

**Half Termly Overview 04/01/21 - 12/02/21**

**Year 9**

**English: Romeo & Juliet - Shakespeare**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Reading**1. Analyse the themes with a Shakespearian play
2. Identify how a writer creates specific effects such as tension and drama.
3. Use inference to explore characterisation.
4. Understand the use of dramatic irony.
5. Use inference and deduction to explore layers of meaning.
6. Comment on how writers use sentence structure, word choice and imagery to create impact and drama.
7. Focus on the social, historical context surrounding the play.

**Writing**1. How to introduce characters, develop use of imagery and create atmosphere effectively.
2. How to select & sequence ideas.
3. Develop a range of sentence forms.
4. Use effective vocabulary in the form of diary entries.
 | **Romeo and Juliet Exploration:** <https://app.senecalearning.com/classroom/course/00f70050-30ed-11e8-a763-490dd4eebe44/section/74171f10-328d-11e8-b73a-2101f7e1fdc5/session> **Romeo and Juliet: The Complete Play Online:** <https://shakespeare.folger.edu/shakespeares-works/romeo-and-juliet/entire-play/> **Romeo and Juliet notes:** <https://www.sparknotes.com/shakespeare/romeojuliet/><https://www.bbc.co.uk/bitesize/topics/zfdj6sg> **Contextual information:** <https://study.com/academy/lesson/social-and-historical-context-of-romeo-and-juliet.html> **Characters:** <https://www.bbc.co.uk/bitesize/guides/zyn4jxs/test> **Inference:** <https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1><https://www.bbc.co.uk/bitesize/topics/z43g87h/articles/z6h6wnb>**Varied sentence openings:**<https://www.bbc.co.uk/bitesize/guides/zybhcwx/revision/3>**Range of sentences:** <https://www.englishclub.com/writing/sentence-variety.htm> | **CGP Key Stage Three English – All-in-one Revision & Practice:****Shakespeare section: p.76-112****CGP Key Stage Three English – Complete Revision & Practice:****Shakespeare section p.131-150****CGP Key Stage Three Spelling, Punctuation & Grammar Guide – The Work Book****CGP Key Stage Three English – The Work Book****CGP Key Stage Three English- The Study Guide** |
| **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 04/01/21 to 12/02/21**

**Year 9**

**Maths – Foundation**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Factors and multiples**1. Multiples.
2. Factors.
3. Prime numbers.
4. Prime factors.
5. Find highest common factor and lowest common multiple.
6. Square and cube numbers.
7. Square roots.
8. Using a calculator.

**Powers & Standard form**1. Writing numbers in an index form.
2. Multiplying and dividing powers with the same base number.
3. Powers of zero and 1.
4. Powers of negatives.
5. Powers with brackets.
6. Ordinary number to standard form.
7. Standard form to ordinary.
8. Adjust numbers to correct standard form.
9. Multiply with standard form.
10. Dividing with standard form.
11. Add and subtract with standard form.
12. Using a calculator with standard form.

**Sequences**1. Patterns with numbers & pictures.
2. Arithmetic sequence.
3. Generate sequences given the nth term.
4. Finding the nth term.
5. Determine if a term is in the sequence.
6. Special sequences such as Fibonacci.
 | **Hegarty Maths Clips:**33272829-3031-3699,100101129102105-106103104105122123124125126127128196197N198N261,263 | **KS4 CGP textbook Pages:**Section 4.1 Page 34Section 4.1 Page 35Section 4.2 Page 36Section 4.2 Page 37Section 4.3 Page 38Section 3.1 Page 26Section 3.1 Page 26Section 3.2 Page 28Section 3.3 Page 30Section 3.3 Page 30Section 3.3 Page 31Section 3.3 Page 31Section 3.4 Page 32Section 3.4 Page 32Section 3.4 Page 32Section 3.4 Page 33Section 3.4 Page 33Section 3.4 Page 33Section 11.1 Page 129Section 11.1 Page 127-128Section 11.2 Page 130Section 11.3 Page 132Section 11.3 Page 133Section 11.3 Page 133 |
| **Additional Resources:**<https://www.mathsgenie.co.uk/><https://www.onmaths.com/><https://www.bbc.co.uk/bitesize/subjects/z38pycw> |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Maths – Higher**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Recurring decimals**1. Convert terminating decimals to fractions.
2. Convert fractions to recurring decimals.
3. Recurring decimals to fractions.
4. Find reciprocal of a fraction.

