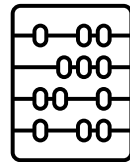
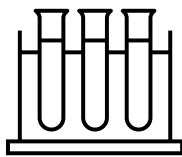
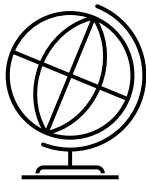


# Bristol Metropolitan Academy

## Curriculum Booklet



**Year Group: 9**

**Term: Spring**

# Contents

## Purpose of Booklet

### Subjects:

English

Maths

Science

Geography

History

RS

Computing

French\*

Spanish\*

German\*

DT\*

Food\*

Textiles\*

Drama

Music

PE

Art

\*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.

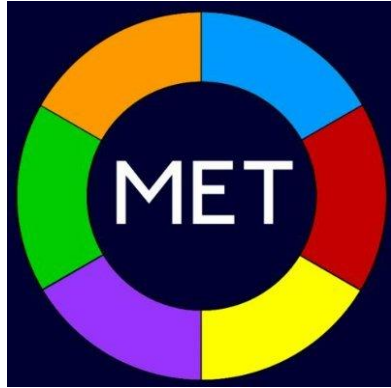
This could include students who are suspended, having an additional SEND learning need or a medical condition.

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.

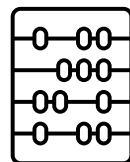
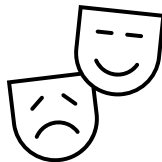
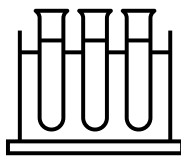
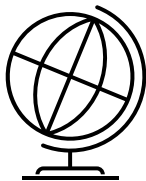
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

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.



# Bristol Metropolitan Academy

## English



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# English

## Summary of Learning:

➤ War of the Worlds by H G Wells (extracts)

➤ Book Chapters 1-5

➤ Book 2 Chapters 1-3 and Chapters 8-10

### **Non-Fiction:**

➤ Moon Speech and Is Spaceflight Colonialism or, William Shatner article Earth Looked 'so fragile'

### **Poetry:**

➤ An Address to Potential Aliens John Hegley

➤ A Vision Simon Armitage

➤ Stars and Planets Norman MacCaig

➤ Short Story: Sound of Thunder and All Summer in a Day by Ray Bradbury

### **Big Questions:**

➤ How do writers present viewpoints, ideas and themes?

➤ What's the impact the big impact of big ideas and context? (science, technology, space) on our lives and literature?

### **Students will know...**

**Context** – C19th technological advances, Victorian life and politics, space and science

**Characters** – villains, victims

**Themes** – Power, conflict, war

**Language** – C19th text, imagery, figurative language, structure, rhetoric, persuasive devices

**Literary Heritage** – The start of sci-fi writing, horror, the significance of late Victorian writers

**Significance** - colonisation and empire, imperialism, alien race and otherness, humanity, space exploration and technology

### **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
- Developed and detailed explanation of the effects of the writer's choices of language and structural features
- Use subject terminology accurately with deliberate purpose
- Make a range of points exemplified by relevant references from the text and might offer alternative interpretations
- Identify the effects of a range of writer's methods supported by apt and selective terminology
- Explain relevant contextual factors

# English Sources of work:

## Book summary: The Plot

The story unfolds in late 19th-century England. Mysterious cylinders crash-land on Earth, releasing fearsome Martian invaders armed with advanced weaponry. These extraterrestrial beings, with their heat rays and deadly black smoke, quickly overwhelm human defences. As the Martians advance, the narrator, an unnamed protagonist, witnesses the destruction of London and the surrounding countryside.

After a terrifying onslaught of Martian attacks, humanity seems doomed. However, the invaders, despite their advanced technology, are vulnerable to Earth's simple bacteria. The Martian bodies, once so formidable, succumb to the Earth's microbes, leading to their ultimate downfall.

In the end, it's not humanity's weapons or strength that saves the day, but the Earth's natural defences. This unexpected turn of events highlights the fragility of life and the power of nature.

## **Key Themes**

- **The Fragility of Human Life:** The novel highlights the vulnerability of humanity in the face of superior alien technology.
- **The Power of Nature:** Earthly diseases, such as bacteria, prove to be the ultimate undoing of the Martians, demonstrating the unpredictable nature of the natural world.
- **The Fear of the Unknown:** The novel taps into our primal fear of the unknown and the potential threats that may lurk beyond our planet.

## **Poetry:**

- **Romanticism:** The awe-inspiring power of nature to overwhelm our sense of self. Romanticism emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional and the visionary.
- An Address to Potential Aliens John Hegley <https://www.scottishpoetrylibrary.org.uk/poem/address-potential-aliens/>
- A Vision Simon Armitage <https://genius.com/Simon-armitage-a-vision-annotated>
- Stars and Planets Norman MacCaig <https://www.scottishpoetrylibrary.org.uk/poem/stars-and-planets/>
- Short Story: Sound of Thunder and All Summer in a Day by Ray Bradbury
- Radio Script or Short Story: They're Made Out of Meat by Terry Bisson

# English Sources of work:

## **Useful links:**

Sci-fi and Strange Things: <https://www.literacyshed.com/the-sci--fi-shed.html>

Analysing language in fictional texts:

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/language-skills-fiction-reading-52c6/lessons/analysing-the-writers-use-of-language-6ruk2e#slide-deck>

Considering structural features:

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/language-skills-fiction-reading-52c6/lessons/considering-structural-choices-6muk6e>

Writing from scratch:

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/paragraphing-non-fiction-writing-including-presenting-a-balanced-argument-38cc/lessons/how-do-i-plan-and-write-from-scratch-c5j3cr>

Supportive paragraph:

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/paragraphing-non-fiction-writing-including-presenting-a-balanced-argument-38cc/lessons/how-do-i-create-a-supportive-paragraph-c8t6cr>

Persuasive Writing: An against paragraph

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/paragraphing-non-fiction-writing-including-presenting-a-balanced-argument-38cc/lessons/how-do-i-write-an-against-paragraph-6gt66c>

An effective conclusion:

<https://www.thenational.academy/teachers/programmes/english-secondary-ks3-l/units/paragraphing-non-fiction-writing-including-presenting-a-balanced-argument-38cc/lessons/how-do-i-create-an-effective-conclusion-68v32c>

# English Possible Tasks:

➤ Students can answer the following questions:

1. How does H G Wells create tension and suspense from Book 1?
2. What is an Empire?
3. What is extra-terrestrial?
4. What is imperialism?
5. What are the genre conventions of science fiction?
6. How would the Victorian readers feel about Wells' novel? Why?
7. Why is there a debate between Science and Religion?
8. Who is the narrator in War of the Worlds?
9. Identify a futuristic characteristic of a novel.
10. What is colonialisation?

## Writing Tasks:

- How might we persuade a leader of an alien race to not to colonise Earth? Mind map your ideas.
- Produce a newspaper article about the Martians landing on Earth and the 1<sup>st</sup> cylinder gets released onto Earth.

## Core Tasks:

- Use the picture below to write a description on. Consider how H G Wells describes the atmosphere at the beginning and when the Martians land on Earth. How can we describe London to begin with? How can we foreshadow the Martians' invasion? What happens when they land? Can we show not tell our sensory imagery?
- Choose one of the poems and identify the language that is used there: what similes, metaphors, personification can we identify? What does the structure of the poem suggest?
- Practice reading a chapter from War of the Worlds aloud. Focus on your volume, pace and tone to create emphasis and build up the tension within the chapter. Try reading it aloud to whoever is at home and ask for their feedback on your reading.
- Do some research into Victorian London – how might Wells' audience react to this kind of novel?
- Do some research on the introduction of the science fiction genre. How was it formed?
- Research our author – H G Wells. Write down 5 facts about him linking to his interest of science fiction.
- Analyse how tension is created in one specific chapter – how did Wells create tension?

