

**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 English: My Life, My Choices**

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| **You will learn** | **Online Resources** | **Teaching Resources/ Links** |
| **Reading:**   1. Identify how a writer creates specific effects through AREDFORREST techniques. 2. Use inference to explore characterisation. 3. Understand the use of persuasion and authorial voice. 4. Use inference and deduction to explore layers of meaning. 5. Comment on how writers use sentence structure, word choice and imagery to create impact. 6. Exposure to different types of speeches across the ages.   **Writing:**   1. How to introduce a speech effectively. 2. Applying a range of writing strategies for PAFFO. 3. How to select & sequence ideas. 4. Develop a range of sentence forms. 5. How to use discourse markers for cohesion. 6. Use effective vocabulary in the form of speeches and other transactional writing. | Kerboodle: Unit My Life, My Choices: pages 82-105  Writing a Speech: [Writing a speech - Speaking - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z2m3gk7/revision/3)  [Writing a speech - Y6 - P7 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/znvxt39)  Persuasive writing: [9 of the Best Persuasive Writing Worksheets and Resources for KS3 and KS4 English (teachwire.net)](https://www.teachwire.net/news/persuasive-writing-worksheets-and-resources-for-ks3-and-ks4-english)  Examples of Historical Speeches: [10 famous speeches in English and what you can learn from them - English Editing Blog (englishtrackers.com)](https://www.englishtrackers.com/english-blog/10-famous-speeches-in-english-and-what-you-can-learn-from-them/#:~:text=%20%20%201%20Martin%20Luther%20King%20I,Joseph%20Surrender%20Speech%201877.%20We%E2%80%99ve%20included...%20More)  Famous speeches analysed: [Famous Short Speeches For Your Inspiration | Homework Lab (homework-lab.com)](https://homework-lab.com/study-tips/famous-short-speeches-for-your-inspiration/)  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>  Useful sentence Starters: [Sentence starters](http://www.hamptonhill.richmond.sch.uk/attachments/download.asp?file=77) | CGP Key Stage Three English – All-in-one Revision & Practice.  CGP Key Stage Three English – Complete Revision & Practice.  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 22/02/21 to 26/03/21**

