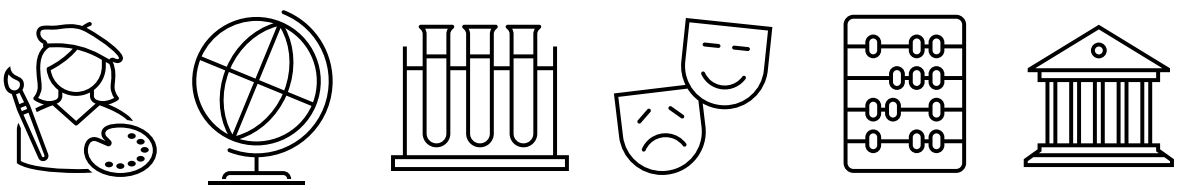
Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 9

Term: Autumn

Contents

Purpose of Booklet

Subjects:

English
Maths
Science
Geography
History
RS
Computing
French*
Spanish*
German*
DT*
Food*
Textiles*
Drama
Music
PSHE
PE

*Students only study one from French, Spanish and German.

*Students study each of DT, Food and Textiles on rotation throughout the year.

Purpose of Booklet

This booklet is intended as part of our legal obligation to provide appropriate work to students who are not able to attend school.

This could include students who are suspended, having an additional SEND learning need or a medical condition.

The booklet should allow families (and students) to fully understand which topics are being covered each term and in each subject.

These booklets, in conjunction with our Knowledge Organisers, will enable families to be much more familiar with the curriculum their children are studying.

The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

Within each subject area in this booklet, you will find a summary of the learning being covered (including skills and knowledge), links to online learning resources that match with the curriculum and some suggested tasks and activities.

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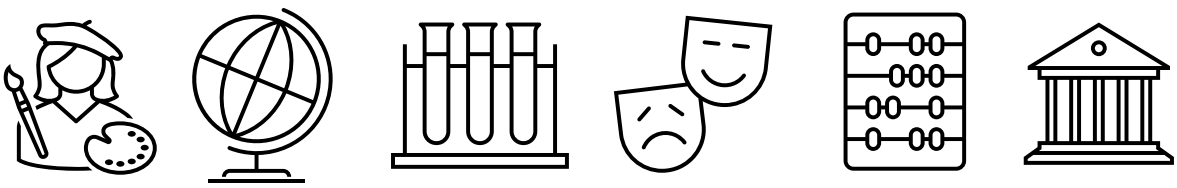
English



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English
Summary of Learning:

A View from The Bridge - students read the whole text.

- Some key scenes:
- Alfieri's prologue
- Act 1 – Catherine's new look
- Act 1 – Story of Vinny Bolzano (foreshadowing)
- Act 1 –The boxing match scene
- Act 2 –The double kiss
- Act 2 –The Phone call to immigration

Poetry:

- The New Colossus by Emma Lazarus
- Harlem by Langston Hughes

Extracts:

- The Bell Jar by Sylvia Plath (maybe at the start of the unit)
- Becoming by Michelle Obama (link to Beatrice)
- The Yellow Wallpaper by Charlotte Perkins Gillman (whole or
- extract) (perhaps at the end – representation/power of
- women)

Big Questions:

· How does social and social context influence writers and texts?

· What does the play tell us about the human condition and relationships

Students will know…

1. Context – New York, 1950's, nationality, class
2. Characters – Lovers, fathers and mothers, wives
3. Themes – Power, love (familial love, fraternal and platonic love, romantic love), conflict, rights, justice
4. Language – accent, dialect, standard and non-standard English, script
5. Performance – Modern/20th Century tragedy, 20th Century staging, film adaptation
6. Wider significance – Immigration, identity, belonging, honour, gender, gender roles, law
7. Literary Heritage – Tragedy from Greek tradition to modern, American literature and theatre

Students will be able to…

· Show a developed understanding of how writers use language to present characters, themes and ideas

· Offer interpretation and evaluation of texts to develop views clearly

· Explain the effects of the writer's choices of language and structural features

· Select relevant and effective references

· Use subject terminology accurately with deliberate purpose

English
Sources of work:

Plot

- https://www.bbc.co.uk/bitesize/guides/z3sr39q/revision/1

Themes

- https://www.bbc.co.uk/bitesize/guides/zs7p6fr/revision/1

Characters

- https://www.bbc.co.uk/bitesize/guides/zgb84j6/revision/1

- Study guide

https://www.sidcot.org.uk/sites/default/files/inline-files/A-View-from-the-Bridge-Study-Booklet.pdf

- Knowledge organiser

https://resource.download.wjec.co.uk/vtc/2020-21/el20-21_7-9/pdf/ko-wjec-a-view-from-the-bridge.pdf

- Contextual information

https://www.youtube.com/watch?v=f6U7YFPrz6Y

Check your grammar

http://www.english-practice.at/index.htm

English
Possible Tasks:

Creative Tasks

1. Character Diary Entry
   Write a diary entry from the perspective of Eddie Carbone the night after his confrontation with Rodolfo. Explore his internal conflict, jealousy, and emotions.
2. Modern-Day Adaptation
   Rewrite a key scene (e.g., Eddie calling Immigration) in a modern-day setting. Think about how technology, laws, and social attitudes would change the events.
3. Missing Scene
   Create a short script for a “missing scene” between Catherine and Beatrice discussing Eddie’s behaviour and her feelings for Rodolfo. Include stage directions.
4. Thematic Poster Design
   Design a visual poster that represents one of the main themes (e.g., justice, masculinity, betrayal). Use symbols, quotes, and images with short explanations.
5. Creative Monologue
   Write and perform a dramatic monologue from Alfieri's point of view, reflecting on the events of the play after the final scene.

Analytical Tasks

1. Character Study Presentation
   Prepare a short presentation analysing how Miller presents Eddie Carbone as a tragic hero. Use evidence from the text to support your points.
2. Essay: Role of Alfieri
   Write an essay on how Alfieri functions as a chorus figure in the play and his role in shaping the audience's understanding of justice.
3. Comparative Theme Analysis
   Compare the theme of loyalty in *A View from the Bridge* with another text or film the class has studied. How do characters show or betray loyalty?
4. Quote Exploration Task
   Choose five key quotes from the play. For each, explain:
   1. Who says it
   2. What it reveals about the character or theme
   3. Why it is important in the context of the play
5. Review the play
   Choose your favourite parts of the play and write a recommendation for a year 8 student.

