



The Polesworth School  
ENSURING EXCELLENCE



## **Year 9 Threshold Knowledge and support guidance**

**Autumn term**

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold knowledge and it our intention that every student secures the threshold knowledge in order to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject therefore subject teachers use a range of strategies to assess students' progress using the threshold knowledge.

We have included below the subject threshold knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the threshold knowledge with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

Subject	Year 9 Threshold Concepts - Autumn term	How to support students' learning
<b>Art</b>	<b>Still life –</b> <ol style="list-style-type: none"> <li>1. Know how to draw using techniques that require taking a risk.</li> <li>2. Know how to develop personal opinions into an artist research page.</li> <li>3. Recall the primary and secondary colours and develop ideas into a piece of work.</li> <li>4. Demonstrate how to blend primary and secondary colours to make new colours and improve a piece of work.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage the student to set an arrangement of objects as a still life and practice drawing from them.</li> <li>• Draw the arrangement in different material, pencil, coloured pencil, biro and felt tip.</li> <li>• Vary the amount of time the student must draw. It is surprising how much you can draw in as little as 30 seconds.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use the best drawing to add colour with colour pencils</li> </ul>
<b>Drama</b>	<p><b>Tell Tale Heart –</b></p> <ol style="list-style-type: none"> <li>1. Understand and demonstrate how to use a stimulus to create drama.</li> <li>2. Demonstrate a practical understanding of vocals and narration.</li> <li>3. Demonstrate a practical understanding of movement and mime.</li> <li>4. Demonstrate ability to directly address the audience.</li> <li>5. Know and demonstrate how best to use performance space.</li> <li>6. Understand and demonstrate rehearsal techniques including how to use an ‘outside eye’.</li> <li>7. Understand and demonstrate how to use archetypes in the theatre to help the audience to instantly recognise characters.</li> <li>8. Understand and demonstrate how to build tension to the climax of the story.</li> </ol> <p><b>WW1 –</b></p> <ol style="list-style-type: none"> <li>1. Understand the concept of Theatre in Education and the need for clear intentions.</li> </ol>	<ul style="list-style-type: none"> <li>• When possible, encourage your child to read aloud and read aloud to them. Focus on voice, especially tone, emphasis, volume and pause. Listen to audiobooks together and focus on the narrator’s use of voice. There are further resources to develop vocal skills on Oak Academy: <a href="https://classroom.thenational.academy/lessons/vocal-skills-part-2-70wk8c">https://classroom.thenational.academy/lessons/vocal-skills-part-2-70wk8c</a></li> <li>• Research more about WW1 (there are some resources to support this in your child’s team). Research elements of the war together and discuss what you would want the audience to know / feel or think about the subject and how you could achieve this.</li> <li>• Theatre in Education is a genre. Exploring what is meant by ‘genre’ and ‘style’ will extend theatrical thinking. There are resources on BBC bitesize here -</li> </ul>

	<ol style="list-style-type: none"> <li>2. Understand and demonstrate the ability to develop a piece of work into an extended performance.</li> <li>3. Understand and demonstrate how to polish a performance – precision, smooth transitions, making work the best it can be.</li> <li>4. Demonstrate a practical understanding of Physical Theatre (performance tableaux, slow motion).</li> <li>5. Demonstrate the ability to work closely as an ensemble.</li> <li>6. Develop effective use of vocals/vocal expression and demonstrate use of them to create a specific mood and atmosphere.</li> <li>7. Understand how to use humour as a technique to break mood and atmosphere and demonstrate its use in performance.</li> <li>8. Evaluate performance in terms of whether the aims have been achieved.</li> </ol>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zhhrf4j/revision/2">https://www.bbc.co.uk/bitesize/guides/zhhrf4j/revision/2</a></p>
<p><b>English (Literature and language)</b></p>	<p><b>Literature –</b></p> <ol style="list-style-type: none"> <li>1. Relevant points and references are made to support an independent argument.</li> <li>2. Comments on references identify different layers of meaning.</li> </ol>	<ul style="list-style-type: none"> <li>• Listen to your child read a range of texts (e.g., fiction, non-fiction, articles, magazines) to allow them to fulfil their daily reading targets and to help improve their confidence in reading.</li> <li>• Help them to revise content learned in school from their class notes,</li> </ul>

3. Comments on a range of features relating to organisation and how they contribute to effects achieved.
4. Some detailed explanation, with appropriate terminology, of how language is used to affect the reader.
5. A range of stylistic devices are used to achieve a specific purpose.
6. A range of vocabulary is used to suit the purpose and audience.

