

**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**English - Fiction & Non-Fiction Anthology Unit**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Fiction and Non- Fiction Anthology unit**  Reading:   1. Develop inference skills, identify explicit information and interpret implicit ideas. 2. Identify language choices/methods and analyse the connotations of these, including: contrast, personification, colloquial language, imagery, atmosphere, short sentences, 3. Identify & analyse the effects of structural features, including: flashback, perspective, setting, dialogue, climax, empathy, pace, symbolism, shift in focus 4. How to make connections and synthesize ideas between texts 5. Identify points of view and organize a comparison of two texts 6. Comment on the effect of persuasive methods including: listing, inclusive pronouns, statistics, register 7. Synthesise information from different texts, & organise the writing of a comparison   Writing:   1. Explore a range of narrative structures 2. Develop punctuation for dialogue, varied sentence openings & sensory description 3. How to introduce characters, develop use of imagery and create atmosphere effectively 4. How to select & sequence ideas 5. Explore appropriate tone and register 6. Develop a range of sentence forms | **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1>  <https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>  **Contrast:** <https://www.youtube.com/watch?v=k6mDzTOHtrQ>  **Imagery, personification:** <https://www.bbc.co.uk/bitesize/articles/zhwfvk7>  **Short sentences:** <https://www.youtube.com/watch?v=JF1MpKgXqhQ>  **Structural features:** <https://www.bbc.co.uk/bitesize/guides/zq6vg82/revision/3>  **Perspective:** <https://www.bbc.co.uk/bitesize/articles/z7wqmfr>  **Creating atmosphere & setting:** <https://www.bbc.co.uk/bitesize/articles/zdg93j6>  **Dialogue:** <https://www.bbc.co.uk/bitesize/articles/zrtq2sg>  **Dialogue punctuation:** <https://app.senecalearning.com/classroom/course/6c0b90f2-cf0c-474d-b0fe-28043a3c1b5c/section/e3819148-7560-4226-9f4f-17d35b4d1bb1/session>  **Story structure & Climax:** <https://www.bbc.co.uk/bitesize/articles/zrv8wty>  **Pace:** <https://www.youtube.com/watch?v=yWcgWhui1l0>  **Symbolism:** <https://www.bbc.co.uk/programmes/p08cbb6q>  **Synthesizing ideas & information:** <https://reading.ecb.org/student/synthesizing/index.html?login=carmen00180>  **Comparing texts:** <https://www.bbc.co.uk/bitesize/articles/znmpscw>  **Persuasive language:** <https://www.bbc.co.uk/programmes/p08c9y4j>; <https://www.bbc.co.uk/bitesize/articles/zvghqfr>  **Narrative structures:** <https://www.bbc.co.uk/bitesize/articles/zxgy6g8>  **Sensory description:** <https://www.bbc.co.uk/bitesize/articles/zd4kwty>  **Introduce characters:** <https://www.bbc.co.uk/bitesize/articles/zsgv6g8>  **Varied sentence openings:**  <https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>  **Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm> | **Oxford - Ignite 3:** Unit 3 ‘Exploring the Difference’  **CGP Key Stage Three English – Complete Revision & Practice:**  Section 4 – Understanding Fiction & Non-Fiction pages 25-46  Section 5 – Writing Fiction & Non-Fiction  pages 47-64  Section 6 – Essay writing  pages 65-86  Section 7 – Analysing Fiction & Non-Fiction  pages 87-107  **Oxford AQA KS3 English Language Year 9 – Preparing for Paper 1 & Paper 2**  **CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book**  **CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book** |
| **Additional Resources:**   * Seneca Learning online learning platform; BBC Bitesize website, Young Writers online website; Jumpmag website (etymology for children); Kerboodle online learning platform – English Ignite 3; CGP Key Stage Three Spelling, Punctuation & Grammar – The Workbook (includes answers); CGP Key Stage Three English – The Study Guide. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Maths**

|  |  |  |  |
| --- | --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** | |