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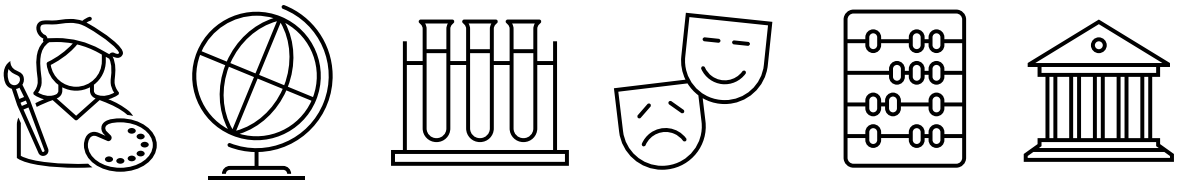
Maths



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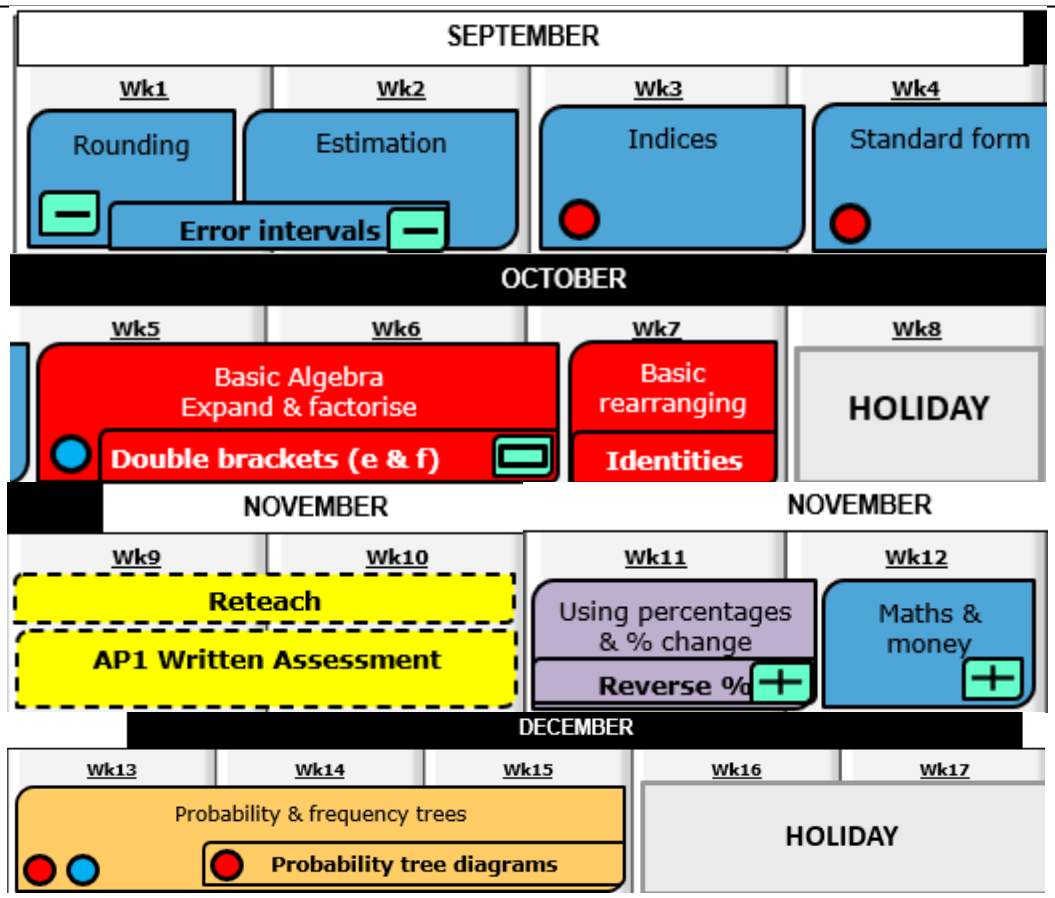
Maths
Summary of Learning:



YR 9 Math Topics

1) Rounding, Estimation & Error Intervals
2) Indices
3) Standard Form
4) Algebra (***Expand, Factorise, Double Brackets***)
5) Basic Rearranging (Identities)
6) Using Percentages (***Reverse Percentages***)
7) Maths & Money
8) Probability & Frequency Trees (*Probability Tree Diagrams*)
9) Statistical Measures
10) Averages from Frequency Tables (***Boxplots***)
11) Angles in Parallel Lines
12) Bearings
13) Constructions & Loci
14) Substitution & Use of Formulae
15) Solving equations (***Simultaneous Equations***)
16) Inequalities (***Composite***)
17 Linear n^{th} Term
18) Recognising Fibonacci, Quadratic & Geometric (***Quadratic n^{th} Term Sequences***)
19) Straight Line Graphs (***Graphical Solutions, parallel & sketch***)
20) Rearranging Formulae
21) Units & Compound Measure
22) Direct & Inverse Proportion
23) Scale Diagrams, Maps ***(Similarity)***
24) Transformations
25) Plans & Elevation ***(Surface Area)***

Maths
Sources of work: Term 1

- Rounding – decimal places
- Rounding – significant figures
- Estimating - multiplication
- Estimating - division
- Error intervals
- Introduction to powers
- Working with indices
- Index notation
- Negative indices
- Fractional indices
- Standard form
- Standard form – numbers above 1
- Standard form – numbers between 0 and 1
- Algebraic Vocabulary
- Collecting like terms
- Expanding single brackets
- Factorising single brackets
- Expanding double brackets
- Expanding triple brackets
- Factorising and solving quadratics
- Factorising harder quadratics

Maths
Sources of work: Term 2

- Percentages of amounts - calculator
- Percentages of amounts – non calculator
- Express as a percentage - calculator
- Express as a percentage – non calculator
- Increase/decrease by a percentage
- Percentage change
- Reverse percentages
- Money questions - calculator
- Money questions – non calculator
- Simple interest
- Compound interest
- Calculating probabilties
- Experimental probability
- AND/OR probability questions
- Probability using Venn diagrams
- Frequency trees
- Probability tree diagrams
- Harder probability tree diagrams

Possible Tasks:

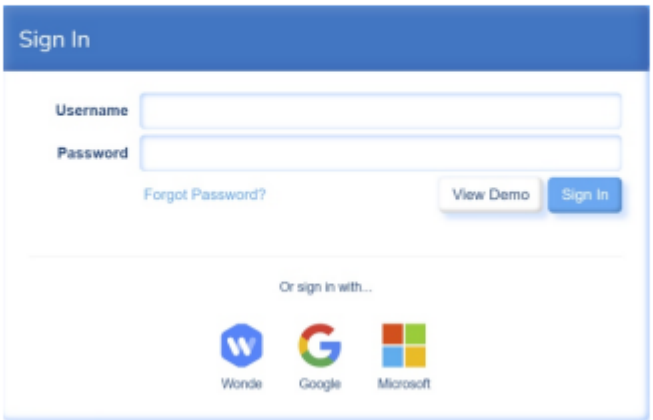
Complete the tasks on mathswatch

Logging into mathswatch

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

Student guide:

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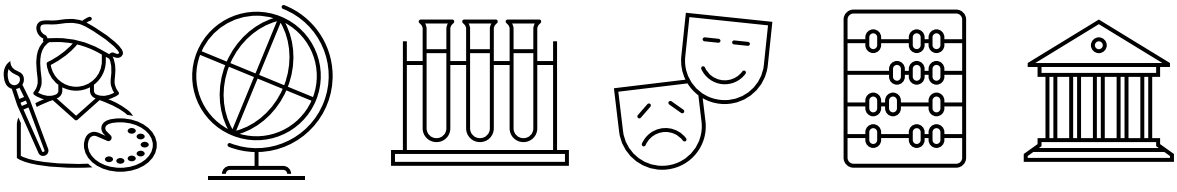
Science



