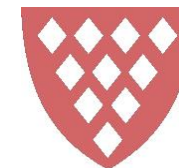


Subject	Cycle 2/ Half Term 3 Topic covered Knowledge organiser Content	Link to KCC VLE and or Link to other online learning or relevant websites	Link to Oak Academy
English	Power and Conflict Poetry (week 1) - Ideas presented in the poem 'London'. - Introduction to the concept of dystopia. Dystopian Worlds – Creative Writing (weeks 2 – 5)	https://sites.google.com/a/kingsbridgecollege.org.uk/english/year9 Poetry Season - Poems - London by William Blake - BBC https://www.bbc.co.uk/programmes/p00wzxvg Writing and analysing poetry (AQA) Commenting on context https://www.bbc.co.uk/bitesize/guides/zpfnp39/revision/1 Responding to poetry https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/1 Using quotations and textual references https://www.bbc.co.uk/bitesize/guides/zpbvycw/revision/1 What makes a dystopian novel? https://www.bbc.co.uk/news/av/entertainment-arts-46913674	AQA Power and Conflict Poetry London (Part 1) https://classroom.thenational.academy/lessons/london-part-1-6rvp6t London (Part 2) https://classroom.thenational.academy/lessons/london-part-2-c9hkee Descriptive writing: Planning techniques https://classroom.thenational.academy/lessons/descriptive-writing-planning-techniques-69j6cc



	<ul style="list-style-type: none"> - Explain the features of dystopian fiction - Plan and structure a creative response - Paragraph writing accurately and for effect - Use a 'golden thread' to structure a narrative 	<p>Writing fiction (AQA) https://www.bbc.co.uk/bitesize/guides/zgj72hv/revision/1</p> <p>English Language (AQA) https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</p>	
<p>Maths</p>	<ul style="list-style-type: none"> -Basic vectors -Vectors -Ratio -Forming & solving quadratics -Percentage multipliers 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/maths/key-stage-3-1/year9</p> <p>Vectors (Edexcel) https://www.bbc.co.uk/bitesize/guides/z8myrwx/revision/1</p> <p>Vectors – test questions (Edexcel) https://www.bbc.co.uk/bitesize/guides/z8myrwx/test</p> <p>Ratio (Edexcel)</p>	<p>Vectors</p> <p>https://classroom.thenational.academy/lessons/translate-and-describe-an-object-given-a-horizontal-or-vertical-instruction-6hgket</p> <p>https://classroom.thenational.academy/lessons/translate-and-describe-a-2d-vector-65k3cr</p> <p>https://classroom.thenational.academy/lessons/represent-a-column-vector-as-a-diagram-and-using-notation-c8vp4t</p>



<https://www.bbc.co.uk/bitesize/guides/zpxyrwx/revision/1>

Solving quadratic equations (Edexcel)

<https://www.bbc.co.uk/bitesize/guides/z3hb97h/revision/1>

Percentage multipliers (Edexcel)

<https://www.bbc.co.uk/bitesize/guides/z9rjxfr/revision/7>

Percentage multipliers – test questions (Edexcel)

<https://www.bbc.co.uk/bitesize/guides/z9rjxfr/test>

<https://classroom.thenational.academy/lessons/write-a-column-vector-from-a-diagram-74tkce>

<https://classroom.thenational.academy/lessons/add-two-column-vectors-including-diagrams-to-give-a-resultant-vector-6xgp2d>

<https://classroom.thenational.academy/lessons/add-and-subtract-two-column-vectors-to-give-a-resultant-vector-part-1-chjp2t>

<https://classroom.thenational.academy/lessons/multiply-a-vector-by-a-scalar-64u3cr>

<https://classroom.thenational.academy/lessons/add-and-subtract-two-column-vectors-to-give-a-resultant-vector-part-2-61k38e>

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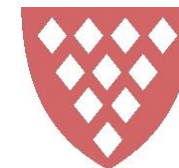
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<https://classroom.thenational.academy/lessons/add-and-subtract-two-column-vectors-to-give-a-resultant-vector-part-2-61k38e>

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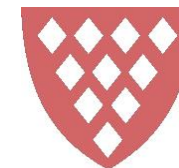
Forming and solving quadratics



