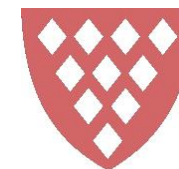
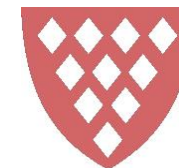


Subject	Cycle/Term 1 Topic covered Knowledge organiser Content	Link to KCC VLE and or Link to other online learning or relevant websites	Link to Oak Academy
English	<p>Lord of the Flies: Essay skills (weeks 1- 5)</p> <p>Power and Conflict Poetry (weeks 6 –7):</p> <ul style="list-style-type: none"> -Bayonet Charge -Remains -My Last Duchess <p>-Features of Monologue form</p> <p>-Poetic techniques including caesura, colloquial language, rhyme, rhythm and free verse</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/english/year9</p> <p>To help with the essay writing – revision on Lord of the Flies...</p> <p>Plot Summary: https://www.bbc.co.uk/bitesize/guides/zptvj6f/revision/1</p> <p>Characters: https://www.bbc.co.uk/bitesize/guides/zp8j7ty/revision/1</p> <p>Themes: https://www.bbc.co.uk/bitesize/guides/z37nk7h/revision/1</p> <p>Form, Structure and Language: https://www.bbc.co.uk/bitesize/guides/zc9239q/revision/1</p>	<p>What makes an effective introduction and conclusion? https://classroom.thenational.academy/lessons/what-makes-an-effective-introduction-and-conclusion-6cr38d</p> <p>Power and Conflict Poetry</p> <p>Bayonet Charge https://www.tutorfair.com/blog/gcse-poem-analysis-bayonet-charge</p> <p>Remains https://www.bbc.co.uk/bitesize/guides/z92qj6f/revision/1</p> <p>My Last Duchess (Part 1) https://classroom.thenational.academy/lessons/my-last-duchess-part-1-cnk68t</p> <p>My Last Duchess (Part 2) https://classroom.thenational.academy/lessons/my-last-duchess-part-2-cthk0e</p>



			https://www.tutorfair.com/blog/gcse-poem-analysis-bayonet-charge
Maths	<p>Quadratics sketching</p> <p>-Quadratics completing the square</p> <p>-Bounds & rounding</p> <p>-Trigonometry</p> <p>-Solving equations</p>	https://sites.google.com/a/kingsbridgecollege.org.uk/maths/key-stage-3-1/year9	<p>Quadratics sketching</p> <p>https://classroom.thenational.academy/lessons/factorising-quadratics-part-1-c4v30e</p> <p>https://classroom.thenational.academy/lessons/factorising-quadratics-part-2-6cw6cr</p> <p>https://classroom.thenational.academy/lessons/sketching-quadratic-graphs-part-1-6wvp4c</p> <p>https://classroom.thenational.academy/lessons/sketching-quadratic-graphs-part-2-61h62d</p> <p>Quadratics completing the square</p> <p>https://classroom.thenational.academy/lessons/solve-a-quadratic-equation-by-factorising-cnk36c</p> <p>https://classroom.thenational.academy/lessons/factorise-a-quadratic-higher-cckac</p> <p>https://classroom.thenational.academy/lessons/factorise-a-quadratic-difference-of-two-squares-higher-6ngk0c</p> <p>https://classroom.thenational.academy/lessons/solve-a-quadratic-equation-by-factorising-higher-74w3ed</p> <p>Bounds and rounding</p>



<https://classroom.thenational.academy/lessons/upper-and-lower-bounds-error-intervals-c4v32c>

<https://classroom.thenational.academy/lessons/upper-and-lower-bounds-adding-and-subtracting-chh32c>

<https://classroom.thenational.academy/lessons/upper-and-lower-bounds-multiplying-and-dividing-6nj6r>

<https://classroom.thenational.academy/lessons/upper-and-lower-bounds-application-of-skills-64t34t>

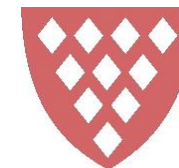
Trigonometry

<https://classroom.thenational.academy/lessons/know-tangent-sine-and-cosine-6mvk4d>