**Powers & standard form**1. Squares, cubes and roots.
2. Rules for multiplying and dividing powers.
3. Powers with brackets.
4. Negative powers.
5. Powers with different bases.
6. Ordinary number to standard form.
7. Standard form to ordinary.
8. Adjust numbers to correct standard form.
9. Multiply with standard form.
10. Dividing with standard form.
11. Add and subtract with standard form.
12. Using a calculator with standard form.

**Sequences**1. Patterns with numbers & pictures.
2. Arithmetic sequence.
3. Generate sequences given the nth term.
4. Finding the nth term.
5. Determine if a term is in the sequence.
6. Special sequences such as Fibonacci.
7. Geometric sequence.
8. Generate a sequence using the nth term of quadratic.
9. Find the nth term for a quadratic sequence.
 | Hegarty Maths Clips:5273-7453,547199-101,121102,103,106105104,107790122123124125126127128196197N198N261,263264247, 249,250248 | KS4 CGP textbook Pages:Section 3.6 Page 26Section 3.6 Page 26Section 3.6 Page 26Section 3.6 Page 26Section 7.1 Page 65Section 7.2 Page 66Section 7.2 Page 67Section 7.2 Page 68Section 7.2 Page 68Section 7.3 Page 71Section 7.3 Page 71Section 7.3 Page 72Section 7.3 Page 72Section 7.3 Page 72Section 7.3 Page 72Section 7.3 Page 73Section 14.1 Page 118-120Section 14.1 Page 118-120Section 14.1 Page 121Section 14.3 Page 128Section 14.3 Page 123-124Section 14.3 Page 125-127Section 14.3 Page 127Section 14.3 Page 127Section 14.3 Page 127 |
| **Additional Resources:**<https://www.mathsgenie.co.uk/><https://www.onmaths.com/><https://www.bbc.co.uk/bitesize/subjects/z38pycw> |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Science**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Physics – Conservation and dissipation of energy**To be able to explain:1. Changes in energy stores.
2. What the conservation of energy is.
3. What is meant by work.
4. What is gravitational potential energy.
5. What kinetic energy is.
6. What is meant by dissipation and efficiency.
7. How energy is supplied to your home.
8. What power is.

**Biology – Organising an ecosystem, Biodiversity and ecosystems**1. To be able to explain:
2. Feeding relationships.
3. How materials are recycled.
4. The carbon cycle.
5. What biodiversity is.
6. How humans cause pollution and what acid rain is.
7. What deforestation is.
8. What global warming is and the effects.