**Year 9 Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Approximations**   1. Rounding to the nearest 10, 100 & 1000. 2. Round to a number of decimal places. 3. Round whole numbers to a number of significant figures. 4. Round decimals to a number of significant figures. 5. Use approximations to estimate answers. 6. Using a given calculation to work out another. 7. Find the minimum and maximum values to find possible errors.   **Expressions**   1. Writing an algebraic expression. 2. Writing an algebraic formula (identity, equation). 3. Writing an equation. 4. Understanding what is an identity. 5. Collecting like terms. 6. Multiply algebraic terms. 7. Divide algebraic terms. 8. Substitution. 9. Function machines (input and output and rules). 10. Expand a single bracket. 11. Expand and simplify. 12. Factorise to a single bracket. 13. Expand two brackets. 14. Factorise a quadratic. 15. Factorise the difference of two squares. | **Hegarty Maths Clips:**  17  56  n/a  130  131  135  774  151-153  154  154  154  156-157  158  159  780-785  n/a  160  161  168-169  162-163  223  224 | **KS4 CGP textbook pages:**  Section 2.1 Ex 1 page 18  Section 2.2 Ex 1-2 page 19-20  Section 2.3 Ex 1 page 21  Section 2.3 Ex 2 page 22  Section 2.4 Ex 1 page 23-24  Section 1.5 Ex 2 Q1-4 & Ex 2 Q1  Section 2.5 Ex1-Ex2 page 25  Section 10 .1 Ex 1 page 116  Section 10.1 Ex 2 page 117  Section 9.3 Ex 1 page 105  Section 8.2 Ex 6 page 94  Section 8.1 Ex 1 page 89-90  Section 8.2 Ex 2 page 92  n/a  Section 10.2 Ex 1 page 118-121  Section 10.4 Ex 1 page 125  Section 8.2 Ex 1 page 91-92  Section 8.2 Ex 4 page 93  Section 8.3 Ex 1-2 page 95-96  Section 8.2 Ex 5 page 94  Section 8.3 Ex 3 page 96  Section 8.3 Ex 4 page 97 |
| **Additional Resources:**  Revision material, support resources and video tutorials:  <https://www.mathsgenie.co.uk/>  <https://www.onmaths.com/>  <https://www.bbc.co.uk/bitesize/subjects/z38pycw>  <https://corbettmaths.com/> | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Fractional indices and Surds**   1. Estimating powers and roots. 2. Working with negative indices. 3. Fractional indices. 4. Working with all index laws. 5. Knowing what a surd is. 6. Multiply and divide surds. 7. Simplify surds (with adding and subtracting). 8. Expand single bracket with surds. 9. Expand double brackets with surds. 10. Rationalise the denominator. 11. Rationalise the denominator (using the difference of two squares).   **Expressions**   1. Writing an algebraic expression. 2. Recognise expressions, equations, formulae and identities. 3. Collecting like terms. 4. Multiply algebraic terms. 5. Divide algebraic terms. 6. Substitution. 7. Expand a single bracket. 8. Expand and simplify. 9. Factorise to a single bracket. 10. Expand two brackets. 11. Expand the square of a binomial. 12. Expand brackets of the form the difference of two squares. 13. Expand triple brackets. 14. Factorise a quadratic expression of the form *x*2 + *ax* + *b.* 15. Factorise a quadratic expression of the form *ax*2 + *bx* + *c.* 16. Factorise the difference of two squares. 17. Change the subject of a formula. 18. Change the subject where the unknown appears twice. | **Hegarty Maths Clips:**  112  107  108-109  110  110  113-114  115  116  117  118  119  151-153  154  156-157  158  159  780-785  160  161  168-169  162-163  164  165  166  223-224  225-228  224  280-284  285-286 | **KS4 CGP textbook pages:**  Section 2.1 Ex5 page 14  Section 7.2 Ex 5 page 68-69  Section 7.2 Ex 5 page 70  Section 7.2 Ex 5 page 70  Section 7.4 page 73  Section 7.4 Ex 1 - Ex 2 page 74  Section 7.4 Ex 3 page 75  Section 7.4 Ex 4 Page 75  Section 7.4 Ex 4 Page 75  Section 7.4 Ex 5 page 76  Section 7.4 Ex 5 page 76  Section 6.6 Ex 1 page 63  Section 8.1 Ex1 page 77, section 9.2 Ex1 page 85, section 9.5 Ex1 page 91  Section 6.1 Ex 1 page 51  Section 6.1 Ex 2 page 52  Section 6.1 Ex 2 page 52  Section 8.2 Ex 1 page 78  Section 6.2 Ex 1 page 52  Section 6.2 Ex 2 page 53  Section 6.3 Ex 1-2 page 56  Section 6.2 Ex 3 page 54  Section 6.2 Ex 3 page 54  Section 6.2 Ex 4 page 55  Section 6.4 Ex 1 page 57  Section 6.4 Ex2 page 58  Section 6.4 Ex 3 page 59  Section 8.3 Ex 1 page 80  Section 8.3 Ex 1 page 81 |
| **Additional Resources:** Revision material, support resources and video tutorials:  <https://www.mathsgenie.co.uk/>  <https://www.onmaths.com/>  <https://www.bbc.co.uk/bitesize/subjects/z38pycw>  <https://corbettmaths.com/> | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Science**

**Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Biology**  To be able to explain:   1. How to calculate magnification, real size and image size of a specimen. 2. The similarities and differences between animal and plant cells. 3. How bacteria compare to animal and plant cells. 4. How animal cells can be specialised to carry out a function. 5. How the structure of different plant cells relates to their function. 6. The factors that affect the rate of diffusion. 7. Why osmosis is important in animal cells. 8. Why osmosis is important in plant cells. 9. How active transport works. 10. How the surface area to volume ratio of an organism depends on its size. 11. How cells divide by mitosis. 12. How stem cells are different to other cells. 13. The process of therapeutic cloning. | Kerboodle digital book  Biology for GCSE Combined Science: Trilogy – Pages 4 to 35  Seneca learning  Combined Science Biology: AQA GCSE – 1 Cell Biology  GCSEPod  Combined Science – 4.1 Cell Biology | Kerboodle digital book  Biology for GCSE Combined Science: Trilogy – Pages 4 to 35  Collins AQA GSCE 9-1 Combined Science Revision Guide pages 16 to 23 |
| **Chemistry**  To be able to explain:   1. How to distinguish between finite and renewable resources. 2. The difference between potable and pure water. 3. How wastewater is made safe to release into the environment. 4. How to carry out simple life cycle assessments. 5. How reducing, reusing and recycling materials decreases their environmental impact. | Kerboodle digital book  Chemistry for GCSE Combined Science: Trilogy – Pages 160 to 173  Seneca learning  Combined Science Chemistry: AQA GCSE – 10 Using Resources  GCSEPod  Combined Science – 5.10 Using Resources | Kerboodle digital book  Chemistry for GCSE Combined Science: Trilogy – Pages 160 to 173  Collins AQA GSCE 9-1 Combined Science Revision Guide pages 146 to 149 |
| **Physics**  To be able to explain:   1. Which materials make the best conductors. 2. What is meant by specific heat capacity. 3. How homes are insulated. | Kerboodle digital book  Physics for GCSE Combined Science: Trilogy – Pages 24 to 31  Seneca learning  Combined Science Physics: AQA GCSE –1 Energy  GCSEPod  Combined Science – 6.1 Energy | Kerboodle digital book  Physics for GCSE Combined Science: Trilogy – Pages 24 to 31  Collins AQA GSCE 9-1 Combined Science Revision Guide pages 170 to 173 |
| **Additional Resources:**  <https://www.bbc.co.uk/bitesize/> <https://www.thenational.academy/> <https://www.freesciencelessons.co.uk/> | | |



**Half Termly Overview 22/2/21 to 26/3/21**

**Year 9 Geography - Urban Challenges HIC – Liverpool (BedZED in London for sustainability section)**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Know the location of major UK cities. 2. Describe the population distribution of the UK. 3. To understand Liverpool's importance on a national and international scale. 4. To discover how migration has changed the character of the city of Liverpool. 5. Understand how has Urban Change Created Opportunities in Liverpool. 6. Understand how urban change has created challenges in Liverpool. 7. To understand how urban sprawl puts pressure on the rural-urban fringe. 8. To develop an understanding of the regeneration projects that have been carried out in Liverpool to improve urban issues. 9. To investigate features that make urban environments sustainable. | [Characteristics of the UK - population density - Urban change in the UK - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/1)  Talks about where people live.  [Coolgeography - GCSE - UK urban areas](https://www.coolgeography.co.uk/gcsen/UK_Urban_overview.php) General urban areas guide.  [Urbanisation | S-cool, the revision website (s-cool.co.uk)](https://s-cool.co.uk/gcse/geography/settlements/revise-it/urbanisation) General knowledge about urban areas and their problems.  [The Rural-Urban Fringe | S-cool, the revision website (s-cool.co.uk)](https://s-cool.co.uk/gcse/geography/settlements/revise-it/the-rural-urban-fringe) Definition and issues faced in the fringe.  [Case study - urban regeneration in Stratford, London - Urban change in the UK - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/3) Talks about London but is applicable to Liverpool.  [Improving urban sustainability in London - Urban change in the UK - AQA - GCSE Geography Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z9y47hv/revision/4) Talks about London and BedZED is in London. | Pages 218 – 247 of the white AQA GCSE 9-1 geography textbook, focus is on London, but the themes are applicable to Liverpool  Pages 78-85 of the purple Revise AQA GCSE 9-1 Geography and associated workbook. Themes are applicable but has information about many cities.  Page 73-79 of the green GCSE AQA Geography revision book, has Liverpool as its case study. |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Modern Medicine**   1. To explain why the Liberal Reforms were needed in the early 20th century. 2. Explain how WW1 and WW2 had similar impacts on Medical progress. 3. Explain how Penicillin was discovered. 4. Explain why and how the NHS was set up. 5. Assess why some people were opposed to the NHS. 6. Investigate the problems faced in the 21st Century. | (1-6) Choose from the relevant ‘pods’ at GCSE Pod at the following link – <https://members.gcsepod.com/shared/podcasts/title/11396/71227>  Subjects include: Penicillin – Modern Surgery – Living Conditions & Welfare – Liberal Reforms – The NHS  (1-6) BBC Bitesize – a selection of videos to watch on these topics.  <https://www.bbc.co.uk/bitesize/topics/zsfsgk7/resources/1>  (1-6) 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 🡪 <https://app.senecalearning.com/dashboard/courses/add?Price=Free>  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.uk](mailto:g.hargraves@unity.lancs.sch.uk) - [l.wroe@unity.lancs.sch.uk](mailto:l.wroe@unity.lancs.sch.uk) - [t.shaun@unity.lancs.sch.uk](mailto:t.shaun@unity.lancs.sch.uk)   1. Explain the significance of the discovery of Penicillin (8) [Remember: PEE!] 2. Compare surgery in the Renaissance Period with surgery in the Modern Period. In what ways were they different? (8) | “Health & the People” textbook published by Hodder Education p. 74-95 |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 French**