## Useful Links:

Time Travel: <http://www.english-practice.at/b2/vocabulary/language-in-use/liu029-time-travel.pdf>

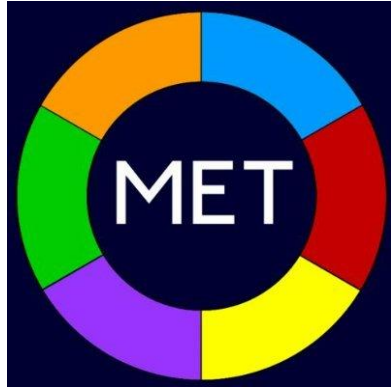
Phrasal Verbs: <http://www.english-practice.at/b2/vocabulary/phrasal-verbs/pv006-phrasal-verbs.pdf>

NASA discovers star system: <http://www.english-practice.at/b2/vocabulary/language-in-use/liu055-nasa-discovers-star-system-with-eight-planets.pdf>

Tenses: <http://www.english-practice.at/b1/grammar/tenses/t-054-all-tenses.pdf>

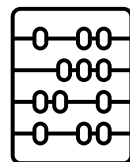
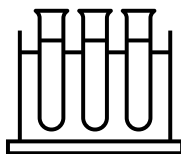
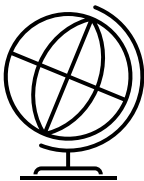






# Bristol Metropolitan Academy



## Maths





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# Maths








## Summary of Learning:

JANUARY					
<u>Wk18</u>	<u>Wk19</u>	<u>Wk20</u>			
Reteach		Statistical measures			
AP2 Written Assessment		 			

JANUARY		FEBRUARY			
<u>Wk21</u>	<u>Wk22</u>	<u>Wk23</u>	<u>Wk24</u>		
Averages from frequency tables (AP2 - Data drop 31/01/25)		Angles in parallel lines	HOLIDAY		
Boxplots		 			

MARCH					
<u>Wk25</u>	<u>Wk26</u>	<u>Wk27</u>	<u>Wk28</u>	<u>Wk29</u>	<u>Wk30</u>
Bearings	Constructions & loci	Substitution & use formulae	Solving equations	Inequalities (composite)	
		 	  	 	
			Simultaneous equations		

## 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  $n^{\text{th}}$  Term
- 18) Recognising Fibonacci, Quadratic & Geometric (*Quadratic  $n^{\text{th}}$  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*)

# Term 3 – Sources of work

The links below take you to the relevant MathsWatch page.

[Median, mode and range](#)

[Mean](#)

[Averages from a frequency table](#)

[Averages from a grouped frequency table](#)

[Discrete vs continuous data](#)

[Boxplots](#)

[Angles in parallel lines](#)

# Term 4 – Sources of work

- Averages from a Frequency Table
- Boxplots
- Angles in Parallel Lines
- Bearings
- Drawing a Triangle Using Compasses
- Drawing a Triangle Using Protractor
- Constructing Perpendicular-Bisecting a Line
- Constructing Perpendiculars-From any Point
- Bisecting an Angle
- Loci
- Substitution
- Solving Equations-Balancing

Solving Simultaneous Equations-Graphically

Solving Simultaneous Equations-Algebraically

Inequality-Introduction

Inequality-Solving

# Maths Possible Tasks:

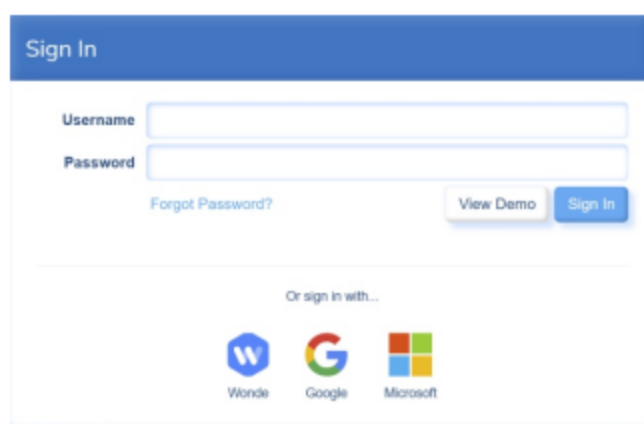
Complete the tasks on mathswatch

Logging into mathswatch

## First things first, let's log in

Please navigate to [vle.mathswatch.co.uk](http://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:



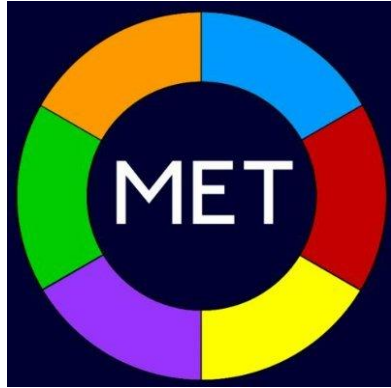
The screenshot shows the 'Sign In' page for Mathswatch. It features a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there is a link for 'Forgot Password?' and two buttons: 'View Demo' and 'Sign In'. Below the input fields, there is a section titled 'Or sign in with...' with three icons: 'Wonde', 'Google', and 'Microsoft'.

Login details:

USERNAME: firstnamelastname@bristolmet

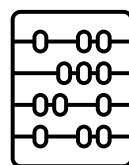
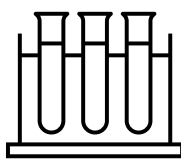
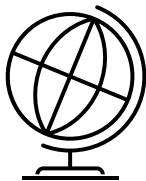
PASSWORD: mathswatch

[Student guide:](#)



# Bristol Metropolitan Academy

## Science

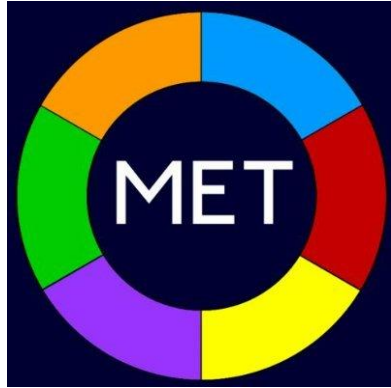


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# Science

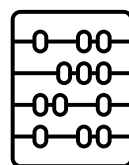
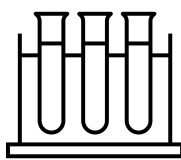
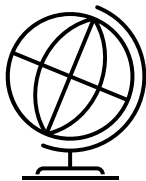
Make notes from videos, complete section quiz  
(Left of page)

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 2	Chemistry topic 3 Chemical changes	<a href="https://www.bbc.co.uk/bitesize/topics/zgd77p3">https://www.bbc.co.uk/bitesize/topics/zgd77p3</a>	104-113	105-113
Term 3	Chemistry topic 4 Extracting metals and equilibria	<a href="https://www.bbc.co.uk/bitesize/topics/z3kjty">https://www.bbc.co.uk/bitesize/topics/z3kjty</a>	114-120	114-122
	Revision or catch up on any topics from term 1 & 2			



# Bristol Metropolitan Academy

## Geography



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# Geography

## Summary of Learning:

### **Why should we care about oceans:**

- Importance of oceans
- Sustainable fishing
- Plastics in the ocean
- Acidification
- Saving our oceans

### **Skills:**

- Identifying the five oceans
- Use of maps for ocean currents
- Extended writing

### **Keywords:**

biodiversity | regulation | currents | gyre |  
hydrosphere | microplastics | overfishing |  
sustainable fishing | thermal expansion

### **Making geographical decisions:**

- Sea-level rise in the Maldives
- Characteristics of the rainforest
- Deforestation of the rainforest
- How to make a geographical decision

### **Skills:**

- Describing trends from a graph
- Making informed decisions
- Empathy – differing view points

### **Keywords:**

Carbon sink | commercial farming |  
deforestation | economic | environmental |  
social | stakeholders | subsistence farming

# Geography Sources of work:

[Using Graphs](#) - a guide on using and interpreting graphs.