**Chemistry – The Earth’s atmosphere**1. To be able to explain:
2. How our atmosphere has developed.
3. How are atmosphere is changing.
4. What greenhouse gases are.
5. Why we need to reduce greenhouse gases.
6. The problems caused by air pollutants.
 | Kerboodle Digital bookPhysics for Combined Sciencep.4 - 23Seneca learning – Combined Science Physics: AQA GCSE – 1 EnergyGCSE POD – Combined Science 6.1 EnergyKerboodle Digital bookBiology for Combined Sciencep.224 - 245Seneca learning – Combined Science Biology: AQA GCSE – 7 EcologyGCSE POD – Combined Science 4.7 EcologyKerboodle Digital bookChemistry for Combined Sciencep.148 -159Seneca learning – Combined Science Chemistry: AQA GCSE –9 Chemistry of the atmosphere | Collins AQA Combined Science trilogy revision guide p.170 - 173CGP – GCSE Combined Science Exam practice – Foundation p.148 - 155CGP – GCSE Combined Science Exam practice – Higher p. 175 - 182Collins AQA Combined Science trilogy revision guide p.74 - 79CGP – GCSE Combined Science Exam practice – Foundation p.69 - 80CGP – GCSE Combined Science Exam practice – Higher p.78 - 90Collins AQA Combined Science trilogy revision guide p.142 - 145CGP – GCSE Combined Science Exam practice – Foundation p.137 - 140 |
| **Additional Resources:**<https://www.bbc.co.uk/bitesize/><https://www.thenational.academy/><https://www.freesciencelessons.co.uk/>  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Geography: Weather Hazards**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1a) To know how air pressure and sunlight affect weather.1b) To know what global atmospheric circulation is. To describe how it works and explain how it affects the world’s weather. 2a) Explain the formation of a tropical storm.2b) To outline a case study of a tropical storm to show its effects and responses.2c) To produce a choropleth map showing the numbers of people affected.Explain the effects and responses to a named tropical storm (Haiyan).3a) To understand the short- and long-term effects to tropical storm Haiyan.3b) To identify a range of strategies used to mitigate against tropical storms.4a) To outline the natural causes of climate change.4b) To outline the human causes of climate change. To research the effects of climate change.5) To understand the management strategies for climate change.6) To explain why extreme weather occurs in the UK. To interpret information found on a graph.7) To understand the causes, effects and responses of the 2009 Cumbria floods. | [Global atmospheric circulation - Polar, Ferrel and Hadley cells - Atmosphere and climate - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zpykxsg/revision/1)Read revision tasks and complete the quiz[4. Tropical Storms - GEOGRAPHY FOR 2020 & BEYOND (geographypods.com)](https://www.geographypods.com/4-tropical-storms1.html)Read through the website and make notes as instructed<https://www.y>[outube.com/watch?v=-BnahLG\_DmQ&safe=active](https://www.youtube.com/watch?v=-BnahLG_DmQ&safe=active)Watch and make notes on location, effects and responses to Tropical Storm Haiyan[Tropical storm case study - Typhoon Haiyan - Tropical storms - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zpxgk7h/revision/5)Make notes on the track of the storm[Typhoon Haiyan Case Study - Internet Geography](https://www.internetgeography.net/topics/typhoon-haiyan-case-study/)Use the website to categorise short term and long term responses to Haiyan[What are Natural Hazards (coolgeography.co.uk)](https://coolgeography.co.uk/GCSE/Year11/Managing%20Hazards/What%20are%20hazards/natural_hazards.htm)Use this link to make notes about the ‘3 P’s’, what they are and how they work.[Causes of climate change - human and natural factors - Climate change - Eduqas - GCSE Geography Revision - Eduqas - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zcn6k7h/revision/3)Do all pages and then the quiz[Effects of climate change (3dgeography.co.uk)](https://www.3dgeography.co.uk/effects-of-climate-change)Use the links in the page to explore climate change effects (and causes)[Coolgeography - GCSE - NH - Managing ClimateChange](https://coolgeography.co.uk/gcsen/NH_Managing_Climate_Change.php)Read and make notes about the various methods of reducing or changing climate change[What is extreme weather? - Extreme weather - GCSE Geography Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zpyp7hv/revision/1)Read through revision pages and complete the quiz[Case study - the Cumbrian floods 2009 - Is weather in the UK becoming more extreme? - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zgvjxsg/revision/4)[BBC - The story of the Cumbrian floods](http://news.bbc.co.uk/local/cumbria/hi/people_and_places/newsid_8378000/8378388.stm)Use the two websites to create a case study for the Cumbrian flood, cause effect and response. | Chapter 3 AQA Geography 9-1 (Hodder Text book)Pages 23-23Pages 24-27Pages 32-33Pages 34-35Chapter 4 pages 46-47Pages 48-49Pages 50-5152-55Chapter 3Pages 38-41 |
| **Additional Resources:**The following website <https://www.internetgeography.net/> is excellent as a general revision resource that you can use. There are quizzes on every section of the course you study.  Seneca learning is a fantastic resource for you 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 04/01/21 to 12/02/21**