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| **You will learn** | **Online Resources** | **Teaching 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.  **Linguascope:** Log in details  Username: unity  Password: time4langs | 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/>  <https://quizlet.com/131507941/la-technologie-flash-cards/>  <https://quizlet.com/496408577/la-technologie-flash-cards/> | Master pack available upon request from the MFL Office. |
| **Additional Resources:**  GCSE AQA French revision guides and workbooks can be purchased from the MFL office. | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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. | 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 available upon request from the MFL Office. |
| **Additional Resources:**  Power Points on Music, Cinema and TV available upon request from the MFL Office.  GCSE AQA German revision guides and workbooks can be purchased from the MFL office. | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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. | 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 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 22/02/21 to 26/03/21**

**Year 9 ICT - Unit R084: Comic book Creation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Research on the following:   1. Purpose and Genres of Comic books. 2. Comic books history-when they were first published to the present day/ how they have been developed over time. 3. Superheroes/villains- Characteristics- Pick 3 superheroes and state their good bad features/their strength and what they are capable of doing. 4. Comic books layout-What are the main features? 5. Software to use-Comic life-research into this software and state the features of this software. | 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. R084 Unit.  No specific links but to use the internet for your research. Remember to put everything you get from the internet in your own words. Web address links needed as well as dates when accessed.  Use word online to write up your findings/report. | 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>R084>All the resources are here. * Please copy the page to your area before you start completing the work. * Download the presentations-your notes and classwork will be on there. * All work completed to be uploaded to office 365 page or email to [a.ahmad@unity.lancs.sch.uk](mailto:a.ahmad@unity.lancs.sch.uk) or handed in on return to college. |
| **Additional Resources:**  Presentations on office 365 also include relevant videos to watch and make notes from. | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Data Representation** * The purpose of units and how to work out storage capacity. * Converting denary to binary and vice versa. * Binary addition – how to add two binary numbers together. * Overflow errors – how to identify errors and what causes them.   **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 1  1.2 Resources  Unit 2  2.1 Resources  Make 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> | Pearson’s OCR GCSE Computer Science Revision Guide  1.2  Pearson’s P.72 – P.82  2.1  Pearson’s P.39 – P.50 |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Business**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. The concept and calculation of Interest. 2. 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.  1. The importance of cash to a business:  * To pay suppliers, overheads and employees. * To prevent business failure. * The difference between cash and profit.  1. Calculation and interpretation of cash-flow forecasts:  * Cash inflows. * Cash outflows. * Net cash flow. * Opening and closing balances.  1. Sources of finance for a start-up or established small business:  * Short term sources (overdraft and trade credit). * Long-term sources (personal savings, venture capital, share capital, loans, retained profit, and crowd funding). | Pearson Active learn teach online resources:  <https://www.pearsonactivelearn.com/>  *Pages 68 - 70*  *Pages 70 – 74*  *Pages 74 - 80*  *Pages 74 - 80*  *Pages 81 - 85* | Pearson Edexcel GCSE (9-1) Business textbook:  *Pages 68 – 70*  *Pages 70 – 74*  *Pages 74 - 80*  *Pages 74 - 80*  *Pages 81 - 85*  *Pearson student revision guides and workbooks:*  Pages 19 - 24 |
| **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 22/02/21 to 26/03/21**