[Oceans](#) - an extensive guide to oceans as a resource.

[Ocean Currents](#) - ocean currents and how they work.

[Microplastics](#) - microplastics in the ocean.

[Maldives](#) - sea level rise in the Maldives

[Tropical Rainforests](#) - an extensive guide to tropical rainforests.

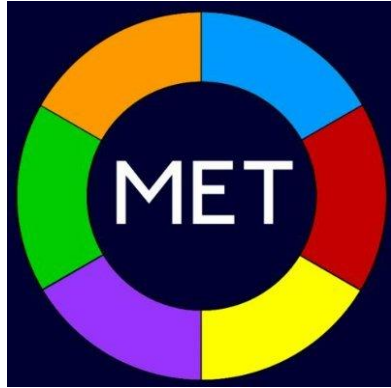
[Deforestation in the Rainforest](#) - information about deforestation in the rainforest.

[How to make decisions](#) - Making decisions in geography.

# Geography

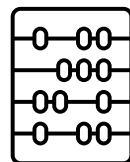
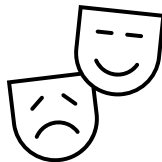
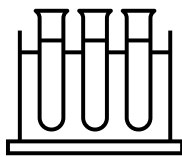
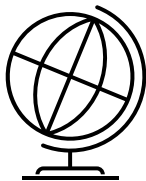
## Possible Tasks:

1. Create a mindmap to show all the different uses we have of the ocean and its resources. Then decide which uses are the most important and why.
2. Find out about the different sources of plastics in our oceans. Where do they mostly come from etc?
3. Create a poster to try to encourage people to stop creating plastic waste that ends up in oceans. Think about the impacts of plastics in the ocean and use this in the poster.
4. Create a mindmap to show all the different reasons for deforestation in the rainforest.
5. Imagine a new housing estate was planned to be built on a field near your house.
  - Think of some positives for this
  - Think of some negatives for this
  - Create a list of people who would be affected by this.
  - Who on the list would be for and who would be against?



# Bristol Metropolitan Academy

## History



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# History

## Summary of Learning:

### **What was life like in Nazi Germany?**

- What are consequences of dictatorship for different groups?
- What are the similarities and differences of a range of groups?
- How did the lives of the German people change?
- How did life change for Women in Nazi Germany?
- How did life change for Workers in Nazi Germany?
- How did life change for Children in Nazi Germany?
- What Role did terror play in the rise of the Nazi's?

### *Skills and knowledge:*

- Consequences
- Similarities
- Differences
- Factors that cause change

### Keywords:

German Labour Front / Gestapo / Hitler youth / League of German Maidens / Propaganda / SA Stormtroopers / SS / Third Reich / Abdication / Reparations / Armistice / Treaty of Versailles

# History Sources of work:

## Rise of the Nazi's resources

What was the Treaty of Versailles -

<https://www.bbc.co.uk/bitesize/articles/zxjg3j6#zw9fn9q>

How did Germany react to the Treaty?

<https://www.bbc.co.uk/bitesize/articles/zxjg3j6#z4gh6g8>

Why did people vote for the Nazi party?

<https://www.thenational.academy/pupils/programmes/history-primary-year-6-l/units/20th-century-conflict-world-war-ii-ce4e/lessons/how-did-hitler-rise-to-power-chk30d/overview>

How did Germany become a dictatorship?

<https://www.bbc.co.uk/bitesize/articles/zxr9kty#zv9jqfr>

What was life like in Nazi Germany?

<https://www.thenational.academy/pupils/programmes/history-primary-year-6-l/units/20th-century-conflict-world-war-ii-ce4e/lessons/what-was-life-like-in-nazi-germany-ccv3ed/overview>

# History

## Possible Tasks:

Create a timeline of the laws that the Nazi's changed or introduced in Germany.

Using your timeline categorise who each law would affect the most, Women, Workers or Children.

Using the Bitesize 'Hitler becomes chancellor' and the OAK 'How did Hitler rise to power' lesson - Make an 8-step chronological list of Hitlers rise to the Chancellor of Germany.

Using the Homework Knowledge Organiser Define the following key terms – abdication / reparations / chancellor / propaganda / Third Reich / NSDAP / Weimar Republic / peace armistice / Treaty of Versailles / November Criminals.

Put these events in the correct order

<https://www.bbc.co.uk/bitesize/articles/zxr9kty#z2n3bqt>

Complete this quiz

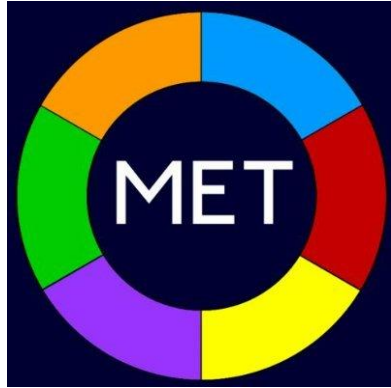
<https://www.bbc.co.uk/bitesize/articles/zxr9kty#ztvc4xs>

Using the following link – Create a profile for two types of resistance. One active and one passive. Explain what they did, how they organised it, what challenges they faced and why you think more people did not try to do this.

[https://www.het.org.uk/images/downloads/Resources/Resistance\\_cards.pdf](https://www.het.org.uk/images/downloads/Resources/Resistance_cards.pdf)

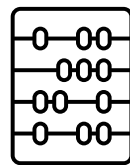
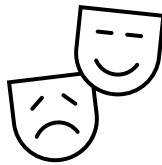
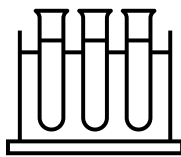
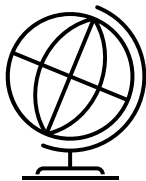
Create a table of the pros and cons of the changes the Nazi's made to Germany for the German people. Then

write a short paragraph explaining why you think that more people did not resist the changes the Nazi's made.



# Bristol Metropolitan Academy

## RS



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# Summary of Learning: Yr9 – Religious Studies - Spring

## Term 3 – Christianity in the UK

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

Seneca code: r61btn26ln

Supportive links:

- <https://www.bbc.co.uk/teach/class-clips-video/articles/z4gv47h>
- <https://www.bbc.co.uk/bitesize/guides/z8m24qt/revision/7>
- <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/9>
- <https://www.bbc.co.uk/newsround/40324678>
- <https://www.bbc.co.uk/bitesize/guides/zc73tyc/revision/3>

## Term 3 – Religious persecution Scheme of learning

### PERSECUTION

- To **know** what persecution means
- To be able to rank forms of persecution and give at least 3 historical examples of persecution: Tutsi/ Aztecs/ Witches/ native Americans

### AMRITSAR

- To **understand** what happened in Amritsar in the 1980s, leading to the killing of many Sikhs and the assassination of Indira Gandhi. To **explore** to what extent this was religious persecution

### ISLAMOPHOBIA

- To **know** what Islamophobia is
- To **study** the Muslim concept of jihad- greater and lesser- and how the media's portrayal of it has fed into Western Islamophobia
- To **discuss** social collusion against groups within society- how does this compare to modern calls for equality etc

