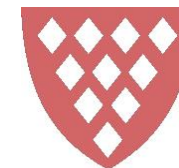
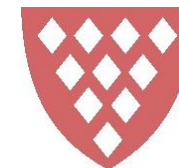


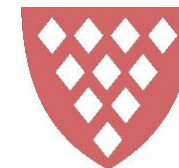
Year 9 Half Term 6 Online Learning Overview



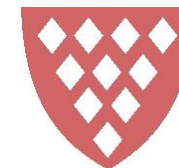
Subject	Cycle 3/ Half Term 6 Topic covered Knowledge organiser Content	Link to KCC VLE and or Link to other online learning or relevant websites	Link to Oak Academy
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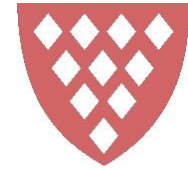
English	<p>Power and Society: An Inspector Calls - Themes and ideas</p> <p>- aspects of rhetoric and rhetorical devices</p> <p>- summarise plot accurately</p> <p>- characters and their characteristics</p> <p>- political principles of Socialism and Capitalism</p> <p>- Priestley's background and political views</p> <p>- British social change 1912-1945 (gender roles; class; welfare state)</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/english/year9</p> <p>LESSON SUMMARY – Please follow the below links</p> <p>https://youtu.be/IT9TxBOd3Cg Video 1 (Setting and Stage Directions)</p> <p>https://youtu.be/zWNPoSEq1U Video 2</p> <p>https://youtu.be/_ae5hLYMRdo Video 3</p> <p>https://youtu.be/0qRerEdLNTg Video 4</p> <p>https://youtu.be/OC_JCvze5hA Video 5</p> <p>https://youtu.be/dAZyrgdbEFk Video 6</p> <p>https://youtu.be/caNfTowUiiU Video 7</p> <p>https://youtu.be/k9veUIs-lwA Video 8</p> <p>https://youtu.be/W0hByPLecel Video 9</p> <p>https://youtu.be/NsJ_HejKbM8 Video 10</p> <p>https://youtu.be/LzXVnf4V47o Video 11</p>	<p>Unit: An Inspector Calls</p> <p>Class, Capitalism and Socialism: 1912-1946 https://classroom.thenational.academy/lessons/class-capitalism-and-socialism-1912-1946-6qr36c</p> <p>Priestley's background https://classroom.thenational.academy/lessons/priestleys-background-6thk4e</p> <p>Staging the Play: Set design and stage directions https://classroom.thenational.academy/lessons/staging-the-play-set-design-and-stage-directions-71k3cc</p> <p>Character introductions https://classroom.thenational.academy/lessons/character-introductions-c5h64t</p> <p>Mr Birling's perspective https://classroom.thenational.academy/lessons/mr-birlings-perspective-75k3ec</p> <p>Introduction of the Inspector https://classroom.thenational.academy/lessons/introduction-of-the-inspector-6qu3er</p>
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	https://youtu.be/PQI-sACm-NU	AIC	Mr Birling's interrogation
	Video 12		
	https://youtu.be/ge9DkJuCdq4	AIC	https://classroom.thenational.academy/lessons/mr-birlings-interrogation-cruk0r
	Video 13		
	https://youtu.be/2ePeFe7Oot8	AIC	Sheila's interrogation
	Video 14		
	https://youtu.be/h0q8Jc8IbDQ	AIC	https://classroom.thenational.academy/lessons/sheilas-interrogation-60vk0d
	Video 15		
	https://youtu.be/MLxq9bs_DvU	AIC	Sheila reflects and changes
	Video 16 (The Conclusion)		
	https://youtu.be/vmosMLWfzkM	AIC	Mrs Birling and her children
	Context 1 (overview)		
	https://youtu.be/ytSo6-jWcZc	AIC	https://classroom.thenational.academy/lessons/mrs-birling-and-her-children-c5hp8c
	Context 2 (Priestley and 1912)		
	https://youtu.be/QA_2sSfdkzA	AIC	Gerald's interrogation
	Context 3 (Capitalism vs. Socialism)		
	https://youtu.be/emQmFDZeEAQ	AIC	Mrs Birling's interrogation
	Character 1 (Birling's character established and developed)		
	https://youtu.be/IVTsshPNg04	AIC	https://classroom.thenational.academy/lessons/mrs-birlings-interrogation-cmr6ac
	Character 2 (Birling's character undermined)		
	https://youtu.be/V4gTQISeyZM	AIC	Mrs Birling blames the father
	Character 3 (Writing about Birling)		
	https://youtu.be/puTUlm72--E	AIC	https://classroom.thenational.academy/lessons/mrs-birling-blames-the-father-cmvkcd
	Character 4 (Writing about Birling: practice)		
			Eric's interrogation