**Year 9 Art and Design (Fine Art): Natural Forms**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * Complete chalk pastel and acrylic rendition of own photos of flowers. * Mount all work completed so far, print out photos and annotate. * Research Georgia O’Keeffe. * 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 available on request from Art Office. |
| **Additional Resources:**  [*www.tate.org.uk*](https://www.tate.org.uk/kids/explore)  [*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 22/02/21 to 26/03/21**

**Year 9 Art and Design (Textiles): Natural Forms**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To explore digital development through online programmes. * You will explore more unconventional drawing methods to expand and develop your current portfolio of work. * To experiment with a range of textile techniques e.g., dyes, free foot embroidery, printing etc. * 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 available on request from Art Office. |
| **Additional Resources:**  [*www.tate.org.uk*](https://www.tate.org.uk/kids/explore)  [*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 22/02/21 to 26/03/21**

**Year 9 Drama**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| Developing a piece of Devised work from a stimulus (30% of GCSE):   * Chose a stimulus from a previous year Devising Exam paper. * Research the stimulus and create an appropriate vision. * Plan, Develop and Rehearse the performance. * Be prepared to make changes and experiment with techniques. * Perform for a group of peers and act on advice. * Record all processes. * Create a final polished performance (considering technical elements). * Basic evaluation of the final performance.   Students will also watch and analyse live theatre in preparation for their GCSE written examination (15% of GCSE). | Online Resources will be found on Satchel One. This will include:  “A How to” guide on writing about Devised work. | PowerPoint and scanned work pack available on request from the Art Office.  Stimulus from the exam board.  Scanned work pack. |
| **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 | | |

A picture containing drawing, food

Description automatically generated**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Music**

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| **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:**   * To explore the instruments of the orchestra * To be able to recognise the instruments of the orchestra when listening to music * To recognise structure in music and describe it accurately. * To compose music using structure to create overall balance. * 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:**   * To perform music with accuracy. * To perform music with a good fluency and appropriate tempo. * To perform music considering the elements of music. | UC Music Department YouTube Channel  https://bit.ly/2FEtouh  Focus on Sound  unity-college.musicfirst.co.uk  School ID: unity-college (app only)  Username: Same as your college computer log in, e.g. JSmith20  Password: Unity123 (capital U)  Sheet Music Direct Website  Email: music@unity.lancs.sch.uk  Password: Music123  Songsterr  Email: music@unity.lancs.sch.uk  Password: Music123 | Student Workbooks:  Students are encouraged to take their music folder home so that if they need to self-isolate they have their folder to help them. |
| **Additional Resources:**  www.bbc.co.uk/bitesize | | |



**Half Termly Overview: 22/02/21 to 26/03/21**

**Year 9 Food Preparation & Nutrition**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Raising Agents Module**   * To understand how the different raising work in making food products whether it be mechanical, biological or chemical. * The effects of combining different ingredients and the interaction of foods during preparation and cooking * The functional properties of the ingredients in each of the products listed below and becoming familiar with new terminology   **To practise chosen dishes for the technical skills with an adult:**   * Bread * Gingerbread * Swiss Roll * Victoria Sandwich | [*www.illuminate.digital/eduqasfood*](http://www.illuminate.digital/eduqasfood)  *Science of Food pg 68*  [*www.bbcteach.co.uk*](http://www.bbcteach.co.uk)  *Design & Technology – Food Preparation & Nutrition section – class clips*  [*www.foodafactoflife.co.uk*](http://www.foodafactoflife.co.uk)  *14-16 yrs section*  [*www.gcsepod.com*](http://www.gcsepod.com)  *Section on Science of food*  [*www.bbcfood.co.uk*](http://www.bbcfood.co.uk)  *To use the website to access recipes to practise trial dishes* | Digital Textbook  Revision Guide  Master pack available on request from the Technology Office. |
| **Additional Resources:**  Revision Guides and Cards  Practical video demonstrations on Teams with recipe sheets | | |

