



KNOWLEDGE PREP

YEAR 9

HALF TERM 1

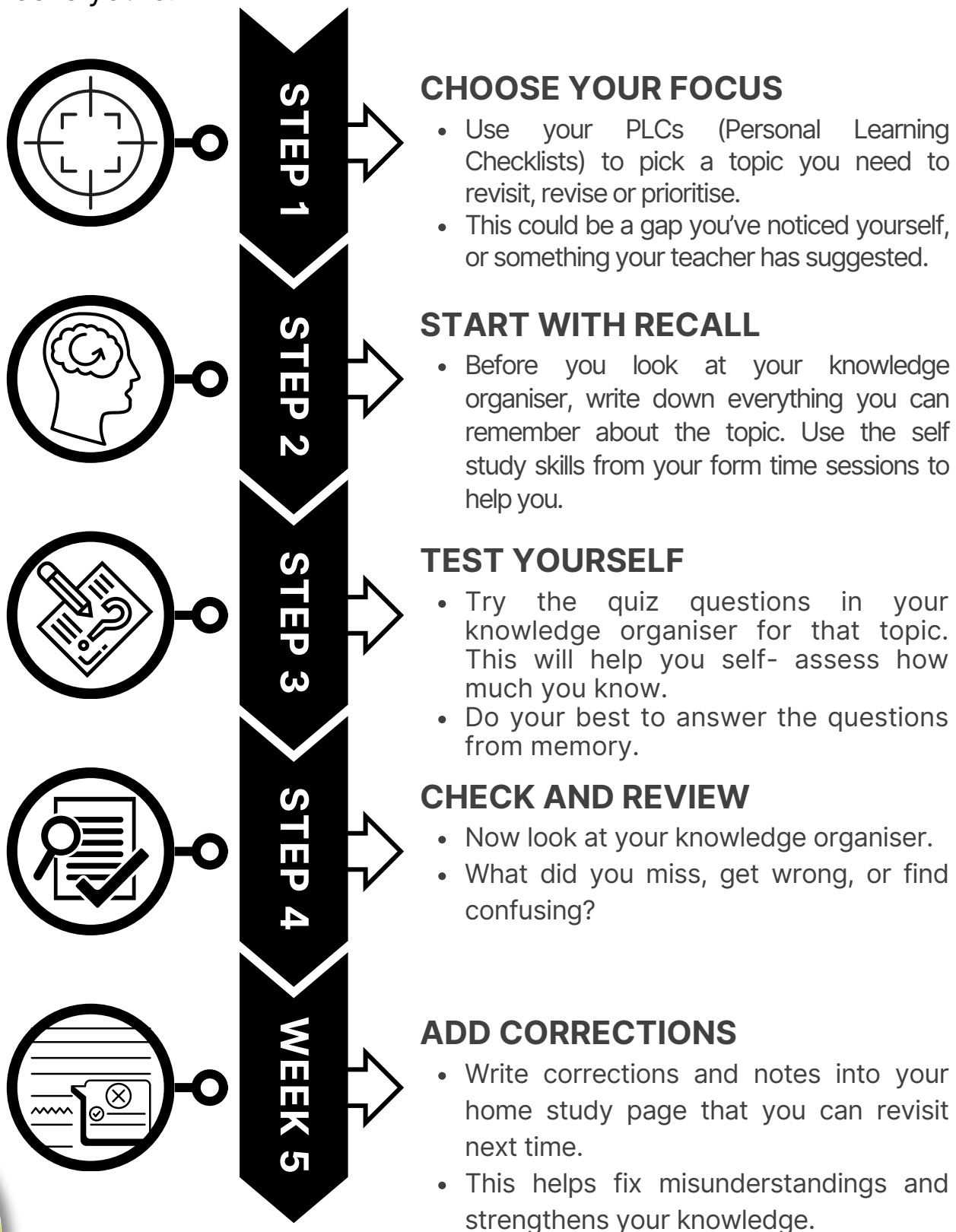
NAME

TUTOR GROUP

ACADEMIC YEAR

HOME STUDY GUIDANCE

You should complete one page of home study each night, following the steps below. You can focus on one subject or multiple subjects – the choice is yours.



FORTNIGHTLY PLANNER

Plan which subject/ areas to study each night over two weeks. Adjust as needed (e.g., to prep for an upcoming quiz or a topic you found difficult in class).

Monday

Tuesday

Wednesday

Thursday

Friday

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CORE

Unit 1 : Year 9 Language as a Form of Resistance- Movements

Personal Learning Checklist

| | Knowledge | R | A | G |
|------|---|---|---|---|
| 1 | Can I understand the impact of Literary movements. | | | |
| 1.2 | Can I explain how art and Literature are a response to society – Literary Criticism (feminist, psychoanalytical, Marxist) | | | |
| 2 | Can I explain how Gothic Literature is a product of societal uncertainty | | | |
| 2..1 | Can I explain the tropes of gothic fiction? | | | |
| 3 | 3: Can I explain how Romantic poetry is a product of the period | | | |
| 3.1 | Can I identify the different poetic forms: sonnets, dramatic monologue | | | |
| 4 | Can I craft a Realist character? | | | |
| 4.1 | Can I define what seminal texts are? | | | |
| 4.2 | Can I explain the context of realism? | | | |
| 4.2 | Can I identify the tropes of realism | | | |
| 4.3 | Can I identify the use of imagery and semantic fields in writing. | | | |
| 5.1 | Can I explain the context of The Harlem Renaissance? | | | |
| 5.2 | Can I discuss Language and culture of the Harlem Renaissance? | | | |
| 5.3 | Can I discuss Colonisation and literary impacts – language and dialect? | | | |
| 6 | Can I discuss the Modernists and their impact today? | | | |
| 6.1 | Can I discuss the language and philosophy of the modernists? | | | |

Unit 1 : Year 9 Language as a Form of Resistance- Movements

Personal Learning Checklist

| | | R | A | G |
|-----|--|---|---|---|
| 6.2 | Can I understand how language and grammar – rejection of traditional form is applied to modernist writing? | | | |
| 6.3 | Can I explain how Morphology and language changes over time? | | | |
| 7.1 | Can I explain the context of The Beats and their defiance | | | |
| 7.2 | Can I explain the Language and structure of The Beats? | | | |
| 7.3 | Can I discuss Critical theory – Language, gender and sexuality? | | | |
| | Skills | | | |
| | Can I write my own thesis statement? | | | |
| | Can I choose and embed evidence to support my argument/ | | | |
| | Can I comment on Methods and technique? | | | |
| | Can I analyse the effect of a writer’s choice? | | | |
| | Can I link to context? | | | |
| | Can I effectively compare texts? | | | |
| | Can I recognise other arguments? | | | |
| | Can I effectively use language to craft a character? | | | |
| | Can I use grammatically correct sentences in my writing? | | | |
| | Can I use imagery in my writing? | | | |
| | Can I use semantic fields in my writing? | | | |
| | Can I use discourse markers effectively? | | | |

English – Year 9 Unit 1 Literary Movements

Key Vocabulary - Satire, individualism, Romanticism, supernatural, sublime, duality, spirituality, realism, mundanity, disillusionment, modernism, allusion, Modernism, enjambment, caesura, dramatic monologue, spontaneity, repression, Marxism, feminism, psychoanalytical, renaissance

Essential Knowledge

- 1: Literary movements and how they impact language and structure
- 2: Gothic Literature as a product of societal uncertainty
- 3: Romantic poetry as a product of the period
- 4: Realism
- 5: The Harlem Renaissance and how it shaped language and dialect
- 6: Modernists and their impact today
- 7: The Beats and their defiance

Prior Learning Links

The Gothic as a defining period of history (Year 8 Term 2)
Modernism and Postmodernism (Year 8 Term 3)

Critical Theory

Marxism

Marxist theory considers how texts present the struggle between the working and ruling classes, and how the characters' lives and worlds are shaped by Capitalist exploitation.

Feminism

Feminist theory considers how texts present the role and purpose of women. For example, do female characters act independently, or are they victims of patriarchal oppression?

Psychoanalytical Theory

Psychoanalytical theory investigates the hidden, psychological motivations of the characters in a text and asks if the author's unconscious thoughts are expressed through their writing.

Context: The Romantics

At the time of the Industrial Revolution, society was becoming increasingly scientific, logical and rational. Romantic writers focused on the beauty of nature, emotion and spontaneity. They were individualists who rebelled against social expectations.

Context: Gothic Fiction

Gothic fiction allowed Victorian writers to push the boundaries of what was acceptable in society. It explored the darker side of human nature, and, as scientific ideas developed with the publication of Darwin's 'On the Origin of Species', it asked questions about the dangers of forbidden knowledge and the 'animal' side of humans.

The Harlem Renaissance

Harlem is an area of New York that became a centre for African-American artistic expression in the early 1900s.

The Beat Generation

In the 1950s, a group of poets rejected social tradition and poetic form to write free, rebellious, explicit poems.

Poetic terms

Enjambment: a sentence in a poem that runs over more than one line.

Caesura: a pause in a line of poetry using punctuation

Dramatic Monologue: A poem spoken by a single character that tells a story.

English – Year 9 Unit 1 Literary Movements

Key Vocabulary - Satire, individualism, Romanticism, supernatural, sublime, duality, spirituality, realism, mundanity, disillusionment, modernism, allusion, Modernism, enjambment, caesura, dramatic monologue, spontaneity, repression, Marxism, feminism, psychoanalytical, renaissance

| | | |
|-------------|--|--|
| 1700 | The Augustans (1700 – 1740s) Features: <ul style="list-style-type: none"> • The modern novel • Satire | Key figures: <ul style="list-style-type: none"> • Alexander Pope • Jonathan Swift |
| | Romanticism (1790 – 1850) Features: <ul style="list-style-type: none"> • Individualism • Nature • Emotion • A response to the Industrial Revolution | Key figures: <ul style="list-style-type: none"> • William Wordsworth • William Blake • Lord Byron • Percy Shelley |
| | Gothic Fiction (1764 – 1832) Features: <ul style="list-style-type: none"> • Supernatural • The sublime • Duality of man • Fear and horror | Key figures: <ul style="list-style-type: none"> • Horace Walpole • Mary Shelley • Edgar Allan Poe |
| | Transcendentalism (1830 – 1855) Features: <ul style="list-style-type: none"> • Spirituality and the divine | Key figures: <ul style="list-style-type: none"> • Henry David Thoreau |
| | Realism (1860 – 1940) Features: <ul style="list-style-type: none"> • Mundane, everyday life • Average people • Focus on middle/lower classes | Key figures: <ul style="list-style-type: none"> • Leo Tolstoy • George Eliot • John Steinbeck |
| | Naturalism (1865 – 1900) | |
| | Modernism (1890 – 1950) Features: <ul style="list-style-type: none"> • Rejection of traditional forms • A sense of disillusionment with the world | Key figures: <ul style="list-style-type: none"> • F. Scott Fitzgerald • James Joyce |
| | Minimalism (1940 – 1980) Features: <ul style="list-style-type: none"> • Stripped-down prose • Emotional distance from subjects | Key figures: <ul style="list-style-type: none"> • Samuel Beckett • Ernest Hemingway |
| Present Day | Postmodernism (1951 – Present) Features: <ul style="list-style-type: none"> • Unreliable narrator • Allusion to other works • Social/political commentary | Key figures: <ul style="list-style-type: none"> • Samuel Beckett • Joseph Heller • Kurt Vonnegut |

English – Year 9 Unit 1 Literary Movements

Timeline

- Draw out the timeline from 1700 to the present day. Can you name the literary movements in order?
- For each literary movement, research one key text. Write a paragraph about why it is considered important.
- Choose one feature associated with each movement and explain how or why it was used. For example, why were Gothic writers interested in exploring the duality of man?
- Think back over the texts you have studied in year 7 and 8 that have been written between 1700 and present day (i.e. not Shakespeare or Greek myths). Which literary movement would you place each text in? Why?

Context: The Romantics

- What was the romantic era, in large part, a reaction to?
- What were the values of Romantic writers?
- Choose one Romantic writer and research their work. Complete a page of your reflection log to explain what influenced their writing.
- **Stretch:** read and summarise the article from the British Library:
<https://www.bl.uk/romantics-and-victorians/articles/the-romantics>

Context: Gothic Fiction

- What elements of society was Gothic fiction a response to?
- How did Darwin's scientific theories influence Gothic literature?
- Choose one Gothic writer and research their work. Complete a page of your reflection log to explain what influenced their writing.
- **Stretch:** read and summarise the article from the British Library:
<https://www.bl.uk/romantics-and-victorians/articles/the-origins-of-the-gothic>

Critical Theory

- Watch the video on literary criticism and make a page of notes in your reflection log:
<https://tinyurl.com/2svmah8h>

Marxism

- Watch the video on Marxist criticism, complete your own research and make a page of notes in your reflection log:
https://www.youtube.com/watch?v=RhU57_nP3zM

Feminism

- Watch the video on feminist criticism, complete your own research and make a page of notes in your reflection log:
<https://www.youtube.com/watch?v=fRQtBsS-XaU>

Psychoanalytical Theory

- Watch the video on psychoanalytical criticism, complete your own research and make a page of notes in your reflection log: <https://www.youtube.com/watch?v=c4NXNfBEwZg>

The Harlem Renaissance

- Read and summarise the article on the Harlem Renaissance: <https://tinyurl.com/harl3mr3n>
- What was the Harlem Renaissance?

Poetic terms

- What is enjambment?
- What is caesura?
- What is a dramatic monologue?
- Can you give an example of enjambment and caesura from a poem you have studied?