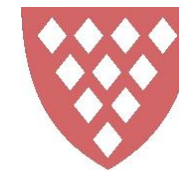
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<https://classroom.thenational.academy/lessons/use-sine-and-cosine-to-find-a-length-75hk0c>

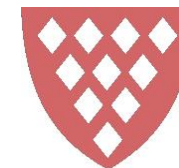
<https://classroom.thenational.academy/lessons/applying-trigonometry-6mup2c>



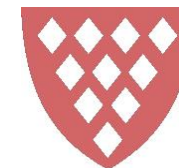
			<p>https://classroom.thenational.academy/lessons/use-trigonometry-to-find-the-perpendicular-height-of-a-triangle-c4v3ee</p> <p>https://classroom.thenational.academy/lessons/use-inverse-functions-to-find-an-angle-61jp2d</p> <p>https://classroom.thenational.academy/lessons/solve-problems-mixing-angles-and-sides-6djk2e</p> <p>Solving equations</p> <p>https://classroom.thenational.academy/lessons/quadratic-contexts-6gtpar</p>
Biology	<p>As continued from Half Term 1</p> <ul style="list-style-type: none"> -Cells -Microscopes -Size and scale -Structure of DNA Genes -Variation 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p>	<p>Cell biology</p> <p>Prokaryotic and Eukaryotic Cells</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/prokaryotic-and-eukaryotic-cells-6cr6ae <p>Comparing of cells</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/comparing-of-cells-6dj62r <p>Microscopes, magnification and resolution</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/microscopes-magnification-and-resolution-6kq62r



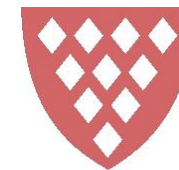
		<p>sons/microscopes-magnification-and-resolution-6mr38d</p> <p>Using the microscope and magnification equation - https://classroom.thenational.academy/lessons/using-the-microscope-and-magnification-equation-c5k66r</p> <p>Specialised cells - https://classroom.thenational.academy/lessons/specialised-cells-74r66c</p> <p>DNA Genes Genes, DNA and chromosomes - https://classroom.thenational.academy/lessons/genes-dna-and-chromosomes-71gk6d</p> <p>Variation Variation and natural selection (Part 1) - https://classroom.thenational.academy/lessons/variation-and-natural-selection-part-1-ccv3at</p> <p>Variation and natural selection (Part 2) - https://classroom.thenational.academy/lessons/variation-and-natural-selection-part-2-cmwk8d</p>
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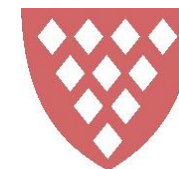
<p>Chemistry</p>	<p>As continued from Half Term 1</p> <ul style="list-style-type: none"> -Atoms elements and compounds -Separating techniques -Chromatography -History of the atom - Atomic structure 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p>	<p>Atomic structure</p> <p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/atoms-elements-and-compounds-6cv3ge <p>Chemical formulae and conservation of mass</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/chemical-formulae-and-conservation-of-mass-6ngk4c <p>Atomic structure</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/atomic-structure-6crk8d <p>Development of the atomic model</p> <ul style="list-style-type: none"> - https://classroom.thenational.academy/lessons/development-of-the-atomic-model-6crp2t <p>Chromatography</p> <p>https://classroom.thenational.academy/lessons/chromatography-cnk62r</p> <p>Separation by chromatography</p> <p>https://classroom.thenational.academy/lessons/separation-by-chromatography-69j3jr</p> <p>Chromatography 2</p>
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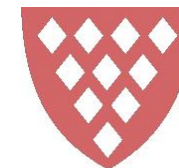
			<p>https://classroom.thenational.academy/lessons/chromatography-61gkcd</p>
Physics	<p>As continued from Half Term 1</p> <ul style="list-style-type: none"> -Energy Stores -Energy transfers -Work done -GPE and KE -Specific heat capacity and Power 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>https://www.bbc.co.uk/bitesize/guides/zskp7p3/revision/2</p> <p>AQA Kerboodle Textbook- pg 4&5</p> <p>AQA Kerboodle Textbook- pg 4&5</p> <p>https://www.bbc.co.uk/bitesize/guides/z8hsrwx/revision/4</p> <p>AQA Kerboodle Textbook- pg 6&7</p> <p>AQA Kerboodle Textbook- pg 6&7</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pk3k7/revision/1</p> <p>AQA Kerboodle Textbook- pg 8&9</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pk3k7/revision/3</p> <p>AQA Kerboodle Textbook- pg 16&17</p> <p>https://www.bbc.co.uk/bitesize/guides/ztqjci6/revision/3</p> <p>AQA Kerboodle Textbook- pg 10&11</p>	<p>Energy stores and transfers (Part 1) https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-1-68tkee</p> <p>Energy stores and transfers (Part 2) https://classroom.thenational.academy/lessons/energy-stores-and-transfers-part-2-cgw66c</p> <p>Investigating energy transfers https://classroom.thenational.academy/lessons/investigating-energy-transfers-c5k3at</p> <p>The kinetic energy store https://classroom.thenational.academy/lessons/the-kinetic-energy-store-6thpad</p> <p>Efficiency and reducing unwanted energy transfers https://classroom.thenational.academy/lessons/efficiency-and-reducing-unwanted-energy-transfers-61jker</p> <p>Specific heat capacity https://classroom.thenational.academy/lessons/specific-heat-capacity-chhp6r</p>