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Science

Make notes from videos, complete section quiz (Left of page)

Term	Year 9 GCSE 9-1	BBC bitesize link (cover the topic and do the test)	Revision guide pages FOUNDATION	Revision guide pages HIGHER
Term 1	Chemistry topic 2 States of matter and mixtures	https://www.bbc.co.uk/bitesize/topics/z9766yc	96-103	97-104
	Chemistry topic 1 Key concepts in chemistry	https://www.bbc.co.uk/bitesize/topics/zw6nng8	75-95	75-96
Term 2	Chemistry topic 3 Chemical changes	https://www.bbc.co.uk/bitesize/topics/zgd77p3	104-113	105-113

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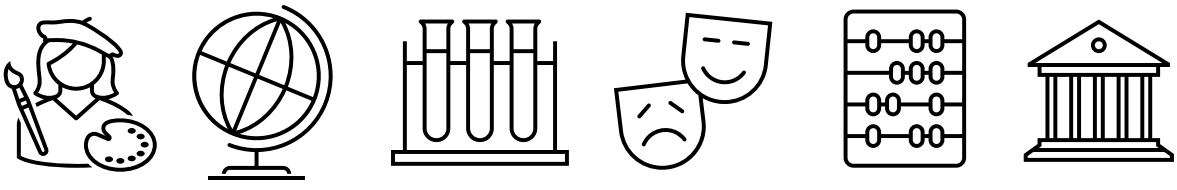
Geography



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Geography
Summary of Learning:

Term 1: What can we do about climate change?

- Causes and impacts of the Little Ice Age
- Greenhouse effect
- Human causes of climate change
- How can we fight climate change?
- How is Bangladesh adapting to climate change?
- Climate change activism

Skills & knowledge:

- Graph analysis to show temperature change
- Locate impacts on a world map

Key words:

Adaptation / mitigation / glacial period / greenhouse gases / sustainability / economy

Term 2: How long can we exploit Earth's resources?

- Spheres of the Earth
- Renewable and non-renewable resources
- Formation of oil and rocks
- UK's energy mix
- Importance of oil – opportunities and challenges
- Future energy use

Skills & knowledge:

- Analysis of charts
- Stakeholder analysis

Key words:

Atmosphere / biosphere / lithosphere / hydrosphere / geological time / renewable / sedimentary / metamorphic / igneous

Geography
Sources of work:

Term 1: What can we do about climate change?

Little Ice Age: https://www.bbc.co.uk/weather/features/67964531

Climate change: https://www.bbc.co.uk/bitesize/articles/zvnm2v4#z7wd8hv

Bangladesh: https://senecalearning.com/en-GB/revision-notes/ks3/geography/national-curriculum/12-1-11-case-study-bangladesh

Term 2: How long can we exploit Earth's resources?

Spheres of the Earth: https://www.youtube.com/watch?v=tDbBjEYsSg4

Formation and usage of fossil fuels (focus on UK): https://www.bbc.co.uk/bitesize/guides/zxxq4xs/revision/1

Type of energy sources: https://www.bbc.co.uk/bitesize/guides/zn2wr2p/revision/1

Keystone pipeline: https://www.bbc.co.uk/news/world-us-canada-30103078

Geography
Possible Tasks:

1. Write out definitions of the keywords in the summary of learning
2. Read the article on Little Ice Age and write down the causes and impacts
3. Write a news article all about climate change. Include the different causes, the impacts climate change is having and ideas for what can be done. You can include examples of what is being done in Bangladesh.
4. Calculate your ecological footprint: https://footprint.wwf.org.uk/ and identify areas where you could make changes to reduce your footprint
5. Draw 4 circles on a page, give each a heading of the spheres of the earth. Write down as many things within each sphere.
6. Create a table of renewable and non-renewable energy sources

Keystone XL pipeline:

1. Describe the location of the pipeline

2. Read the article and pick out the key stakeholders. Make notes on who is for/against.

3. Write an argument on whether or not you think it should go ahead

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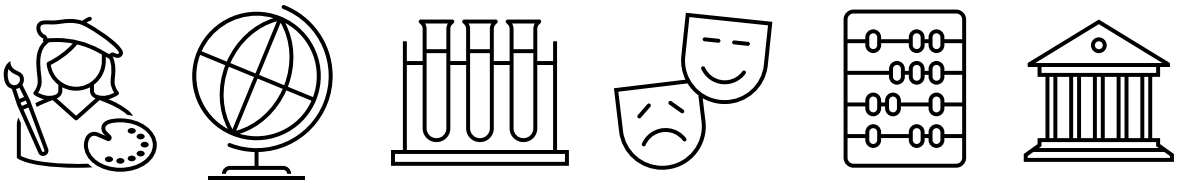
History



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History
Summary of Learning:

The Causes of World War One

- Why was militarism a cause of WW1?
- Why were alliances to blame for WW1?
- Why did Imperialism cause WW1?
- Why did nationalism cause WW1?
- The assassination of Archduke Franz Ferdinand
- Which historian do you agree with?

Skills and knowledge:

- Causation
- Short and long term causes
- Historical Interpretations
- Differences
- Factors that cause change

Keywords:

Militarism / Alliances / Imperialism /Nationalism/ Assassination / Empire / Triple Alliance / Triple Entente / Black Hand Gang / Naval Arms Race / Schlieffen plan / Interpretation / Long term / Short term

Key People:

Franz Ferdinand

Gavrilo Princip

Kaiser Wilhelm II

Max Hastings

Gerhard Hirschfield

Richard Evans

History
Summary of Learning:

Who do we remember in World War One?

- WW1 Propaganda
- Life in the trenches
- Contributions from the Empire
- The Western Front
- Other theatres of war
- Battle of Gallipoli
- Battle of the Somme
- Impact of War
- USA entering the war
- Allies reaching victory
- Injuries and Refugees
- Remembrance

Skills and knowledge:

- Source analysis:

Content
Nature
Origin
Purpose

- 5 Rs Significance

Remarkable
Remembered
Resulted in change
Revealing
Resonant

Keywords:

Trench / Barbed wire / Trench foot / Shell shock / Propaganda / Conscription / Cenotaph / Victoria Cross / Armistice

History
Sources of work:

World War One resources

Contribution of the Empire:

https://www.bl.uk/world-war-one/articles/colonial-troops

LGBTQ+ stories from the War:

https://www.iwm.org.uk/history/stories-of-lgbt-men-and-women-from-the-first-world-war

Women of WW1L

https://www.fany.org.uk/history/wwi/overview

Local History - Stained glass at Bristol Cathedral:
http://www.houseoftheorangemonkey.co.uk/monkey/trips/trip1421604glass.htm

A-Z of World War One:

https://www.youtube.com/playlist?list=PLcvEcrsF_9zLumKttbTPcaseWMKTPDRy2

History
Possible Tasks:

1. Causes of WW1 game: https://schoolhistory.co.uk/games/causes-of-world-war-i-penalty-shootout-game/

2. Choose one of the following individuals and discover their role in the First World War. Use the 5Rs of significance to explain how important this induvial was to the British War effort.