The Beat Generation

- Read and summarise the article on the Beat Generation:
<https://tinyurl.com/b3atg3n>
- Research Jack Kerouac and Allen Ginsberg. Complete a page of your reflection log, describing what inspired their poetry.
- **Research:** How were the Beats responding to social pressures?

Maths PLCs

Unit 1 – Properties of Number

| Curriculum-Related Expectations | Sparx Maths Video/Task (Independent Practice Support) | R | A | G |
|--|--|---|---|---|
| Factors, multiples and primes | M823, M322 | | | |
| Write a number as a product of prime factors | U739 | | | |
| Highest common factor (HCF) and lowest common multiple (LCM) | M698, M227 | | | |
| Venn diagrams | M829 | | | |
| Use a Venn diagram to calculate HCF and LCM | M365 | | | |
| Integers, real numbers and rational numbers | | | | |

Unit 2 - Percentages

| Curriculum-Related Expectations | Sparx Maths Video/Task (Independent Practice Support) | R | A | G |
|---|--|---|---|---|
| Percentage increase and decrease | M533 | | | |
| Express change as a percentage | E774 | | | |
| Find the original value after a percentage change | M528 | | | |
| Repeated percentage change | U332 | | | |
| Understand and calculate with simple interest | U533 | | | |
| Understand and calculate with compound interest | U332 | | | |

Unit 3 – Area and Volume

| Curriculum-Related Expectations | Sparx Maths Video/Task (Independent Practice Support) | R | A | G |
|------------------------------------|--|---|---|---|
| Nets | M606, 767 | | | |
| Area of 2D Shapes | M390, M610, M231 | | | |
| Area and circumference of a circle | M231 | | | |
| Surface area of cubes and cuboids | M518 | | | |
| Volume of a prism | M765 | | | |

| | | | | |
|----------------------|------|--|--|--|
| Volume of a cylinder | M722 | | | |
|----------------------|------|--|--|--|

Essential knowledge

Know the nets of common 3-D shapes & how to state the correct units for area, surface area and volume. Know the formulae for finding the surface area of cubes and cuboids. Know how to identify a prism & the formula to find the volume of prisms and cylinders.

Key Vocabulary

Area: the size of a surface (2D shapes)

Perimeter: the distance around a 2D shape

Volume: the amount of 3 dimensional space an object takes up (with liquid this is called capacity)

Perpendicular: two lines that meet at 90° **Vertex:** a point where two or more line segments meet

Face: any of the flat surfaces of a solid object

Edge: a line segment on the boundary joining one vertex to another

Commutative: you can swap the order around in the calculation and still achieve the same answer

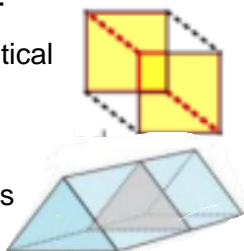
Prior learning links

Know the names and properties of common 2D and 3D shapes. Know the formulae for area rectangle, triangle, trapezium & circle. Know the Units for measuring area and volume.

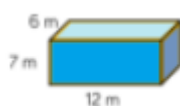
Recognise Prisms

A solid object with two identical ends and flat sides

The cross section will also be identical to the end faces



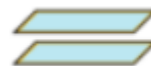
Surface Area



sides 6×7
 6×7



front and back 12×7
 12×7



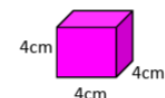
top and bottom 12×6
 12×6

The surface area is the sum of the area of all the sides

Volume

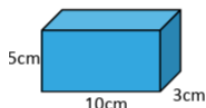
Cubes and cuboids: To calculate the volume of a cube and cuboid we use the following formula:

$$\text{Volume} = \text{Length} \times \text{Width} \times \text{Height}$$



$$\text{Volume} = 4 \times 4 \times 4 = 64\text{cm}^3$$

The units are cubic for volume.

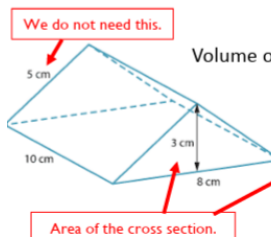


$$\text{Volume} = 10 \times 3 \times 5 = 150\text{cm}^3$$

It doesn't matter which order you multiply in.

Prism: A prism is a solid object with identical ends and flat faces. The general formula for the volume of a prism is:

$$\text{Volume} = \text{Area of the cross section} \times \text{Length}$$



Volume of triangular prism = Area of a triangle \times length

$$\text{Area of triangle} = \frac{3 \times 8}{2} = 12$$

$$\text{Volume} = 12 \times 10 = 120\text{cm}^3$$

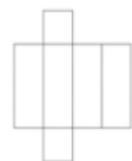
Multiply the area of the cross section by 10 which is the length.

3D shapes and nets

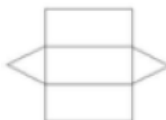
Cube



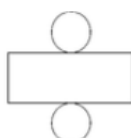
Cuboid



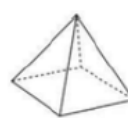
Triangular Prism



Cylinder



Square based pyramid



Vertex: a point where two or more line segments meet
Face: any of the flat surfaces of a solid object
Edge: a line segment on the boundary joining one vertex to another

Essential knowledge

Know the nets of common 3-D shapes & how to state the correct units for area, surface area and volume. Know the formulae for finding the surface area of cubes and cuboids. Know how to identify a prism & the formula to find the volume of prisms and cylinders.

Key Vocabulary

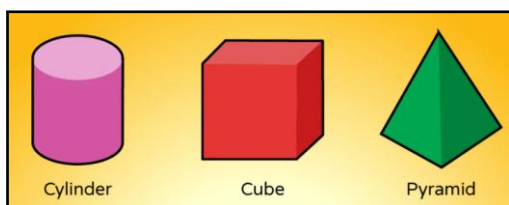
1. Give the definition of area
2. What is an edge?
3. What does perpendicular mean?
4. What does commutative mean? Can you give an example?
5. What is volume?

Prior learning links

Know the names and properties of common 2D and 3D shapes. Know the formulae for area rectangle, triangle, trapezium & circle. Know the Units for measuring area and volume.

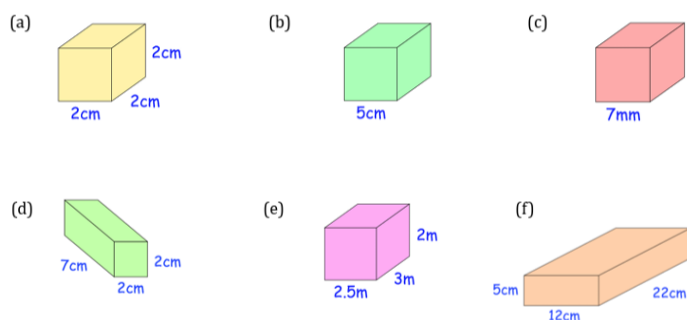
Recognise Prisms

Tick all of the prisms below

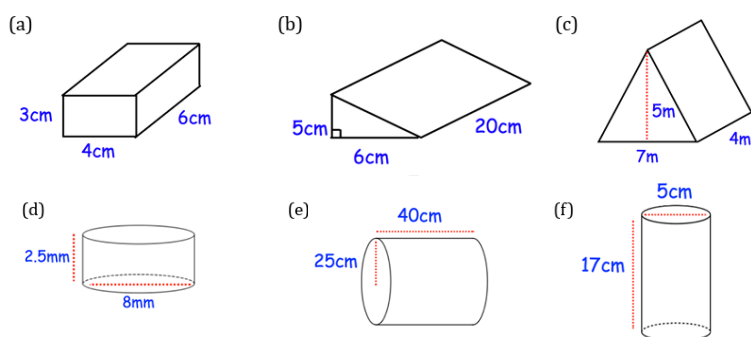


Surface Area

Calculate the surface area of the following cubes and cuboids:

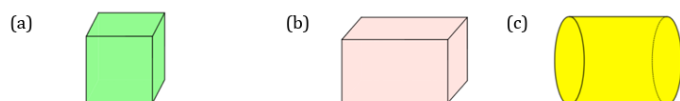


Question 1: Calculate the volume of each prism below

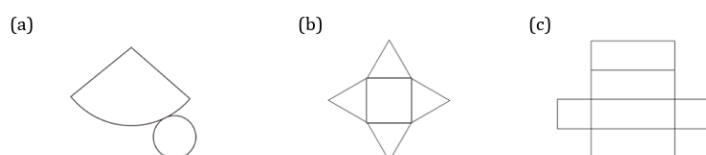


Volume

Question 1: Draw the nets for these 3D shapes



Question 2: Below are nets for various 3D shapes. Name the 3D shapes.



Nets

Essential knowledge

Know the meaning of lowest common multiple.
Know the meaning of the highest common factor.
Know that product means multiply.
Understand the term product of prime factors.

Key Vocabulary

Multiples: found by multiplying any number by positive integers
Factor: integers that multiply together to get another number.
Prime: an integer with only 2 factors.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)
Integer: a whole number that is positive or negative
Rational: a number that can be made by dividing two integers
Irrational: a number that cannot be made by dividing two integers

Prior learning links

Know the definitions of and be able to identify factors, multiples and primes. Know that a prime number has only two factors, 1 and itself. Know 2 is the only even prime number.

Common multiples and LCM

Common multiples are multiples two or more numbers share

LCM – Lowest common multiple

LCM of 9 and 12

9: 9, 18, 27, 36, 45, 54

12: 12, 24, 36, 48, 60

LCM = 36

The first time their multiples match



Integers, real and rational numbers

Rational - root word: Ratio

Real numbers: $\frac{2}{3}$ stems from 2:1 ($\frac{2}{3}$ of the whole)

Irrational numbers: $\sqrt{2}$ the solution is a decimal that never ends and does not repeat.

The square root of a negative is not a real number and cannot be found

Common factors and HCF

Common factors are factors two or more numbers share

HCF – Highest common factor

HCF of 18 and 30

18: 1, 2, 3, 6, 9, 18

30: 1, 2, 3, 5, 6, 10, 15, 30

Common factors

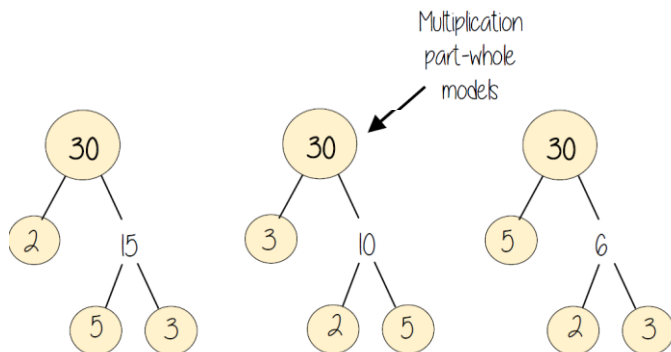
(factors of both numbers)

1, 2, 3, 6

HCF = 6

6 is the biggest factor they share

Product of prime factors



All three prime factor trees represent the same decomposition

Multiplication is commutative

$30 = 2 \times 3 \times 5$

Multiplication of prime factors



Year 9 – Number – Properties of Number

IN **UNITY** WE SUCCEED
ACADEMY BLACKPOOL

Essential knowledge

Write a number as a product of its prime factors.
Find common factors including HCF.
Find common multiples including LCM.
Know the definition of integer, real and rational numbers.

Key Vocabulary

1. Give the definition of an integer
2. What is a multiple?
3. What are the first 5 prime numbers?
4. What is a rational number? Give an example of one.
5. What is an irrational number? Give an example of one.

Prior learning links

Know the definition of and be able to identify factors, multiples and primes.

Common multiples and LCM

- 1**
- (a) Write down the first ten multiples of 5. (b) Write down the first ten multiples of 8. (c) Find the lowest common multiple of 5 and 8.
- (LCM)

- 2**
- (a) Write down the first ten multiples of 6. (b) Write down the first ten multiples of 8. (c) Find the lowest common multiple of 6 and 8.
- (LCM)

- 3**
- A toad croaks every 8 seconds. A frog croaks every 6 seconds. They both croak at the same time. After how many seconds will they next both croak at the same time?
- State whether each of the numbers below are: integers, rational or irrational.

| | | |
|-------|--------------|---------------|
| π | $\sqrt{144}$ | $\sqrt{81}$ |
| 0 | $\sqrt{-2}$ | $\sqrt{1000}$ |

Common factors and HCF

- 1**
- (a) List all the factors of 14
- (b) List all the factors of 21
- (c) Find the highest common factor (HCF) of 14 and 21.
- 2**
- (a) List all the factors of 24
- (b) List all the factors of 36
- (c) Find the highest common factor (HCF) of 24 and 36.
- 3**
- Martin says that 6 is a common factor of 42, 36 and 50. Is he correct? Prove it!

Product of prime factors

- a) Write each value as a product of its prime factors
- 1) 24 2) 90 3) 120 4) 54 5) 23
- b) Write each value as a product of its prime factors and try to spot a pattern
- 1) 64 2) 81 3) 36 4) 100
5) 144
- c) Write each value as a product of its prime factors and try to spot a pattern
- 1) 27 2) 8 3) 125 4) 216 5) 512

Essential knowledge

- Calculate percentage increase and decrease
- Calculate percentage change
- Calculate reverse percentages
- Calculate interest and solve money problems

Key Vocabulary

Percent: parts per 100 – written using the % symbol.
 Fraction: a fraction represents how many parts of a whole value you have.
 Equivalent: of equal value.
 Reduce: to make smaller in value.
 Growth: to increase/ to grow.
 Integer: whole number, can be positive, negative or zero.
 Multiplier: the number you are multiplying by.
 Profit: the income take away any expenses/ costs.