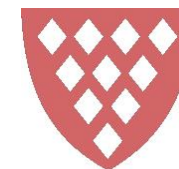
	<p>https://www.bbc.co.uk/bitesize/guides/zskp7p3/revision/5 AQA Kerboodle Textbook- pg 12&13</p> <p>https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/3 AQA Kerboodle Textbook- pg 12&13</p> <p>AQA Kerboodle Textbook- pg 10-15</p> <p>https://www.bbc.co.uk/bitesize/guides/zwwfxfr/revision/4 AQA Kerboodle Textbook- pg 26&27</p> <p>AQA Kerboodle Textbook- pg 26&27</p> <p>https://www.bbc.co.uk/bitesize/guides/z2gjt4/revision/6 https://www.youtube.com/watch?v=loeRLKNeUsc https://www.youtube.com/watch?v=HAPmwu7byGM</p> <p>AQA Kerboodle Textbook- pg 26&27</p> <p>https://www.bbc.co.uk/bitesize/guides/z8pk3k7/revision/2 AQA Kerboodle Textbook- pg18-21</p> <p>https://www.bbc.co.uk/bitesize/guides/z2wfxfr/revision/1</p>	<p>Specific heat capacity required practical https://classroom.thenational.academy/lessons/specific-heat-capacity-required-practical-69j66r</p> <p>Power https://classroom.thenational.academy/lessons/power-crvk4c</p>
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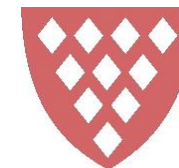
		<p>AQA Kerboodle Textbook- pg 32-37 AQA Kerboodle Textbook- pg 38&39 AQA Kerboodle Textbook- pg 40&41 AQA Kerboodle Textbook- pg 38-41</p>	
History	World War Two	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/history/year9</p> <p>A Summary of WW2 https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1</p>	<p>The outbreak of the Second World War - https://classroom.thenational.academy/lessons/the-outbreak-of-the-second-world-war-71gk8c</p> <p>When was the turning point during the Second World War? - https://classroom.thenational.academy/lessons/blitzkrieg-and-nazi-control-of-europe-71jpcd</p> <p>The Battle of Britain and aerial bombardment - https://classroom.thenational.academy/lessons/the-battle-of-britain-and-aerial-bombardment-6dj3gc</p> <p>Invasion of the USSR - https://classroom.thenational.academy/lessons/invasion-of-the-ussr-74r66c</p> <p>Pearl Harbour and the War in the Pacific - https://classroom.thenational.academy/lessons/pearl-harbour-and-the-war-in-the-pacific-71gk8c</p>



