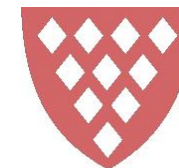
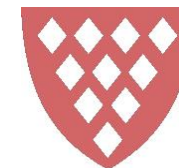


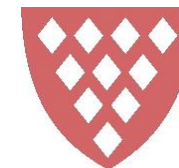
Subject	Cycle 2/ Half Term 4 Topic covered Knowledge organiser Content	Link to KCC VLE and or Link to other online learning or relevant websites	Link to Oak Academy
English	<p>Dystopian Worlds – Creative Writing (weeks 1 – 2)</p> <p>Continued from Term 3.</p> <p>-Explain the features of dystopian fiction - Plan and structure a creative response</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/english/year9</p> <p>BBC Bitesize</p> <p>What makes a dystopian novel? https://www.bbc.co.uk/news/av/entertainment-arts-46913674</p> <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>Writing and analysing poetry (AQA)</p> <p>Commenting on context</p>	<p>Descriptive writing: Planning techniques https://classroom.thenational.academy/lessons/descriptive-writing-planning-techniques-69j6cc</p> <p>AQA Power and Conflict Poetry</p> <p>Ozymandias (Part 1) https://classroom.thenational.academy/lessons/ozymandias-part-1-chjkct</p> <p>Ozymandias (Part 2): Language, Form and Structure https://classroom.thenational.academy/lessons/ozymandias-part-2-language-form-and-structure-65j68d</p> <p>Unit: Introduction to the Romantics Introduction to Poetry https://classroom.thenational.academy/lessons/introduction-to-poetry-6xj3et</p>



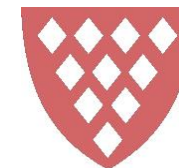
	<p>- Paragraph writing accurately and for effect</p> <p>- Use a 'golden thread' to structure a narrative</p> <p>Power and Conflict Poetry (weeks 3 - 6)</p> <p>- ideas presented in Ozymandias and War Photographer</p> <p>- poetic forms (including Shelley's use of imperfect sonnet form) - connotation and denotation</p>	<p>https://www.bbc.co.uk/bitesize/guides/zpfnp39/revision/1</p> <p>Responding to poetry</p> <p>https://www.bbc.co.uk/bitesize/guides/zs4rg82/revision/1</p> <p>Using quotations and textual references</p> <p>https://www.bbc.co.uk/bitesize/guides/zpbvycw/revision/1</p> <p>AQA Power and Conflict Poetry</p> <p>Study Rocket – War Photographer</p> <p>https://studyrocket.co.uk/revision/gcse-english-literature-aqa/power-and-conflict-poetry-anthology/war-photographer</p> <p>War Photographer</p> <p>file://ad.esw.org.uk/kcc/StaffUsers/Sue.Parry/Downloads/Conflict-Poetry-Revision-Guide.pdf</p>	<p>Who Were The Romantics?</p> <p>https://classroom.thenational.academy/lessons/who-were-the-romantics-70w3et</p> <p>Themes of Romanticism</p> <p>https://classroom.thenational.academy/lessons/themes-of-romanticism-70vp2d</p>
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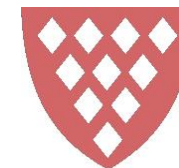
	<p>Romanticism</p>		
<p>Maths</p>	<p>-Percentage multipliers -3D Pythagoras -Trigonometry</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/maths/key-stage-3-1/year9</p> <p>BBC Bitesize</p> <p>Percentage multipliers (Edexcel) https://www.bbc.co.uk/bitesize/guides/z9rjxfr/revision/7</p> <p>Percentage multipliers – test questions (Edexcel) https://www.bbc.co.uk/bitesize/guides/z9rjxfr/test</p> <p>Pythagoras' theorem https://www.bbc.co.uk/bitesize/guides/ztf9jty/revision/7</p> <p>Pythagoras' theorem - Intermediate & Higher tier https://www.bbc.co.uk/bitesize/guides/z9qtsq8/revision/4</p> <p>Trigonometry https://www.bbc.co.uk/bitesize/guides/zsqjxfr/revision/1</p> <p>Trigonometry – Intermediate & Higher tier https://www.bbc.co.uk/bitesize/guides/zq8yq82/revision/1</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> <p>3D Pythagoras - Volume: Further problem solving with spheres, cones and pyramids https://teachers.thenational.academy/units/volume-and-surface-area-higher-3-b9cf</p> <p>Know when to use Pythagoras or Trigonometry to solve problems https://classroom.thenational.academy/lessons/know-when-to-use-pythagoras-or-trigonometry-to-solve-problems-6wt3ac</p> <p>Unit: Trigonometry 1 & 2 Know tangent, sine and cosine</p>



