



Ringwood School

Year 9 Curriculum Maps

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What is a Curriculum Map?

A Curriculum Map is an A4 document for each of your subjects that tells you the knowledge, skills and understanding you will be learning over the year. It is provided to help you track what you are learning and when. They will be stuck into your exercise books and available on the school website.

What are Unit Sheets?

The Curriculum Map is broken down into separate Unit Sheets. These provide more detailed knowledge, skills and vocabulary for each subject. They will be stuck in your books throughout the year as you address new units of work.

Why are Curriculum Maps and Unit Sheets important?

Over your 5 years at secondary school, you need to memorise more information than ever before. Everything you learn from years 7-11 helps to build your knowledge and skill set to prepare you for your future learning and GCSE exams. The Curriculum Maps and Unit Sheets help you to identify the most important knowledge and skills you need to commit to your long-term memory and to learn over the years.

How should you use your Curriculum Maps and Unit Sheets?

Firstly, you should read them to get an overview of what you are learning.

Then you could revise key information, skills and vocabulary. One of the best methods is to self-test e.g. you could look, cover, write and check.

At the end of a unit you could RAG (red, amber, green) your learning to identify what you know well and discover any gaps in your knowledge that you need to revise.

If you are absent, they can be helpful to catch up with and reinforce missed work. In lessons, your teachers will guide you as to how they can be used further.

What is the 'how can I revise' section?

In this section, each subject has provided you with further support and techniques on how to revise including websites and useful links. You can work on these independently and develop your revision strategies.

What are 'super-curricular' activities?

Super-curricular activities are suggested for each unit of work and these are designed for you to be scholarly and challenge yourself further. By completing super-curricular activities, you will deepen and broaden your knowledge in your subjects beyond the classroom.

Be a scholar and use your Curriculum Map

Ringwood School Student Scholar Award

A student scholar has:

An academic curiosity to find out more and to want to make themselves an expert in their subject, beyond what is studied in the classroom

A willingness to question or to challenge themselves to create greater knowledge An interest in participating in discussion, to push their understanding forward

An interest in what is not yet known to them and an open mind

An ability to pursue new understanding, by having a pro-active approach to the subject, in looking ahead and anticipating new ideas

A habit of reviewing and reflecting on what they have learned

A desire to synthesise ideas, fitting them into a wider schema and comparing them to other thing they know

A desire to widen their vocabulary, so that they can use 'the language of the subject' A desire to be able to evaluate different sources, to distinguish what is valid

A pride in the work they complete

An interest in doing the 'super-curricular' activities in the Curriculum Maps



ART: How can I become a scholar?

<p>Skills, Knowledge and Understanding of the creative process: Throughout Year 9, you will learn about the VISUAL ELEMENTS and how these link to the areas of Developing, Recording, Experimenting and Presenting within an art project. You will be given a greater level of freedom to make choices about your outcomes within the project in preparation for GCSE and A level study. Any artist must demonstrate their skill and understanding in these to produce effective artwork. You will analyse the work of artists throughout your studies.</p>					
<p>Half-term 1: 7 (6) weeks NB; lessons in blocks of 3 (3 per fortnight)</p>	<p>Half-term 2: 7 weeks NB; lessons in blocks of 3</p>	<p>Half-term 3: 6 (5) weeks NB; lessons in blocks of 3</p>	<p>Half-term 4: 6 weeks NB; lessons in blocks of 3</p>	<p>Half-term 5: 6 weeks NB; lessons in blocks of 3</p>	<p>Half-term 6: 7 weeks NB; lessons in blocks of 3</p>
<p>Natural Structures</p>	<p>Natural Structures</p>	<p>Manmade Structures</p>	<p>Manmade Structures</p>	<p>A Structure of your own</p>	<p>A Structure of your own</p>
<p>Visual elements Pattern, Value, Line, Texture Lesson profiles – A01 focus</p> <ol style="list-style-type: none"> Assessment exercise. Pre-printed sheets with activities. Students explore observational drawing skills and tonal pencil control working from shells/peppers/organic form. Selection of scaffolded approaches. Vocabulary understanding audit exercise as starter. Use Peter Randall Page 	<p>Visual elements Colour, Line, Value Lesson profiles – A02/3 focus</p> <ol style="list-style-type: none"> Produce soap carving. Demonstrate technique and encourage students to discover. Produce soap carving. Demonstrate technique and encourage students to discover. Use clay tools and brushes for finish. Photograph and extension in editing Produce soap carving. Photograph 	<p>Visual elements Colour, Line, Value, Form Lesson profiles – A04 focus</p> <ol style="list-style-type: none"> Assessment exercise Look at Nuam Gabo and Anthony Caro. Produce images in their style. Take images structures – Break them down into shapes using tracing paper. Create a card sculpture based on shapes created from tracing paper drawing. Photograph card sculpture. Use light 	<p>Visual elements Lesson profiles – A01 focus</p> <ol style="list-style-type: none"> Produce a series drawings/images in style of Peter Randall page using a range of materials. Look at Peter Randall Page sculptures. Choose an image (natural form) produce 3 designs for a soap carving. Produce a soap carving in the style of Peter Randall Page using chosen design. Look at work of Andy Goldsworthy. 	<p>Visual elements Lesson profiles – A02/3 focus</p> <ol style="list-style-type: none"> Assessment exercise Produce a mind map of possible ideas for a personal response/final piece. Create a mood board/page of inspirational images relating to your chosen idea. Research Artists, choose an Artist(s) that links you're your idea. Take photographs of objects/places / 	<p>Visual elements Lesson profiles – A04 focus</p> <ol style="list-style-type: none"> Write a statement of intent Experiment with composition. Produce a plan/maquette for your final piece. Produce Personal response/final piece <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>

<p>resources as stimuli Response drawings from Randall Page studies. Students examine and explore mark-making techniques</p> <p>2. Assessment exercise continue work from lesson 1</p> <p>3. Assessment exercise continue Use Peter Randall Page resources as stimuli. Continue work from lesson 1 and 2. Home learning to watch new “presenting my work” film</p> <p>4. Introduction to unit STRUCTURES and recording as a key skill. Peter Randall Page artist research page. Emphasis on students developing descriptive language</p> <p>5. 4 x drawings developed from torn sections of natural structures in photocopies. Ripped sections – collage sections of</p>	<p>and present in book.</p> <p>4. Look at the work of Warhol. Take two of your structure photographs and create line based drawing using carbon paper.</p> <p>5. Create a lino print based on your chosen image.</p> <p>6. Consider different colour schemes and print a series in response to Warhol.</p> <p>CREATIVE LANGUAGE Experiment - Intentions – Select - Refine</p>	<p>to create shadows and silhouettes.</p> <p>5. Look at Caro and how he uses colour with his sculptures. Choose a colour scheme to apply to sculpture. Harmonious / Tints/Shades of a colour etc. Paint card pieces and reassemble.</p> <p>CREATIVE LANGUAGE Response – Meaningful – Understanding – Make connections – Conclusion - Presenting</p>	<p>Consider term abstract forms and patterns. Create a straw sculpture.</p> <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>	<p>things that relate to your idea.</p> <p>6. Draw from your own photographs / found images.</p> <p>7. Create lengthy studies.</p> <p>8. Experiment with materials.</p> <p>9. Experiment with colour schemes.</p> <p>CREATIVE LANGUAGE Intentions – Select – Refine - <u>Developing own ideas</u></p>	
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<p>various structures and connect them using black and white materials</p> <p>6. Continuation/extended drawings. Photocopies and pencil/also white pencil on black paper/biro on brown paper. Present and annotate</p> <p>7. Develop further experimental approaches to recording. Work with dip pens and ink. Large collaborative work per table</p> <p>8. Airbrick lesson (review work so far, complete and refine where necessary. Take photographs of structures – manmade/natural Demonstration of taking effective photographs at home</p> <p>9. Use sections from all drawings so far to develop thumbnails for</p>					
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<p>possible soap sculpture designs</p> <p>CREATIVE LANGUAGE Recording – Experiment – Control - Observation</p>					
<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Can you go to an Art gallery? Visit either London galleries or local galleries in either</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Study work in book “living Jewels” and develop you own designs</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p> <p>Do independent study on other artists who use mark-making as an expressive medium</p>	<p>Super-Curricular: Do independent study on other artists who use colour as an expressive medium</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Carry out additional research on key artists (The Fauvists)</p> <p>Explore the use of colour by artists Gary Hume and Chris Offili (Contrast with others studied)</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback</p>	<p>Super-Curricular: Look at Website Art2Day https://www.art2day.co.uk/colour.html</p> <p>Draw from observation – this is always a valuable means of improvement . Show your teacher for feedback-making as an expressive medium</p>
<p>How can I prepare for assessments?</p> <p>This year will require you to produce three “final pieces”; one in term 2, one in term 4 and one in term 6. These need to be a reflection of the learning you have done prior. You will also produce 3 controlled assessment exercises, one in each term. Ensure that you fully understand the skills being taught at each stage and produce Final Pieces which fully reflect your understanding. Also ensure that you sketchbook is complete and all work finished to the best of your ability at all times. Produce lengthy detailed studies (drawings with pencil and other materials).</p> <p>Understand how artists produce their work (processes and techniques). Have a clear understanding of your artists style and know what the characteristics of their work are. Refine your work, add finishing touches to images.</p> <p>Experiment with materials. Challenge yourself with drawings and images, develop the levels of tone and shading within your studies.</p>					

DRAMA- Acting: How can I become a scholar?