**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 GCSE Design and Technology – Designing and Making Principles.**



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| **You will learn** | **Online resources** | **Teaching resources/Links** |
| **22nd Feb – Commercial Manufacture - Timber:**   * To understand the commercial manufacturing processes used to make flat pack furniture and cylindrical products in TIMBER. * Understand the process of ROUTING and TURNING.   **1st March – The work of others: Designers.**   * Know how to investigate, analyse and evaluate the work of others. * Understand how investigating the work of other designers can inform designing.   **8th March – The work of others: Companies.**   * Know how to investigate, analyse and evaluate the work of others. * Understand how investigating the work of other design companies can inform designing.   **15th March – Design Strategies.**   * Be able to use a range of design strategies to help produce imaginative and creative design ideas. * Understand how to explore and develop design ideas.   **22nd March – Communicating Design ideas.**   * Understand how to develop, communicate, record and justify design ideas. * Be aware of a range of techniques to support clear communication of design ideas. * Know how to design and develop prototypes in response to client wants and needs. * Be able to critically evaluate prototypes and suggest modifications. | The following resources are available online if you sign in to Office 365 and access the year 9 Technology Teams Group:  22nd Feb – **Commercial manufacture**. Complete the notes and tasks on the power point.  1st March – **The work of others: Designers.** Power point and worksheet.  8th March– **The work of others: Companies.** Power point and worksheet  15th March –**Design Strategies.** Power point and worksheet.  22nd March – **Communicating Design ideas.** Power point and worksheet. | Master pack is available from the Technology Office on request.    In addition, you can use the Blue CGP revision Guide:  AQA GCSE Design and Technology page references:  22nd Feb – Commercial manufacture Turning *Page: 68, Routing Page: 66,67*  1st March – The work of others: Designers: *Page: 94*  8th March – The work of others: Companies: *Page: 95*  15th March –Design Strategies: *Page:104,105.*  22nd March – Communicating Design ideas *Page: 108-111* |
| **Additional Resources:**  <https://www.youtube.com/watch?v=hrtvoBGuBzg> *–* Drawing in two-point perspective.  <https://www.youtube.com/watch?v=SwxinbpQ9B4> – Turning trees to timber  https://www.youtube.com/watch?v=JCyW4NI9znE – Product Design sketching and annotation skills.  <https://www.youtube.com/watch?v=DnzdF_MBepk> *–* How Flat pack furniture is made using an industrial router.  <https://www.youtube.com/watch?v=J8u0wUQqhsk> – Using a lathe to turn a simple wooden fruit bowl. | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Religious Studies**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Key beliefs**  The nature of God:   * God as omnipotent, loving and just, and the problem of evil and suffering * The oneness of God and the Trinity: Father, Son and Holy Spirit. * Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). * 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:   * The incarnation and Jesus as the Son of God * The crucifixion, resurrection and ascension * Sin, including original sin * The means of salvation, including law, grace and Spirit * 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** **22/02/21 to 26/03/21**

**Year 9 Vocational Sport**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Understand how appropriate warm up and cool down routines can help to prevent injury (Single lesson each week)**   * To test knowledge of ‘Intrinsic Factors’ (practice exam questions) * To be able to identify and describe the **5 key components of a warm up** * To be able to provide practical examples of the 5 key components of a warm up * To know the **7 physical benefits** of a warm up and how each benefit can prevent injury   **Coursework on Office 365 – Log onto TEAMS (Double lesson each week)**  **Principles of Training**  Pick up where you left off and 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 warm up and cool down.  Complete the online Assessment on this topic | Test 4: Intrinsic Factors  Cambridge National Level ½ Sport Science Revision Guide  Page 20 - 22  Cambridge National Level ½ Sport Science Text book by Hodder Education  Page 16 - 19  Sports Science Reducing the risk of Injuries – Mind map book  Page 6  Coursework  Principles of Training outline  Cambridge National Level ½ Sport Science Revision Guide  Page 38 - |
| **Additional Resources:**  Coursework Unit: Links to power points - Located on Office 365 Individual class teams/ files/ class materials / principles of Training | | |



**Half Termly Overview 22/02/21 to 26/03/21**

**Year 9 Core PE**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * To know how to factor in exercise at home * To know how to plan and 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 to long and making the learning fun e.g. timetable squats.  <https://burnleyleisure.co.uk/category/news/home-workouts/> | [Unity College PE- Home activities (padlet.com)](https://padlet.com/mwilliams393/j08dqdvaa3kmozht)  Use this link to our PE Padlet with lots of activities that you can complete at home.  There are lots of tasks and videos for you to watch and have a go at.  <https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |