



Platanos College

Year 9

Spring Term

Essential Curriculum Checklist

What I need to ensure that I know...

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How to use this guide

Children's education nationally has been negatively impacted by the coronavirus pandemic. Although we successfully delivered online live lessons, we have also recognised that pupils would like further guidance and web links to the essential topics across the curriculum.

What is the Essential Curriculum guide?

We have decided to compile a list of key learning topics for the Spring Term (January to April) for each subject.

This is intended to:

- Assist pupils who have missed lessons so that they can 'catch-up'
- Allow pupils to revise topics at home, using interactive learning resources (please paste the links into new web page to access the resource).

How many topics should I study and when?

This guide will help parents/ carers to support their children's learning at home. This can be done by:

- Agreeing two topics for one subject that pupils can study at home (approximately 1 hour)
- Agreeing two topics for one subject each weekend day
- Agreeing three topics for one subject per weekday in the holiday time

Please note that these times are suggestions only and are a way of helping parents/ carers support their child.

How can pupils organise themselves?

Some pupils may find it useful to create a timetable to assist with their planning for studying these topics. A blank timetable is available at the end of this guide.

Will my child be examined on these topics?

Parents/ carers will be informed about year 9 End of Year Formal Examinations in the Summer Term. Parents/ carers and pupils will receive Revision Guidance that will highlight topics that will be examined. It is likely that some of the topics in this Essential Curriculum guide will be examined.

English

Topic: Macbeth

Aims:

- To know and understand the plot and context of the play Macbeth
- To be able to identify a range of language and structural features used in the play and to practise analysing these in detail.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
To know and understand the context of the play And to be able to link analysis of the play to the context in which it was both written and set.	<ul style="list-style-type: none"> • The playwright's connection to the monarch – the Kings Men, writing to impress the king. • The gunpowder plot • Beliefs about witches and the supernatural • The Divine Right of Kings • The Great Chain of Being. • King James' Demonology and laws against witches. • Religious beliefs • The Jacobean view of women and gender expectations of the time. 	https://classroom.thenational.academy/lessons/historical-context-james-i-witchcraft-and-regicide-cmu32c?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=video+exit_quiz&schoolUrn=136450 https://www.bbc.co.uk/bitesize/guides/z2pc2hv/revision/3	
To understand the plot of the play and the key themes	Key themes: <ul style="list-style-type: none"> • Power • Control • Kingship • Guilt • Violence • Appearance vs. reality • Good vs. evil • Ambition • Deceit • Gender Roles 	Themes overview: https://www.bbc.co.uk/bitesize/guides/zqv7hyc/revision/1	

	<ul style="list-style-type: none"> • Religion • Conflict • The Supernatural 		
To understand the form of the play and its key structural features	<p>Key features:</p> <ul style="list-style-type: none"> • Soliloquy • Asides • Dramatic irony • Stage Directions • Apostrophe • Length of speech • Iambic pentameter • Rhyming couplets • Short lines • Punctuation • Exclamatory sentences. • Imperative sentences 	<p>Macbeth Form overview: https://www.bbc.co.uk/bitesize/guides/zbyqtfr/revision/1</p> <p>Form and Structure: https://www.bbc.co.uk/bitesize/guides/zwcifrd/revision/1</p>	
To understand and be able to identify a range of language features used by Shakespeare,	<p>Key features:</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Repetition • Sibilance • Assonance • Repetition • Rhetorical Question • Antithesis • Juxtaposition • Oxymoron • Euphemism 	<p>Analysing Language: https://www.bbc.co.uk/bitesize/guides/zt2g87h/revision/1</p> <p>Language in Macbeth: https://www.bbc.co.uk/bitesize/guides/zstq87h/revision/1</p>	
To understand and be able to analyse key scenes in the play and the features used to develop plot and character.	<ul style="list-style-type: none"> • Act 1 Scene 1: Introduction to the witches and foreshadowing meeting Macbeth, setting tone for the play. • Act 1 Scene 2: Introduction to character of Macbeth through the description from Bloody Captain to Duncan, Duncan decides to award Macbeth Thane of Cawdor. • Act 1 Scene 3: Introduction to Macbeth and Banquo, witches' prophecies, Macbeth and Banquo's contrasting 	<p>Macbeth plot overview: https://www.bbc.co.uk/bitesize/guides/z3fj6sg/revision/1</p> <p>Macbeth Key Scenes in Detail: Meeting Macbeth: https://classroom.thenational.academy/lessons/meeting-macbeth-6rup4r</p>	

	<p>reactions.</p> <ul style="list-style-type: none"> • Act 1 Scene 5: Introduction to Lady Macbeth, her concerns about Macbeth's good nature. • Act 1 Scene 7: Lady Macbeth and Macbeth's relationship, Lady Macbeth manipulates Macbeth into the murder, power dynamics in the relationship. • Act 2 Scene 1: Macbeth's "is this a dagger" soliloquy before committing the murder. • Act 2 Scene 2: Aftermath of the murder, power dynamics between Macbeth and Lady Macbeth, Lady Macbeth taking control. • Act 2 Scene 3: Morning after the murder, body is discovered, characters react to murder. • Act 3 Scene 1: Macbeth's "fruitless crown" soliloquy, decides to murder Banquo and Fleance. • Act 3 Scene 2: Macbeth discusses with Lady Macbeth his unhappiness ("full of scorpions is my mind") • Act 3 Scene 4: Banquet scene. • Act 4 Scene 1: Macbeth visits the witches again who make him feel invincible through apparitions. • Act 4 Scene 2: Murder of Lady Macduff and son. • Act 5 Scene 1: Lady Macbeth sleepwalking. • Act 5 Scene 3-5: Macbeth prepares for battle, laments about life. • Act 5 Scene 10-11: Macduff and Macbeth fight. Macbeth killed. Malcom declared king. • 	<p>Macbeth meets the witches: https://classroom.thenational.academy/lessons/macbeth-meets-the-witches-cgrp2r</p> <p>Lady Macbeth's introduction: https://classroom.thenational.academy/lessons/lady-macbeth-c9jk2c</p> <p>Lady Macbeth convinces Macbeth: https://classroom.thenational.academy/lessons/plotting-murder-6gukgr</p> <p>Macbeth before the murder: https://classroom.thenational.academy/lessons/anticipating-the-death-of-king-duncan-6xj6ae</p> <p>Duncan's Death: https://classroom.thenational.academy/lessons/duncan-dies-6tgk2d</p> <p>Reactions to the murder: https://classroom.thenational.academy/lessons/reactions-to-the-murder-6cv3cr</p> <p>Banquo and Macbeth: https://classroom.thenational.academy/lessons/macbeth-considers-banquo-cdk32r</p> <p>Banquo's Murder: https://classroom.thenational.academy/lessons/banquos-murder-cmuk6r</p> <p>Banquo's Ghost: https://classroom.thenational.academy/lessons/the-ghost-of-banquo-65j3qr</p> <p>Macbeth returns to the witches: https://classroom.thenational.academy/lessons/the-second-prophecies-64vk0d</p>	
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		<p>Lady Macbeth's Guilt: https://classroom.thenational.academy/lessons/guilt-and-lady-macbeth-cgup4r</p> <p>The ending: https://classroom.thenational.academy/lessons/the-ending-ccwp2d</p>	
To understand the central characters in the play and how they develop and change within the plot.	<ul style="list-style-type: none"> Macbeth is the Tragic Hero of the play. The witches are the main antagonists of the play. They represent the supernatural and have a negative effect on Macbeth and Lady Macbeth. Lady Macbeth is the leading lady of the play and, for the first half of the play, controls and manipulates her husband. She challenges gender expectations of the Jacobean Era. Characters such as Banquo, Macduff and Malcom as the antithesis of Macbeth. 	<p>Macbeth Character Overview: https://www.bbc.co.uk/bitesize/guides/zvswxnb/revision/1</p> <p>Macbeth Characters in detail:</p> <p>Macbeth and Lady Macbeth</p> <ul style="list-style-type: none"> https://classroom.thenational.academy/lessons/macbeth-and-lady-macbeth-part-12-cdj38c https://classroom.thenational.academy/lessons/macbeth-and-lady-macbeth-part-22-64v32d <p>Banquo and Macduff:</p> <ul style="list-style-type: none"> https://classroom.thenational.academy/lessons/banquo-and-macduff-part-12-6nj3ee https://classroom.thenational.academy/lessons/banquo-and-macduff-part-22-6ctpcc <p>The Witches:</p> <ul style="list-style-type: none"> https://classroom.thenational.academy/lessons/the-witches-part-12-c5k3ae https://classroom.thenational.academy/lessons/the-witches-part-22-cdh32c 	