Theatre in Education script exploration	Character Mask	<i>Teachers by John Godber</i>	Live Evaluation	Practitioner Study: DV8 and Frantic Assembly
<p>To refresh your knowledge of the objectives of Theatre in Education.</p> <p>To use a professional script to explore the theme of anti-social behaviour. Use the script to develop acting techniques and develop an understanding of set and costume design for a touring production.</p> <p>To experiment with multiple techniques and to evaluate how effective they are in making the audience think.</p> <p>To learn how to answer a 4-mark GCSE design style question.</p>	<p>To consolidate learning about the mask rules.</p> <p>To use a character mask effectively to communicate meaning in a scene.</p> <p>To effectively use space, script, body language and convincing characterisation in this style of performance.</p> <p>To learn mask techniques such as narrating for the mask, giving focus, counter mask, internal monologues and clocking the audience and understand how they enable the actor to develop detail in the performance.</p>	<p>Read and interpret the play script <i>Teachers</i> by John Godber.</p> <p>Understand the conventions of the play such as multi-roleing and physical comedy.</p> <p>Rehearse effectively in groups. Explore design ideas for the extract.</p> <p>Evaluate work in progress to develop the piece.</p> <p>Perform a section of script having rehearsed and learnt lines.</p> <p>Be introduced to the style of GCSE exam questions and learn how to structure an 8-mark answer.</p>	<p>This unit is an introduction to the skills you will need in Section C of the GCSE written exam.</p> <p>To watch a professional performance and analyse how impact has been created by theatre makers.</p> <p>To evaluate how the impact has affected the audience.</p> <p>To consider design and performance aspects and how these have contributed to the final production.</p> <p>To develop written skills in drama.</p>	<p>Work in groups to develop non-verbal communication skills</p> <p>Consider how social issues can be explored through movement, space, mime and gesture.</p> <p>Devise a short piece of theatre that explores a social theme and create meaning for the audience, without using text.</p> <p>Use stylised and choreographed movement to tell a story.</p> <p>Self-assess work against the devising performance criteria</p>
<p>Super Curricular: Reading articles or research about the topics covered.</p>	<p>Super Curricular: To research Trestle Theatre Company</p>	<p>Super Curricular: Research John Godber and his plays.</p>	<p>Super Curricular: Watch clips on YouTube of interviews and</p>	<p>Super Curricular:</p>

<p>Use trustworthy websites and papers such as First News and any of the broadsheets such as The Times, The Guardian, I, The Daily Telegraph or BBC News.</p> <p>Make or source props and bring them to lessons so that they can be used in the rehearsal of the play.</p>	<p>Trestle Masks and Vamos Theatre Company</p>	<p>Observe and tune in to the range of people around you in school. Take note of the different gaits, mannerisms, accents people have so you build a bank of interpretations to use for the characters in the script.</p> <p>Research music to aid the atmosphere of your scripted extract and bring ideas to lessons to rehearse with.</p> <p>Find a piece of token costume that is suitable for your character(s)</p>	<p>analysis of the chosen production.</p> <p>Research and read reviews of the chosen production.</p> <p>Use GCSE Bitesize to further your understanding of how to write an effective evaluation.</p>	<p>Watch extracts of DV8;s work from their YouTube channel.</p> <p>Watch Frantic Assembly’s work on YouTube or through borrowing books from the library written by Scott Graham.</p> <p>Go and see some physical theatre or dance live on stage.</p>
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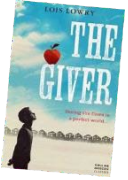


DRAMA- Design: How can I become a scholar?

Set design and props	Costume, makeup and mask	Lighting and Sound	Extended Project	Live Evaluation
<p>To understand the basic ideas when creating a set design.</p> <p>To create a model box, in which to place a set design.</p> <p>To learn key set design vocabulary.</p> <p>To use a mood board to help a director understand how you are interpreting a brief.</p> <p>To use inspiration from professional productions to create your own design ideas.</p> <p>To experiment with multiple techniques and to evaluate how successful their impact is on the final design.</p> <p>To learn how to use the 1:25 scale in drawing and models.</p> <p>To create a full-size prop from scale drawings.</p> <p>To be able to justify your ideas and explain their significance.</p> <p>To learn how to answer a 4- mark GCSE set design question.</p>	<p>To understand the basic ideas when creating a costume design.</p> <p>To learn key costume design vocabulary.</p> <p>To use a mood board to help a director understand how you are interpreting a brief.</p> <p>To use inspiration from professional productions to create your own design ideas.</p> <p>To create costumes sketches that create an effective impression of your intentions.</p> <p>To analyse effectively how costume reflects character.</p> <p>To demonstrate how makeup-mask can enhance the costume.</p> <p>To create a mask for a character of choice.</p> <p>To understand how lighting may affect how the costume/makeup/mask looks on stage.</p>	<p>To understand the key concepts of lighting and sound design.</p> <p>To know how a lighting or sound designer works with the team around them.</p> <p>To understand how lighting and sound can be used to create both location and atmosphere.</p> <p>To experiment with basic ideas- where equipment allows.</p> <p>To analyse use of lighting and sound in professional theatre and assess the effectiveness of the choices made.</p>	<p>To choose an area in which to specialise: Set and props Costume, makeup and mask</p> <p>To demonstrate an ability to work independently.</p> <p>To have a clear concept for their design</p> <p>Students will choose a production/book/film to base their work upon.</p> <p>To complete the entire design process for their chosen piece, from initial ideas to final design.</p> <p>To demonstrate in written/photographic form how different techniques have been used to achieve their aims.</p> <p>To present this design, with justification to others.</p> <p>To learn how to answer a 20 marks GCSE design question</p>	<p>To watch a piece of professional theatre.</p> <p>To learn how to analyse the impact the design had created on the audience.</p> <p>To evaluate the effect this has had on the successful achievement of aims.</p> <p>To learn how to answer a 32 mark GCSE question.</p>

	<p>To present your work to others with confidence.</p> <p>To be able to justify your ideas and explain their significance.</p> <p>To learn how to answer a 4- mark GCSE costume design question.</p>			
<p>Super Curricular: Reading articles or research about the topics covered.</p> <p>Explore the work of professional set designers e.g. Julie Taymoor, Bunny Christie, Ralph Koltai</p> <p>Watch professional theatre to see how designers bring the world of the play to life.</p> <p>Spend time researching different techniques and ways of creating their designs to fulfil the aim of their concept.</p>				

ENGLISH: How can I be a scholar?

Topic 1: Dystopia	Topic 2: Tragedy	Topic 3: Preparing for GCSE
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<p>Writing – Dystopian Setting</p> <ul style="list-style-type: none"> • What is a ‘<i>dystopia</i>’ and ‘<i>utopia</i>’? What characterises them? What makes a dystopian setting? • What are the conventions of dystopian fiction? • What are the best conventions of descriptive writing? • What is effective structure and how can I use ‘Drop, Shift, Zoom In, Link’ to structure my description? <p>Reading – ‘<i>Animal Farm</i>’</p> <ul style="list-style-type: none"> • What is an allegory? How is the novel allegorical? • How does the novella link to the 1917 Russian Revolution and events that followed? • Which historical figures do the characters of Napoleon, Old Major and Snowball represent? How? • Can I explain terms such as: <i>democracy, dictatorship, propaganda, communism and socialism</i>? • How can I analyse the <u>structure</u> of an extract and how has it been used to interest the reader? 	<p>Reading – ‘<i>Macbeth</i>’</p> <ul style="list-style-type: none"> • What are the conventions of a Shakespearean tragedy? Can I define terms linked to tragedy such as <i>hamartia</i> and <i>tragic hero</i>? • Can I comment on the form of a play (e.g. analysis of stage directions, dramatic irony, exits and exeunt)? • Who are Macbeth and Lady Macbeth? How does Shakespeare use them to explore notions of power and corruption? • Can I link the play to its Jacobean context – e.g. gender roles, duty to the monarch, the Great Chain of Being, the supernatural, King James’ views on witchcraft)? 	<p>Reading – ‘<i>Disturbed Voices</i>’ Poetry</p> <ul style="list-style-type: none"> • What is meant by the ‘voice’ of a poem? Is it always the poet? • What is ‘LISA’? • Can I apply historical context to enhance my understanding of a poem and to help provide alternative interpretations? • What is meant by <i>structure</i>? Can I meaningfully commenting on a poet’s structural choices? • If a poem is written in <i>free verse</i> or as a <i>dramatic monologue</i>, what does this mean? • How do I write an essay in which I connect and compare two poems?
<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Read a dystopian novel (e.g. ‘<i>The Giver</i>’ by Lowry, or ‘<i>Unwind</i>’ by Shusterman). • Visit the <i>British Library</i> website and read articles about dystopian literature. • Continue the dystopian story you write in class. 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • For a challenge, read some of the articles about the play on the <i>British Library</i> website (Google: <i>British Library Macbeth</i>). • YouTube ‘<i>Macbeth Mr Bruff</i>’ and watch some of the analysis videos; try and apply your new 	<p>Super-Curricular:</p> <ul style="list-style-type: none"> • Visit www.poetryfoundation.org/collections and have a read of a selection of poems. Find a poem that strikes a chord with you (check out the 

Super-Curricular:

- Write your own story using anthropomorphism. Can you satirise modern events or society through your writing? Submit to your teacher.
- YouTube '*Animal Farm Mr Bruff*' and watch some of the analysis videos; try and use your new knowledge in class and assessments. .



knowledge from these to assessments and in class.

- Watch an adaptation of the play and consider how it is similar or different to Shakespeare's play.

protest poetry section!).

- Try and learn one of our poems, or a poem from the above site, off by heart.
- Make flashcards of poetic techniques (try Quizlet).

How can I revise in this subject?

- www.sparknotes.com – useful for texts such as '*Animal Farm*' and '*Macbeth*' (includes summary videos).
- SPaG Exercises – Google '*Bristol Grammar exercises*' and click on the first link for lots of self-tests.

ETHICS & PHILOSOPHY: How can I be a scholar?

Skills, Knowledge and Understanding		
Autumn term - War	Spring Term - Justice	Summer Term – Religion and life
<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • What is war? • Consequences of war • Holy war • Just war • Pacifism • Islamic attitudes to war • Terrorism • Radicalisation 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Consequences, duty, responsibility • Laws and rules • Causes of crime • Aims of punishment • Capital punishment • Punishment and forgiveness • The Prodigal Son • Job 	<p><u>Key Terms</u> – see Glossary</p> <ul style="list-style-type: none"> • Creation of the universe • The Big Bang Theory • Stewardship and Dominion • The use and abuse of the environment • Renewable energy resources • Pollution • The use and abuse of animals • Abortion, euthanasia and death and the afterlife.
<p>Super Curricular: Watch the life of Anne Frank, Boy in the Striped Pyjamas or The Book Thief. Read the diary of Anne Frank. These will deepen your understanding of the fear the Jews were living in.</p>	<p>Super Curricular: Watch a police documentary not a fictional drama. Traffic Cops or Police Interceptors- Channel 5. Use the information to understand the procedures, language and how the justice system works. Watch ‘Life on Death Row’ a series of documentaries by Trevor McDonald. Review – was it what you were expecting it to be like?</p>	<p>Super Curricular: Watch Planet Earth. Research and find out about the different types of renewable energy – are we doing enough to prepare for future generations? Research and find out about plastic pollution – are we doing enough to prevent an environmental problem for future generations?</p>
Skills to develop in Ethics and Philosophy		Revising in Ethics and Philosophy
<p>Show a knowledge and understanding of beliefs, teachings and practices studied.</p> <p>Selects sources to support ideas (recall of prior learning – super curricular).</p> <p>Demonstrate knowledge from different philosophical and ethical argument related to area of study.</p> <p>Analyse, evaluate and discuss issues raised around the area of study.</p> <p>Reflection upon different beliefs, teachings and practices.</p>		<p>Use Quizlet to revise key words and definitions (see link on topic glossaries). Make cue cards using your topic glossaries: see Leither Learning System on YouTube.</p> <p>See: Year 9: revising for the Ethics and Philosophy exam sheet on Learning Zone.</p> <p>Reflect and act upon feedback given.</p> <p>Use super curricula ideas above to support and develop your learning.</p>
		Assessment in Ethics and Philosophy?

Use key words effectively both in your written and spoken work (refer to individual glossaries).