- Harry Patch
- May Lowther
- Khudadad Khan
- Walter Tull
- Lord Kitchener

3. Research the one of the following British colonies: *India, Canada, Australia, South Africa, New Zealand, West Indies.* Make notes of their contribution and the impact the war on that country.

4. Create a propaganda poster to try and convince British men to volunteer to fight for Britain in 1914.

Remarkable	An event/person that was remarked on by people at the time or since. *Reported.*
Remembered	People have not forgotten it.
Resulted in change.	Had consequences for the future. *It led to other things happening.*
Revealing	It tells us a lot about a persons time.
Resonant	An event/person that has had an effect on future generations. *People connect with it today.*

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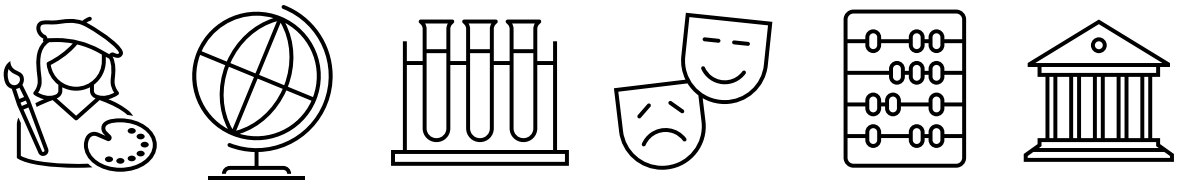
RS



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Summary of Learning: Yr9 – Religious Studies - Winter

Term 1 and 2-

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the lass using the following code:

Seneca code: r61btn26ln

Supportive links:

- https://www.bbc.co.uk/bitesize/guides/zhbqf4j/revision/1
- https://www.bbc.co.uk/bitesize/guides/zhbqf4j/revision/8
- https://www.bbc.co.uk/bitesize/guides/z9c4srd/revision/8

Possible lesson structure

Right and wrong

- Defining absolute and relative morality
- Apply these theories to different situations

The introduction to ethical theories; utilitarianism, and situation ethics.

- Defining utilitarianism: as happiness for the greater number
- Situation ethics: acting in the most loving way
- Positives and negatives to these theories

Abortion and the Law

- Summarising what it is
- UK law: when and how it allowed in the UK (24 weeks, 2 doctors, 3 criteria)

Abortion; Religious attitudes

- Christian, Islamic and Humanist views
- Recommend diverse religious views of each: (Catholic Vs Protestant, Ensoulment vs life of the mother)

Abortion: Application of ethical theories

- Describing supportive and opposing views
- Apply these views to ethical situations

Euthanasia and the Law

- What is it: 4 types (passive, active, voluntary and non-voluntary) and Alternative (hospice)

Euthanasia; Religious attitudes

- Quality of life vs Sanctity of life
- Christian, Islamic and Humanist views
- Pro-life (anti-abortion) vs Pro-choice

Euthanasia: Application of ethical theories

- Describing supportive and opposing views. Apply these views to ethical situations

Death Penalty/Capital punishment

- Describing supportive and opposing views
- Apply these views to ethical situations

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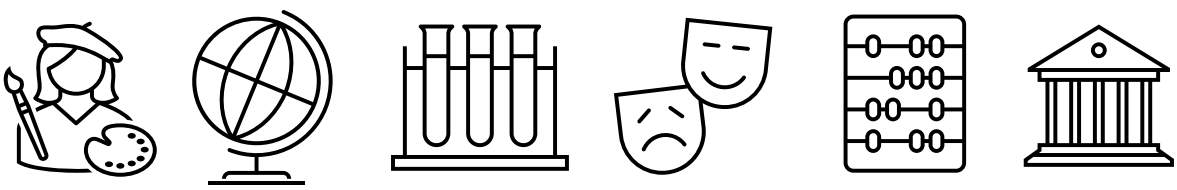
Computing



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Computing
Summary of Learning:

Programming

The process or activity of writing computer programs.

Python is a type of programming language that is good to help write programs.

We use a web page or a separate program called an IDE to help us write a program.

Skills & Knowledge:

- Know that variables are a memory location where values are stored
- Explain the 3 programming constructs: Sequence, Selection, Iteration.
- Describe the 4 main data types and identify when you would use them.
- Explain what an IDE does?

Keywords:

String, Integer, Real/Float, Boolean, IF, loop, for, while,

Operators & Errors

Skills & Knowledge:

- Can you use the mathematical operators +-*/ ?
- Can you use the comparison operators <=>! ?
- Describe the difference between a logic error and syntax error.

Keywords:

Add, Subtract, Multiply, Divide, Less, Equals, Greater, Not equals. Logic, Syntax.

Computing
Sources of work:

Edublocks
(See tasks)
https://app.edublocks.org/learn

Hour of Code
(See Tasks)
https://hourofpython.trinket.io/from-blocks-to-code-with-trinket#/blocks/dragging-and-dropping

Learn Python
https://www.learnpython.org/

A great introduction to Python - Look at links under 'Learn the Basics' and 'Coding for Kids' Choose 'Advanced Tutorials' once you feel confident.

Programiz Python Examples

https://www.programiz.com/python-programming/examples

Look at the examples here then run the code to see it in operation.

Thonny, Python IDE for beginners

The previous examples run code on the browser. If you would like to use a program on Windows or Mac, download it here (it is what we use in school) - https://thonny.org/ .

The Python Story

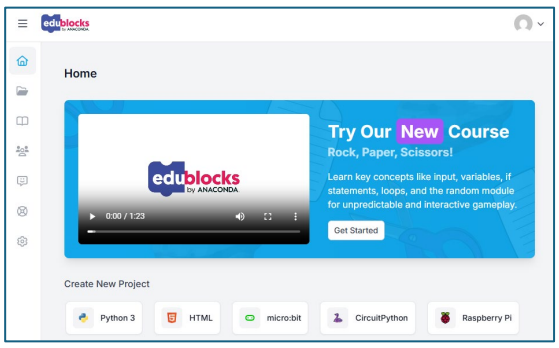
https://flatironschool.com/blog/python-popularity-the-rise-of-a-global-programming-language/

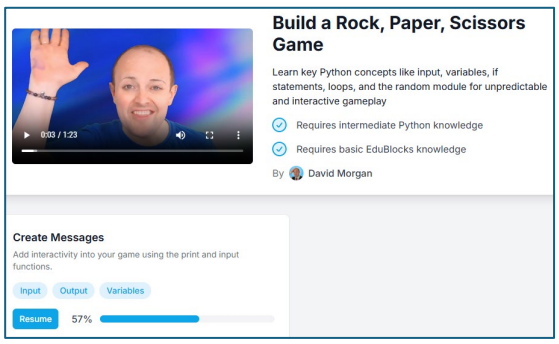
Why is it so popular a language and who uses it?