	https://youtu.be/AE183Rah7RM	AIC	https://classroom.thenational.academy/lessons/erics-interrogation-6rrkcd
	Character 5 (Presentation of Goole)		
	https://youtu.be/PDwk2NOruN4	AIC	
	Character 6 (Goole as Priestley's Mouthpiece)		The Inspector's final speech
	https://youtu.be/5AHLGBNFLI8	AIC	https://classroom.thenational.academy/lessons/the-inspectors-final-speech-74rkcc
	Character 7 (Eva Smith)		
	https://youtu.be/pmEKveosTVs	AIC	
	Character 8 (Sheila)		The family look to blame
	https://youtu.be/sDWRiT1-cXI	AIC	https://classroom.thenational.academy/lessons/the-family-look-to-blame-6gw34r
	Character 9 (Gerald and Eric)		
	https://youtu.be/fuaJJGViVol	AIC	
	Theme 1 (Responsibility)		The generational divide
	https://youtu.be/rteAhA0C5EY	AIC	https://classroom.thenational.academy/lessons/the-generational-divide-70vp4d
	Writer's Craft 1 (Structure)		
			The Inspector's identity
			https://classroom.thenational.academy/lessons/the-inspectors-identity-6gvpcc
	BBC Bitesize: (GCSE – AQA)		
			Hope for change and the younger generation
			https://classroom.thenational.academy/lessons/hope-for-change-and-the-younger-generation-6grkge
	Plot summary		
	https://www.bbc.co.uk/bitesize/guides/z27p9qt/revision/1		
	Characters		Collective social responsibility and class
	https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1		https://classroom.thenational.academy/lessons/collective-social-responsibility-and-class-cdgk2d
	Themes		



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

Form, structure and language

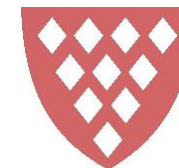
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Dramatisation

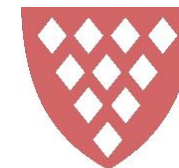
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Sample exam questions

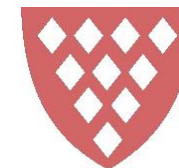
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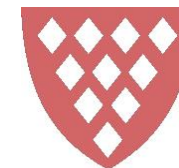
<p>Maths</p>	<p>-Speed, distance and time -Plans and elevations</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/maths/ks3/year-stage-3-1/year9</p> <p>BBC Bitesize –Speed, distance and time https://www.bbc.co.uk/bitesize/guides/zthsgk7/revision/6</p> <p>Plans and elevations https://www.bbc.co.uk/bitesize/guides/zqjhy4j/revision/10</p>	<p>Speed, Distance & Time</p> <p>https://classroom.thenational.academy/lessons/distance-time-graphs-c9hpar https://classroom.thenational.academy/lessons/calculate-speed-from-distance-time-graphs-crw38d https://classroom.thenational.academy/lessons/use-and-apply-the-speed-formula-6xj3jd https://classroom.thenational.academy/lessons/solve-simple-kinematics-problems-velocity-initial-velocity-and-acceleration-formulae-crvkcd</p> <p>Plans for elevation https://classroom.thenational.academy/lessons/nets-of-cubes-crtp4d?from_query=net https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3d-shapes-crvk2r https://classroom.thenational.academy/lessons/nets-of-prisms-ctk38d</p>
<p>Biology</p>	<p>-Photosynthesis -Limiting factors</p>	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>BBC Bitesize: Photosynthesis (KS3) https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1</p>	<p>Unit: Plants and Photosynthesis</p> <p>Plant Roots https://classroom.thenational.academy/lessons/plant-roots-70u38t</p> <p>Photosynthesis</p>



