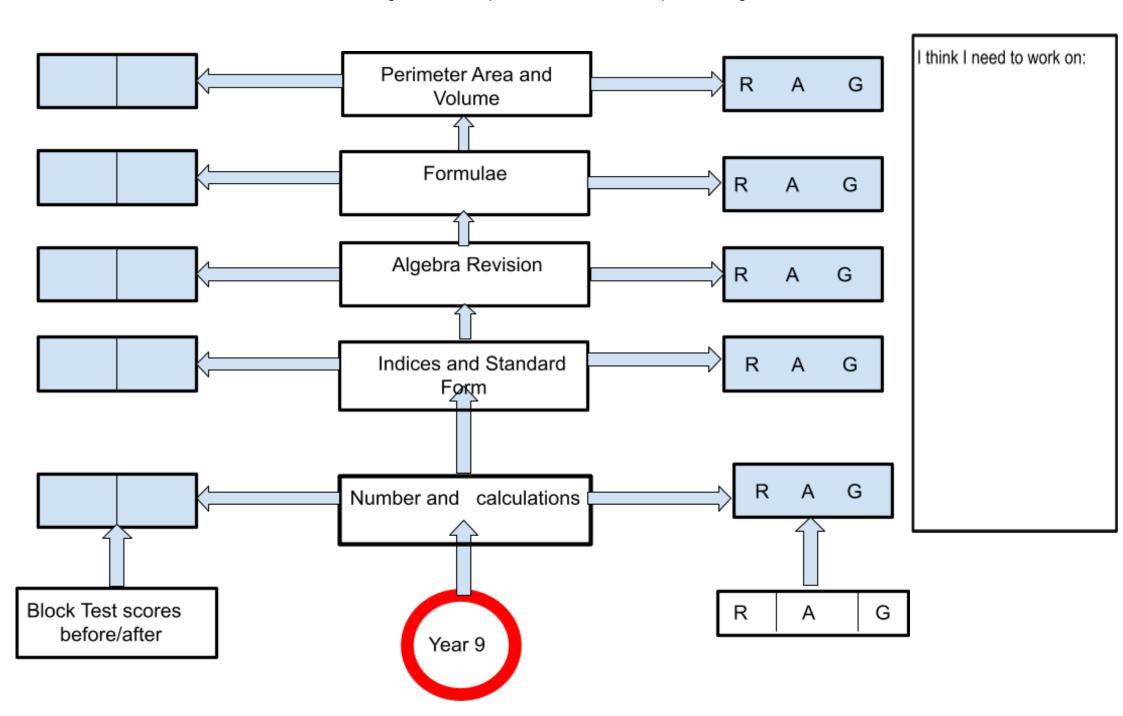
- 1. Write the bookwork code.
- 2. Write the questions, your workings and your answer.
- 3. Check and correct your answer using a different coloured pen.
- 4. If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correct

(Cross-sectional)





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



SUBJECT: French YEAR: 9 TERM: Autumn 2



Big Question: Qu'est-ce qu'on peut faire dans ton quartier?

**End point task:** Written task about what you can do where you live.

#### Did you know?

- Homes Are Adorned with a Crèche. Crèche is the French word for nativity scene, and you'll find one in every French home where the holiday is celebrated. The displays tend to be elaborate, featuring village scenes and many figurines in addition to Mary, Joseph and the Baby Jesus.
- Children Leave Shoes in Front of the Fireplace: in France it's common practice for children to leave their shoes on the hearth in the hopes that Santa will fill them with gifts and goodies overnight.
- In France a traditional holiday spread, known as le réveillon de Noël, is served on Christmas Eve instead. The meal itself is also quite different, typically consisting of French favourites like oysters, foie gras and escargots, followed by roast turkey and the yule log for dessert. Needless to say, it's also a French tradition to wash down the meal with plenty of fine wine and Champagne.
- Mistletoe is hung up, but it's a symbol of good luck, not an invitation for a kiss.
- The Week Before Christmas Features Thirteen (!) Desserts. This tradition hails from the Provençal region of France, where it's customary to set out a lavish spread of thirteen different desserts (representing the thirteen apostles) during the week leading up to Christmas to satisfy the sweet tooth of family and friends who come to visit for the holiday



#### Where is this learning going?

#### You will learn how to:

- Say what you usually do and where you do it
- Talk about what you did recently

**Grammar:** modal verbs + infinitive
First person of the perfect(past) tense

#### Key sentence patterns:

- On peut + infinitive
- Je suis allé jouer
- J'ai fait/j'ai vu/j'ai visité + noun phrase

#### End point task

Write a short description about what you do where you live and what you did recently (approx 50 words) in French. You must write something about each bullet point.

#### Mention:

- What you normally do
- What you/one can do
- What you did recently
- Where you went recently

#### 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://guizlet.com

		Assessment point				
Writing Exempla r	habite à Tavistock, dans le sud-ouest de l'Angleterre. Dans mon quartier on peut faire beaucoup de choses. Par exemple, on peut faire de équitation, jouer au foot au parc et aller se promener dans les bois. On peut aussi visiter des musées à Princetown. Avant-hier, je suis allé u stade pour voir un match de foot et aussi j'ai regardé un film au cinéma. (60 words)					
Speaking (you will answer these)	Qu'est-ce qu'on peut faire dans ton quartier? On peut aller où dans ton quartier? Qu'est-ce que tu as fait hier?	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	Answer questions about a text like:  Salut! Je m'appelle Mathieu. Dans ma ville, il y a beaucoup de choses à faire pour les jeunes. On peut se promener à vélo dans le parc près de mon collège, on peut voir des matchs de foot au stade, on peut faire de la natation à la piscine, on peut aller au cinéma et faire bien d'autres choses. Hier matin, je suis allé au centre sportif avec mes amis. C'était super!					
Reading aloud (You will have to read these aloud)	On peut aller se promener. On peut aller en boîte. On peut aller à la piscine. On peut aller faire les magasins. On peut faire du footing dans le parc.					
Translati on (These will be in retrieval starters and vocab tests)	You can do swimming in the swimming pool. You can play football at the stadium. You can go for a walk in the park. You can see concerts in the city centre. You can visit museums in the old town.	Yesterday I went to the stadium to watch a football match. The day before yesterday I went (did) jogging in the park. Last weekend I played tennis in the sports centre. Last Friday I watched a film in the cinema. Three days ago I visited the local museum.				



#### UNIT 2: Saying what I can do in my neighbourhood

Dans mon quartier on peut faire beaucoup de choses

[In my neighbourhood one can do many things]

Par exemple, on peut [For example, one can]	faire	de l'équitation [horse riding] de la natation [swimming] de la randonnée [hiking] du footing [jogging] du sport [sports] du tourisme [sightseeing]	à la piscine [in the swimming pool]  au centre commercial [in the mall]  au centre sportif [at the sports centre]  au cinéma de mon quartier  [at my neighbourhood cinema]				
	jouer	au football au golf au rugby	au club de tennis [at the tennis club] au parc [in the park] au stade [at the stadium]				
	en boîte de nuit [clubbing] faire les magasins [shopping] se promener [go for a walk]		au terrain de foot près de chez moi  [on the football pitch near my house]  dans la rue piétonne				
	voir	des concerts [concerts] des films [films] des matchs de foot [football games] des spectacles folkloriques [folklore shows]	dans la viei dans le cen [in the city dans les bo		1		
	visiter	des châteaux [castles] des galeries d'Art des musées des palais historiques des ruines romaines [Roman ruins]	dans le quartier [in the area]	des affaires historique industriel touristique	de la ville [of the city]		

Avant-hier [The day before yesterday]  Hier [Yesterday]	je suis allé(e) [I went]	au stade voir un match de foot  [to the stadium to watch a football match]  me promener au parc avec mon/ma petit(e) ami(e)  [for a walk in the park with my boyfriend/girlfriend]  voir un concert de Stromae au stade  [to see a Stromae concert at the stadium]
Il y a trois jours [Three days ago]	j'ai fait [I did]	de la natation à la piscine municipale [swimming in the local pool] du footing dans le parc [jogging in the park] du tourisme dans la vieille ville [sightseeing in the old town]
Le week-end dernier [Last weekend]	j'ai joué [I played]	au tennis au centre sportif [tennis at the sports centre]
Vendredi dernier	j'ai regardé [I watched]	un film au cinéma [a film at the cinema]
[Last Friday]	j'ai visité [I visited]	le musée local [the local museum] une galerie d'art [an art gallery]



SUBJECT: Spanish YEAR: 9 TERM: Autumn 2



Big Question: ¿Qué se puede hacer en tu barrio?