**Language –**

1. A range of features are used to craft sentences.
2. A range of punctuation, including complex examples, are used accurately.
3. A variety of structural devices are used to guide the reader and paragraphs are created to create pace or development of argument.
4. Imaginative and successful use of conventions to affect the reader and create meaning.
5. Style and form of writing are suitable to the task.
6. Vocabulary is beyond common word choices and chosen for effect.

knowledge organisers and ‘Big Question’ sheets by testing them on the key concepts for each topic.

- Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website <https://www.bbc.co.uk/bitesize/topics/z4hrt39>.
- Make a list of key vocabulary from the texts studied in lessons and learn the meaning and etymology of the words.
- Look at modern translations of Romeo and Juliet [www.sparknotes.com/nofear/shakespeare/romeojuliet/](http://www.sparknotes.com/nofear/shakespeare/romeojuliet/) to ensure a full understanding of the language, characters and plot
- Research and make notes on the role of women in Elizabethan times to help with understanding of context.

<b>French</b>	<b>Family and Friends –</b> <ol style="list-style-type: none"><li>1. Produce 8+ adjectives and 8+ relatives from memory.</li><li>2. Produce to be and to have.</li><li>3. Produce 5+ phrases to describe their family (including 3rd person, idiomatic structures, reflexives).</li><li>4. Produce 5+ phrases to describe their friendships (including 3rd person, idiomatic structures, reflexives).</li><li>5. Produce 5+ phrases to describe their future plans.</li><li>6. Produce 5+ phrases to describe their friendships.</li></ol>	<ul style="list-style-type: none"><li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and websites that you can use with your child to support them at home.</li><li>• Refer to the Knowledge Organiser in the student’s books for vocabulary support.</li><li>• Practice making sentences from the sentence builder, gradually removing your sentence builder or vocabulary support.</li><li>• Practice teaching someone at home the future tense and try making some of your own sentences.</li><li>• Use the student vocabulary booklet for reference to vocabulary and grammatical structures to aide revision.</li><li>• Use Kerboodle (Log-ins from your class teacher) and revise key skills and vocabulary. Here you can find authentic reading resources to develop reading skills.</li><li>• BBC Bitesize is a great resource for revision and to support home learning -</li></ul>
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		<a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a> .
<b>Geography</b>	<p><b>Violent planet –</b></p> <ol style="list-style-type: none"> <li>1. Describe the different layers within the Earth.</li> <li>2. Explain how tectonic plates move.</li> <li>3. Evaluate how continental drift has shaped the current layout of continents.</li> <li>4. Explain how earthquakes are caused.</li> <li>5. Describe the impacts of earthquakes.</li> <li>6. Evaluate how technology can be used to reduce the impacts of earthquakes.</li> <li>7. Describe the different types of volcanos and how they are formed.</li> <li>8. Assess the impacts of the Icelandic Volcano in 2010.</li> <li>9. Explain why people choose to live in tectonically active locations.</li> <li>10. Assess the causes and impacts of the Boxing Day Tsunami.</li> </ol> <p><b>Tourism –</b></p> <ol style="list-style-type: none"> <li>1. Explain how tourism has changed over time.</li> <li>2. Apply the Butler Model to a specific location.</li> <li>3. Create a Butler Model example.</li> </ol>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a></li> <li>• BBC News (or other global news platforms) <a href="https://www.bbc.co.uk/news/world">https://www.bbc.co.uk/news/world</a></li> <li>• Seneca <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Education quizzes website – Geography <a href="https://www.educationquizzes.com/ks3/geography/">https://www.educationquizzes.com/ks3/geography/</a></li> <li>• CGP KS3 Geography revision guide</li> <li>• Collins KS3 Geography revision guide and practice question booklet</li> <li>• AQA KS3 Geography textbook</li> </ul>