Structured written work, which demonstrates SPaG and the use of connectives to link up ideas.

Write in PEAL paragraphs (Point Evidence Analyse Link).

Follow school presentation policy.

Response to feedback given.

Note taking, Literacy, Organisation

In this subject, you will have formative and summative assessments throughout the year. The formative assessments will reflect and review your understanding and recall of subject knowledge each lesson linked to learning questions and subject language. The summative assessments will assess your recall and use of subject language, quotes, case studies, SPaG and the skill of writing PEAL paragraphs, showing a more in depth understanding of subject knowledge.

FOOD AND NUTRITIAN: How can I become a scholar?

Skills and Presentation of food	Nutrition and Health	Raising Agents
<p>To be able to recognise high, medium and low level practical skills: Students will be given information about different skills and shown many of them through teacher demonstration and videos. They will then demonstrate a range of these skills to show understanding. Their knowledge of practical skills will then hopefully be applied to all practicals in future modules. Use all pieces of equipment with knowledge and accuracy. Demonstrate a good / high level of independence. Clear application of different skills. Have a clear understanding of skill levels.</p> <p>To be able to present food to restaurant standard: Students will be shown different types of cuts to ensure fruits and vegetables are cut skilfully as well as presented to restaurant standard. Students will be shown how to present food to restaurant standard and then demonstrate this with a main meal and dessert. Demonstrate a good / high level of independence Clear application of different skills High quality presentation taking aesthetics into consideration.</p>	<p>To be able to understand the function of the 5 main nutrients in the body and how they can be sourced: Students to build upon their knowledge of the nutrients learnt in Year 7 and 8. Students should be able to identify the 5 main nutrients needed for a balanced diet and be able to explain why we need them in the diet. Students will discuss the UK government guidelines of healthy eating and what initiatives are used to help educate the public, and try to prevent diet related illness. Be able to explain functions of nutrients with confidence. Be able to give examples of food sources.</p> <p>To be able to produce a balanced meal based on the UK government Eatwell Guide: Students will be given a design brief based on the Eatwell Guide and should be able to plan and make a single portion dish that will include all 5 food groups. Students should be prepared to design multiple suitable dishes before selecting their chosen dish and be able to justify their choice using sound nutritional knowledge. To develop design ideas in response to a brief. Produce design ideas to a high standard. To be able to understand the Eatwell guide and put it into practice.</p>	<p>To be able to understand the different raising agents and what dishes they are used in: Students will carry out a series of mini experiments to aid in their understanding of the different raising agents: Chemical, Biological, Mechanical and Natural e.g. 'steam'. Students will answer a range of questions based on real life scenarios to help understanding. To be able to demonstrate understanding of raising agents through practical skills: Students will make a range of sweet dishes using different raising agents. They will make: Meringues, Finnish loaves and cakes. Demonstrate a good / high level of independence. Clear application of different skills. High quality presentation taking aesthetics into consideration.</p>
<p>Super Curricular To practice recipes before lessons and modify to demonstrate creativity To practice using electrical equipment at home to demonstrate higher level skills. To learn food related terminology, suggested list provided from Food & Nutrition teachers To be able to suggest possible improvements</p>	<p>Super Curricular</p> <ul style="list-style-type: none"> • Make a collection of magazine or newspaper adverts (or food labels/packaging) that promote nutrition. You must then annotate the examples to explain who the products are aimed at and what the benefits are to their health. • Science and literacy: The science of starches. 	<p>Super Curricular Quick and easy soda bread: Wheat is grown across the UK, Europe and the rest of the world, but some climates are particularly ideal for growing soft wheat varieties. Soft wheat flours have a low gluten content and are perfect for making biscuits, pancakes, sauces and some breads. Soda bread is a quick and easy recipe that uses plain flour (made from soft wheat) and bicarbonate of soda, rather than yeast. Watch Mrs</p>

<p>to adapt the recipes for future reference To research online plating techniques for dishes in restaurants</p>	<p>Starches are used in cooking to thicken and set dishes. Complete the worksheet to demonstrate and apply your food science knowledge. Use the fact sheet to help you with the information you will need.</p>	<p>M's cheese and onion soda bread demonstration and make your own soda bread https://www.youtube.com/watch?v=AKIMuxl7BEc</p>
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Skills Knowledge and Understanding

Functions of Eggs	Recipe Development	Multicultural Foods
<p>To be able to understand the many uses and functions of eggs in cooking. Students will learn the main functions of eggs in cooking. They will do this through some experimentation and information gathering. Students will be tested on their knowledge of the functions of eggs through quizzes.</p> <p>To be able to demonstrate their understanding of eggs through practical skills: Students will have the opportunity to make a range of practicals to reflect their knowledge: Glazing and binding – sausage rolls Coagulation – Quiche Aeration – Swiss roll Demonstrate a good / high level of independence. Clear application of different skills High quality presentation taking aesthetics into consideration.</p>	<p>To be able to prepare, cook and present food safely and hygienically in practical sessions; Prepare and cook dishes considering personal hygiene and work area Weigh and measure both wet and dry ingredients independently Follow a step by step recipe or to adapt a recipe/use one of their own*1 Use a paring knife safely using the bridge and claw hold with precision and accuracy Prepare fruit and vegetables for cooking – using the different cutting techniques Use all parts of the cooker – hob, grill and main oven Select and use equipment safely, including electrical equipment for higher level skills*2 Use different cooking methods – dry, wet and combination</p> <p>To be able to carry out planning, testing and evaluating food products; Carry out Sensory testing of their final products using sensory word descriptors Evaluate their work using key terminology and offering peer feedback.</p> <p>*1 – swap ingredients when needed based on availability, seasonality, dietary or budget requirements. *2 – to be able to use an electric whisk and stick blender safely and independently. To make links with Science knowledge and help understand how to carry out an investigation – try one of your own e.g. how do we reduce sugar in cakes? Can we just ‘take the sugar out’ or ‘just swap with sweetener?’</p>	<p>To be able to recognise ingredients from different countries around the world: Students to study the cuisine from the 7 main continents. Students to create their own presentation based on their findings and show their understanding.</p> <p>To be able to research and make a range of multicultural meals. To demonstrate high level practical skills. Demonstrate a good / high level of independence Clear application of different skills. High quality presentation taking aesthetics into consideration.</p>

<p>Super Curricular</p> <p>Food hygiene and literacy: Research food hygiene. Using the Food hygiene cards, research each image and find out two relevant food hygiene facts which relate to each image. You might have to consider carefully why some of the pictures have been given.</p> <ul style="list-style-type: none"> • 	<p>Super Curricular</p> <ul style="list-style-type: none"> • Around your kitchen: Have a look in your kitchen and find six different pieces of equipment that can be used to either prepare or cook food with. (Here's some images, just in case!) Suggest a food or dish that could be made using each piece of equipment. Why not find a recipe and make one of the dishes you suggested, if you have ingredients available? <p>Waste not want not! The <i>What's Cookin'? A Teen Age Cookery Book</i>, first published in 1948 lists a number of 'cooking rules' to make food go further, get better results and prevent food waste. Click here to find out some of these 'do's' and 'don'ts'. Write a list of at least five 'do's' and 'don'ts' for cooking today. What would be your most important 'cooking rule'?</p>	<p>Super Curricular</p> <p>Food and geography: Look in your kitchen cupboards. List the ingredients that could be used to add flavour to food, such as herbs, spices, stock cubes, mustard or tomato purée. Choose one and research where it is grown and how it is made or produced. Name as many recipes as you can where it could be used.</p> <p>To practice dishes from other countries, please refer to the school you tube channel where Mrs Mitchell demonstrates a range of different meals that you can cook along with. This will improve your skill levels as well as your time management meaning you can make more difficult things. Some of these links can also be found in the school learning zone under Year 9 and Super Curriculum.</p>
<p>If there are any issues accessing the links in this document, all URLs to the links used are available on the school learning zone in the Year 9 Food and Nutrition section clearly labelled Super Curriculum and then URL links.</p>		
<p>How can I revise in this subject? Each module will have a small low stakes assessment to check knowledge and understanding of each topic. These usually include a practical assessment and a theory piece of work. All written assessments will be based on previous learning so students will have the chance to reflect on their prior learning and knowledge in order to make good progress. The assessments will be recorded onto the front of your Food and Nutrition Flightpath loose leaf folder to aid your tracking of successes and areas for improvement.</p> <p>During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 7 areas you cover throughout the year as well as recap from Years 7 and 8.</p> <p>To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your teacher.</p>		

FRENCH: How can I become a scholar?

Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p>Content: Saying what you like to do in your free time Exploring events in the Francophone world Talking about what you do online To understand the risks of being online Saying what you do to stay active</p> <p>Grammar: Recall of : *‘je peux’ and ‘il faut’ (modal verbs) + infinitive verbs *opinions + nouns and infinitive verbs *intensifiers *whole paradigm of regular and irregular verbs (envoyer) in the present tense * ‘il y a’ *whole paradigm of avoir, être, aller and faire in the present tense</p> <p>Phonics: é, an, SFe, r, y, i, SFC, liaison, u</p>	<p>Content: Saying what you don’t do to stay active Making plans to go out in the future and at what time What you are going to do over the Christmas holidays</p> <p>Grammar: Recall of negative structures ‘ne...pas’ and ‘ne....jamais’</p> <p>Learning how to conjugate a verb into the near future tense</p> <p>Phonics: ien, s liaison, in/ain, h</p>	<p>Content: Saying what you did over the Christmas holidays and last weekend Explaining what I didn’t do last weekend Understanding others talking about ‘Les Jeux de la Francophonie’ in the present and past tenses</p> <p>Grammar: Recall of: *whole paradigm of regular -er verbs into the perfect tense *whole paradigm of irregular verbs into the perfect tense (boire, faire, lire, voir) *whole paradigm of verbs that take ‘être’ in the perfect tense (aller, rester, passer) *imperfect tense (c’était) *negative structures *question words</p> <p>Phonics: é/er/ez, on, è/ê, rising intonation</p>	<p>Content: Watch ‘Les Choristes’ to describe what there is in screenshots, your opinion of it and describing the characters in the past tense Talking about what you watch and how</p> <p>Grammar: Recall of: *‘il y a’ *whole paradigm of être in the present tense *whole paradigm of regular -er verbs into the perfect tense *the present tense of regular -er verbs in the whole paradigm</p> <p>Phonics: ai, é, qu, e</p>	<p>Content: Explaining how often you go to the cinema Talking about what is important to your identity Explaining who is in your family Talking about your weekend routine and your family’s routine</p> <p>Grammar: Recall of: *whole paradigm of aller in the present tense *opinions + infinitives *possessive adjectives, e.g. my</p> <p>Learning about: *emphatic pronouns, e.g. him/her *reflexive verbs in the present tense *sequencers to link activities</p> <p>Phonics: oi, liaison, e/ai/ê/œu/open eu, ch, eau, SFC</p>	<p>Content: Discussing your relationship with your friends and family Describing what is in a photo Explaining who you follow on social media</p> <p>Grammar: Recall of: *reflexive verbs in the present tense * adjective order and agreement *emphatic pronouns, e.g. him/her *‘il y a’ *whole paradigm of être in the present tense *possessive adjectives, e.g. my *whole paradigm of regular and irregular verbs in the present tense</p> <p>Learning about : * Direct object pronouns, e.g. I follow her</p> <p>Phonics: aill, ille, es</p>
<p>Super Curricular: Invent a new technology. Draw a picture of it in the back of your yellow book and label it in French.</p>	<p>Super curricular: Research Christmas in France and other French-speaking countries and write some notes in the back of your yellow book.</p>	<p>Super curricular: Research the different jobs that you can do with a degree in languages. Write the jobs in the back of your yellow book. What are the benefits of picking up more languages in the future?</p>	<p>Super curricular: Watch a French film on Netflix/Amazon/Youtube and write your opinion of it in the past tense in the back of your yellow book. If you need a film, speak to Mrs Stevens.</p>	<p>Super curricular: Find a cinema in France and find out what is showing. Take a screenshot and show your teacher.</p>	<p>Super curricular: Research other French-speaking celebrities. Write some notes at the back of your yellow book.</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Use the Quizlet links that your teacher has put into your class on Quizlet to revise the vocabulary seen in class. 2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 					

FRENCH – CREATIVE OPTION: How can I become a scholar?