Prior learning links

Year 7- Fractions and percentages of amounts
 Year 8- Fractions and Percentages

FDP Equivalence

Percentage - 100% = a whole = 100 hundredths

$$70\% \rightarrow \frac{70}{100} \rightarrow 70 \text{ hundredths} = 7 \text{ tenths} = 0.7$$

Percentage of Amounts

Find 31% of 430

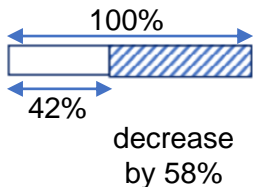
$$10\% \text{ of } 430 = 43 \quad 1\% \text{ of } 430 = 4.3$$

$$30\% \text{ of } 430 = 129$$

$$\begin{aligned} 31\% \text{ of } 430 &= 30\% \text{ of } 430 + 1\% \text{ of } 430 \\ &= 129 + 4.3 \\ &= 133.3 \end{aligned}$$

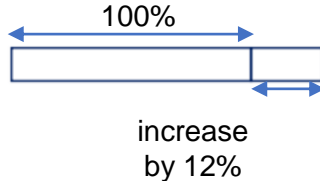
Percentage Increase and Decrease

Decrease



$$1.00 - 0.58 = 0.42$$

Increase



$$1.00 + 0.12 = 1.12$$

Percentage Change

I bought a phone for £200.
 A year later sold it for £125

All values of change compare to the **original value**

$$\text{Change- } £200 - £125 = £75$$

$$\begin{aligned} &\text{Percentage loss} \\ &\frac{75}{200} \times 100 = \mathbf{37.5\%} \end{aligned}$$

$$\frac{\text{difference in values}}{\text{original value}} \times 100$$

Compound Interest

I invest £300 into a savings account at 5% compound interest for 2 years...

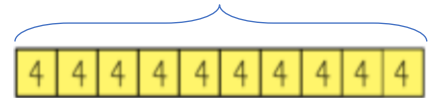
capital → $300 \times 1.05^2 = £330.75$ ← years

multiplier

Reverse Percentages

40% of my number is 16.
 What am I thinking of?

Original number (100%)



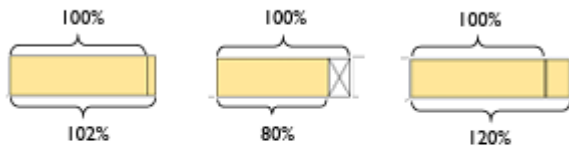
16 (40%)

$$\begin{aligned} 40\% &= 16 \\ 10\% &= 4 \\ 100\% &= 40 \end{aligned}$$

Try to scale down to 10% or 1% and then scale back up to 100%

Prior learning links

Draw lines to match the bar model to the correct percentage increase/decrease and multiplier.



20% decrease 2% increase 20% increase

1.02 1.2 0.8

FDP Equivalence

Express as a decimal

- a) $\frac{3}{4}$ b) 72% c) 125%

Express as a fraction

- a) 0.25 b) 65% c) 0.4

Express as a percentage

- a) $\frac{3}{4}$ b) 0.125 c) 1.5

Key Vocabulary

Define the words:

Percent-
Fraction-
Equivalent-
Reduce-
Integer-
Multiplier-
Profit-

Reverse Percentages

a) In a sale, a shop reduces all its prices by 10%. On the last day of the sale, the shop reduces the sale prices by 20%. On the last day of the sale, a mobile phone costs £432. How much was the mobile phone before the sale?

b) Evie is given a 22% pay rise. Her new salary is £21,960. What was Evie's salary before the pay rise?

c) Trevor is a car salesman. He bought a car for £5000. Currently he is holding a sale with 35% off the price of all cars. Trevor wants to sell the car so that he makes a 10% profit on the price he paid. How much should Trevor advertise the car for?

Percentage Increase and Decrease

- a) Increase 120 by 5%
b) Increase £1.50 by 20%
c) Decrease £66 by 10%
d) Decrease £2.20 by 5%

Alex increases 30 g by 20%.
She then decreases her answer by 20%.
Dora says she will have less than her original amount of 30 g.
Alex disagrees. Who is correct?
Justify your answer.

Percentage Change

- a) In January, a puppy weighed 4kg. Three months later, the same puppy weighed 5kg. What was the percentage increase in the puppy's weight?
b) Daisy bought a car for £20,000. She sold the car for £15,000. Work out the percentage loss.

Mo buys a rare comic for £120 and sells it again for £170

Compare these methods to work out his percentage profit.

Method 1

$$170 - 120 = 50$$

$$\frac{50}{120} = 0.41666 \approx 42\%$$

Method 2

$$\frac{170}{120} = 1.41666 \approx 142\%$$

$$142\% - 100\% = 42\%$$

Essential Knowledge Science PLC

WAVES

| | R | A | G |
|--|---|---|---|
| Waves on water as undulations which travel through water with transverse motion (Q1, Q3, Q4) | | | |
| Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound (Q5) | | | |
| Sound needs a medium to travel, the speed of sound in air, in water, in solids (Q6) | | | |
| Sound waves are longitudinal (Q2, Q5) | | | |
| The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface (Q10) | | | |
| Use of ray model to explain imaging in mirrors (Q8, Q9) | | | |
| The structure of the human eye (Q11. Q12) | | | |
| Knowledge check 1 score: | | | |
| Colours and the different frequencies of light, white light and prisms (Q1, Q2, Q3) | | | |
| Auditory range of humans and animals. (Q8, Q9) | | | |
| The similarities and differences between light waves and waves in matter (Q4, Q5, Q6, Q7) | | | |
| Frequencies of sound waves, measured in hertz (Q10,11) | | | |
| Knowledge check 2 score: | | | |

Essential knowledge

- Sound waves are longitudinal.
- Sound needs a medium to travel through
- The frequency of sound is measured in Hertz (Hz)
- Sound can be reflected off surfaces (echo) or absorbed
- Light does not need a medium to travel through.
- Light can be absorbed, reflected and refracted.
- White light is made up of different colours.
- The parts of the eye

Key Vocabulary

- Longitudinal
- Frequency
- Absorbed
- Reflected
- Refracted
- Opaque
- Transparent
- Translucent

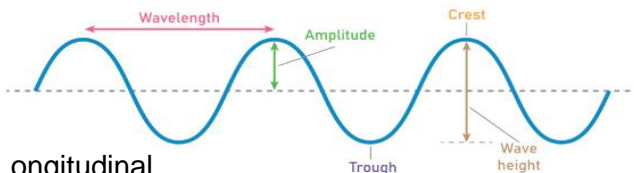
Prior learning links

- Sounds are made when something vibrates
- Sound vibrations travel to the ear
- Light travels in straight lines
- We see things because light bounces off an object and is reflected into our eyes
- Volume decreases as the distance from an object increases
- The louder the sound, the greater the vibrations that made it

Types of waves

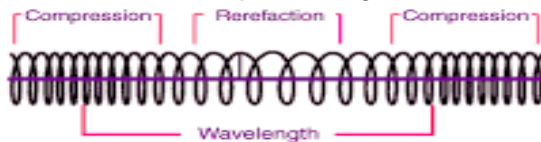
Transverse

Waves travelling across the ocean are an example of transverse waves.



Longitudinal

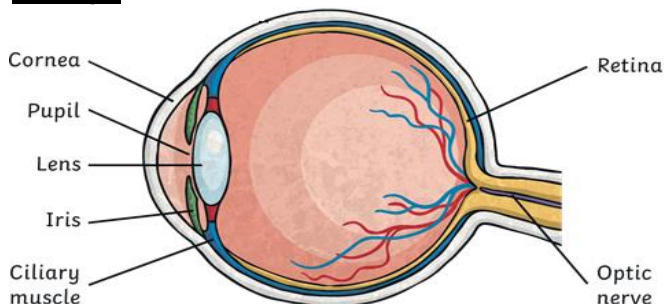
Sound waves are an example of longitudinal waves



Reflection and Refraction

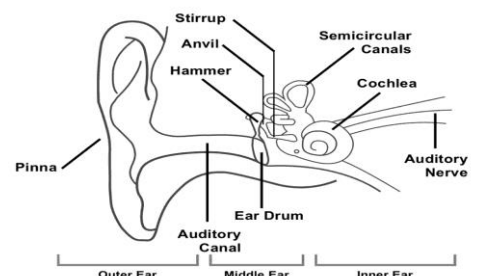
- Light can reflect (bounce off) or be transmitted (go straight through) or refract (change direction) or be absorbed (taken in) by a material.
- Law of reflection- the angle at which a light ray hits a mirror (incidence) is always the same angle at which it is reflected
- When light travels from one medium to another, it changes speed and direction.
- If light travels from less dense to dense medium, it slows down and bends towards the normal.
- If light travels from dense to less dense medium, light speeds up and bends away from normal

The eye



- Pupil – Controls how much light enters the eye
- Iris – Muscles that help change the size of the pupil
- Retina – contains photosensitive cells
- Lens – helps to focus an image

Hearing



- Sound waves are longitudinal waves
- Sound needs 'particles' to travel
- Ear drum vibrates and passes vibrations to the ossicles, this passes vibrations to the cochlea which converts them to electrical signals to be transmitted to the brain via the auditory nerve.

Essential knowledge

- Sound waves are longitudinal.
- Sound needs a medium to travel through
- The frequency of sound is measured in Hertz (Hz)
- Sound can be reflected off surfaces (echo) or absorbed
- Light does not need a medium to travel through.
- Light can be absorbed, reflected and refracted.
- White light is made up of different colours.
- The parts of the eye

Key Vocabulary

Which key word:

- Describes an object that is not see through?
- Describes what happens when light hits a mirror?
- Describes a type of wave?
- Describes light travelling through a window?

Prior learning links

1. What causes sound waves?
2. How do we see things that don't produce there own light?
3. What happens to the volume of a radio the further we move away from it?
4. How does light travel?
5. What organ in our body picks up sound waves?

Types of Waves

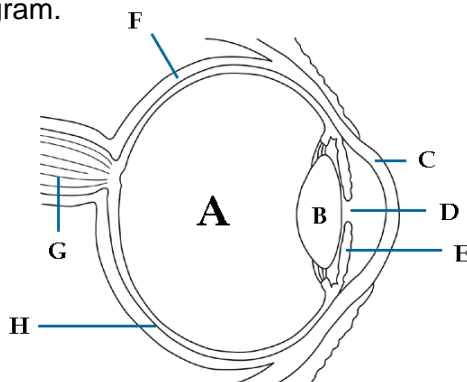
1. Draw and label a transverse wave.
2. What word represents the height of a wave?
3. Give an example of a transverse wave.
4. Draw and label a longitudinal wave
5. What happens to waves when they are compressed?
6. Give an example of a longitudinal wave.

Reflection and refraction

1. What is the word we use to describe when light goes straight through a medium?
2. What is the law of reflection?
3. What happens to the speed of light as it travels from air to a liquid?
4. What happens when light refracts?
5. What is the angle of incidence?

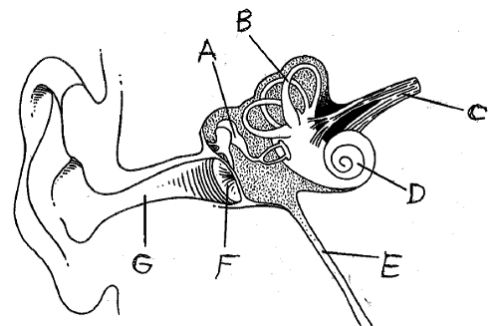
The eye

1. What is the area at the back of the eye called?
2. What part of the eye contains muscles that change the size of the pupil?
3. Label the lens, cornea, iris and retina on the diagram.



Hearing

1. Label the ear.



2. Describe the journey of a sound wave after it enters the ear canal.
3. What type of waves are sound waves?

The logo consists of a wireframe globe made of thin, intersecting grey lines. A solid dark grey horizontal bar is superimposed across the center of the globe.

EBACC

GEOGRAPHY PLC: 9.1 Our Unequal World

| | I can... | R | A | G |
|---|---|---|---|---|
| 9.1.1 What is inequality? 9.1.2 Why is our world unequal? 9.1.3 Relationships between development | define inequality | | | |
| | locate where inequality is found around the world | | | |
| | describe how a country develops | | | |
| | name development indicators | | | |
| | decide whether uneven development is either historical, geographical, political or socio-economic | | | |
| | | R | A | G |
| 9.1.4 Why is energy so important for development? 9.1.5 Food inequality - Sudan 9.1.6 Food inequality - UK | locate LICs and HICs | | | |
| | describe what energy is used for | | | |
| | define surplus and deficit energy | | | |
| | describe the difference between renewable and non-renewable energy | | | |
| | name food resources | | | |
| | explain how undernourishment leads to poverty | | | |
| | describe local discrepancies in development | | | |
| | explain how food insecurity can be solved - aid, farming methods, technology | | | |
| | | R | A | G |
| 9.1.7 Inequality in health 9.1.8 Dharavi | describe how health can be affected in LICs | | | |
| | explain the importance of water supplies | | | |
| | explain how water supplies are contaminated | | | |
| | explain the importance of good sanitation in relation to health | | | |
| | describe why HICs have greater health care than in LICs | | | |
| | | R | A | G |
| 9.1.9 Escaping inequality - migration 9.1.10 UN sustainability goals 9.1.11 Fairtrade - the geography of chocolate 9.1.12 Fairtrade board game | define what is migration is | | | |
| | why migration occurs in LICs and HICs | | | |
| | What is fairtrade (Links to y8 Horn of Africa) | | | |
| | The countries involved with making chocolate | | | |
| | Fairtrade has an impact on development and inequalities | | | |

Essential knowledge

The levels of development around the world.

The global patterns of development around the world.

The human and physical factors that affect inequalities.

Key vocabulary

Level of development - a measure of how advanced a country is socially, economically, or technologically

Malnutrition - the lack of a balanced diet

Contamination - infected by a poisonous or polluting substance.