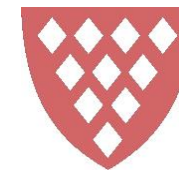
		<p>Photosynthesis (plants) GCSE https://www.bbc.co.uk/bitesize/guides/zq239j6/revision/1</p> <p>Limiting Factors https://www.bbc.co.uk/bitesize/guides/zcktw6f/revision/4 https://www.bbc.co.uk/bitesize/guides/zs4mk2p/revision/2</p>	<p>https://classroom.thenational.academy/lessons/photosynthesis-64t3cc</p> <p>Uses of glucose https://classroom.thenational.academy/lessons/uses-of-glucose-60wkae</p> <p>Rate of photosynthesis https://classroom.thenational.academy/lessons/rate-of-photosynthesis-6tk66t</p> <p>The leaf https://classroom.thenational.academy/lessons/the-leaf-6dh36d</p> <p>Transport in plants https://classroom.thenational.academy/lessons/transport-in-plants-6gt66d</p> <p>Plants & the atmosphere https://classroom.thenational.academy/lessons/plants-and-the-atmosphere-cwket</p> <p>Plants as food https://classroom.thenational.academy/lessons/plants-as-food-61k34d</p>
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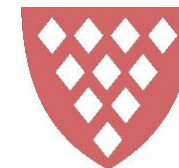
			<p>Limiting factors of photosynthesis https://classroom.thenational.academy/lessons/limiting-factors-of-photosynthesis-crw68d</p>
<p>Chemistry</p>	<p>-Metallic Bonding -The periodic table -Group 1,7,0 - Displacement reactions of group 1</p>	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>BBC Bitesize: Metallic bonding (GCSE) https://www.bbc.co.uk/bitesize/guides/zj38scw/revision/7</p> <p>The periodic table (KS3) https://www.bbc.co.uk/bitesize/guides/z84wjxs/revision/1</p> <p>Group 1,7,0 https://www.bbc.co.uk/bitesize/guides/zqwtcj6/revision/1</p> <p>Displacement reactions of group 1 https://www.bbc.co.uk/bitesize/guides/zqwtcj6/revision/8</p>	<p>Periodic Table development https://classroom.thenational.academy/lessons/periodic-table-development-6cwp8t</p> <p>Group 1 https://classroom.thenational.academy/lessons/group-1-cdk68r</p> <p>Group 7 https://classroom.thenational.academy/lessons/group-7-c5h36c</p> <p>Group 7 Displacement https://classroom.thenational.academy/lessons/group-7-displacement-69jp4c</p> <p>Comparing the reactivities of Group 1 and 7 elements https://classroom.thenational.academy/lessons/comparing-the-reactivities-of-group-1-and-7-elements-6tjpac</p> <p>Displacement reactions of metals</p>



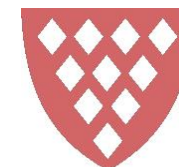
			https://classroom.thenational.academy/lessons/displacement-reactions-of-metals-c5hk6r
<p>Physics</p>	<ul style="list-style-type: none"> -Speed and velocity -Distance time graphs – Acceleration -Motion -Newtons first second and third law 	<p>https://sites.google.com/kingsbridgecollege.org.uk/science/home</p> <p>BBC Bitesize:</p> <p>Speed, velocity and acceleration https://www.bbc.co.uk/bitesize/guides/z2b9hv4/revision/6</p> <p>Motion (Distance-time graphs) https://www.bbc.co.uk/bitesize/guides/z2b9hv4/revision/6</p> <p>Motion (velocity-time graphs) https://www.bbc.co.uk/bitesize/guides/z2x9v9q/revision/4</p> <p>Forces (KS3) https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1</p> <p>Newton’s three laws of motion (KS3) https://www.bbc.co.uk/bitesize/clips/zy6knbk</p> <p>Mass and weight (GCSE) https://www.bbc.co.uk/bitesize/guides/zsqscj6/revision/1</p> <p>Terminal velocity (GCSE) https://www.bbc.co.uk/bitesize/guides/zgv797h/revision/1</p>	<p>Forces: An introduction https://classroom.thenational.academy/lessons/forces-an-introduction-cgwk0d</p> <p>Investigating Speed https://classroom.thenational.academy/lessons/investigating-speed-cmtpad</p> <p>Factors that affect speed https://classroom.thenational.academy/lessons/factors-that-affect-speed-c4u66d</p> <p>Calculating speed using an equation https://classroom.thenational.academy/lessons/calculating-speed-using-an-equation-6dk3jr</p> <p>Distance: Time graphs https://classroom.thenational.academy/lessons/distance-time-graphs-68vk2c</p> <p>Calculating speed using distance time graphs https://classroom.thenational.academy/lessons/calculating-speed-using-distance-time-graphs-6xk62c</p>