**End point task:** Written task about what you can do where you live.

#### Did you know?

- In Spain, there is no Santa Claus! Some presents are given on Christmas, but most of them are opened on the Epiphany, January 6th. The "Reyes Magos", the Three Kings, bring children their gifts. 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.
- The biggest lottery draw in the world happens at Christmas, in Spain. It is called "El Gordo", which means "the fat one". It is a very big deal because everyone plays it. It has happened on December 22nd since the year 1812, and school children even sing the winning numbers.
- Spain has a unique tradition on New Year's Eve ("Nochevieja", the Old Night), in which everyone eats grapes. During each of the 12 strokes of midnight, you eat a grape. Each grape represents a month of the upcoming year, so that means that if you eat all 12 grapes, you will have good luck for the next year.
- El portal de Belén The nativity scene. Spain is traditionally a Catholic country so many families have a nativity scene as a decoration that represents the birth of Christ with clay, ceramic or wood figurines.



#### Where is this learning going?

#### You will learn how to:

- Say what you usually do and where you do it
- Talk about what you did recently

#### Grammar

- modal verbs + infinitive
- use of impersonal pronouns: se
- first person of the preterite (past) tense

#### Key sentence patterns:

- se puede + infinitive
- se puede +noun/prepositional phrase
- Fui/jugué + prepositional phrase
- Hice/Vi/Visité + noun phrase

#### End point task

Write a short description about what you do where you live and what you did recently (approx 50 words) in Spanish. You must write something about each bullet point.

#### Mention:

- What you normally do
- What you/one can do
- What you did recently
- Where you went recently

#### 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	puede hacer equitación, jugar al fútk	vo en Tavistock. Está en el suroeste de Inglaterra. En mi barrio se puede hacer muchas cosas. Por ejemplo, se uede hacer equitación, jugar al fútbol en el parque e ir de paseo en el bosque. También se puede visitar el museo Princetown. Anteayer fui al estadio a ver un partido de fútbol y también ayer vi una película en el cine. (63 ords)					
Speaking (you will answer these)	¿Qué se puede hacer en tu barrio? ¿Dónde se puede ir en tu barrio? ¿Qué hiciste ayer?	You will be set one of these questions every two weeks to learn.  You will need to be able to understand the question and answer it.					
Reading Example	Hola, soy Roberto. En mi ciudad hay colegio, se puede ver partidos de fút de compras, y mucho más.	Answer questions about a text like: Hola, soy Roberto. En mi ciudad hay mucho que hacer para los jóvenes. Se puede ir en bici en el parque cerca de mi colegio, se puede ver partidos de fútbol en el estadio, se puede hacer natación en la piscina municipal, se puede ir de compras, y mucho más.  Ayer por la mañana fui al polideportivo con mis amigos ¡Qué guay!					
Reading aloud (You will have to read these aloud)	<ol> <li>Se puede ir de paseo</li> <li>Se puede ir de marcha</li> <li>Se puede ir a la piscina</li> <li>Se puede ir de compras</li> <li>Se puede hacer footing en el</li> </ol>	<ul><li>2. Se puede ir de marcha</li><li>3. Se puede ir a la piscina</li></ul>					
Translation (These will be in retrieval starters and vocab tests)	You can do swimming in the swimming pool. You can play football at the stadium. You can go for a walk in the park. You can see concerts in the city centre. You can visit museums in the old town.  Yesterday I went to the stadium to watch a football match. The day before yesterday I went (did) jogging in the park. Last weekend I played tennis in the sports centre. Last Friday I watched a film in the cinema. Three days ago I visited the local museum.						



#### Unit 2 Saying what I can do in my neighbourhood

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

#### En mi barrio se puede hacer muchas cosas [In my neighbourhood one can do many things]

Por ejemplo, se puede [For example,	hacer	deporte [sports] equitación [horseriding] footing [jogging] natación [swimming] senderismo [hiking] turismo [sightseeing]	en el casco en el camp [in the foot	ne [in the wood antiguo [in the o de fútbol cer ball pitch near o comercial [in	e old town] ca de mi casa my house]	
	jugar	al fútbol al golf al rugby	en el centro de la ciudad  [in the city centre] en el cine de mi barrio [in my neighbourhood cinema] en el club de tenis [in the tennis club] en el estadio [in the stadium]			
	ir	de compras [shopping] de marcha [clubbing] de pasco [for a walk]				
one can]	ver	conciertos [concerts] espectáculos de flamenco [flamenco shows] partidos de fútbol [football games] peliculas [films]	en el parque [in the park] en el polideportivo [in the sports ce en la calle peatonal [in the pedestrian street] en la piscina [in the swimming pool en la plaza mayor [in the town squ		e sports centre] ming pool]	
	castillos [castles] galerías de arte visitar museos palacios históricos ruinas romanas [Roman ruins]		en la zona [in the area]	comercial histórica industrial turística	de la ciudad [of the city]	

Anteayer [The day before yesterday]  Ayer [Yesterday]	fui [] went]	al estadio a ver un partido de fútbol [to the stadium to watch a football match] a ver un concierto de Rosalia en el estadio [to see a Rosalia concert in the stadium] de paseo al parque con mi novio/a [for a walk in the park with my boyfriend/girlfriend]
Hace tres días [Three days ago]	*hice [I did]	footing en el parque [jogging in the park] natación en la piscina municipal [swimming in the local pool] turismo en el casco antiguo [sightseeing in the old town]
El fin de semana pasado [Last weekend]	jugué [1 played]	al tenis en el polideportivo [tennis in the sports centre]
El viernes pasado	vi [I watched]	una película en el cine [a film in the cinema]
[Last Friday]	visité [1 visited]	el museo local [the local museum] una galeria de arte [an art gallery]

<sup>\*</sup>Author's note: watch out for expressions like "hice natación" that are translated as 'I went' swimming. The literal translation is actually 'I did' swimming. The verbs "hacer" and "ir" often translate differently in Spanish and English (so watch out for them).

**SUBJECT: Physical Education** 

YEAR: 9

TERM: AUTUMN



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?

#### <u>Football</u>

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 trainerSports 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
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	Follow through Direction Speed
3. Football: Control/receiving the ball: Control the ball using a variety of methods when under pressure in a game context	Accuracy Possession
4. Football : Shooting: Shoot with accuracy over different distances.	Body behind the ball Cushion the ball.
5. Football: Tackling, jockeying, closing down and marking: Delay an opponent's attack in a two vs one situation	Decision making Power
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	Attacking principle Starts Restarts Set plays
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	Team strategy Passing Shooting Goalkeeper
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	Defence Accuracy
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	Possession Body position shielding
<b>4. Shooting: develop shooting with accuracy:</b> 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	Decision making Power Offence principle Defence principle
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.	Tip Off Restarts Free throw
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.	Set plays Team strategy Passing Shooting



#### **Sport and Disability**

#### **Key facts**

- Almost one in five people in England have a long-standing limiting disability or illness
- The International Silent Games, (now called The Deaflympics)
  was held for the first time in 1924. It is the longest standing
  disability sports event.
- Following World War II organised disability sport became a form of rehabilitation for the many injured/wounded war veterans. This evolved into the modern Paralympic Games.
- There are over 11 million people with disability in the UK.
- Major disability sports competitions include: Paralympics, Commonwealth Paraplegic games and the ParaPan American

#### **Amazing Achievements**

- Wheelchair marathon world record (T54) by Swiss star Marcel Hug is 1:22:37
- Breanna Clark holds the women's 400M world record (T20) with a time of 55:18
- GB Paralympic skier Menna Fitzpatrick holds a total of 6 paralympic medals in Super-G, Downhill and Slalom.

#### **Paralympic Games**

- The Paralympic Games are the main international multi-sport event for athletes with disabilities.
- There are many disability categories, including:
- impaired muscle power
- limb deficiency
- damaged central nervous system
- Ataxia
- vision impairment
- intellectual impairment

#### **UK Disability Sport**

Major UK organisations for disabled athletes include:

- The UKSA (UK Sports Association for People with Learning Disability)
- The UKSD (UK Deaf Sport)
- Special Olympics Great Britain
- The BWRA (British Wheelchair Racing Association)
- The BWAA (British Wheelchair Athletics Association)
- BBS (British Blind Sport)
- CP Sport (Cerebral Palsy Sport)

#### **Gender and sport**

#### Gender and participation

- There are 313,600 fewer women than men who are regularly active, across almost every age group in the LIK
- In the UK, 13 million women say they'd like to do more sport and physical activity.
- Many sports clubs, in the UK have transgender teams.
   Clubs include Rugby, Football and Cycling, among many others.
- Pride Sports is a UK organisation that aims to challenge homophobia in sport and improve access to sport for LGBT+ people
- In 2023 World Aquatics announced it will establish an "Open" category for swimming, allowing competitors whose gender differs from their birth sex to participate. This means that an 'open' gender category will now exist for Olympic swimming events.
- In 2023 Canadian footballer Quinn became the first and only known transgender athlete to compete at a FIFA world cup.
- Hundreds of girls and pupils identifying as female took part in the first 'Neon Run' Celebration event, which took place during April 2022. Organised by Active Devon, it was a big success with many Tavistock College students taking part.

