



The Polesworth School
ENSURING EXCELLENCE



Year 9 Threshold Knowledge and support guidance

Spring 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 - Spring term	How to support students' learning
Art	<p>Autumn leaves prints -</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw using techniques that require taking a risk. 2. Discuss and develop personal opinions about an artist research page. 3. Demonstrate how to construct a design in negative, to use in printing. 4. Self-evaluate their own work and identify and act upon refinements. 	<ul style="list-style-type: none"> • Practice the drawing techniques demonstrated here. https://www.creativeblog.com/art/drawing-techniques-7-fundamentals-pencil-drawing-71621181 • Encourage your child to stand away from their work to analyse it (a distance of 2 to 3 metres).

<p>Drama</p>	<p>WW1 –</p> <ol style="list-style-type: none"> 1. Understand the concept of Theatre in Education and the need for clear intentions. 2. Understand and demonstrate the ability to develop a piece of work into an extended performance. 3. Understand and demonstrate how to polish a performance – precision, smooth transitions, making work the best it can be. 4. Demonstrate a practical understanding of Physical Theatre (performance tableaux, slow motion). 5. Demonstrate the ability to work closely as an ensemble. 6. Develop effective use of vocals/vocal expression and demonstrate use of them to create a specific mood and atmosphere. 7. Understand how to use humour as a technique to break mood and atmosphere and demonstrate its use in performance. 8. Evaluate performance in terms of whether the aims have been achieved. <p>Bluebeard –</p> <ol style="list-style-type: none"> 1. Know and understand how to realise a playtext taking it from page to stage. 	<ul style="list-style-type: none"> • Set - https://www.designweek.co.uk/issues/19-25-november-2018/national-theatre-explores-exquisite-miniature-world-of-stage-set-models/ • Costume - https://www.youtube.com/watch?v=bgxcWne7uzg • Lighting - colour - https://www.leefilters.com/lighting/colour-list.html • Use of pace / pause / tone in performance - https://classroom.thenational.academy/lessons/use-of-pace-pause-and-tone-in-performance-chj30e • Bring text to life - https://classroom.thenational.academy/units/approaching-text-bringing-it-to-life-c00e
---------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ol style="list-style-type: none"> 2. Know and demonstrate how to stage storytelling in terms of form and style. 3. Demonstrate development in use of acting physicality: gesture, posture, movement, tableaux, stage fighting. 4. Demonstrate development in use of vocals, with a specific focus on narration and characterisation. 5. Know and understand how to choose and apply pace in performance. 6. Demonstrate the ability to use tableaux as a realisation device. 7. Know, understand and demonstrate the ability to perform as an ensemble. 8. Know, understand and demonstrate how to research in preparation for a design skill. 9. Know, understand and demonstrate the design fundamentals and apply them to a design. 	
<p>English (Literature and language)</p>	<p>Literature –</p> <ol style="list-style-type: none"> 1. Understanding. 2. Analysis. 3. Context. 4. Spelling, punctuation and grammar. <p>Language –</p> <ol style="list-style-type: none"> 1. Understanding. 	<ul style="list-style-type: none"> • 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. • Help them to revise content learned in school from their class notes, knowledge organisers and ‘Big

	<ol style="list-style-type: none"> 2. Analysis. 3. Critical Evaluation. 	<p>Question' sheets by testing them on the key concepts for each topic.</p> <ul style="list-style-type: none"> • 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 some of the poetry of Seamus Heaney to ensure a full understanding of his poetry style and common themes. • Research and make notes on Seamus Heaney's life and what inspired his poetry.
French	<p>Free time –</p> <ol style="list-style-type: none"> 1. Reproduce 6+ different free-time verbs and be able to recognise 6+ places. 2. Produce 8+ time phrases. 3. Produce 8+ places. 4. Produce 4 free time phrases including, time phrases, opinions, places and reasons. 	<ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home.

	<ol style="list-style-type: none"> 5. Name 8+ programme / film types. 6. Say 3+ phrases on your viewing and listening habits. 7. Translate 6+ question words. 8. Produce 3 phrases in the past tense on the topic of free time. 	<ul style="list-style-type: none"> • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zgdqxn for KS3 French revision and cultural information. • Use duolingo / memrise / quizlet for French vocabulary revision (as outlined in the KS3 Handbook on the school website). • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>Geography</p>	<p>Spring 1 Climate Change & Resources –</p> <ol style="list-style-type: none"> 1. Describe the differences between climate change and global warming. 2. Identify what climate was like in the past. 3. Describe how the Greenhouse Effect works. 4. Explain the natural and human causes of climate change. 	<ul style="list-style-type: none"> • Watch Geographical documentaries together such as David Attenborough. • Encourage your child to take an interest in current affairs/watch/read the news. • Use the BBC Geography bitesize website to support your son/daughter's learning.