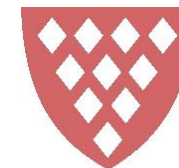
			<p>https://classroom.thenational.academy/lessons/forming-quadratic-equations-i-crtp4c https://classroom.thenational.academy/lessons/forming-quadratic-equations-ii-c4v3et https://classroom.thenational.academy/lessons/sketching-quadratics-cdh34c</p> <p>Percentage multipliers</p> <p>https://classroom.thenational.academy/lessons/percentage-recap-6hk32c https://classroom.thenational.academy/lessons/percentage-change-cdh38d https://classroom.thenational.academy/lessons/finding-100percent-c4rkce</p>
Biology	<ul style="list-style-type: none"> -Digestive system -Enzymes -Respiration 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>Digestive system</p> <p>Digestive system – full topic, KS3 https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/1</p> <p>Digestive system, KS3 https://www.bbc.co.uk/bitesize/clips/z6nwmp3</p> <p>Digestive system test questions https://www.bbc.co.uk/bitesize/guides/z9pv34j/test</p>	<p>Digestive system</p> <p>https://classroom.thenational.academy/lessons/digestive-system-cnj3ec</p> <p>https://classroom.thenational.academy/lessons/the-digestive-system-6wv30t</p> <p>https://classroom.thenational.academy/lessons/digestion-cnk66c</p> <p>How do humans digest food?</p>



	Digestive system extension – GCSE https://www.bbc.co.uk/bitesize/guides/zwqycdm/revision/1	https://classroom.thenational.academy/lessons/how-do-humans-digest-food-60rp4c
	Enzymes	Enzymes https://classroom.thenational.academy/lessons/enzymes-6nk62e
	Digestive system and enzymes https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/2 https://www.bbc.co.uk/bitesize/articles/znm3gwx	Effect of temperature on enzymes https://classroom.thenational.academy/lessons/effect-of-temperature-on-enzymes-crwpcce
	Enzymes, extension – GCSE https://www.bbc.co.uk/bitesize/guides/z8wsgk7/revision/5	Investigating enzymes https://classroom.thenational.academy/lessons/investigating-enzymes-60w64t
	Respiration https://www.bbc.co.uk/bitesize/guides/zq349j6/revision/1	Digestive enzymes https://classroom.thenational.academy/lessons/digestive-enzymes-6dgkqr
	Respiration and gas exchange https://www.bbc.co.uk/bitesize/topics/zvrrd2p	Absorption https://classroom.thenational.academy/lessons/absorption-74v38e
	Respiration and test questions https://www.bbc.co.uk/bitesize/guides/zq349j6/test	
	Aerobic and anaerobic respiration, extension – GCSE https://www.bbc.co.uk/bitesize/guides/zm6rd2p/revision/1	pH and enzymes (Part 1) https://classroom.thenational.academy/lessons/pH-and-enzymes-part-1-cru3jt
		pH and enzymes (Part 2)



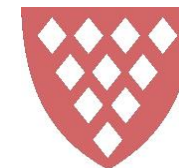
			<p>https://classroom.thenational.academy/lessons/p-h-and-enzymes-part-2-75h3gr</p> <p>Respiration Respiratory system https://classroom.thenational.academy/lessons/respiratory-system-6mt64r</p> <p>https://classroom.thenational.academy/lessons/respiration-71jpce</p> <p>Inhaled and exhaled air https://classroom.thenational.academy/lessons/inhaled-and-exhaled-air-c8ukgc</p> <p>Aerobic respiration https://classroom.thenational.academy/lessons/aerobic-respiration-crt64e</p> <p>Anaerobic respiration https://classroom.thenational.academy/lessons/anaerobic-respiration-cdgk6d</p> <p>Breathing https://classroom.thenational.academy/lessons/breathing-70v6ct</p> <p>The effects of exercise on respiration</p>
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Chemistry	<ul style="list-style-type: none"> -Relative atomic mass - Ionic bonding -Covalent bonding 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>Relative atomic mass</p> <p>Atomic structure (GCSE)</p> <p>https://www.bbc.co.uk/bitesize/guides/zwn8b82/revision/6</p> <p>https://www.bbc.co.uk/bitesize/guides/zy2h9qt/revision/3</p> <p>Calculating relative formula masses</p> <p>https://www.bbc.co.uk/bitesize/guides/z84wfrd/revision/1</p> <p>Ionic bonding</p> <p>Ionic compounds and the periodic table, KS3</p> <p>https://www.bbc.co.uk/bitesize/clips/zm7gkqt</p> <p>Bonding – extension (GCSE)</p> <p>https://www.bbc.co.uk/bitesize/guides/z6k6pbk/revision/1</p> <p>Covalent bonding</p> <p>Covalent bonding and the periodic table, KS3</p> <p>https://www.bbc.co.uk/bitesize/clips/z6mcd2p</p> <p>Covalent bonds – extension (GCSE)</p> <p>https://www.bbc.co.uk/bitesize/guides/zxxn82p/revision/1</p>	<p>https://classroom.thenational.academy/lessons/the-effects-of-exercise-on-respiration-cqrk6t</p> <p>Relative atomic mass Foundation</p> <p>https://classroom.thenational.academy/lessons/relative-formula-mass-ft-only-64r3cc</p> <p>Higher</p> <p>https://classroom.thenational.academy/lessons/relative-formula-mass-ht-only-6gtp8d</p> <p>Atomic structure</p> <p>https://classroom.thenational.academy/lessons/atomic-structure-6crk8d</p> <p>Calculating relative formula mass</p> <p>https://classroom.thenational.academy/lessons/chemical-formulae-65k36r</p> <p>Exploring inside an atom</p> <p>https://classroom.thenational.academy/lessons/exploring-inside-an-atom-c9h6ac</p> <p>Ionic bonding Ionic bonding introduction</p> <p>https://classroom.thenational.academy/lessons/ionic-bonding-introduction-70wk4c</p> <p>Further ionic bonding</p>