I will be able to...					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><u>Content:</u> Communicating in the classroom in French Explaining what I like and don't like to do Exploring events in the Francophone world Talking about what you do online</p>	<p><u>Content:</u> Giving my opinion of technology Understanding the risks of being online Saying what you do to stay active Saying what you don't do to stay active Learning about French Christmas traditions</p>	<p><u>Content:</u> Talking about what you watch with opinions Explaining when you watch shows and who with Explaining how often you go to the cinema</p>	<p><u>Content:</u> Making plans to go out Explaining what it is going to be like Saying what you did last weekend</p>	<p><u>Content:</u> Explaining what your weekend was like Understanding others talking about 'Les Jeux de la Francophonie' in the present and past tenses. Watch 'Les Choristes' to describe my opinion of it, the characters and what happened in the past tense</p>	<p><u>Content:</u> Talking about your identity Explaining who is in your family Talking about your weekend routine and your family's routine</p>
<p><u>Grammar:</u> 'je peux' and 'il faut' (modal verbs) + infinitive verbs Opinions + nouns and infinitive verbs Intensifiers Whole paradigm of regular and irregular verbs (envoyer) in the present tense</p> <p><u>Phonics:</u> SFC, j, e, SFe, an, oy, oi</p>	<p><u>Grammar:</u> Recall of intensifiers 'il y a' Whole paradigm of avoir, être, aller and faire in the present tense Negative structures 'ne. pas', 'ne....jamais' and 'ne. rien'</p> <p><u>Phonics:</u> r, y, i, SFC, liaison, u, th, ai, gn</p>	<p><u>Grammar:</u> Recall of the present tense of regular -er verbs in the whole paradigm Recall of opinion + infinitives Recall of negative structures Question words</p> <p><u>Phonics:</u> on, ll, é, er</p>	<p><u>Grammar:</u> Near future tense with the whole paradigm Whole paradigm of regular -er verbs into the perfect tense Sequencers to link activities Whole paradigm of irregular verbs into the perfect tense (boire, faire, lire, voir) Whole paradigm of verbs that take 'être' in the perfect tense (aller, rester, passer)</p> <p><u>Phonics:</u> s liaison, ch, in, ê, er, ez, è, tion</p>	<p><u>Grammar:</u> Imperfect tense (c'était) Recall of question words Recall the whole paradigm of regular -er verbs into the perfect tense Whole paradigm of irregular verbs into the perfect tense (voir) Negative structures in the perfect tense</p> <p><u>Phonics:</u> eu, qu, ai</p>	<p><u>Grammar:</u> Possessive adjectives, e.g. my Emphatic pronouns Recall of 'il y a' Reflexive verbs in the present tense Recall of the present tense of regular -er verbs in the whole paradigm</p> <p><u>Phonics:</u> é, liaison, e, ai, ê, oeu, open eu, h</p>

<p>Super Curricular: Invent a new technology. Draw a picture of it in the back of your yellow book and label it in French.</p>	<p>Super curricular Research Christmas in France and other French-speaking countries and write some notes in the back of your yellow book.</p>	<p>Super curricular Research the different jobs that you can do with a degree in languages. Write the jobs in the back of your yellow book. What are the benefits of picking up more languages in the future?</p>	<p>Super curricular Practise conjugating verbs into the near future tense on this link: Le Futur Proche (all verbs) Conjuguemos</p>	<p>Super curricular Watch a French film on Netflix/Amazon/Youtube and write your opinion of it in the past tense in the back of your yellow book. If you need a film, speak to Mrs Stevens.</p>	<p>Super curricular: Learn more about reflexive verbs in French: Reflexive verbs - The French present tense - GCSE French Revision - AQA (for exams until 2025) - BBC Bitesize</p>
<p>How can I revise in this subject?</p> <ol style="list-style-type: none"> 1. Use the Quizlet links that your teacher has put into your class on Quizlet to revise the vocabulary seen in class. 2. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/french-for-children/ 					

GEOGRAPHY: How can I become a scholar?

Skills, Knowledge and Understanding			
Unit 1: Our living World	Unit 2: Physical Africa	Unit 3: Focus on Africa	Unit 4: Global Issues
<p>Knowledge: Characteristics of temperate deciduous ecosystems Distribution and characteristics of global ecosystems (biomes) Characteristics & distribution of the Mediterranean biome Species adaption to the Mediterranean biome Coral reefs distribution, importance and threats</p> <p>Processes and concepts: Formation of coral reefs Food webs & chains Sustainable resources</p> <p>Skills: Interpreting climate graphs Describing patterns & distributions Locating places using an atlas Using lines of latitude Calculating average (mean) and range How to interpret satellite photos and maps (GIS)</p>	<p>Knowledge: Location of Africa and some of the countries within it Diversity of physical geography and landscapes that exist in Africa The characteristics of the Sahara Desert The physical challenges that exist in Sub-Saharan Africa. The causes of desertification The solutions to desertification The opportunities of the Sahar Desert The challenges of the Sahara Desert</p> <p>Processes and concepts: Causes and consequences of desertification Solutions for desertification Economic, social and environmental challenges and opportunities faced in NEEs/LICs</p> <p>Skills: Map skills and describing patterns; drawing a cross section; interpreting graphs; evaluation</p>	<p>Knowledge: Who are the people of Africa How we categorise countries according to wealth Ways to measure development Challenges with measuring development Causes of inequalities Impacts of inequality - migration Ways to address inequality What Fairtrade is and how it works How chocolate is produced What are the opportunities in Nigeria What are the advantages and disadvantages of TNCs What are the challenges of Nigeria</p> <p>Processes and concepts: What is development Development indicators Economic job sectors Positive multiplier effect Supply chains</p> <p>Skills: Map annotation; photo interpretation Scatter graph interpretation Map analysis and pattern recognition Calculating average (mean) and range</p>	<p>Knowledge: The greenhouse effect How the enhanced greenhouse effect causes climate change Global and local impacts of global climate change Responses to global climate change Wilderness areas Threats to wilderness areas Causes of plastic pollution Impacts of global plastic use</p> <p>Processes and concepts: Greenhouse effect Adaption Mitigation Carbon Footprint Supply chains</p> <p>Skills: Map annotation; photo interpretation; collection and interpretation of fieldwork data; using numerical data; interpreting graphs, pictograms and maps Analysis skills</p>
<p>Super Curricular: Bitesize KS4 Biomes – use ppts & quizzes</p>	<p>Super Curricular: Download an app onto your phone to keep up-to-date with latest population statistics from around the</p>	<p>Super Curricular: Watch David Attenborough Africa – the future. How are local people</p>	<p>Super Curricular: Read Greta’s Story. Then evaluate - What difference can one teenage make?</p>

<p>Undertake your own research about the New Forest ecosystem. What fieldwork could you devise to discover if this is typical of a temperate deciduous biome? Watch https://www.youtube.com/watch?v=GfO-3Qir-qM Our Planet One Planet & make a poster to inform your class about the key points</p>	<p>world. Try 'Human Development' (United Nations Development Report) – information on population statistics. Stacey Dooley documentaries relating to lifestyles in different countries.</p>	<p>getting involved in saving endangered species of animals? What similarities or differences are there compared with your experience of school and a Nigerian School? Find out more about Africa's future and The Great Green Wall.</p>	<p>Work out your home's carbon footprint and ways to reduce it. Watch war on plastic – BBC iplayer. Then think how can you reduce your plastic use? Encourage reduction of single use plastic in your household.</p>
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How can I revise for assessments?

Throughout the year, you will be introduced to different revision methods including cue cards and knowledge organisers. Try a variety of methods and see which suit you best. You will also use Doodle Learn in Geography for home learning. This has lots of presentations and quizzes so you can test yourself and receive instant feedback. Simply search on the website using the key terms or skills that you would like to test yourself on. Your teachers will also allocate specific tasks for you to complete. **Here are just a few ideas for revising specific parts of your geographical studies:**

- For key terms and definitions, make a set of heads and tails cards and practise alone. You could also get others to test you.
- For revising processes: there are often several different types of processes e.g. for erosion. Draw annotated diagrams on revision cards for each type of process.
- For revising case studies: draw a mind-map to include all the different aspects and categories involved in your case study.
- For revising an issue-based topic: use a table to capture arguments for and against the issue.

HISTORY: How can I become a scholar?

Unit 1:	Unit 2:	Unit 3:	Unit 4:
<p>Unit question: How far did the Economic Boom change American lives?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Why did people want to move to the USA in the early 20th century? • What was the economic boom and who benefitted? • How far did the Economic Boom improve the lives of: <ul style="list-style-type: none"> • Women • Black Americans • Immigrants • Why were Americans fearful of Communism? 	<p>Unit question: What impact did Hampshire have on Allied success in WWII?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What was the Battle of Britain? • How did Southampton help win the Battle of Britain? • What was the Blitz? • What can Southampton tell us about why it failed? • Who were the New Forest spies? • What were the D-Day landings? • What role did Studland play in the D-Day landings? 	<p>Unit question: What it the Holocaust and how could it happen?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is the history of antisemitism? • What was the situation in Germany after the Wall Street Crash? • What are the stages of the Holocaust? • What resistance was there to the Holocaust? • Did other countries help? 	<p>Unit question: How similar/different were the experiences of migrants to Britain?</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • What is the History of Jewish migration to Britain? • Who were the Windrush generation and what was their experience? • What are the experiences and impacts of migration from South Asia? • What is the History of Polish migration to Britain and what are the experiences and impact?
<p>Super Curricular: Watch the Great Gatsby or read the novel. Research 1920s USA using BBC bitesize.</p>	<p>Super Curricular: Visit Studland Bay and research D-Day landings. If you can't visit in person research on National Trust Website. Visit the Secret Army exhibition at Beaulieu Museum Using websites such as BBC Bitesize research the Battle of Britain and the Blitz</p>	<p>Super Curricular: Read the Boy in the Stripped Pyjamas. Watch or read the Book Thief. Visit the Imperial War Museum website.</p>	<p>Super Curricular: Visit the website www.ourmigrationstory.org.uk And research different periods of migration in the History of the UK and from different parts of the world.</p>
<p>How can I revise for assessments? Create a mind map, using different colours to represent Point, Evidence and Explanation. Play bingo using the key words. Make cue cards about the key events. Create a timeline of the topics learnt.</p>			

ITaCS: How can I become a scholar?