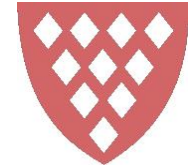
		<p>Forces: An introduction https://classroom.thenational.academy/lessons/forces-an-introduction-cgwk0d</p> <p>What are Forces? https://classroom.thenational.academy/lessons/what-are-forces-crw38r</p> <p>Representing Forces https://classroom.thenational.academy/lessons/representing-forces-6hhpad</p> <p>Resultant forces https://classroom.thenational.academy/lessons/resultant-forces-6wwk2d</p> <p>Newton's Laws https://classroom.thenational.academy/lessons/newtons-laws-c9k3at</p> <p>Weight, mass and gravity https://classroom.thenational.academy/lessons/weight-mass-and-gravity-74t32d</p> <p>Terminal velocity https://classroom.thenational.academy/lessons/terminal-velocity-75hkec</p>
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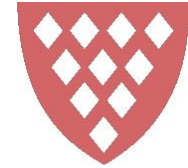
			<p>Forces and elasticity (Part 1) https://classroom.thenational.academy/lessons/forces-and-elasticity-part-1-6tjp8c</p> <p>Forces and elasticity (Part 2) https://classroom.thenational.academy/lessons/forces-and-elasticity-part-2-70vk6t</p>
History	<p>The Norman Conquest</p> <p>-Rebellions in England</p> <p>-Castles in Norman England</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/history/year9</p> <p>BBC Bitesize: The Norman Conquest (KS3) https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1</p> <p>The Normans Overview (OCR) https://www.bbc.co.uk/bitesize/guides/z8nr7hv/audio</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</p>



			<p>https://classroom.thenational.academy/lessons/the-domesday-book-c4r3gr</p> <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>Paper 3</p> <p>Physical Fieldwork</p> <p>How does the channel vary between a Meander and a straight section?</p> <ul style="list-style-type: none"> -Plan -Create methodology -Fieldtrip to Plymouth -Present results 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/geography1/year9</p> <p>For information on the fieldtrip, please refer to the website above.</p> <p>The information on rivers provides an overview for content covered at the start of this cycle.</p> <p>BBCBitesize:</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>River flooding and management (GCSE) https://www.bbc.co.uk/bitesize/guides/zppdq82/revision/1</p>	<p>Introduction to fieldwork https://classroom.thenational.academy/lessons/introduction-to-fieldwork-c9jkar</p> <p>Physical fieldwork (Part 1) https://classroom.thenational.academy/lessons/physical-fieldwork-part-1-cnj66r</p> <p>Physical fieldwork (Part 2) https://classroom.thenational.academy/lessons/physical-fieldwork-part-2-70t68d</p> <p>Physical fieldwork (Part 3) https://classroom.thenational.academy/lessons/physical-fieldwork-part-3-75j3gc</p> <p>Human fieldwork (Part 1) https://classroom.thenational.academy/lessons/human-fieldwork-part-1-6qv3jd</p> <p>Human fieldwork (Part 2)</p>



	<p>-Analyse and Conclude</p> <p>-Evaluate</p> <p>-End of Cycle Assessment</p>	<p>https://classroom.thenational.academy/lessons/human-fieldwork-part-2-chjp6c</p> <p>Human fieldwork (Part 3)</p> <p>https://classroom.thenational.academy/lessons/human-fieldwork-part-3-6ww66d</p> <p>Unit: Rivers</p> <p>Why are rivers important?</p> <p>https://classroom.thenational.academy/lessons/why-are-rivers-important-6wv3jd</p> <p>What are the features of a drainage basin?</p> <p>https://classroom.thenational.academy/lessons/what-are-the-features-of-a-drainage-basin-64rp2d</p> <p>How does the river drainage basin system work?</p> <p>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?</p> <p>https://classroom.thenational.academy/lessons/what-are-the-features-of-a-rivers-long-profile-chk38c</p>
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Rivers
(revision)

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Characteristic
s and
formation of
landforms
resulting from
erosion and
deposition –
meanders and
ox-bow lakes.

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Characteristic
s and
formation of
landforms
resulting from
deposition –
levées, flood
plains and
estuaries. An
example of a
river valley in
the UK to
identify its
major
landforms of

Erosion and transportation

<https://classroom.thenational.academy/lessons/erosion-and-transportation-ccvp4r>

How do waterfalls form?

<https://classroom.thenational.academy/lessons/how-do-waterfalls-form-6ct34e>

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?