Migrant - a person who moves from one place to another.

Sanitation - the process of keeping places clean and healthy

Prior learning links

7.5 Investigating settlements - The structure of a town and why people settle in certain locations.

8.3 What is Africa like? - Introducing students to the reasons why some countries are more developed than others.

8.4 Exploring the Horn of Africa - How economic development is affected by climate and location.

Levels of development

Development indicators are measures used to compare levels of development.

Economic measure

GNI- Gross National Income. The total value of all the goods and services produced in a country in a year plus income from abroad per capita.

Social measures

Life expectancy- The average age that a person may live to.

Literacy rate- The percentage of people aged 15 years and above who can read and write.

Combined measure

HDI - Human Development Index. A score out of 1 calculated using both economic and social indicators - Average length of schooling, literacy rate, GNI and life expectancy.

Global patterns of development

Levels of development are uneven both between and even within countries.

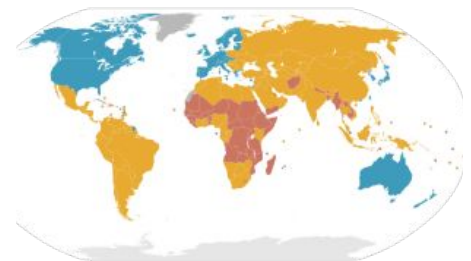
Low income countries (LICs)

Least developed countries globally

GNI: less than \$1 045

Location: Central Africa.

Economy: primary sector is largest.



Newly emerging economies (NEEs) Mostly

Rapidly developing countries

GNI: \$1 045 - \$12 695

Location: Asia and South America

Economy: secondary sector is largest



High income countries (HICs)

Most developed countries globally.

GNI: over \$12 695

Location: North America and Europe Economy: tertiary sector is largest.



Physical factors:

Landlocked

Limits profit made from trade of exports or from taxes on imports.

Extreme climate

Limits profits made from farming exports and limits healthy food supply for population.

Natural hazards

Money has to be spent on protecting and recovering rather than on developing infrastructure and services.

Human factors:

Poor health care

People who are ill aren't able to work effectively or may even die.

Poor education

The population do not have the education or skills required for higher paid jobs.

Experiencing conflict Infrastructure is damaged, and less money is available for development of services.

Prior learning links

1. What does LIC stand for?
2. What does HIC stand for?
3. Describe the location of Africa.
4. Describe the location of Asia?
5. Name three countries in Africa.
6. Name three countries in Asia.

Key vocabulary

1. What is the definition of 'level of development'?
2. What is malnutrition?
3. What is contamination?
4. What is a migrant?
5. What is sanitation?

Levels of development

1. What are development indicators?
2. What are the three categories of measure?
3. Give an example of an economic measure.
4. Give an example of a social measure.
5. Give an example of a combined measure.
6. What does the acronym GNI stand for?
7. What is GNI?
8. What is life expectancy?
9. What is literacy rate?
10. What does the acronym HDI stand for?
11. Which measure are used to calculate the HDI?
12. What is the HDI a score out of?
13. Why is HDI the best measure?

Global pattern of development







1. Where do uneven levels of development occur?
2. What does the acronym LIC stand for?
3. How much GNI per capita makes a country a LIC?
4. Where are most LICs located?
5. What sector of the economy is biggest in LICs?
6. What does the acronym NEE stand for?
7. How much GNI per capita makes a country a NEE?
8. Where are most NEEs located?
9. What sector of the economy is biggest in NEEs?
10. What does the acronym HIC stand for?
11. How much GNI per capita makes a country a HIC?
12. Where are most HICs located?
13. What sector of the economy is biggest in HICs?

Factors affecting inequalities

1. Which two types of factors affect a countries ability to develop?
2. Name the three physical factors
3. Name the three human factors
4. How does being landlocked limit development?
5. How does having an extreme climate limit development?
6. How does the occurrence of natural hazards limit development?
7. How does poor health care limit development?
8. How does a poor education limit development?
9. How does experiencing conflict limit development?
10. Which two factors mean money is not available for development of services and infrastructure?
11. Which factors may result in people dying?
12. Which two factors limit profits made from exports?

Essential Knowledge Checklist

Year 9 - War to peace and back again

| Essential Knowledge | | Developing  | Secure   | Extended    |
|-----------------------|---|---|---|---|
| Treaty of Versailles | <i>When was the Treaty of Versailles signed?</i> | | | |
| | <i>What economic terms were there?</i> | | | |
| | <i>What military terms were there?</i> | | | |
| | <i>Why did Germany hate the Treaty of Versailles?</i> | | | |
| 1920s vs 1930s | <i>What was life like in the 'booming 20s'?</i> | | | |
| | <i>When was the Wall Street Crash?</i> | | | |
| | <i>List one consequence of the Wall Street Crash?</i> | | | |
| The rise of dictators | <i>What is a dictator?</i> | | | |
| | <i>What is democracy?</i> | | | |
| | <i>Name two dictators from the 1930s?</i> | | | |
| | <i>How does a dictator keep hold of power?</i> | | | |
| | <i>How does life change under a dictatorship?</i> | | | |
| Substantive Concepts | <i>Racism</i> | | | |
| | <i>Propaganda</i> | | | |
| | <i>Democracy</i> | | | |
| | <i>Freedom</i> | | | |

What essential knowledge do I need to develop?

1 -

2 -

Year 9 - War to peace and back again

Essential knowledge

How world war one ended
Terms of the Treaty of Versailles
The League of Nations; organisation, strengths and weaknesses
How the 1920s and 1930s were different
The rise of the dictators
Causes of World War Two

Key vocabulary

Diktat, demilitarise, Anschluss, conscription, mandates, League of Nations, isolationism, clause, armistice, Rhineland, disarmament, self determination

Prior learning links

Students have already covered the causes of WW1 and how WW1 changed the world. Students have discovered information about the key concepts of power, money and empire. Pupils have learnt about the British Empire and its role in world affairs.

Treaty of Versailles

Key

Red - military

Blue - territorial

Yellow - economic

Article 231 - the war guilt clause. Germany had to take full responsibility for the war. Germany called it the Diktat.

Germany was split in two by the Polish Corridor. This was to Poland access to the sea.

Anschluss with Austria was forbidden.

The Rhineland was demilitarised.

Germany was not allowed any tanks, planes or submarines.

The League of Nations was created. Germany and USSR not allowed to join.

The German army was limited to 100 000 men, all volunteers. No conscription.

German colonies in Africa were given as mandates to the League i.e. Britain and France.

Danzig was taken from Germany and made a free city under the League.

Article 232 - the reparations clause. In 1921 it was agreed at £6.6 billion.

The German navy was limited to 15000 men, 1500 officers and 6 battleships.

The Saar was put under the control of the League for 15 years and then its people would have a plebiscite. It was an important industrial area for Germany.

Germany lost 10% of its land and 12.5% of its population. Alsace Lorraine was returned to France. Eupen Malmedy to Belgium. North Schleswig to Denmark

Key people - the big three

| Woodrow Wilson USA | David Lloyd George Britain | Georges Clemenceau France |
|--|---|--|
| Aims - world peace. He wanted self-determination for countries to rule themselves and suggested the creation of the League of Nations. | Aims - elected by promising to punish the Germans but wanted them to be strong enough to trade with. To protect the empire and navy. | Aims - Germany destroyed so that it would never again be able to invade France. Wanted them to pay for the damage caused to French land. |
| Opinion - so harsh that Germany would seek revenge leading to another war. Happy league was established but sad USA did not join. | Opinion - felt it was too harsh, that Britain would have to fight another war in 25 years' time. Pleased with military terms and larger Empire. | Opinion - felt it was not harsh enough as Germany was not destroyed. More money wanted and the Rhineland should be independent. |

| | |
|------------|---|
| 28/6/1919 | The Treaty of Versailles was signed in the Hall of Mirrors in the palace of Versailles outside Paris. |
| 10/9/1919 | Treaty of St Germain - Austria. Land to Italy, Romania, Czechoslovakia, Yugoslavia and Poland. Army 30,000 no conscription, no navy. No anschluss with Germany. Reparations but amount not fixed. |
| 27/11/1919 | Treaty of Neuilly - Bulgaria. Land to Yugoslavia, Greece and Romania. £100 million. Army 20,000, no conscription, no air force, 4 battleships. |
| 4/6/1920 | Treaty of Trianon - Hungary. Land to Romania, Czechoslovakia, Yugoslavia and Austria. Reparations not fixed. Army 30,000, no conscription, 3 patrol boats. |
| 10/8/1920 | Treaty of Sevres - Turkey. Land to Greece and all European land except area around Constantinople. Army 50,000 7 sail 6 torpedo boats. |
| July 1923 | Treaty of Lausanne. Turkey regained some land from Greece, control of Dardanelles, Bosphorus straits and armed forces. Reparations cancelled. |

Year 9 - War to peace and back again

Prior Learning Links

What do you know about the causes of WW1?
Who fought in WW1?
What do you know about the tactics of WW1?
Why was Britain the most powerful country in the world?
What do you know about the British Empire?
What do you know about the end of WW1?

Key vocabulary

Diktat
Demilitarise
Anschluss
Conscription
Mandates
Isolationism
Disarmament
Self determination

The terms of the Treaty of Versailles

1. What was article 231?
2. What was article 232?
3. How much German territory was lost and what % of its people?
4. What happened to Germany's colonies?
5. How did the creation of Poland affect Germany?
6. What happened to the port of Danzig?
7. Who would happen in the Saar after 15 years?
8. What were the military terms for the navy?
9. What were the terms for the army?
10. What were Germany not allowed?
11. Which country was Germany not allowed to anschluss (unite) with?
12. Which organisation was created to keep peace?
13. Which countries were not allowed to join?
14. What did the Germans call the treaty?
15. When was the treaty signed?

Key people - the big three

| | | |
|--------------------|----------------------------|---------------------------|
| Woodrow Wilson USA | David Lloyd George Britain | Georges Clemenceau France |
| | | |
| | | |

Add key details for each of the other treaties

Treaty of St Germain


Treaty of Neuilly

Treaty of Trianon.

Treaty of Sevres

Treaty of Lausanne

Year 9 Personal Learning Checklist:
Unit 1a Religious Symbolism

| | | | | |
|--|--|-------------|----------|----------|
|  | Knowledge | R | A | G |
| 1.1a | Can I identify religions due to their main symbols E.g. Star of David - Judaism? | <div></div> | | |
| 1.2a | Can I explain the impact of holy scripture on modern day society? | <div></div> | | |
| 1.3a | Can I understand that symbols can be physical and not simply images? | <div></div> | | |
| 1.4a | Can I understand how symbols link to key religious beliefs? | <div></div> | | |

Year 9 - Religious Symbolism

Essential knowledge

- Able to identify religions due to their main symbols e.g. Cross - Christianity, Star of David - Judaism
- The impact of holy scripture on modern day society
- Understand that symbols can be physical and not simply images
- Understand how symbols link to key religious beliefs

Prior learning links

The symbols in this topic should be recognisable by all students as they Year 7. By studying this topic students will be able to identify more of these religious symbols by sight and understand what they actually stand for. Furthermore, they will be able to see any misconceptions linked to these symbols.

Judaism

In Judaism symbols have a number of uses. For example, The Magen David, or Star of David, is one of the most frequently seen symbols of the Jewish religion and the Jewish people. It has only recently that it has become a major symbol. It appears on the flag of Israel. A Menorah is a special candlestick that used to burn in the original Jewish Temple. A picture of a menorah features on the seal of the state of Israel. It is considered sinful to copy any furniture that used to stand in the Temple, so if a synagogue has a menorah, it is likely to have just six branches.

Key vocabulary

Ichthus, Chi-Rho Monogram, Triquetra, Cross, Crucifix, Calligraphy, Mihrab, Aum, Swastika, Vahana, Dharmachakra, Triratna, Rupas, Mudras, Shin, Chai, Magen David, Menorah

Christianity

There are a number of symbols that feature in Christianity. This has always been the case, partly due to the persecution of Christians under the Romans. The most common symbol linked to Christianity is the cross. It is most commonly used by Protestants and the empty cross represents the resurrected Christ. This is similar to the Crucifix, which is a cross with Jesus on it. This symbolises his sacrifice and reminds Christians that his death was to make up for the sins of people. This is more commonly used by Catholic and Orthodox Christians. The Triquetra is one continuous line that represents the eternal nature of God, which also looks like three parts - the Trinity. The word 'Ichthus' is Greek in origin and means fish. It is one of the earliest symbols of Christianity. A Christian would draw the fish shape and if the other person drew an eye on it then they knew it would be safe to talk about their beliefs

Islam

Islamic art is a mixture of religious and cultural traditions. It is used in paintings, architecture and floorings such as tile work. It has been used across Middle Eastern countries since the 17th century. Many of these artworks include Calligraphy, which features especially in Mosques. Muslim art does not feature people or animals, as this is classed as blasphemy. This is because people and animals are God's creation, and by drawing them, we try to imitate God. One feature of the Mosque that is highly decorated is the Mihrab. The Mihrab shows the direction in which Muslims need to pray (towards Mecca). It is decorated with texts from the Qur'an or the 99 names of Allah written in calligraphy around it. Prayer mats are also highly decorative and usually feature images of the great Mosques of Mecca and Medina.

Hinduism

All Hindu symbols have spiritual meaning. Two key symbols in the Hindu faith is the Aum and the Swastika. The aum represents Brahman in three parts - the Trimurti. The swastika points in all directions and represents Brahman being everywhere. It is the idea that all existence should be good and is a sign of good fortune. Each deity in Hinduism has an animal, called a Vahana. This animal can represent a deity's strength. There are also a lot of symbolism in the form of murtis, which are statues of specific deities. People will pray to these deities for different things.