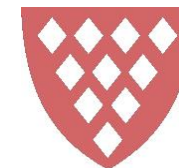
			<p>sons/pearl-harbour-and-the-war-in-the-pacific-chhp2c</p> <p>Stalingrad and D-Day - https://classroom.thenational.academy/lessons/stalingrad-and-d-day-64tkcd</p>
<p>Geography</p>	<p>Superpowers and Globalisation</p> <ul style="list-style-type: none"> -Define globalisation and types -Evaluate the technological causes -Evaluate the role and impact of TNCS example Rana Plaza -Evaluate the international organisations that have accelerated it -Evaluate impacts on population -Evaluate impacts n LICs -Evaluate the impacts on the environment -Evaluate the sustainable strategies 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/geography1/year9</p> <p>The Changing Economic World https://www.bbc.co.uk/bitesize/topics/zg93ycw</p> <p>Urban Issues and Challenges https://www.bbc.co.uk/bitesize/topics/z9wcg82</p> <p>Rana Plaza – why haven't we learned? https://www.nytimes.com/2018/04/24/style/survivors-of-rana-plaza-disaster.html</p> <p>Rana Plaza – Clean Clothes Campaign https://cleanclothes.org/campaigns/past/rana-plaza</p>	<p>What is globalisation? https://classroom.thenational.academy/lessons/what-is-globalisation-c8tk2e</p> <p>How has globalisation changed the way we communicate? https://classroom.thenational.academy/lessons/how-has-globalisation-changed-the-way-we-communicate-60u66c</p> <p>How does globalisation affect trade? https://classroom.thenational.academy/lessons/how-does-globalisation-affect-trade-crt64e</p> <p>What does globalisation have to do with fashion? https://classroom.thenational.academy/lessons/what-does-globalisation-have-to-do-with-fashion-6xjp4d</p> <p>Fashion Research: Where were my clothes made?</p>



			<p>https://classroom.thenational.academy/lessons/fashion-research-where-were-my-clothes-made-65h32t</p> <p>What does globalisation have to do with food? https://classroom.thenational.academy/lessons/what-does-globalisation-have-to-do-with-food-6wr30t</p> <p>Where does our food come from? https://classroom.thenational.academy/lessons/where-does-our-food-come-from-60t62e</p> <p>Where will globalisation lead us? https://classroom.thenational.academy/lessons/where-will-globalisation-lead-us-cnjp6c</p> <p>How globalised is your life? https://classroom.thenational.academy/lessons/how-globalised-is-your-life-70rk4t</p> <p>What impact has globalisation had on your life https://classroom.thenational.academy/lessons/what-impact-has-globalisation-had-on-your-life-c8r3qt</p>
Music	Music for the Screen	https://sites.google.com/a/kingsbridgecollege.org.uk/music/year9	How and why Film Music has changed



		<p>Developing leitmotif further to reflect changes in a character's mood/situation</p>	<p>Exploring timing and sonority in Film Music</p> <p>Understanding the role of technology in Film Music</p> <p>Exploring the difference between diegetic and non-diegetic sounds</p> <p>Exploring 'underscores' and their impact on mood/atmosphere</p> <p>Exploiting music elements to reflect mood/setting</p> <p>Exploring how tonality and harmony help reflect mood/setting</p> <p>Exploring Leitmotifs - 1</p> <p>Further developing leitmotifs to reflect changes in a character's mood or situation</p>
French	Me, My Family and Friends	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9</p> <p>The Future Tense https://www.bbc.co.uk/bitesize/guides/zbk6cqt/revision/2</p> <p>How to ask questions in French https://www.bbc.co.uk/bitesize/guides/z389kqt/revision/1</p>	<p>Say where people go (Part 1/2) https://classroom.thenational.academy/lessons/say-where-people-go-part-12-68wp8c</p> <p>Say where people go (Part 2/2) https://classroom.thenational.academy/lessons/say-where-people-go-part-22-6dgp8d</p>



The Perfect Tense with Avoir and Etre
<https://www.bbc.co.uk/bitesize/guides/z2h6tfr/revision/1>

Say where people are going (Part 1/2)
<https://classroom.thenational.academy/lessons/say-where-people-are-going-part-12-c8tkee>

Say where people are going (Part 2/2)
<https://classroom.thenational.academy/lessons/say-where-people-are-going-part-22-crv3ed>

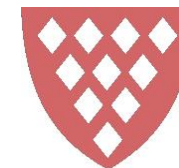
Ask questions (Part 1/2)
<https://classroom.thenational.academy/lessons/ask-questions-part-12-6ct3ad>

Ask questions (Part 2/2)
<https://classroom.thenational.academy/lessons/ask-questions-part-22-6ctk4c>

