

**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 English: Power – Language Paper 2**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Reading**   1. Reading and comparing viewpoints and perspectives of writers from the 19th century. 2. Identify how a writer creates specific effects through AREDFORREST techniques. 3. Use inference to explore the writers’ viewpoint. 4. Understand the use of persuasion and authorial voice. 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. 7. Analyse the language of nonfiction texts.   **Writing**   1. Applying a range of writing strategies for PAFFO. 2. How to select & sequence ideas. 3. Develop a range of sentence forms. 4. How to use discourse markers for cohesion. 5. Use effective vocabulary in the form of speeches and other transactional writing. | Transactional writing:[Writing a speech - Speaking - KS3 English Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z2m3gk7/revision/3)  Language in nonfiction texts: [How to investigate language in non-fiction texts - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z4d4xyc)  Structure of nonfiction texts: [How to investigate structure in non-fiction texts - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/zjmjscw)  Compare nonfiction texts:[How to compare non-fiction texts - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z7gdscw)  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)  Writing a Letter:[How to write a formal letter - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk)  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)  Cohesion: [Cohesion | TeachingEnglish | British Council | BBC](https://www.teachingenglish.org.uk/article/cohesion)  Subjunctives: [Subjunctive: Definition, Useful Usage and Examples in English - ESL Grammar](https://eslgrammar.org/subjunctive/) | 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 Book6  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 12/04/2021 to 28/05/2021**

**Year 9 Maths Foundation**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Charts, tables & averages**   1. Tallying 2. Grouping data 3. Bar charts 4. Pictogram 5. Time series graph 6. Averages from a list   **Representing and interpreting**   1. Types of data 2. Representative samples 3. Two-way tables 4. Pie charts 5. Scatter graphs   **Fractions, decimals & percentages**   1. Multiplying and dividing with decimals 2. Writing Fractions 3. Add & subtract fractions including mixed fractions 4. Multiply and divide fractions 5. Increase & decrease by a fraction 6. Problem solving with fractions 7. Convert between fractions, decimals and percentages 8. Percentage of an amount 9. Percentage increase & decrease | **Hegarty Maths Clips:**  401  402-403  425  426  450  404-406, 409-410  392-393  394  422-424  427-429  453-454  48-51  57-64  65-66  67-72, 77  78-79  80 52,55, 73-76, 82-83  84-87  88-90 | **KS4 CGP textbook pages**:  Section 26.1 Ex1 page 319  Section 25.2 Ex1-3 page 312  Section 26.4 Ex1 page 328  Section 26.4 Ex2 page 330  Section 26.7 Ex1 page 337  Sections 26.2 Ex1-4 page 320-322  Section 25.1 Ex1-2 page 310-311  Section 25.3 Ex1-2 page 317-318  Section 26.3 Ex 1 page 327-328  Section 26.6 Ex1-2 page333-336  Section 26.8 Ex 1-3 page 338-341  Section 1.5 Ex 1-4 page 12-15  Section 5.1-5.3 pages 42-47  Section 5.4 Ex1-3 page 48-51  Section 5.5 Ex1-5 page51-56  N/A  Section 5.7 Ex1 page 60-62  Section 7.2 Ex1-2 page 77-80  Section 7.1 Ex2-4 page 75-77  Section 7.3 Ex1-2 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 12/04/2021 to 28/05/2021**