# Summary of Learning: Yr9 – Religious Studies - Spring

## Term 4- Extremism

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

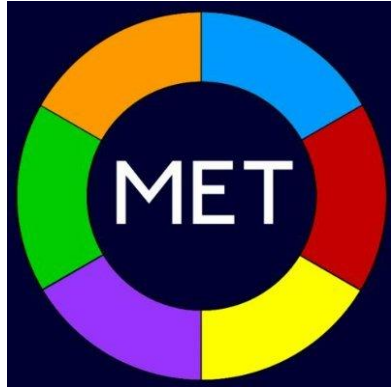
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- <https://www.bbc.co.uk/bitesize/guides/zpn297h/revision/1>
- <https://www.savemyexams.com/gcse/religious-studies/aqa/a/18/revision-notes/11-peace-and-justice/11-4-religion-and-attitudes-to-terrorism/11-4-2-religion-and-terrorism/>

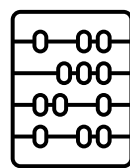
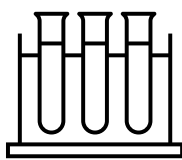
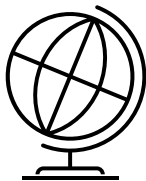
## Term 4 – Extremism Scheme of learning

- 3.2.10: Religious Fundamentalism
- 3.2.11: The Problem of Fundamentalism
- 3.2.12: Nationalism
- 3.2.13: Nationalism & Extremism
- 3.2.14: What is a Terrorist?
- 3.2.15: Political & Religious Terrorism
- 3.2.16: Free Speech
- 3.2.17: Hate Speech
- 3.2.18: How do we Fight Extremism?



# Bristol Metropolitan Academy

## Computing



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# Computing

## Summary of Learning:

### Networking

- What hardware is needed to set up a network?
- What's the difference between the internet and the World Wide Web?

### Keywords:

*Network / switch / router / modem / wireless access point / internet / world wide web*

### Cyber security

- What is malware? What are the different types of malware?
- How can you prevent unauthorised access to your data?
- What is encryption and how is it used?
- How is cryptography used in the modern world?

### Keywords:

*Malware / virus / spyware / encryption / cybersecurity / firewall / cryptography*

### Data representation:

- Representing data using binary numbers
- Adding together binary numbers
- How are images represented in binary

### Keywords:

*Binary / bits / data representation / colour depth / resolution / file size / quality*

# Computing Sources of work:

## Networks:

- [Oak Academy - internet services](#) – This lesson explores the difference between the internet and the world wide web.
- [BBC Bitesize – Local area networks](#) – This page covers the key terms students need to know about connecting a network, including network hardware.



- [Oak Academy - series of full lessons](#)  
This series of lessons covers aspects of cyber security such as malware, social engineering, hacking, and defending against cyber attacks.
- [BBC bitesize – Encryption](#) – This page explains encryption and why it is used.

## Data representation:

- [Oak Academy – binary digits](#) – This lesson is a recap of what binary digits (bits) are and how they are used in computing.
- [Oak Academy – Representations](#): going audiovisual – Lessons 1 to 3 in this series cover how a computer uses bits to store images as data and then show them to the user again.

# Computing Possible Tasks:

## Cyber security tasks:

### 1. [Defend Stirling Castle!](#)

Learn about how cyber security specialists can protect their network from hackers through the analogy of protecting Stirling Castle from defenders.

### 2. [Rob a bank!](#)

To stop a cyber criminal, it helps to think like one.

Step into the shoes of a cyber criminal and learn to rob a bank.

- Remotely connect into the banks computer system using a command line tool.
- Access the login names and passwords for the bank's business customers.
- Using these stolen customer details, transfer money to our own secret bank account.

### 3. [Hide secret messages using cryptography:](#)

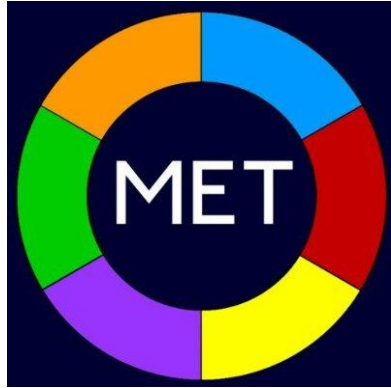
Learn about steganography, which involves encoding messages within seemingly innocent files or images.

### 4. [Encryption:](#)

Learn about how encryption works by trying it out for yourself!

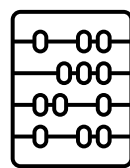
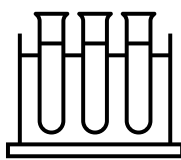
## Data representation tasks:

1. Go to [this webpage](#) and read the section on 'How to add binary numbers together' to check your understanding. Then, test your understanding with 4-bit and 8-bit addition.
2. On [this website](#), scroll down to the section called "Data representation – images" and complete the self-test. You may wish to use this page from [BBC Bitesize](#) to help you.



# Bristol Metropolitan Academy

## French



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# French

## Summary of Learning:

### **Leisure and healthy living**

- Healthy and unhealthy food
- Adverbs/time expressions
- Comparisons
- Recap of 3-time frames
- Comparing school life
- UK/ Target language schools
- School facilities
- School rules
- Subjects, teachers
- School activities
- Options – importance of languages
- Future plans and careers
- Partitive article (some = du, de la, de l' and des)

### **Skills and knowledge:**

Listening – use of teacher and student TL. Textbook/other exercises.

Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students.

Reading – Textbook/other exercises.

Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.

Reasoning – Student using key concepts with new topics.

Translation – Textbook/other exercises.

### **Key grammar:**

Study the grammar of verbs, nouns and adjectives, comparative and superlative.

Conjugate, in full, regular verb in the present, near future and preterite tense, as well as introduce the imperfect tense.

Study adjectival agreement. Apply a range of positive and negative adjectives relevant to topics.

Build on speaking, listening, reading, writing and translation skills from Year 9.9

**For vocabulary and grammar refer to knowledge organiser**



# French Sources of work:

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

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, French.

- [https://www.bbc.co.uk/bitesize/subjects/zgdqxn\\_b](https://www.bbc.co.uk/bitesize/subjects/zgdqxn_b)

KS3 French

- <https://www.memrise.com/>

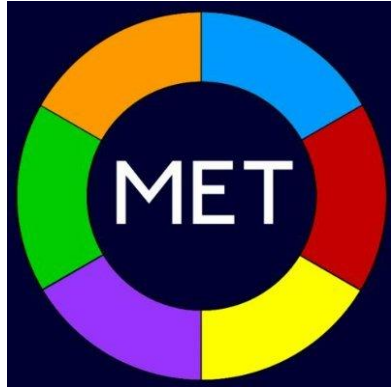
Vocabulary KS3 French.

- <https://es.duolingo.com/>

- <https://www.youtube.com/easyfrench>

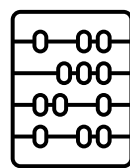
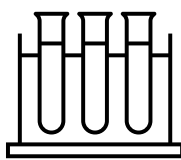
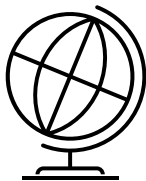
# French Possible Tasks:

- Describe your diet with opinions
- Say what sport you do and how often
- Say what sport you did last weekend and your plans for next weekend.
- Use modal verbs to say what you must do and should do to be healthy. (Example: je dois = you must, je ne dois pas = you must not)
- Compare your previous eating habits/healthy living habits with your present ones.
- Make a mind map of school subjects/teachers and opinions.
- Describe your school building in French
- Describe your school (using modal verbs)
- Compare the school system between Francophone countries and England.
- Write a paragraph about your future plans when you leave Bristol MET.



# Bristol Metropolitan Academy

## Spanish



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# Spanish

## Summary of Learning:

### Leisure and healthy living

- Healthy and unhealthy food
- Adverbs/time expressions
- Comparisons
- Recap of 3-time frames
- Comparing school life
- UK/ Target language schools
- School facilities
- School rules
- Subjects, teachers
- School activities
- Options – importance of languages
- Future plans and careers

### Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises.

Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students.

Reading – Textbook/other exercises.

Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.

Reasoning – Student using key concepts with new topics.

Translation – Textbook/other exercises.

### Key grammar:

Reference past topics on free time. To include describing activities, food and healthy/unhealthy habits using 3 tenses to discuss positive and negative aspects of diet and exercising, mealtimes, comparisons, opinions and reasons, time expressions.

Study the grammar of verbs, nouns and adjectives, comparative and superlative.

Conjugate, in full, regular verb in the present and near future tenses.

Study adjectival agreement. Apply a range of positive and negative adjectives relevant to topics.

Build on speaking, listening, reading, writing and translation skills from blocks 9.9 and 9.10

**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/>

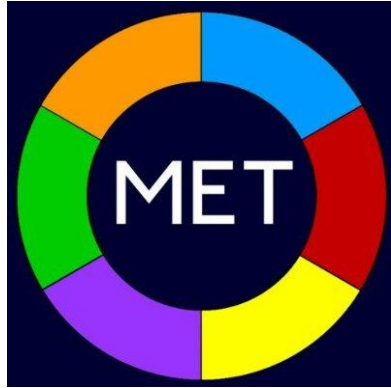
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- <https://es.duolingo.com/>

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

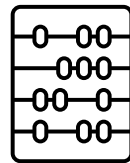
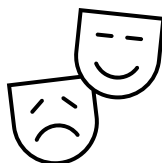
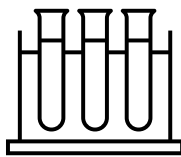
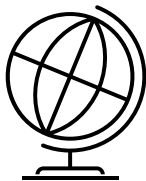
# Spanish Possible Tasks:

- Describe your diet with opinions
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- Say what sport you did last weekend and your plans for next weekend.
- Use modal verbs to say what you must do and should do to be healthy. (Example: se debe = you must, no se debe = you must not)
- Compare your previous eating habits/healthy living habits with your present ones.
- Make a mind map of school subjects/teachers and opinions.
- Describe your school building in Spanish
- Describe your school (using modal verbs)
- Compare the school system between Hispanic countries and England.
- Write a paragraph about your future plans when you leave Bristol MET.



# Bristol Metropolitan Academy

## German



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# German

## Summary of Learning:

### Leisure and healthy living

- Healthy and unhealthy food
- Adverbs/time expressions
- Comparisons
- Recap of 3-time frames
- Comparing school life
- UK/ Target language schools
- School facilities
- School rules
- Subjects, teachers
- School activities
- Options – importance of languages
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Conjugate, in full, regular verb in the present and near future tenses.

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Knowledge organiser on school website

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Beginners

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KS3

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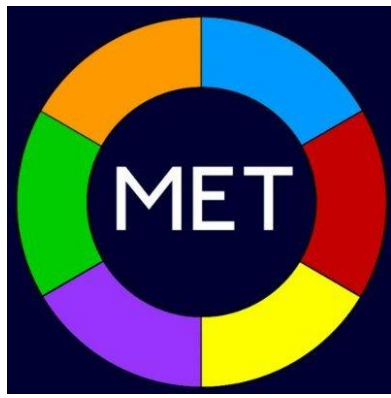
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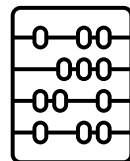
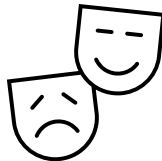
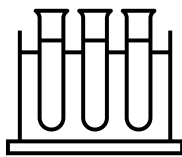
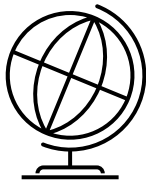
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- Describe your school building
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- Compare the school system between Germany and England.
- Write a paragraph about your future plans when you leave Bristol MET.



# Bristol Metropolitan Academy

## Curriculum Booklet



**Year Group: 9**

**Term: Spring**

# Spanish

## Summary of Learning:

### Leisure and healthy living

- Healthy and unhealthy food
- Adverbs/time expressions
- Comparisons
- Recap of 3-time frames
- Comparing school life
- UK/ Target language schools
- School facilities
- School rules
- Subjects, teachers
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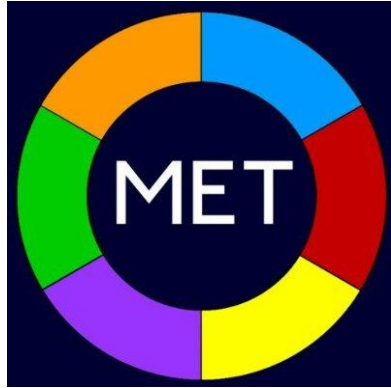
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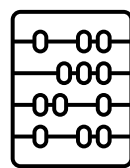
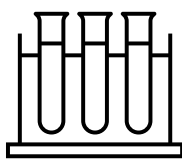
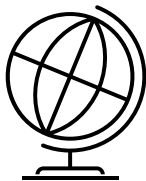
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- Make a mind map of school subjects/teachers and opinions.
- Describe your school building in Spanish
- Describe your school (using modal verbs)
- Compare the school system between Hispanic countries and England.
- Write a paragraph about your future plans when you leave Bristol MET.



# Bristol Metropolitan Academy

## 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](#)

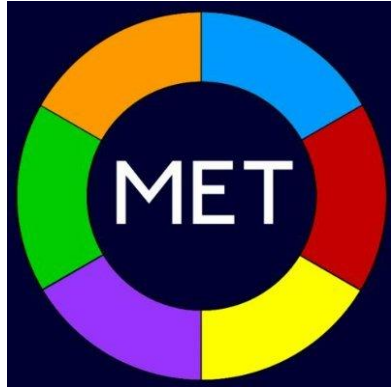
Technology Student [Link](#)

BBC Bitesize Design Technology [Link](#)

# DT

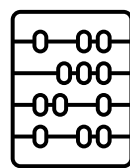
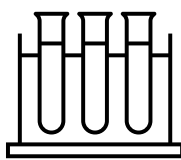
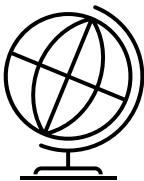
## Possible Tasks:

- 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](#)



# Bristol Metropolitan Academy

## 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):

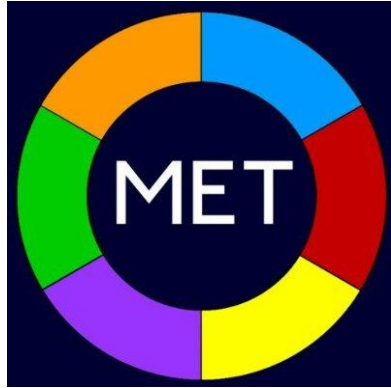
- Why did food rationing begin?
- What years did it run between
- What foods could someone get with their ration book?
- What dishes could someone make from these ingredients?

## **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:

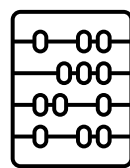
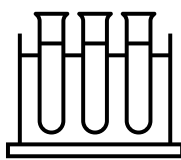
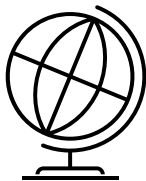
- What food sources can protein be gained from?
- What does high biological value (HBV) and low biological value (LBV) mean?
- Which food sources are HBV and LBV?
- What function does protein have in our bodies?
- What is the function of protein when cooking?