**Year 9**

**History**



|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources** **Links** |
| **A Revolution in Medicine**1. To explain why it took so long for Pasteur’s theory to become accepted.
2. To evaluate the contribution of Koch to medical progress.
3. To explain the factors involved in the search for vaccines between 1800 and 1900.
4. Investigate the causes of the public health problems.
5. Analyse and evaluate a source on Cholera and its cause.
6. To investigate how Bazalgette improved Public Health.
7. To explain how public health was improved.
 | Choose from the relevant ‘pods’ at GCSE Pod at the following link - <https://members.gcsepod.com/shared/podcasts/title/11395/70259> Subjects include:Pasteur – Koch – Lister – Cholera – Public Health ImprovementsBBC Bitesize – read through the information in the revise section and then watch the video. There is then a test section with questions.<https://www.bbc.co.uk/bitesize/topics/zttypbk> Seneca Learning – This is a free interactive online learning site. You simply create an account and then click onto “Classes and Assignments” then “Join Class”. You then enter this class code **y5fgimfrit** this will then set you a series of assignments 🡪 [www.senacalearning.com](http://www.senacalearning.com)Consider everything you have studied and answer these questions. You can then email the answer to your teacher, using your school email.g.hargraves@unity.lancs.sch.ukl.wroe@unity.lancs.sch.uk t.shaun@unity.lancs.sch.uk1. **Explain the significance of the work of Louis Pasteur in the 1800’s (8)** [Remember: PEE!]
2. **Compare the Black Death with the Cholera outbreaks of the 1800’s. In what ways were they similar? (8)**
 | **“Health & the People”** textbook published by Hodder Education p.50 - 69 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**French**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teacher Resources/Links** |
| **Free time –** You will talk about what you do in your free time and why you do certain activities. You will learn how to say what you did previously using the past tense. **Music** – You recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – You will recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – You will discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Free time**<https://www.bbc.co.uk/bitesize/guides/zx849j6/revision/1> <https://www.bbc.co.uk/bitesize/guides/zx849j6/revision/2> <https://www.bbc.co.uk/bitesize/guides/zcshpv4/revision/1>**Music**<https://quizlet.com/53567638/music-genres-french-flash-cards/><https://quizlet.com/95363899/french-music-adjectives-flash-cards/><https://www.bbc.co.uk/bitesize/guides/zhhvd6f/video>**TV**<https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/5> <https://quizlet.com/92202015/french-tv-shows-french-flash-cards/><https://quizlet.com/132811761/adjectives-to-describe-tv-programmes-french-flash-cards/>**Cinema**<https://quizlet.com/gb/209407903/french-films-flash-cards/> <https://quizlet.com/141924000/french-film-review-describing-films-flash-cards/> | Master pack of resources are available upon request from the MFL Office.  GCSE AQA French Revision Guides and Workbooks can be purchased from the MFL office. |
| **Additional Resources:**Lesson PowerPoints are available upon request from the MFL Office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**German**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Music** – You will recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – You will recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – You will discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Music**<https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/3><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/4><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/5><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/7><https://quizlet.com/104434186/german-musikarten-types-of-music-flash-cards/>**TV**<https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/2><https://quizlet.com/210901263/types-of-tv-shows-german-flash-cards/><https://quizlet.com/190742316/german-tv-show-adjectives-flash-cards/>**Cinema**<https://www.bbc.co.uk/bitesize/guides/zws8qty/revision/8><https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/1> | Master pack of resources are available upon request from the MFL Office.  GCSE AQA German Revision Guides and Workbooks can be purchased from the MFL office. |
| **Additional Resources:**PowerPoints on Music, Cinema and TV are available upon request from the MFL Office.  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Spanish**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Free time –** to talk about what you do in your free time and why you do certain activities. You will learn how to say what you did previously using the past tense. **Music** –to recognise a range of music genres and give your opinions on them. You will learn how to say when and where you listen to music and you will compare today’s music with early music genres. **TV** – to recognise different types of TV programmes and be able to give your opinions on them.    **Cinema** – to discuss your film preferences and identify a range of film types. You will develop your understanding of the past tense which will enable you to write a review about a film you have seen recently.  | **Free time**<https://www.bbc.co.uk/bitesize/guides/z6n6382/revision/1><https://www.bbc.co.uk/bitesize/clips/z3ks34j><https://www.thestudentroom.co.uk/g/revision-tests/spanish-hobbies>**Music**<https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/3><https://quizlet.com/245032840/spanish-music-types-flash-cards/><https://quizlet.com/27794140/spanish-adjectives-to-describe-music-vgr-flash-cards/>**TV**<https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/1><https://www.bbc.co.uk/bitesize/guides/zd7dt39/revision/2><https://quizlet.com/18681746/spanish-types-of-tv-show-flash-cards/>**Cinema**<https://quizlet.com/97994639/spanish-types-of-films-flash-cards/><https://quizlet.com/87337889/spanish-film-review-vocabulary-flash-cards/> | Master pack of resources and PowerPoints are available upon request from the MFL Office.    |
| **Additional Resources:**GCSE AQA Spanish Revision Guides and Workbooks can be purchased from the MFL office. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Computer Science**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Memory**