#### 'This Girl CAN'

This Girl Can is an the award-winning campaign launched in 2015 and funded by the National Lottery.

The campaign is to get women and girls moving, regardless of shape, size and ability

Since the campaign started, gender gaps have been decreasing, meaning more women are now regularly participating in exercise and sport than prior to 2015.

#### Gender and pay

- Gender 'pay gaps' are common in professional sport.
- Worldwide, the most prominent gender pay gap between women and men exists in football. The average yearly salary of a male footballer who plays for a top-league club in the UK is £2,800,000.
   The equivalent for a female footballer playing in the Women's' Super League (WSL) is £30,000.
- At Wimbledon's tennis tournament, men and women receive equal prize money for winning. In 2024 this will be £2.35 million.



#### **MOTIVATION AND PERSONALITY**

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

#### Intrinsic motivation

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

Extrinsic – gathered through rewards from other people or sources. Can be tangible (where you can touch it) or intangible (can't touch it). Less likely to maintain motivation with this type as it is less likely to heighten enjoyment and you may become reliant on the rewards.



## ZZ YONEY ZZ YONEY 2111

#### Personality type - Extroverts

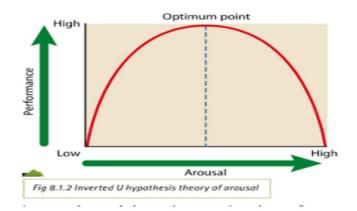
- Sociable individuals and prefer team sports.
- Like fast pace sports that consist of gross skills and low concentration.
- E.g. Rugby and football.

#### Personality type - Introverts

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

#### MENTAL PREPARATION

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



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

negative impact on performance.

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

Methods to control arousal:

Positive self talk – developing positive thoughts about your performance.

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

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



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? Where is this learning going? Building upon your knowledge and understanding from year 8. Answer the end point task Understand how to work effectively with other students to achieve a Year 8 was an introductory to these sports at secondary school level where you may have even gone onto represent the school in shared goal. fixtures. In year 9 we aim to refine technique of passing, shooting, Develop skills to be able to work within teams to overcome a given and dribbling further whilst looking at tactical knowledge and problem. strategy used in order to outwit an opponent, further. Perform at extra-curricular clubs and link to community clubs. Basic knowledge and understanding of specific techniques and Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and Basic knowledge and understanding of rules and regulations within theoretical topics. Develop an understanding of the importance of an active and Basic knowledge and understanding of tactical and strategic plays healthy lifestyle. Developing leadership skills and opportunities in KS4. within the sport. What will you know as a result of this? Career links: Sports coach Skills and qualities of a leader PF teacher Physiotherapist Different types of communication Personal trainer Different ways to organise groups/events. Sports therapist Identify different types of training methods How these training methods are used Sports data analyst Which components of fitness are benefited by using these Sport Journalist training methods. Sports psychologist Which activities/sports people would use these types of

#### Useful weblinks:

training.

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



Outdoor activity leader

#### Bare Essentials to remember (words in bold are in your 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.

<u>Leadership</u> - The ability to <u>lead by example</u> 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?

#### **Keywords:**

#### Leadership

- **Communication** The base of all we do within PE, The ability to communicate will impact on the performance when working within a team.
- Respect creates trust and an effective environment. Respectfulness can be shown in many different ways, but it often starts with simply <u>being a good listener</u> who truly seeks to understand the perspectives of others
- Confidence Confidence is a state of being clear-headed: either that a hypothesis or prediction
  is correct, or that a chosen course of action is the best or most effective
- Problem solving Problem solving is the process of achieving a goal by overcoming obstacles
- **Leadership** To take on the role of a leader with small tasks. Using different leadership styles to best support and act as a role model for other students to follow.

#### 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.



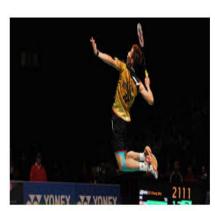
#### **MOTIVATION AND PERSONALITY**

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

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

Extrinsic – gathered through rewards from other people or sources. Can be tangible (where you can touch it) or intangible (can't touch it). Less likely to maintain motivation with this type as it is less likely to heighten enjoyment and you may become reliant on the rewards.





#### Personality type - Extroverts

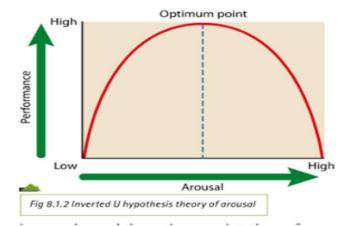
- Sociable individuals and prefer team sports.
- Like fast pace sports that consist of gross skills and low concentration.
- E.g. Rugby and football.

#### Personality type - Introverts

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

#### MENTAL PREPARATION

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



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

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

Methods to control arousal: Positive self talk – developing positive thoughts about your performance. Methods to control arousal: Imagery is a mental or psychological technique in which the performer imagines or visualises themselves being successful in their performance. Methods to control arousal: Mental rehearsal - helps a performer to relax and focus by rehearsing a successful performance in your mind before doing it



SUBJECT: ScienceBiology - Genes Part 2

YEAR: 9

TERM: Autumn 2



The assessment will link the last 3 modules together with a joint extended project on Climate change. This was to bring some disciplinary knowledge in such as communicating science, research, looking at secondary evidence & bias.

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

**End point task:** Scenario – 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?

- You share 99.9% of your DNA with a Chimpanzee
- You also share 50% of your DNA with a banana
- We can use DNA to work out how closely related different species are
- Evolution shows how species can change over time, but the theory of Evolution by Natural Selection does not actually include how life starts in the first place.

#### Where is this learning coming from?

#### Prior Learning:

#### Year 6 Programme of study – Evolution and inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

#### Building upon: Year 7 B3 -Genes

- Variation
- Human Reproduction

#### Where is this learning going?

Genes are the last topic taught in KS3 biology as it pulls together many ideas taught in earlier modules. In this unit you will have to apply understanding from previous units to explain how species that are successful will go on to reproduce and increase in numbers, whereas less successful types will become extinct. You will also see how DNA and traits are inherited and how that leads to the range of biodiversity on planet earth today.

What	t will y	ou l	know as a result of this?	Career li	inks:
.,				Τ.	

You will be able to:

- Describe Natural selection as a theory that explains how species evolve
- Evaluate whether evidence for a species changing over time supports natural selection.
- Describe how biodiversity is vital to maintaining populations.
- Describe how variation within a species helps them to avoid extinction.
- Describe how having many different species within an ecosystem ensures resources are available for other populations, like humans.
- Describe how preserving biodiversity can provide useful products and services for humans.
- Describe how natural selection is a theory that explains why extinction occurs.
- Use evidence to explain why a species has become extinct or adapted to changing conditions
- State that chromosomes are long pieces of DNA which contain many genes.
- Use a diagram to show the relationship between DNA, chromosomes and genes
- Define genes, DNA and chromosomes
- Describe how inherited characteristics are the result of genetic information (genes), being transferred from parents to offspring during reproduction
- State that gametes, carrying half the total number of chromosomes of each parent, combine during fertilisation.
- Explain why offspring from the same parents look similar but are not usually identical.
- Explain how a change in the DNA (mutation) may affect an organism and its future offspring

A range of Biology and medical careers including:

Geneticist
Doctor
Ecologist
Conservationist
Biomedical scientist
Pharmacist



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

#### **Natural selection**

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

Organisms show variation in by their genes

Organisms with the best adaptations survive and reproduce. characteristics caused -> weaker organisms die -> out and do not pass on their genes

Genes from the successful organisms are passed onto the next generation, passing on their successful characteristics

Over a long period of time the best adaptations continue to be passed on which can lead to a new species being formed