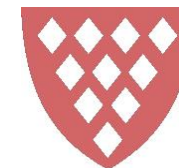
			<p>https://classroom.thenational.academy/lessons/know-tangent-sine-and-cosine-6mvk4d</p> <p>Use tangent to find a length https://classroom.thenational.academy/lessons/use-tangent-to-find-a-length-c5gkge</p> <p>Use sine and cosine to find a length https://classroom.thenational.academy/lessons/use-sine-and-cosine-to-find-a-length-75hk0c</p> <p>Applying Trigonometry https://classroom.thenational.academy/lessons/applying-trigonometry-6mup2c</p> <p>Use trigonometry to find the perpendicular height of a triangle https://classroom.thenational.academy/lessons/use-trigonometry-to-find-the-perpendicular-height-of-a-triangle-c4v3ee</p> <p>Solve basic trigonometry equations https://classroom.thenational.academy/lessons/solve-basic-trigonometry-equations-6cup6r</p> <p>Use inverse functions to find an angle https://classroom.thenational.academy/lessons/use-inverse-functions-to-find-an-angle-61jp2d</p>
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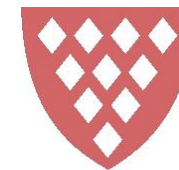
			Solve problems mixing angles and sides https://classroom.thenational.academy/lessons/solve-problems-mixing-angles-and-sides-6djk2e
Biology	<ul style="list-style-type: none"> -Digestive system -Enzymes -Respiration 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>Digestive system</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 extension – GCSE https://www.bbc.co.uk/bitesize/guides/zwqycdm/revision/1</p> <p>Enzymes</p> <p>Digestive system and enzymes https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/2 https://www.bbc.co.uk/bitesize/articles/znm3gwx</p>	<p>Digestive system 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? https://classroom.thenational.academy/lessons/how-do-humans-digest-food-60rp4c</p> <p>Enzymes https://classroom.thenational.academy/lessons/enzymes-6nk62e</p> <p>Effect of temperature on enzymes https://classroom.thenational.academy/lessons/effect-of-temperature-on-enzymes-crwpcce</p> <p>Investigating enzymes</p>