Buddhism

In Buddhism there are many different symbols including not only images, but also actions and gestures. The most common symbol linked to Buddhism is the Dharmachakra (Dharma wheel) which is a wheel with eight spokes, representing the Noble Eightfold path. Other symbols include the Lotus flower represents karma, the law of cause and effect and the Triratna. The Triratna is an image of three jewels which represent the three things buddhists commit themselves to: the Buddha, the Dharma and the Sangha. Images of the Buddha are called Rupas. Their body shapes, particularly their hand gestures (called mudras) have a number of different symbolic meanings.

Year 9 - Religious Symbolism

Prior learning links

1. What are the three parts of the Trinity?
2. What is the religious symbol of Islam?
3. Which deities feature in the Trimurti?

Key vocabulary

1. What is a Crucifix?
2. What symbol represents the Trinity?
3. What is the name for the fish symbol in Christianity?
4. What is Calligraphy?
5. What are Rupas?
6. Which symbol represents the Trimurti?

Judaism

1. What is the Star of David also known as?
2. What is a Menorah?
3. Give an example of an where the image of a Menorah might appear?
4. Give an example of where the Star of David might appear?
5. Why might some Menorah have more or less branches than the original one?
6. Where did the original Menorah burn?

Christianity

1. What is the difference between a Cross and a Crucifix?
2. Which Christian symbol is used mainly by Protestants?
3. When the Ichthus symbol is complete, what did that show Christians?
4. How is the Ichthus symbol drawn?
5. Which language does Ichthus come from?
6. Draw three symbols in Christianity and label their features
7. What does the Crucifix symbolise?

Islam

1. What does the Mihrab show?
2. Name one style of artwork in Islam?
3. What does Islamic artwork not feature?
4. How many different names of Allah are there?
5. What might prayer mats feature on them?
6. Where might you find Calligraphy?

Hinduism

1. What symbol represents the Trimurti?
2. Which symbol is a symbol of good fortune?
3. What is a Vahana?
4. What does a Vahana represent?
5. What is a Murti?
6. Why does a Swastika point in all directions?
7. What do Hindus believe that all symbols have?

Religious symbols

In your reflection logs, draw the following images and write a description of them:

1. Crucifix
2. Magen David
3. Menorah
4. Dharmachakra
5. Ichthus
6. Triquetra
7. Lotus Flower
8. Aum
9. Triratna
10. Cross

Buddhism

1. In Buddhism, symbols are not only images, but can also be what?
2. What is the Dharma Wheel also known as?
3. How many spokes does the Dharma wheel have?
4. Why does the Dharma wheel have this number of spokes?
5. Which symbols represents Karma?
6. What does the Triratna represent?
7. What are images of the Buddha called?
8. What are the name of the specific hand gestures the Buddha may have?

UNITY Modern Foreign Languages DEPARTMENT



Personal Learning Checklist

Year 9 Autumn Term



Scheme for Learning: *Mon identité*

| How do you rate your learning success? | Evidence/ Example | | | |
|---|----------------------|--|--|--|
| I know a variety of adjectives in French. | | | | |
| I know about where adjectives usually go in a French sentence in relation to nouns. | | | | |
| I know how to make adjectives agree with masculine, feminine and plural nouns. | | | | |
| I know some key verbs used to describe activities. | | | | |
| I know how to describe the weather in French. | | | | |
| I know the verb to listen and how to describe my likes/dislikes. | | | | |
| I can name some items of clothing and the colours. | | | | |
| I can use the past (perfect) tense in French. | | | | |

Prior Learning Links

Look at the list opposite.
Put a tick next to the French you already know.






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- Understanding masculine and feminine nouns:
- *un copain/ une copine*
- opinions: *J'aime, je n'aime pas*
- reasons: *car / parce que c'est....*
- The verb to be: *être Je suis*
- And the verb to have: *avoir J'ai*
- Adjectives + agreements *+e, +s, +es*
- Possessive adjective: My = *mon, ma, mes*

| | | | | | | | | | | | |
|---|----------|----------|----------|---------|--|--|----------|----------|----------|----------|---------|
| <u>My Vocabulary Quiz Scores</u> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | | | <u>My End of Unit Assessment Results</u> <table border="1"> <tr> <td><u>L</u></td> <td><u>R</u></td> <td><u>W</u></td> <td><u>S</u></td> <td>_____ %</td> </tr> </table> | <u>L</u> | <u>R</u> | <u>W</u> | <u>S</u> | _____ % |
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| | | | |
|---|---|---|---|
| <p align="center">UNITY MFL DÉPARTEMENT</p> <p align="center">Prior knowledge Autumn Term</p> <p align="center">Year 9</p> | | | |
| Scheme for Learning: Mon identité | | | |
| How confident do you feel about the statements below? |  |  |  |
| I know a variety of adjectives in French. | | | |
| I know about where adjectives go in relation to nouns and how they change according to masculine/feminine and plural. | | | |
| I know some key verbs used to describe activities. | | | |
| I know how to describe the weather in French. | | | |
| I know the verb to listen and how to describe my likes/dislikes. | | | |
| I can name some items of clothing and the colours. | | | |
| I can use the past (perfect) tense in French. | | | |
| What key skills do you want to develop in this unit of work? | | | |
| How do you think you can achieve success in this unit? | | | |

What do you feel confident about
going into this unit of work?

| | |
|--|--|
| | |
| | |

Essential knowledge

- Forming the past tense: using avoir.
- Forming the future tense: using aller
- Subject pronouns.
- opinions
- Conjunctions.

Prior learning links

- Understanding masculine and feminine nouns
- opinions + reasons
- Etre* and *avoir*
- Adjectives + agreements
- Possessive adjective: My = *mon ma mes*

Conjugating 'er' verbs

Most verbs in French are ER verbs. This means they end with the letters ER. These are verbs in the infinitive form. In English they translate using 'to' at the start of them. **aimer** is the verb 'to like'.

When using them in the present tense, the end of the verb will change depending on who is doing the action.

e.g. **J'aime** I like
Tu aimes You like
Il aime He likes

Other examples of 'er' verbs are;

adorer - to love J'adore
danser - to dance Je danse
écouter - to listen J'écoute
porter - to wear Je porte

*Remember there are 3 parts to make the past tense in French.
Person + avoir bit + action (**é** = ed)
J' + ai + **joué** = I + have + played
J'ai regard**é** = I watch**ed**
J'ai dans**é** = I danc**ed**

Key vocabulary

This is the present tense

| Aimer | To like |
|--------------|-----------------|
| J'aime | I like |
| Tu aimes | You like |
| Il aime | He likes |
| Elle aime | She likes |
| On aime | We like |
| Nous aimons | We like |
| Vous aimez | You like |
| Ils aiment | They like |
| Elles aiment | They like |
| Tu aimes...? | Do you like...? |

| Aller | to go |
|----------------|--------------|
| Je vais | I go |
| Tu vas | You go |
| Il/Elle/On va | He/She/We go |
| Nous allons | We go |
| Vous allez | You go |
| Ils/Elles vont | They go |

| Avoir | To have |
|------------|-----------|
| J'ai | I have |
| Tu as | You have |
| Il a | He has |
| Elle a | She has |
| On a | We have |
| Nous avons | We have |
| Vous avez | You have |
| Ils ont | They have |
| Elles ont | They have |

| | |
|------------------|----------|
| <i>mais</i> | but |
| <i>et</i> | and |
| <i>aussi</i> | also |
| <i>parce que</i> | because |
| <i>car</i> | because |
| <i>c'est</i> | it is |
| <i>Ils sont</i> | They are |

| | |
|--------------------|-------------|
| <i>fantastique</i> | fantastic |
| <i>génial</i> | great |
| <i>super</i> | super |
| <i>nul</i> | rubbish |
| <i>ennuyeux</i> | boring |
| <i>confortable</i> | comfortable |

To speak in the **future** tense we need to use the verb **aller** (to go) with other verbs to convey **future** plans.

Je vais visiter ma mère. =
I am going to visit my mum.

Il va manger la pizza. =
He is going to eat pizza.

Tu vas jouer au foot. =
You are going to play football.

To speak in the **past** tense we need to use the verb **avoir** (to have) with other verbs to convey what **has happened**.

J'ai mangé le chocolat. =
I ate/have eaten the chocolate.

J'ai porté un jean =
I wore/have worn jeans.

| | |
|---------------------------|---------------|
| <i>un tee-shirt</i> | a t-shirt |
| <i>un pantalon</i> | trousers |
| <i>un pull</i> | jumper |
| <i>un jean</i> | jeans |
| <i>un short</i> | shorts |
| <i>un manteau</i> | coat |
| <i>un sweat à capuche</i> | hoodie |
| <i>une robe</i> | dress |
| <i>une jupe</i> | skirt |
| <i>une chemise</i> | shirt |
| <i>une veste</i> | blazer/jacket |
| <i>des bottes</i> | boots |
| <i>des baskets</i> | trainers |
| <i>des chaussures</i> | shoes |
| <i>des chaussettes</i> | socks |

*Remember that when you use colours in French, they come **AFTER** the noun.

Stylo rouge = red pen

*Remember adjectives have to agree with the noun.

Les chaussettes bleues.
The blue socks.
(femine, plural)

Write the correct translation for the following subject pronouns with *aller* (to go).

- | | |
|---------------------------|------------------------------|
| 1 We go _____ | 6. You (plural) go _____ |
| 2. They (female) go _____ | 7. You (a friend) go _____ |
| 3. You (polite) go _____ | 8. They (masculine) go _____ |
| 4. He goes _____ | 9. They (feminine) go _____ |
| 5. I go _____ | 10. She goes _____ |

Reading task: Match items 1-15 with pictures a-o. Ex: 1 = i, n, a (you may use the clothes more than once).

Associe les phrases aux dessins.

| | |
|---|--|
| 1 manger au restaurant 2 un tee-shirt bleu 3 des baskets 4 jouer au foot 5 aller au cinéma 6 un jean 7 faire du camping 8 un pantalon beige 9 un short orange 10 faire de la rando 11 une chemise blanche 12 aller à un concert 13 des bottes noires 14 un sweat à capuche noir 15 un pullover bleu |                |
|---|--|

Read the 3 paragraphs. Decide which singer is mentioned. What opinions are given and any other details.

Je suis fan de Diam's. J'adore la chanson *Ma France à moi* parce que j'aime bien les paroles. J'aime aussi son look et je pense qu'elle est sympa et intelligente. Je n'aime pas la musique de Michael Bubl . Il est nul. Mais ma s ur adore sa musique. Moi, je n'aime pas les paroles.

Gabrielle



| | Singer | opinion | other details |
|-----------|--------|---------|---------------|
| Quentin | | | |
| Guillaume | | | |
| Gabrielle | | | |

Moi, j'aime beaucoup la musique de Katy Perry parce que j'adore les paroles et les m lodies.

Guillaume



La musique, c'est ma passion. J' coute du m tal parce que j'adore  a. Je n'aime pas du tout la musique de Lily Allen.   mon avis, c'est nul.

Quentin



Which three sentences are correct? Correct the two sentences that are wrong.

- | | |
|---------------------------------------|--------------------------|
| 1 J'ai jou  au foot dans le parc. | 4 J'ai aim  le film. |
| 2 J'ai regarde des DVD. | 5 J'ai mang  du popcorn. |
| 3 Je jou  au volley avec mes copains. | |

Choose the correct form of the near future tense to fill in the gaps.

Ce weekend,   je va faire/je vais faire du shopping avec mes copines et le soir,   je vas manger/je vais manger au restaurant.

Le dimanche,   je vais aller/je va aller au cin ma avec ma famille.   Je vais porter/Je vas porter ma jupe bleue. Et toi, qu'est-ce que   tu vais faire/tu vas faire?

Extend your skills!

Adapt the final paragraph to write about what you are going to do this weekend. Can you also write some sentences to say what you did last weekend (le weekend dernier) using the past tense?

Je suis all  = I went



CREATIVE

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate an understanding of the basic rules, tactics, and skills in singles and doubles badminton. | R | A | G |
| Stage 1: Core Knowledge & Vocabulary | | | |
| I can define the terms footwork , serve , and coordination in badminton. | | | |
| I can explain the importance of these terms in a match situation. | | | |
| Stage 2: Doubles Tactics | | | |
| I understand the difference between attacking and defensive formations in doubles. | | | |
| I know the purpose of switching between front-rear and side-by-side formations. | | | |
| I can apply basic tactics like short serves and net aggression effectively in games. | | | |
| Stage 3: Skill – Backhand Short Serve | | | |
| I understand the technique for performing a backhand short serve. | | | |
| I can explain why it is used more frequently in doubles. | | | |
| I can consistently perform a backhand short serve with control and accuracy. | | | |
| Stage 4: Skill Progression – Net Play | | | |
| I understand the purpose of net play in badminton. | | | |
| I can perform basic net shots with good control over my racket. | | | |
| I can use net play effectively during competitive games. | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions I can demonstrate an understanding of advanced badminton skills, court positioning, and rules for both singles and doubles play.. | R | A | G |
| Stage 5: Linking Skills in Doubles | | | |
| I can communicate clearly with my partner to switch positions and cover the court. | | | |
| I understand how to support a partner with a strong smash or net game. | | | |
| I can combine my serving, footwork, and net play into game situations. | | | |
| Stage 6: Game Play and Application | | | |
| I can select appropriate tactics for singles vs doubles games. | | | |
| I can identify attacking and defensive areas of play and adjust my positioning accordingly. | | | |
| I can apply all skills learned during competitive games with confidence. | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Development of more advanced tactics in singles and doubles games.
- How to play attacking and defensive tactics in doubles matches.

Key Vocabulary

Footwork - The ability to coordinate your feet into the right position when playing a shot.

Serve - The serve must be hit from behind the service line and travel diagonally from one side of the court into the opposite service box.

Coordination - The ability to move two or more body parts under control, smoothly and efficiently.

Prior learning links

Understanding of attacking shots in badminton.

Court familiarisation (when serving)

Basic Tactics (Doubles)

- Short serves are better
- Target the space between opponents
- When receiving, play aggressively toward the net
- Should switch quickly from defence to attack and from attack to defence.
- When attacking, adopt a formation with one player in the front and one at the rear.
- When defending, adopt a side-by-side formation in order to cover the full width of the doubles court.

Skill

Backhand Short Serve

This serve is most widely used in doubles. It is more common to use the backhand serve than the forehand one. The flick serve starts off in the same way as a Low Serve, but a last minute change of pace and flick of the wrist should take the shuttle over the opponents reach, but should not allow them much time to run back and hit an effective return.

Skill Progression

Net Play

Badminton net play is a vital skill when you're playing along the net with your opponent. This is a fairly difficult skill to master because you need EXTREMELY good control over your racket.

Linking Skills

Backhand Short serve



Pupils should be attempting more complex badminton shots.

As you play doubles matches it is important to communicate effectively in order to change positions.

Pupils with a stronger smash shot should play at the back of the court.

Doubles Net Play



Smaller, faster and more agile pupils should play at the net.

Key Vocabulary

What is the key vocabulary?

Can you define the key vocabulary?

Prior learning links

What are the different areas of the court?

How are they different for singles/doubles

Basic Rules

What are the tactics for playing doubles?

Skills

How do you perform the backhand short serve?

Why do you perform this type of serve in doubles and not singles?

Skill progression

Identify the areas of where attacking/defensive styles of play should be played.

Linking skills

What drills can help you with linking skills?

Draw a drill to help with linking these skills.

Why would you use these skills in a game situation?

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate how to adapt fitness circuits, use correct technique, and understand the link between health, fitness, and sporting performance. | R | A | G |
| Stage 1: Key Vocabulary and Understanding | | | |
| I can define health and fitness clearly. | | | |
| I understand the difference between health and fitness. | | | |
| I can explain how both concepts apply to sports performance and well-being. | | | |
| Stage 2: Circuit Rules and Safety | | | |
| I understand how long to work and rest during a fitness circuit. | | | |
| I can use correct technique for each exercise in a safe and effective way. | | | |
| I know how to warm up and cool down properly before and after training. | | | |
| I can check if the circuit matches the intended area of the body (e.g., core, legs). | | | |
| Stage 3: Fitness Skills | | | |
| I can perform a range of fitness exercises (e.g., burpees, squats, lunges, shuttle runs). | | | |
| I know how to adapt my form and posture for correct technique. | | | |
| I can explain how each exercise supports muscle groups and sports skills. | | | |
| I understand how warm-ups prepare muscles and joints for activity. | | | |
| Stage 4: Adapting Circuits | | | |
| I can adapt a circuit to suit a specific sport or fitness goal. | | | |
| I can increase the intensity by adding reps, time, or effort. | | | |
| I can modify the circuit to make it easier or harder based on ability. | | | |
| I can design a circuit that targets different areas of the body or components of fitness. | | | |

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate how to adapt fitness circuits, use correct technique, and understand the link between health, fitness, and sporting performance. | R | A | G |
| Stage 5: Linking to Sport and Performance | | | |
| I can link circuit exercises to the demands of specific sports (e.g., football vs rugby). | | | |
| I can give examples of how these skills benefit athletes in real game situations. | | | |
| I can explain how fitness supports performance, endurance, and injury prevention. | | | |
| I can describe how adapting and progressing a circuit improves motivation and engagement. | | | |
| Stage 6: Reflection and Self-Assessment | | | |
| I can assess my strengths and areas for improvement in fitness. | | | |
| I can use sporting examples to explain my progress. | | | |
| I can plan how to improve my fitness based on feedback or targets. | | | |
| I can explain how my fitness training could help my sporting performance. | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- To develop how certain aspects of fitness can improve sporting performance.
- To understand the (similarities and differences between health and fitness.

Key Vocabulary

- Health - is a state of complete physical, mental and social well-being.
- Fitness - is the condition of being physically strong and healthy.

Prior learning links

- Circuit training in Year 8.
- How to adapt circuits.















Basic Rules

- Working for a period of time continuously.
- Rest time after each station.
- Using the correct technique.
- Linking to sporting examples.
- Warm up and cool downs must be complete.

Skill progression

- Being able to adapt your circuit.
- Using the correct technique.
- Working at a higher intensity.
- Knowing the difference between health and fitness.
- Using sporting examples.

Skills

| YEAR 9 CIRCUIT TRAINING   EXERCISES | | |
|---|--|--|
| PRESS UPS  | SQUATS  | PLANK  |
| SIT UPS  | LUNGES  | STAR JUMPS  |
| MOUNTAIN CLIMBERS  | SHUTTLE RUNS  | LEG RAISES  |
| TRICEP DIPS  | WALL SIT  | BURPEES  |

The set up

- Draw your own circuit.
- What would you include in your circuit for a football player compared to a rugby player?
- How does a circuit link to a specific sports?
- How can you increase the intensity if it is too easy?
- How can you modify your circuit if it is too hard?

Key Vocabulary

1. What is the key vocabulary?
2. Can you define the term fitness?
3. Can you define the term health?

Prior learning links

How can you adapt a circuit?

How do you develop certain areas of the body?

Basic Rules

1. What is the correct technique?
2. How long do we work for?
3. Is the circuit suitable for the specific area of the body?
4. Why is it important to maintain proper form during circuit training exercises?

Skills

1. What are the basic skills in fitness?
2. Can you explain how to use the correct technique?
3. How can these skills support a sporting environment?
4. How do warm ups prepare the muscles and joints for the circuit training session?

Skill progression

1. How do you perform the correct technique?
2. Can you explain the difference of fitness and health?
3. What is the benefit of including a variety of exercises in your circuit training routine?
4. How can using variety of exercises and changing the circuit help keep engagement and motivation to progress in their fitness?

Linking skills

1. How do you set up a circuit?
2. What is heart rate?
3. How do you adapt a circuit? Give examples and link to a sporting example.
4. What is the difference between health and fitness?
5. What were your strengths and areas for improvement? Can you use a sporting example and explain how this will benefit your sport.

| | | | |
|---|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate advanced netball skills such as dodging, pivoting, and set play, and apply them in game situations. | R | A | G |
| Stage 1: Key Vocabulary and Concepts | | | |
| I can define key terms including feint dodge , pivot , centre pass , and turning in the air . | | | |
| I understand how these terms contribute to effective attacking play. | | | |
| I know how "set play" can help a team outwit the opposition during a centre pass. | | | |
| Stage 2: Rules and Game Understanding | | | |
| I understand the footwork rule and how breaking it affects gameplay. | | | |
| I can explain repossession and how it impacts team performance. | | | |
| I know what is meant by "offside/breaking" during a centre pass. | | | |
| I know how long the ball can be held before a free pass is awarded. | | | |
| Stage 3: Performing Key Skills | | | |
| I can perform a feint dodge with correct timing and technique. | | | |
| I can pivot under pressure while maintaining control and vision. | | | |
| I can execute a turn in the air and land safely to continue play. | | | |
| I understand how to position for and receive a centre pass . | | | |
| Stage 4: Applying Skills in Context | | | |
| I can use multiple skills to complete a set play . | | | |
| I can use dodging and movement to gain space against defenders. | | | |
| I know how to defend against a loss of possession. | | | |
| I can decide quickly whether to pass, pivot, or dodge based on the defender's position | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

| | | | |
|---|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate advanced netball skills such as dodging, pivoting, and set play, and apply them in game situations. | R | A | G |
| Stage 5: Linking Skills | | | |
| I can create and demonstrate a set play using passing, dodging, and pivoting. | | | |
| I can combine movement and teamwork to maintain possession after a centre pass. | | | |
| I can work with others to use attacking skills to create scoring opportunities. | | | |
| I can apply defensive techniques when trying to regain the ball after losing it. | | | |
| Stage 6: Game Play and Strategy | | | |
| I can apply all these skills in a competitive match setting. | | | |
| I can make decisions under pressure and select the right skill at the right time. | | | |
| I understand how to outwit defenders by changing speed and direction. | | | |
| I play to the rules and contribute tactically to my team's performance. | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Netball Year 9 Knowledge Organiser Rules and Skills

Essential knowledge

- Marking the ball
- Marking the player
- Turning in the air
- Set play
- Pivot
- Centre pass
- Feint Dodge

Key Vocabulary

Feint Dodge - An attacking play whereby you move your body one way then quickly change direction to put the defending player off.

Pivoting/turning in the air: Jumping to receive the ball whilst at the same time turning your body to land facing a different direction.

Prior learning links

Year 7 and 8 - passing, attacking, defending, marking, pivoting and basic rules of the game.

Basic Rules

Footwork - no moving with the ball. Keep one foot landed at all times.

Repossession - If a player drops the ball or bounces the ball and picks it back up again the other team gets a free pass.

Offside - All players, with or without the ball cannot move into an area of the court which their position is not allowed to enter. A free pass is awarded to the other team if this rule is broken.

Held ball - you have 3 seconds to pass the ball

Skill progression

Feint dodge

1. Standing behind the player lean one side
2. Use your inside foot to push off
3. Direct your body in the other direction
4. Use your outside hand to signal for the ball.
5. Once received the ball stay balance and look for the next pass.

Skills

Feint dodge
Attacking
Defending
Turning in the air
Pivoting
Marking



Linking Skills

Attacking down court to enable your team to score by creating opportunities. You can create these opportunities by dodging the opponents.

A good way of dodging during a backline or sideline pass is by using the feint dodge.

Attacking/defending on a centre pass, quick reaction time to receive the ball in the centre third. It can help if the team creates a set play for the centre pass to outwit the opposing team.



Key Vocabulary

What is the feint dodge?

How is the feint dodge used to gain attacking play?

What does turning in the air mean?

How is this used to the attacking teams advantage?

Prior learning links

What is pivoting?

What rule is broken if you bounce the ball to yourself intentionally?

Rules

What is repossession and how can it affect your teams play?

What is footwork and how can it affect a game?

What is the term "offside/breaking mean?

How long can you hold a ball before having a free pass awarded to the other team?

Skills

What is meant by the term set play?

What skills are needed to complete a set play?

What should you do to the opposing player or ball if you lose possession of the ball?

Skill progression

How do you perform a feint dodge?

How do you perform a Pivot?

How do you perform a turn in the air?

What is meant by the term centre pass?

What is breaking on a centre pass?

Linking Skills

Name the skills that could help avoid losing possession on a centre pass and explain how they could be put into a drill?

Which area can you receive the centre pass?

Can you create a set play for a centre pass by using multiple positions?

Think of a way to outwit in an opponent in a game situation?

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate flair, originality, and understanding of lineouts, scrums, and complex game skills in rugby. | R | A | G |
| Stage 1: Key Vocabulary and Concepts | | | |
| I can define lineouts, scrums, and flair in a rugby context. | | | |
| I understand how these terms apply to restarting play and showing creativity. | | | |
| I know when and why lineouts and scrums occur during a game. | | | |
| Stage 2: Rules and Tactical Knowledge | | | |
| I understand the rules of a lineout , including throw-in, distance, and jumping. | | | |
| I understand the setup and rules for a front row scrum , including engagement and player numbers. | | | |
| I can explain the difference between scrums and lineouts. | | | |
| I know the offside rules during set pieces like scrums and lineouts. | | | |
| Stage 3: Skill Execution – Lineout | | | |
| I can explain and demonstrate how to perform a lineout correctly. | | | |
| I understand the role of the designated thrower in a lineout. | | | |
| I can describe why teams line up perpendicular to the touchline. | | | |
| I can explain how jumping and lifting work in a lineout. | | | |
| Stage 4: Skill Execution – Scrum | | | |
| I know the structure and formation of a scrum, including the front row setup. | | | |
| I can describe the engagement phase and hooking process. | | | |
| I can explain how players use their feet to push and gain possession. | | | |
| I know the offside rule as it applies to players not involved in the scrum. | | | |

Based on your teacher's feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

| | | | |
|--|----------|----------|----------|
| RAG yourself against the unit's learning intentions. I can demonstrate flair, originality, and understanding of lineouts, scrums, and complex game skills in rugby. | R | A | G |
| Stage 5: Applying Complex Skills | | | |
| I can apply scrum and lineout techniques in practice situations. | | | |
| I can make decisions during set plays to support my team. | | | |
| I can show flair and originality when performing in live or conditioned games. | | | |
| I can adapt strategies in scrums and lineouts based on the opposition. | | | |
| Stage 6: Game Play and Strategy | | | |
| I can confidently perform scrums and lineouts in game scenarios. | | | |
| I can work as part of a team to coordinate set pieces. | | | |
| I can demonstrate tactical awareness, positioning, and rule knowledge. | | | |
| I use my knowledge of complex skills to positively impact team performance. | | | |

Based on your teacher’s feedback, and your self-assessment, what areas of PE learning do you need to focus on moving forward?

Essential knowledge

- Show flair and originality with skills
- Apply complex skills in a game situation

Key Vocabulary

Lineouts - is a method of restarting play after the ball has gone into touch (out of bounds).

Scrums - (or forming a scrum) is a method of restarting play typically following minor infractions such as a knock-on or a forward pass.