	<ol style="list-style-type: none"> <li>4. Identify why different holidays might appeal to different people.</li> <li>5. Assess the impacts of tourism in Yorkshire.</li> <li>6. Assess the impacts of tourism in a low-income country.</li> <li>7. Assess the extent of the impacts of tourism.</li> <li>8. Examine how ecotourism can be used to protect people and the environment.</li> <li>9. Create an island, which will be a model of ecotourism.</li> <li>10. Explain why dark tourism has grown.</li> </ol>	
<p><b>German</b></p>	<p><b>Family and Friends –</b></p> <ol style="list-style-type: none"> <li>1. Produce 8+ adjectives and 8+ relatives from memory.</li> <li>2. Produce to be and to have.</li> <li>3. Produce 5+ phrases to describe their family (including 3rd person, idiomatic structures, reflexives).</li> <li>4. Produce 5+ phrases to describe their friendships (including 3rd person, idiomatic structures, reflexives).</li> <li>5. Produce 5+ phrases to describe their future plans.</li> <li>6. Produce 5+ phrases to describe their friendships.</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and websites that you can use with your child to support them at home.</li> <li>• Refer to the Knowledge Organiser in the student’s books for vocabulary support.</li> <li>• Practice making sentences from the sentence builder, gradually removing your sentence builder or vocabulary support.</li> </ul>

		<ul style="list-style-type: none"> <li>• Practice teaching someone at home the future tense and try making some of your own sentences.</li> <li>• Use the student vocabulary booklet for reference to vocabulary and grammatical structures to aide revision.</li> <li>• Use Kerboodle (Log-ins from your class teacher) and revise key skills and vocabulary. Here you can find authentic reading resources to develop reading skills.</li> <li>• BBC Bitesize is a great resource for revision and to support home learning - <a href="https://www.bbc.co.uk/bitesize/subjects/zcj2tfr">https://www.bbc.co.uk/bitesize/subjects/zcj2tfr</a>.</li> </ul>
<p><b>History</b></p>	<p><b>Empire and Civilisation -</b></p> <ol style="list-style-type: none"> <li>1. Define a civilisation.</li> <li>2. Use maps to identify the location of Ancient Persia.</li> <li>3. Assess how Ancient Persia reflects a civilisation.</li> <li>4. Define an empire.</li> <li>5. Explain the conquests of Cyrus the Great.</li> <li>6. Judgement on the importance of Darius.</li> <li>7. Identify the connection between Alexander and the Persian empire.</li> <li>8. Assess the impact of Alexander on Persepolis.</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally.</li> <li>• Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills.</li> </ul>

9. Form a judgement on interpretations of Alexander the Great.
10. Compare the different leaders of Persia.

**Benin and the Transatlantic Slave Trade -**

1. Counter misconceptions of Africa.
2. Make inferences from the art of Benin.
3. Make links between the symbols and messages in the art of Benin to understand something about the life of Benin.
4. Explain how symbols reflect and connect to key events in the history of Benin.
5. Use criteria sent to judge the extent of the 'Golden Age' enjoyed by Benin using clues.
6. Connections between themes about the 'Golden Age' of Benin formed.
7. Form an argument and judgment on whether Benin had a 'Golden Age'.
8. Define slavery.
9. Assess how case studies show slavery.
10. Explain why the Obas of Benin participated in the slave trade.

- Visit sites/museums/online displays when safe to do so.
- Look at museum websites to access online material and primary sources (e.g. The British Museum).
- Watch historical documentaries and programmes together.

	<p>11. Describe reasons for why Africa was used for slavery.</p> <p>12. Form a judgement on the role of Queen Nzinga.</p> <p>13. Chart 'The Arthur's' journey on the Middle Passage and form judgments on the experiences of those on the Middle Passage.</p> <p>14. Judge if Baquaqua 's experience of being enslaved was typical.</p> <p>15. Identified reasons for the Benin Bronzes to be returned or to remain.</p> <p>16. Support reasons for the Benin Bronzes to be returned or to remain with evidence.</p> <p>17. Explain and provide balance in your answer on whether the Benin Bronzes should be returned or to remain.</p>	
<p><b>IT</b></p>	<p><b>Designing websites –</b></p> <ol style="list-style-type: none"> <li>1. Know a range of basic HTML tags to control the presentation, styling and layout of information on a webpage.</li> <li>2. Know how to include images and links on a webpage.</li> <li>3. Understand the role of CSS.</li> </ol>	<ul style="list-style-type: none"> <li>• Using Notepad ++ (a free download <a href="https://notepad-plus-plus.org/downloads/">https://notepad-plus-plus.org/downloads/</a>) practice building basic website pages for something they are interested in or take part in outside of school. Students have access to all the help sheets and guides on how to</li> </ul>

4. Appreciate the factors that contribute to a well-presented web page.
5. Hand-code basic web pages including text, images and hyperlinks.
6. Use CSS to control the styling of a basic web page.
7. Identify the basic elements that are combined to produce a web page.
8. Design simple web pages.
9. Hand-code basic web pages, with an appreciation of layout and styling.
10. Review and evaluate work involving websites.