**Year 9 Maths Higher**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Statistical diagrams and averages**   1. Bar chart & vertical line graphs 2. Pie charts 3. Time series graph 4. Real-life graphs 5. Water flowing graphs 6. Mean, median, mode and range 7. Understanding the mean 8. Choosing the appropriate average 9. Problem solving using averages 10. Averages from a table including grouped data 11. Scatter diagrams   **Fractions and percentages**   1. Writing fractions 2. Add and subtract fractions including mixed fractions 3. Multiply and divide fractions 4. Increase and decrease by a fraction 5. Problem solving with fractions 6. Convert between fractions, decimals and percentages 7. Percentage of an amount 8. Percentage increase and decrease 9. Percentage change | **Hegarty Maths Clips:**  425  427-429  450  894-895  899-902  404-406,409-410  407-408  413  419-421  414-418  453-454  57-64  65-66  67-72, 77  78-79  80  52,55, 73-76, 82-83  84-87  88-90  97 | **KS4 CGP textbook pages:**  Section 35.1 Ex 2 page 343  Section 35.1 Ex 3-4 page 344  Section 35.6 Ex 1 page 355  Section 17.2 Ex 1 page 164  Section 17.1 Ex 1 page 162  Section 34.1 Ex 1 page 335  N/A  Section 34.3 Ex 1 page 339  N/A  Section 34.2 Ex 1 page 338  Section 35.7 Ex 1-2 page 358  Section 3.1-3.2 Ex 1-2 page 17  Section 3.4 Ex 1-3 page 21  Section 3.5 Ex 1-3 page 22  N/A  Section 3.7 Ex 1 page 27  Section 3.6 Ex 1-2 page 24, Section 5.2 Ex 1-3 page 42  Section 5.1 Ex 1 – 4 page 40  Section 5.3 Ex 1-3 page 44  Section 5.3 Ex 4 page 46 |
| **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 12/04/2021 to 28/05/2021**