Topic: Lord of the Flies

Aims:

- To know and understand the plot and context of the novel Lord of the Flies
- To be able to identify a range of language and structural features used in the novel and to practise analysing these in detail.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
To know and understand the context of the novel.	<ul style="list-style-type: none"> • William Golding's life and works • World War 2 • The Cold War • The Atomic Age • Sigmund Freud – the id, ego and superego 	https://www.sparknotes.com/lit/flies/context/ https://www.hoddereducation.co.uk/getattachment/Philip-Allan-Pages/Series-Pages/Literature-Guides/Series-Boxes/Sample-Pages/Lord-of-the-Flies.pdf.aspx	<input checked="" type="checkbox"/>
To understand the plot of the novel and the key themes.	Key themes include: <ul style="list-style-type: none"> • Civilisation • Spirituality and religion • Weak vs strong/Survival of the fittest • Innocence/loss of innocence • Good vs evil • War • Power • Friendship • Rules and order • Identity • Wisdom/knowledge • Religion • Fear 	https://www.bbc.co.uk/bitesize/guides/z37nk7h/revision/1	
To understand the key characters in the novel.	Main characters <ul style="list-style-type: none"> • Ralph • Jack • Piggy Secondary characters	https://www.bbc.co.uk/bitesize/guides/zgfcxsg/revision/1	

	<ul style="list-style-type: none"> • Simon • Roger <p>Minor characters</p> <ul style="list-style-type: none"> • Sam and Eric (Samneric) • The Littluns • The choir/hunters • Maurice • Robert • The naval officer 		
To understand and be able to identify a range of language features used by Golding	<ul style="list-style-type: none"> • Simile • Metaphor • Allegory • Irony • Personification • Symbolism • Allegory • Foreshadowing • Allusion • Hyperbole • Imagery • Zoomorphism • Alliteration • Emotive language • Rhetorical questions 	https://www.bbc.co.uk/bitesize/guides/zc9239q/revision/1	
To understand and be able to identify a range of structural features used by Golding	<ul style="list-style-type: none"> • Lists • Asyndetic list • Linear/non-linear narrative • Imperative sentence • Exclamatory sentence • Interrogative sentence • Declarative sentence • Simple, compound and complex sentences. 	https://www.bbc.co.uk/bitesize/guides/zc9239q/revision/1	
To understand and be able to analyse key moments in the novel and the features used to develop plot and	<ul style="list-style-type: none"> • Boys are marooned on an island: Introduction of the main characters (Ralph and Piggy), who are marooned on an island after being shot down on a plane when they were being evacuated due to the war. Ralph decides to attract the attention of the other boys as there are no adults 	https://www.bbc.co.uk/bitesize/guides/zptvi6f/revision/1 https://www.sparknotes.com/lit/flies/summary/	

character	<ul style="list-style-type: none"> • around. He uses a conch shell to attract their attention. • Ralph chosen as leader: While Piggy is concerned that they might be stranded for some time, Ralph believes they will be rescued very soon. He is voted leader by most but not all of the boys. Ralph establishes a government of sorts and delegates jobs to the boys. A hunting group is created and the boys all agree to work together for survival. It is decided that whoever holds the conch shell has permission to speak without interruption. • Partnership/leadership formed: Ralph, Jack and Simon become popular leaders. They explore the island and confirm it is deserted. Despite using Piggy's glasses to light a fire, Piggy becomes an outcast and is picked on by the others. Simon oversees the building of a shelter for the younger boys (littluns). • Introduction of a monster: The initial organisation and productivity doesn't last and, without adults, the boys spend most of their time playing. A rumour starts about a monster in the trees and, despite Ralph's assertion that there is no monster, Jack claims he will find and kill it. • Tensions rise: Jack gathers a group of boys for a hunting expedition, which means no one is maintaining the signal fire and it goes out. Shortly after, a boat moves past the island, but does not spot the boys thanks to the lack of fire. When Jack and the other hunters return in triumph with a pig, Ralph confronts Jack, complaining that they missed their chance at rescue. Jack, angry at his moment being ruined, knows he cannot fight Ralph, and so beats up Piggy, breaking his glasses. The boys ignore the warnings about eating undercooked pork and all eat the pig that was killed. Ralph tells Piggy he wants to stop being the leader, but Piggy convinces him to stay on because he is scared of Jack. • A body is found: One evening, after a dogfight near the island, the body of a fighter is discovered by the boys. A boy sees his corpse and parachute and is terrified, convinced that he has seen the monster. Jack, Ralph, and a boy named Roger head off to hunt the monster, 	<p>Chapter by Chapter Analysis:</p> <p>Chapter 1: https://www.youtube.com/watch?v=B57kzFfEPwA</p> <p>Chapter 2: https://www.youtube.com/watch?v=64Nt4HU_Tt0</p> <p>Chapter 3: https://www.youtube.com/watch?v=uQxKrF5TNlk</p> <p>Chapter 4 https://www.youtube.com/watch?v=zaSuZvQmzgw</p> <p>Chapter 5 https://www.youtube.com/watch?v=iDeFGNoBjVM</p> <p>Chapter 6 https://www.youtube.com/watch?v=j6-HN7kO3T4</p> <p>Chapter 7 https://www.youtube.com/watch?v=Eie4M2JZqaQ</p> <p>Chapter 8 https://www.youtube.com/watch?v=RcCN1SD4YMw</p> <p>Chapter 9 https://www.youtube.com/watch?v=i95vWS9-QPw</p> <p>Chapter 10 https://www.youtube.com/watch?v=8GjaQYYN3pU</p>	
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	<ul style="list-style-type: none">and all three boys see the corpse and run in terror.A divide occurs: Ralph is now convinced the monster exists so calls an emergency meeting. Jack attempts a coup but the other boys support Ralph, leading to Jack to leaving, claiming he will start his own tribe. Over time, more and more boys sneak away to join Jack's tribe, lured by the food provided from Jack and his hunters. Jack and his followers begin to paint their faces and behave in a savage, primitive manner while Ralph, Piggy and Simon try to maintain order.Simon's hallucination: Simon regularly goes into the woods alone due to anxiety attacks and he witnesses a ritual being performed by Jack's tribe – they impale a pig's head on a stick to satisfy the monster. It is swarmed with flies and Simon hallucinates a conversation with it. It tells him he and the boys are foolish to believe in a monster and that the boys are the real monsters. It also tells him that he will never escape the 'Lord of the Flies' and that the other boys will most likely kill him.Simon is killed: Following his hallucination, Simon finds the dead fighter pilot and realises that the monster is not real. He runs to tell the other boys, crashing out of the trees and interrupting a ritual dance. The other boys, including Ralph and Piggy, attack him in fear and kill him.Piggy is killed: The following morning, Ralph and Piggy discuss what they have done. Jack's hunters attack them and their few followers and steal Piggy's glasses in the process, as they are the only way of starting fire. Ralph's group travels to Jack's stronghold in an attempt to make Jack see reason, but Jack orders the other boys tied up and fights with Ralph. Piggy, alarmed, takes the conch and attempts to address the boys, pleading for order. Roger sneaks up above Piggy and drops a heavy rock on him, killing the boy and destroying the conch. Ralph barely manages to escape.Rescue: Jack and his followers hunt Ralph so they can kill him and impale his head on a stick. Jack sets fire to the trees to drive Ralph out of the woods. Ralph escapes	
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	<p>to the beach and comes across a naval officer whose ship had spotted the fire and came to investigate. All of the children, including Ralph and Jack, suddenly begin to cry, collapsing in exhausted grief. The officer is stunned and expresses shock and disappointment that good British boys would fall into such a state of barbarity and savagery.</p>		
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Mathematics