Skills, Knowledge and Understanding					
Term 1 & 2	Key Questions	Term 3 & 4:	Key Questions	Term 5 & 6:	Key Questions
<p>Topics <i>Work Skills</i></p>	<ol style="list-style-type: none"> How should a standard letter be laid out? What is the most appropriate software for a given task? 	<p>Topics <i>Creating Apps and CyberSecurity</i></p>	<ol style="list-style-type: none"> Do you know how to present your work for a target audience? Taking into consideration success criteria can you self assess as well as gather peer feedback to enable you to make improvements to your work 	<p>Topics <i>Work Skills</i> <i>Project using - Transferable IT Skills Or Programming</i></p>	<ol style="list-style-type: none"> Can you touch type efficiently? How should a standard business letter be laid out? Including appropriate salutations and language. What software would you use for creating a scalable image – such as a logo? Which software would your use to create: automated calculated modelling sheets or financial records and promotional materials? Are you aware of basic health and safety in the workplace/the use of IT equipment?
<p>Key concepts & Skills</p>	<ol style="list-style-type: none"> Can you combine the use of different pieces of software to accomplish a task? 	<p>Key concepts & Skills</p>	<ol style="list-style-type: none"> Are you able to effectively evaluate your finished work.. 	<p>Key concepts & Skills</p>	<p>-----</p> <ol style="list-style-type: none"> Can you use Python programming to print text to the screen? Do you understand the purpose of iteration and selection and use them in your code? Can you use pre-existing Python modules such as time?
<p>Development of functional IT skills Use of common software for word processing, spreadsheets and presentations. Letter writing. Business Email use. Resilience. Perseverance.</p>		<p>Create apps to meet project brief. Considering target audience in the development of assets. Develop understanding and skill base in a software which is transferable. Use given software to professionally present your findings. Data representation Resilience. Perseverance.</p>		<p>Recapping and refining basic IT skills and software that will be utilised moving into GCSE studies and/or work place environment.</p> <p>Development of understanding of programming constructs and Python programming skills- in preparation for GCSE Computer Science to include but not exclusive to those identified in the keywords below.</p> <p>Resilience Perseverance.</p>	

Super Curricular: Choose an iDEA badge you would like to add to your collection. Develop your own app using code.org or other app making software.	Key Words	Super Curricular: Choose an iDEA badge you would like to add to your collection. Try out Adobe Spark (free online Adobe software) and have a go at creating a range of different documents.	Key Words	Super Curricular: Choose an iDEA badge you would like to add to your collection. Extend your Python programming skills by using www.101computing.net Maybe even try another programming language.	Key Words	
	Word Processor Spreadsheet Presentation Email		Vector Pixel Copyright Scalable Pixelated Resolution Quality Layering File Size SVG		<u>IT Skills</u> Word Processing Spreadsheets Promotion Desktop publishing Social Media Merchandise Touch Typing Business stationary	<u>Programming</u> Algorithm Decomposition Selection Iteration Sequence Variable Programming Debugging Syntax Error Logic error Data type

How can I revise in this subject?

Practice the skills you have learnt and develop them further independently.

Knowledge Organisers provided by your class teacher

Quizlet or paper based flash cards- Create flash cards with key words and definitions/images on the back – practice them until you know them all.

Mind maps of information you have learnt – build in key terminology and images to help you remember facts and information

Revision Clocks made of the content you have studied

Use BBC Bitesize KS3 Computing pages to review what you have learnt

Use Teach ICT website quizzes

MATHS: How can I become a scholar?

Skills Knowledge and Understanding					
Autumn Half Term 1:	Autumn Half Term 2:	Spring Half Term 1:	Spring Half Term 2:	Summer Half Term 1:	Summer Half Term 2:
<p><u>Percentages & Fractions</u> Add, subtract, multiply and divide fractions Mixed numbers Equivalent fractions, decimals and percentages Percentages of amounts Percentage Change Percentage increase and decrease Compound interest Reverse percentages</p> <p><u>Formulae & Sequences</u> Substitute values into expressions, including with positive and negative integers Continue a sequence of numbers or patterns Find the nth term of a linear or quadratic sequence Start looking at iteration</p> <p><u>Angles & Shape Properties</u> Construct and measure angles Use angle properties to find missing angles on a</p>	<p><u>Number Skills</u> Multiplying and dividing including with decimals and in a context Use negative numbers in a wide range of contexts Using rounding across a range of topics and realising that it can affect the allocation of the last mark of a difficult question. Being able to write upper and lower bounds as error intervals.</p> <p><u>Expanding & Factorising</u> Simplifying algebraic expressions including forming expressions in a range of contexts Expand and simplify brackets Factorise an expression, including up to a quadratic expression</p> <p><u>Ratio & Proportion</u> Simplify a ratio Share in a given ratio</p>	<p><u>Solving Equations</u> Solve equations including ones that might involve a bracket and where the answer could be positive, negative or a fraction Solve equations with the unknown on both sides Solve simultaneous equations Form and solve an equation</p> <p><u>Area, Volume & Circles</u> Finding area and perimeter of basic and compound shapes in 2D such as rectangles, triangles, parallelograms, trapezium, kite Investigating surface area and volume of 3D shapes. Know and use the definitions of circles and their properties and find the area and circumference Convert between units of area and volume</p>	<p><u>Transformations and Scale Factors</u> Use and describe, using correct mathematical terminology, the four basic transformations; reflection, rotation, translations and enlargement. Use scale factors to work with similar shapes, i.e. linear, area and volume scale factor Apply and recognise combinations of two or more transformations.</p> <p><u>Representing Data</u> Able to draw bar charts, pictograms, pie charts and stem and leaf diagrams Draw and use two way tables Draw and interpret scatter graphs including correlation, interpolation from a line of best fit. Extending to data analysis using cumulative frequency graphs and box plots.</p>	<p><u>Probability and Venn Diagrams</u> Describe and calculate probability of outcomes of single events progressing to multiple events. Calculations with probabilities and the use of tree diagrams and Venn diagrams. Extend to set notation and conditional probability.</p> <p><u>Averages and Sampling Methods</u> Calculate basic averages from lists and frequency tables. Make calculated estimates of averages from large data sets. Compare two data sets using averages and measures of spread. Understand bias in sampling methods.</p> <p><u>Pythagoras and Trigonometry</u> Understand and use Pythagoras' theorem when finding missing</p>	<p><u>Inequalities and Equations</u> Understand the inequality symbols Represent an inequality on a number line Solve linear inequalities Draw and interpret graphs of linear inequalities to identify regions. Rearrange equations involving one, two and multiple steps.</p> <p><u>Compound Measures</u> Make calculations of speed, density and pressure. Understand and use the graphs of these measures. Use and convert units for calculation.</p> <p><u>Graphs of Functions</u> Use substitution to calculate coordinates and plot graphs of quadratic, cubic and reciprocal functions. Recognise graphs of equations.</p>

<p>line, around a point, in a triangle and in parallel lines</p> <p>Find angles in polygons</p> <p>Form and solve equations involving shapes by using their properties</p> <p>Congruency</p> <p>Plans and elevations</p>	<p>Calculating and comparing best value, including the unitary method.</p> <p>Understand direct and inverse proportion including in an algebraic and graphical sense</p>	<p>Coordinates & Graphs</p> <p>Use a conversion graph</p> <p>Understand the properties of straight line graphs</p> <p>Plot straight line graphs</p> <p>Extend to plotting different types of graphs including quadratic, cubic and reciprocals</p>	<p>HCF/LCM, Indices, Standard Form</p> <p>Revisit factors, multiples and primes as well as powers and roots with and without a calculator.</p> <p>Extend understanding of indices and then apply in the context of standard form.</p>	<p>side lengths of right-angled triangles.</p> <p>Develop an understanding of the trigonometric ratios sin, cos & tan.</p> <p>Use trig ratios to find missing lengths and missing angles.</p> <p>Solve geometric problems involving Pythagoras' theorem and trig.</p> <p>Extend to trig graphs and exact values.</p>	<p>Sketch graphs using key values.</p> <p>Factorise expressions to find roots of equations.</p> <p>Sketch trigonometric functions.</p>
<p>Super Curricular PLUS Magazine</p> <p>https://plus.maths.org/content/</p> <p>Lively, accessible and in-depth articles and podcasts explore all aspects of maths, ranging from what string theory predicts about hidden dimensions to mathematics in medicine. Meanwhile news items uncover the hidden maths behind media headlines and report news from the world of research.</p>	<p>Super Curricular:</p> <p>The CHRISTMAS LECTURES are engaging and mind-expanding television programmes for all ages but particularly children and young adults. Watch previous year's lectures via the Royal Institution's website. Check out 2006! https://www.rigb.org/christmas-lectures/watch/2006/the-number-mysteries</p>	<p>Super Curricular:</p> <p>The NRICH website publishes thousands of free resources designed to challenge, inspire and engage ages 3 to 19. NRICH resources focus on problem-solving and take a low-threshold high-ceiling approach, building students' confidence, mathematical reasoning, thinking skills and ability to take the initiative. https://nrich.maths.org</p>	<p>Super Curricular: Puzzles!</p> <p>https://mathschallenge.net/problems/pdfs/mathschallenge_1_star.pdf</p> <p>If you're into puzzles and want to stretch your thinking, visit this website.</p> <p>Ringwood school enters the National Maths Challenge each year and this website provides good practice material.</p>	<p>Super Curricular:</p> <p>Research famous mathematicians and their work in maths, for example:</p> <ul style="list-style-type: none"> • Isaac Newton – links to all sorts of subjects! • Fermat's Last Theorem – linked to Pythagoras' theorem • Carl Gauss – Number theory • John Von Neumann – Set theory, game theory... • Benoit Mandelbrot - fractals 	<p>Super Curricular:</p> <p>The Royal Institution (who puts on the Christmas lectures) also produce educational resources for science and maths. Here's a link to an interesting investigation on magic squares: https://www.rigb.org/education/masterclasses/masterclass-resources/off-the-shelf-resources/ots-masterclass-magic-squares</p>
<p>How to revise Mathematics</p> <ul style="list-style-type: none"> • Use your skills book to learn key mathematical facts and formulae 					

- Revisit past home learning sheets and repeat the questions, particularly those you found more challenging
- Practice as much as possible; visit these websites to find additional resources: www.corbettmaths.com, www.khanacademy.org, www.nrich.maths.org, [BBC Bitesize Key Stage 3 Maths](http://www.bbc.com/bitesize/maths)
- Watch maths videos to support your understanding of a topic: www.youtube.com/hegartymaths, www.youtube.com/mrpauffley

MUSIC: How can I become a scholar?