Flair - refers to a player's ability to perform actions with creativity, style, and an element of unpredictability

Prior learning links

- Linking complex skills
- Further rules of rugby

Further rules

Lineouts - is a method of restarting play after the ball has gone into touch (out of bounds).

Scrumming -(or forming a scrum) is a method of restarting play typically following minor infractions such as a knock-on or a forward pass.

Lineout

The rules around a lineout in rugby include:

Throw-in: The ball must be thrown in straight down the middle of the lineout.

Number of Players: Each team must have the same number of players (usually 7) in the lineout.

Distance: Players not involved in the lineout must be at least 10 meters away from the lineout.

Jumping: Players can jump to catch the ball, but they ~~must be lifted by their teammates from the lineout.~~

Front row scrum

Formation: Eight players from each team bind together in a three-row formation.

Engagement: The scrum is initiated when the two front rows from each team come together and bind.

Hooking: The ball is introduced into the scrum by the hooker from the team that did not commit the original infringement.

Pushing: Players use their feet to push against the opposition to gain possession of the ball.

Offside: Players not in the scrum must remain behind the hindmost foot of their team until the ball is out.

Skills (how to perform)

Scrum: Players bind together with their teammates in a tightly packed formation, engaging with the opposition's scrum, and using their feet to try to push the ball back to their team.

Lineout: Players from both teams line up perpendicular to the touchline, and a designated player throws the ball down the middle between them.

Essential knowledge

- Show flair and originality with skills
- Apply complex skills in a game situation

Key Vocabulary

Use look, cover write, check to:

Define a lineouts:

Define a scrums:

Prior learning links

- Linking complex skills
- Further rules of rugby

Further rules

What is the purpose of a lineout in rugby and when does it occur?

How is a lineout different from other methods of restarting play in rugby?

When does a scrum typically occur in a rugby match, and what infractions usually lead to it?

What are the key differences between a lineout and a scrum in terms of their formations and setups?

How do teams strategize differently for a lineout versus a scrum during a rugby match?

Lineout

Why is it crucial for the ball to be thrown straight down the middle during a lineout in rugby?

What happens if teams do not have an equal number of players participating in a lineout?

How does the 10-meter distance rule contribute to fair play during a lineout?

What is the purpose of allowing players to jump during a lineout, and what are the lifting rules?

How do the rules surrounding jumping and throwing affect the strategy and execution of a successful lineout in rugby?



Skills

What is the objective of players binding together in a scrum formation in rugby?

How do players attempt to gain possession of the ball during a scrum?

What is the role of the designated player in a lineout?

Why do teams line up perpendicular to the touchline during a lineout?

How does the setup of a lineout differ from that of a scrum in rugby?

Front row scrum

What are the steps to set up a front row scrum?

How many players from each team are typically involved in a scrum formation in rugby?

What initiates the engagement phase of a scrum?

What role does the hooker play in introducing the ball into the scrum?

How do players use their feet during a scrum to gain possession of the ball?

Why is it important for players not involved in the scrum to observe the offside rule?

YEAR 9 STREET ART PLC

TOPIC OUTLINE

This project will build on pupils' experience of taking inspiration from artists' styles and techniques. Within this project pupils will investigate and discuss the difference between vandalism and art. Pupils will study and take inspiration from artists such as Banksy, Jean-Michel Basquiat and Dondi White and go on to produce varying graphical styles of artwork, tagging and graffiti art.

| TASK | SUCCESS CRITERIA | | | |
|--|--|--|--|--|
| Introduction to Street Art <i>Discussion work around is street art graffiti or vandalism.</i> <i>Introduction to the work of Jean-Michel Basquiat and begin to recognise the key feature, style, shapes, colour symbols and influences on his work</i> | Recognise the work of Jean-Michel Basquiat | | | |
| | Discuss the key features of his work | | | |
| | Form your opinions about street art. Is it graffiti or vandalism? | | | |
| Jean-Michel Basquiat Artist Research <i>1x Double Page Spread</i> <i>Research page on Jean-Michel Basquiat. Background, title, chosen colours, layout and overall presentation should all be inspired by your chosen artist. You need to include images of his work and your own drawings inspired by his work.</i> | Presented creatively | | | |
| | Relevant background and title | | | |
| | Images of the artists work (minimum of 4) | | | |
| | Information about the artist | | | |
| | To understand key features of the work of Jean-Michel Basquiat's work | | | |
| | To form your own opinions of Jean-Michel Basquiat's work | | | |
| Jean-Michel Basquiat Mark Making <i>Using different media to practice mark making in the style of Jean-Michel Basquiat experimenting with thickness of line, texture, space and colour.</i> | To understand how pressure affects texture and size of marks made with paint, ink and oil pastel | | | |
| | To have used varying different marks and texture within artwork | | | |
| | To have experimented with layering of paint, ink and oil pastels | | | |
| | To understand what colours Basquiat uses and why | | | |
| Jean-Michel Basquiat mixed media Piece Background <i>Create a layered background inspired by the work of Jean-Michel Basquiat using paper, oil pastel and paint, focussing on the use of contrasting colours,</i> | To have layered paint and oil pastels | | | |
| | To have used a colour theme based on colour theory knowledge | | | |
| | To work in the style of an artist using their style and work as inspiration | | | |
| Dondi White Tag Design - Drawing <i>Introduction to the work of Dondi white and the key features of his work. To create 3 tag designs of your name based on this</i> | To understand the key features of Dondi White's work | | | |
| | 3 different tags based on your name | | | |
| | For the letters to bold, connected and overlapping | | | |
| | To consider the shapes and outline around the fonts. | | | |
| Dondi White Tag Design - Colour and Media | To consider the background behind your tags | | | |

| | | | | |
|---|--|--|--|--|
| <p><i>To add colour to your three Dondi White tag designs using a media of your choice.</i></p> <p><i>Prior to adding your colour you will experiment with a range of media and explorer colour selection to be able to select your colour and media to add to your tags. You should focus on blending bright colours to create an ombre effect, and outlines to make the lettering standout.</i></p> | To experiment blending colour in a range of media | | | |
| | To consider the use of colours for effect | | | |
| | To add colour consistently and with a blended effect | | | |
| | To ensure outlines are bold | | | |

Essential Knowledge

- Understanding the styles and methods used by Banksy, Jean-Michel Basquiat, and Dondi White.
- Exploring the debate between vandalism and art and the social impact of street art.
- Learning about different graffiti styles, including tagging, stenciling, and large-scale mural work.

Essential Skills

- Practicing various street art techniques such as stenciling, lettering, and spray painting.
- Analyzing and debating the ethical and cultural significance of graffiti.
- Applying inspiration from street artists to develop unique graphical artwork.

Prior Learning Links

- Previously students have studied and learnt to work in the style of an artist.
- Creating work fitting to a theme.

Artist - Jean-Michel Basquiat

Basquiat was and is still considered a groundbreaking artist in the neo-expressionism art movement. A young black artist, his artwork dealt with themes of racism, classism, colonialism, and other power structures and their effects on U.S. society. His signature motif is the three-pointed crown and he often incorporated poetry and words throughout his abstractions and figurations. He formed a friendship and artistic partnership with Andy Warhol and the two artists later collaborated on pieces together.

In the late 1970s, Basquiat made a name for himself as a part of a New York graffiti artist duo with Al Diaz, using the tag "SAMO©" throughout lower Manhattan and Brooklyn. The tag of SAMO© continued to appear in Basquiat's other works of art. At the age of 17, Basquiat dropped out of school and made money by selling hand-made postcards with fellow artist, Jennifer Stein.

Artist - Dondi White

Dondi White, born Donald Joseph White (1961-1998), was a highly influential American graffiti artist, recognized for his distinctive lettering and dynamic style.

He was a pioneer in the New York City subway graffiti scene, known for his bold, legible, and often large-scale pieces.

Key Vocabulary

- **Geometric Shapes** - Shapes made from points and lines. Including, triangles, squares, rectangles and circles
- **Culture** - Ideas, customs and social behaviour of a group of people.
- **Mark making** - a term used for the creation of different patterns, lines, textures and shapes
- **Shading** - Darkening of a drawing
- **Tone** - The lightness or darkness of a colour
- **Pattern** - an arrangement of lines or shapes, especially a design in which the same shape is repeated at regular intervals over a surface.
- **Line** - A mark made by a tool that can be used for painting or drawing such as a brush, pen or stick. A moving point.
- **Vandalism** - intentional destruction or damage to property without permission
- **Permission** - the action of officially allowing someone to do a particular thing; consent or authorization.
- **Vibrant** - artwork that is full of energy, lively, and characterized by bright, striking colors
- **Stencil** - a thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.

General Information

Graffiti Art

Graffiti ranges from simple written words to elaborate wall paintings, and it has existed since ancient times.

In modern times, paint (particularly spray paint) and marker pens have become the most commonly used graffiti materials. In most countries, marking or painting property without the property owner's permission is considered defacement and vandalism, which is a punishable crime.

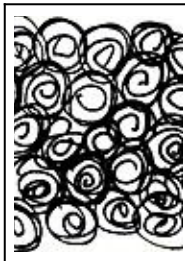
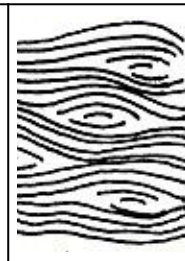
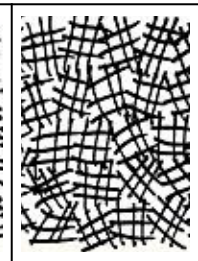
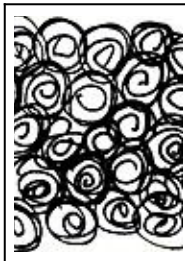
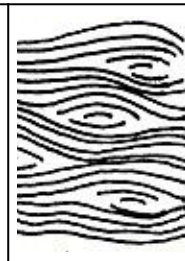
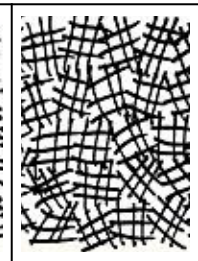
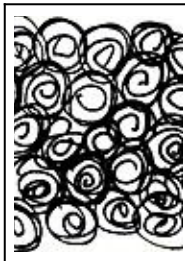
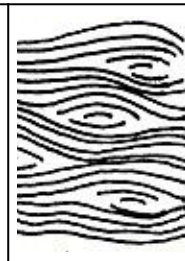
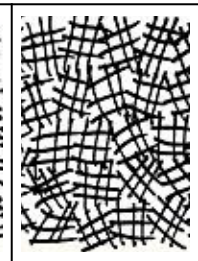
In recent times it has become an acknowledged form of art, with artists such as Banksy making a good living from their work.

Origins of the word Graffiti

The word graffiti originates from the Italian word graffiato which translates as 'scratched'. "Graffiti" is applied in art history to works of art produced by scratching a design into a surface.

| <u>Questions on Prior Learning:</u> | |
|--|--|
| Please write the questions out and answer the questions or complete the tasks accordingly. | |
| 1 | How do you produce different shades using pencils and colouring pencils? |
| 2 | What is the difference between a primary and secondary colour? |
| 3 | What is mark making used for? |

| <u>Use 'Cover-Look-Write-Check' to check the following Definitions:</u> |
|---|
| <ul style="list-style-type: none"> • Geometric Shapes • Culture • Mark making • Shading • Tone • Pattern • Line • Vandalism • Permission • Vibrant • Stencil |

| Please write the questions out and answer the questions or complete the tasks accordingly. | | | | | | | |
|--|---|---|--|--|---|---|---|
| 4 | What is the difference between vandalism and graffiti? | | | | | | |
| 5 | <p>Draw 3 boxes and show me 3 different ways of mark making.</p> <p>Draw This:</p> <table><tr><td></td><td></td><td></td></tr></table> <p>Example:</p> <table><tr><td></td><td></td><td></td></tr></table> | | | |  |  |  |
| | | | | | | | |
|  |  |  | | | | | |
| 6 | When was Dondi White at the peak of his fame? | | | | | | |
| 7 | Who did Jean-Michel Basquiat form a creative friendship with and work together with | | | | | | |

| | |
|----|---|
| 8 | What is the definition of 'Pattern'? |
| 9 | Use the word 'Stencil' in a sentence relating to an artist. |
| 10 | What is the main medium Dondi White uses? |
| 11 | What was Jean-Michel Basquiat's tag? |
| 12 | Complete a Tag of your own name in the style of Dondi White. |
| 13 | What is the difference between Jean-Michel Basquiat and Dondi White? |
| 14 | How can you avoid your work being classed as vandalism when creating street art? |
| 15 | What types of locations might you find graffiti tags and why do artists chose those locations? List at least 4 examples. |
| 16 | <p>What is your opinion on Dondi White's artwork?</p> <ul style="list-style-type: none"> - What do you like his work? - If yes - what do you like about his work? - If no - what do you not like about his work? |

Essential Knowledge and Skills Checklist.

| Essential knowledge | | | |
|---|--|--|--|
| To understand what factors affect energy requirements. | | | |
| To understand that dietary requirements change through each stage of life. | | | |
| To understand food choice and the factors that influence it.(religion, moral choice, diet). | | | |
| Understand food labelling and mandatory information. (allergies) | | | |
| To understand food provenance. | | | |

| Essential skills | | | |
|----------------------------|--|--|--|
| Bridge hold | | | |
| Claw grip | | | |
| Use a grater | | | |
| Safe use of the oven / hob | | | |
| Rubbing in method | | | |
| Creaming method | | | |

Year 9 nutrients needed in different life stages.

Term 1.1

Essential knowledge

To be able to understand which nutrients we need during the different stages of life.

Key Vocabulary

Vitamin-A nutrient that the body needs in small amounts to function and stay healthy. Sources of vitamins are plant and animal food products and dietary supplements. Some vitamins are made in the human body from food products.