**Year 9 Science**

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| **You will learn** | **Online Resources** | **Teaching Resources / Links** |
| **Physics – Energy Resources**   * How energy demands are met today. * Alternative methods of energy production. * How nuclear and other fuels generate energy. * Energy production and the environment. * Energy demand for now and the future.   **Physics – Electrical Circuits**   * Electrical current, Voltage and Resistance. * Components of a circuit. * Series and Parallel circuits. | Kerboodle Digital Book Physics for Combined Science:  P32 to 41  Seneca learning – Combined Science Physics: AQA GCSE – 1.3  GCSE POD – Combined Science 6.1  Kerboodle Digital Book Physics for Combined Science:  P46 to 55  Seneca learning – Combined Science Physics: AQA GCSE – 2 Electricity  GCSE POD – Combined Science 6.2 Electricity | Collins AQA Combined Science Trilogy Revision Guide:  P172  CGP – GCSE Combined Science Exam Practice – Foundation: P156 to 160  CGP – GCSE Combined Science Exam Practice – Higher:  P 183 to 185  Collins AQA Combined Science Trilogy Revision Guide:  P 188 to 193  CGP – GCSE Combined Science Exam Practice – Foundation: P161 to 167  CGP – GCSE Combined Science Exam practice – Higher:  P 186 to 192 |
| **Biology – Organisation and Digestive System**   * How cells are organised in tissues. * The position of human organs. * The structure of carbohydrates, proteins and lipids. * What catalysts are and how they work and factors that affect them and the role of bile and acid in the stomach. | Kerboodle Digital Book Biology for Combined Science: P36 to 49  Seneca learning – Combined Science Biology: AQA GCSE – 2 Organisation  GCSE POD – Combined Science Biology: 4.2 | Collins AQA Combined Science Trilogy Revision Guide:  P 24 to 27  CGP – GCSE Combined Science Exam Practice – Foundation: P 13 to 17  CGP – GCSE Combined Science Exam Practice – Higher:  P 15 to 20 |
| **Chemistry – Atomic Structure**   * Elements and Atoms. * How to write a balanced word and symbol equation. * What a mixture is and how to separate them. * Fractional distillation. * The structure and history of the atom model. * Neutrons, protons, electrons and isotopes. | Kerboodle Digital Book Chemistry for Combined Science: P4 - 19  Seneca learning – Combined Science Chemistry: AQA GCSE – 1 Atomic Structure  GCSE POD – Combined Science 5.1 -Atomic Structure and the periodic table | Collins AQA Combined Science Trilogy Revision Guide:  P 88 to 91  CGP – GCSE Combined Science Exam Practice – Foundation: P 81 to 90  CGP – GCSE Combined Science Exam Practice – Higher:  P 91 to 100 |
| **Additional Resources**  <https://www.bbc.co.uk/bitesize/>  <https://www.thenational.academy/>  <https://www.freesciencelessons.co.uk/> | | |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 Geography: Living World**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. Describe and explain the components that make up an ecosystem. 2. To describe and explain the interrelationships within a small-scale ecosystem. 3. Explain the impact of change within a small scale ecosystem​ in the UK. 4. To understand an example of a small-scale ecosystem in the UK (Epping forest). 5. To describe the distribution of large-scale global ecosystems. 6. To outline the locations of the world’s rainforests. ​ 7. To describe the climate of the rainforest. ​ 8. To identify and explain the differences between the layers of the rainforest. ​ 9. To describe the soil in the TRF. 10. To explain how plants and animals have adapted to conditions in the rainforest. ​ 11. To identify how the rainforest is used by people and to describe how uses impact the environment. ​ 12. Identify threats to the Amazon Rainforest on a local and global scale. 13. To explain how the TRF can be sustainably managed and evaluate management techniques. ​ 14. Describe and explain the reasons for the changing rates of deforestation around the world. ​ | <https://members.gcsepod.com/shared/podcasts/title/11522>  <https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1>  <https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/4>  <https://members.gcsepod.com/shared/podcasts/title/11362>  <https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/5>  <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1>  <https://members.gcsepod.com/shared/podcasts/title/11524> (various pods on rainforests)  <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/2>  <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/3>  <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/4>  <https://www.internetgeography.net/geography-quizzes/> (ones on all sections of living world/ecosystems) | Master pack is available on request.  Purple revision guide (Pearson Revise AQA GCSE 9-1 Geography):  P23-31 (and the same in the corresponding workbook).    Green GCSE AQA Geography Revision Guide (CGP): P20-29.    White AQA 9-1 GCSE Geography Book:  P58-81. |
| **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 b7vry7h06s to join. | | |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 History**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **USA 1920-1973**   1. To explain the cultural mix in the USA. 2. Explain features of the boom. 3. Explain the impact of mass production on the USA economy. 4. Identify key changes in entertainment and leisure time. 5. Investigate the case study of Sacco and Vanzetti. 6. Explain the problems that black Americans faced in the 1920’s. 7. Explain different reasons for the introduction of prohibition. 8. Explain the effects of prohibition. | (1-12) Choose from the relevant ‘pods’ at GCSE Pod at the following link – <https://members.gcsepod.com/shared/podcasts/title/11568/71271>  Subjects include: Post-War Boom – Entertainment in the 1920’s – Changing Roles of Women – Al Capone and Organized Crime – The Rise of Prohibition – The Fall of Prohibition – The Sacco-Vanzetti Trial.  (1-12) BBC Bitesize – a selection of information and videos to watch on these topics.  <https://www.bbc.co.uk/bitesize/guides/zsggdxs/revision/1>  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. **Describe two problems faced by African Americans in the US during the 1920’s (4)** 2. **Which of the following was the more important reason why there were more opportunities in America in the 1920’s?   - economic growth**   **- social changes (8)** | **Textbook**  Folens GCSE History “The USA 1919-1941”: P46 – 89  **Revision Book**  Hodder My Revision Notes ‘AQA GCSE History’: P34 to 40 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 French**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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.  **Food and eating out**  You will recognise the vocabulary for a range of food and drink items discussing your preferences for them. You will look at traditional French food and drink and the common dishes in French restaurants/homes.  Linguascope: Log in details  Username: unity  Password: time4langs | **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/>  **Food and eating out**  [French food list Flashcards | Quizlet](https://quizlet.com/25602/french-food-list-flash-cards/)  [French Food and Drink Flashcards | Quizlet](https://quizlet.com/194677731/french-food-and-drink-flash-cards/)  [French Food Quiz | Euroclub Schools](https://www.euroclubschools.online/french-food-quiz)  [French Food Vocabulary Quiz (lawlessfrench.com)](https://www.lawlessfrench.com/quizzes-and-tests/food-quiz/)  [Food - Food - GCSE French Revision - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/z2wk87h/revision/1)  [GCSEPod 3.0 Dashboard](https://members.gcsepod.com/shared/podcasts/title/13582/81474) | Master pack available upon request from the MFL Office.   KS4 revision guide and workbook available from the MFL office and can be purchased from school. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 German**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **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.  **Food and Drink**  You will discuss what food and drink you like and dislike and justify your opinions with adjectives relating to this topic. You will look at regional foods from Germany and German-speaking countries.  Linguascope login details:  username – unity  Password – time4langs | **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>  **Food and Drink**  <https://members.gcsepod.com/shared/podcasts/title/13649/82326>  <https://members.gcsepod.com/shared/podcasts/title/13649/82324>  <https://members.gcsepod.com/shared/podcasts/title/13649/82325>  <https://members.gcsepod.com/shared/podcasts/title/13649/82327>  <https://www.linguascope.com/secure/students/intermediate/topic.php?language=german&topic=eatingout>  <https://www.youtube.com/watch?v=0QZDtyKj7a8>  <https://quizlet.com/518762192/food-and-drink-flash-cards/> | Master pack available upon request from the MFL Office. |
| **Additional Resources**  Power Points on TV, Cinema and Food and drink available upon request. | | |