Skills and Knowledge					
Cubase Skills	Film and TV Music	Music for Special Occasions	Creating a Remix	Audio Recording	Pop Music
<p>You will learn:</p> <ul style="list-style-type: none"> To use a music technology program called Cubase Basic skills to orientate this new DAW and understand the Cubase project window To understand how texture and instrumentation affect the sound in music The capabilities of the software and differences between MIDI and audio files 	<p>You will learn:</p> <ul style="list-style-type: none"> How music is used in film, TV and adverts to create or affect mood How composers use motifs, leitmotifs, diegetic and non-diegetic music in films and TV To compose some film, TV and advert music in a variety of styles, both to action on screen and to set a scene/tell a story 	<p>You will learn:</p> <ul style="list-style-type: none"> How to analyse music used for special occasions including remembrance, royal events, and Christmas To compose some music for a special occasion, building on composition skills from Year 7 and 8 	<p>You will learn:</p> <ul style="list-style-type: none"> How to use Cubase to manipulate sounds, samples and loops To use technology to remix a piece of music into your own style Features of different musical genres in order to create a remix in your chosen style Add FX to your work to enhance your piece 	<p>You will learn:</p> <ul style="list-style-type: none"> To use a range of microphones to record audio, then process, manipulate and create a piece using these recordings To use Groove Agent to turn your recorded audio into samples which you could play on a keyboard 	<p>You will learn:</p> <ul style="list-style-type: none"> How pop music developed from blues and jazz music To describe pop music you hear, and understand a range of styles To perform some pop songs as an ensemble To write your own pop song
<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.</p>	<p>Super-Curricular: Watch films you enjoy and listen carefully to the music. Learn to play some film themes on your instrument/keyboard app. Try to compose your own film music to a scene which you have written.</p>	<p>Super-Curricular: Listen to music you hear at events or special occasions. Consider the instruments and styles you hear – why do you think they are appropriate?</p>	<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Install the free version of Cubase onto your home computer to allow you to explore and investigate Music Technology at home.</p>	<p>Super-Curricular: Join Music Tech club to explore and experience music technology, using your own ideas. Explore the resource videos on the Learning Zone to further your understanding of Musical Technology</p>	<p>Super-Curricular: Listen to music in a range of styles from a wide period of time. Describe the music you hear using the elements of music. Watch recordings of live performances on YouTube, e.g. from Glastonbury. Even better, try to go to a live</p>

	Watch some film music composition and analysis videos on YouTube				music gig! Write about your experience.
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How can I revise in this subject?

You have a log on to 'Focus on Sound', which you can access through Teams. This resource has hours of information, lessons, tests and listening on a variety of topics. It covers information for Key Stage 3, GCSE and A level for both Music and Music Technology. It is a fantastic resource. You will be directed to relevant sections during Year 9, but feel free to explore and deepen your musical understanding by yourself. You will build your knowledge of the elements of music and musical vocabulary across all topics in Year 9. Focus on Sound will help you to embed this and to test your understanding.

Use the free version of Cubase if you are able to install it at home, or spend time in the department becoming familiar and confident with the new software you learn during Year 9.

Students taking the Year 9 Music Pathway will be given small group instrumental tuition on a variety of popular instruments for a minimum of half a term.

PHYSICAL EDUCATION: How can I become a scholar?

STRAND	Skills Knowledge and Understanding					
	Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
Motor Competency	Developing advanced skills in team & individual sport and activities.				Develop advanced skills in athletic activities	Develop advanced skills in striking and fielding games
Health Participation	Develop healthy active lifestyles habits through a range of team sports and individual sports within physical activity				Develop healthy active lifestyles through athletic activities	Develop healthy active lifestyles through striking and fielding games
Rules, Strategies & Tactics	<p>Take on the role of an official in different sports and apply rules/laws successfully</p> <p>To be able to identify tactical strengths and weaknesses, and implement ways for a team or individual to outwit the opposition.</p> <p>To set up and deliver a practice or drill to develop a skill within team and individual sports with teacher help and guidance.</p>				To set up and deliver a practice or drill within athletics with teacher help and guidance.	To set up and deliver a practice or drill within striking and fielding games with teacher help and guidance.
Literacy & Oracy	To be able to evaluate 'what went well' (WWW) and 'even better if' (EBI) in own and a peer's performance				Analyse their own performances compared to previous ones and demonstrate ways to improve to achieve their personal best.	To be able to identify suitable field settings to outwit the opposition.
Super Curricular:	Join an extra-curricular club in or out of school and show resilience by attending regularly.	Research an inspirational sports person. What challenges did they face reaching the top of their sport?	Check the back pages of a reputable newspaper or the BBC Sport website for up to date sports news.	Check out an instructional video on YouTube to get better at a skill you are learning.	Choose an athletic event to focus on. Attend athletics club and improve your personal best in that event.	Encourage a friend to join you at an extra-curricular club or activity.

PSHE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>Healthy Lifestyle</p> <p>Understanding the relationship between physical and mental health and associated risk factors</p> <p>Developing healthy lifestyle choices including diet, sleep, exercise and screen time</p> <p>Making independent health choices and where to seek support</p>	<p>Citizenship and Community</p> <p>About the term Global citizen and understanding roles and responsibilities of a citizen</p> <p>Understanding the benefits of community and how respect is at the heart of a multi cultural society</p> <p>Understanding the impact on Earth's resources by over use of plastics, energy and water supply</p>	<p>Peer influence, knife crime and gangs</p> <p>Assessing risk and managing influences in relation to underage drinking</p> <p>Understanding 'group think', how it affects behaviour in relation to gangs</p> <p>Recognising passive, aggressive and assertive behaviour, and how to communicate assertively</p> <p>Knowing the legal and physical risks of carrying a knife</p>	<p>Setting goals</p> <p>Understanding about transferable skills, abilities and interests</p> <p>Finding out about different types of employment, career pathways and volunteering opportunities</p> <p>Working towards aspirations and set meaningful, realistic goals for the future</p>	<p>Respectful relationships</p> <p>Understanding what constitutes a healthy relationship</p> <p>Developing strategies in response to bullying behaviours and/or coercive control</p> <p>Knowing how to communicate and respect consent and personal boundaries</p>	<p>Rights of the Child</p> <p>Understanding gender equality around the world</p> <p>Being aware of Human Rights and Rights of the Child</p> <p>about FGM and how to access help and support</p> <p>Understanding consent and relationship boundaries</p>
<p>Supporting websites for further information:</p> <p>https://careerpilot.org.uk/</p> <p>https://www.redcross.org.uk/first-aid</p> <p>https://www.themix.org.uk/</p> <p>https://chathealth.nhs.uk/</p> <p>https://www.youngminds.org.uk/</p> <p>https://www.brook.org.uk/</p> <p>https://www.childline.org.uk/</p>					<p>Off timetable day 4th March</p> <p>Health and Well-Being Drugs and Alcohol Awareness Sexual Health and self-care First Aid Emotional Well being</p>

SCIENCE: How can I become a scholar?

Skills and Knowledge					
Half-term 1:	Half-term 2:	Half-term 3:	Half-term 4:	Half-term 5:	Half-term 6:
<p>9C1 Fundamental ideas in chemistry Atomic structure. The Periodic Table. Ions and ionic bonding.</p> <p>9B1 Cells and respiration Cell structure. Use of a light microscope. Electron microscopes. Calculating magnification. Converting units. Converting to and from standard form.</p>	<p>9B1 Cells and respiration Aerobic respiration. Uses of energy in organisms.</p> <p>9C2 Crude oil and fuels Covalent bonding. Hydrocarbons. Combustion. Investigating the properties of hydrocarbons. Distillation.</p>	<p>9C2 Crude oil and fuels Fractional distillation. Investigative skills: planning an experiment into which fuels release the most energy.</p> <p>9C3 Metals Metals and non-metals. Metallic bonding. Symbol formulae and balancing equations. The reactivity series and displacement reactions.</p>	<p>9C3 Metals Extracting metals using displacement and electrolysis.</p> <p>9B2 Disease Health. Risk factors and cardiovascular disease. Identifying the four types of pathogen. Use of light microscopes. Researching different human diseases. HIV.</p>	<p>9B2 Disease Identifying how disease spreads and how it can be prevented.</p>	<p>9C4 Rates of reaction Practical skills: the effect of surface area on the rate of reaction. The effect of temperature on the rate of reaction. Activation energy. Data presentation: plotting graphs. Collision theory. Investigative skills: planning two experiments into the effect of concentration on the rate of reaction.</p>
	<p>9P2 Particles and heat transfer How heat energy is transferred.</p>			<p>9B4 Ecosystems Energy in food webs. Research skills: investigating alien species, the threats to species, and protective measures. Classification of living things. Using capture-mark-release to estimate population size. Interpreting predator-prey cycles. Presenting data. Investigative skills: planning an experiment into abiotic factors.</p>	
<p>9P1 Forces Resultant forces. Identifying forces. Friction. Magnetism. Gravity.</p> <p>9P2 Particles & heat transfer Calculating density. Calculating pressure.</p>	<p>9B3 Photosynthesis Photosynthesis. Linking leaf structure and photosynthesis. How plants get water and carbon dioxide. Investigative skills: planning an experiment into factors affecting photosynthesis. Presenting data. The carbon cycle.</p>	<p>9P3 Waves Waves. Reflection. Refraction. Planning an experiment into factors affecting wave speed. Sound and ultrasound. Using the wave equation to calculate wave speed, wavelength or frequency.</p> <p>9P4 Electrical circuits Circuit symbols. Investigating voltage. Investigating current.</p>			<p>9B4 Ecosystems The water cycle.</p> <p>9P6 Energy Energy. Identifying energy stores and how energy transfers in a useful or wasteful way. Calculating gravitational potential energy from experimental data. Calculating power. Calculating kinetic energy.</p>

Super Curricular:

Go to Brownsea Island and see if you can spot any red squirrels. Then research why the grey squirrel is more common on the mainland.

Research the different species of animals that live in the New Forest. Find out how many of them are threatened, and what is being done to protect them.

How is ultrasound used in medicine? Ask if you have any ultrasound scans of you as a baby. Research how the ultrasound waves form the images on screen.

How does gravity affect our lives? What would it be like to live without gravity? Search YouTube to find videos of life on the International Space Station and to see how they cope without gravity, and what affect that has on their bodies.

How can I revise for assessments?