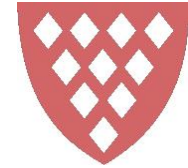
<https://classroom.thenational.academy/lessons/what-are-floodplains-and-how-do-they-form-6ruk6d>

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>



erosion and deposition.
-How physical and human factors affect the flood risk – precipitation, geology, relief and land use.
-The use of hydrographs to show the relationship between precipitation and discharge.
-The costs and benefits of the following management strategies: •
hard engineering – dams and reservoirs, straightening, embankments

Landforms of erosion: V-shaped valleys and interlocking spurs

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

Landforms of erosion: waterfalls and gorges

<https://classroom.thenational.academy/lessons/andforms-of-erosion-waterfalls-and-gorges-cgr6ar>

Landforms of erosion and deposition: meanders and oxbow lakes

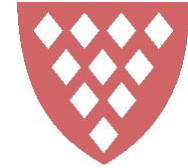
<https://classroom.thenational.academy/lessons/andforms-of-erosion-and-deposition-meanders-and-oxbow-lakes-6wtp8e>

Landforms of deposition: levees, floodplains and estuaries

<https://classroom.thenational.academy/lessons/andforms-of-deposition-levees-floodplains-and-estuaries-cmw62c>

Landforms in a UK river valley: The River Tees

<https://classroom.thenational.academy/lessons/andforms-in-a-uk-river-valley-the-river-tees-6gukjt>



, flood relief channels • soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration.
-An example of a flood management scheme in the UK to show: why the scheme was required, the management strategy, the social, economic and environmental issues.

What are the human and physical factors that increase flood risk?

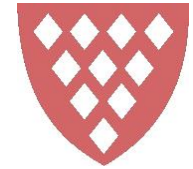
<https://classroom.thenational.academy/lessons/what-are-the-human-and-physical-factors-that-increase-flood-risk-74w3gr>

What are hydrographs and what do they show?

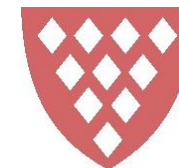
<https://classroom.thenational.academy/lessons/what-are-hydrographs-and-what-do-they-show-c8ukjt>

A UK Flood Management Scheme: Oxford

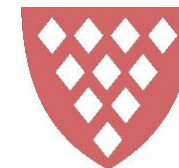
<https://classroom.thenational.academy/lessons/a-uk-flood-management-scheme-oxford-6wvk8t>