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Expanding brackets	<ul style="list-style-type: none"> • Multiply a single term over a bracket. • Expanding double brackets. • Solve problems in context involving expanding brackets. 	https://classroom.thenational.academy/lessons/distributivity-and-expanding-cmr36t	
Factorising	<ul style="list-style-type: none"> • Find the HCF of numerical values and terms. • Factorise into a single bracket. • Fully factorise expressions by identifying algebraic expressions as the HFC. 	https://classroom.thenational.academy/lessons/factorising-expressions-cmw62e	
Construction and Loci	<ul style="list-style-type: none"> • Construct a perpendicular bisector and a perpendicular bisector from a given point using ruler and compasses. • Construct triangles with a protractor when given sides and angles. • Construct triangles with a compass when given sides. • Draw a range of loci. 	https://classroom.thenational.academy/lessons/perpendicular-bisectors-69jp4t https://classroom.thenational.academy/lessons/angle-bisectors-70u64e https://classroom.thenational.academy/lessons/constructing-triangles-crvkgd https://classroom.thenational.academy/lessons/introducing-loci-60tkae	

Science

Topic: Forces

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
Contact forces	<ul style="list-style-type: none"> • Describe the effect of drag forces and friction. • Explain why drag forces and friction arise. • Describe what happens to a moving object when the resultant force acting on it is zero. • Plan and carry out an experiment to investigate friction, selecting suitable equipment. • Explain the effect of drag forces and friction in terms of forces. • Explain why drag forces and friction slow things down in terms of forces. 	<p>Lesson: What are Forces? Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Representing Forces Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Resultant forces Teacher Hub Oak National Academy (thenational.academy)</p> <p>What are forces? - Forces - KS3 Physics Revision - BBC Bitesize</p> <p>Balanced forces - Forces - KS3 Physics Revision - BBC Bitesize</p> <p>Unbalanced forces - Forces - KS3 Physics Revision - BBC Bitesize</p> <p>Frictional forces - Forces - KS3 Physics Revision - BBC Bitesize</p> <p>Investigating friction - Forces - KS3 Physics Revision - BBC Bitesize</p>	<input checked="" type="checkbox"/>

Squashing and stretching	<ul style="list-style-type: none"> Describe how forces deform objects. Explain how solid surfaces provide a support force. Use Hooke's Law to predict the extension of a spring. Present data in a graph and identify a quantitative relationship in the pattern. Explain how forces deform objects in a range of situations. Explain how solid surfaces provide a support force, using scientific terminology and bonding. 	<ul style="list-style-type: none"> Lesson: Investigating elastic objects Teacher Hub Oak National Academy (thenational.academy) Lesson: Hooke's Law Teacher Hub Oak National Academy (thenational.academy) Lesson: Robert Hooke and uses of elastic objects Teacher Hub Oak National Academy (thenational.academy) Deformation - Forces - KS3 Physics Revision - BBC Bitesize Investigating Hooke's Law - Forces - KS3 Physics Revision - BBC Bitesize 	
Turning forces	<ul style="list-style-type: none"> Describe what is meant by a moment. Calculate the moment of a force. Independently identify scientific questions from results. Apply the concept of moments to everyday situations. Use calculations to explain situations involving moments. 	<p>Lesson: Levers and pivots Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Moments and balance (Part 1) Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Moments and balance (Part 2) Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson: Moments and work revision Teacher Hub Oak National Academy (thenational.academy)</p> <p>Moments - Forces - KS3 Physics Revision - BBC Bitesize</p> <p>Simple machines - Forces - KS3 Physics Revision - BBC Bitesize</p>	

Pressure in gases	<ul style="list-style-type: none"> • Explain why fluids exert a pressure. • Calculate fluid pressure. • Describe how atmospheric pressure changes with height. • Explain a range of observations in terms of fluid pressure. • Calculate fluid pressure in a range of situations. • Predict the changes to the effects of atmospheric pressure at different altitudes or temperatures. 	<p><u>Lesson: Gas pressure Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Pressure in fluids - Pressure - KS3 Physics Revision - BBC Bitesize</u></p>	
Pressure in liquids	<ul style="list-style-type: none"> • Describe how liquid pressure changes with depth. • Explain why some things float and some things sink, using force diagrams. • Use the equation for calculating fluid pressure. • Explain why liquid pressure changes with depth. • Explain why an object will float or sink in terms of forces or density. • Use the equation for calculating fluid pressure to explain how hydraulic machines work. 	<p><u>Lesson: Pressure in liquids Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Pressure in fluids - Pressure - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>How to show pressure exists in liquids - BBC Bitesize</u></p>	

Stress on solids	<ul style="list-style-type: none"> Calculate stress. Apply ideas of stress to different situations. Predict quantitatively the effect of changing area and/or force on stress. Calculate stress in multistep problems. Compare stress in different situations, explaining the differences in pressure using scientific knowledge. 	Lesson: Pressure Teacher Hub Oak National Academy (thenational.academy) Pressure on surfaces - Pressure - KS3 Physics Revision - BBC Bitesize	
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Topic: Work, energy and waves

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
Work, energy and machine	<ul style="list-style-type: none"> Calculate work done. Apply the conservation of energy to simple machines. Evaluate results from the practical. Compare the work done in different scenarios and by different machines. Explain how conservation of energy applies in one example. Evaluate results (including random and systematic errors) and suggest how the experiment can be improved. 	Lesson: Simple machines Teacher Hub Oak National Academy (thenational.academy) Lesson: Work done (Part 1) Teacher Hub Oak National Academy (thenational.academy) Lesson: Work done (Part 2) Teacher Hub Oak National Academy (thenational.academy)	✓

Energy and temperature	<ul style="list-style-type: none"> • State the difference between energy and temperature. • Describe what happens when you heat up solids, liquids, and gases. • Explain what is meant by equilibrium. • Describe how to reduce error in experimental apparatus. • Give an example to show that energy and temperature are different. • Explain, in terms of particles, how energy is transferred. • Give examples of equilibrium. • Describe sources of error as systemic or random, and suggest ways to minimise these. 	<p><u>Heating and temperature - Energy stores and transfers - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=qIX-dah7MIU</u></p>	
Energy transfer particles	<ul style="list-style-type: none"> • Describe how energy is transferred by particles in conduction and convection. • Describe how a thermal insulator can reduce energy transfer. • Describe the pattern in conduction shown by results, using numerical data to inform a conclusion. • Explain in detail the processes involved during heat transfers. • Explain why certain materials are good thermal insulators. • Explain the pattern in conduction shown by experimental results. 	<p><u>Lesson: Conduction Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Insulation Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Thermal equilibrium - Energy stores and transfers - KS3 Physics Revision - BBC Bitesize</u></p>	

Energy transfer: radiation and insulation	<ul style="list-style-type: none"> • Describe some sources of infrared radiation, and how energy is transferred. • Describe different ways to insulate in terms of conduction, convection and radiation. • Identify risks and explain why it is important to reduce them. • Explain how thermal equilibrium can be established. • Compare the different ways that energy is transferred. • Explain in detail how to reduce risks. 	<p><u>Lesson: Convection Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Lesson: Radiation Teacher Hub Oak National Academy (thenational.academy)</u></p> <p><u>Insulation - Energy stores and transfers - KS3 Physics Revision - BBC Bitesize</u></p>	
Modelling waves	<ul style="list-style-type: none"> • Compare transverse and longitudinal waves. • Describe how to use a wave model to explain observations of the reflection, absorption, and transmission of waves. • Describe what happens when waves superpose. • Compare transverse and longitudinal waves with examples. • Evaluate different models of waves. • Explain why you can add sound waves and light waves and get less than you started with. 	<p><u>Water waves - Features of waves - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Adding and cancelling waves - Features of waves - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=0Anh9HthWgQ</u></p> <p><u>https://www.youtube.com/watch?v=2gLdYcRwUKc</u></p>	