| **Circles**   1. Calculate the circumference of a circle 2. Estimate calculations involving pi (𝜋) 3. Solve problems involving the circumference of a circle 4. Calculate the area of a circle 5. Solve problems involving the area of a circle 6. *Solve problems involving arcs and sectors of circles*   **Pythagoras**   1. Find the length of an unknown side of a right-angled triangle 2. Solve problems involving right-angled triangles   **Prisms**   1. Calculate the volume and surface area of a right prism 2. Calculate the volume and surface area of a cylinder 3. Convert between m3, cm3 and mm3 4. Find the lower and upper bounds for a measurement 5. Calculate percentage error intervals | Hegarty Maths Clips:  534  534, 539  534, 539  539  540, 541  544  546  497, 498  -  498  570, 571  572, 573  698  -  137, 138  774 | KS3 CGP textbook 3 pages:  183  184  185  186  -  -  -  204  205  206, 207  188  189  190  191  192, 193  25 - 26 | KS3 Pearson Progress in Mathematics Core 3 book:  Unit 7.1 p.160-163  Unit 7.1 p.160-163  Unit 7.1 p.160-163  Unit 7.2 p.164-165  Unit 7.2 p.164-165  Unit 7.2 p.164-165  Unit 7.3 p.166-168  Unit 7.3 p.166-168  Unit 7.3 p.166-168  Unit 7.4 p.169-172  Unit 7.4 p.169-172  Unit 7.4 p.169-172  Unit 7.5 p.173-175  Unit 7.5 p.173-175 |
| **Additional Resources:**   * Corbettmaths video Clips and worksheets. * Pearson Depth textbook 3: Chapter 7 (Circles, Pythagoras and Prisms) * Pearson Support textbook 3: Chapter 7 (Circles, Pythagoras and Prisms) | | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Science**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| Physics   * about energy resources and transfers * to describe series and parallel circuits * how light and sound can travel as waves and transfer energy * that forces act on everything around us * Be able to calculate resultant force * Describe magnetism and electromagnetism * To calculate pressure and moments | Kerboodle Digital book  Activate 1  Pages 12-75  Activate 2  Pages 18-63  Seneca learning – KS 3 science units 3.1-3.5 | CGP Key Stage 3 Science book (green) pages 102-164  Exploring science year 9  Pages 172-181 |
| Biology   * About our skeletal system, how we move and how we detect changes * About our immune system and what pathogens are * How humans and other organisms reproduce * To label a plant and animal cell * About the processes of respiration and photosynthesis * How living things are different from each other. | Kerboodle Digital book  Activate 1  Pages 158 to pg 214  Activate 2  Pages 120 to pg 178  Seneca learning – KS 3 science units 1.1-1.4 | CGP Key Stage 3 Science book (green)  pages 1-47  Exploring science year 9  Pages 152-161 |
| Chemistry – The Earth’s resources  To be able to explain   * examples of natural products that are supplemented or replaced by agricultural and synthetic products * how to distinguish between finite and renewable resources, given appropriate information * the differences in treatment of ground water and salty water how to carry out a simple distillation of salt solution and test the distillate to determine its purity * how waste water is made safe to release into the environment * how to evaluate alternative biological methods of metal extraction, given appropriate information. * how to carry out simple comparative Life Cycle Assessments for shopping bags made from plastic and paper | Kerboodle Digital book  Activate 1  Pages 76 pg 154  Activate 2  Pages 66 - pg116  Seneca learning – K3 3 science units 2.1-2.8 | CGP Key Stage 3 Science book (green) pages 48-101  Exploring science year 9  Pages 162-171 |
| **Additional Resources:**   * <https://www.bbc.co.uk/bitesize/> * <https://www.thenational.academy/> * <https://www.freesciencelessons.co.uk/> | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**French**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Self** – how to talk about yourself including name, age, birthday. You will learn how to talk about your physical appearance and your personality.  You will be building on your previous knowledge from KS3.    **Family** – how to talk about family members, how many people are in your family, descriptions of family members including name, age, birthday and physical appearance.    **Grammar** – how to use the verbs ‘avoir’ and ‘être’ to describe yourself and others.    You will also learn how to express your opinions about family members talking about positive and negative characteristics.    