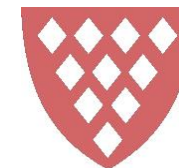
			<p>https://classroom.thenational.academy/lessons/further-ionic-bonding-6cu32c</p> <p>Properties of ionic compounds https://classroom.thenational.academy/lessons/properties-of-ionic-compounds-6hj66c</p> <p>Covalent bonding https://classroom.thenational.academy/lessons/covalent-bonding-65hpcc</p> <p>Simple covalent molecules https://classroom.thenational.academy/lessons/simple-covalent-molecules-70v66e</p> <p>The giant covalent structures https://classroom.thenational.academy/lessons/the-giant-covalent-structures-c5h3cc</p> <p>Giant covalent structures: Graphene https://classroom.thenational.academy/lessons/giant-covalent-structures-graphene-68rp6e</p>
Physics	<ul style="list-style-type: none"> -Contact and non-contact forces -Scalars and vectors -Weight 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>Contact and non-contact forces</p> <p>What are forces? KS3 https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1</p>	<p>Contact and non-contact forces</p> <p>What are forces? https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec</p> <p>How can we measure the size of forces?</p>



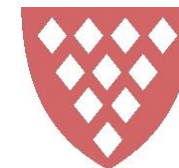
	<p>-Resultant forces -Work done</p> <p>-Elastic forces - Hookes law</p>	<p>Contact and non-contact forces – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/zcxqcfw/revision/1</p> <p>Scalars and vectors</p> <p>Speed, velocity and acceleration https://www.bbc.co.uk/bitesize/guides/z2b9hv4/revision/6</p> <p>Scalar and vectors quantities (GCSE) https://www.bbc.co.uk/bitesize/guides/zskn2nb/revision/1</p> <p>Scalar and vectors – test questions (GCSE) https://www.bbc.co.uk/bitesize/guides/zpqngdm/test</p> <p>Weight https://www.bbc.co.uk/bitesize/articles/zk8kd6f</p> <p>Weight and mass (forces) - (GCSE) https://www.bbc.co.uk/bitesize/guides/zyydmp3/revision/5</p> <p>Resultant forces</p> <p>Unbalanced forces, KS3 https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/3</p> <p>Calculating unbalanced forces – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/zyydmp3/revision/4</p>	<p>https://classroom.thenational.academy/lessons/how-can-we-measure-the-size-of-forces-c4vkcr</p> <p>What are contact forces? https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc</p> <p>What are non-contact forces? https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd</p> <p>Scalars and vectors https://classroom.thenational.academy/lessons/forces-an-introduction-cgwk0d</p> <p>Weight, mass and gravity https://classroom.thenational.academy/lessons/weight-mass-and-gravity-74t32d</p> <p>Resultant forces -Work done https://classroom.thenational.academy/lessons/resultant-forces-c4tkjc</p> <p>https://classroom.thenational.academy/lessons/forces-and-work-6ngkec</p> <p>Elastic forces -Hookes law</p>
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	<p>Elastic forces</p> <p>Deformation – forces, KS3 https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/8</p> <p>Change of shape – forces and elasticity – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/z9hk3k7/revision/1</p> <p>Hooke’s law (GCSE) https://www.bbc.co.uk/bitesize/guides/z9v8msg/revision/2</p>	<p>Hooke's Law https://classroom.thenational.academy/lessons/hookes-law-crr6at</p> <p>Forces and elasticity (Part 1) https://classroom.thenational.academy/lessons/forces-and-elasticity-part-1-6tjp8c</p> <p>Forces and elasticity (Part 2) https://classroom.thenational.academy/lessons/forces-and-elasticity-part-2-70vk6t</p> <p>Speed https://classroom.thenational.academy/lessons/speed-c5jp4t</p> <p>Distance: Time graphs https://classroom.thenational.academy/lessons/distance-time-graphs-68rp8c</p> <p>Acceleration https://classroom.thenational.academy/lessons/acceleration-60r3ar</p> <p>Velocity: Time Graphs</p>
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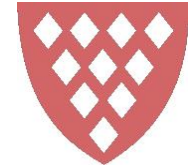
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History	<p>World War Two</p> <p>Introduction to Nazi Germany</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/history/year9</p> <p>A Summary of WW2 (KS3) https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1</p> <p>World War Two (KS3) https://www.bbc.co.uk/bitesize/topics/zk94jxs</p> <p>World War Two – Video (KS3)</p>	<p>World War Two</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>