**Networking and the Internet –**

1. Know how data is sent across a network.
2. Know the role of a range of basic hardware involved in networking, such as switches.
3. Understand the role of IP addresses.
4. Understand domain names and DNS.
5. Know about a range of Internet services

develop HTML and CSS in their OneDrive files.

- Use the BBC Bitesize information to reinforce learning in this topic:  
<https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4>  
<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zgx3b9q>
- Discuss with students when looking at websites, what makes them effective.
  
- Use the BBC Bitesize information to reinforce learning in this topic:  
<https://www.bbc.co.uk/bitesize/guides/zvspfcw/revision/5>  
<https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7>
- Encourage students to think about how they access the internet and what they use it for, ensuring security settings are set to protect them and their personal data (i.e. not automatically connecting to wireless hotspots).

<b>Maths</b>	<b>Numbers</b> <ol style="list-style-type: none"><li>1. Solving problems with fractions.</li><li>2. Numbers in standard form.</li></ol> <b>Using Percentages</b> <ol style="list-style-type: none"><li>1. Solve 'reverse' percentage problems.</li><li>2. Recognise and solve percentage problems (non-calculator).</li><li>3. Recognise and solve percentage problems (calculator) (R).</li></ol>	<ul style="list-style-type: none"><li>• Follow the teacher's guidance and use Sparx Maths to support home learning.</li><li>• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.</li><li>• Sparx Maths will send a homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.</li></ul>
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	<p><b>Maths and Money</b></p> <ol style="list-style-type: none"> <li>1. Calculate compound interest.</li> <li>2. Solve problems with exchange rates.</li> <li>3. Solve problems with bills and bank statements.</li> <li>4. Solve problems with Value Added Tax.</li> <li>5. Calculate wages and taxes.</li> </ol> <p><b>Deductions</b></p> <ol style="list-style-type: none"> <li>1. Solving angles problems (using chains of reasoning).</li> </ol> <p><b>Rotation and Translation</b></p> <ol style="list-style-type: none"> <li>1. Rotate a shape about a point not on a shape.</li> <li>2. Translate points and shapes by a given vector.</li> </ol> <p><b>Pythagoras' Theorem</b></p> <ol style="list-style-type: none"> <li>1. Calculate the hypotenuse of a right-angled triangle.</li> <li>2. Calculate missing sides in right-angled triangles.</li> </ol>	
<p><b>Music</b></p>	<p><b>Rap to Grime –</b></p> <ol style="list-style-type: none"> <li>1. Understand key concepts such as sampling, riffs, BPMs, loops.</li> </ol>	<p><b><u>COMPOSING:</u></b></p> <ul style="list-style-type: none"> <li>• In class we are using a number of DAW programmes to create music. Students can continue with this at home by logging into the following websites:</li> </ul>

2. Understand the history of rap to grime, referencing famous artist or sounds of those particular periods.
3. Understand and create their own simple composition using keyboard functions and online software: BandLab.
4. Understand and use computer software to create Grime and Hip Hop inspired pieces based on key performers of the style.

<https://edu.bandlab.com>  
[www.soundation.com](http://www.soundation.com)

- If your child has access to an Apple product (iPad, iPhone, iMac) they can use Garageband which is an app for composing and performing. It uses virtual sounds but is great for song writing in various styles.

#### **PERFORMING**

- if your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork:

<https://www.onlinepianist.com/virtual-piano>

<https://virtualpiano.net/>

<https://www.musicca.com/guitar>

<https://www.apronus.com/music/onlineguitar.htm>

<https://ukebuddy.com/ukulele-chords>

- If you would like information about specialist instrumental lessons, please see our website for more information <https://sglover8.wixsite.co>

		<p><a href="https://sglover8.wixsite.com/solesworthmusic">m/solesworthmusic</a>. If you are in receipt of Pupil Premium, please get in touch (s.glover@thesolesworthschool.com)</p> <p><b><u>LISTENING:</u></b></p> <ul style="list-style-type: none"> <li>• YouTube and Spotify are great resources for listening around pieces we are studying in class. More information and links can be found on our webpage <a href="https://sglover8.wixsite.com/solesworthmusic">https://sglover8.wixsite.com/solesworthmusic</a>.</li> </ul>
PE	<p><b>Athletics –</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate progress towards their personal bests when performing, showing knowledge of how to improve performance for most events.</li> <li>2. Use the correct starting grip and technique for more than one throwing event.</li> <li>3. Understand how to effectively use pacing during a longer distance event towards a successful outcome.</li> <li>4. Perform the correct technique when performing a sprint start (either standing or crouch).</li> </ol>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Join a local athletics club (Tamworth/Nuneaton) to develop your technique and improve their personal best (pb)</li> <li>• Encourage your child to attend the school club for extra practice.</li> <li>• Discuss the requirements for different events with your child and encourage them to record and improve their personal bests.</li> </ul>