Linguascope log in details -  Username: unity Password: duran | **Self**  [www.wordreference.com](http://www.wordreference.com/)  (to help with vocabulary)  <https://www.bbc.co.uk/bitesize/guides/zmfr7nb/revision/1>  <https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zjs6d6f>  <https://www.youtube.com/watch?v=PEeMTzT70t4>  <https://quizlet.com/subject/je-me-presente/>  <https://members.gcsepod.com/shared/podcasts/title/13580/81463>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=personality>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=physical>    **Family**  <https://quizlet.com/512947774/la-famille-flash-cards/>  <https://www.youtube.com/watch?v=kxeFUyj-BkY>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=french&topic=family>    **Grammar**  <https://www.youtube.com/watch?v=sA82J16mNfU>  <https://www.youtube.com/watch?v=84olv0BM4oY>  <https://www.youtube.com/watch?v=JxYaUXcH-Uo> | Master pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on describing yourself, Family, avoir and être available upon request from the MFL Office. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**German**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Self** – how to talk about yourself including name, age, birthday. You will learn how to talk about your physical appearance and your personality.  You will be building on your previous knowledge from KS3.    **Family** – how to talk about family members, how many people are in your family, descriptions of family members including name, age, birthday and physical appearance.    **Grammar** – how to use the verbs ‘haben’ and ‘sein’ to describe yourself and others.    You will also learn how to express your opinions about family members talking about positive and negative characteristics. | **Self**  <https://quizlet.com/gb/229761670/german-self-family-and-friends-flash-cards/>  <https://quizlet.com/163759915/german-appearance-flash-cards/> <https://quizlet.com/206746775/german-personality-flash-cards/>  <https://www.bbc.co.uk/bitesize/guides/z96rk7h/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zx3qxsg/revision/1>  **Family**  <https://quizlet.com/gb/503552659/german-family-relationships-flash-cards/>  <https://www.youtube.com/watch?v=npzGh2GorGQ>  <https://quizlet.com/gb/503557171/german-adjectives-to-describe-family-flash-cards/>  <https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/znh747h>  <https://members.gcsepod.com/shared/podcasts/title/13646/82312>  <https://members.gcsepod.com/shared/podcasts/title/13646/82309>  **Grammar**  <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zfsx8xs>  <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zvvhjhv>  <https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zfnmkmn> | Master pack available upon request from the MFL Office. |
| **Additional Resources:**   * Power points on Self, Family and Grammar available upon request from the MFL Office. | | |

**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Spanish**



|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Self** – how to talk about yourself including name, age, birthday. You will learn how to talk about your physical appearance and your personality.  You will be building on your previous knowledge from KS3.  **Grammar** – how to use the verbs ‘tener’ and ‘ser to describe yourself and others.  **Family** – how to talk about family members, how many people are in your family, descriptions of family members including name, age, birthday and physical appearance.  You will also learn how to express your opinions about family members talking about positive and negative characteristics. | **Self**  <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/znryxyc>  <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z42dbdm>  <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zjdrvk7>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=facedescriptions>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=physical>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=personality>  <https://quizlet.com/406076864/revision-for-exams-10-physical-descritpions-flash-cards/>  **Grammar**  <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zfryxyc>  <https://quizlet.com/311362790/spanish-verbs-irregular-ser-flash-cards/>  <https://quizlet.com/281747943/spanish-verbs-irregular-tener-flash-cards/>  <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zkmwgwx>  **Family**  <https://www.bbc.co.uk/bitesize/guides/z4wf92p/revision/1>  <https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=family>  <https://quizlet.com/462422176/family-members-in-spanish-flash-cards/>  <https://quizlet.com/207795963/spanish-opinions-flash-cards/> | Master pack available from the MFL Office upon request. |