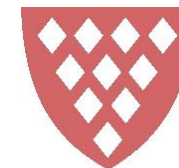
	<p>https://www.bbc.co.uk/bitesize/guides/z9s9q6f/video</p> <p>World war Two – Test questions https://www.bbc.co.uk/bitesize/guides/z9s9q6f/test</p> <p>Introduction to Nazi Germany (KS3) https://www.bbc.co.uk/bitesize/topics/zfnp34j/resources/1</p> <p>Hitler’s Rise to Power (KS3) https://www.bbc.co.uk/bitesize/clips/zxnxn39</p> <p>Hitler into power, 1929 - 1934 https://www.bbc.co.uk/bitesize/guides/zpyt9qt/revision/1</p> <p>Life in Nazi Germany, 1933 –1939 https://www.bbc.co.uk/bitesize/guides/z2932p3/revision/1</p> <p>Living under Nazi rule https://www.bbc.co.uk/bitesize/guides/zy79p39/revision/1</p> <p>Nazi policies towards women https://www.bbc.co.uk/bitesize/guides/z9yt9qt/revision/3</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-chhp2c</p> <p>Stalingrad and D-Day - https://classroom.thenational.academy/lessons/stalingrad-and-d-day-64tkcd</p> <p>Introduction to Nazi Germany The early development of the Nazi Party: what did Hitler believe in? https://classroom.thenational.academy/lessons/the-early-development-of-the-nazi-party-what-did-hitler-believe-in-6mtkjr</p> <p>Who were the SA and what was their role? https://classroom.thenational.academy/lessons/who-were-the-sa-and-what-was-their-role-ccwpad</p>
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		<p>What were the Nazi Party strategies during the lean years? https://classroom.thenational.academy/lessons/what-were-the-nazi-party-strategies-during-the-lean-years-6cu3ad</p> <p>Why were the Nazi Party so successful after 1929? https://classroom.thenational.academy/lessons/why-were-the-nazi-party-so-successful-after-1929-6ctkar</p> <p>How did political developments in 1932 result in Hitler becoming Chancellor in January 1933? https://classroom.thenational.academy/lessons/how-did-political-developments-in-1932-result-in-hitler-becoming-chancellor-in-january-1933-65j64c</p> <p>Why was Hitler 'invited' into power? https://classroom.thenational.academy/lessons/why-was-hitler-invited-into-power-68tpcr</p> <p>How did the Nazis remove political opposition? https://classroom.thenational.academy/lessons/how-did-the-nazis-remove-political-opposition-6hj3qr</p>
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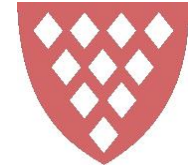
			<p>How did Hitler consolidate power by 1934? https://classroom.thenational.academy/lessons/how-did-hitler-consolidate-power-by-1934-74wk6t</p> <p>How far did the Nazi party create a police state? https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-create-a-police-state-68v64d</p> <p>How far did the Nazi party control the state through propaganda? https://classroom.thenational.academy/lessons/how-far-did-the-nazi-party-control-the-state-through-propaganda-64u38d</p> <p>How much resistance existed in Nazi Germany before 1939? https://classroom.thenational.academy/lessons/how-much-resistance-existed-in-nazi-germany-before-1939-c8t68c</p> <p>What were Nazi attitudes and policies towards women? https://classroom.thenational.academy/lessons/what-were-nazi-attitudes-and-policies-towards-women-6cw36t</p>
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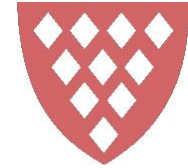
		<p>How successful were Nazi policies towards women? https://classroom.thenational.academy/lessons/how-successful-were-nazi-policies-towards-women-69gk0e</p> <p>Why were young people so important to the Nazi Party? https://classroom.thenational.academy/lessons/why-were-young-people-so-important-to-the-nazi-party-6qv6ar</p> <p>Why was controlling education so important to the Nazi party? https://classroom.thenational.academy/lessons/why-was-controlling-education-so-important-to-the-nazi-party-cdj66c</p> <p>How successful were Nazi policies at reducing unemployment? https://classroom.thenational.academy/lessons/how-successful-were-nazis-policies-at-reducing-unemployment-cdj3jd</p> <p>How far did the lives of German workers improve after 1933? https://classroom.thenational.academy/lessons/how-far-did-the-lives-of-german-workers-improve-after-1933-6rv32r</p>
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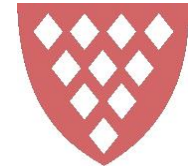
			<p>How did the Nazi party view and portray minorities in society? https://classroom.thenational.academy/lessons/how-did-the-nazi-party-view-and-portray-minorities-in-society-c5j6at</p> <p>How did the persecution of the Jews escalate after 1933 https://classroom.thenational.academy/lessons/how-did-the-persecution-of-the-jews-escalate-after-1933-70vp6r</p>
<p>Geography</p>	<p>UK Landscapes: Coasts</p> <p>-Wave types and characteristics</p> <p>-Coastal processes: weathering processes</p> <p>- mechanical, chemical</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/geography1/year9</p> <p>Coastal processes, KS3 https://www.bbc.co.uk/bitesize/guides/zmwxsbk/revision/1</p> <p>Coastal landforms, KS3 https://www.bbc.co.uk/bitesize/guides/zxj6fg8/revision/1</p> <p>Coastal management https://www.bbc.co.uk/bitesize/guides/z6qtyrd/revision/1</p> <p>Coastal landscapes: class clips https://www.bbc.co.uk/bitesize/topics/zxvkjxs/resources/1</p> <p>Coastal landforms – GCSE, AQA</p>	<p>Unit: Coasts</p> <p>Wave types and characteristics https://classroom.thenational.academy/lessons/wave-types-and-characteristics-chgk8c</p> <p>Coastal weathering and erosion https://classroom.thenational.academy/lessons/coastal-weathering-and-erosion-6tk36t</p> <p>Mass movement https://classroom.thenational.academy/lessons/mass-movement-6mu3gr</p> <p>Transportation and deposition</p>