**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.



# Bristol Metropolitan Academy

## 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 sublimation print 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=ybRNkBlxrXg>

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>

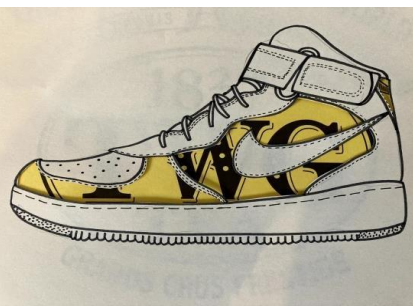
Interesting read- Careers in costume design

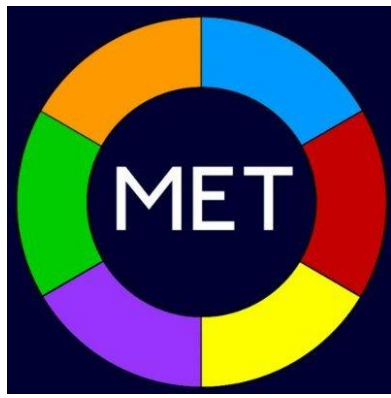
<https://www.bbc.co.uk/bitesize/articles/zn8gbdm>

# Textiles

## Possible Tasks:

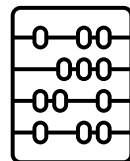
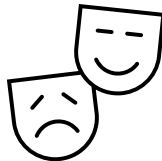
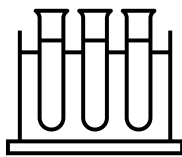
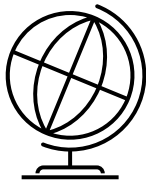
- Design a new cartoon character using simple shapes and colours.
- Create a poster of at least 5 keywords used in textiles lessons. Write down the keywords and their definitions. Present the poster in an exciting way and remember to check your spellings!
- Choose one of the following designers: Banksy, 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 machine 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!





# Bristol Metropolitan Academy

## Drama



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# Summary of Learning: Year 9 Drama (Spring)

Understanding the context and exploring the story of 'Willy Russell's Blood Brothers'.

## Set Text:

- How can we use our **vocal and physical skills** to communicate character?

## GCSE Drama section B style questions (Describe, Explain & Analyse)

- How can we use written communication to reflect our ideas for staging a piece of theatre.

## Skills & Knowledge

- Drama Techniques
- Physical Skills
- Vocal Skills
- Group Work Skills
- Improvements
- Expanding your essay skills
- Linking with English Literature

## Key words for this scheme of work

Relationships, costume, lighting, setting, sound, atmosphere, vocal & physical skills, pace, pause, diction, gait, posture, facial expressions, social class.

## Performances & essay style writing

GCSE Drama Questions – Costume/Set Designs that must match the historical time era and the correct social class (research into the characters and the show is expected).

Performance – Choose from script 1 or 2

# **Sources of work:**

## **Blood Brothers Footage & Practise Scripts**

### **Blood Brothers Footage**

Watch this version of the play

<https://www.youtube.com/watch?v=dvek0bj451Y>

### **Character Revision**

Use this video to help you break down each character their importance, social class and purpose within the play.

<https://www.youtube.com/watch?v=XBEBP9Gvqew>

### **Analysing the characters Vocal & Physical skills**

This video will help you understand how specific vocal and physical skills are used in Blood Brothers; you will need to apply these skills to the script the choose to perform.

<https://www.youtube.com/watch?v=1thwA261Ee4>

### **Themes / Communication of the themes**

Use this to help you understand the historical context of Blood Brothers

[https://www.youtube.com/watch?v=03oXrXpM\\_24](https://www.youtube.com/watch?v=03oXrXpM_24)

### **How to answer the GCSE exam question guide**

Use this video to understand the written paper and what is expected of you to answer this question correctly.

<https://www.youtube.com/watch?v=Kv0e1wtPHac>

**Classroom Scene Script**  
**4 Character**  
**Perkins, Mickey, Linda & Teacher**

*As EDWARD exits a class in a Secondary Modern school is formed – all boredom and futility. The school bell rings. The teacher becomes the teacher of this class in which we see LINDA and MICKEY.*

TEACHER: And so, we know then, don't we, that the Boro Indian of the Amazon Basin lives on a diet of . . .

PERKINS: Sir, sir . . .

TEACHER: A diet of . . .

PERKINS: Sir, sir . . .

TEACHER: A diet of what, Johnstone? The Boro Indian of the Amazon Basin lives on a diet of what?

MICKEY: What?

TEACHER: Exactly lad, exactly. What?

MICKEY: I don't know.

TEACHER (*his patience gone*): Y' don't know. (*Mimicking.*) You don't know. I told y' two minutes ago, lad.

LINDA: Leave him alone will y'.

TEACHER: You just stay out of this, Miss. It's got nothing to do with you. It's Johnstone, not you . . .

PERKINS: Sir!

TEACHER: Oh, shut up Perkins, y' borin' little turd. But you don't listen do you, Johnstone?

MICKEY (*shrugging*): Yeh.

TEACHER: Oh, y' do? Right, come out here in front of the class. Now then, what is the staple diet of the Boro Indian of the Amazon Basin?

MICKEY *looks about for help. There is none.*

MICKEY (*defiantly*): Fish Fingers!

TEACHER: Just how the hell do you hope to get a job when you never listen to anythin'?

MICKEY: It's borin'.

TEACHER: Yes, yes, you might think it's boring but you won't be sayin' that when you can't get a job.

MICKEY: Yeh. Yeh an' it'll really help me to get a job if I know what some soddin' pygmies in Africa have for their dinner!  
*The class erupts into laughter.*

TEACHER (*to class*): Shut up. Shut up.

MICKEY: Or maybe y' were thinkin' I was lookin' for a job in an African restaurant.

TEACHER: Out!

LINDA: Take no notice Mickey. I love you.

TEACHER: Johnstone, get out!

LINDA: Oh, leave him alone you. Y' big worm!

TEACHER: Right you as well . . . out . . . out . . .

LINDA: I'm goin' . . . I'm goin' . . .

TEACHER: You're both suspended.

LINDA and MICKEY *leave the class.*



# Ending Scene Script

## 2 Character

### Mickey & Edward

ACT TWO 01

got a gun . . .

LINDA: Mickey? . . . Eddie? . . . The Town Hall . . .

MRS JOHNSTONE: What?

LINDA (*beginning to run*): Eddie Lyons!

NARRATOR: There's a mad man running round and round

You know the devil's got your number

You know he's right beside you

He's screamin' deep inside you

And someone said he's callin' your number up today

Today

Today

TODAY!

*On the last three words of the chorus MRS JOHNSON runs off.*

*On the last 'Today' the music stops abruptly.*

*We see EDWARD, standing behind a table, on a platform.*

*He is in the middle of addressing his audience. Two*

*Councillors stand either side.*

EDWARD: And if, for once, I agree with Councillor Smith, you mustn't hold that against me. But in this particular instance, yes, I do agree with him. You're right, Bob, there is a light at the end of the tunnel. Quite right. None of us would argue with you on that score. But what we would question is this, how many of us . . .

*From his audience a commotion beginning. He thinks he is being heckled and so tries to carry on. In fact his audience is reacting to the sight of MICKEY appearing from the stalls, a gun held two-handed, to steady his shaking hands, and pointed directly at EDWARD. EDWARD turns and sees MICKEY as someone on the platform next to him realizes the reality of the situation and screams.*

MICKEY: Stay where you are!

*MICKY stops a couple of yards from EDWARD. He is unsteady and breathing awkwardly.*

EDWARD (*eventually*): Hello, Mickey.

MICKEY: I stopped takin' the pills.

EDWARD (*pause*): Oh.