The purpose of ROM in a computer system – understand the role of ROM in a computer system.The purpose of RAM in a computer system - understand the role of RAM in a computer system.* 1. **Storage**

Secondary storage: Be able to identify the three main secondary storage methodsCharacteristics: understand how to select the most appropriate type of secondary storage for different purposes.**2.1 Algorithms** Pseudocode – how to read and follow pseudocode and how to  create an algorithm using pseudocode. Programming – use the pseudocode algorithms created to develop programs using Python. Trace Tables – understand the need for testing algorithms and  be able to complete trace tables. | Office 365<https://www.office.com/?auth=2>Year 9 > Content Library > Unit 11.2 ResourcesUnit 22.1 ResourcesMake use of the Content Library to help support your learning and access my lesson presentations.<https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html> | Pearsons OCR GCSE Computer Science Revision Guide1.2 – p.7 - 81.2 – p.9 - 122.1 – p.39 - 50 |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

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

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| Understand the legal terms associated with media.Health and safety in the workplace and how this can be avoided.Difference between primary and secondary resources. Examples of each.Exam question practice.  | 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.<https://www.bbc.co.uk/bitesize> <https://kids.britannica.com/kids/article/primary-source/629043>  | To access these resources, you need to do the following:Login into office 365>Locate your class and click on it>Class notebook>Click on arrow>Content library>R082>All the resources are here.Please copy the page to your area before you start completing the work.All work completed to be uploaded to office 365 page or email to: a.ahmad@unity.lancs.sch.uk  |
| **Additional Resources:**GCSE Bitesize ICT – Pick the relevant topics.TeachICT>ICT – Pick the relevant topics. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Business**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. What business aims and objectives are when starting up:

Financial aims and objectives (survival, profit, sales, market share, financial security).Non-financial aims and objectives (social objectives, personal satisfaction, challenge, independence and control).Why aims and objectives differ between businesses. 1. The concept and calculation of:

Revenue, fixed and variable costs, total costs and profit and loss.1. Breakeven:

The impact to breakeven of changes in revenue and costs.Breakeven level of output (How to work it out).Interpretation of breakeven diagrams.Margin of safety.Profit and loss on breakeven diagrams. | Pearson Active learn teach online resources: <https://www.pearsonactivelearn.com/> Pages 62 - 64Pages 65 – 69Pages 70 – 74  | Pearson Edexcel GCSE (9-1) Business textbook:Pages 62 - 64Pages 65 – 69Pages 70 – 74Pearson student revision guides and workbooks:Pages 15 - 20 |
| **Additional Resources:**[www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business <https://www.bbc.co.uk/bitesize/topics/zdnmqp3> - GCSE Edexcel Business: BBC bitesize <https://www.gcsepod.com> – GCSE Edexcel Business Videos |