Computing
Possible Tasks:

Build a Rock, Paper, Scissors game in Edublocks

1. Go to https://app.edublocks.org/learn
2. Register for an account:
   Choose Register then the Windows icon and use your school username and password.
3. Click on 'Get Started' to begin the Rock, Paper, Scissors game.
4. Follow the sections within to build it.





Help Turtle Tina using programming blocks

1. Go to https://hourofpython.trinket.io/from-blocks-to-code-with-trinket#/blocks/dragging-and-dropping
2. Investigate the code and help Turtle to make the shapes and colours
3. Follow the sections on the left to boost your skills; Blocks, Loops, Reading Our Code, Functions and Picture time.

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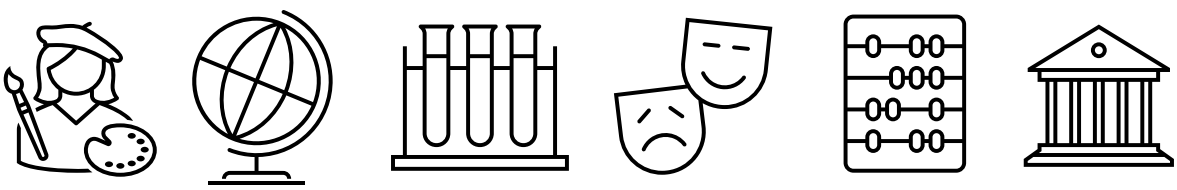
Spanish



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Spanish
Summary of Learning:

- Technology and Media
- Technology use
- Social Media
- Advantages, disadvantages, comparisons
- Negatives
- Perfect tense
- Film, TV Music & References to past, present, future
- Listening & Reading tasks on this topic
- Reteach

- **Skills and knowledge:**
- Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additionalities as homework.
- Oracy – Student use of TL phrases using chatty matsetc… plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.
- Writing and translation– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

- **Key grammar:**
- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of Spanish cities.

For vocabulary and grammar refer to knowledge organiser

Spanish
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/

Knowledge organiser on school website

- https://www.linguascope.com/

Beginners, Spanish.

- https://www.bbc.co.uk/bitesize/subjects/zfckjxs KS3 Spanish

- https://www.memrise.com/
- Vocabulary KS3 Spanish.

- https://es.duolingo.com/

- https://www.youtube.com/@EasySpanish

Spanish
Possible Tasks:

- To say what I use the technology for.
- To say opinion phases about what you use the technology for using the infinitive verb form.
- To describe the social media.
- To write opinion phases using social media.
- To write advantages and disadvantages about social media.
- To write opinions phases about social media.
- To say comparisons sentences using social media.
- To use near future tenses to say what do you use the technology for.
- To write and translate using past tense what you have done recently with technology.
- To say films, tv programmes and music using past, present and future tenses.

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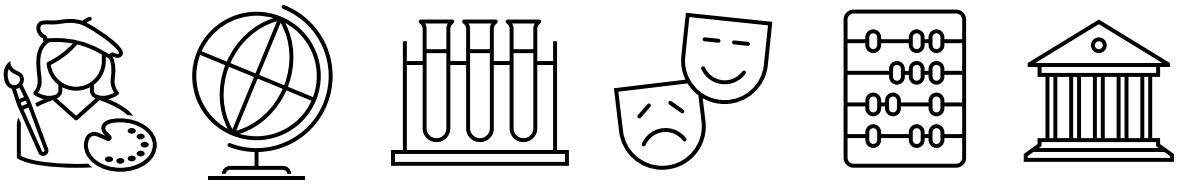
German



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German
Summary of Learning:

- Technology and Media
- Technology use
- Social Media
- Advantages, disadvantages, comparisons
- Negatives
- Perfect tense
- Film, TV Music & References to past, present, future
- Listening & Reading tasks on this topic
- Reteach

- **Skills and knowledge:**
- Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additionalities as homework.
- Oracy – Student use of TL phrases using chatty matsetc… plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.
- Writing and translation– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

- **Key grammar:**
- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of German cities.

For vocabulary and grammar refer to knowledge organiser

Spanish
Sources of work:

- https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/

Knowledge organiser on school website

- https://www.linguascope.com/

Beginners, German

https://www.bbc.co.uk/bitesize/subjects/zfckjxsKS3 German

- https://www.memrise.com/
- Vocabulary KS3 German

- https://es.duolingo.com/

- https://www.youtube.com/@EasyGerman

German
Possible Tasks:

- To say what I use the technology for.
- To say opinion phases about what you use the technology for using the infinitive verb form.
- To describe the social media.
- To write opinion phases using social media.
- To write advantages and disadvantages about social media.
- To write opinions phases about social media.
- To say comparisons sentences using social media.
- To use near future tenses to say what do you use the technology for.
- To write and translate using past tense what you have done recently with technology.
- To say films, tv programmes and music using past, present and future tenses.

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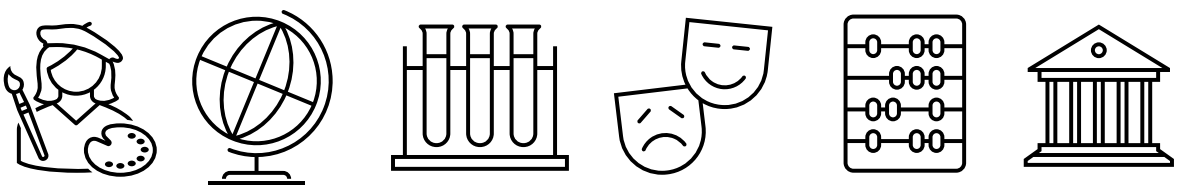
DT



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DT
Summary of Learning:

Skills

- Analysis of existing products
- Designing a product
- Annotating
- Modelling
- Iterative design
- Isometric drawing
- Casting
- Computer aided design/Computer aided manufacture
- Finishing (surface decoration)
- Evaluating

Knowledge

- How to draw in 3D isometric
- Material properties and characteristics
- Use of tools, machinery and equipment
- Use of computer aided design software

Keywords

Analyse, Iterative, Aesthetics, Innovative, Malleable, Pewter, Function. Manufacturing, Environmental, Evaluate, CAD/CAM, Isometric, Modelling

Overview of lessons

In Year 9 Design & Technology, the student focus is on metal, designing and creating a pewter keyring. Students will be able analyse existing products to gain inspiration before designing and card modelling their own product. Students build on their 3D drawing by learning isometric design. Students learn how to use CAD and CAM to create a mould which is then used to cast using the metal working equipment. Students then evaluate their success at the end of the project through an oral presentation to the rest of the class.

DT
Sources of work:

Isometric support links

What is isometric Link

How to draw isometric? Link

Isometric drawing simplified video Link

Online free isometric drawing software Link

Useful support links

CAD/ CAM - Support Document

Design movements Support Document

Solving problems through design Support Document

Technology Student Link

BBC Bitesize Design Technology Link

DT
Possible Tasks:

- What is isometric drawings? Begin by drawing simple isometric shapes, then choose a product at home and draw it in isometric.