| **Additional Resources:**   * Power points on Self, Grammar and Family available upon request from the MFL Office. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**ICT - Unit R082: Creating Digital Graphics**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| 1. Week 1: What are digital graphics?5 purposes of digital graphics. 2. Week 2: Different types of file formats and where they are used best. 3. Week 3: Different design principles and where best used regarding digital graphics. 4. Week 4: What are client requirements/briefs? How to interpret requirements/ briefs? 5. Week 5: Target audiences and their needs 6. Week 6: Workplans-What they are? Why they used? 7. Week 7: What are Visualisation Diagrams? Why are they used? | GCSEPOD>ICT Section-List of topics available just click on the most relevant and suitable topic in hand.  Office365>Teams>Select your group- All resources and activities are on here. Select the relevant topic being taught.  [www.hoddereducation.co.uk/Cambridge](http://www.hoddereducation.co.uk/Cambridge) Nationals/OCR for more information.  <http://www.bluesquarething.co.uk/imedia/r082/82lo1files/dgpurpose.pdf>  Digital graphics  <https://www.theschoolrun.com/what-are-hardware-software-and-operating-systems-> Hardware and Software | **My revision notes Cambridge nationals Creative Imedia L1/L2 Pre-production skills and creating digital graphics by Kevin Wells- To read the information and complete the tasks that follow:**   1. Page 38-40 2. Page 27/41-42 3. Page 43-45 4. Page 9/46 5. Page 12/47 6. Page 10-11/47 7. Page 3/48 |
| **Additional Resources:**   * GCSE Bitesize ICT-Pick the relevant topics. * TeachICT>ICT-Pick the relevant topics. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9 Geography**

**Tectonic Hazards**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources**  **Links** |
| * To define a natural hazard and describe examples. * To consider factors which may affect hazard risk. * To explain the processes that lead to earthquakes and volcanic activity. * To understand how plates move. * To understand what happens where plates meet. * To identify the primary and secondary effects of an earthquake. * To identify the immediate and long-Term response to an earthquake. * To know and understand my LIC earthquake case study. * To know and understand my HIC earthquake case study. * To understand how earthquakes, affect areas of contrasting wealth. * To understand the risk associated with living near a hazard. | <https://www.bbc.co.uk/bitesize/guides/zxh4wxs/revision/1>  <https://members.gcsepod.com/shared/podcasts/title/11163> conservative, constructive and destructive plate boundary videos  <https://www.bbc.co.uk/bitesize/guides/z2vjxsg/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zp46sg8/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zp46sg8/revision/1>  <https://members.gcsepod.com/shared/podcasts/title/11163> reducing the effects of earthquakes video  <https://members.gcsepod.com/shared/podcasts/title/10607> effect video  <https://members.gcsepod.com/shared/podcasts/title/10607> response video  <https://www.bbc.co.uk/bitesize/guides/zgkksrd/revision/4>  <https://members.gcsepod.com/shared/podcasts/title/11163> danger zone video | Purple revision guide (Pearson Revise AQA GCSE 9-1 Geography) page1 to 7 (and the same in the corresponding workbook).  Green GCSE AQA Geography revision guide (CGP), page 2 to 8.  White AQA 9-1 GCSE Geography book page 2 to 21. |