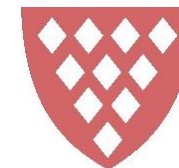
	<p>Enzymes, extension – GCSE https://www.bbc.co.uk/bitesize/guides/z8wsgk7/revision/5</p> <p>Respiration https://www.bbc.co.uk/bitesize/guides/zq349j6/revision/1</p> <p>Respiration and gas exchange https://www.bbc.co.uk/bitesize/topics/zvrrd2p</p> <p>Respiration and test questions https://www.bbc.co.uk/bitesize/guides/zq349j6/test</p> <p>Aerobic and anaerobic respiration, extension – GCSE https://www.bbc.co.uk/bitesize/guides/zm6rd2p/revision/1</p>	<p>https://classroom.thenational.academy/lessons/investigating-enzymes-60w64t</p> <p>Digestive enzymes https://classroom.thenational.academy/lessons/digestive-enzymes-6dgkgr</p> <p>Absorption https://classroom.thenational.academy/lessons/absorption-74v38e</p> <p>pH and enzymes (Part 1) https://classroom.thenational.academy/lessons/ph-and-enzymes-part-1-cru3jt</p> <p>pH and enzymes (Part 2) https://classroom.thenational.academy/lessons/ph-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</p>
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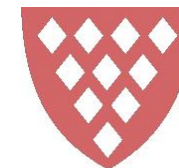
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Chemistry	<p>Relative atomic mass</p> <ul style="list-style-type: none"> - Ionic bonding - Covalent bonding 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>Relative atomic mass</p> <p>Atomic structure (GCSE) https://www.bbc.co.uk/bitesize/guides/zwn8b82/revision/6 https://www.bbc.co.uk/bitesize/guides/zy2h9qt/revision/3</p> <p>Calculating relative formula masses</p>	<p>Relative atomic mass</p> <p>Foundation https://classroom.thenational.academy/lessons/relative-formula-mass-ft-only-64r3cc</p> <p>Higher https://classroom.thenational.academy/lessons/relative-formula-mass-ht-only-6gtp8d</p> <p>Atomic structure</p>



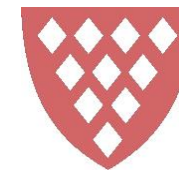
	<p>https://www.bbc.co.uk/bitesize/guides/z84wfrd/revision/1</p> <p>Ionic bonding</p> <p>Ionic compounds and the periodic table, KS3 https://www.bbc.co.uk/bitesize/clips/zm7gkqt</p> <p>Bonding – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/z6k6pbk/revision/1</p> <p>Covalent bonding</p> <p>Covalent bonding and the periodic table, KS3 https://www.bbc.co.uk/bitesize/clips/z6mcd2p</p> <p>Covalent bonds – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/zxxn82p/revision/1</p>	<p>https://classroom.thenational.academy/lessons/atomic-structure-6crk8d</p> <p>Calculating relative formula mass https://classroom.thenational.academy/lessons/chemical-formulae-65k36r</p> <p>Exploring inside an atom https://classroom.thenational.academy/lessons/exploring-inside-an-atom-c9h6ac</p> <p>Ionic bonding Ionic bonding introduction https://classroom.thenational.academy/lessons/ionic-bonding-introduction-70wk4c</p> <p>Further ionic bonding 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</p>
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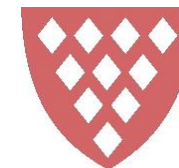
			<p>https://classroom.thenational.academy/lessons/simple-covalent-molecules-70v66e</p> <p>The giant covalent structures https://classroom.thenational.academy/lessons/the-giant-covalent-structures-c5h3cc</p> <p>Giant covalent structures: Graphene https://classroom.thenational.academy/lessons/giant-covalent-structures-graphene-68rp6e</p>
<p>Physics</p>	<ul style="list-style-type: none"> -Contact and non-contact forces -Scalars and vectors -Weight -Resultant forces -Work done -Elastic forces -Hookes law 	<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 – extension (GCSE) https://www.bbc.co.uk/bitesize/guides/zcxcfcw/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>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? 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</p>