- Research what CAD/CAM means. Produce a piece of writing at least 250 words explaining what CAD/CAM is? Advantages and disadvantages? Examples of CAD/CAM Support Document

- Create an A4 research leaflet on any design movement from the last 100 years (E.g. Pop art, Futurism). Your leaflet should contain both information and images. Support Document

- Find 3 different products from your home and redesign them in the style you have researched from your design movement (E.g. – redesign a lamp in the style of Memphis)

- What product has been the greatest technological advancement? Research this question and present your findings explaining the product and why it has revolutionised the world in a 300-500 word extended piece of writing.

- There are many problems and challenges in life that your inventive ideas could help to solve. Identify a problem you have encountered and create an inventive solution to solve this problem Support Document

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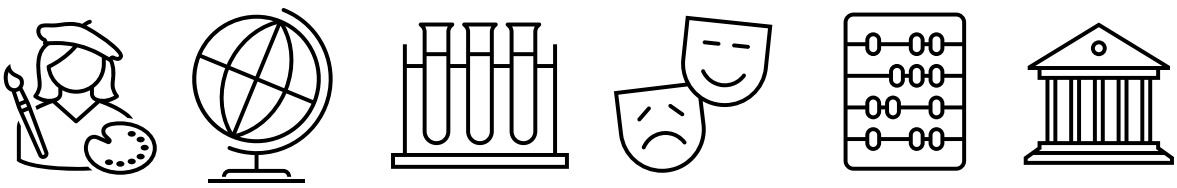
Food



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Food
Summary of Learning:

Skills

Cooking skills:
- Whisking
- Knife skills
- Use of the oven
- Measuring and weighing
- Reducing a sauce
- Rough puff pastry
- Fresh pastry
- Simmering and boiling
- Bread making
- Folding

Wider skills:
- Use of sensory vocabulary
- Reading for key information
- Oracy skills
- Writing to evaluate
- Applying learnt information

Knowledge

- To understand the working functions of protein.
- To understand the working functions of carbohydrates
- To understand the working function of fats
- How to safely cook a range of high-risk foods
- How to safely use a range of equipment in the kitchen
- The history of British food including rationing in WWII
- International cuisine – traditional dishes, equipment and ingredients used
- How sugar can affect the taste, texture and colour of food
- How to make a range of food including: lasagne, Swiss roll, omelette, jam turnovers (rough puff pastry), chicken curry and naan and fresh pasta

Keywords

Analyse, Evaluate, Denaturing, Saturated fats, Unsaturated fats, High Biological Value, Low Biological Value, Macronutrients, Micronutrients, Protein, Carbohydrates, Complex Carbohydrates, Gelatinisation, Coagulation, Aeration

Overview of lessons

In Year 9 Food, the students focus is on building upon knowledge learnt in Year 7 and 8 such as now exploring the working characteristics of ingredients such as proteins, fats and carbohydrates. Students cook a range of dishes such as lasagne (making a roux sauce from scratch), Swiss roll (understanding how proteins denature and aerate), cheese omelette (understanding how proteins denature and coagulate), jam turnovers (making a rough puff pastry), chicken curry and naan (bread making) and fresh pasta.

Food
Sources of work:

Recipes:

Lasagne recipe

Chicken curry recipe

Naan bread recipe

Swiss roll recipe

Key information:

- Spot the hazards in the kitchen: Link
- Interactive videos for different kitchen skills: Link
- Nutrition and life stages: Link
- Macronutrients: Link
- Micronutrients: Link
- Energy and nutrients: Link
- Food groups and the Eatwell guide: Link
- Food allergy and intolerances: Link
- Food safety: Link

Food
Possible Tasks:

Task one:
Produce a newspaper article on one of the following issues:
- The importance of buying locally and reducing food miles
- Organic vs. Non- organic products
- Animal welfare within the food industry.

Task two:
Re-design the school canteen menu using the Eatwell Guide to help you. Ensure each day has a variety of foods including a vegetarian option. Consider how the school meals can become more appealing to students whilst maintaining a balanced diet.

Task three:
Pick a country and research about their cuisine presenting your research in any format you wish. You should include:

- What traditional ingredients are used in their food?
- What traditional dishes are from there?
- What specialized equipment is used?
- Are there any special herbs or spices that are used?

Task four:
Create a flow chart or comic strip to explain how to make a dish of your choice. Use colour in your illustrations.

Task five:
Research into the food rationing that was used in WW2. Create a presentation explaining answers to the questions below (plus anything else you find out):
- Why did food rationing begin?
- What years did it run between
- What foods could someone get with their ration book?
- What dishes could someone make from these ingredients?

Task six:
Protein is a macronutrient that our body needs in large amounts. Research into protein and create a poster advertising the importance of protein in the diet. It should include:
- What food sources can protein be gained from?
- What does high biological value (HBV) and low biological value (LBV) mean?
- Which food sources are HBV and LBV?
- What function does protein have in our bodies?
- What is the function of protein when cooking?

Extension task: If possible, research a dish that is high in protein and make it at home. Identify which ingredients include protein within the recipe.

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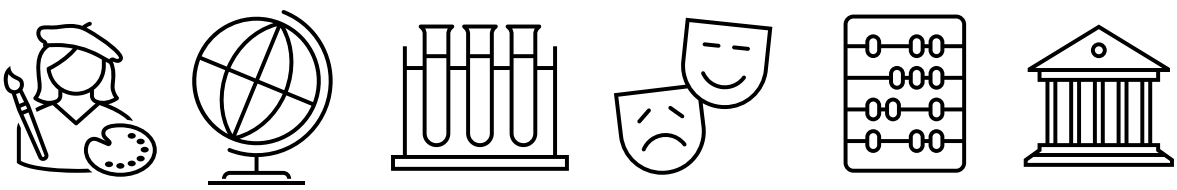
Textiles



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Textiles
Summary of Learning:

Skills

Designing

Making

Measuring

Sewing

Using CAD/CAM

Decorative techniques: Batik, Applique etc.

Oracy

Knowledge

Health and safety within the textiles classroom.

Steps to make a wall organiser for a room in your house.

Designing a cartoon motif, to create a repeat pattern pocket 2D design.

Evaluating your project using oracy skills

Overview of lessons

In year 9 textiles we cover health and safety to ensure you know exactly how to use machinery and equipment correctly and safely. The project will consist of designing and making a wall organiser for a room in your house and act as a storage item. You will create at least three pockets for storing items. The first pocket will use CAD/CAM, where you will create your own cartoon character and sublimate your design onto fabric to then sew it into a pocket shape. Pocket two will use the Batik technique. The third you will create a pocket using recycled materials and using an applique design. Once the wall organiser is completed you will gain peer feedback, then plan and perform an oracy evaluation.