| **Additional Resources:**   * The following website <https://www.internetgeography.net/> is excellent as a general revision resource that students can use. There are quizzes on every section of the course you study. * Seneca learning is a fantastic resource for students to use for revision. Assignments and revision tasks will be set throughout the year. To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the code edh9t2jrgy to join. | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**History**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Britain, Health and the People**   * To explain the theory of the four humours. * To explain how Galen influenced medicine for 2000 years. * To explain the significance of Hippocratic and Galenic medicine after 1000AD * Explain the effect Christianity had on progress * Analyse and evaluate source questions * Discover a range of illnesses and how Medieval people tried to cure them. * Explain the contribution of the Islamic world to medicine. * Explain how the crusades allowed western medicine to advance. * Explain methods of Medieval surgery and examine how effective it was. * Assess public health in Medieval Britain * Explain the causes and effect of the Black Death * Assess the impact of the Black Death | *Four Humours* <https://www.bbc.co.uk/programmes/p00wdzqt>  <https://www.bbc.co.uk/programmes/p00wf2l8>  <https://www.bbc.co.uk/programmes/p00wf2sr>  *Galen & Hippocrates* <http://www.bbc.co.uk/education/clips/zjpmpv4> <https://www.bbc.co.uk/programmes/p00wf3tk> <https://www.bbc.co.uk/programmes/p00wf1m8>  *Medieval Medicine*  <https://www.youtube.com/watch?v=nVJV8iEAm88>  *Islamic Medicine* <https://www.youtube.com/watch?v=bkVsus8Ehxs&safe=active>  *Crusades* <https://www.youtube.com/watch?v=8VcgiIS61k0>  <https://www.youtube.com/watch?v=mWXPblrXung>  *Medieval Surgery* <http://www.bbc.co.uk/education/clips/zv8r87h>  *Public Health* <https://www.youtube.com/watch?v=2rXqwLks7zw>  *Black Death*  <https://www.bbc.co.uk/news/science-environment-21784141>  <https://www.youtube.com/watch?v=R5bNnnR8lwk> | Master pack available from Humanities Office upon request.  **Textbook**  Oxford AQA GCSE History Thematic Study  Pages 8 - 23  **Revision Guide**  Hodder AQA GCSE History My Revision Notes Pages 120 to 123   **Workbook**  Hodder AQA GCSE Workbook “Health and the People Pages 3 - 8 |

8

**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**iD**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know the different forms of contraception and understand their effectiveness * To explain the signs and symptom of the varying sexually transmitted infection. To know how they can be prevented and treated. * To understand the different pressures placed upon young people to be involved in sexual activity. * To gain an awareness of safe choices and risky behaviour. * To know the different forms of abuse within a relationship, and the signs to look out for. * To understand what a same sex relationship is and to describe prejudice that are often faced by same sex couples. * To understand the benefits and risks of online talk. To be able to recognise inappropriate conversations and understand patterns of online predators and learn to apply strategies for safe online communication. * To understand what religious clothing is and to reflect on the significance of religious clothing. | Ready for Sex and contraception?  <https://www.nhs.uk/live-well/sexual-health/are-you-ready-for-sex/>  Consent  <https://www.youtube.com/watch?v=fGoWLWS4-kU>  <https://www.youtube.com/watch?v=bhgT2JWwCC4>  Sexting Consequences –  <https://www.youtube.com/watch?v=5wHfFJ4h9X4>  LGBTQ+  <https://www.youngstonewall.org.uk/>  <https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ>  Religious clothing.  <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-b-is-for-burkas-religious-clothing/zkgv47h>  <https://www.youtube.com/watch?v=meZLctPgV88> | Master pack available from the Humanities Office upon request. |
| **Additional Resources:**   * <https://www.saferinternet.org.uk/advice-centre/parents-and-carers> * Young minds * Place2Be: How to answer questions from children? * Think you know <https://www.thinkuknow.co.uk/11_13/> * CEOPS | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Business Studies**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources Links** |