5. Describe, Understand and attempt to use the correct running technique to achieve maximum speed for a sprint event.
6. Explain why and attempt to use the correct technique to generate maximum height or distance in a jump event.
7. Understand a basic rule or regulation for some athletics events.
8. Demonstrate how to prepare the body effectively for a variety of activities through an independent warm-up, specific to the event being performed.

**Badminton –**

1. Recalls and consistently demonstrates how to grip the racket correctly.
2. Recalls and consistently demonstrates correct footwork.
3. Play overhead clears to at least rear tramlines of the court.
4. Play back hand clears to at least mid-court of the opposition side.
5. Play smash shot with power and correct angle.
6. Demonstrate the block shot.
7. Show increasing shot variation within their game play.

- Discuss the department Bronze, Silver and Gold awards
- Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Badminton:**

- Book a court at Polesworth sports centre to play.
- Encourage your child to attend the school club for practice.
- Watch badminton matches/skills on YouTube/TV (e.g. <https://www.badmintonskills.net/badminton-skills-and-techniques/>).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

8. Explain the difference between attack and defence positioning in doubles.

**Coaching –**

1. Plan a micro session.
2. Deliver a micro session.
3. Review a micro session.
4. Plan a small group session.
5. Deliver a small group session.
6. Review a small group session.

**Cross Country:**

1. Can demonstrate a change in running techniques for at least one different gradient
2. Can demonstrate pacing when running longer distance
3. Understand how running will help maintain a healthy and active lifestyle
4. Understand and can attempt to use a strategy or tactic in their running
5. Can compete in a cross country race suitable in their ability.

**Coaching:**

- Discuss their plans for their session.
- Let them run through the session with a member of the family.
- Ask them to evaluate a session they have led.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Cross Country:**

- Go for a run as a family.
- Download free Apps to track their runs (Strava).
- Join local running club/park runs/athletics club (Tamworth/Nuneaton)  
<https://www.parkrun.org.uk/>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

6. Can perform the activities and set up courses safely.
7. Can explain how running will help to maintain a healthy and active lifestyle and can link this to ideas for training.
8. Can explain how the body is working aerobically and anaerobically during performance.

**Dance choreography –**

1. Understand how to develop choreography from a set stimulus.
2. Perform and choreograph a duet lasting a minimum of 2 minutes.
3. Research different creative ideas from a stimulus.
4. Understand what a choreographic intention is.
5. Use a range of choreographic devices such as contrast, highlight, climax, motif and motif development.
6. Verbally explain the stimulus and choreographic intent.
7. Effectively work and communicate with a partner, leading ideas and discussions.

**Dance contact –**

1. Trust themselves and their partner in contact work.

**Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual 'breakin convention').
- Encourage your child to attend the school club and annual dance shows for extra practise and confidence.
- To aid with movement memory and confidence, challenge students to either perform or teach others key moves, warm up and dance phrase.
- Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.

2. Know how to hold and share their weight safely in contact work.
3. Know how to perform a variety of counterbalances and lifts.
4. Learn the Chance Dance approach to choreography.
5. Perform and choreograph a contact sequence.
6. Effectively work and communicate with a partner to produce a contact sequence which is within both students' capabilities, whilst still challenging them.

**Football –**

1. Use at least one type of long pass with some accuracy in modified activities.
2. Demonstrate and link effective passing and control to keep possession as part of a team.
3. Use the correct body position and technique to close down an opponent with the ball in a 1 v 1 situation.
4. Execute a block tackle to win possession from opponent.
5. Use the side foot to shoot (finish).

**Football:**

- Practice ball familiarisation skills used in lessons to develop confidence with both feet.  
<https://www.youtube.com/watch?v=q1B4is3faOM>
- Encourage your child to attend the school football club to develop skills and confidence.
- Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations.  
<https://www.thefa.com/get-involved>.
- Go and watch a local team playing nearby in the Tamworth & District Sunday Football League.

**Gaelic football –**

1. Use at least one type of pass to pass the ball accurately
2. Attempt to move into space to receive the ball.
3. Use passing to keep possession of the ball.
4. Attempt to shoot with accuracy.
5. Understand at least one role in defence.
6. Link two or more skills together in a small sided game.
7. Use solo or bounce to move in possession.