MICKEY (*eventually*): I began thinkin' again. Y' see. (*To the COUNCILLOR.*) Just get her out of here, mister, now! *The COUNCILLORS hurry off.*

*EDWARD and MICKEY are now alone on the platform.*

*I had to start thinkin' again. Because there was one thing left in my life. (Pause.) Just one thing I had left, Eddie - Linda -*

*an' I wanted to keep her. So, so I stopped takin' the pills. But it was too late. D' y' know who told me about . . . you . . . an' Linda . . . Your mother . . . she came to the factory and told me.*

EDWARD: Mickey, I don't know what she told you but Linda and I are just friends . . .

MICKEY (*shouting for the first time*): Friends! I could kill you. We were friends weren't we? Blood brothers, wasn't it? Remember?

EDWARD: Yes, Mickey, I remember.

MICKEY: Well, how come you got everything . . . an' I got nothin'? (*Pause.*) Friends, I've been thinkin' again Eddie. You an' Linda were friends when she first got pregnant, weren't y'?

EDWARD: Mickey!

MICKEY: Does my child belong to you as well as everythin' else? Does she, Eddie, does she?

EDWARD (*shouting*): No, for God's sake!  
*Pause.*

*From the back of the auditorium we hear a POLICEMAN through a loudhailer.*

POLICEMAN 1: Now listen, son, listen to me; I've got armed marksmen with me. But if you do exactly as I say we won't need to use them, will we? Now look, Michael, put down the gun, just put the gun down, son.

MICKEY (*dismissing their presence*): What am I doin' here Eddie? I thought I was gonna shoot y'. But I can't even do that. I don't even know if the thing's loaded.

*MRS JOHNSTONE slowly walks down the centre aisle towards the platform.*

POLICEMAN 2: What's that woman doin'?

POLICEMAN 1: Get that woman away . . .

POLICEMAN 2: Oh Christ.

MRS JOHNSTONE: Mickey. Mickey. Don't shoot him Mickey . . .

*MICKEY continues to hold the gun in position.*

MICKEY: Go away Mam . . . Mam you go away from here.

MRS JOHNSTONE: No, son. (*She walks on to the platform.*)

MICKEY (*shouting*): Mam!

MRS JOHNSTONE: Mickey. Don't shoot Eddie. He's your brother. You had a twin brother. I couldn't afford to keep

both of you. His mother couldn't have kids. I agreed to give one of you away!

MICKEY (*something that begins deep down inside him*): You! (*Screaming.*) You! Why didn't you give me away! (*He stands glaring at her, almost uncontrollable with rage.*) I could have been . . . I could have been him!

*On the word 'him' MICKEY waves at EDWARD with his gun hand. The gun explodes and blows EDWARD apart. MICKEY turns to the POLICE screaming the word 'No'. They open fire and four guns explode, blowing MICKEY away.*

*LINDA runs down the aisle.*

*The POLICE are heard through the loudhailer.*

Nobody move, please. It's all right, it's all over, just stay where you are.

# Possible Tasks:

## Choose Task 1, Task 2 or Task3

### Task 1

Choose the classroom script or the ending script and learn the lines of 1 character, apply vocal and physical skills to the lines and perform it at home. Choose a character that challenges you.

### Task 2

Choose the classroom script or the ending script and choose 1 character, on the script or a spare piece of paper, write down the vocal and physical you would suggest to an actor to use when delivering the dialogue. For the character you have choose you need to add at least 1 physical and 1 vocal skill to each time they speak.

An example – Edward “Mickey, I don’t know what she’s told you, but Linda and I are just.... Friends”

I would say this with fast pace, emphasis on friends and I would slowly walk backwards from Mickey as he is holding a gun.

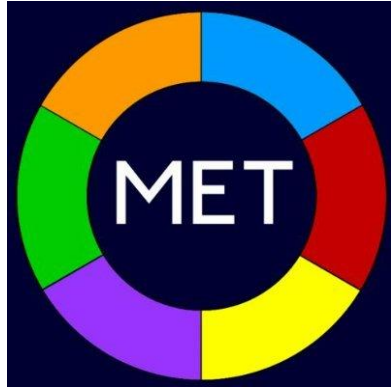
### Task 3

Answering an GCSE Drama Exam style question. The question is costume based, Mickey is low social class, make sure you include a full outfit.

Design a costume for Mickey in the classroom scene, the costume must represent the time era correctly.

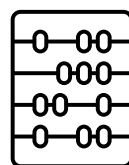
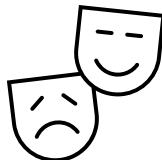
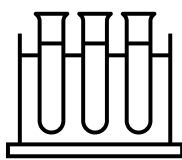
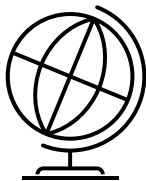
4-mark question.





# Bristol Metropolitan Academy

## Music



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# Music

## Summary of Learning:

### How can music tell my story?

#### **Song Writing**

- Chord Sequences
  - Primary and secondary chord functions
- Lyric writing with Rhythmic identity
- Understanding Tonality
- Basslines and Hooks

#### **Instrumentation**

- Culturally specific instrumentation
- Instrument specific techniques
- Composing for different instruments
- Instrument specific techniques
  - <https://www.bbc.co.uk/bitesize/guides/z3qx7p3/revision/1>

#### **Practical Tasks**

- Learning well known songs
- Composition of an original song

#### **Historical and Global Context**

- How have composers and artists told their stories through songwriting
- Community storytelling

# Music Sources of work:

## **Chords**

<https://teachinggadget.com/instruments/general-musicianship/harmony/chord-notation-quiz-level-1/>

<https://teachinggadget.com/instruments/general-musicianship/harmony/roman-numeral-chords-quiz/>

## **Instrumentation**

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/music-mix-level-1/>

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/world-music-quiz/>

## **Genre & Style**

<https://teachinggadget.com/instruments/general-musicianship/games-general-musicianship/styles-quiz/>

# Music Possible Tasks:

Bristol Met has a whole school account for and online music service, accessed via:

[www.teachinggadget.com](http://www.teachinggadget.com)

This is used for homework tasks but is extensive and can also support classroom learning.

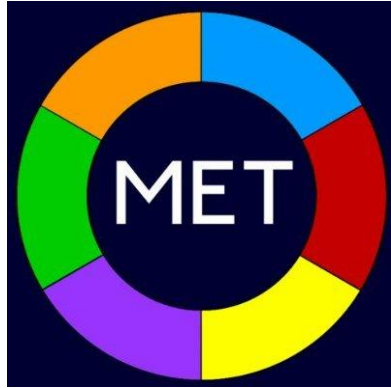
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

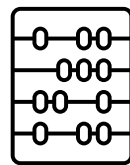
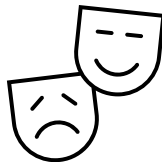
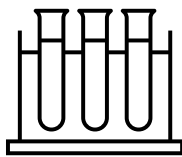
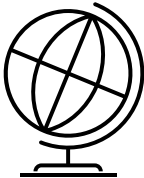
NOTE – Spaces and capital letters must be as above.

Students can use the suggested links on the previous page or choose any activity of their chose to study music at home.