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**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 Spanish**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Food and Drink**  To recognise mealtimes; to buy a range of food and drink; to provide opinions of food and drink; to order food and drink when eating out; to understand regional Spanish menus.  **Social Media**  To talk about social media; to provide opinions about social media; to provide advantages and disadvantages of social media. | **Food and Drink**  [Linguascope | Beginners | Spanish | Fruit](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=fruit)  [Linguascope | Beginners | Spanish | Vegetables](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=vegetables)  [Linguascope | Beginners | Spanish | Breakfast](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=breakfast)  [Linguascope | Beginners | Spanish | Snacks](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=snacks)  [Spanish food and drink - Match up (wordwall.net)](https://wordwall.net/resource/10734925/spanish/spanish-food-drink)  [Spanish Food - Balloon pop (wordwall.net)](https://wordwall.net/resource/3012282/spanish/spanish-food)  [La Comida - Anagram (wordwall.net)](https://wordwall.net/resource/10672799/spanish/la-comida)  [Healthy Eating - Missing word (wordwall.net)](https://wordwall.net/resource/78136/spanish/healthy-eating)  **Social Media**  [Linguascope | Beginners | Spanish | Computer](https://www.linguascope.com/secure/students/beginner/topic.php?language=spanish&topic=computer)  [Technology adjectives - Whack-a-mole (wordwall.net)](https://wordwall.net/resource/197296/spanish/technology-adjectives)  [Mobile technology - Match up (wordwall.net)](https://wordwall.net/resource/9888559/spanish/mobile-technology)  [Vocabulary - technology - Technology and social media in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/znyprj6/revision/1)  [Vocabulary - food and meals - Food and eating out in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zr8c7nb/revision/1) | 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 12/04/2021 to 28/05/2021**

**Year 9 Computer Science**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| * 1. **Data Representation** * 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. * Hexadecimal – how to convert denary to hex and vice versa. * Characters – how characters stored in a computer. * Images – how images stored in a computer. * Sound – how sound is stored in a computer.   **2.1 Algorithms**   * Trace Tables – understand the need for testing algorithms and be able to complete trace tables.   **2.2 Programming Techniques**   * Basic programming concepts – understand arithmetic operators, logic operators and Boolean. | 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> | Pearsons OCR GCSE Computer Science Revision Guide:  1.2  Pearsons: P72 – 82  2.1  Pearsons: P39 – 50  2.2  Pearsons: P51 – 54 |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 ICT: Unit R082 - Creating Digital Graphics**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Week 1**: What are digital graphics? 5 purposes of digital graphics.  **Week 2**: Different types of file formats and where they are used best.  **Week 3**: Different design principles and where best used regarding digital graphics.  **Week 4**: What are client requirements/briefs? How to interpret requirements/ briefs?  **Week 5**: Target audiences and their needs.  **Week 6**: Workplans-What they are? Why they used?  **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. P38-40 2. P27/41-42 3. P43-45 4. P9/46 5. P12/47 6. P10-11/47 7. P3/48 |
| **Additional Resources**  GCSE Bitesize ICT-Pick the relevant topics.  TeachICT>ICT-Pick the relevant topics. | | |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 GCSE Business**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. The concept of limited liability.  * Limited and unlimited liability. * The implications for the business owner(s) of limited and unlimited liability.  1. The types of business ownerships for start-ups.  * Sole trader, partnership, private limited company. * The advantages and disadvantages of each type of business ownership.  1. The option of starting up and running a franchise operation.  * The advantages and disadvantages of franchising.  1. Factors influencing business location.  * Proximity to market, labour, materials and competitors. * Nature of the business activity. * The impact of the internet on location decisions (e-commerce and/or fixed premises). | Pearson Active Learn Teach Online Resources:  <https://www.pearsonactivelearn.com/>   1. P90 and 91 2. P91 - 93 3. P93 - 95 4. P96 - 100 | Pearson Edexcel GCSE (9-1) Business Textbook:   1. P90 and 91 2. P91 - 93 3. P93 – 95 4. P96 – 100   Pearson Student Revision Guides and Workbooks:  P25 - 28 |
| **Additional Resources**  <https://www.bbc.co.uk/bitesize/topics/z7vhxyc> - GCSE Edexcel Business: BBC bitesize  <https://www.gcsepod.com> – GCSE Edexcel Business Videos  [www.senecalearning.com](http://www.senecalearning.com) – GCSE Edexcel Business  <https://www.doddlelearn.co.uk/> - GCSE Edexcel Business | | |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**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 are available on Satchel One. This includes   * “A How to …” guide on writing about Devised work. | Master pack and power point available on request from the Art office.  Stimulus from the exam board |
| **Additional Resources**  GCSE Pod<https://www.gcsepod.com/>  Blood Brothers Blood Brothers - <https://www.youtube.com/watch?v=dvek0bj451Y>  CGP GCSE Drama Blood Brothers ISBN 9781 78294 9664  CGP GCSE Drama Revision ISBN ISBN: 9781782949626  OCR GCSE Drama ISBN 9781911208730  Blood Brothers Script (Willy Russell) ISBN 9780413767707 | | |