**Handball –**

1. When under pressure recall and use more than one type of pass to pass the ball accurately - Over arm pass, bounce pass, flick pass and under arm pass.
2. Recall & receive the ball under different pressure situations.

- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Gaelic Football:**

- Watch a part of a match on YouTube.
- Practice throwing, kicking and catching skills.
- Practice as a family how to get the ball off the floor without using hands.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Handball:**

- Get involved in any sport that you need to dodge, run, catch, and throw.
- Watch Handball matches on TV or YouTube matches/skills – e.g., Olympic and World Championships.
- Join the Handball club in school.
- Contact your local handball club (Loughborough/Coventry/Birmingham).

3. Recall passing strategically to keep possession of the ball and create opportunities in attack under pressure.
4. Demonstrate moving with the ball changing either pace or direction to create shooting opportunities.
5. Work as part of a team to defend effectively.
6. Recall a range of skills to create shooting opportunities game situations.
7. Identify and apply positioning to a game scenario.
8. Use off the ball movements to demonstrate tactical awareness in game scenarios.

**HRF Practical –**

1. Effectively execute a training session in at least one aerobic and one anaerobic type of training.
2. Plan and perform a more detailed training session including warm-up, cool down and training zones.
3. Achieve and sustain the intensity required for working aerobically.
4. Achieve and sustain the intensity required for working anaerobically.
5. Provide a basic explanation of the principles of specificity, progression and overload.

- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**HRF – Practical:**

- Ask your child to lead a warm-up with the rest of the family.
- Discuss different sports and what is needed to participate in that sport.
- Encourage them to develop their fitness and have a go at a type of training at home.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**HRF – Theory:**

- Discuss different sports and what is needed to participate in that sport.

**HRF Theory –**

1. Identify the difference between intrinsic and extrinsic factors causing injuries.
2. Identify risks within some sports/activities.
3. Provide a simple explanation of how to prevent injuries.
4. Identify some individual variables that can increase risk of injury.
5. Identify the 5 phases of the warmup.
6. Identify three common injuries in sport.
7. State the components on SALTAPS & RICE in treatment.

**Netball –**

1. Select and perform footwork and passing variations with control and fluency under increasing pressure.
2. Use correct shooting technique with some success in game situations.
3. Understand and demonstrate attacking principles and be able to devise and select appropriate strategies (movement off the ball/pass selection) to help the team maintain possession.
4. Apply pressure to the opposition through effective marking/defending, combined use of arms and

- Test them on the different fitness components and can they explain them to you.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Netball:**

- Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and foot coordination skills (e.g., skipping or hopscotch) at home.
- Encourage your child to attend the school club for practice.
- Research local netball clubs/teams to join  
<https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/>.
- Watch netball drills on-line  
<https://www.youtube.com/watch?v=8WxpyyUwQIQ>  
<https://www.youtube.com/watch?v=sGPHv-hkBVs> or watch parts of matches

body position to limit options with attention to obstruction rule.

5. Observe the rules of footwork/obstruction/contact/offside/the rules of centre pass/3 second rule and replay/repossession/short pass rules with support.
6. Contributes to both attacking and defensive play, working effectively in a team to select and apply tactics.

**Rounders –**

1. Use a range of bowling techniques with some accuracy and consistency to challenge the opposition.
2. Move into position in the field to reduce scoring opportunities.
3. Use power and placement in batting to challenge the fielding team and increase the chances of scoring.
4. Perform overarm throw with accuracy to a well selected target.
5. Understand the fielding positions and their roles.

on YouTube/TV

<https://www.youtube.com/watch?v=H25dND9cJuQ>.

- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Rounders:**

- Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and running skills at home (e.g., forwards/backwards relays/ball collect).
- Encourage your child to attend the school club for practice.
- Find local rounders clubs/teams to join <https://www.roundersengland.co.uk/play/>.
- Watch rounders drills on-line <https://www.youtube.com/watch?v=kWCNpoJ9vXA>  
<https://www.youtube.com/watch?v=smtBrE52Fag>.
- Watch parts of matches on YouTube <https://www.youtube.com/watch?v=E GcimxQM0v0>.

6. Enforce a range of rules relating to bowling, batting and fielding in small game situations and in full games with support.

**Rugby –**

1. Pass and catch the ball effectively under pressure
2. Demonstrate the correct technique when entering ruck or maul
3. Have a better understanding of how to beat an opponent using change of pace, change of direction, or shape of body position.
4. Demonstrate effective decision making with ruck from lineout
5. Demonstrate effective decision making with maul from lineout.