**Half Termly Overview 04/02/21 to 12/02/21**

**Year 9**

**Art and Design (Fine Art): Natural Forms**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Complete chalk pastel and acrylic rendition of own photos of flowers.
2. Mount all work completed so far, print out photos and annotate.
3. Research Georgia O’Keeffe.
4. Information pages on artist and copies of artists work.
 | <http://www.henry-moore.org/collections><https://www.impressions-gallery.com/><https://www.bl.uk/learning><https://www.britishmuseum.org/collection><https://www.nationalgallery.org.uk/paintings/search-the-collection><https://sculpture.uk.com/><https://www.southbankcentre.co.uk/whats-on/art-exhibitions0> | Master pack of resources are available upon request from the Art Office.  |
| **Additional Resources:**[www.tate.org.uk](http://www.tate.org.uk)[www.craftscouncil.org.uk](https://www.craftscouncil.org.uk/)[www.textileartist.org](https://www.textileartist.org/)[www.vam.ac.uk](https://www.vam.ac.uk/collections)[www.theartstory.org](https://www.theartstory.org/artists/)[www.thestudentartguide.co.uk](http://www.thestudentartguide.co.uk)[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)[www.pinterest.com](http://www.pinterest.com) |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Art and Design (Textiles): Natural Forms**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To research and present the work of three artists, including annotation, images, and two sample of the artist’s work.
2. To experiment with a range of textile techniques e.g., dyes, free foot embroidery, printing etc.
3. To continue to develop subject specific vocabulary in relation to describing and exploring textiles.
 | <https://www.textileartist.org/><https://www.youtube.com/watch?v=fEzl-pVbFA4><https://www.youtube.com/watch?v=Z4lsy2SOm_A><http://www.henry-moore.org/collections><https://www.impressions-gallery.com/><https://www.bl.uk/learning><https://www.britishmuseum.org/collection><https://www.nationalgallery.org.uk/paintings/search-the-collection><https://sculpture.uk.com/><https://www.southbankcentre.co.uk/whats-on/art-exhibitions0> | Master pack of resources are available upon request from the Art Office.  |
|  **Additional Resources:**[www.tate.org.uk](http://www.tate.org.uk)[www.craftscouncil.org.uk](https://www.craftscouncil.org.uk/)[www.textileartist.org](https://www.textileartist.org/)[www.vam.ac.uk](https://www.vam.ac.uk/collections)[www.theartstory.org](https://www.theartstory.org/artists/)[www.thestudentartguide.co.uk](http://www.thestudentartguide.co.uk)[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)[www.pinterest.com](http://www.pinterest.com) |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Drama**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Developing a piece of Scripted Performance (30% of GCSE)1. Understand what motivates a playwright to create a piece of theatre.
2. Explore how to create a vision for a performance.
3. Analyse own artistic decisions to communicate meaning.
4. Work effectively as a group
5. The implication of using design to communicate meaning.
6. Consideration of appropriate techniques to enhance meaning for an audience.
7. Rehearse and perform for an audience of your peers.
 | Online Resources will be found on Satchel One. This includes:A copy of the extract from the play “Too Much Punch for Judy” You will be using this extract to create a vision of how you think it should look on stage.Research what motivated the playwright to write the play.Describe and justify how you think the extract should be performed.Discuss how you would expect the audience to react if you performed the extract. | Master pack and PowerPoints are available upon request from the Art Office.Stimulus from the exam board. |
| **Additional Resources:**CGP GCSE Drama Blood Brothers ISBN 9781 78294 9664             CGP GCSE Drama Revision ISBN: 9781782949626             OCR GCSE Drama ISBN 9781911208730                                        Blood Brothers Script (Willy Russell) ISBN 9780413767707              |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Music**

|  |  |  |
| --- | --- | --- |
| **You will learn:** | **Online Resources** | **Teaching Resources/ Links** |
| **Unit of Work: Structure and Instruments of the Orchestra**In this unit of work, you will learn begin to explore the instruments of the orchestra, including the families of instruments and the sounds that they produce. You will be introduced to sequencing using Mixcraft. You will also then go on to explore structure and how music is built up to keep it interesting and exciting. Learning Objectives: 1. To explore the instruments of the orchestra.
2. To be able to recognise the instruments of the orchestra when listening to music.
3. To recognise structure in music and describe it accurately.
4. To compose music using structure to create overall balance.
5. To compose using contrast in the music composed.

**Unit of Work: Performance**In this unit of work, you will continue to focus on an instrument of your choice. You will choose a piece of music to perform and work to produce an accurate and fluent performance. By the end of the term you will perform a piece of music to the rest of their class.Learning Objectives:1. To perform music with accuracy.
2. To perform music with a good fluency and appropriate tempo.
3. To perform music considering the elements of music.
 | **UC Music Department YouTube Channel**<https://bit.ly/2FEtouh> **Focus on Sound**<https://unity-college.musicfirst.co.uk> School ID: unity-college (app only)Username: Same as your college computer log in, e.g. JSmith20Password: Unity123 (capital U)**Sheet Music Direct Website**Email: music@unity.lancs.sch.ukPassword: Music123**Songsterr**Email: music@unity.lancs.sch.ukPassword: Music123 | **Student Workbooks**You are encouraged to take your music folder home so that if you need to self-isolate you have your folder to help you.  |
| **Additional Resources:**[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Food Preparation & Nutrition**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Introduction to the Food Safety & Preservation** **Food Safety**You will learn: 1. How to recognise signs of food spoilage and prevent it
2. How to safely handle foods
3. What pathogenic bacteria are and how to prevent food poisoning
4. The critical control points when preparing and cooking foods