Topic: Energy resources

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Energy demands	<ul style="list-style-type: none"> • Identify which fuels are renewable and which are non-renewable. • Identify activities that require large energy transfers. • Describe biofuels as carbon neutral whereas fossil fuels are not. • Outline the operation of a fossil fuel burning power station. • Outline the operation of a nuclear power station. • Explain why biofuels are considered carbon neutral. 	<p>Lesson: Non-renewable energy resources Teacher Hub Oak National Academy (thenational.academy)</p> <p>Fossil fuels - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</p> <p>Nuclear fuels - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</p> <p>https://www.bbc.co.uk/bitesize/guides/z27thyc/revision/1</p> <p>https://www.youtube.com/watch?v=KEeH4EniM3E</p>	
Energy from wind and water	<ul style="list-style-type: none"> • State that wind turbines, wave generators, hydroelectric systems, and tidal systems are renewable energy resources. • Describe some simple advantages or disadvantages of renewable energy systems. • Outline the operation of a renewable energy source. • Describe the operation of a wind farm. • Describe the operation of a hydroelectric system. • Suggest the most appropriate energy resource to use in a range of scenarios. 	<p>Lesson: Renewable energy resources Teacher Hub Oak National Academy (thenational.academy)</p> <p>Wind energy - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</p> <p>Water energy - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</p> <p>https://www.youtube.com/watch?v=loJjcGutYZg</p>	

Power from the Sun and the Earth	<ul style="list-style-type: none"> • Explore the operation of a solar cell. • Describe one difference between solar cells and solar heating systems. • State that radioactive decay is the source of heating in geothermal systems. • Compare and contrast the operation of solar cells (photovoltaic cells) with solar heating panels. • Describe the operation of a solar power tower. • Describe the operation of a geothermal power plant. 	<p><u>Geothermal energy - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>Solar energy - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>What is solar energy? - BBC Bitesize</u></p> <p><u>https://www.youtube.com/watch?v=OPI-2B29btU</u></p> <p><u>https://www.youtube.com/watch?v=loJjcGutYZg</u></p>	
Energy and the environment	<ul style="list-style-type: none"> • List some environmental problems associated with burning fossil fuels. • Identify the waste products of fossil fuels and nuclear fuel. • Describe simple advantages and disadvantages of a variety of renewable energy resources. • Describe the effects of acid rain and climate change. • Describe techniques to reduce the harmful products of burning fossil fuels. • Compare a wide range of energy resources in terms of advantages and disadvantages. 	<p><u>Fossil fuels - Fuels and energy resources - KS3 Physics Revision - BBC Bitesize</u></p> <p><u>https://www.bbc.co.uk/bitesize/guides/z27thyc/revision/1</u></p> <p><u>https://www.youtube.com/watch?v=1kUE0BZtTRc</u></p> <p><u>https://www.youtube.com/watch?v=-D_Np-3dVBQ</u></p>	

Spanish

Topic: *Los trabajos*- Jobs

Aims:

- Pupils will be able to read, listen, write, and speak using vocabulary on the topic of careers and future aspirations.
- Pupils will be able to consolidate and extend their grammatical knowledge of the following features:
 - The present, preterite and near future tenses of regular verbs: -ar, -er, -ir and stem-changing.
 - The use of *me gustaría* + infinitive.
 - The rules for adjective agreement.
 - The use of *tener que* + infinitive.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
What do you at work?	<ul style="list-style-type: none"> Saying what you have to do at work. Phonics: pronunciation of j. <p><u>Grammar:</u> Using <i>tener que</i> + infinitive.</p>	https://quizlet.com/Spanish-Creator-QA/qa-gcse-spanish-future-aspirations-study-and-work-2-edexcel-gcse-9-1-s8l6iey https://www.youtube.com/watch?v=FD8vkuWxSl0 https://www.youtube.com/watch?v=4Mk6Yi9H1FU https://www.youtube.com/watch?v=f8Dhq5Gymww <u>Challenge:</u> https://www.youtube.com/watch?v=BnVCvpCLEog	✓
Where would you like to work?	<ul style="list-style-type: none"> Saying what job you would like to do. <p><u>Grammar:</u> Using the conditional tense <i>me gustaría</i> + infinitive. Using correct adjectival</p>	https://classroom.thenational.academy/lessons/describing-what-people-do-work-6mvkgc https://www.youtube.com/watch?v=AgoQwU-KwTM	

	agreement.		
How is the future going to be?	<ul style="list-style-type: none"> Talking about your future career and life expectations. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Present tense <i>versus</i> near future tense. 	https://espanol.lingolia.com/en/grammar/tenses/futuro-proximo/exercises https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zf9bhbk https://www.youtube.com/watch?v=OBqeK8o0gzw <p><u>Challenge:</u></p> https://www.bbc.co.uk/bitesize/guides/zfsywty/revision/1	
How is a typical day at work?	<ul style="list-style-type: none"> Saying what you did yesterday at work. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Practice using three tenses (preterite, present and near future). -Verb patterns: regular & irregular. 	https://quizlet.com/178558334/como-es-un-dia-tipico-fh-flash-cards/	

Aims:

- Pupils will be able to read, listen, write, and speak using vocabulary on the topic of holidays and local area.
- Pupils will be able to consolidate and extend their grammatical knowledge of the following features:
 - The present, preterite and near future tenses of regular verbs: -ar, -er, -ir and stem-changing.
 - The use of the comparative and superlative.
 - The use of expressions with *tener*.
 - The use of *hay que / tenemos que / vamos a + infinitive*.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
Introducing people and having social conversations	<ul style="list-style-type: none"> • Meeting and greeting people. Conversation (social conventions). <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -Using expressions with <i>tener</i>. 	https://quizlet.com/15574710/mucho-gusto-flash-cards/	✓
Finding places in the city	<ul style="list-style-type: none"> • Talking about places in Madrid. • Key verbs: <i>ver, buscar, descubrir, dibujar, identificar, visitar, escribir, comprar, comer and coger</i>. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> -<i>Hay que / tenemos que / vamos a + infinitive</i>. <ul style="list-style-type: none"> - Using the superlative. - Using three tenses together - (present, preterite and near future tense). 	https://classroom.thenational.academy/lessons/describing-where-people-are-going-to-go-part-12-64r6at https://classroom.thenational.academy/lessons/describing-where-people-are-going-to-go-part-22-cgvkgt https://quizlet.com/191017441/viva-3-m52-la-caza-del-tesoro-flash-cards/	

Shopping	<ul style="list-style-type: none">• Discussing buying souvenirs. <p><u>Grammar:</u></p> <ul style="list-style-type: none">• -Using the comparative.	<p>https://classroom.thenational.academy/lessons/comparing-things-shopping-part-12-c4u6ad</p> <p>https://classroom.thenational.academy/lessons/comparing-things-shopping-part-22-ccwk6c</p>	
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History

Topic: The Second World War

Aims:

- Pupils will be able to describe the causes, events and consequences of the Second World War
- Pupils will be able to assess causation and significance critically