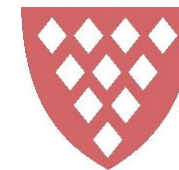
<p>-Mass movement: sliding, slumping and rock falls</p> <p>-Erosion: hydraulic power, abrasion and attrition</p> <p>-</p> <p>Transportation: longshore drift, deposition – why sediment is deposited in coastal areas</p> <p>-How geological structure and rock type influence</p>	<p>https://www.bbc.co.uk/bitesize/guides/zyfd2p3/revision/1</p>	<p>https://classroom.thenational.academy/lessons/transportation-and-deposition-c4tkce</p> <p>Landforms of erosion 1: Headlands and bays. https://classroom.thenational.academy/lessons/landforms-of-erosion-1-headlands-and-bays-75k6cc</p> <p>Landforms of erosion 2: Wave cut platforms https://classroom.thenational.academy/lessons/landforms-of-erosion-2-wave-cut-platforms-6xh3jc</p> <p>Landforms of erosion 3: Caves, arches and stacks https://classroom.thenational.academy/lessons/landforms-of-erosion-3-caves-arches-and-stacks-ccwpae</p> <p>Landforms of deposition 1: Beaches and sand dunes https://classroom.thenational.academy/lessons/landforms-of-deposition-1-beaches-and-sand-dunes-74vk8t</p> <p>Landforms of deposition 2: Spits and bars https://classroom.thenational.academy/lessons/landforms-of-deposition-2-spits-and-bars-ccv3jc</p>
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<p>coastal forms</p> <ul style="list-style-type: none">- Characteristics and formation of landforms resulting from erosion – headlands and bays- Cliffs and wave cut platforms, caves, arches and stacks- Characteristics and formation of landforms resulting from deposition – beaches,		<p>Landforms on a UK coastline: Dorset Coast https://classroom.thenational.academy/lessons/landforms-on-a-uk-coastline-dorset-coast-70u34d</p> <p>Coastal hard engineering https://classroom.thenational.academy/lessons/coastal-hard-engineering-6tjkgd</p> <p>Coastal soft engineering https://classroom.thenational.academy/lessons/coastal-soft-engineering-6di3gr</p> <p>A UK coastal management scheme: Lyme Regis (Part 1) https://classroom.thenational.academy/lessons/a-uk-coastal-management-scheme-lyme-regis-part-1-68ukgr</p> <p>A UK coastal management scheme: Lyme Regis (Part 2) https://classroom.thenational.academy/lessons/a-uk-coastal-management-scheme-lyme-regis-part-2-6ctk4t</p>
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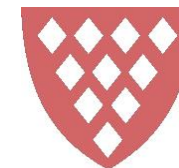
	<p>sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p>		
<p>Music</p>	<p>Music for the Screen</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/music/year9</p> <p>Developing leitmotif further to reflect changes in a character's mood/situation</p>	<p>How and why Film Music has changed</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 diagetic and non-diagetic sounds</p> <p>Exploring 'underscores' and their impact on mood/atmosphere</p>