**Food Preservation**You will learn: 1. What food preservation methods exist
2. The advantages and disadvantages of preserving foods
3. The environmental and financial effects of food wastage

Encourage you to prepare the following products at home:Chicken & Mushroom Pie/ Risotto/ Manchester Tart/ Jam & Scones | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%C2%A0)from p.84[www.bbcteach.co.uk](http://www.bbcteach.co.uk)Design & Technology/ Food Technology/ Food Preparation & Nutrition – class clips on food safety and preservation.[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk )14-16yrs section – use the drop-down menu to find food hygiene and safety and preservation methods.<https://royalrussell.planetestream.com> | Digital Textbook from p.84Master pack of resources are available upon request from the Technology Office.   |
| **Additional Resources:**Local government websites for Environmental Health Officer role.BBC – documentaries on food safety and the role of environmental health Resources on Show My Homework. |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Design and Technology: Core Technical Principles Theory**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **4th Jan – Scales of production:**Understand Batch, Mass, One-off and continuous production.**11th Jan – The 6R’s:**Understand the 6R’s and how they can help you make sustainable decisions as a designer and consumer. **18th Jan – Ecological and social footprint:**Understand that greenhouse gases and carbon are produced during the manufacture of products and the impact that a consumer society has on natural resources and the environment including deforestation, mining, drilling, farming and product miles.Be aware of the need for social and governmental responsibility to address safe working conditions and pollution.**25th Jan – Timber commercial manufacture and finishes:**Know and understand how timbers and boards are selected and processed for commercial products.Learn how materials are cut, shaped and formed to a tolerance.Learn about the preparation and application of treatments and finishes to enhance functional and aesthetic properties.**1st Feb – Using primary and secondary data for research:**Understand how primary and secondary data can be collected to assist the understanding of client and user needs. Know how to write a design brief and produce a manufacturing specification**8th Feb – Ergonomics and anthropometrics:** Understand that Ergonomics is the science of how humans interact with objects and how to design for efficiency and comfort in the working environmentUnderstand that Anthropometrics is the measurement of the physical properties of the human body | The following resources are available online – go to Office365 via the college website and access the Year 9 Technology Teams Group:4th Jan – **T5 Scales of production** power point and worksheet.11th Jan – **T4 – The 6R’s** power point and worksheet. 18th Jan– **T3- Ecological and social footprint** power point and worksheet 25th Jan –**T3 Commercial manufacture and finishes** power point and worksheet. 1st Feb – **T1 – Using primary and secondary data for research up to slide 12** power point and worksheet. 8th Feb –T1 – **Using primary and secondary data from slide 12.** power point and worksheet.  | **Master pack of resources are available upon request from the Technology Office.**  **In addition, you can use the Blue CGP revision Guide - AQA GCSE Design and Technology page references:** 4th Jan – Scales of production p.38 - 3911th Jan – The 6R’s: p.918th Jan – Ecological and social footprint: p.8 - 925th Jan –Timber commercial manufacture and finishes: p.63 - 681st Feb – Using primary and secondary data for research: p.98 - 1018th Feb – Ergonomics and anthropometrics p.96 |
| **Additional Resources:**<https://members.gcsepod.com/shared/podcasts/title/7910/54564> - Industrial and commercial practice <https://members.gcsepod.com/shared/podcasts/title/12530/76964> - writing a design brief and specification <https://members.gcsepod.com/shared/podcasts/title/12530/76962-> using primary and secondary data <https://members.gcsepod.com/shared/podcasts/title/12385> - scales of production.  |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Religious Studies**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Key beliefs** 1. The nature of God:
2. God as omnipotent, loving and just, and the problem of evil and suffering
3. The oneness of God and the Trinity: Father, Son and Holy Spirit.
4. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
5. Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