- One example of natural selection can be seen in giraffes, only the giraffes with the longest necks would be able to eat from trees, the ones with shorter necks would not be able to eat and die out
- . This would mean that only the gene for long necks would be passed on, leading to all giraffes having long necks

#### Extinction

- · A species will become extinct when all of a species die out
- · The fossil record shows us that animals have existed in the past which have now become extinct
- Extinction can be caused by:
- · Changes to the environment
- · Destruction of habitat
- New diseases
- · Introduction of new predators
- Increased competition
- · When a species becomes extinct, the variety of species within an ecosystem is reduced, this is also known as a reduction in biodiversity
- · The more diverse a population is, the more likely they are to survive environmental changes

#### **Punnet squares** Possible alleles from father

	B (dominant allele for browneyes)	b (recessive allele for blue eyes)
b (recessive allele for blue eyes)	Bb Offspring will have brown eyes as B is dominant	bb Offspring will have blue eyes as both alleles are recessive
b (recessive allele for blue eyes)	Bb Offspring will have brown eyes as B is dominant	bb Offspring will have blue eyes as both alleles are recessive

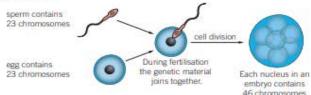
#### Genetic modification

- . Genetic modification is the process which scientists can use in order to alter the genes of an organism
- Examples of this include altering cotton to produce higher yields, altering bacteria genes to produce medicines and altering crops to produce their own insecticides

natural selection

#### Inheritance

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

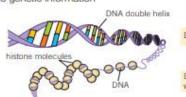


DNA is the material which contains all of this genetic information

Genes - a section of DNA which hold the information for a particular characteristic

DNA - in the shape of a double helix

Chromosomes - long strands of DNA which hold many genes, humans have 46 of these in the nucleus of cells



DNA molecule

DNA combined with histories

DNA - histone complex is coiled

Coils fold to form

Loops coil and pack together to form the chromosome

#### Genetics

- . For every characteristic an organism will have two alleles, this is two different genes which can code for the same characteristic, one is inherited from each parent
- Dominant alleles will cause the characteristic to be displayed even if they are with another allele, this is represented by a capital letter
- Recessive alleles will not be displayed as characteristics unless there are two of the same allele, they are the characteristic least likely to be shown, this is represented by a small letter
- We can predict the inheritance of characteristics using a Punnet square

Make sure you can write definitions for these key terms.

allele biodiversity characteristics

chromosome

competition

dominant

punnet square

population

evolution

Punnet square

fossil record

recessive

genetic modification

mutation

From Kerboodle 2022



#### Glossary of key terminology

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

Key Word	Definition
DNA	DNA: A molecule found in the nucleus of cells that contains genetic information
Chromosomes	Thread-like structures containing tightly coiled DNA containing many genes
Gene	A section of DNA that determines a a single inherited characteristic.
Inherited Characteristics	Inherited characteristics: Features that are passed from parents to their offspring.
Allele	A variant form of a gene
Dominant	An allele that is always expressed
Recessive	An Allele that is only expressed if no other alleles are present
Punnett Square	A grid like diagram used to predicts the alleles that offspring will receive from their parents.
Population	Group of organisms of the same kind living in the same place.
Natural Selection	Natural selection: Process by which species change over time in response to environmental changes and competition for resources.
Endangered	A species that is threatened with extinction.
Extinct	When no more individuals of a species remain.
Conservation	Taking steps to prevent the extinction of a species
Captive breeding	Breeding individuals of species in captivity as part of a conservation program
Biodiversity	The variety of living things. It is measured as the differences between individuals of the same species, or the number of different species in an ecosystem.
Competition	When two or more living things struggle against each other to get the same resource.
Evolution	Theory that the animal and plant species living today descended from species that existed in the past.
Fossil	The preserved mineralised remains of organisms that lived millions of years ago

#### **Useful weblinks:**

BBC Bitesize KS3 Genes: <a href="https://www.bbc.co.uk/bitesize/topics/zpffr82">https://www.bbc.co.uk/bitesize/topics/zpffr82</a>

YouTube - FuseSchool. Punnett Squares: <a href="https://www.youtube.com/watch?v=BRMcTdKNpOA">https://www.youtube.com/watch?v=BRMcTdKNpOA</a>

YouTube - Revision monkey. Inherited Characteristics: <a href="https://www.youtube.com/watch?v=iBoXpURc1es">https://www.youtube.com/watch?v=iBoXpURc1es</a>

YouTube - Revision monkey. Variation:: <a href="https://www.youtube.com/watch?v=DjGZp\_lU5EY">https://www.youtube.com/watch?v=DjGZp\_lU5EY</a>





SUBJECT: Science - Physics P8 YEAR: 9 TERM: Autumn 2



The assessment will link the last 3 modules together with a joint extended project on Climate change. This was to bring some disciplinary knowledge in such as communicating science, research, looking at secondary evidence & bias.

**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?

- The sun is over 149,000,000,000m away from the Earth
- The carbon dioxide we breathe out is used by trees to make wood

Explain in terms of frequency the difference in damage done by EM waves

Compare transverse and longitudinal waves Use models to explain wave behaviour

Describe what happens when waves superpose

• Venus is hotter than mercury



Where is this learning coming from?	Where is this learning going?
<ul> <li>Year 5 Programme of study – Light</li> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>KS3 – Year 7 P4 – Waves Part 1</li> </ul>	KS4 Physics Modules P12-14 (Wave Properties, EM Waves, Light) KS5 Physics Chapter 11+12 Waves

What will you know as a result of this?	Career links:
<ul> <li>You will be able to:</li> <li>State that sound travels as vibrations</li> <li>Explain observations of how sound travels using the idea of a longitudinal wave.</li> <li>Describe how different media affect the speed a sound wave travels at.</li> <li>Explain observations where sound is reflected, transmitted or absorbed by different media.</li> <li>Evaluate the data behind a claim for a sound creation or blocking device, using the properties of sound waves.</li> <li>Relate changes in the shape of an oscilloscope trace to changes in pitch and volume.</li> <li>Describe how the amplitude and frequency of a sound wave affects its volume and pitch</li> <li>Use drawings of waves to describe how sound waves change with volume or pitch.</li> <li>Work out the amplitude and frequency of a wave from a diagram or oscilloscope picture.</li> <li>Use diagrams to compare the waveforms a musical instrument makes when playing different pitches or volumes.</li> </ul>	Optometrist, Ophthalmologist, Otolaryngologist, Biomechanical Engineer, Light and Sound Effects Editor, Cameraman, Film Director
<ul> <li>State the relationship between waves and energy</li> <li>State that energy is transferred in the direction of movement of the wave.</li> <li>Describe the relationship between amplitude, frequency and energy transferred.</li> <li>Describe the electromagnetic spectrum</li> <li>Explain the effect of radiation on living cells</li> </ul>	- <u>`</u>



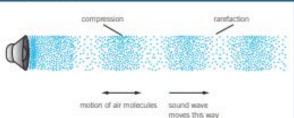
#### Bare Essentials to remember:

#### Any wave transfers energy from one place

- Sound waves cause particles to vibrate backwards and forwards in the direction of the wave, this produces areas of high pressure (compression) and low pressure (rarefaction)
- As there are areas where the air pressure is different in a sound wave, we can call sound waves a type of pressure wave
- Sound can be detected with a microphone, the microphone will change air pressure into a changing potential difference

Sound waves

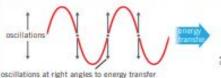
- Sound can be produced with a loudspeaker, the changing potential difference causes changes in air pressure
- Changes in air pressure will be caused by the diaphragm of the loudspeaker vibrating and causing the movement of the air particles

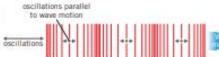




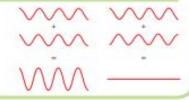
#### Types of waves

- Transverse waves vibrate at 90° to the direction at which they are travelling, they move up and down
  as well as forward
- Longitudinal waves vibrate in the direction in which they are travelling.