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
What was the Treaty of Versailles?	<ul style="list-style-type: none"> • The Treaty of Versailles was an agreement to settle the punishment of Germany. • The three main leaders of France, Britain and the USA met in a small town outside of Paris. Germany were not allowed to attend. • France – they were very angry and wanted revenge on Germany. • Britain – wanted a moderate punishment. • USA – were least damaged by the war and wanted to set up a League of Nations to encourage world peace. • The differences in the aims of the leaders meant that the Treaty was a mix of ideas where no country got what they wanted. 	https://classroom.thenational.academy/lessons/why-was-it-so-difficult-to-decide-what-to-do-with-germany-after-the-first-world-war-64upcr	
Was the Treaty of Versailles fair?	<ul style="list-style-type: none"> • Germany were treated harshly by the Treaty of Versailles. • Land – all overseas land (colonies) and much of Eastern Germany was taken away. Overall, they lost 10% of their land, and 12.5% of their population. • Army – was reduced to 100,000 men. Germany were not allowed an Air Force. Their navy was severely reduced. • Money – Germany had to pay £6,600 million to Britain and France in compensation (called reparations). • Blame – Germany had to agree that they were fully blamed for the war. This made them feel humiliated and angry. 	https://classroom.thenational.academy/lessons/was-the-treaty-of-versailles-a-peace-of-revenge-ccukat	

What was Germany like after the Treaty of Versailles?	<ul style="list-style-type: none"> The German Kaiser (King) left the country, and a new government had to be set up. They were called the Weimar Government. In 1923 Germany fell behind in their reparation payments. France and Belgium invaded the Ruhr. This led to the German government printing more bank notes and the economy collapsed. This is known as hyperinflation. The cost of bread and other items rose so high that all money became worthless. People struggled to cope. 	https://classroom.thenational.academy/lessons/the-great-depression-c4tkgc	
Why did people vote for Hitler?	<ul style="list-style-type: none"> The Great Depression began in 1929 and affected Germany's economy. Desperate people looking for jobs, and wanting to buy food turned to extreme parties such as the Nazis. The Nazis used propaganda posters, radios, newspapers and speeches to get their message across to make Germany great again. The Nazis formed the new government in 1933, and turned Germany into a dictatorship. 	<p>N.B. The following discuss the Soviet Union as well as Germany. You only need to learn about Germany.</p> <p>https://classroom.thenational.academy/lessons/economic-policies-6mw36r</p> <p>https://classroom.thenational.academy/lessons/police-state-and-fear-cgwker</p> <p>https://classroom.thenational.academy/lessons/persecution-in-the-soviet-union-and-germany-74up8c</p> <p>https://classroom.thenational.academy/lessons/propaganda-and-cults-of-personality-6hhk2r</p>	
Was appeasement an important factor in causing World War Two?	<ul style="list-style-type: none"> Appeasement means to give someone a little so that they don't take it all. In the 1930s Britain and France gave Hitler more and more land so that they could avoid another war. Hitler took over the Rhineland, Czechoslovakia and Poland. It was after Hitler invaded Poland in September 1939 that Britain, France and Russia declared war on Germany. 	https://classroom.thenational.academy/lessons/appeasement-6wwk4r	
Causes of WW2	<ul style="list-style-type: none"> The main causes of WW2 were: Appeasement Hitler's desire for war Anger over the Treaty of Versailles. 	https://classroom.thenational.academy/lessons/the-outbreak-of-the-second-world-war-71gk8c https://www.youtube.com/watch?v=jR1d27kovPw	

What happened during World War 2?	<ul style="list-style-type: none"> Key battles in WW2 included: Blitzkrieg – the Nazi tactic of rapidly taking over large swathes of Europe through rapidly advancing their air force, tanks and foot-soldiers. The Battle of Britain – a series of air battles between Britain and Nazi Germany. Quick refuelling and organisation stopped a Nazi invasion. Dunkirk – British soldiers retreated from French beaches. They were rescued by ordinary people using small boats. Stalingrad – Nazis failed to take over Russia because of the snow and ice. From this, the Nazis are pushed back to Berlin. The Battle of Berlin were the final days of the Nazi state. Hitler committed suicide, and the Allies took victory in the war. 	<u>https://classroom.thenational.academy/lessons/blitzkrieg-and-nazi-control-of-europe-71jpcd</u> <u>https://classroom.thenational.academy/lessons/the-battle-of-britain-and-aerial-bombardment-6dj3gc</u> <u>https://classroom.thenational.academy/lessons/invasion-of-the-ussr-74r66c</u> <u>https://classroom.thenational.academy/lessons/stalingrad-and-d-day-64tkcd</u>	
What was the Blitz?	<ul style="list-style-type: none"> The experience of ordinary Londoners who underwent a bombing campaign lasting several months. Despite houses and streets turning to rubble, British people carried on making munitions and working towards victory in the war. 	<u>https://www.bbc.co.uk/teach/the-blitz-what-would-you-have-done-when-the-bombs-fell/zn6gpq8</u>	
How did evacuation affect people?	<ul style="list-style-type: none"> Children were evacuated (removed) from big cities such as London to live in the countryside while Nazi bombing destroyed city centres. Some children had positive experiences visiting the green and open spaces of the countryside, although many missed their families. 	<u>https://www.bbc.co.uk/teach/class-clips-video/history-ks3-the-lives-of-ww2-evacuees/zn4knrd</u>	
Why did WW2 affect women?	<ul style="list-style-type: none"> Women worked in munitions factories, farms and became bus drivers – this showed them that they could be independent. The changes to the roles of women have influenced the lives of women today. 	<u>https://www.bbc.co.uk/teach/did-ww2-change-life-for-women/zbktwty</u>	
Interpretations of life during WW2.	<ul style="list-style-type: none"> For some people life in Britain during WW2 was terrifying. Some reasons included The Blitz, evacuation, Battle of Britain. However, for others it was a time of change and progress. Some reasons included the improved health of a nation after evacuation and progress of women after working 	<u>https://www.youtube.com/watch?v=HEj8MjQd1K4</u>	

	throughout the war.		
Was the use of the atomic bomb justified?	<ul style="list-style-type: none">Atomic bombs were dropped on Hiroshima and Nagasaki in Japan. These two bombs killed 100,000 people each. So why drop them?The USA had worked for years on developing the technology and spent millions.The destruction to life, buildings, and long-term poisoning of both forced Japan to surrender and ended the Second World War.It is estimated that the Allies saved a further 2 million lives through dropping the bomb.	https://www.bbc.co.uk/teach/countdown-to-hiroshima-the-bomb-that-changed-the-world/zkpwrj6 https://www.youtube.com/watch?v=eg1lnK3iBLg	

Physical Education

Components of fitness & testing

Aims:

- Pupils will be able to list and define the components of fitness (This will be taught alongside the practical activity for each half term)
- Pupils will be able to link sports and physical activity to the required component of fitness.
- Pupils will be able to link components of fitness to its test.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Definitions of the following components of fitness:	<ul style="list-style-type: none"> • Simple recall of definitions of each (agility, balance • cardiovascular endurance (aerobic power), coordination, flexibility, muscular endurance, • power/explosive strength (anaerobic power), reaction time • strength (maximal, static, dynamic and explosive) & speed. 	https://www.youtube.com/watch?v=r7pDPp9BPeE https://www.bbc.co.uk/bitesize/guides/zckcdmn/revision/2	
Linking sports and physical activity to the required components of fitness.	<ul style="list-style-type: none"> • Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports. 	https://www.bbc.co.uk/bitesize/guides/zckcdmn/revision/2 https://www.youtube.com/watch?v=ppvQnib23Xc	
Measuring the components of fitness.	<ul style="list-style-type: none"> • Gain knowledge of the main procedures of the tests used to measure components of fitness 	https://www.bbc.co.uk/bitesize/guides/zckcdmn/revision/3	

Drama

Topic: Mental Health: One Flew Over the Cuckoo's Nest

Aims:

- Pupils will be able to create and develop ideas for meaningful theatrical performance.