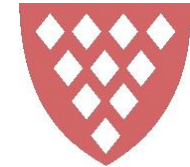
Use question words (Part 1/2)
<https://classroom.thenational.academy/lessons/use-question-words-part-12-c9h68d>

Use question words (Part 2/2)
<https://classroom.thenational.academy/lessons/use-question-words-part-22-ctk68r>

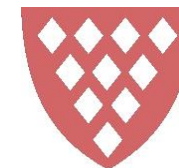
Express future intentions (Part 1/2)



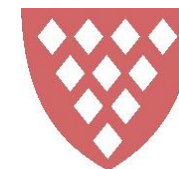
			<p>https://classroom.thenational.academy/lessons/express-future-intentions-part-12-61k3je</p> <p>Express future intentions (Part 2/2) https://classroom.thenational.academy/lessons/express-future-intentions-part-22-6gw3ee</p> <p>Ask and answer about future intentions (Part 1/2) https://classroom.thenational.academy/lessons/ask-and-answer-about-future-intentions-part-12-69h64t</p> <p>Ask and answer about future intentions (Part 2/2) https://classroom.thenational.academy/lessons/ask-and-answer-about-future-intentions-part-22-6mt30r</p>
Spanish	<p>Module 1: Travel and Tourism (Holidays)</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9</p> <p>Holidays and Tourism https://www.bbc.co.uk/bitesize/guides/znv6bdm/revision/5</p>	<p>Describing activities: Travel (Part 1/2) - https://classroom.thenational.academy/lessons/describing-activities-travel-part-12-70u3cr</p> <p>Describing activities: Travel (Part 2/2) - https://classroom.thenational.academy/lessons/describing-activities-travel-part-22-c5k3er</p>



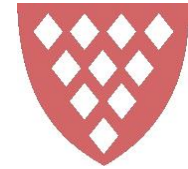
		<p>Describing locations (Part 1/2) https://classroom.thenational.academy/lessons/describing-locations-part-12-c5k66r</p> <p>Describing locations (Part 2/2) https://classroom.thenational.academy/lessons/describing-locations-part-22-6ru32r</p> <p>Describing places and locations (Part 1/2) - https://classroom.thenational.academy/lessons/describing-places-and-locations-part-12-c8v6ar</p> <p>Describing places and locations (Part 2/2) - https://classroom.thenational.academy/lessons/describing-places-and-locations-part-22-71jpac</p> <p>Describing places - https://classroom.thenational.academy/lessons/describing-places-6hjpac</p> <p>Describing where people go and when (Part 1/3) - https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-13-6rrkac</p> <p>Describing where people go and when (Part 2/3)</p>
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			<p>- https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-23-6tjp8c</p> <p>Describing where people go and when (Part 3/3)</p> <p>- https://classroom.thenational.academy/lessons/describing-where-people-go-and-when-part-33-c8w6cd</p> <p>Talking about people and places now vs in general (Part 1/2)</p> <p>- https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-12-ccuk0t</p> <p>Talking about people and places now vs in general (Part 2/2)</p> <p>- https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-22-60vkjr</p> <p>Talking about events in past and present (Part 1/2)</p> <p>https://classroom.thenational.academy/lessons/talking-about-events-in-past-and-present-part-12-cru38c</p> <p>Talking about events in past and present (Part 2/2)</p>
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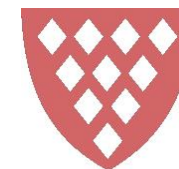


			<p>https://classroom.thenational.academy/lessons/talking-about-events-in-past-and-present-part-22-64wkge</p>
<p>Art</p>	<p>*Please continue to work on the scheme of work which began at the beginning of term.</p> <p><u>Close Ups</u> <u>Close Ups</u> Focus on drawing close-ups from natural forms such as plants, insects, animal skin, autumn leaves.... Look at the line, shape, pattern, colour & texture closely. Develop your drawings into repeat pattern designs. You could use everyday objects from home instead of natural forms for this project. <u>Tasks to do if you are working from home:</u> 1) Research an artist who has used natural forms to</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/year-9</p> <p>BBC Bitesize -What is a pattern? https://www.bbc.co.uk/bitesize/guides/z3c4jty/revision/1</p>	<p>Introduction to art: Drawing techniques - https://classroom.thenational.academy/lessons/introduction-to-art-drawing-techniques-61hker</p> <p>Approaches to drawing - https://classroom.thenational.academy/lessons/approaches-to-drawing-cmv34e</p> <p>Drawing still life - https://classroom.thenational.academy/lessons/drawing-still-life-c5h34c</p> <p>Introduction to art: Understanding colour - https://classroom.thenational.academy/lessons/introduction-to-</p>