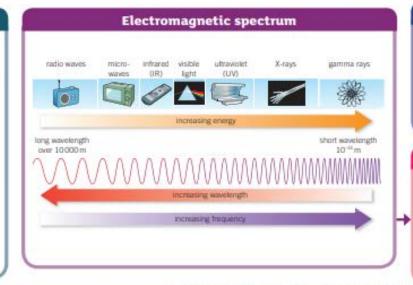


- When waves are put together they superpose, this means they will either add together or cancel each other out
- When the waves are in line with one another they add together, increasing the amplitude of the wave
- When the waves are not in line, they will cancel each other out, decreasing the amplitude of the wave



#### Ultrasound

- Humans can hear sounds with a frequency between 20–20000Hz.
- ultrasound is any sound with a frequency of higher than 20000Hz
- As ultrasound has a high frequency it causes the particles it interacts with to vibrate more quickly, this means that it can be used in:
  - Ultrasonic cleaning dirt particles are 'shaken' off of objects
  - Physiotherapy the ultrasound waves causes liquid particles in the body to move more quickly and hence get warmer



#### Uses of the electromagnetic spectrum

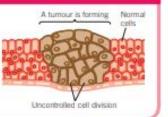
Radio waves TV signals

Microwaves Mobile phones
Infrared Heating and cooking
Visible light Photography
Ultraviolet waves Detecting forgeries, sunbeds

X-rays Imaging broken bones Gamma rays Killing cancer cells

#### Ionisation

- The higher the frequency of the wave, the higher the energy
- High energy waves can lead to ionisation, where electrons are knocked off of atoms in cells
- This can cause mutations in cells if the DNA is affected and this can lead to cancerous turnours forming
- The ionising waves in the electromagnetic spectrum are gamma, X-rays and ultraviolet rays





Make sure you can write definitions for these key terms.

compression electromagnetic spectrum gamma rays infrared ionisation longitudinal wave loudspeaker microphone microwaves pressure wave radio waves rarefaction superpose transverse wave ultrasound ultraviolet visible light wave X-rays

#### Glossary of key terminology

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

Key word	Definition
compression	Force squashing or pushing together, which changed the shape of an object.
electromagnetic spectrum	The range of wavelengths of radiation produced by the Sun and other sources.
gamma rays	Waves with the highest frequency in the electromagnetic spectrum.
infrared (IR) (radiation)	Radiation given off by the Sun and other objects that brings about energy transfer.
ionisation	The removal of an electron from an atom.
longitudinal wave	A wave in which the direction of vibration is the same as that of the wave.
loudspeaker	A device that uses an electromagnet to make sound from a varying potential difference.
	Turns an electrical signal into a pressure wave of sound.
microphone	Turns the pressure wave of sound hitting it into an electrical signal (potential difference).
microwaves	Waves of the electromagnetic spectrum used for heating and for communicating.
pressure wave	An example is sound, which has repeating patterns of high-pressure and low-pressure regions.
radio waves	Waves with the lowest frequency in the electromagnetic spectrum, used for communicating.
rarefaction	The part of the longitudinal wave where the air particles are spread out.
superpose	When waves join together so that they add up or cancel out.
transmission	Where waves travel through a medium rather than being absorbed or reflected.
transverse wave	A wave in which the direction of vibration is perpendicular to that of the wave.
ultrasound	Sound waves with frequencies higher than the human auditory range.
ultraviolet (UV)	Waves with frequencies higher than those of light, which human eyes cannot detect.
visible light	The band of frequencies of light that we can detect with our eyes.
wave	Vibrations that transport energy from place to place without transporting matter.
X-rays	Waves of the electromagnetic spectrum used for producing images of bones and tissue.

#### Useful weblinks:

BBC bitesize KS3 <a href="https://www.bbc.co.uk/bitesize/topics/zw982hv">https://www.bbc.co.uk/bitesize/topics/zw982hv</a>

YouTube Revision Monkey - <a href="https://www.youtube.com/watch?v=t3so3MdVRbU">https://www.youtube.com/watch?v=t3so3MdVRbU</a>

YouTube Revision Monkey - <a href="https://www.youtube.com/watch?v=YuVz71ziCiQ">https://www.youtube.com/watch?v=YuVz71ziCiQ</a>

YouTube Revision Electromagnetic Spectrum - <a href="https://www.youtube.com/watch?v=OKoxLFrjc31">https://www.youtube.com/watch?v=OKoxLFrjc31</a>





YEAR: 9



TERM: Autumn 2

**Big Question**: What options are open to me in the future?

**End point task:** '. "It is never too early to start planning your future career" 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 living in the wider world and will help you to understand options open to you in the future.	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 wi help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,		
Core knowledge			
Identify different types of employment and career	There are four types of career paths—knowledge-based, skill-based, entrepreneur-based, and freelance. You will begin to think about which would suit you best based on the things that you like doing.		
Investigate a career path that interests you and identify different types of employment and career pathways	What can help you to make a career plan Consider asking yourself: What do I want from my career? What are my core values? What activities do I most enjoy, professionally or in my free time? What are my interests? What are my strengths and aptitudes?		
To understand how to manage feelings relating to future employment	Self awareness means knowing who you are. This sounds very simple, but it takes a long time and a lot of thought to truly know the answer to that question. In order to know who you are, you have to know many things about yourself: not just facts, but your own character traits and personality. To be self-aware, you have to know the emotions you have and why you feel them. You also have to know why you behave in the ways you do, and why you might react to people or situations in a particular way. Another part of self-awareness is understanding what is important to you and what motivates you.		
To identify transferable skills	Transferable skills are things you're good at that are useful to employers across many different jobs and industries. For instance, your experience of working with children in a youth group may have given you time management and organisation skills that could be useful in many other jobs		
Demonstrate strengths and develop skills for making decisions including GCSE options	Knowing what you can do well will help you decide on which jobs would suit you and how you can apply for them. We will look at good and bad ways of making a decision		



#### Ground rules for discussions in Personal Development

## DISCUSSION STEMS

#### STARTING A DISCUSSION

- . What do you think about...?
- What's your take on...?
- Let's talk about...
- How do you see...?
- · I'd love to hear your thoughts about...



#### **BUILDING ON AN IDEA**

- I wonder if we could also
- further by...
- Yes! And also...



#### PARAPHRASING

- I hear you saying...
- To put it another way,
- . In other words, what

#### SHARING AN **OPINION**



- · From my perspective...
- · Personally, I believe that...
- · In my experience...
- · I feel that...



#### **ASKING FOR** CLARIFICATION

you're saying?



- . Can you give me an example of what
- · Could you expand on that a bit more?
- . I'm a bit confused, Could you explain that in more detail?
- . Could try phrasing that another way?

#### DISAGREEING



- . I hear what you're saying, but I have to disagree because...
- I see things differently. I think...
- I understand where you're coming from, but I have to respectfully disagree because...
- I'm afraid I don't share your opinion on this matter because...

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



# **Transferable Skills Examples**

- Active listening
- Budgeting
- Computer skills
- Conflict resolution
- Confidence
- Decision-making
  - Dependability
- Flexibility

Feedback

- Leadership Motivation

Relationship building

Public speaking

Goal setting

- Organization

Social media

Research

Planning

Teamwork

- Presenting

Verbal communication

Prioritization

Writing

- Programming
- Project management

# 5 signs you're using your strengths

Choosing a job or subject that suits your strengths is good for you. Why? Because you'll do it better. That can make work or school much more fun.

Here's what you can achieve when you're using your strengths:



## You'll learn fast

information much quicker if they use You'll pick tasks up and take in your strengths.



## Enthusiasm

strengths, you'll be keen to do it. Your colleagues (or teachers) will notice If something lets you use your your motivation.



### development Personal

already have strengths. Using your You learn best in areas where you strengths will help you develop.



## Confidence

If you're doing things you do well, you feel confident that you can achieve more.



## Happiness

All these things will help make you happier while you're at work or school. Now that you have learnt a little more about why qualifications you begin to plan the rest of your journey through education. Here is an explanation about just a few of the more common are important it would be useful to understand a little more about the different qualifications you may hear about as qualifications you may come across:

### GCSE

GCSE stands for General Certificate of Secondary Education. It's the part of the National Curticulum taught to pupils aged 14 to 16 in years 10 and 11. It also includes exams, the results of which have a significant bearing on a child's future career. GCSEs are the exams young people must take at the end of Key Stage 4

## A-LEVELS

come after GCSEs. They usually focus on academic subjects, compared some will be subjects that you studied at GCSE and others may be new. practical. There are more than 40 different A-level subjects on offerto vocational qualifications like BTECs and NVQs, which are more Short for Advanced Level, A-levels

A-Levels are highly valued by employers and universities so they can open up lots of doors to further study and careers

## DEGREES

bachelor's degree, which can be taken in hundreds of subjects, ranging from traditional academic ones such as history. English literature and geography, to the sciences, to newer subjects like digital and social A degree is an academic course and qualification studied for and For school leavers, the most relevant degree to be aware of is the attained at university - a bachelor's degree or master's degree. media.