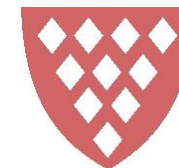
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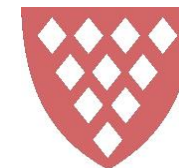
<p>Music</p>	<p>Subject content TBC due to the practical nature of this course</p> <p>Music for the Screen</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/music/year9</p> <p>Developing leitmotif further to reflect changes in a character's mood/situation</p>	<p>How and why Film Music has changed</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>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>
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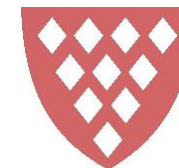
<p>French</p>	<p>-Talking about your life online using the comparative -Revisiting negatives -Talking about books and reading & more practice of the imperfect tense. -Talking about television programmes using direct object pronouns (<i>le, la, les</i>) -Talking about actors and films using superlative adjectives</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9 BBC Bitesize Social media and mobile technology https://www.bbc.co.uk/bitesize/guides/zf8jf4j/revision/1 Music, cinema and TV https://www.bbc.co.uk/bitesize/guides/zhhvd6f/revision/1</p>	<p>Using the Internet (Part 1-3) https://classroom.thenational.academy/lessons/using-the-internet-part-13-c8u62e https://classroom.thenational.academy/lessons/using-the-internet-part-23-6hgked https://classroom.thenational.academy/lessons/using-the-internet-part-33-ccu32d Talking about reading (Part 1/1) https://classroom.thenational.academy/lessons/talking-about-books-11-6rtp6t Talking about hobbies (Part 1 & 2) https://classroom.thenational.academy/lessons/talking-about-hobbies-part-12-6cv38t https://classroom.thenational.academy/lessons/talking-about-hobbies-part-22-ctk68d Talking about TV programmes (Part 1 & 2) https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-12-c4tkje https://classroom.thenational.academy/lessons/talking-about-tv-programmes-part-22-6tjpae</p>
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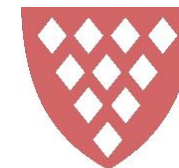
		<p>A night out with friends (Part 1 - 3)</p> <p>https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-13-61h3jc</p> <p>https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-23-chjp4e</p> <p>https://classroom.thenational.academy/lessons/a-night-out-with-friends-part-33-c4r36e</p>
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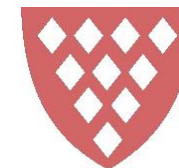
<p>Spanish</p>	<p>GCSE Module 3 Me, free time & relationships</p> <p>-Identify where to use ser and estar</p> <p>-Understand more detailed personal descriptions</p> <p>-Understand key descriptions about relationships with family members</p> <p>-Understand how to</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/mfl/year9</p> <p>BBC Bitesize:</p> <p>Me, my family & friends (AQA) https://www.bbc.co.uk/bitesize/topics/znk8nrd</p> <p>Free time activities (AQA) https://www.bbc.co.uk/bitesize/topics/zvq7382</p> <p>Using verbs in Spanish https://www.bbc.co.uk/bitesize/guides/z7kqjhv/revision/1</p> <p>Possessive adjectives https://www.bbc.co.uk/bitesize/guides/zr742sg/revision/5</p>	<p>Unit: Social time, family and friends</p> <p>Talk about Social Media (Part 1 - 3) https://classroom.thenational.academy/lessons/talk-about-social-media-part-13-cgw66c</p> <p>https://classroom.thenational.academy/lessons/null-c4t38e</p> <p>https://classroom.thenational.academy/lessons/talk-about-social-media-part-33-cnjk6d</p> <p>Making Arrangements (Part 1 - 3) https://classroom.thenational.academy/lessons/making-arrangements-part-13-6rrpar</p> <p>https://classroom.thenational.academy/lessons/making-arrangements-part-23-71gp6c</p> <p>https://classroom.thenational.academy/lessons/making-arrangements-part-33-cgkat</p> <p>Reading Preferences (Part 1 - 3) https://classroom.thenational.academy/lessons/reading-preferences-part-13-6xk68d</p> <p>https://classroom.thenational.academy/lessons/reading-preferences-part-23-64wk4d</p>
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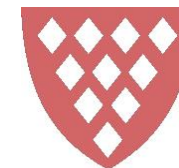
	<p>form a reflexiv e verb -Describe an ideal friend</p>		<p>https://classroom.thenational.academy/lessons/reading-preferences-part-33-6xjpcd</p> <p>Describing people (Part 1 - 3) https://classroom.thenational.academy/lessons/describing-people-part-13-64v38c</p> <p>https://classroom.thenational.academy/lessons/describing-people-part-23-68v3je</p> <p>https://classroom.thenational.academy/lessons/describing-people-part-33-60wkge</p> <p>Talking about relationships (Part 1 - 3) https://classroom.thenational.academy/lessons/talking-about-relationships-part-13-ctk6ct</p> <p>https://classroom.thenational.academy/lessons/talking-about-relationships-part-23-6tk6ae</p> <p>https://classroom.thenational.academy/lessons/talking-about-relationships-part-33-6grk4c</p>
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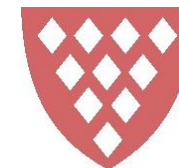
<p>Art</p>	<p>Messages:</p> <ul style="list-style-type: none"> -Collage -Photomontage artists -Skills: drawing - biro/pen, collage, mixed media 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/art/year-9</p> <p>The entire project syllabus can be found by clicking on the above link.</p> <p>BBC Bitesize: Mixed media - Experimenting with materials and techniques https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/8</p>	<p>Unit: Collage</p> <p>Introduction to collage and experimentation with paper https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd</p> <p>Experiment with layering to create 4 collaged cupcakes https://classroom.thenational.academy/lessons/experiment-with-layering-to-create-4-collaged-cupcakes-69h3ar</p> <p>Experiment with fine-line drawing and pattern to create 20 cake ideas https://classroom.thenational.academy/lessons/experiment-with-fine-line-drawing-and-pattern-to-create-20-cake-ideas-ctk3cc</p> <p>Create surfaces to be used for collage (in next lesson) https://classroom.thenational.academy/lessons/create-surfaces-to-be-used-for-collage-in-next-lesson-crt3cd</p>
<p>Drama</p>	<p>The Drama Toolkit</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/drama/year9</p>	<p>Unit: Devising from an image: narrative approaches</p> <p>Developing a response to a stimulus</p>