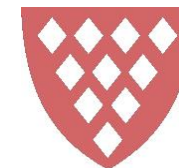
	<p>Scalar and vectors – test questions (GCSE) https://www.bbc.co.uk/bitesize/guides/zpqngdm/test</p> <p>Weight https://www.bbc.co.uk/bitesize/articles/zk8kd6f</p> <p>Weight and mass (forces) - (GCSE) https://www.bbc.co.uk/bitesize/guides/zyydmp3/revision/5</p> <p>Resultant forces</p> <p>Unbalanced forces, 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>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>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> <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>
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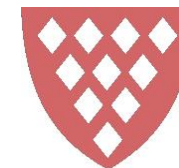
		<p>Speed https://classroom.thenational.academy/lessons/speed-c5jp4t</p> <p>Distance: Time graphs https://classroom.thenational.academy/lessons/distance-time-graphs-68rp8c</p> <p>Acceleration https://classroom.thenational.academy/lessons/acceleration-60r3ar</p> <p>Velocity: Time Graphs https://classroom.thenational.academy/lessons/velocity-time-graphs-6wr3gr</p> <p>Terminal velocity https://classroom.thenational.academy/lessons/terminal-velocity-75hkec</p> <p>Newton's Laws https://classroom.thenational.academy/lessons/newtons-laws-c9k3at</p> <p>Work done (Part 1)</p>
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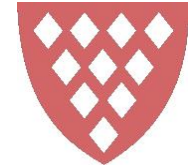
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History	<p>The Norman Conquest</p> <p>-Anglo-Saxon England</p> <p>-Invasion of England</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/history/year9</p> <p>BBC Bitesize (KS3)</p> <p>The Norman conquest - full topic</p> <p>https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1</p> <p>The Norman conquest – test questions</p> <p>https://www.bbc.co.uk/bitesize/guides/zsjnb9q/test</p> <p>The Normans Overview (GCSE)</p> <p>https://www.bbc.co.uk/bitesize/guides/zcmfk7h/revision/1</p>	<p>Unit: How “dark” were the Dark Ages?</p> <p>The End of Roman Britain</p> <p>https://classroom.thenational.academy/lessons/the-end-of-roman-britain-crv38r</p> <p>The arrival of the Anglo-Saxons</p> <p>https://classroom.thenational.academy/lessons/the-arrival-of-the-anglo-saxons-c5j68c</p> <p>Anglo-Saxon society</p> <p>https://classroom.thenational.academy/lessons/anglo-saxon-society-75k38c</p> <p>The Anglo-Saxon Kingdoms</p> <p>https://classroom.thenational.academy/lessons/the-anglo-saxon-kingdoms-c5jkqt</p> <p>The conversion of Anglo-Saxons</p> <p>https://classroom.thenational.academy/lessons/the-conversion-of-anglo-saxons-6mt68c</p>



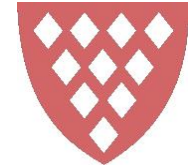
		<p>The return of towns https://classroom.thenational.academy/lessons/the-return-of-towns-64r34d</p> <p>Unit: How much did England change during the Norman Conquest?</p> <p>Landowning and the Feudal System https://classroom.thenational.academy/lessons/landowning-and-the-feudal-system-chjk0e</p> <p>The role of Saxon noblewomen https://classroom.thenational.academy/lessons/the-role-of-saxon-noblewomen-6hgkcr</p> <p>Castles and rebellions https://classroom.thenational.academy/lessons/castles-and-rebellions-68w38e</p> <p>Archbishops and Church construction https://classroom.thenational.academy/lessons/archbishops-and-church-construction-6mt68r</p> <p>The Domesday Book https://classroom.thenational.academy/lessons/the-domesday-book-c4r3gr</p>
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			<p>Did the Norman Conquest 'annihilate one kind of England'?</p> <p>https://classroom.thenational.academy/lessons/did-the-norman-conquest-annihilate-one-kind-of-england-6mtk6d</p>
<p>Geography</p>	<p>UK Landscapes:</p> <p>Coasts</p> <p>-The costs and benefits of the following management strategies: hard engineering – sea walls, rock armour, gabions and groyne soft engineering: beach</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 https://www.bbc.co.uk/bitesize/guides/zyfd2p3/revision/1</p> <p>Rivers and water (KS3) https://www.bbc.co.uk/bitesize/topics/zs92tfr</p> <p>River landscapes in the UK (AQA – GCSE) - full topic https://www.bbc.co.uk/bitesize/topics/zpypgdm</p>	<p>Unit: Coasts</p> <p>Coastal hard engineering https://classroom.thenational.academy/lessons/coastal-hard-engineering-6tjkqd</p> <p>Coastal soft engineering https://classroom.thenational.academy/lessons/coastal-soft-engineering-6dj3gr</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> <p>Unit: Rivers</p>