## SGVZ

An NVQ (National Vocational Qualification) is a work-based way of earning - which is carried out at a college, school, or workplace Each NVQ level involves a range of on-the-job tasks and activities that are designed to test you on your ability to do a job effectively

You may start out by applying your knowledge to basic tasks, and progress to incorporating fundamental principles into a variety of contexts

#### Tips for making decisions

Step 1. Don't let stress get the better of you. It's easy to feel stressed out and anxious when you're facing a tough choice. You might tend to rush your decisions without thinking them through, or you avoid making a decision at all because the stress has put you off your game. If you're feeling anxious about a decision, try to manage your stress so that it doesn't cloud your thinking. Go for a walk or hang out with friends.

Step 2. Give yourself some time (if possible). It's hard to think clearly under pressure, and sometimes your first idea isn't always your best one. Give yourself the chance to sit on a problem for a while so that you can process your options and feel confident about the course of action you choose.

Step 3. Weigh the pros and cons. When faced with a big decision, sometimes we lose sight of the big picture. Write a list of pros and cons for each course of action and then compare them. Sometimes the cons aren't nearly as bad as we imagine them to be, or the pros might make your options more obvious.

Step 4. Think about your goals and values. It's important to be true to ourselves and what we value in life.

Step 5. Consider all the possibilities. Making a decision can result in several different outcomes and not all of them may be obvious. When considering each option, don't just list the positives and negatives; write down any likely consequences.

Step 6. Talk it out. It can be helpful to get another trusted person's perspective on your issue, particularly if they've faced a similar decision in their own life.

Step 7. Keep a diary. If you feel like you're on a bit of an emotional rollercoaster, it might help to keep track of your feelings by writing them down.

Step 8. Plan how you'll tell others. If you think someone may have a bad response to your decision, think through what their reaction is likely to be. Put yourself in their shoes to help you think of a good way to manage the situation.

Step 9. Rethink your options. If you're up against a lot of pressure over a decision, or there are some new factors to consider, look over your options again. You might decide that your original decision is still the best one, but give yourself the option of changing course.



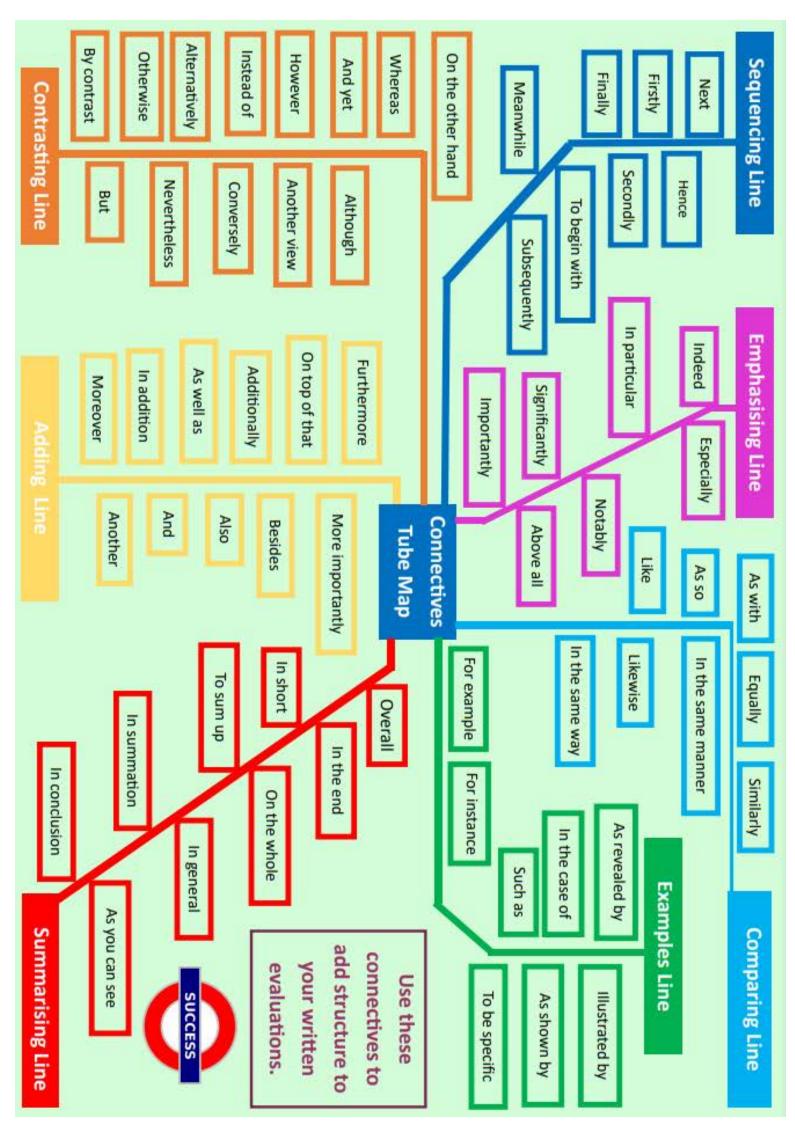
TERM: Autumn 2

**Big Question:** Why do some people believe in God?

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

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:	
Religious Studies contributes to your education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In this unit we explore questions about the existence of God.	This unit will help you to learn to weigh up the value of wisdom from different sources, to develop and express your insights in response and to learn how to agree or disagree respectfully. You will learn to explain your personal beliefs, ideas, values and experiences clearly while respecting the right of others to differ.	The Knowledge and skills that you develop in Religious Studies help you to work in any area in our diverse society. For example: work in the NHS; the civil service; youth and social work, advertising, banking, law, politics, business, the creative industries, the charity sector and NGOs, journalism, and education.	
Topic area	Core knowledge		
Does God exist?	Atheist - a person who disbelieves or lacks belief in the existence of a god or gods.)  Agnostic - a person who believes that nothing is known or can be known of the existence or nature of god, Theist - a person who believes in the existence of a God or gods - for example a Christian or a Muslim.		
What if God was one of us?	Immanent-being within the limits of possible experience or knowledge transcendent-beyond or above the range of normal or physical human experience. Omniscient -all-knowing, knows everything, Omnipotent - all powerful omnibenevolent all kind or all loving, Omnipresent -all-present, everywhere		
Did God design the world? (design argument)	Teleological argument -design argument for the existence of God-there must be a designer because the world is so beautiful and well designed.  William Paley (1743-1805) compared the design of the universe to finding a watch. He argued that if you were walking on a moor and found a watch lying on the grass and saw how complicated it was you would have to assume someone made it.		
If we understand what people mean by God, does that mean that he must exist? (the ontological argument)	Ontological argument - Argument that tries to "prove" the existence of God by showing that his existence is necessary.		
If everything has a cause does God Exist? (the cosmological argument)	Cosmological argument  -The cosmological argument is based on observation of everything in the universe having a cause		
How do we know what is true?-Plato's allegory of the cave	Allegory-a story, poem, or picture that can be interpreted to reveal a hidden meaning,  Plato-born 428/427 bce, Athens, Greece—died 348/347, Athens, ancient Greek philosopher, student of Socrates		
Assessment-'There must be an omnipotent God" evaluate this claim	Answer the extended writing question bringing in all the information from the previous lessons in this unit.		





#### Top tips to improve your writing in RS

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



#### Use PEEL paragraphs

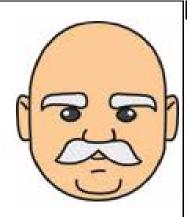
- P POINT -clear topic sentence i.e. 'Some people may argue that ......because .......
- E EVIDENCE 'For example...... e.g. 'The Bible teaches that/ the Qur'an teaches that...
- E EXPLANATION (i.e. Therefore, it can be argued that/Christians would argue that/Muslims would argue that'........
- L LINK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





#### Use the FACE/FARCE structure

- F FOR why would someone agree with the statement?
- A AGAINST why would someone disagree with the statement?
- (R) RELIGIOUS TEACHINGS (you can embed this in F/A paragraphs if you wish)
- C + E = CONCLUSION AND EVALUATION which argument is strongest? Why?



#### Common spelling mistakes in RS

Believe/belief

Religion/religious

Argument/argue

#### Evaluation Question Planning Grid

atement:_	"There must be an omnipotent God" Evaluate this cl	laim
Evaluate	this statement. In your answer you:	
	d give reasoned arguments in support of this statement;	
	d give reasoned arguments to support a different point of view;	
• should	d refer to religious arguments;	
• may r	refer to non-religious arguments;	

Reasons for the quote	Reasons against the quote

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



SUBJECT: Computing YEAR: 9 TERM: Autumn 2



**Big Question:** Steven works in a large company and is trying to find ways to improve his customer base. How can data be turned in to useful information to help Steven improve the number of customers?