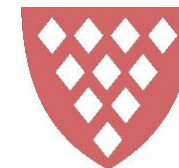
<p>-An introduction to the GCSE course – 3 components. Where do plays come from? Devising skills – improvisation – Yes and.../Whose hat and animal doubles -Improvisation skills – imagination and combatting blocking or 'closed work' Techniques explored: -Still image -Thought-tracking -Narrating -Hot-seating</p>	<p>Understanding drama and theatre (Eduqas) https://www.bbc.co.uk/bitesize/topics/zk4npg8 Performing characters (Eduqas) https://www.bbc.co.uk/bitesize/topics/zdkfscw Characteristics of a dramatic work (Eduqas) https://www.bbc.co.uk/bitesize/guides/zd8tqp3/revision/1 Using role play https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/1 Thought-tracking and hot-seating https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/5 Cross-cutting and narrating https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7 Marking the moment https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/8 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</p>	<p>https://classroom.thenational.academy/lessons/developing-a-response-to-a-stimulus-6cv62c Creating a character and using empathy to develop characterisation https://classroom.thenational.academy/lessons/creating-a-character-and-using-empathy-to-develop-characterisation-6xjp2c Developing a character and writing dialogue for performance https://classroom.thenational.academy/lessons/developing-a-character-and-writing-dialogue-for-performance-75jk6d Preparing a role for performance https://classroom.thenational.academy/lessons/preparing-a-role-for-performance-69k64t Using still images and transitions https://classroom.thenational.academy/lessons/looking-out-of-the-window-using-still-images-and-transitions-c4r6cd What are they thinking? Using thought tracking and writing in role</p>
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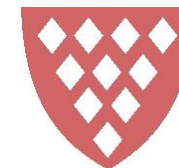
	<ul style="list-style-type: none"> -Role play -Cross-cutting -Forum theatre -Marking the moment -Creating characters – Voice & movement 		<p>https://classroom.thenational.academy/lessons/what-are-they-thinking-using-thought-tracking-and-writing-in-role-6cwkj</p> <p>Unit: Approaching text: bringing it to life Characterisation</p> <p>https://classroom.thenational.academy/lessons/characterisation-6tj38e</p> <p>Pace, pause and tone</p> <p>https://classroom.thenational.academy/lessons/pace-pause-and-tone-6dhk0d</p> <p>Eye contact, proxemics and movement</p> <p>https://classroom.thenational.academy/lessons/eye-contact-proxemics-and-movement-cnk36d</p>
<p>Design Technology</p>	<p>Subject content TBC due to the practical nature of this course</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/design-technology/year9</p>	
<p>P.E</p>	<p>Use of Data & Technology</p> <ul style="list-style-type: none"> -Demonstrate skills, tactics and techniques within a wide 	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/physical-education/year9</p> <p>BBC Bitesize: Technology in sport</p> <p>https://www.bbc.co.uk/bitesize/guides/zw4gk7h/revision/1</p>	<p>How can monitoring heart rate be used to improve fitness?</p> <p>https://classroom.thenational.academy/lessons/how-can-monitoring-heart-rate-be-used-to-improve-fitness-70tpae</p> <p>How can sports skills be linked together?</p>



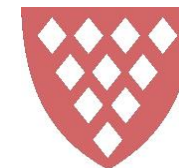
	<p>range of activities</p> <ul style="list-style-type: none"> -Apply skills, techniques and tactics with accuracy and success in progressively challenging situations -Demonstrate physical fitness in cardiovascular endurance (3 - 30 minutes) 	<p>Advantages and disadvantages of using technology in sport</p> <p>https://www.bbc.co.uk/bitesize/guides/zgfpv4j/revision/4</p>	<p>https://classroom.thenational.academy/lessons/how-can-sports-skills-be-linked-together-65h6cc</p> <p>How can we improve our reactions in sports situations?</p> <p>https://classroom.thenational.academy/lessons/how-can-we-improve-our-reactions-in-sports-situations-68wpad</p> <p>How can we outwit an opponent in sport?</p> <p>https://classroom.thenational.academy/lessons/how-can-we-outwit-an-opponent-in-sport-64rk8d</p> <p>How can fitness be measured?</p> <p>https://classroom.thenational.academy/lessons/how-can-fitness-be-measured-6cv34c</p> <p>How can training be personalised?</p> <p>https://classroom.thenational.academy/lessons/how-can-training-be-personalised-74vkqr</p>
ICT	<p>Advert</p> <ul style="list-style-type: none"> -Premier Pro – Audacity -Using digital cameras -Editing film -Adding text 	<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>BBC Bitesize:</p>	<p>Unit: Video Editing</p> <p>What is video?</p> <p>https://classroom.thenational.academy/lessons/what-is-video-c4v68d</p> <p>Identifying devices</p> <p>https://classroom.thenational.academy/lessons/identifying-devices-6wr6cc</p>