- Encourage them to talk about health and fitness and what makes a person healthy.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Rugby:**

- Contact your nearest rugby club (Tamworth, Atherstone, Nuneaton, Market Bosworth).
- Encourage your child to attend the school rugby club or practice.
- Get involved in any games that involve dodging, running, throwing, and catching.
- Watch a rugby games on TV or live/skills on YouTube.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Mini Games:**

- Watch versions of the sport on YouTube to discuss tactics and strategies

6. Recall and use tackling effectively in game situation.
7. Demonstrate correct decision making in open play.

**Mini games –**

1. Make plans to enhance performance.
2. Work cooperatively with others.
3. Actively listen to teammates.
4. Use imagination to achieve success.
5. Provide others with constructive feedback.
6. Suggest tactics and ideas.
7. Demonstrate an element of creativity.
8. Set short and medium-term goals.

**Volleyball –**

1. Apply the correct body position for the volley.
2. Recall and demonstrate the correct body position for the serve.
3. Move with some speed and agility.

- Search for an activity and join a local club.  
<https://www.bbc.co.uk/sport/get-inspired>
- Discuss different types of competition:
  - Leagues
  - Ladder
  - Round Robin
  - Knockout Cups
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Volleyball:**

- Encourage your child to attend the school club for practice.
- Watch volleyball matches/skills online. The following are good to use:  
<https://www.youtube.com/c/Volleyball1on1Videos>  
<https://www.youtube.com/watch?v=Foj6A4WWgCg>
- Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.

	<ol style="list-style-type: none"> <li>4. Recall and demonstrate the correct ready position.</li> <li>5. Understand why 3-touch volleyball is usually the most effective way to win points.</li> <li>6. Demonstrate where to move to help a teammate in 2v2 volleyball.</li> <li>7. Officiate a game.</li> <li>8. Understand the tactics of 4v4 volleyball.</li> </ol>	<ul style="list-style-type: none"> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul>
<p><b>Religious Studies</b></p>	<p><b>Does God exist? –</b></p> <ol style="list-style-type: none"> <li>1. Provide contrasting ideas with evidence and explanation in response to a question or statement.</li> <li>2. Explain and give evidence for arguments in relation to the existence of God.</li> <li>3. Explain and give evidence for religious beliefs about suffering and afterlife.</li> <li>4. Analyse arguments for and against the existence of God.</li> </ol>	<ul style="list-style-type: none"> <li>• Oak National Academy <a href="https://classroom.thenational.academy/subjects-by-key-stage">https://classroom.thenational.academy/subjects-by-key-stage</a> some topics may be in the GCSE section.</li> <li>• BBC bitesize. <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>.</li> <li>• The students work booklets and lesson PowerPoints, copies of which are on Teams.</li> <li>• Have discussions and debates with your child, these can be about anything that interests them. Encourage them to explain</li> </ul>

		their ideas, give examples and consider the opposite viewpoint.
<b>Science</b>	<p><b>Biology -</b></p> <ol style="list-style-type: none"> <li>1. Describe eukaryotes and prokaryotes.</li> <li>2. Recall the structure of animal and plant cells.</li> <li>3. Recall what cell specialisation is and why it is necessary.</li> <li>4. Describe what cell differentiation is.</li> <li>5. Understand microscopy.</li> <li>6. Understand stem cells.</li> <li>7. Understand culturing microorganisms.</li> </ol> <p><b>Chemistry -</b></p> <ol style="list-style-type: none"> <li>1. Recall the structure of an atom.</li> </ol>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Biology: <a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a>.</li> <li>• Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch BBC Four's 'Chemistry: A volatile history' documentary.</li> <li>• You could google 'Oak Academy' and they have videos on different topics and lessons that we cover. For topics that exceed the national curriculum you may need to look at the GCSE topics to.</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Chemistry:</li> </ul>

2. Recall the distinction between elements, compounds and mixtures.
3. Describe the development of the model of the atom.
4. Describe relative charges of subatomic particles.
5. Describe the size and mass of atoms.
6. Understand relative atomic mass in relation to Carbon-12.
7. Represent electronic structure of the first 20 elements.
8. Understand how the modern Periodic Table is organised.
9. Describe the development of the Periodic Table over time.
10. Compare the properties of metals and non-metals.
11. Describe and explain the properties of group 0 elements.
12. Describe and explain the properties of group 1 elements.
13. Describe and explain the properties of group 7 elements.
14. Compare similarities and differences between group 1 metals and transition metals.