Keywords

Sewing machine / measuring / scissors / Batik / Applique / Computer Aided Design / Computer Aided Manufacture / Sublimation printing / pocket / seam / hem / thread / needle / designing / making / sewing / techniques

Textiles
Sources of work:

Health and safety in the textiles classroom
https://wordwall.net/resource/199521/d-t/health-and-safety-in-the-textiles-classroom

How to use CAD software (2D design)

https://www.youtube.com/watch?v=LO9CPpsoqHQ

How to thread a sewing machine click this link

How to thread a bobbin click the link

How to create a patch pocket

https://www.youtube.com/watch?v=ybRNkBIxrXg

Joining fabric together

https://www.bbc.co.uk/bitesize/guides/zfr3rwx/revision/9

Batik- What is it?

https://www.batikguild.org.uk/batik/what-is-batik

Batik- How is it created?

https://www.youtube.com/watch?v=CN-sVbVn9Fk

Interesting read- Careers in costume design

https://www.bbc.co.uk/bitesize/articles/zn8gbdm

Textiles
Possible Tasks:

- Design a new cartoon character using simple shapes and colours.

- Create a poster of at least 5 keywords used in textiles lessons. Write down the keywords and their definitions. Present the poster in an exciting way and remember to check your spellings!

- Choose one of the following designers: Banksy, Daim, Revok, Seak and Reyes. Research the designer and produce a leaflet about them. Your leaflet must include interesting facts, information about the designer and your thoughts about their products.

- Watch an episode of the 'Great British Sewing Bee'. Summarise what your thoughts are of the episode. Using A4 paper, have a go at designing something following one of the challenges on the show.

- Create a comic strip on how to thread a sewing maching or how to create a Batik design. Use colours and notes in your comic strip.

- Draw a mannequin and create an outline of an outfit. Cut out the outfit and find different backgrounds to create different prints for your outfits. Take photos!

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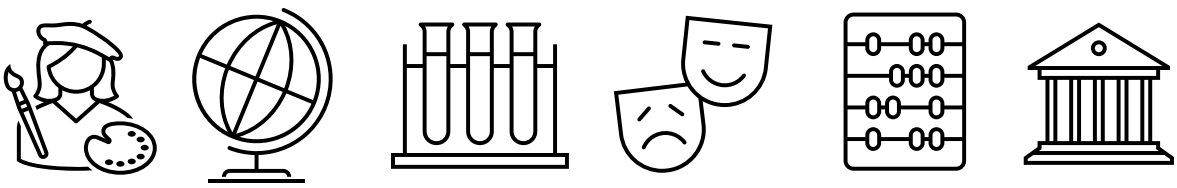
Drama



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Drama
Summary of Learning:

Overview

What Is Stage Combat?

Stage combat is the art of creating the illusion of physical conflict for theatrical performance. It includes punches, slaps, and kicks falls and rolls Weapon work (e.g., swords, staffs, daggers). Improvised or stylised fights These movements are carefully rehearsed to ensure they are safe, believable, and dramatically effective. Stage Combat enhances Storytelling. Physical conflict often plays a key role in dramatic tension and stage combat helps visualise emotional stakes and character relationships. It also helps build actor skills and teaches discipline, timing, and spatial awareness. Stage combat encourages trust and collaboration between performers. It promotes safety training actors to perform intense scenes without injury. It also emphasises control, communication, and consent. Stage Combat engages the audience by adding excitement and realism to performances. It makes scenes more dynamic and memorable. It also supports creative expression by allowing actors to explore physical storytelling. This in turn opens up opportunities for stylised or genre-specific work (e.g. fantasy, historical, superhero).

Skills

- Performance & Acting Skills - Physical storytelling. Expressing character and emotion through movement.
- Characterisation - Staying in character during intense physical scenes.
- Improvisation - Reacting naturally to unexpected moments while staying safe.
- Safety & Awareness - Spatial awareness by understanding and maintaining safe distances. -
- Control and precision - Executing movements with accuracy to avoid injury.
- Recognising and managing potential hazards on stage.
- Collaboration & Communication - trust-building. Relying on partners for safety and timing. -
- Non-verbal communication - Using eye contact and body cues to coordinate.
- Teamwork - Working together to choreograph and rehearse scenes.
- Cognitive & Emotional Skills - Discipline and focus and staying attentive during choreography. -
- Confidence - Performing bold, physical actions in front of an audience.
- Emotional regulation - Managing adrenaline and staying calm under pressure.
- Physical fitness, coordination and balance - Moving smoothly and maintaining posture.
- Strength and endurance - Supporting physical activity overtime. -
- Flexibility and agility - Adapting quickly to different movements and styles.

Knowledge

1. Dramatic Structure & Storytelling - How physical conflict supports narrative arcs and character development. The role of tension, stakes, and resolution in a scene.

2. The Illusion of Reality - Techniques for creating believable action without real harm. Understanding audience perspective and suspension of disbelief.

3. Historical & Cultural Context - Knowledge of fighting styles, and their theatrical representations and how different genres (e.g., Shakespearean, modern, fantasy) influence combat style.

4. Choreography & Movement - How to break down and memorise complex sequences. The principles of rhythm, timing, and spatial awareness.

5. Safety Protocols - Best practices for rehearsing and performing safely. The importance of warm-ups, cueing, and communication. Collaborative & Reflective Learning

6. Ethics and Consent - Understanding boundaries and mutual respect in physical performance. The importance of clear agreements and trust between partners.

7. Critical Thinking - Analysing scenes to determine appropriate combat choices. Reflecting on performance to improve technique and storytelling

Drama
Sources of work:

Safety 1

https://www.youtube.com/watch?v=7AYfuw4hObo

The hair pull https://www.youtube.com/watch?v=tNH_Bz0b2zI

Choking

https://www.youtube.com/watch?v=MTsuAXVv0Sc

Eye Poke https://www.youtube.com/watch?v=OLC_m3R6ZjY

Knee in
the groin https://www.youtube.com/watch?v=wJhEDLLoTvc

Floor
stomach kick https://www.youtube.com/watch?v=7AYfuw4hObo

Slap https://www.youtube.com/watch?v=4kFks8qeRlc

Knaps
(sound effects) https://www.youtube.com/watch?v=yBP2jwLOuPs

Drama
Possible Tasks:

Watch the links on previous page

1. Safety First Workshop - Teach the principles of stage combat safety: distance, eye contact, cueing, and control. - Practice slow-motion movements to build muscle memory.

2. Partner Trust Exercises - Mirror exercises: One person leads, the other follows. - Push-pull balance games to build physical trust. Combat Techniques

3. Slaps and Punches - Practice non-contact slaps and punches with sound effects and reactions. - Focus on angles, timing, and audience perspective.

4. Falls and Rolls - Teach basic breakfalls (back, side, forward) on mats. - Practice safe rolling techniques for dynamic scenes.

5. Choreograph a fight scene - In pairs create a short fight sequence. - Include a clear beginning, middle, and end with character motivation.

6. Fight with Dialogue - Add lines of dialogue to a choreographed fight to enhance storytelling. - Practice maintaining character and vocal projection during movement.

7. Slow-Motion Combat - Perform a fight in exaggerated slow motion to emphasise control and drama

8. Fight Scene Rewrite - Take a famous scene (e.g. Romeo and Juliet) and reimagine the combat or adapt the choreography to fit a new setting or genre (sci-fi, western, etc.)