	<p>nourishment and reprofiling, dune regeneration, managed retreat, coastal realignment.</p> <p>-An example of a coastal management scheme in the UK to show: the reasons for management the management strategy the resulting effects and conflicts</p>		<p>Why are rivers important? https://classroom.thenational.academy/lessons/why-are-rivers-important-6wv3jd</p> <p>What are the features of a drainage basin? https://classroom.thenational.academy/lessons/what-are-the-features-of-a-drainage-basin-64rp2d</p> <p>How does the river drainage basin system work? https://classroom.thenational.academy/lessons/how-does-the-river-drainage-basin-system-work-c4wp8c</p> <p>What are the features of a river's long profile? https://classroom.thenational.academy/lessons/what-are-the-features-of-a-rivers-long-profile-chk38c</p> <p>Erosion and transportation https://classroom.thenational.academy/lessons/erosion-and-transportation-ccvp4r</p> <p>How do waterfalls form? https://classroom.thenational.academy/lessons/how-do-waterfalls-form-6ct34e</p>
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Rivers

-The long profile and changing cross profile of a river and its valley.
-Fluvial processes: erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion
transportation – traction, saltation, suspension and solution, deposition – why

What are the processes operating across meanders?

<https://classroom.thenational.academy/lessons/what-are-the-processes-operating-across-meanders-cru38e>

What are floodplains and how do they form?

<https://classroom.thenational.academy/lessons/what-are-floodplains-and-how-do-they-form-6ruk6d>

What are river long and cross profiles?

<https://classroom.thenational.academy/lessons/what-are-river-long-and-cross-profiles-6nh62c>

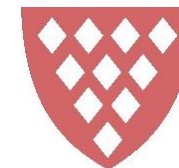
How do rivers erode, transport and deposit their load?

<https://classroom.thenational.academy/lessons/how-do-rivers-erode-transport-and-deposit-their-load-64rp6t>

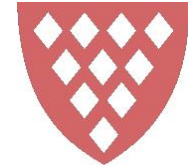
Landforms of erosion: V-shaped valleys and interlocking spurs

<https://classroom.thenational.academy/lessons/landforms-of-erosion-v-shaped-valleys-and-interlocking-spurs-cnj30t>

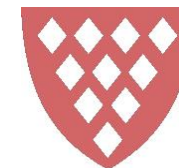
Landforms of erosion: waterfalls and gorges



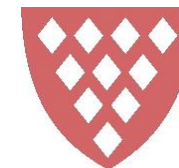
	<p>rivers deposit sediment. - Characteristics and formation of landforms resulting from erosion – interlocking spurs -Formation of waterfalls and gorges.</p>		<p>https://classroom.thenational.academy/lessons/andforms-of-erosion-waterfalls-and-gorges-cgr6ar</p> <p>Landforms of erosion and deposition: meanders and oxbow lakes https://classroom.thenational.academy/lessons/andforms-of-erosion-and-deposition-meanders-and-oxbow-lakes-6wtp8e</p> <p>Landforms of deposition: levees, floodplains and estuaries https://classroom.thenational.academy/lessons/andforms-of-deposition-levees-floodplains-and-estuaries-cmw62c</p> <p>Landforms in a UK river valley: The River Tees https://classroom.thenational.academy/lessons/andforms-in-a-uk-river-valley-the-river-tees-6gukjt</p>
Music	Music for the Screen	https://sites.google.com/a/kingsbridgecollege.org.uk/music/year9	How and why Film Music has changed