**End point task:** Use data to create meaningful information from which conclusions can be drawn.

#### Did you know?

- To download all the information from the internet today, it would take 181 million years.
- Every 2 days we create as much information as we did from the beginning of time to 2003.
- The demand-to-job ratio for data science right now is 3 to 1.
- There are nearly as many pieces of digital information as there are stars in the universe.



- Less than 0.5% of all data we create is ever used or analysed.
- According to the Digital 2022 Global Overview Report, the world will spend over 12 ½ trillion hours on the internet in 2022 alone.

Where is this learning going?
This term is spent going into greater depth for Data Science and Information gathering. 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
Career links:
Cybersecurity Specialist Cyber crime analyst IT Auditor Cybersecurity Engineer Data Entry Data Science Executive

#### Useful weblinks:







Lesson	Bare Essentials:Data Science	Keywords:
1 Delving Into Data Science	Define data science Explain how visualising data can help us to identify patterns and trends in order to gain insights Use an appropriate software tool to visualise data sets and look for patterns or trends	Anomalies Conclusion Correlation Criteria
2 Global data	Recognise examples of where large data sets are used in daily life Select criteria and use a data set to investigate prediction Evaluate findings to support argument in favour or against your prediction	Data Analysis Data Capture Data Cleansing Data Collection
3 Statistical state of mind	Define the terms correlation and outliers in relation to data trends Identify the steps of the investigative cycle Solve a problem by implementing the steps of the investigative cycle on a data set Use your findings to support a recommendation	Data Collection Data Source Insight Outliers Prediction
4 Data for action	Identify the steps of the investigative cycle Identify the data needed to answer questions that you will define Create a data capture form	
5 Clean it up	Describe the need for data cleansing Apply data cleansing techniques to a data set Visualise of own data set	
6 Make a change	Continue with the work from last lesson to: Visualise your data Analyse your visualisation to spot patterns, trends, and outliers Draw conclusions and make a recommendation to the school leadership team based on your findings	



## Data Science

Is the domain of study that deals with vast volumes of data using modern tools and techniques to find unseen patterns, derive meaningful information, and make business decisions

## Data Visualisation

Data visualisations are visual representation of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.

## Infographics

Infographics are visual representations of data, often involving pictures that reflect patterns and help tell a story. Infographics can include visualisations.



## Data Science Life Cycle.

Data science lifecycle consists of five distinct stages, each with its own tasks

- Capture: Data Acquisition, Data Entry, Signal Reception, Data Extraction. This stage involves gathering raw structured and unstructured data.
- Maintain: Data Warehousing, Data
  Cleansing, Data Staging, Data
  Processing, Data Architecture. This
  stage covers taking the raw data
  and putting it in a form that can be
  used.
- Process: Data Mining,
  Clustering/Classification, Data
  Modeling, Data Summarization.
  Data scientists take the prepared
  data and examine its patterns,
  ranges, and biases to determine
  how useful it will be in predictive
  analysis.
- Analyze:Exploratory/Confirmatory, Predictive Analysis, Regression, Text Mining, Qualitative Analysis. Here is the real meat of the life cycle. This stage involves performing the various analyses on the data.
- Visualization, Business Intelligence,
  Decision Making. In this final step,
  analysts prepare the analyses in
  easily readable forms such as
  charts, graphs, and reports.

Data Capture

Correlation

Data Source

Data Collection

Data Cleansing

Data Analysis

Conclusion

Anomalies

Criteria

Keywords

Prediction

Outliers

Insight

# **BARE ESSENTIALS**

SUBJECT: Design and Technology - Iterative Design

YEAR: 9

**TERM: Autumn 2** 



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

# End point task:

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

# Did you know?

- It took world famous British designer James Dyson 5 years and 5,127 prototypes before he created DC101, the world's first bagless vacuum cleaner.
- Starting salaries for product or junior designers are £25,000 to £35,000. Product designers with five to ten years experience, including team leaders, can earn £35,000 to £45,000. Senior product designers can earn £50,000 to £80,000.



- Speedo's Fastskin line high-performance swimsuits were inspired by the skin of a shark.. Several top swimmers using this nature inspired design went on to win gold medals in top championships.
- Smart materials, called also intelligent or responsive materials, are designed materials that have one or more properties that can be significantly changed by an external stimuli, such as stress, temperature, moisture, pH, electric or magnetic fields, light, or chemical compounds.

# Where is this learning coming from?

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

# - (1)

# Useful weblinks:

https://technologystudent.com/prddes1/biomimetic1.html

https://www.wwf.org.uk/sites/default/files/2020-01/WWF-Biomimicry-Handbook\_Activities.pdf

Together: We Care, We Challenge, We Excel

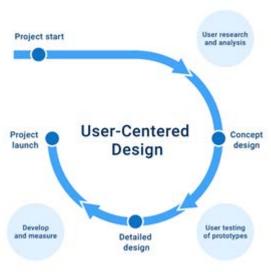


	Bare Essentials to remember (words in bold are in your keywords) :
1.	Context Lesson 1: To understand the importance of the iterative design process, what it looks like and how it helps designers. To identify the main features of this process including users wants/needs. What is user centred design and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



# What is User Centred Design?

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





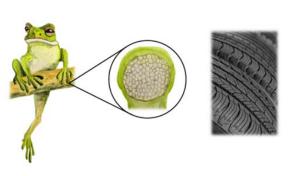




























# 10 principles

for good design

Good design is innovative

Good design makes a product useful

Good design makes a product understandable

Good design is honest

Good design is consequent to the last detail

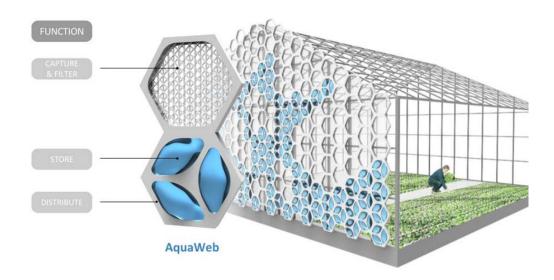
Good design is durable

Good design is eco-friendly

Good design is aesthetic

Good design is unobtrusive

Good design as little design as possible







# **BARE ESSENTIALS**

SUBJECT: Food Technology YEAR: 9 Term: Autumn 2



Big Question: People today have many different dietary needs. Identify a range of different needs clients may have and choose one to explore in more detail.

End point task: You are going to be Planning and making various dishes which include dishes for special diets.

including the shell which has a high calcium content. The mushroom is the only non-animal natural source of vitamin D.

# 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 <mark>lemon contains your daily dose of vitamin C,</mark> 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,

# Where is this learning coming from?

Continuation from year 7 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 Develop a knowledge and understanding of food sources and types: how crops are grown, meat and poultry are reared and how fish is caught. Develop a knowledge and understanding of primary processing of wheat and milk, secondary processing of milk into butter, cream, yoghurt and cheese, flour into bread and pasta. 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.)

Understand how to apply the 4C's to Good Food Hygiene Sources of food: cereal products.

Prepare a range of fresh ingredients (peeling, grating, and chopping.)

Experimenting with different ingredients.

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.	Food Choice- Special dietary needs A range of factors that can affect food choice. Ethical food choice Identifying individual dietary needs - Age based nutritional needs Practical skill development. Sauce making, temperature control, multitasking. Demonstration - to develop skills and ideas
3.	Bolognese - Practical
4.	Snacks - casings and fillings Developing practical skills Adapting recipes Design and making a snack. Bread v pastry Forming a dough, rolling, shaping, filling, baking or A dairy based dessert - Cheesecake based or independent choices Layering, presentation skills
5.	Multi-cultural cooking Multicultural main meals -
6.	Curry/ Chilli/Stir fry Practical
7.	BIG QUESTION- People today have many different dietary needs. Identify a range of different needs clients may have and choose one to explore in more detail.
8.	Improve and develop Big question feedback and improvements
9.	Practical Challenge Plan and make a main meal dish that will meet the needs of your chosen client. Explain how and why you have adapted your recipe, make sure you refer to the eatwell guide, healthy eating guidelines and specific nutrients.
10.	Practical Challenge Practical



### What is the Eatwell Guide?

The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

# Why is the Eatwell Guide important? The Eatwell Guide shows you how much (proportions) of food you need

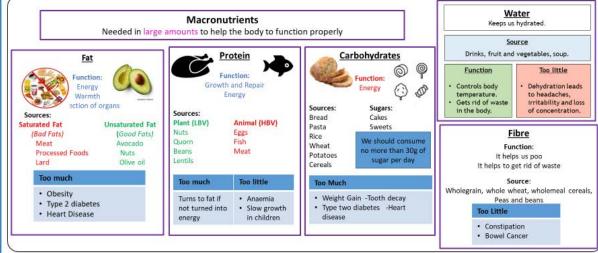
for a healthy balanced diet.