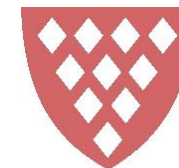
		<p><u>Exploiting music elements to reflect mood/setting</u></p> <p><u>Exploring how tonality and harmony help reflect mood/setting</u></p> <p><u>Exploring Leitmotifs - 1</u></p> <p><u>Further developing leitmotifs to reflect changes in a character's mood or situation</u></p>
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<p>French</p>	<p>-Revise sports and leisure activities using different verbs/ expressions to describe likes/dislikes</p> <p>-Revisit use of key irregular verb forms</p> <p>-Revise technology, films and TV</p> <p>-Talking about sport using <i>depuis</i> + the present tense</p> <p>-To use <i>faire</i> and the partitive accurately.</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9</p> <p>Revising sport vocab (GCSE) https://www.bbc.co.uk/bitesize/guides/zbg8t39/revision/1</p> <p>Talking about sports and hobbies https://www.bbc.co.uk/bitesize/guides/ztfr82/revision/1</p> <p>Talking about what you like to do using the verb 'faire' https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zvw4f4j</p> <p>Irregular verbs https://www.bbc.co.uk/bitesize/guides/z6dx382/revision/3</p> <p>Listening practice – music, cinema and film https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/2</p> <p>Listening practice – media and culture https://www.bbc.co.uk/bitesize/guides/z3p6tfr/revision/1</p> <p>The present tense and <i>depuis</i> https://www.bbc.co.uk/bitesize/guides/z87jq6f/revision/1</p> <p>French nouns and articles (partitive) https://www.bbc.co.uk/bitesize/guides/zvr7382/revision/7</p>	<p>Talk about important things to me (Part 1/2) https://classroom.thenational.academy/lessons/talk-about-important-things-to-me-part-12-chh68d</p> <p>Talk about important things to me (Part 2/2) https://classroom.thenational.academy/lessons/talk-about-important-things-to-me-part-22-68r3gr</p> <p>Talking about sports (Part 1/3) https://classroom.thenational.academy/lessons/talking-about-sports-part-13-6djp2d</p> <p>Talking about sports (Part 2/3) https://classroom.thenational.academy/lessons/talking-about-sports-part-23-cgrk8c</p> <p>Talking about sports (Part 3/3) https://classroom.thenational.academy/lessons/talking-about-sports-part-33-cct6ce</p> <p>Talking about TV programmes (Part 1/2) https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-12-c4tkje</p> <p>Talking about TV programmes (Part 2/2) https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-22-6tjpa</p>
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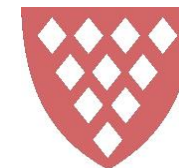
<p>Spanish</p>	<p>School</p> <ul style="list-style-type: none"> -Giving opinions about school subjects -Comparing subjects and teachers -Describing school uniform and the school day -Adjectival endings for colours (-o/a, -e, consonant endings) -Using time expressions correctly -Describing your school- using 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9</p> <p>School, college and studying in Spanish (GCSE – AQA) https://www.bbc.co.uk/bitesize/guides/z7twpg8/revision/1</p> <p>Life at School in Spanish (GCSE – AQA) https://www.bbc.co.uk/bitesize/guides/zn3tgwx/revision/1</p> <p>Education, Pos-16 in Spanish (GCSE – AQA) https://www.bbc.co.uk/bitesize/guides/zbkvd6f/revision/1</p> <p>Spanish grammar https://www.bbc.co.uk/bitesize/topics/zmgrxyc</p> <p>Using verbs in Spanish https://www.bbc.co.uk/bitesize/guides/z7kqjhw/revision/1</p>	<p>Unit: Studies and life at school</p> <p>Gustar (singular and plural): Giving opinions about school subjects https://classroom.thenational.academy/lessons/gustar-singular-and-plural-giving-opinions-about-school-subjects-c4r3cd</p> <p>Using opinions, infinitives and reasons - how to share our preferences about school subjects and teachers by using a range of opinions, infinitives and reasons. https://classroom.thenational.academy/lessons/using-opinions-infinitives-and-reasons-61h32r</p> <p>Comparatives and superlatives - how to use comparatives and superlatives to talk about school subjects and teachers. https://classroom.thenational.academy/lessons/comparatives-and-superlatives-6xjkar</p> <p>Describing school facilities (Part 1/3) https://classroom.thenational.academy/lessons/describing-school-facilities-part-13-crtpad</p> <p>Describing school facilities (Part 2/3) https://classroom.thenational.academy/lessons/describing-school-facilities-part-23-cqwp8d</p>
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<p>negatives (<i>nada, ni ... ni, nunca, tampoco</i>) - Distinguishing between the present and the imperfect -Talking about school rules and problems -Using phrases followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>) -Talking about plans</p>	<p>Describing school facilities (Part 3/3) https://classroom.thenational.academy/lessons/describing-school-facilities-part-33-cru38r</p> <p>School rules and problems (Part 1/3) https://classroom.thenational.academy/lessons/school-rules-and-problems-part-13-c9hkqc</p> <p>School rules and problems (Part 2/3) https://classroom.thenational.academy/lessons/school-rules-and-problems-part-23-65k38e</p> <p>School rules and problems (Part 3/3) https://classroom.thenational.academy/lessons/school-rules-and-problems-part-33-69hp8r</p> <p>Making plans for an exchange (Part 1/3) https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-13-60wk6t</p> <p>Making plans for an exchange (Part 2/3) https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-23-70rkad</p> <p>Making plans for an exchange (Part 3/3) https://classroom.thenational.academy/lessons/making-plans-for-an-exchange-part-33-6hk38e</p>
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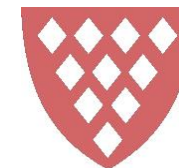
	<p>for a school exchange -Using the near future tense -Asking and answering questions.</p>		
<p>Art</p>	<p>Fantastic & Strange: -Illustration artists/ gargoyles/ green man -Skills: collage, drawing, mixed media, monochromatic painting</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/year-9 The entire project syllabus can be found by clicking on the above link. Jerome Opena (Comic book artist) https://imagecomics.com/creators/jerome-ope%C3%B1a Fiona Staples (Comic book artist) https://imagecomics.com/creators/fiona-staples Arts & Culture – Gargoyles and Grotesques https://artsandculture.google.com/exhibit/gargoyles-and-grotesques-historic-england/dwlyM3GPNKfqLA?hl=en-GB Fascinating gargoyles and grotesques from around the world</p>	<p>Character Designs using collage & drawing techniques (this is a great task to do at home – watch the video and try it yourself!): https://www.youtube.com/watch?v=DdnshQrh-Do#action=share Introduction to art: Collage techniques https://classroom.thenational.academy/lessons/introduction-to-art-collage-techniques-64vk2e Introduction to art: Understanding colour https://classroom.thenational.academy/lessons/introduction-to-art-understanding-colour-c4tkjc Painting techniques: Tints and shades https://classroom.thenational.academy/lessons/painting-techniques-tints-and-shades-74u6cd</p>