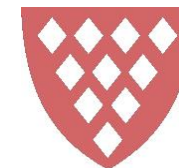
	<p><u>Developing leitmotif further to reflect changes in a character's mood/situation</u></p>	<p><u>Exploring timing and sonority in Film Music</u></p> <p><u>Understanding the role of technology in Film Music</u></p> <p><u>Exploring the difference between diatonic and non-diatonic sounds</u></p> <p><u>Exploring 'underscores' and their impact on mood/atmosphere</u></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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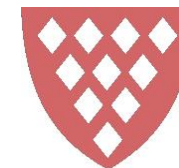
<p>French</p>	<p>-Revise sports and leisure activities using different verbs/ expressions to describe likes/dislikes</p> <p>-Revisit use of key irregular verb forms</p> <p>-Revise technology, films and TV</p> <p>-Talking about sport using <i>depuis</i> + the present tense</p> <p>-To use <i>faire</i> 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/ztfpr82/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-22-6tjpaee</p>
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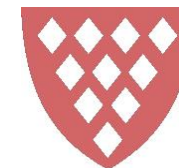
<p>Spanish</p>	<p>School</p> <ul style="list-style-type: none"> -Giving opinions about school subjects -Comparing subjects and teachers -Describing school uniform and the school day -Adjectival endings for colours (-o/a, -e, <i>consonant</i> endings) -Using time expressions correctly -Describing your school- using negatives (<i>nada, ni ...</i> 	<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/z7kgjvhv/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-cgwp8d</p>
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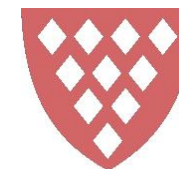
<p><i>ni, nunca, tampoco</i> - Distinguishing between the present and the imperfect -Talking about school rules and problems -Using phrases followed by the infinitive (<i>se debe, no se debe, está prohibido, no se permite</i>) -Talking about plans for a school exchange -Using the near future tense</p>		<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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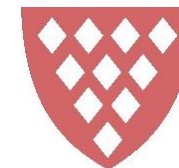
	<p>-Asking and answering questions.</p>		
<p>Art</p>	<p>Fantastic & Strange:</p> <p>-Illustration artists/ gargoyles/ green man</p> <p>-Skills: collage, drawing, mixed media, monochromatic painting</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/year-9</p> <p>The entire project syllabus can be found by clicking on the above link.</p> <p>Jerome Opena (Comic book artist) https://imagecomics.com/creators/jerome-ope%C3%B1a</p> <p>Fiona Staples (Comic book artist) https://imagecomics.com/creators/fiona-staples</p> <p>Arts & Culture – Gargoyles and Grotesques https://artsandculture.google.com/exhibit/gargoyles-and-grotesques-historic-england/dwlyM3GPNKfqLA?hl=en-GB</p> <p>Fascinating gargoyles and grotesques from around the world 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>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</p> <p>Introduction to art: Collage techniques https://classroom.thenational.academy/lessons/introduction-to-art-collage-techniques-64vk2e</p> <p>Introduction to art: Understanding colour https://classroom.thenational.academy/lessons/introduction-to-art-understanding-colour-c4tkjc</p> <p>Painting techniques: Tints and shades https://classroom.thenational.academy/lessons/painting-techniques-tints-and-shades-74u6cd</p> <p>Painting techniques: Learning how to mix colours https://classroom.thenational.academy/lessons/painting-techniques-colour-palettes-6tk68r</p>



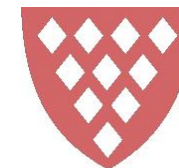
		<p>Monochromatic Art – BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/9</p>	<p>Painting techniques: Building texture https://classroom.thenational.academy/lessons/painting-techniques-bronze-cast-relief-effect-6ww34c</p>
Drama	<p>-How drama & theatre is developed and performed</p> <p>-Creating and developing ideas to communicate meaning for theatrical performance</p> <p>Techniques explored: -Still image -Thought-tracking -Narrating -Hot-seating -Role play -Cross-cutting -Forum theatre -Marking the moment</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 https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/5</p> <p>Cross-cutting and narrating https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7</p> <p>Marking the moment https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/8</p>	