**Physics -**

<https://www.bbc.co.uk/bitesize/subjects/znxyrd>.

- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch BBC Four's 'Chemistry: A volatile history' documentary.
- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover. For topics that exceed the national curriculum you may need to look at the GCSE topics to.

	<ol style="list-style-type: none"> <li>1. Recall the 8 stores of energy.</li> <li>2. Recall the 4 energy transfers.</li> <li>3. Apply the concept of conservation of energy to situations.</li> <li>4. Recall the concept of power and apply it to situations.</li> <li>5. Calculate work done.</li> <li>6. Understand dissipation.</li> <li>7. Describe ways to reduce unwanted energy transfers.</li> <li>8. Recall the concept of efficiency and apply it to situations.</li> </ol>	<p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Physics: <a href="https://www.bbc.co.uk/bitesize/subjects/zh2xsbk">https://www.bbc.co.uk/bitesize/subjects/zh2xsbk</a></li> <li>• Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch 'Into the universe with Stephen Hawking' documentary.</li> <li>• You could google 'Oak Academy' and they have video's on different topics and lessons that we cover. For topics that exceed the national curriculum you may need to look at the GCSE topics to.</li> </ul>
<b>Technology</b>	<b>Fashion &amp; Textiles –</b>	<b>Further Support</b>

1. Know how to produce high quality design sketches based on a brief using a number of sketching techniques.
2. Know how to manipulate and shape fabric for functional and decorative purposes.
3. Know how to improve the final product's function through joining fabrics, fastenings and components.
4. Recognise and evaluate the effect of key fabric finishes (such as Teflon and Proban).
5. Know how to test, evaluate and amend design ideas against a specification and target market's needs and wants.

**Food preparation and nutrition –**

1. Know which foods classify as a cereal.
2. Know how food is produced using primary and secondary production.
3. Know and understand the function of nutrients provided by cereal/bread products.
4. Know how gluten is formed when making bread.
5. Know what information needs to be displayed on food labelling and what it means.
6. Know how to make a dish presentable and visually pleasing.

- <https://www.pinterest.com/olivebites/aprons-for-women/>
- <https://www.pinterest.com/tkeene1/mens-aprons/>
- <https://www.thegreatbritishsewingbee.co.uk/>
- <https://www.rsc.org.uk/about-us/how-we-make-theatre/costume>

**Further Support**

- <https://www.foodfactoflife.org.uk/7-11-years/food-commodities/cereals/>
- <https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3>
- <https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/3> <https://www.youtube.com/watch?v=eSEYPO30ANO> <https://www.youtube.com/watch?v=T9zN0k2S7os>

7. Know that dextrinisation, caramelisation and gelatinisation are the food science terms for reactions that take place when a carbohydrate is present in certain foods.
8. Develop knowledge of and demonstrate how to cook a repertoire of predominantly savoury dishes using a range of more challenging cooking techniques and equipment.

**Product design –**

1. Understand how to identify and use a different range of tools when working with wood.
2. Understand how to produce high quality design sketches based on a brief using a number of sketching techniques including isometric, prospective, rendering and CAD.
3. Demonstrate how to use the design process to develop and create their own design and prototype.
4. Know how to produce a range of different joints using wood.

- <https://www.youtube.com/watch?v=0USi4DbRVVQ>
- <https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/nutrition-labels/>
- <https://www.youtube.com/watch?v=99bx5L0RhNQ>
- <https://www.youtube.com/watch?v=jcTc5ZJNBcY> <https://www.youtube.com/watch?v=n6wpNhyreDE>
- <https://www.foodafactoflife.org.uk/recipes/>

**Further Support**

- <http://www.mr-dt.com/manufacturing/toolsintroduction.htm>
- <https://www.youtube.com/channel/UC7o3yBJz7PO7mxfgZC-RvDg>
- <https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/10>
- <https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/9>

	<ol style="list-style-type: none"><li>5. Demonstrate how to put into action their understanding of joints and equipment to create projects.</li><li>6. Create a high-quality evaluation identifying areas of strength or areas that require improvement.</li><li>7. Understand how to produce a high-quality finish on a project and why it is important.</li></ol>	<ul style="list-style-type: none"><li>• <a href="http://www.mr-dt.com/manufacturing/woodjoints.htm">http://www.mr-dt.com/manufacturing/woodjoints.htm</a></li><li>• <a href="https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1</a></li></ul>
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