# What are the consequences of a poor diet? A poor diet can lead to diseases and

can't stop us from fighting off infections

### What are the sections on the Eatwell Guide?

- Fruit and vegetables
- Potatoes, bread, rice, pasta and other starchy food
- Dairy and alternatives
- Beans, pulses, fish, egg, meat and
- other proteins Oils and spreads





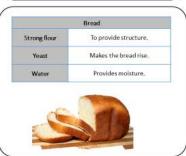
Vitamin	Sources	Function	
Vitamin A	Fish, eggs, oranges	Helps us to see well	N
Vitamin C	Oranges, tomatoes, vegetables	Helps to heal cuts, helps the immune	Mi
Vitamin D	Eggs, the sun	system.  Helps our bones to	Iro
	-00-/ 1/10	grow	Cal
12 B Vitamins	Cereals, meat, fish	Helps to keep us healthy	Ca

Micronutrients leeded in small amounts to help the body to function properly neral Sources Function Helps our red blood cells carry oxygen Red meat, spinach. so that we are not anaemic. beans and lentils Milk, cheese and some Help us to have strong bones and cereals

## Function of ingredients

Each ingredient has an important role in the making of each dish





# Seasonal Foods



# What is seasonal food?

Food grows at different times of year in England. The time that food is ripe for eating is known as its season. Food grows in different countries at different times, so if food is not in season in England, it can be transported from another country

## Why is eating seasonal food whenever you can a good idea?

- Seasonal foods are fresher.
- > Seasonal foods taste better, as they are full of flavour.
- Seasonal foods have less environmental impact because carbon footprints are reduced.
- Local foods supports the local comm

## What is are Food Miles? The distance food has travelled d miles are better for the environ

How to reduce them:





# Year 8 Food Knowledge Organiser: Where Food Comes From / Function of ingredients.

What is a Carbon Footprint? The amount of energy you use during your lifetime How to reduce it:

Don't fill he kettle (only boil what you need) Reduce food waste Eat seasonal, local food where possible Reuse/Recycle food packaging

# Food Waste

What is food waste? Food waste is food that is discarded, lost or uneaten.

- What is the difference between best before, use by and sell by date?

  > Best Before date: It means the product will taste best up until that date. It is still edible and okay to eat a little past the listed date, though you may notice a slight change in texture, flavour, or colour.
- Use by date: The date that food should be used by. After this it may be unsafe.
- Sell by date: a date marked on a perishable product indicating the recommended time by which it should be sold.

## Tips for reducing food waste

- Reduce
- > Reuse > Redistribute/recycle
- First in first out
- >Store food correctly use your freezer >Don't cook too much

>Know the difference between best before and use by dates



### Level 1/2 HOSPITALITY AND CATERING ACT 2 Company ACS 2 Assure quality of ACT 1 Describe: nutritional needs of Review A01: commodities to be used functions of The Hospitality specific groups Infood preparation autolects: Beview AOS: and Catering AC1.4 Explain how AC3.1 Use: Developing. AC1. B Explain industry and cooking methods techniques in Hospitality and characteristics of job rolles : AC 8.8 Use impact on preparation of Catering unsatisfactory technologies. nutritional value husinesses commodities nutritional intake in cooking of commodities MEA FINAL PRACTICAL COURSEWORK EXMAN COUNT EXAM MARITH MOT EXAM WANT NOT AC 3.40 omplete Parallela AD2: dishes using / selving Review AD4: Food Review AD3: Oletary groups: AC2 3 Expitation how ACZ 1 Explain fectors to hipspitality. presentation **UNDERSONA** in acciety and nutritional dishes meet AC 3.5 Una consider when proposing Hygiene business design MARKE SAID nech niques. customer nieeds food safety dishes for a menu. I meriphatican processed while A08: Dietarygroups: Raview A04: Food A03.3 Use food AOS: Developing paracticals to ensure detailed. ACZ 2 Explisin how Hospitality and Cataring suffety practices: clinten address in society and hive remarkable to a business Under 128 holine ensironmental law reutritional of the industry NEA. requirements and high MOOR COURSEWORK quality shifts PRACTICAL MOCK diane **FURFILORS** ENAM PRACTICALS: PASTRI ADD: Hospitality PRACTICALS MEALS PRODUCTS Issusage rolls, FRAME business design. (Breaded chicken, profiteroles, short crust, tarte PREPARATION ACS 2 Assure AC 3 A AOL: The potertoes, fejitsis, citron, Danish, Pork pie) techniques in burgara, cassarola Complete. quality of Hipspitality and PRACTICALS: dishes using Carering industry commodities to BREAD PRODUCTS preparation of presentation. be used in food and lobroles. techniques techniques in AC 3.5 Uses (Fizza, Chielsea commodities preparetion burns, fougasses cooking of **Number income** Developing commodities balance of practical skills dishes Developing. court exists in: PRACTICALS: SKILLS Ever) certain the kitches, What makin a good food Sticky toffee pucking, MARKET BET product? Howcanyou chricken kiev, benene Development of Understanding soving talks 然 bran muffin, quam Improve your skills? What the industry of different Why are there is the origin of the sweet and sour) or ulbloubusel Ingredients used? Why do groups of people OURSON A came making a langua warfattions in food? eat different meats? 14460 Preparation of makandasi a dough in awareness of making pasts 9 the reductry as a whole. 3 450 Development Exalluate: A 0 Emb of nutritional What makes a good food produc? Eveluate knowledge M. Ro How campour improve your skillis? Onne moleptic bestime of Review of the What is the origin of the breedsfrom around the world Kitcheni. ingredients used? Health and Safety different state in more culturen people on Understanding the projects, modern industry and harring your Preparation of Preparation of dry fried Preparation of short crust practical skills enterprise skills in shallow fried bread in making gartic prestry in making mini pies spraying you Social media project resilience in productin. flatibread. Evaluate: Selecting of 7 What is organic and Seasonality of making egg What are different with a boundaries, would have spring white farm assured friedrice ingredients2: selesonlings used to meat in making unicolog. arrod action? make food dishes? Independence Theilouny Use of the grillin What making pitza toast. into a 62.03 62.03 762.0 What foodtraditions Elvio Luane: are celebrated around **Netritional** What makes a good food the world? belonics of 公田 奇 product? How carryou Experience II. dishes ice range of ini prowe your skill's? What is: 500,000 the nupricional balance? Explanation of aucting. Skills in macro and projects that die micron utilients. seach you Mathen in the diet ORNALDA (CÓS) in the kitchen, Claissification of LASSETTE OF SITE different introduction to Preparation of Ingredients: Fruits igredients and vegetables in the Kitchert and vegetables how they more. Preparation of Preparation of fruits in making a stir fry Health and vegetables and Baseline Assessment: stewing apples and Safety saluces in making What do you aiready rubbing inforegate. piercarcasto revas kingwiatour DT? crumble.



# **BARE ESSENTIALS**

SUBJECT: Design and Technology







**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?	Where is this learning going?	
Prior learning  • Ability to analyse existing products. Building on the Year 8 unit: Analyse That.	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?	Career links:	
Students will be able to apply the iterative design process to a design context and have experience of a range of design strategies	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", <b>Analyse</b> their potential <b>project context</b> .
3.	Lesson 3: Using the <b>4Ps method</b> , the brief is explored
4.	Lesson 4: To <b>analyse</b> an existing product in detail using <b>ACCESSFM</b>
5.	Lesson 5: Students are to <b>generate</b> a range of <b>innovative</b> and <b>creative</b> ideas bring in the work of other designers
6.	Lesson 6: <b>Modelling</b> - Why do we model. Students model their design
7.	Lesson 7: Supporting the <b>iterative design</b> process students write a <b>design specification</b> .  Students can use their investigation and their first prototype to write a design specification, using the ACCESS FM CROYN
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
1 0.	To apply safe working practices to manufacture a high quality fully functioning product
1 1.	To apply safe working practices to manufacture a high quality fully functioning product
1 2	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.

Together: We Care, We Challenge, We Excel

# **Product analysis**

How will you use the information