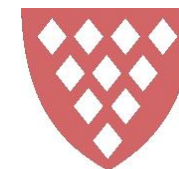


Inspire the pattern in their artwork – produce an artist page including interesting facts, your opinion & a drawing of the artwork you have chosen. Suggested artists: William Morris or Eugene Seguy

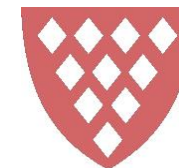
- 2) Divide an A4 page into 4 sections and draw 4 different close-ups from natural forms e.g. Patterns on butterfly wings, flower heads or leaf veins.
- 3) Experiment with tracing paper if you have some & choose a small section of 1 of your drawings to turn into a repeat pattern design or you could use a computer to create a repeating image.
- 4) Create a final repeating pattern design – fully colour your design using complementary colours (work with coloured pencils).
- 5) Write an evaluation of your work.



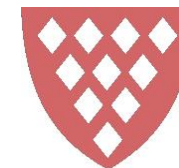
Drama	<ul style="list-style-type: none"> -Dilemmas -Drama Tool Kit -The White Rose 	https://sites.google.com/a/kingsbridgecollege.org.uk/drama/year9	
Food and Nutrition			
Design Technology	<p>Using the research to design solutions to their identified problem and modelling solutions in cardboard before presenting their solution to peers</p>	https://sites.google.com/a/kingsbridgecollege.org.uk/design-technology/year9	
P.E	<ul style="list-style-type: none"> -Skeletal Systems -Muscles & Movement -Interpretation of Data 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/physical-education/year9</p> <p>If you are unable to attend school, but are feeling fit and well, we would like you to do the following:</p> <p>30 minutes aerobic/ cardiovascular activity: This could be running/ swimming/ cycling in a safe environment near your home. If you're unsure of what to do, you could follow one of the links below:</p> <p>Running https://www.youtube.com/watch?v=A8HC4rnQX_k https://www.youtube.com/watch?v=ioELqxr-Q_w</p> <p>Swimming</p>	



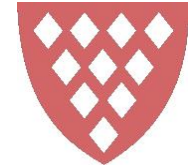
		<p>https://www.youtube.com/watch?v=megCSTJxSPs https://www.youtube.com/watch?v=CpCGQig8_iw</p> <p>30 minutes strength and conditioning/ flexibility: This could be a HIIT session/ core workout/ yoga session. You could choose one of the links below: https://www.youtube.com/user/thebodycoach1 https://youtu.be/Yzm3fA2HhkQ</p> <p>https://www.corepoweryoga.com/yoga-on-demand https://www.youtube.com/watch?v=qPL49XK8vEw</p> <p>Remember to log your workout on the mimove app: https://mimoveapp.com/ This will allow your teacher to check what you have been up to and reward you appropriately.</p> <p>Extension:</p> <ol style="list-style-type: none"> 1. Learn the knowledge organiser for this cycle (Year 7,8&9 only) 2. Name the skills and explain the rules and strategy for the sport you are currently doing in your PE lessons. This might be badminton/ rugby/ netball/ hockey/ tennis/ basketball/ swimming/ athletics/ football. If you're not sure, choose on you are most interested in. 	
ICT	Python -Computer Science	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/informationtechnology/year-9</p>	Intro to Python programming