You will be given a set of key idea slides as you start each topic, which are directly linked to your lessons. You could also use GCSE BBC bitesize, but be aware that you will come across some ideas that you haven't yet learned about. You can find it at this link: <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

SPANISH: How can I become a scholar?

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u> 1. Talking about Spanish-speaking sports star 2. Talking about life online 3. Talking about sports and free-time activities 5. Saying what you did at the weekend</p> <p><u>Grammar:</u> 1. Understand word order 2. adjectival agreements 3. use the present tense of 'ser' (to be) 4. revise present tense 5. expressions of frequency</p>	<p><u>Content:</u> 1. Talking about sports and free-time activities 2. Giving opinions about sports and free time activities 3. Talking about films and TV programmes 4. Spanish traditions at Christmas</p> <p><u>Grammar:</u> 1. opinion verbs 2. irregular present verbs</p>	<p><u>Content:</u> 1. Discussing travel plans using <i>me gusta</i> and <i>me gustaría</i>+INF 2. Talking about festivals in the Spanish-speaking world</p> <p><u>Grammar:</u> 1. Impersonal verb phrases: <i>Se puede(n) + infinitive</i> 2. Comparatives 3. Superlatives 4. Using <i>if</i> clauses in the present tense 5. near future tense</p>	<p><u>Content:</u> 1. Saying what you did on holiday 2. Using a range of structures to give opinions in the past 3. Describing where you stayed</p> <p><u>Grammar:</u> 1. preterite tense 2. Time phrases and sequencers 3. Imperfect tense</p>	<p><u>Content:</u> 1. Film study 2. Describing different families 3. Describing people 4. Describing pictures</p> <p><u>Grammar:</u> 1. Possessive adjectives 2. Use the present continuous to describe a picture 3. Revisit the present tense</p>	<p><u>Content:</u> 1. Talking about your favourite celebrities 2. Talking about friendships and relationships</p> <p><u>Grammar:</u> 1. Personal a 2. use reflexive verbs 3. use <i>para</i>+infinitive</p>
<p>Super Curricular: Research geographical information (capitals, borders, mountains) on South American countries.</p>	<p>Super Curricular: Look on the AirB&B website at house in Madrid and Malaga. Find a house/apartment you like and describe some of the rooms in the photos.</p>	<p>Super curricular Research different festivals in Spain and South America and find out their origin and what they celebrate</p>	<p>Super curricular Research a holiday location in Spain or South America and create a brochure with the things that town has to offer including any celebrations</p>	<p>Super curricular Research the Spanish royal family. Draw a family tree and write a physical description of each person.</p>	<p>Super curricular Research the following sport personalities on YouTube. Lionel Messi, Caterine Ibarguen, Garbiñe Muguruza. Find out where they are from, the sport they are famous for and their achievements.</p>
<p>How can I revise in this subject? Use the Quizlet links that your teacher has put into your class on Quizlet to revise the vocabulary seen in class. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/</p>					

SPANISH (Picked up as second language): How can I become a scholar?

I will be able to...					
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:	Term 6:
<p><u>Content:</u> 1. Talking about Spanish-speaking sports star 2. Introducing myself and others including name, age, birthday, nationality and personality 3. Talking about life online</p> <p><u>Grammar:</u> 1. Understand word order 2. adjectival agreements 3. use the present tense of 'ser' (to be) 4. expressions of frequency</p>	<p><u>Content:</u> 1. Talking about sports and free-time activities 2. Giving opinions about sports and free time activities 3. Talking about films and TV programmes 4. Spanish traditions at Christmas</p> <p><u>Grammar:</u> 1. opinion verbs 2. irregular present verbs</p>	<p><u>Content:</u> 1. Discussing travel plans using me gusta and me gustaría+INF 2. Talking about festivals in the Spanish-speaking world</p> <p><u>Grammar:</u> 1. Impersonal verb phrases: <i>Se puede(n) + infinitive</i> 2. Comparatives 3. Superlatives 4. Using <i>if</i> clauses in the present tense 5. near future tense</p>	<p><u>Content:</u> 1. Saying what you did on holiday 2. Using a range of structures to give opinions in the past 3. Describing where you stayed</p> <p><u>Grammar:</u> 1. preterite tense 2. Time phrases and sequencers 3. Imperfect tense</p>	<p><u>Content:</u> 1. Film study 2. Describing different families 3. Describing people 4. Describing pictures</p> <p><u>Grammar:</u> 1. Possessive adjectives 2. Use the present continuous to describe a picture 3. Revisit the present tense</p>	<p><u>Content:</u> 1. Talking about your favourite celebrities 2. Talking about friendships and relationships</p> <p><u>Grammar:</u> 1. Personal a 2. use reflexive verbs 3. use para+infinitive</p>
<p>Super Curricular: Research geographical information (capitals, borders, mountains) on South American countries.</p>	<p>Super Curricular: Look on the AirB&B website at house in Madrid and Malaga. Find a house/apartment you like and describe some of the rooms in the photos.</p>	<p>Super curricular Research different festivals in Spain and South America and find out their origin and what they celebrate</p>	<p>Super curricular Research a holiday location in Spain or South America and create a brochure with the things that town has to offer including any celebrations</p>	<p>Super curricular Research the Spanish royal family. Draw a family tree and write a physical description of each person.</p>	<p>Super curricular Research the following sport personalities on YouTube. Lionel Messi, Caterine Ibarguen, Garbiñe Muguruza. Find out where they are from, the sport they are famous for and their achievements.</p>
<p>How can I revise in this subject? Use the Quizlet links that your teacher has put into your class on Quizlet to revise the vocabulary seen in class. Google or search on YouTube any of the terms mentioned under grammar to find out more information – we recommend you visit this website https://agreenmouse.com/spanish-for-children/</p>					

TECHNOLOGY: How can I become a scholar?

Skills Knowledge and Understanding		
3D CAD	DESIGN DRAWING AND ITERATIVE DESIGN	WORKING IN METALS
<p>To be able to use the assembly tools on SOLIDWORKS with increasing precision and complexity</p> <p>Use solidworks to assemble pre-prepared components for the torch</p> <p>Accurately assemble all components in a logical order</p> <p>Create assembled, exploded and sectional views of the torch</p> <p>Create an Assembly drawing with a dimensioned orthographic of the assembled torch, all 3 versions of the torch</p> <p>Correctly annotate the exploded drawing using the 'bubble' tool</p> <p>Create a bill of materials for the exploded view with correct annotation.</p> <p>Create photorealistic images of the assemble torch</p> <p>Use all tools with knowledge and accuracy.</p> <p>Demonstrate a good / high level of independence* clear application of different skills</p> <p>Have a clear understanding of layout control and target audience.</p> <p>To be able to use an increasing variety of tools on SOLIDWORKS to build component parts and assemblies</p> <p>Create a simple sketch of a part</p> <p>Use smart dimension to measure and edit</p> <p>Create a simple 3D parts using extruded boss / base</p> <p>Create slots in a 3D part using extruded cut</p>	<p>To be able to use equipment to develop hand drawing techniques:</p> <p>Single point perspective</p> <p>2 point perspective</p> <p>Apply isometric drawing techniques to produce 3d drawings</p> <p>Orthographic third angle projection</p> <p>Apply rendering techniques to give improved aesthetic appeal and 3 Dimensionality</p> <p>Use different drawing techniques to produce more complex shapes & design ideas*</p> <p>Show precision and accuracy</p> <p>Render with finesse</p> <p>To be able to produce iterative design ideas with annotation and evaluation</p> <p>Produce clear design ideas for the lid design and associated linked images.</p> <p>To annotate design ideas suggesting possible improvements</p> <p>Act upon suggested improvements to show the iterative process</p> <p>To develop design ideas in response to analysis and evaluation</p> <p>Produce design ideas to a high standard*</p> <p>To be able to use 2D Design and the Laser Cutter</p> <p>Accurately measure and draw out the size and shape of their lid</p> <p>Use their knowledge of 2D Design from year 7/8 to reproduce an effective lid design.</p> <p>Demonstrate the use of fill/line colour in relation to the operation of the laser cutter</p> <p>Demonstrate a high level of independence* clear application of different skills and quality control techniques. *</p>	<p>To be able to accurately mark out, cut and finish a variety of aluminium tube profiles</p> <p>Read and interpret engineered drawings</p> <p>Mark out accurately using a pencil, ruler and engineers square</p> <p>Accurately clamp and cut out aluminium tube using a hack saw</p> <p>Using Cross file and draw filing techniques</p> <p>Apply quality control techniques for precision</p> <p>Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained</p> <p>Remove the burr on edges of the aluminium sheet using a fine file</p> <p>Use wet and dry paper or emery cloth for a smooth, attractive finish</p> <p>Accurate and precise marking, cutting, filing, smoothing using hand tools*</p> <p>Appropriate use of quality control and assessment techniques throughout the process</p> <p>Understanding the importance of tolerance within dimensions and how to work to tolerance</p> <p>To be able to use soldering equipment with precision to assemble the LED light unit</p> <p>Identify and manipulate component legs into appropriate positions</p> <p>Position components correctly onto the PCB and relative to one another</p> <p>Use Soldering equipment safely and precisely</p> <p>Accurate and precise use of soldering equipment</p> <p>Safe working practices seen at all times*</p>

<p>Be able to apply the techniques across all box components Apply appropriate render materials to each part Assemble all component parts into a final assembly using the mating tools and appropriate control of position</p> <p><i>To create precise 3D shapes</i> <i>To add a render to make a model look realistic</i> <i>Good use of navigation using zoom, rotate views, shortcuts*</i> <i>Use all tools with knowledge and accuracy.</i> <i>Demonstrate a good / high level of independence* clear application of different skills</i></p> <p>To be able to generate working drawings, photorealistic images and parts lists in SOLIDWORKS Create an Assembly drawing with a dimensioned orthographic of the assembled box, with dimensions. Create photorealistic images of the assembled box Correctly annotate an isometric view of the box using the 'bubble' tool Create a bill of materials for the box, with correct annotation.</p>		<p><i>The assembly fits precisely inside the torch barrel</i></p> <p>To accurately file steel sections within desired tolerances Read and interpret engineered drawings Use Cross file and draw filing techniques to prepare the steel components Apply quality control techniques for precision Use squares and go/no go gauges to assess the quality of outcomes, acting upon information gained Use Emery cloth for appropriate levels of finish on the components</p> <p><i>Demonstrate a high level of independence throughout practical work*</i></p> <p>To accurately assemble components to produce a working torch Use working drawings to carefully assemble component parts React appropriately to changing circumstances and rectify issues as they occur during assembly</p> <p><i>Care and attention to detail with final assembly*</i></p>
<p>Super Curricular <i>Use Solid works in and out of school to generate their own product designs.</i> <i>Utilise Solid works tutorials to enhance their own knowledge and understanding.</i> <i>Manufacture their own 3D products in school, after discussions with staff</i></p>	<p>Super Curricular <i>Develop their own drawings and products that will utilise the laser cutter/3D Printer.</i> <i>Manufacture their own products in school, as discussed with class teacher</i></p>	<p>Super Curricular <i>Disassemble products at home to identify materials and components.</i> <i>'Fix' broken products to show a clear understanding of the circular economy and the need to mend products to reduce a throwaway culture.</i> <i>Make a sculptural piece for the garden using waste materials and products found at home.</i></p>
WORKING IN TIMBER	GRAPHIC DESIGN PACKAGING	ARCHITECTURAL MODELLING