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
How did cultural context impact on the understanding of mental health?	<ul style="list-style-type: none"> How mental institutes in the 1950-60s treated the mentally unwell. How and why people were treated in these institutes up until the late 20th century. How a soundscape would adjust the tension in an opening scene. 	https://www.youtube.com/watch?v=1uijWUhxe-4 https://www.talkspace.com/blog/history-inhumane-mental-health-treatments/ https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/5	
What is subtext and how can it be brought to life through non-verbal communication?	<ul style="list-style-type: none"> Proxemics Body language Facial expressions 	https://www.bbc.co.uk/bitesize/guides/zvb8y9q/revision/4 https://www.youtube.com/watch?v=4dJQWlo5Fhc	
How can an actor use devising techniques to enrich their performance of a set text?	<ul style="list-style-type: none"> Devising Development of monologues to hone acting skills 	https://www.bbc.co.uk/bitesize/guides/z34mvcw/revision/9	
How can cross cutting improve the dramatic tension onstage?	<ul style="list-style-type: none"> Cross cutting Transitions and timing Tension 	https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7 https://www.youtube.com/watch?v=O3-XaaQ7eLo	
What is an internal monologue and how can it be used to contribute to the drama onstage?	<ul style="list-style-type: none"> Angel and Devil Technique Internal monologue Conscience Alley 	https://www.youtube.com/watch?v=nYxUvNpYXuo	

Topic: Monologues

Aims:

- Pupils will be able to make their own directorial decisions about their own performance of an assigned monologue and use the success criteria to gain more marks

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
What can a performer do in terms of vocal and physical skills to denote the subtext of a script?	<ul style="list-style-type: none"> Subtext Monologue Physical skills: gesture, posture, stance, facial expression, body language, gaze Vocal skills: pace, pitch, expression, intonation, pauses, timbre, volume. 	https://www.youtube.com/watch?v=hHUKWJPvMes	✓
What research is required when approaching a role?	<ul style="list-style-type: none"> Effective character and play research The context of my teacher assigned play. 	https://www.stagemilk.com/how-to-prepare-for-a-role/	
What makes a successful monologue?	<ul style="list-style-type: none"> Objectives Stakes Staging 	https://www.stagemilk.com/what-is-an-objective/ https://www.stagemilk.com/what-are-stakes/ https://www.stagemilk.com/how-to-perform-a-monologue/	
How does an actor differentiate between 'Performer' and 'Character'?	<ul style="list-style-type: none"> Physical skills: gesture, posture, stance, facial expression, body language, gaze Vocal skills: pace, pitch, expression, intonation, pauses, timbre, volume. 	https://www.youtube.com/watch?v=jKcsi8OK2eg	
How can my character achieve their objective?	<ul style="list-style-type: none"> Monologue Proxemics Stage Space Setting 	https://www.stagemilk.com/what-is-an-objective/	

	<ul style="list-style-type: none">• Stakes• Audience		
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Computing

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied
Writing Algorithms – fundamentals continued	<p>What does this algorithm do, how do we use them and understanding their purpose?</p> <ul style="list-style-type: none"> • Algorithms • Pseudocode & flow diagrams • Logical Reasoning & debugging • Algorithms <ul style="list-style-type: none"> i. Reading ii. Correcting iii. Completing iv. Searching • Linear Binary search • Sort Algorithms • Bubble & insertion sort 	<p>Must login into GC > then click the below Seneca link using the class code: ix8huo3g70</p> <p>https://app.senecalearning.com/dashboard/class/ix8huo3g70/assignments/assignment/e729ebec-cb74-4302-97c5-a174c41b2420</p> <p>https://www.bbc.co.uk/bitesize/topics/z7d634j</p> <p>https://www.youtube.com/watch?v=McM9YCeyt_Q</p>	<input checked="" type="checkbox"/>
Algorithms & Python	<p>Developing algorithms in Python code</p> <p>Execute programs in Python (Oak First step link)</p> <ul style="list-style-type: none"> • basics of displaying messages, assigning values to variables, and receiving input from the keyboard. • Create your Repl.it account, seek parent or carer for permission to set this up <p>Looking at the WHILE loop</p> <ul style="list-style-type: none"> • Use a while loop in a program • Use an if statement within a while loop • Use a function to generate a random number 	<p>https://classroom.thenational.academy/lessons/first-steps-6ctk4d</p> <p>https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/5</p> <p>https://www.youtube.com/watch?v=kOUSfeDRoH0</p> <p>https://www.youtube.com/watch?v=eSYeHlwDCNA</p> <p>https://repl.it/languages/python3</p> <p>https://www.programiz.com/python-programming/while-loop</p>	

Introduction to Python programming	<ul style="list-style-type: none"> Explore how selection can handle more than two possible branches Use iteration (while loops) to allow the flow of program execution to include loops 	https://classroom.thenational.academy/lessons/more-branches-cmt32d https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/4 https://www.youtube.com/watch?v=eSYeHlwDCNA https://www.youtube.com/watch?v=1cGoFfXJxsM https://teachcomputerscience.com/control-flow/	
Introduction to Python programming	<ul style="list-style-type: none"> Brush up on your Python skills Use selection (if-elif-else statements) to control the flow of program execution Create lists and access their items 	https://classroom.thenational.academy/lessons/warm-up-70tkae https://www.bbc.co.uk/bitesize/guides/zrxncdm/revision/1 https://www.bbc.co.uk/bitesize/guides/zfjsqk7/revision/2 https://teachcomputerscience.com/control-flow/	
Introduction to Python programming	<ul style="list-style-type: none"> Perform operations on lists Brush up on your Python skills (mainly selection) 	https://classroom.thenational.academy/lessons/playlist-6nhkgr https://www.bbc.co.uk/bitesize/guides/zy9thyc/revision/2 https://www.bbc.co.uk/bitesize/guides/zwmbgk7/revision/4 https://www.bbc.co.uk/bitesize/guides/zqh49j6/revision/2 https://www.programiz.com/python-programming/list	
Python Programming with Sequences of Data	<ul style="list-style-type: none"> Use iteration (while statements) to control the flow of program execution Practise using common operations on lists 	https://classroom.thenational.academy/lessons/in-a-while-crocodile-60u3et https://teachcomputerscience.com/iterations/ https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/4	

	<ul style="list-style-type: none"> • Perform operations on strings 	https://www.programiz.com/python-programming/while-loop https://www.youtube.com/watch?v=9liXHALPfMY	
Programming fundamentals	<p>Understanding programming fundamentals that include:</p> <ul style="list-style-type: none"> • Fundamental of programming • Operators • Controlling Program flow • Modularity – constructions of a program, building blocks and sub routines 	<p>Must login into GC > then click the below Seneca link using the class code: ix8huo3g70</p> <p>https://app.senecalearning.com/dashboard/class/ix8huo3g70/assignments/assignment/a4a9b004-5839-43f3-8f9a-24d25c48c924</p> <p>https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zvc48mn/revision/2</p> <p>https://www.youtube.com/watch?v=eVlKc4YFosE&t=155s</p> <p>https://www.youtube.com/watch?v=NZUC2AOGPpw</p>	
Programming fundamentals	<p>Understanding programming fundamentals that include:</p> <ul style="list-style-type: none"> • Data Types • Arrays – the data structures storing multiple values • Lists • Strings • Error types – why they occur and how to identify them 	<p>Must login into GC > then click the below Seneca link using the class code: ix8huo3g70</p> <p>https://app.senecalearning.com/dashboard/class/ix8huo3g70/assignments/assignment/f544ea26-8212-4ee8-83e6-4ed2f40d0562</p> <p>https://www.canyoucompute.co.uk/l4-string-manipulation.html</p> <p>https://www.programiz.com/python-programming/string</p> <p>https://www.youtube.com/watch?v=hF_4KSThB0E</p> <p>https://www.youtube.com/watch?v=lpXplozQMWM</p> <p>https://www.canyoucompute.co.uk/errors.html</p> <p>https://www.youtube.com/watch?v=EZGuVwaP4kc</p>	

		<u>https://www.youtube.com/watch?v=jLuj62Gq-1I&t=29s</u>	
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Art

Topic: Natural Forms

Aims:

- Pupils will independently develop their own project through a subtheme using the skills developed in term 1&2a.
- Pupils will follow the same structure as a GCSE project however will have more support and scaffolding.
- Pupils will cover all AOs and work towards creating a final outcome for exhibition