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**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 Music**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| **Unit of Work: Sequencing**  In this unit of work you will learn how to create music using Mixcraft, using a variety of sources including loops, and software instruments.  You will begin to edit your music by applying different processes such as quantisation, looping and note editing. You will then enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion.  You will then learn how to create a final mix that will become a completed audio file. As you learn through experiencing and using the software, you will gain an understanding of the roles of different software tools, leading to the production of music that uses the full functionality of the software available.  **Learning Aims:**   1. Explore music sequencing techniques. 2. Use music sequencing software to create music. | **YouTube** – There are a number of instructional videos on YouTube to help you learn how to use Mixcraft. | All work is set to students via the Year 9 Music Team on Office365. |



**Half Termly Overviews 12/04/2021 to 28/05/2021**

**Year 9 Food Technology**

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| 1. To be able to understand the different types of commodities – Meat, Poultry and Fish. 2. To be able to know the key ingredients and popular dishes for each commodity. 3. To be able to prepare and cook each type of commodity and know the different cuts, etc. 4. To recognise the different classes and nutritional content of each commodity. | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%E2%80%AF)  from P261  www.foodafactoflife.co.uk  14-16yrs section – use the drop-down menu to find out about different commodities | [www.illuminate.digital/eduqasfood](http://www.illuminate.digital/eduqasfood%E2%80%AF)  (from P261)  www.foodafactoflife.co.uk  14-16yrs section – use the drop-down menu to find where does our food come from.  [https://royalrussell.planetestream.com](https://royalrussell.planetestream.com/)  (use of many videos on making of food – crisps, sweets, chocolate, pizza – Gregg Wallace BBC).  Master pack available upon request from the Technology office. |



**Half Termly Overview 12/04/2021 to 28/05/2021**

**Year 9 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 and 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 work pack is available from the Design and Technology Office or Reprographics.  In addition, you can use the Blue CGP Revision Guide:  AQA GCSE Design and Technology page references:  22nd Feb – Commercial Manufacture Turning: P68, Routing: P66,67  1st March – The Work of Others: Designers: P94  8th March – The Work of Others: Companies: P95  15th March –Design Strategies: P104,105.  22nd March – Communicating Design Ideas: P108-111 |
| **Additional Resources**  [*https://www.youtube.com/watch?v=hrtvoBGuBzg*](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*](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 12/04/2021 to 28/05/2021**