Mineral-those elements on the earth and in foods that our bodies need to develop and function normally.

Prior learning links

The students have previously learnt about different nutrients and their function in the body.

What is a balanced diet?

One that provides all the nutrients a person needs in the right proportion, including fibre and water

Energy needs change through life

Energy requirements change through life and depend on many factors, such as:
Age, gender, body size, level of activity.

Weaning

- At around 6 months of age, milk no longer fulfils all the baby's need for energy and nutrients.
- The baby must be given other foods in addition to breast milk or infant formula. This is called weaning.
- Foods used during weaning must be semi-fluid and soft since the baby has no teeth and cannot chew.
- Cow's milk should not be given to infants under 1 year of age as the main drink, because it does not provide adequate nutrients for the infant.

Nutrients during pregnancy

- A varied diet, providing adequate amounts of energy and nutrients, is essential before and during pregnancy.

Early pregnancy: folate

- Folate (the natural form of folic acid found in foods) is needed for rapid cell division and growth in the foetus.
- It can reduce the chance of neural tube defects, such as spina bifida, in the baby. Foods that are good sources of folate are green leafy vegetables, oranges and folate fortified foods such as some breakfast cereals and breads.

During pregnancy

During pregnancy, particularly in the last trimester, a woman's nutritional needs increase in order to meet the needs of the growing foetus and lay down stores of nutrients in the foetus.

Childhood

The energy requirements of children increase rapidly because they grow quickly and become more active.

Young children do not have large stomachs to cope with big meals.

Therefore, to achieve the relatively high energy intake for their age, foods should be eaten as part of small and frequent meals.

Dietary requirements in childhood

A good supply of protein, calcium, iron, vitamin A and D, as part of a healthy, balanced diet, is important. Calcium is needed for healthy tooth development and together with vitamin D, can help develop strong bones and teeth.

Healthy weight in childhood

Children should be encouraged to remain a healthy weight with respect to their height.

A healthy family lifestyle can help in the weight management of children.

Year 9 nutrients needed in different life stages.

Term 1.1

Essential knowledge

To be able to understand which nutrients we need during the different stages of life

Key Vocabulary

Vitamin-A nutrient that the body needs in small amounts to function and stay healthy. Sources of vitamins are plant and animal food products and dietary supplements. Some vitamins are made in the human body from food products.

Mineral-those elements on the earth and in foods that our bodies need to develop and function normally.

Prior learning links

What is the function of carbohydrates within the body?

What is the function of protein within the body?

A balanced diet

Define what a balanced diet is and why we need to ensure we have one?

Energy requirements change during your life, list the factors that affect the energy requirement?

Nutrients during pregnancy

Why is folate important when pregnant?

Which foods are good sources of folate?

What complications can folate help to reduce during pregnancies?

List some good foods that a lady could eat for breakfast that will give her folate?

Weaning

At what age do babies start being weaned?

What sort of foods are normally given to babies during weaning?

What food should you avoid giving to a baby that has just started weaning?

Childhood

Why do energy requirements increase during childhood?

How big and often should children eat?

What nutrients do they need to have a good supply of to keep them healthy?

Design task

Design a leaflet for new parents that shows the importance of a healthy diet in young children.

Ensure your leaflet is colourful and informative. Use the facts you have learned.

Year 9 HT1
Textiles: Showtown Bag Project PLC

| Essential knowledge | R | A | G |
|--|---|---|---|
| To know key facts about the Showtown Museum such as what you might expect to see, key features of Blackpool's entertainment history including the Tower, the circus, Illuminations, shows, piers etc. | | | |
| To understand how to produce different decorative techniques and evaluate their success. This could include: Couching by hand or using the sewing machine, Applique Reverse applique Fabric marker pens Transfer paints | | | |
| To understand a design brief and how to use this to inform research. | | | |
| To understand factors that affect people's buying choices. | | | |
| How to generate and annotate design ideas from research. | | | |
| Know how to use equipment safely. | | | |
| Understand what the term "embellish" means in relation to textiles. | | | |
| Understand what a museum is and why people would visit. | | | |
| To know what a specification is and how to use it when designing a product. | | | |

Year 9 Textiles- Bag Project.

Essential knowledge

How to generate and communicate design ideas in textiles.

The importance of textiles in everyday life.

To be able to create ideas based on a theme.

Prior learning links

Students have previously learned how to embellish fabric using a range of techniques such as tie dye, transfer paint and fabric marker pens. They have used the sewing machine to applique their design onto fabric and construct a completed cushion.

Key Vocabulary

Design Context - .this is starting point to inform possible outcomes and situations in relation to a design brief. Within a context, many different elements need to be considered before the design of a product can take place.

Research -the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodolideas.

Museum - a building in which interesting and valuable things (as works of art or historical or scientific objects) are collected and shown to the public.

Customer - The person/people/audience being designed for and whose needs are being met.

Specification - this outlines a list of things that need to be included in a proposed design.

Functionality - How well a product carries out its purpose.



Design Context.

Showtown is a new museum that opened in Blackpool in March 2024.

Your design task this year is to **design and make a tote bag that could be sold in the museum shop.**

The bag can be themed around anything to do with Blackpool / Showtown and needs to be decorative and colourful.

What is Showtown?

Showtown is Blackpool's first ever museum, telling the extraordinary stories of the UK's first mass seaside resort and its role in the development of British popular entertainment.

Specification:

Your bag needs to be on the theme of Blackpool or Showtown (or both!).

It must use a range of decorative techniques.

It must be well made and put together using a sewing machine.

The **seaside** is where it all began for Blackpool. During the Victorian era families flocked to the resort to enjoy the fresh air and beaches. Blackpool has seen many changes over the years and is now considered one of the most popular seaside resorts in the UK. Did you know that Blackpool's circus has been running for over 125 years? The elephants used to bathe in the sea in front of the Tower!

Blackpool has inspired many magicians over the years, the earliest performers were listed from the 1860's! Once larger theatres were established a steady stream of magicians visited and are documented in Cyril Critchlow's Blackpool Magic, a 'who's who' of magic. Famous names like Houdini, Dante, Goldin and Lyle as well as Tommy Cooper and Paul Daniels all graced the stages over the years.

Year 9 Textiles- Bag Project.

Essential knowledge

What elements of the Showtown museum and Blackpool could be used to influence and inspire design work?

Prior learning links

How will you use the theme of Showtown to design a bag?

What decorative techniques could you use?

What could the bag be used for?

Key Vocabulary

Cover, look , write, check the definitions of the following:

Design Context - .

Research -

Museum -

Customer -

Specification -

Functionality -



Design Context.

Showtown is a new museum that opened in Blackpool in March 2024.

Your design task this year is to **design and make a tote bag that could be sold in the museum shop.**

The bag can be themed around anything to do with Blackpool / Showtown and needs to be decorative and colourful.

What is Showtown?

What information would I expect to read about in Showtown museum?

Specification:

List all of the things that you must consider and include on your bag.

What was it in Blackpool that people wanted to visit?

Which time period did Blackpool start to become popular with visitors?

What other popular seaside resorts are there?

How long has the Tower Circus been in operation?

When did the earliest magicians start to perform in Blackpool?

Research some famous magicians who have performed in Blackpool.

Visit the Showtown website and find some information on the history of the illuminations in Blackpool.

Y9- HT1- MUSIC- ROCK AND ROLL PLC

| | Essential Knowledge | R | A | G |
|-------------------------------------|---|----------|----------|----------|
| Metre | 4/4 Time Signature = 4 beats in a bar | | | |
| Tempo | Fast / Allegro | | | |
| Rhythm | Swung rhythm Syncopated rhythm Back Beat | | | |
| Structure | 12 Bar Blues Verse and Chorus Intro/Outro Solos | | | |
| Melody | Blue notes Riffs Catchy Melodies | | | |
| Texture | Melody and accompaniment Some Call and response | | | |
| Tonality | Major tonality | | | |
| Harmony | Simple Chord Progressions Primary Chords I = Tonic IV = Subdominant V = Dominant Power Chords | | | |
| Dynamics | Mostly Loud - forte | | | |
| Sonority/Timbre/ Instrumentation | Vocals Electric Guitar Bass Guitar Drum kit Some Piano Some Saxophone/Trumpet | | | |
| Style/Genre | Developed from a mixture of the Blues <ul style="list-style-type: none"> • Simple Harmony • 12 bar blues • Melody and accompaniment and Ragtime <ul style="list-style-type: none"> • Fast Tempo • Catchy Melodies • Backbeat rhythm (“Boom-chick” chords) Artists - Ragtime ; <ul style="list-style-type: none"> • Scott Joplin • James Scott • Joseph Lamb Artists - Rock ‘n’ Roll ; <ul style="list-style-type: none"> • Elvis Presley • Chuck Berry • Little Richard | | | |

Year 9, Music of the 1950s and 1960s, Rock 'n' Roll

Essential knowledge

- Combines elements of Rhythm & Blues with Country & Western.
- Emerged in the 1950s.
- Established typical instrumentation of lead guitar, rhythm guitar, bass guitar and drum kit.
- Uses repetition and improvisation.

Key vocabulary

Learn the spelling using the look, cover, write, check, method.

| | | | |
|-------------------|-------------|--------------------------------|--------|
| BLUES NOTES | INTRO | VERSE | CHORUS |
| CALL AND RESPONSE | | WALKING BASS | |
| SYNCOPIATION | | 12 BAR BLUES CHORD PROGRESSION | |
| REVERB | ECHO | ROCK BEAT | |
| ELVIS PRESLEY | JOHNNY CASH | OUTRO | |

Prior learning links

Year 7
HT2 - Keyboard Skills
HT5 - Composition

Year 8
HT3 - Chords and Cadences
HT6 - Blues

Lyrics & Melody

Simple, repetitive and easily memorable - teenage concerns: love relationships, cars, school life and holidays.

Narrow vocal range (interval between highest and lowest notes)
Vocal and guitar melodies us repeated phrases, riffs and hooks.

Rhythm

Backbeat (accenting 2nd and 4th beats of the bar on the snare drum). Syncopation and Swung Rhythms often used.

Accompaniment

Lead singers and/or instrumental solos backed by band.
Sometimes Call and Response between solo voice and accompaniment (band or backing singers).

Harmony & Tonality

Major tonality using mainly simple and repetitive Primary Chords (I, IV & V) with slow Harmonic Rhythm often in the 12-bar blues Structure: I, I, I, I, IV, IV, I, I, V, IV, I, I
Close Harmonies used in the vocals

Articulation

Harsh, brash and raw sound possessing energy and drive.
Accents on the 2nd and 4th beats of the bar provide the Backbeat.

Technology

Amplifiers for Electric Guitars used for the first time. Effects such as Reverb and Echo. Clean guitar sounds. Double-track lead and backing vocals for richer sounds.
"Raw" sound of recordings.

Tempo & Metre

Fast (Allegro) - ideal for dancing
165-185 bpm (beats per minute).
4/4 Time Signature.

Texture

Mostly Melody & Accompaniment
Texture - a solo singer accompanied by instruments.
Some textural variety within songs e.g. instruments 'dropping out', different combinations from within the band.

Dynamics

Consistent loud volume - Forte (f) often louder in the choruses - Fortissimo (ff) achieved through amplification.

Form & Structure

Verse-Chorus Form with a short Introduction (often instrumental but sometimes vocal), solo verses, chorus, instrumental section (improvised solos or shuwaddy section featuring Scat singing) ending with a Coda/Outro.

Venue

Dance Halls, Clubs (live), Concert Halls, Juke Boxes, Coffee Bars, Radio and to buy on Record/Vinyl.

Artists, Bands & Performers

Little Richard, Elvis Presley, The Beatles, Bill Haley & The Comets, The Beach Boys Johnny Cash, Chuck Berry, Buddy Holly, Chubby Checker, The Doors

Instrumentation Instruments, Timbres, Sonorities

Early Rock 'n' roll - lead vocalist accompanied by a small group of acoustic instruments - piano, drum kit, saxophone, trumpet, harmonica trombone and double bass. The Electric Guitar soon became an essential part of Rock 'n' Roll and Backing Singers/Vocalists were frequently used in Rock 'n' Roll.

Vocal Performance & Technique

Mainly male lead singers using high-pitch vocals and Falsetto giving an untrained or shouty tone/timbre with screeches, jeers and cheers. Portamentos and Scat Singing often used.

Year 9, Music of the 1950s and 1960s, Rock 'n' Roll

Prior learning links

Year 7

HT2 - Keyboard Skills

HT5 - Composition

Year 8

HT3 - Chords and Cadences

HT6 - Blues

Key vocabulary

Learn the spelling using the look, cover, write, check, method.

BLUES NOTES

INTRO

VERSE

CHORUS

CALL AND RESPONSE

WALKING BASS

SYNCOPIATION

12 BAR BLUES CHORD PROGRESSION

REVERB

ECHO

ROCK BEAT

ELVIS PRESLEY

JOHNNY CASH

List the instruments in your book.

Double Bass

Saxophone

Drum Kit

Guitar

Trombone

Piano

Trumpet

Harmonica

Electric Guitar



Find your own

Find three examples of songs from the 1950s/1960s. You should include:-

Title
Artist

Key Questions

What were the lyrics mainly about in the 1950s and 1960s?

What was the time signature in most songs?

What was the main type of texture used in songs at this time?

Research and explain what is meant by the terms Reverb and Echo in music technology.

Complete the chord progression for the 12-bar blues.

| | | | |
|----|---|---|---|
| I | I | | |
| IV | | I | |
| | | | I |

Listening Task -

Write a short appraisal (description) for three artists/bands suggested on your Knowledge Organiser/

Notation - Notate this syncopated rhythm in your book, can you write your own too?