9. Create a 10 slide PowerPoint on Stage Combat including safety, history, why it is used, famous practitioners, movies that contain famous stage combat scenes, examples of good and bad stage combat in movies

10. Create a script of tension and conflict between 2 characters or 2 rival families / gangs and include specific stage combat movements in the stage directions.

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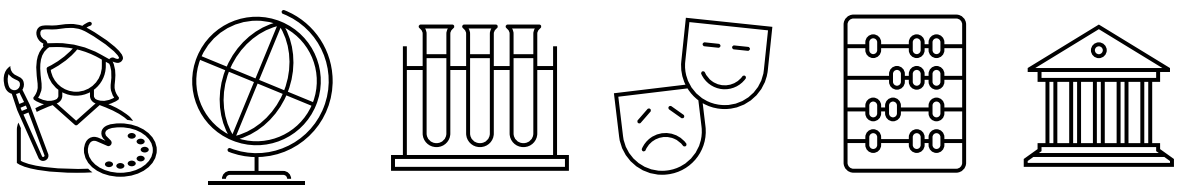
PE



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PE
Summary of Learning:

BOYS PE

Sports for the term:

- Rugby
- Basketball
- Table Tennis
- Health and Wellbeing

Skills and Knowledge:

- Rugby
- Basketball: dribble, lay-up
- Table Tennis
- Health and Wellbeing

Keywords:

- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Table Tennis: Serve, forehand, backhand, spin, rally, paddle
- Health and Wellbeing

GIRLS PE

Sports for the term:

- Basketball
- Netball
- Rugby
- Dance

Skills and Knowledge:

- Basketball: dribble, lay-up
- Netball: Passing, footwork, positions, shooting
- Rugby: backwards pass, formations,
- Gymnastics: Rolls, balance, travel, shape

Keywords:

- Basketball: Dribble, Shoot, Lay-up, Rebound, Double Dribble
- Netball: Pass, footwork, pivot, Centre pass, shoot.
- Rugby: Tackle, Try, Backwards Pass, Tag, Scrum
- Gymnastics: Body tension, flexion, extension

EVEREYONE

- Skeletal System

PE
Sources of Work and Possible Tasks:

These tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a fact file about rules & regulations. A fact file is a single page document that describes the major facts of a subject / topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Using YouTube, find a fitness video and follow it to improve your fitness.

Basketball:

- How is coordination used in sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/how-is-whole-body-coordination-used-in-sport-cgu62c?sid-6722f4=BDQ_MHs8Pg&sm=0&src=4

- How can sports be linked?- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-analysing-and-improving-performance-b426/lessons/how-can-sports-skills-be-linked-together-65h6cc?sid-b25ee0=41aqTZ55o1&sm=0&src=4

Netball:

- How can we improve our reactions- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-analysing-and-improving-performance-b426/lessons/how-can-we-improve-our-reactions-in-sports-situations-68wpad?sid-b49ed1=uGGwEVA0Xa&sm=0&src=4

Rugby:

- Moving in Sport- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-developing-fundamental-and-transferrable-skills-fbd4/lessons/moving-in-sport-chjkee?sid-741956=CDbra5OCnk&sm=0&src=4

- T1 Rugby https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/invasion-games-problem-solving-with-tactics-and-strategies-through-rugby

Dance:

Using Improvisation- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/dance-activity-developing-the-use-and-application-of-appropriate-action-space-an/lessons/using-improvisation-6mt34e?sid-00d093=w-Pnqk9Zlo&sm=0&src=4

Table Tennis:

- https://www.thenational.academy/teachers/curriculum/physical-education-secondary-ocr/units/net-and-wall-games-teaching-others-tactics-and-strategies-in-table-tennis

- Hand eye coordination- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/games-activity-analysing-and-improving-performance-b426/lessons/maximising-hand-eye-coordination-in-sport-crwk2d?sid-fc8a2c=WDOVX3yphy&sm=0&src=4

Health and Wellbeing:

- Heart rate- https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-personalised-fitness-05d1/lessons/how-can-monitoring-heart-rate-be-used-to-improve-fitness-70tpae?sid-b84bc3=TbTAHgiMaZ&sm=0&src=4

Skeletal System:

- Create notes and complete quiz- https://www.bbc.co.uk/bitesize/articles/zgbddp3#zm33f82

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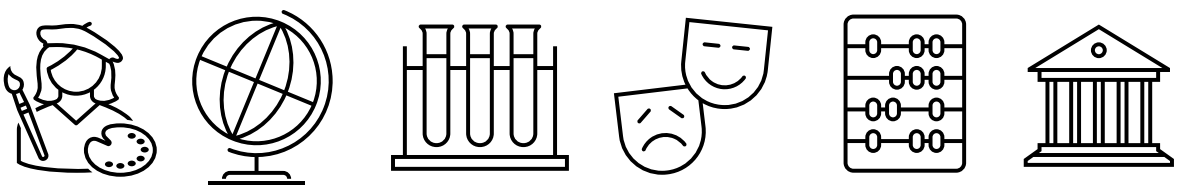
Art



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Art
Summary of Learning:

Unit Title: Year 9: Signs of the Times (Protest Art): how is Art influenced by the past, the present and the future?

Skills:

1: Observational Skill: Drawing

2: Understanding of other Artists, designers and crafts people

3: Skills/Processes/techniques

4: Learn how to: Plan/Develop/Design projects

Content

- Visual elements
- Observational drawing
- Critical Artist Study
- Design and experimentation
- Annotation and Discussion
- Outcomes/artworks

WHY are children Learning this?

1: Students will be taught to use a range of techniques to record their observations as a basis for exploring their ideas around protest art.

2: Students will develop knowledge, understanding and responses to the work of significant symbols used in protest at different times in history and will also look at selected graphic designers. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work, through discussion and written word.

3: Students will develop knowledge, skills and understanding by applying the Artistic Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form.

Students will be taught to use a range of techniques and media, including typography and lettering design, observational drawing techniques, lino printing, increasing their ability in the handling of different materials.

4: Students will produce graphic artwork which raises awareness of current human rights issues and causes they see in their society and around the world. They will make creative work exploring their own ideas. They will learn to design; lino print and experiment. They will review, evaluate their own and other students work in order to support the creative process, taking risks and safely failing, as well as being successful.

Art
Sources of work:

Make a Protest Poster:

https://www.tate.org.uk/kids/make/paint-draw/make-protest-poster

How to draw a BLM fist:

https://www.youtube.com/watch?v=oKLr7YHmr5k

Listen to a Podcast about the art of protest:

https://www.tate.org.uk/art/artists/jeremy-deller-3034/art-protest

Video to watch- How art can inspire solidarity across borders?

https://www.youtube.com/watch?vrzX_slSE-oI

Information about the artwork 'Make Art not War'

https://www.tate.org.uk/art/artworks/smith-make-art-not-war-t12561

Art
Possible Tasks:

Design a poster inspired by artist and activist Shepard Fairey.

Art
Possible Tasks:

Design a poster inspired by artist and activist Keith Haring.