**Jesus Christ and salvation** Beliefs and teachings about: 1. the incarnation and Jesus as the Son of God
2. the crucifixion, resurrection and ascension
3. sin, including original sin
4. the means of salvation, including law, grace and Spirit
5. the role of Christ in salvation including the idea of atonement.
 | GCSE Christian beliefs<https://members.gcsepod.com/shared/podcasts/title/12357/76102>Oak Academy<https://classroom.thenational.academy/units/christian-beliefs-and-teachings-700f>BBC Bitesize<https://www.bbc.co.uk/bitesize/topics/zbndy9q>Quizlet <https://quizlet.com/gb/312410403/aqa-gcse-religious-studies-christianity-1-flash-cards/><https://quizlet.com/gb/312410530/aqa-gcse-religious-studies-christianity-2-flash-cards/> | Pearson revision guide and workbook AQA Religious studies A Christianity (Chapter 1 Christian beliefs)AQA Religious studies A Islam (Chapter 1 Christian beliefs) |
| **Additional Resources:** Seneca learning - To access go to <https://senecalearning.com/en-GB/> and then click onto “classes and assignments” and then “join class” and use the class code **02ha1t1yn5** |



**Half Termly Overview** **04/01/21 to 12/02/21**

**Year 9**

**Vocational Sport**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Intrinsic Factors (PIPPS) (Single lesson each week)**1. To test knowledge of ‘Extrinsic Factors’ (practice exam questions).
2. To know the five intrinsic factors (PIPPS) which can influence the risk of injury.
3. To be able to identify the six different areas of **physical preparation** and describe how each area can influence injury.
4. To be able to identify the six different areas of **individual variables** and describe how each area can influence injury.
5. To be able to identify the three different areas of **psychological factors** and describe how each area can influence injury.
6. To be able to explain **posture and causes of poor posture** and give an example for each cause.
7. To be able to describe the symptoms of sports related injuries related to poor posture.

**Coursework on Office 365 – Log onto TEAMS (Double lesson each week)****Principles of Training**Continue to work through the Principles of Training coursework using the teaching resources for help. Contact your teacher if you are unsure on what you need to do.  | The Everlearner([www.theeverlearner.com](http://www.theeverlearner.com))Videos to watch on Intrinsic Factors and an online assessment to complete on this topic. | Test 3: Extrinsic FactorsCambridge National Level ½ Sport Science Revision Guidep.13 - 20Cambridge National Level ½ Sport Science Text book by Hodder Educationp.8 - 15Sports Science Reducing the risk of Injuries – Mind map bookp.2 – 5**Coursework**Principles of Training outlineCambridge National Level ½ Sport Science Revision Guidep.38 - 57 |
| **Additional Resources:**Coursework Unit: Links to PowerPoints - Located on Office 365 Individual class teams>files>class materials>principles of training |



**Half Termly Overview 04/01/21 to 12/02/21**

**Year 9**

**Core PE**

|  |  |  |
| --- | --- | --- |
| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To know how to factor in exercise at home.
2. To know how to carry out your own exercise session at home using minimal equipment.
 | <https://www.youtube.com/user/thebodycoach1>Joe Wicks 30-minute PE lesson for everyone to have a go at – Fitness and fun.<https://www.youtube.com/channel/UCu-rJFVlr7ZAZ0en3RRALPw> Max Whitlock gymnastics sessions at home. Every Tuesday & Friday at 3:30pm.<https://www.youthsporttrust.org/pe-home-learning>PE activities that can be done individually or in pairs/small groups with a focus on the development of physical competence and actively learning the importance of personal skills to support social, emotional and mental wellbeing.<https://www.youthsporttrust.org/60-second-physical-activity-challenges>A fun ‘compete against yourself’ approach to physical activity with a focus on resilience and perseverance and the aim to achieve bronze, silver or gold medal aims. We have a range of activity cards and videos. <https://www.youthsporttrust.org/active-learning>Teaching wider school subjects such as English and Maths in a physical way so as to reduce children sitting for too long and making the learning fun e.g. timetable squats. <https://burnleyleisure.co.uk/category/news/home-workouts/> | Master pack of resources are available upon request from the PE Office with examples of how you can exercise at home with minimal equipment. |