**Year 9 Religious Studies**

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| Explain and explore positive and negative feelings.  Make connections between community and responsibility and Judge if being in a community brings responsibility.  Explain the impact of religious ceremonies and analyse the impact of / need for religious ceremonies.  Explain my choices giving links to the community and analyse the impact of my ideas on the community.  Explain what happens at weddings and the meaning behind it and evaluate the importance of a marriage.  Describe an idea for an appropriate celebration and explain an idea for an appropriate celebration. | <https://www.bbc.co.uk/teach/class-clips-video/what-is-the-special-sikh-ceremony-taking-amrit/zj6d7nb>  <https://www.truetube.co.uk/film/sikh-naming-ceremony-naam-karan>  <https://www.truetube.co.uk/film/christian-baptism>    <https://www.truetube.co.uk/film/christian-marriage>   * <http://www.sikhs.org/wedding>   <https://www.truetube.co.uk/film/eid-ul-fitr>  <https://www.truetube.co.uk/film/gospel-luke-nativity>  <https://www.truetube.co.uk/film/tis-season-spend> | Master packs available upon request. |

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| **You will learn** | **Online Resources** | **Teaching Resources/Links** |
| To be able to explain contrasting beliefs on corporal punishment, death penalty and forgiveness with reference to Christianity and one or more other religious traditions:  **Religion, crime and the causes of crime**   * Good and evil intentions and actions, including whether it can ever be good to cause suffering. * Reasons for crime, including: poverty and upbringing. * Mental illness and addiction. * Greed and hate. * Opposition to an unjust law. * Views about people who break the law for these reasons. * Views about different types of crime, including hate crimes, theft and murder.   **Religion and punishment**   * The aims of punishment, including:   Retribution, deterrence and reformation.   * The treatment of criminals, including:   Prison, corporal punishment, community service, Forgiveness.   * The death penalty, ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life. | <https://members.gcsepod.com/shared/podcasts/title/7270/47040> Crime and punishment Pod  <https://classroom.thenational.academy/units/crime-and-punishment-b900>  <https://www.bbc.co.uk/bitesize/guides/zvs3d2p/revision/1>  *Quizlet*  <https://quizlet.com/c-bowman/folders/theme-e?x=1xqt&i=34lhhi> | Pearson revision guide: P100-114  Pearson revision guide: P100-114  AQA Religious studies A Christianity Chapter 7 religion, crime and punishment.  AQA Religious studies A Islam Chapter 7 religion, crime and punishment. |
| **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 xnp8lqbwzf | | |

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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 know the **Intrinsic factors** (PIPPS) and how they influence injuries. * To know the **4 psychological benefits** of a warm up and how each benefit can prevent injury. * To be able to identify and describe the **2 key components of a cool down.** * To be able to provide practical examples of the 2 key components of a cool down. * To know the **8 physical benefits** of a cool down and how each benefit can prevent injury. * To be able to describe the s**pecific needs which a warm up and cool down must consider.** * To test your knowledge on Warm up and Cool Downs.   **Coursework on Office 365 – Log onto TEAMS (Double lesson each week)**  **Principles of Training**  Pick up from where you left off and work through the Principles of Training coursework using the teaching resources for help. Contact your teacher via your college email 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 and an online Assessment to complete on this topic. | Test 5: Warm up and cool downs.  Cambridge National Level ½ Sport Science Revision Guide:  P20 - 24  Cambridge National Level ½ Sport Science Text Book by Hodder Education: P16 - 20  Sports Science Reducing the Risk of Injuries – Mind Map Book: P6 – 7  Coursework  Principles of Training Outline.  Cambridge National Level ½ Sport Science Revision Guide:  P38 – 57  LO1 and LO2 should now be complete. Move onto LO3.  Use the Files tabs on Teams to find useful resources for your coursework such as PowerPoints, textbooks and checklists. |



**Half Termly Overview** **12/04/2021 to 28/05/2021**

**Year 9 Vocational Sport**



**Half Termly Overview 12/04/2021 to 28/05/2021**

**KS4 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 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/> | [Unity College PE- Home activities (padlet.com)](https://padlet.com/mwilliams393/j08dqdvaa3kmozht)  Use this link to our PE Padlet with lots of videos for you to watch and activities that you can complete at home.  <https://padlet.com/mwilliams393/j08dqdvaa3kmozht> |