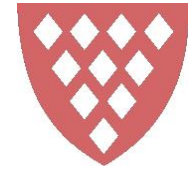
	<p>-Branching/For Loop/While Loop -Various Programming Challenges VB Clicker Game -Forms/Buttons/labels -Event constructs:Variables/Looping/Branching-Programming</p>	<p>Introduction to Programming https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/1 Procedures in Python https://www.bbc.co.uk/bitesize/guides/zqh49j6/revision/2</p>	<p>https://classroom.thenational.academy/lessons/first-steps-6ctk4d Crunching numbers https://classroom.thenational.academy/lessons/crunching-numbers-6gtked At a crossroads https://classroom.thenational.academy/lessons/at-a-crossroads-cgwkac More branches https://classroom.thenational.academy/lessons/more-branches-cmt32d Round and round https://classroom.thenational.academy/lessons/round-and-round-6cr6ae Putting it all together</p>
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			https://classroom.thenational.academy/lessons/putting-it-all-together-cthkad
R.E	Buddhism	https://sites.google.com/a/kingsbridgecollege.org.uk/religious-education/year9	<p>Buddhism: Beliefs and Teachings</p> <p>A Brief History of India - https://classroom.thenational.academy/lessons/a-brief-history-of-india-cth30d</p> <p>The Life of Siddhartha Gautama - https://classroom.thenational.academy/lessons/the-life-of-siddhartha-gautama-c4ukce</p> <p>The Three Marks of Existence - https://classroom.thenational.academy/lessons/the-three-marks-of-existence-75hkct</p> <p>The Mind, Desire and Attachment: The Skandhas - https://classroom.thenational.academy/lessons/the-mind-desire-and-attachment-the-skandhas-cgkjt</p> <p>Dukkha and The Four Noble Truths - https://classroom.thenational.academy/lessons/dukkha-and-the-four-noble-truths-6hh64d</p>



			<p>The Four Noble Truths - https://classroom.thenational.academy/lessons/the-four-noble-truths-68rpcr</p> <p>Dhamma, Karma, and Rebirth - https://classroom.thenational.academy/lessons/dhamma-karma-and-rebirth-ccu3gc</p> <p>The Eightfold Path - https://classroom.thenational.academy/lessons/the-eightfold-path-c5hp2c</p> <p>Enlightenment - https://classroom.thenational.academy/lessons/enlightenment-6xk38d</p> <p>Buddhist Scripture - https://classroom.thenational.academy/lessons/buddhist-scripture-6dk32r</p> <p>Buddhism: practices</p> <p>Meditation - https://classroom.thenational.academy/lessons/meditation-c8vp8c</p> <p>Buddhist Practice</p>
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- <https://classroom.thenational.academy/lessons/buddhist-practice-6cvp4c>

The Sangha

- <https://classroom.thenational.academy/lessons/the-sangha-6dk3et>

Loving Kindness

- <https://classroom.thenational.academy/lessons/loving-kindness-64t64r>

Anniversaries of the Buddha's Life

- <https://classroom.thenational.academy/lessons/anniversaries-of-the-buddhas-life-60upcr>

Denominations

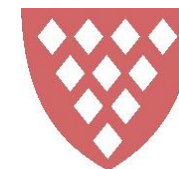
- <https://classroom.thenational.academy/lessons/denominations-cmtpae>

Theravada Buddhism

- <https://classroom.thenational.academy/lessons/theravada-buddhism-74rp8c>

Mahayana: Practices and Festivals

- <https://classroom.thenational.academy/lessons/mahayana-practices-and-festivals-cckjic>



			<p>Vajrayana Buddhism - https://classroom.thenational.academy/lessons/vajrayana-buddhism-crt3ad</p> <p>Buddhism in the West - https://classroom.thenational.academy/lessons/buddhism-in-the-west-chjp4t</p>
<p>PSHE</p>	<p>Risk and Safety -Peer Influence -Healthy and unhealthy friendships -Assertiveness -Substance misuse -Gang exploitation -Challenging extremism and radicalisation</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/p/she/year9</p> <p>Peer Pressure https://www.bbc.co.uk/bitesize/topics/zyy39j6</p> <p>Healthy Relationships https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/znfn7vk7</p> <p>Assertiveness and advice https://www.bbc.co.uk/bitesize/articles/zhd2382</p> <p>Drugs and alcohol – warnings of substance abuse https://www.bbc.co.uk/bitesize/topics/z8w7pv4/resources/1</p> <p>Gangs in the UK – how big a problem are they? https://www.bbc.co.uk/news/magazine-15238377</p>	