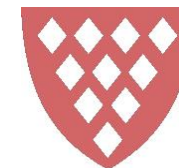
	-Creating characters – Voice & movement	Forum theatre – developing an idea https://www.bbc.co.uk/bitesize/guides/zkdp2sg/revision/2 Creating and developing characters https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/2	
Design Technology	-Use of dye-sublimation process to manufacture tee shirt after designing on 2D Design and manufacture of fabric facemask.	https://sites.google.com/a/kingsbridgecollege.org.uk/design-technology/year9 BBC Bitesize – fibres and fabrics https://www.bbc.co.uk/bitesize/guides/zmbyb82/revision/7 Manufacturing techniques https://www.bbc.co.uk/bitesize/guides/zfypfcw/revision/3 How to make a fabric facemask https://sarahmaker.com/how-to-sew-a-surgical-face-mask-for-hospitals-free-pattern/ https://www.youtube.com/watch?v=6N-1uiKn3SA https://www.creativebloq.com/news/how-to-make-a-face-mask	
P.E	-Explain a physically active lifestyle -Analyse and evaluate technical and tactical aspects	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	



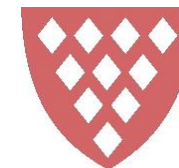
	<p>of own and others performance</p> <ul style="list-style-type: none"> -Plan and lead a coaching session <p>Focus - Muscles and Movement</p> <ul style="list-style-type: none"> -Rugby -Badminton -Aqua aerobics -Table tennis -Hockey -Trampolining -Waterpolo -Swimming -Fitness 	<p>Keeping fit and healthy through sport https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/1</p> <p>Training development plan https://www.bbc.co.uk/bitesize/guides/zmmv6v4/revision/3</p> <p>Muscles and movement https://www.bbc.co.uk/bitesize/guides/z8n39j6/revision/1</p>	
ICT	<p>Charity Event:</p> <ul style="list-style-type: none"> -Digital Media -Using ICT -Word Image Tools -Business Letterhead 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/informationtechnology/year-9</p> <p>The entire project syllabus can be found by clicking on the above link.</p> <p>Digital Devices, KS3</p>	<p>Database essentials https://classroom.thenational.academy/lessons/database-essentials-cnj36r</p>



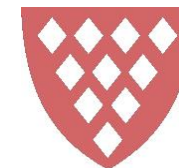
	<p>-Writing Business letters</p> <p>-Database creation</p> <p>-Mail Merging</p> <p>E-Safety:</p> <p>-E-Safety concerns</p> <p>-Desktop Publishing in Adobe Indesign</p>	<p>https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1</p> <p>Mail Merging, GCSE</p> <p>https://www.bbc.co.uk/bitesize/guides/zjg9q6f/revision/2</p> <p>Software Applications, KS3</p> <p>https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/1</p> <p>Databases, KS3</p> <p>https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/5</p> <p>E-Safety, KS3</p> <p>https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/1</p> <p>Desktop Publishing (KS3)</p> <p>https://www.bbc.co.uk/bitesize/guides/z8f82hv/revision/2</p>	
R.E	<p>Buddhism Beliefs:</p> <p>-Human Personality (Theravada)</p> <p>-Human Personality (Mahayana)</p> <p>-Human Destiny and</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/religiou-s-education/year9</p> <p>The Buddha and his teachings in Buddhism (EDUQAS)</p> <p>https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/1</p> <p>The Dhamma in Buddhism (EDUQAS)</p> <p>https://www.bbc.co.uk/bitesize/guides/zvw9dxs/revision/1</p> <p>Practices in Buddhism (EDUQAS)</p> <p>https://www.bbc.co.uk/bitesize/guides/zh67xfr/revision/1</p>	<p>Who was Siddhartha Gautama? (The Buddha)</p> <p>https://classroom.thenational.academy/lessons/who-was-siddhartha-gautama-cgw68t</p> <p>Enlightenment</p> <p>https://classroom.thenational.academy/lessons/enlightenment-6xk38d</p> <p>Dhamma, Karma, and Rebirth</p> <p>https://classroom.thenational.academy/lessons/dhamma-karma-and-rebirth-ccu3gc</p> <p>The Eightfold Path</p>