<p>To be able to mark out and cut lap joints in wood Apply identification marks to the 4 box pieces using face edge and side marks and identification of corners. Use prior knowledge of the band facer to prepare square ends of the component pieces Identify and correctly use a steel ruler, try square and marking gauge Correctly apply quality control techniques when marking out To use guide blocks when cutting lap joints with a Tenon Saw Accurate and precise marking, cutting and use of machine tools Appropriate use of quality control and assessment techniques throughout the process To be able to accurately and safely use chisels, mallets and thumb routers in the production of wood joints Clearly identify waste Clamp work correctly to enable safe and accurate chiselling Safely hold and use the chisel and mallet as demonstrated To remove waste material using the principal of 'half' Use of chisel or thumb router to clean the lap joint, using appropriate quality control techniques Accurate and precise chiselling techniques, showing adaptation to changes circumstances and responding to materials Appropriate use of quality control and assessment techniques throughout the process Repetitive accuracy for all corners To be able to glue and clamp wooden products using a variety of equipment</p>	<p>To be able to produce appropriately sized sleeve packaging for the boxed torch Take measurements form their box for use in the sleeve sizing Use Adobe Illustrator, appropriately set, to lay out the net for the sleeve. Research imagery appropriately linked to the lid design, product and corporate styling Use Photoshop to manipulate images as necessary Apply graphics and text to the sleeve net. Test the net before printing in colour onto card Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.* To be able to produce a 'flip leaflet' for inclusion in the box Interpret the different components on the flip leaflet. Plan the information and graphic requirements for each element of the flip leaflet, taking account of relative positioning and orientation. Draw out the components for the flip leaflet onto Adobe illustrator Use Photoshop to manipulate images as necessary Apply graphics and text to the flip leaflet components. Print onto card Accurately cut out components and assemble Demonstrate a good / high level of independence* clear application of different skills and quality control techniques.*</p>	<p>To be able to apply the iterative design process in the development of their bus shelter designs Use unfamiliar images and scenarios to generate design ideas Sketch design ideas and apply the iterative process Annotate design ideas with detailed comments to explain features to third parties and to suggest improvements and adaptation Act upon the suggested improvements to show the iterative design process in action To develop design ideas in response to analysis and evaluation Produce design ideas to a high standard* Show an increasing use of the iterative process and presentation techniques To be able to prepare a materials list for modelling Create a material list for the real bus shelter and model Identify the real life and scaled dimension for each component Prepare a materials list for the model To be able to model to an appropriate scale, quality of realism and finish Model to scale using card and additional materials as identified on their cutting list and as available. Model to scale, complex designs that show further adaptation and modification to the original intentions*</p>
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<p>To apply a dry joining technique for calculating the base side and checking for squareness Apply an appropriate amount of wood glue Protect and clamp glue in the appropriate sequence, checking for squareness with the try square <i>Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</i></p> <p>To be able to prepare the finished product ready for application of appropriate surface finishes Use the band facer to remove large amounts of excess, assessing positioning of box in relation to grain direction Use 2 grades of glass paper in the correct order and recognising the grain direction Apply a sealing coat of Tung oil followed by wax, taking account of drying times <i>Demonstrate a good / high level of independence* clear application of different skills and quality control techniques. *</i></p>		
<p>Super Curricular <i>Make things at home. Why not make a bird box, bug house or hedgehog house from scrap wood? Watch you tube videos or programs on the television such as 'How it's made' or 'Scrapheap challenge'</i></p>	<p>Super Curricular Use graphic design packages on a home computer/tablet to develop logos and corporate identities for their own 'brand' based upon the initials.</p> <p>Take your favourite clothing brand logo and adapt it to incorporate your own initials, as if you were designing a branded range for that company.</p>	<p>Super Curricular <i>To buy a modelling kit and complete it. Watch Grand Designs/George Clarkes Amazing Spaces or similar to see how architectural models/computer generated models are used to 'view' concepts To use materials available at home or Google Sketch-up to create an architectural model of your home or dream home</i></p>

How can I revise in this subject?

As you rotate across the six different areas within the Technology Pathway, you will be assessed on 6 key criteria for each. You will be given a summative flightpath assessment for each of the 6 areas.

The assessments will be recorded onto the front of your Technology Flightpath loose leaf folder to aid your tracking of successes and areas for improvement. During the course of the year, you will have two tests. These will include questions that relate to the projects you have been working on, home learning exercises, together with information given to you on A4 revision sheets. These revision sheets include key knowledge and understanding from the 6 areas you cover throughout the year and new content related to unfamiliar products. The new information is designed to develop enquiring, technological and environmentally aware designers.

To revise for this, you should refer back to your home learning, the additional information sheets and then practice and develop your revision techniques to learn and recall as much of the content as you can. Additional guidance and support will always be readily available from your technology teacher.

TEXTILES: How can I become a scholar?

Skills and Knowledge

Half-term 1: (7 weeks)	Half-term 2:(7 weeks)	Half-term 3: (7 weeks)	Half-term 4: (6 weeks)	Half-term 5: (5 weeks)	Half-term 6: (7 weeks)
<p>Workshop 1 (2L): Create a mixed media collage exploring patterns in the man-made and natural world and use carbon paper to transfer the design to paper. Out line with fineliner. H/L 1 - 2 x A4 pages of internet images of patterns. Man-made and natural.</p> <p>Workshop 2 (2L): Transfer pattern design to fabric A5, learn to use the palette paints to create painted colour scales before painting design. H/L 3 – Produce title page.</p>	<p>Workshop 5a SEWING MACHINES PART 1 (3L) Introduction to how to use sewing machines and create different stitches. Students to work in small groups. Create a sample of a variety of decorative stitches on from worksheet learning how to thread machine and work on them independently H/L – Ensure book is fully up to from last term</p> <p>Workshop 5b (2L): Create and embellish fabric for sewing machine using either:</p> <ul style="list-style-type: none"> • Fabric painting • Embroidery by hand or machine <p>Workshop 5c (3L) Learn how to construct pencil case and how to sew on a zip fastening using sewing machines. H/L – Take interesting photos of pattern in bark</p>	<p>Workshop 6a (2L): Artist study Workshop – Mary Claire Buckle linked to felting. Look at the work of Buckle and discuss. 1. Image analysis of chosen using the key words sheet. 2. Write as a list next to the image and then write an overview paragraph. 3. Create a copy of her work using oil pastels. 4. Create observational simplified drawing of bark, using home learning photos. H/L – Mount work from lesson in book and</p>	<p>Workshop 9a (2L): ARTIST STUDY: Shaun Kardinal</p> <ol style="list-style-type: none"> 1. Create artist study page by reading article and selecting appropriate information to create a successful artist study. 2. Introduction to Parabolic curves. Practice drawing parabolic curves. 3. Mount in work <p>H/L – Shaun Kardinal research page – to complete double page artist study from the lesson. Bring in printed photo of a landscape.</p> <p>Workshop 9b (1L): ARTIST RESPONSE: Shaun Kardinal</p> <ol style="list-style-type: none"> 1. Using homework image, students to use image transfer to fabric. 2. Students to learn and practice how to sew parabolic curves creating a small sample on calico. <p>H/L – Finish off practice sample</p> <p>Workshop 9c (3L): ARTIST RESPONSE: Shaun Kardinal Using hand embroidery skills in response to artist Shaun Kardinal.</p>	<p>Developing 1: Understand how to develop a project...</p> <ol style="list-style-type: none"> 1. General mind map of ideas linked to the theme of pattern. 2. Specific mind map linked to chosen area of interest. 3. Mood board of inspiring images from the internet linked to chosen theme. 4. Mood board of simple upcycling that inspires <p>H/L – own photos linked to chosen theme, and complete all</p>	<p>Making: Learn how to embellish and apply techniques from all of the workshops throughout the year</p> <p>Deepen confidence using the sewing machine and how to apply learnt techniques into a overall design.</p> <p>Evaluate: Evaluate the project using key words and terminology.</p>

<p>Workshop 3 (1L): Learn the importance of presentation and how to create a visually exciting sketchbook. All work stuck into sketchbooks and title page completed. H/L 4 – Double research page into a chosen culture and the significance of pattern within it.</p> <p>Workshop 4 (2L): Fabric decoration and embellishment – learn the basic hand embroidery stitches to create a sample. Running stitch / Back stitch / Cross stitch / Zig Zag / Satin stitch / Chain stitch / French knots. Draw a pencil case design on chosen culture. H/L 6 & 7 – learn more complex</p>	<p>DIRT LESSON – complete any work in sketchbooks that needs to be done and finish constructing pencil case</p>	<p>finish any incomplete tasks.</p> <p>Workshop 6b (4L): Bonding and fusing to create fabrics – felt making in response to images of butterfly wings and artist Hand sew back into felt sample to add detail. Ext. 3D felting – felt balls and felt Shibori by hand around a marble. H/L – Complete felt sample and the presentation of a double page based on felting and butterfly wings.</p> <p>DIRT LESSONS – complete any work in sketchbooks that needs to be done</p>	<ol style="list-style-type: none"> 1. Complete image transfer 2. Start Sewing into image <p>H/L – Mount in your sample.</p>	<p>development pages in tasks 1-5 Developing 2: Create detailed design ideas for upcycling in colour and annotated to include techniques etc. H/L – source item to upcycle. Ask teacher if struggling to acquire an item</p> <p>Making: Begin upcycling start to apply knowledge, skills and techniques learnt so far.</p>	
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<p>stitches following you tube tutorials and create a sample.</p>					
<p>Super Curricular: Make samples using more complicated hand embroidery stitches by following tutorials on YouTube. Continue to take your own photos of patterns that inspire you.</p>	<p>Fabric manipulation –experiment with using fabrics to create pleats, ruffles, tucks, puffs and smocking. Support with research into fabric manipulation in fashion. Visit art galleries and exhibitions and take inspiration for the work you see. LEARN A NEW SKILL: Learn the process of resist dyeing through experimental Tie Dye and Batik/paste resist.</p>		<p>LEARN A NEW SKILL: Bonding and fusing to create fabrics using the process of weaving – Learning to create plain weaves, tapestry weaves, circle weaves and experimental weaves. Create more artist responses, further experiment with layering and combining techniques. Add complexity to your bag; such as pockets, buttons, zips etc.</p>		
<p>How can I revise for assessments? N/A Although the more you practice outside of lessons the better you will get!</p>					