# Bristol Metropolitan Academy

## PE



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# PE

## Summary of Learning:

### BOYS PE

#### Sports for the term:

- Gymnastics
- Football
- OAA (Outdoor Adventurous Activities)
- Health and Wellbeing

#### Skills and Knowledge:

- Gymnastics: vaulting safety, squat on, squat through, straddle through, performance
- Football: passing, possession, defending, attacking, width
- OAA: teamwork, problem solving, communication, orienteering
- Health and Wellbeing: principles of training, methods of training, hypertrophy

#### Keywords:

- Gymnastics: body tension, extension, performance, routine, flight
- Football: passing, finishing, defending, attacking
- OAA: listening, communication, teamwork, confidence
- Health and Wellbeing: hypertrophy, aerobic endurance, muscular endurance, strength

### GIRLS PE

#### Sports for the term:

- Gymnastics
- Football
- Fitness
- Badminton

#### Skills and Knowledge:

- Gymnastics: Flight, vaulting, shapes, safety
- Football: Refereeing and understanding of rules
- Fitness: Methods of training and how to improve fitness
- Badminton: Rules of singles and doubles game play

#### Keywords:

- Gymnastics: Vault, trampette, landing, take off
- Football: Authority, confidence, assertiveness, control
- Fitness: Continuous training, HITT, plyometric
- Badminton: Service line, tram lines, out of court

# PE Sources of work:

## BOYS PE

### Gymnastics:

Olympic Vaulting- <https://www.youtube.com/watch?v=yKpCi871Yls>

Jo Wicks, Ab workout- [https://www.youtube.com/watch?v=PbNSCP\\_fDG0](https://www.youtube.com/watch?v=PbNSCP_fDG0)

### Football:

Skills and techniques: <https://www.bbc.co.uk/bitesize/guides/zgqw7hv/revision/1>

Rules and Regulations Football: <https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

England: <https://www.youtube.com/@england/streams>

### OAA:

<https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-developing-critical-thinking-817e/lessons>

### Health and Wellbeing:

Methods of training: <https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1>

[https://www.youtube.com/watch?v=1ssaKquad\\_D4](https://www.youtube.com/watch?v=1ssaKquad_D4)

Principles of training: <https://www.bbc.co.uk/bitesize/guides/zpfpv4j/revision/1>

Joe Wicks: <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

## GIRLS PE

### Fitness

Methods of training- <https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1>

[https://www.youtube.com/watch?v=1ssaKquad\\_D4](https://www.youtube.com/watch?v=1ssaKquad_D4)

Joe Wicks- <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

SMART Targets- <https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/health-related-exercise-activity-personalised-fitness-05d1/lessons/how-can-training-be-personalised-74vkgr>

### Football:

Rules and Regulations Football-<https://www.bbc.co.uk/bitesize/topics/zg3bv4j>

Lionesses full game: [https://www.youtube.com/watch?v=uMNeb0\\_uAfg](https://www.youtube.com/watch?v=uMNeb0_uAfg)

### Gymnastics:

Olympic Vaulting- <https://www.youtube.com/watch?v=yKpCi871Yls>

Jo Wicks, Ab workout- [https://www.youtube.com/watch?v=PbNSCP\\_fDG0](https://www.youtube.com/watch?v=PbNSCP_fDG0)

### Badminton:

Rules and Regulations Badminton- <https://www.bbc.co.uk/bitesize/topics/zpsth6fr>

Womens Final, Paris 2024- <https://www.youtube.com/watch?v=4lZXpWI2XZc>

<https://www.youtube.com/watch?v=sWVPnyyLnFw>

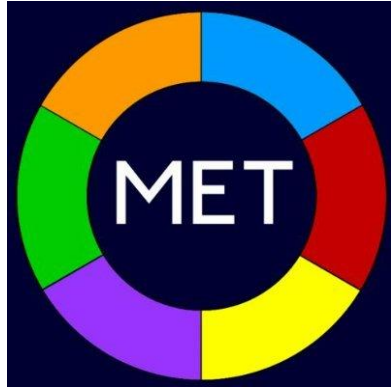
# PE

## Possible Tasks:

**All 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.**

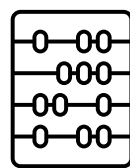
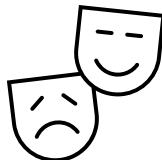
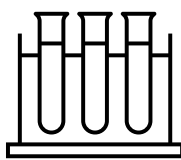
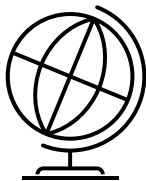
- Create a knowledge organiser about rules & regulations. A knowledge organiser is a single page document that describes the major facts of a subject / topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Perform and practice techniques using Youtube for basic drills, skills and idea.
- Create a suitable 10-minute warm up. This could contain a pulse raiser, stretching and a skill rehearsal section.
- Using YouTube, find a fitness video and follow it to improve your fitness.
- Find a video of your current sport on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.





# Bristol Metropolitan Academy

## 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?

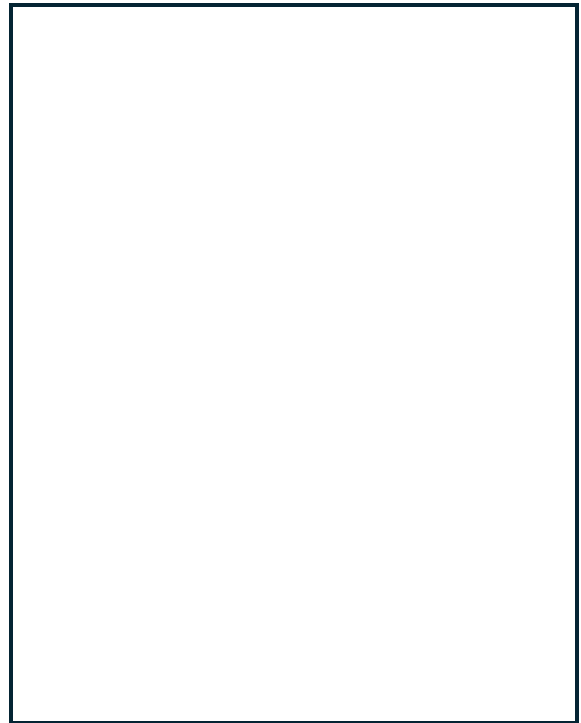
[https://www.youtube.com/watch?v=rzX\\_slSE-ol](https://www.youtube.com/watch?v=rzX_slSE-ol)

Information about the artwork 'Make Art not War'

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

# Art Possible Tasks:

**L.O:** Design a protest placard or awareness poster with a statement of support or allyship



## Success Criteria:

- Choose a cause to bring awareness to/ protest for
- Include a slogan using inspiration sheets
- Include an image or symbol
- Clear bold image
- Readable text

**Allyship is standing up for others.** It is fighting for what's right by standing up against injustice even if you are not discriminated against yourself.

**L.O:** To practice your typography skills.

Design your own name or a protest/awareness slogan using typography.



## TYPOGRAPHY

What is Typography?

= the arrangement, style, appearance, and printing of typefaces.

To put it in simple terms, each variation of a typeface is a font.



# Art Possible Tasks:



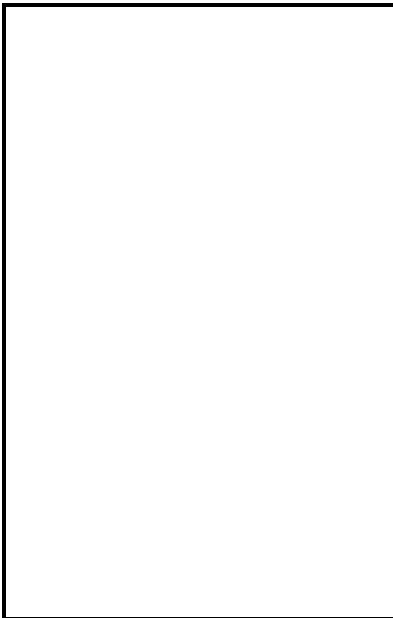
## Memento Mori

*To observe means to look carefully and closely.*

Produce an observational drawing of the daisies in empty box below. Make sure that you use a pencil and shade it in accurately, showing all the different areas of light and shadow.



**Memento Mori** is an artistic or *symbolic* reminder of the inevitability of death. Some artists use *symbols* such as hourglasses and wilting flowers and skulls that signify the impermanence of human life.



## Memento Mori

Make sure that you use a pencil and shade it in accurately, showing all the different areas of light and shadow.