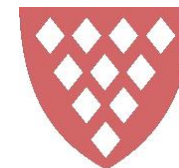
	<p>Ethical Teaching (Theravada)</p> <p>-Human Destiny and Ethical Teaching (Mahayana)</p> <p>-Karma and Rebirth-</p> <p>Revision & assessment</p>		<p>https://classroom.thenational.academy/lessons/the-eightfold-path-c5hp2c</p> <p>The Three Marks of Existence https://classroom.thenational.academy/lessons/the-three-marks-of-existence-75hkct</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>Revision of Buddhist Philosophy and Beliefs https://classroom.thenational.academy/lessons/revision-of-buddhist-philosophy-and-beliefs-6gu3ae</p>
PSHE	<p>Setting goals</p> <p>Which career might be right for me?</p> <p>-Understanding careers and</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/pshe/year9</p> <p>BBC Bitesize</p> <p>Careers A-Z – Find your perfect job https://www.bbc.co.uk/bitesize/articles/zdqnxyc</p>	<p>Unit: Work</p> <p>Discussing career choices (Parts 1-3) https://classroom.thenational.academy/lessons/discussing-career-choices-part-13-6wwk6d</p> <p>https://classroom.thenational.academy/lessons/discussing-career-choices-part-23-70tkge</p>



	<p>future aspirations</p> <ul style="list-style-type: none"> -Identifying learning strengths and setting goals -how to identify and systematically explore the options open to you at a decision point (options choices) -research for the skills, qualifications and experience you need to discuss and where necessary negotiate your plans for the future 	<p>Career options (KS3)</p> <p>https://www.bbc.co.uk/bitesize/topics/zsnfr82/resources/1</p> <p>What's the right career oath for me?</p> <p>https://www.bbc.co.uk/bitesize/articles/zvwgnrd</p> <p>Careers and the world of work</p> <p>https://www.bbc.co.uk/bitesize/topics/znwwxnb</p>	<p>https://classroom.thenational.academy/lessons/discussing-career-choices-part-33-ccu32c</p> <p>Talking about future plans (Part 1-4)</p> <p>https://classroom.thenational.academy/lessons/talking-about-future-plans-part-14-6crkjc</p> <p>https://classroom.thenational.academy/lessons/talking-about-future-plans-part-24-65k64d</p> <p>https://classroom.thenational.academy/lessons/talking-about-future-plans-part-34-75j3er</p> <p>https://classroom.thenational.academy/lessons/talking-about-future-plans-part-44-71k3ee</p> <p>Talking about hopes and wishes</p> <p>https://classroom.thenational.academy/lessons/talking-about-hopes-and-wishes-6hhpat</p> <p>Discussing the importance of learning languages</p> <p>https://classroom.thenational.academy/lessons/discussing-the-importance-of-learning-languages-c8v66c</p>
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	<p>-show that you can be positive, flexible and well-prepared for transition into ks4</p>		<p>Understanding job adverts (Part 1-2) https://classroom.thenational.academy/lessons/understanding-job-adverts-part-12-60u3er</p> <p>https://classroom.thenational.academy/lessons/understanding-and-responding-to-job-adverts-part-22-6rw6ac</p> <p>Talking about what you do to earn money (Part 1-2) https://classroom.thenational.academy/lessons/talking-about-what-you-do-to-earn-money-part-12-74t62c</p> <p>https://classroom.thenational.academy/lessons/talking-about-what-you-do-to-earn-money-part-22-74w62c</p> <p>https://classroom.thenational.academy/lessons/talking-about-work-experience-part-12-cmr38c</p> <p>Talking about work experience (Part 1-2) https://classroom.thenational.academy/lessons/talking-about-work-experience-part-12-cmr38c</p> <p>https://classroom.thenational.academy/lessons/talking-about-work-experience-part-22-cgu36d</p>
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		Understanding case studies https://classroom.thenational.academy/lessons/understanding-case-studies-c4wp8r
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