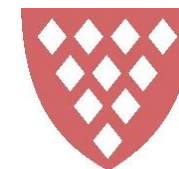
		<p>https://www.thevintagenews.com/2017/04/02/ten-fascinating-gargoyles-and-grotesques-around-the-world/</p> <p>Pinterest: Green Man inspiration https://www.pinterest.co.uk/julierampke9/art-green-man/</p> <p>Monochromatic Art – BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/9</p>	<p>Painting techniques: Learning how to mix colours https://classroom.thenational.academy/lessons/painting-techniques-colour-palettes-6tk68r</p> <p>Painting techniques: Building texture https://classroom.thenational.academy/lessons/painting-techniques-bronze-cast-relief-effect-6ww34c</p>
Drama	<p>-How drama & theatre is developed and performed</p> <p>-Creating and developing ideas to communicate meaning for theatrical performance</p> <p>Techniques explored:</p> <p>-Still image</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/drama/year9</p> <p>Understanding drama and theatre (Eduqas) https://www.bbc.co.uk/bitesize/topics/zk4npg8</p> <p>Performing characters (Eduqas) https://www.bbc.co.uk/bitesize/topics/zdkfscw</p> <p>Characteristics of a dramatic work (Eduqas) https://www.bbc.co.uk/bitesize/guides/zd8tqp3/revision/1</p> <p>Using role play https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1</p> <p>Thought-tracking and hot-seating</p>	