| 1. The types of business ownership for start-ups:  * sole trader and partnership * Ltd and Franchise  1. Why new business ideas come about:  * changes in technology * changes in what consumers want * products and services becoming obsolete.  1. How new business ideas come about:  * original ideas * adapting existing products/services/ideas  1. The impact of risk and reward on business activity:  * risk: business failure, financial loss, lack of security * reward: business success, profit, independence  1. The role of business enterprise and the purpose of business activity:  * to produce goods or services and to meet customer needs and to meet customer needs * to add value: convenience, branding, quality, design, unique selling points  1. The role of entrepreneurship:  * an entrepreneur: organises resources, makes business decisions, takes risks | Pearson Active learn teach online resources:  <https://www.pearsonactivelearn.com/>  Pages 91 - 95  Pages 4 – 9  Pages 9 – 12  Pages 13 – 17  Pages 18 – 23  Pages 23 - 25 | Pearson Edexcel GCSE (9-1) Business textbook:  Pages 91 - 95  Pages 4 – 9  Pages 9 – 12  Pages 13 – 17  Pages 18 – 23  Pages 23 - 25  Pearson student revision guides and workbooks:  Sections 2 – 6: pages 1 – 5, Section 1: pages 26-27 |
| **Additional Resources:**   * [www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business * <https://www.bbc.co.uk/bitesize/examspecs/z98snbk> - GCSE Edexcel Business: BBC bitesize * <https://www.gcsepod.com> – GCSE Edexcel Business Videos | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Drama**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Developing a piece of Devised work from a stimulus (30% of GCSE)   * How to identify an appropriate stimulus and record information * How to research and cite sources * How to mind map * Work effectively as a group * The implication of using design to communicate meaning. * Consider potential ideas for performance from a stimulus. * Consideration of appropriate techniques to enhance meaning for an audience. * Understand how to write about the Social, Historical and Cultural context of the stimulus in relation too your performance. * Rehearse and perform for an audience of your peers. | Online Resources will be found on Satchel One. This will include   * A copy of the script “Bang Out of Order” * The Pro forma checklist * The pro forma template –Detailed Research * The pro forma template – Artistic Vision * The pro forma template – Performance Intention * The pro forma template – Impact on the audience | Stimulus from the exam board  Master pack and Power point available from the Arts Office upon request. |
| **Additional Resources:**   * N/A | | |



**Half Termly Overview 1/9/20 to 16/10/20**

**Year 9**

**Vocational Sport**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Acute and Chronic Injuries (Single lesson each week)**   * To describe the different types of acute and chronic injuries * Provide sporting examples of acute and chronic injuries * To understand the types, causes and treatment of common sports injuries such:   Soft tissue injuries, Overuse injuries, Fractures, Concussion, Abrasions, Contusions, Blisters, Cramp and Injuries related to children (Osgood Schlatter’s and severs disease)   * To know how to respond to injuries and medical conditions in a sporting context:   SALTAPS, RICE, Stretching and massage, Taping, Bandaging, Splint and slings, Hot and cold treatments and Action plans to respond to medical conditions and injuries   * To be able to describe emergency action plans in a sporting context   Emergency personnel  Emergency communication  Emergency equipment  **Coursework on Office 365 – Log onto TEAMS (Double lesson each week)**  **Principles of Training**   * To be able to explain the principles of Training within a sporting context:   Progression (FITTA)  Specificity  Reversibility/Regression  Moderation  Adherence  Variance | The Everlearner  ([www.theeverlearner.com](http://www.theeverlearner.com))  Videos to watch on Acute and chronic injuries plus complete the online Assessment on this topic  BBC Bitesize – acute and chronic injuries  <https://www.bbc.co.uk/bitesize/guides/z6cdmp3/revision/2>  National Institute of Arthiritius and Musculoskeletal diseases  <https://www.niams.nih.gov/health-topics/sports-injuries#tab-treatment> | Cambridge National Level ½ Sport Science Revision Guide  Page 25 – 34  Cambridge National Level ½ Sport Science Text book by Hodder Education  Page 21 – 34  Sports Science Reducing the risk of Injuries – Mind map book  Pages 8 - 11 |
| **Additional Resources:**   * Coursework Unit: Links to Power points - Located on Office 365 Individual class teams/ files/ class materials / principles of Training | | |