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Knowledge To know, develop and explore a range of recording skills Skills Record ideas, observations and insights relevant to intentions (AO3) Understanding To successfully review and modify work as it progresses	<ul style="list-style-type: none"> • A range of observation and drawing activities in a range of techniques and materials. 	https://classroom.thenational.academy/lessons/introduction-to-art-drawing-techniques-61hker https://www.youtube.com/watch?v=S3DCx0TzNRw https://classroom.thenational.academy/lessons/drawing-still-life-c5h34c	
Knowledge To know, develop and explore a range of photography skills Skills Record ideas,	<ul style="list-style-type: none"> • Photography session • Choose your natural forms (use the Artist as inspiration) • Arrange as you wish • Take 9 CLOSE UP photos (plus a photo of your 	https://classroom.thenational.academy/lessons/introduction-to-art-basic-illusion-with-photography-74rkcc	

<p>observations and insights relevant to intentions (AO3)</p> <p>Understanding To successfully review and modify work as it progresses</p>	<ul style="list-style-type: none"> • name at the beginning, so 10 in total!) • Make sure they are INTERESTING AND IN FOCUS 		
<p>Knowledge To know, develop and explore a range of mixed media application skills</p> <p>Skills Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)</p> <p>Understanding To successfully review and modify work as it progresses</p>	<ul style="list-style-type: none"> • Sketch out a basic outline from one of your photographs and experiment with different media • Annotate using the following questions • WHAT have you achieved? • Recording? • Accuracy? • Use of formal elements? • HOW have you achieved that? • What was the process? • HOW do you know you have been successful? • What evidence do you have? • WHAT might your next steps be to reach your target grade? 	<p>https://classroom.thenational.academy/lessons/introduction-to-art-collage-techniques-64vk2e</p> <p>https://classroom.thenational.academy/lessons/introduction-to-art-approaches-to-painting-part-1-c5hkct</p>	
<p>Knowledge To know, develop and explore a range of wet media application skills</p> <p>Skills Record ideas, observations and insights relevant to</p>	<ul style="list-style-type: none"> • Discover and experiment with the colour wheel after watching this tutorial • Discover and experiment with Watercolour/acrylic • Choose a section of your Artist image and recreate it! • PEEL annotation 	<p>https://classroom.thenational.academy/lessons/introduction-to-art-understanding-colour-c4tkjc</p> <p>https://classroom.thenational.academy/lessons/alternative-approaches-to-painting-using-household-items-as-painting-implements-and-paint-part-1-6gup2t</p> <p>https://classroom.thenational.academy/units/photography-aee1</p>	

intentions (AO3)			
Understanding To successfully review and modify work as it progresses			
Knowledge To know, develop and explore a range of Lino printmaking skills Skills Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2) Understanding To successfully review and modify work as it progresses	Lino printing <ul style="list-style-type: none"> • Trace/draw onto your lino • Cut the lines/ areas you want to remain white • Print your first cut at least 10 times using the paper guide to line it up • Cut away more and print on top of your first layer • Repeat until you create the desired effect • PEEL annotation 	https://www.bbc.co.uk/bitesize/guides/z38s6yc/revision/1	
Knowledge To know, develop and explore how to develop ideas to realise intentions Skills Present a personal and meaningful response that realises intentions and demonstrates	<ul style="list-style-type: none"> • Develop your own final outcome in a technique of your choice using the skills learnt throughout the project. 	https://classroom.thenational.academy/units/experimenting-95a7 https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/1	

understanding of visual language (AO4) Understanding To successfully review and modify work as it progresses			
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Animation

Topic: Reflection

Aims:

- Pupils will independently develop their own project through a subtheme, transferring their research and investigation skills during term 1&2a into digital experimentation workshops.
- Pupils will follow the same structure as a GCSE project however will have more support and scaffolding.
- Pupils will cover all AOs and work towards creating a final 3 scenes animation outcome for exhibition

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
To observe and record using different types of media. To improve/refine recording skills in combining animation techniques with a range of other media responding to the theme-'Reflection'.	<ul style="list-style-type: none"> Experimental recording in a range of media/techniques. Annotation either identifying, describing or analysing the techniques used. 	https://www.youtube.com/watch?v=uDqjldl4bF4 https://www.bbc.co.uk/bitesize/topics/zpt4qhv https://www.bbc.co.uk/bitesize/guides/zpq3pbk/revision/7 https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/art http://stevelowtwain.com/blog/what-is-animation-background-layout https://www.pinterest.com/kamille0609/background-design-for-animation/	
To development in animation software and computer skills. To fully understand how	<ul style="list-style-type: none"> To develop compositional skills through your analysis knowledge of the animation principle "staging" laying out and designing graphics using the Fibonacci sequence method. 	https://www.youtube.com/watch?v=7huMYp7WpsI https://fredanderic.com/?gclid=EA1alQobChMIIYW-I-KX7wIVCbLtCh3ThATOEAYAiAAEgIGo_D_BwE https://www.meetcortex.com/blog/digital-storytelling	

<p>to create images using digital art that's relevant to the theme.</p> <p>To know how to respond to an Artist through animation.</p>		<p>https://www.adobe.com/uk/products/character-animator.html?mv</p> <p>https://www.powerproduction.com/blog/how-to-create-a-storyboard/</p> <p>https://www.markmitchellpaintings.com/blog/the-fibonacci-sequence-in-artistic-composition</p> <p>https://www.youtube.com/watch?v=u-SXLaQGq50</p>	
<p>How can we use a range of media to record reflections?</p> <p>To improve/ refine colour recording skills in a range of media responding to the theme- 'Reflection'.</p>	<ul style="list-style-type: none"> • Colour theory recap. • Experimentation in graphic layout. and digital art background design. • Annotation and evaluation skills. 	<p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/8</p> <p>https://www.creativebloq.com/colour/digital-colour-mixing-1131629</p> <p>https://www.clipstudio.net/how-to-draw/archives/161372</p>	
<p>To know, develop and explore a range animation techniques and software skill.</p> <p>Record ideas, observations and insights relevant to intentions.</p> <p>To successfully review and modify work as it</p>	<ul style="list-style-type: none"> • Recap of the colour wheel. • Experimentation in both digital art and fine art. • Small sections of 2 Artists (graphic designers/animations) transferred in paint using the techniques developed. 	<p>https://www.youtube.com/channel/UCAxYH9DWyVmMpS9NgxoTFQ</p> <p>https://www.youtube.com/watch?v=KYycmpfEoBA</p> <p>https://www.youtube.com/watch?v=VGKBam84ZAA</p> <p>https://www.youtube.com/watch?v=uYfWCHkoF0A</p> <p>https://www.youtube.com/watch?v=wR_cHX_hXqM</p> <p>https://www.youtube.com/watch?v=SVflowNUkJ0</p>	

progresses. To know, develop and explore a range of Printmaking skills. Record ideas, observations and insights relevant to intentions. To successfully review and modify work as it progresses.	<ul style="list-style-type: none"> Introduction to printmaking showing the steps of a reduction lino cut. 	<u>https://www.metmuseum.org/about-the-met/curatorial-departments/drawings-and-prints/materials-and-techniques/printmaking</u> <u>https://www.cambridgegallery.co.uk/printmaking-techniques</u> <u>https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving/printmaking/v/moma-printmaking-01</u>	
Photography To know, develop and explore a range of recording skills Record ideas, observations and insights relevant to intentions. To successfully review and modify work as it progresses.	To develop compositional skills through arranging objects and taking high quality photographs.	<u>https://www.youtube.com/watch?v=a6Kz62IEjyw</u> <u>https://classroom.thenational.academy/units/photography-aee1</u> <u>https://expertphotography.com/complete-guide-still-life-table-top-photography/</u>	

Graphics

Topic: 'Self Reflection'

Aims:

- Pupils will independently develop their own project through a subtheme using the skills developed in term 1&2a.
- Pupils will follow the same structure as a GCSE project however will have more support and scaffolding.
- Pupils will cover all AOs and work towards creating a final outcome for exhibition