	<ul style="list-style-type: none"> -Thought-tracking -Narrating -Hot-seating -Role play -Cross-cutting -Forum theatre -Marking the moment -Creating characters – Voice & movement 	<p>https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/5</p> <p>Cross-cutting and narrating</p> <p>https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7</p> <p>Marking the moment</p> <p>https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/8</p> <p>Forum theatre – developing an idea</p> <p>https://www.bbc.co.uk/bitesize/guides/zkdp2sg/revision/2</p> <p>Creating and developing characters</p> <p>https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/2</p>	
<p>Design Technology</p>	<p>Festival project</p> <p>Designing a festival poster, tickets, tee-shirt in a carrier bag and design & manufacture of a fabric facemask.</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/design-technology/year9</p> <p>How to make a fabric facemask</p> <p>https://sarahmaker.com/how-to-sew-a-surgical-face-mask-for-hospitals-free-pattern/</p> <p>https://www.youtube.com/watch?v=6N-1uiKn3SA</p> <p>https://www.creativeblog.com/news/how-to-make-a-face-mask</p>	



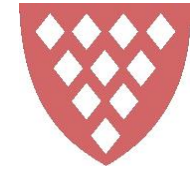
<p>P.E</p>	<p>-Explain a physically active lifestyle -Analyse and evaluate technical and tactical aspects of own and others performance -Plan and lead a coaching session Focus - Muscles and Movement -Rugby -Badminton -Aqua aerobics -Table tennis -Hockey -Trampolining</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/physical-education/year9 Health and wellbeing in sport https://www.bbc.co.uk/bitesize/guides/zpmq6fr/revision/3 Keeping fit and healthy through sport https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/1 Training development plan https://www.bbc.co.uk/bitesize/guides/zmmv6v4/revision/3 Muscles and movement https://www.bbc.co.uk/bitesize/guides/z8n39j6/revision/1</p>	
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	-Waterpolo -Swimming -Fitness		
ICT	Charity Event: -Digital Media -Using ICT -Word Image Tools -Business Letterhead -Writing Business letters -Database creation -Mail Merging E-Safety: -E-Safety concerns -Desktop Publishing in Adobe Indesign	https://sites.google.com/a/kingsbridgecollege.org.uk/informationtechnology/year-9 The entire project syllabus can be found by clicking on the above link. Digital Devices, KS3 https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1 Mail Merging, GCSE https://www.bbc.co.uk/bitesize/guides/zjq9q6f/revision/2 Software Applications, KS3 https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/1 Databases, KS3 https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/5 E-Safety, KS3 https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1 Desktop Publishing (KS3) https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/2	Database essentials https://classroom.thenational.academy/lessons/database-essentials-cnj36r

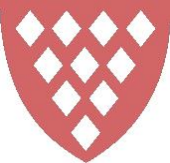


R.E	Buddhism Beliefs:	https://sites.google.com/a/kingsbridgecollege.org.uk/religious-education/year9	Who was Siddhartha Gautama? (The Buddha) https://classroom.thenational.academy/lessons/who-was-siddhartha-gautama-cgw68t
	-Who was the Buddha?	The Buddha and his teachings in Buddhism (EDUQAS) https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/1	Enlightenment https://classroom.thenational.academy/lessons/enlightenment-6xk38d
	-Enlightenment	The Dhamma in Buddhism (EDUQAS) https://www.bbc.co.uk/bitesize/guides/zvw9dxs/revision/1	Dhamma, Karma, and Rebirth https://classroom.thenational.academy/lessons/dhamma-karma-and-rebirth-ccu3gc
	-Dharma and Dependent Origination	Practices in Buddhism (EDUQAS) https://www.bbc.co.uk/bitesize/guides/zh67xfr/revision/1	The Three Marks of Existence https://classroom.thenational.academy/lessons/the-three-marks-of-existence-75hkct
	-3 marks of Existence		The Eightfold Path https://classroom.thenational.academy/lessons/the-eightfold-path-c5hp2c
	-Noble Truth 1+2		Dukkha and The Four Noble Truths https://classroom.thenational.academy/lessons/dukkha-and-the-four-noble-truths-6hh64d
	-Noble Truth 3+4		The Four Noble Truths https://classroom.thenational.academy/lessons/the-four-noble-truths-68rpcr



<p>PSHE</p>	<p>-Respectful relationships: What are the benefits of healthy intimate relationships? -Healthy, intimate relationships: Mutual respect, loyalty, trust, shared interests, outlook, sex and friendship -Long-term relationships and marriages: The benefits of healthy family</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/pshe/year9 How relationships affect our lives, KS3 https://www.bbc.co.uk/bitesize/topics/znnfr82/resources/1 The following topic may be deemed sensitive to some people. Please watch with a parent/guardian if you are unsure. Sexual relationships - staying safe, KS3 https://www.bbc.co.uk/bitesize/topics/zv3q87h/resource</p>	
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Year 9 Half Term 3 Online Learning Overview



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