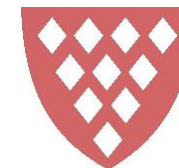
	<p>Layers/Sound Layers/Clipping film</p> <p>Photoshop Book Cover</p> <p>-Combining text/image layers in Photoshop</p> <p>-Applying blends</p> <p>-Making contextual use of design principles</p> <p>-Contrast</p> <p>-Alignment</p> <p>-Proximity</p> <p>-Repetition</p>	<p>Recording, sharing and editing video and audio (KS3) https://www.bbc.co.uk/bitesize/guides/z3m39j6/revision/4</p> <p>Photo editing software (KS3) https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/2</p>	<p>Using a device https://classroom.thenational.academy/lessons/using-a-device-6tjkgr</p> <p>Features of an effective video https://classroom.thenational.academy/lessons/features-of-an-effective-video-74w3ee</p> <p>Importing and editing video https://classroom.thenational.academy/lessons/importing-and-editing-video-6xk3ac</p> <p>Video evaluation https://classroom.thenational.academy/lessons/video-evaluation-6rvp8r</p> <p>Unit: Representations: going audio-visual</p> <p>https://classroom.thenational.academy/lessons/binary-mosaic-6dhk8t</p> <p>https://classroom.thenational.academy/lessons/a-splash-of-colour-c8w3ge</p> <p>https://classroom.thenational.academy/lessons/collage-6cw6ac</p>
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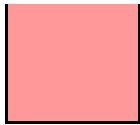
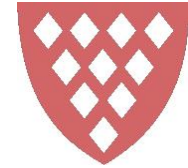
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R.E	Christianity Beliefs (continued) -Resurrection and Ascension -Salvation -Holy Spirit and Grace -Afterlife -Judgement, Heaven and Hell	https://sites.google.com/a/kingsbridgecollege.org.uk/religiou-s-education/year9 BBC Bitesize: (EDUQAS) Key beliefs in Christianity https://www.bbc.co.uk/bitesize/guides/zdhmtv4/revision/1 Christian practices https://www.bbc.co.uk/bitesize/guides/z7fhsrd/revision/1 The nature of God and Jesus in Christianity https://www.bbc.co.uk/bitesize/guides/zf9g4qt/revision/1	Unit: Christian beliefs and teachings The Nature of God https://classroom.thenational.academy/lessons/the-nature-of-god-ccuk4t Creation https://classroom.thenational.academy/lessons/creation-68up6d The incarnation and Jesus as the son of God https://classroom.thenational.academy/lessons/the-incarnation-and-jesus-as-the-son-of-god-ctk3ar Life of Jesus https://classroom.thenational.academy/lessons/life-of-jesus-cck6d The Crucifixion



	<p>-Nature of God -Problem of Evil -Nature of God Creation Introduction to Jesus, his work & condemnation -Crucifixion</p>		<p>https://classroom.thenational.academy/lessons/the-crucifixion-cdh3ae</p> <p>The Resurrection https://classroom.thenational.academy/lessons/the-resurrection-cngk8d</p> <p>Sin and Salvation https://classroom.thenational.academy/lessons/sin-and-salvation-c4w66c</p> <p>Atonement https://classroom.thenational.academy/lessons/atonement-6rrpad</p> <p>Judgement https://classroom.thenational.academy/lessons/judgement-c4rk8t</p> <p>Heaven, Hell and Purgatory https://classroom.thenational.academy/lessons/heaven-hell-and-purgatory-71jpct</p>
PSHE	<p>Intimate relationships How do I look after my sexual health?</p>	<p>https://sites.google.com/a/kingsbridgecollege.org.uk/pshe/year9</p> <p>*Some students might find the below information sensitive and prefer to watch this material with a parent/guardian.</p> <p>BBC Bitesize:</p>	<p>*Some students might find the below information sensitive and prefer to watch this material with a parent/guardian.</p> <p>Unit: Intimate relationships: positivity and health</p> <p>What is a healthy intimate relationship?</p>



	<p>-Relationship's and sex education including consent contraception</p> <p>-the risks of STI</p> <p>-how alcohol and drugs can lead to risky sexual behaviour</p>	<p>Relationships (KS3) https://www.bbc.co.uk/bitesize/topics/ztp34j/resources/1</p> <p>Sexual relationships (KS3) https://www.bbc.co.uk/bitesize/topics/zv3g87h/resources/1</p>	<p>https://classroom.thenational.academy/lessons/what-is-a-healthy-intimate-relationship-6xgk4d</p> <p>Diversity within intimate relationships https://classroom.thenational.academy/lessons/diversity-within-intimate-relationships-68v3ce</p> <p>Good communication within intimate relationships https://classroom.thenational.academy/lessons/good-communication-within-intimate-relationships-74w30t</p> <p>Sexual pressure https://classroom.thenational.academy/lessons/sexual-pressure-6rt38r</p> <p>Sex and health https://classroom.thenational.academy/lessons/sex-and-health-c4r3gc</p> <p>Sexually transmitted infections (STIs) https://classroom.thenational.academy/lessons/sexually-transmitted-infections-stis-70w68t</p> <p>Contraception – preventing pregnancy (and infection)</p>
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<https://classroom.thenational.academy/lessons/contraception-preventing-pregnancy-and-infection-c5hk0d>