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
Mind Map / Research Students explore a range of layout and presentation techniques to communicate a message.	<p>The focus: What is identity / self reflection?</p> <ul style="list-style-type: none"> Activity: group discussions, introducing and using the correct vocabulary, preparing mood boards to illustrate key words. I will explore, develop or refine skills in research and composition. 	<p>https://www.youtube.com/watch?v=-S7kVgV8TFw</p> <p>https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1</p>	
Calligram/ Typography Students use correct terminology to describe typefaces and produce written annotations that describe the 'personality' and appropriate use of a typeface to communicate a feeling, emotion or message.	<p>The focus : Typography</p> <ul style="list-style-type: none"> Activity: Pupils to identify four words that relate to their identity and the words connotations. I will explore, develop or refine skills in drawing and developing typography with intention. 	<p>https://www.skillshare.com/classes/Typography-That-Works-Typographic-Composition-and-Fonts/1694217981</p> <p>https://www.youtube.com/watch?v=30MaesnOguQ</p>	
Media Experiments Students experiment	<ul style="list-style-type: none"> Colour theory recap. Experimentation in 4 wet and dry media. Annotation and evaluation skills. 	<p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/1</p>	

<p>with materials, techniques and processes. These can be in digital and/or non-digital forms</p>		<p>https://www.youtube.com/watch?v=PKCsjNh6EPM</p>	
<p>Artist Analysis – Mixed Media</p> <p>Students investigate and analyse a given illustrator identifying the artists design process</p> <p>Producing a mixed media art piece that shows direct influence from the artist.</p>	<p>The focus : Mixed Media Art</p> <ul style="list-style-type: none"> • The activity : Critically analysing a mixed media illustrator and produce artwork that is produced using a similar method. • I will explore, develop or refine skills in using drawing ink and collage. 	<p>https://classroom.thenational.academy/lessons/identity-who-am-i-adam-hale-inspired-collage-60tp2e</p> <p>https://www.youtube.com/watch?v=PLSHweJdR3I</p>	
<p>Artist Analysis – Digital Drawing</p> <p>Students investigate and analyse a given graphic designer identifying the artists design process</p> <p>Producing a mixed media art piece that shows direct influence from the artist.</p>	<p>The focus : Digital Drawing</p> <ul style="list-style-type: none"> • The activity: Critically analysing a graphic designer and produce artwork that is produced using Photoshop or Illustrator. • I will explore, develop or refine skills in using CAD effectively 	<p>https://www.youtube.com/watch?v=PLSHweJdR3I</p> <p>https://classroom.thenational.academy/lessons/exploring-new-media-handwritten-part-2-sagmeister-response-6rrp4r</p>	
<p>Final Outcome</p> <p><i>Students develop a personal response and produce and present their final illustration on their development, refinement and recording of ideas.</i></p>	<p>The focus : Digital Drawing</p> <ul style="list-style-type: none"> • The activity: To review the previous techniques / artists explored and produce a response to the given design brief. 	<p>https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/1</p>	

Photography

Topic: Reflections

Aims:

- Pupils will independently develop their own project through a subtheme using the skills developed in term 1&2a.
- Pupils will follow the same structure as a GCSE project however will have more support and scaffolding.
- Pupils will cover all AOs and work towards creating a final outcome for exhibition

Key learning	Detailed Information (I can explain the following points...)	Link to online resource	Studied ✓
<p>Knowledge: To know, develop and explore the theme of 'reflections' through research analysis and producing a visual moodboard.</p> <p>Skills: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Understanding: To successfully review and analyse work as it progresses.</p>	<ul style="list-style-type: none"> • Pupils to discuss what a moodboard is. • Share exemplar visuals. • Pupils to complete a moodbard based on the theme reflections. 	<p>https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/6</p> <p>https://www.youtube.com/watch?v=I-2rGSzsZ6k</p> <p>https://www.youtube.com/watch?v=QYkQNSXcz4</p>	

<p>Knowledge: To know, develop and explore the work of Photographers linked to theme reflections.</p> <p>Skills: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Understanding: To successfully review and analyse work as it progresses.</p>	<ul style="list-style-type: none"> • Key word definitions. • Share visuals about what constitutes a strong photograph. • Photoshoot. 	<p>https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1</p> <p>https://karltayloreducation.com/creative-still-life-photography/</p> <p>https://www.youtube.com/watch?v=iJdgc7x-s40</p>	
<p>Knowledge: To know, develop and explore the process the SLR cameras to complete a photoshoot inspired by the theme 'Reflections'.</p> <p>Skills: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Understanding: To successfully review and analyse work as it progresses.</p>	<ul style="list-style-type: none"> • How to annotate your contact sheet. • How to present your work. • Add annotations using worksheets. 	<p>https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1</p> <p>http://artsattrinity.weebly.com/uploads/1/3/2/3/13237039/annotation.pdf</p>	

<p>Knowledge: To know, develop and explore presentation skills from photoshoot.</p> <p>Skills: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>Understanding: To successfully review and analyse work as it progresses.</p>	<ul style="list-style-type: none"> • How well do you know Photoshop techniques? • Discussion on what makes a good edit? Show examples. • Teacher demonstration. • Pupils to complete 6 edits. • Individual demonstrations if needed. • RAG assessment where are you now? 	<p>https://www.adobe.com/uk/products/photoshop.html?mv=search&sdid=LZ32SYVR&ef_id=Cj0KCQiAhP2BBhDdARIsAJEzXIHZ1e-QWQo65k4h7k4O3BbITsMb3vTl0WimmqEDZB_IrnLLP073pYaAuHgEALw_wcB:G:s&s_kwcid=AL!3085!3!474050986788!e!!g!!photoshop%20techniques!1422699983!58647955831&qclid=Cj0KCQiAhP2BBhDdARIsAJEzXIHZ1e-QWQo65k4h7k4O3BbITsMb3vTl0WimmqEDZB_IrnLLP073pYaAuHgEALw_wcB</p> <p>https://www.bbc.co.uk/bitesize/guides/zqrk7ty/revision/3</p> <p>https://www.youtube.com/watch?v=qSLqTy0S8hY</p> <p>https://www.youtube.com/watch?v=WGMGXOr4LmI</p>	
<p>Knowledge: To know, develop and explore editing skills using Photoshop techniques.</p> <p>Skills: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Understanding: To successfully review and analyse work as</p>	<ul style="list-style-type: none"> • Using the ‘weakest link’ worksheet pupils are to peer assess each other’s 6 photographs. • Pupils spend time improving their photoshoot and presentation. • Pupils to continue with annotations using the HOTS questions. 	<p>https://www.bbc.co.uk/bitesize/guides/zqrk7ty/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1</p>	

it progresses.			
<p>Knowledge: To know, develop and explore how to refine and improve your work through assessment.</p> <p>Skills: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Understanding: To successfully review and analyse work as it progresses.</p>	<ul style="list-style-type: none"> • Introduction to Photomosh showing exemplar material. • Teacher demonstration on how to use Photomosh. • Pupils to experiment and produce 6 best Photomosh images. • Pupils to print and present 6 best in books • Pupils to start to annotate. • Check grades using AO3 success criteria. 	https://photomosh.com/	
<p>Knowledge: To know, develop and explore the techniques of double exposure on Photoshop.</p> <p>Skills: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Understanding: To successfully review and analyse work as</p>	<ul style="list-style-type: none"> • Share visuals examples of double exposure – discuss! • Demonstration on how to do double exposure on Photoshop. • Using the success criteria and visuals pupils to self-assess their grades and what they need to do to improve. • Pupils to complete what they did to improve their work. 	https://www.youtube.com/watch?v=Mbf-QXCCXgM https://www.youtube.com/watch?v=-19z_IdzPes	

it progresses.			
Knowledge To know, develop and explore how to produce a successful final piece. Skills: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Understanding: To successfully review and modify work as it progresses.	<ul style="list-style-type: none">Using teacher assessment and comments pupils are to improve on final design ideas.Pupils start to complete an outcome.	<u>https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/5</u>	

My Weekly Study Timetable