	<ol style="list-style-type: none"> 5. Identify the various effects of climate change across the world. 6. Identify the responses to climate change including adaptation and mitigation. 7. Explain the advantages of geo-engineering. 8. Know how we can change our living habits to reduce our carbon footprints. <p>Spring 2 Polar Environments –</p> <ol style="list-style-type: none"> 1. Describe the geography of the Arctic and Antarctic. 2. Know the climate of the polar regions. 3. Explain how one creature has adapted to the polar environment. 4. Describe the effects of climate change on impacting polar environments. 5. Know why countries try and claim polar territory as their own. 	<ul style="list-style-type: none"> • BBC Bitesize – Climate Change https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/z773ydm?course=zjsgbqt • BBC Bitesize – Polar environments https://www.bbc.co.uk/bitesize/topics/zsk4r2p • BBC News (or other global news platforms) https://www.bbc.co.uk/news/world • Seneca https://senecalearning.com/en-GB/ • Education quizzes website – Geography https://www.educationquizzes.com/ks3/geography/ • CGP KS3 Geography revision guide • Collins KS3 Geography revision guide and practice question booklet • AQA KS3 Geography textbook
<p>German</p>	<p>Free time –</p> <ol style="list-style-type: none"> 1. Reproduce 6+ different free-time verbs and be able to recognise 6+ places. 2. Produce 8+ time phrases. 3. Produce 8+ places. 	<ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can

	<ol style="list-style-type: none"> 4. Produce 4 free time phrases including, time phrases, opinions, places and reasons. 5. Name 8+ programme / film types. 6. Say 3+ phrases on your viewing and listening habits. 7. Translate 6+ question words. 8. Produce 3 phrases in the past tense on the topic of free time. 	<p>use with your child to support them at home.</p> <ul style="list-style-type: none"> • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zcj2tfr for KS3 German revision and cultural information. • Use duolingo / memrise / quizlet for French vocabulary revision • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>History</p>	<p>Slavery Impact –</p> <ol style="list-style-type: none"> 1. Define the Middle Passage. 2. Describe the connection of the Middle Passage to slavery and trade. 3. Describe the treatment and conditions of the enslaved. 4. Recall the story of the Zong slave ship. 5. Explain the arguments for prosecution of the Zong. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • 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.

	<ol style="list-style-type: none"> 6. Link Baquaqua’s story to their learning. 7. Identify features of an auction and working conditions of the enslaved. 8. Define a plantation. 9. Describe the experiences of those on a plantation. 10. Identify the significance of the Haitian Revolution. 11. Identify reasons for slavery having an impact on the Caribbean. 12. Describe the importance of memorialising the enslaved in the Caribbean. 13. Explain the impact of the slave trade on the Caribbean. 14. Describe the underground railroad. 15. Recall the roll of Harriet Tubman. 16. Explain the situation for Black Americans before emancipation. 	<ul style="list-style-type: none"> • Visit sites/museums/online displays when safe to do so. BBC Bitesize has a KS3 section on the transatlantic slave trade and the abolition of slavery. • Look at museum websites to access online material and primary sources (e.g. The British Museum). • Watch historical documentaries and programmes together.
IT	<p>Algorithms –</p> <ol style="list-style-type: none"> 1. Understand the concepts of abstraction, decomposition, pattern recognition and algorithms. 2. Know how to read and develop flow diagrams. 	<ul style="list-style-type: none"> • Encourage students to apply the computational thinking skills to everyday tasks to reiterate learning and embed the key terminology of the 4 cornerstones: Decomposition (breaking down problems into smaller

	<ol style="list-style-type: none">3. Use the principles of abstraction and decomposition to produce algorithms to solve a range of problems.4. Write flow diagrams to sequence the steps involved in completing a task.5. Analyse different approaches to solving problems.6. Design algorithms to solve a range of computational problems.	<p>manageable chunks), Abstraction (removing unnecessary and unhelpful detail), Algorithm Design (planning a solution in the form of a series of instructions) and Pattern Recognition (spotting similarities in different problems and applying the same modified solution to both problems)</p> <ul style="list-style-type: none">• Assist students in drawing flow charts for different everyday tasks, putting into practice the core principles of algorithm design.• Use the BBC Bitesize information to reinforce learning in this topic: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1• Flowcharts: https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Maths</p>	<p>Numbers –</p> <ol style="list-style-type: none"> 1. Solving problems with fractions. 2. Numbers in standard form. <p>Using Percentages –</p> <ol style="list-style-type: none"> 1. Solve ‘reverse’ percentage problems. 2. Recognise and solve percentage problems (non-calculator). 3. Recognise and solve percentage problems (calculator). <p>Maths and Money –</p> <ol style="list-style-type: none"> 1. Calculate compound interest. 2. Solve problems with exchange rates. 3. Solve problems with bills and bank statements. 4. Solve problems with Value Added Tax. 5. Calculate wages and taxes. <p>Deductions –</p> <ol style="list-style-type: none"> 1. Solving angles problems (using chains of reasoning). <p>Rotation and Translation –</p> <ol style="list-style-type: none"> 1. Rotate a shape about a point not on a shape. 2. Translate points and shapes by a given vector. 	<ul style="list-style-type: none"> • Follow the teacher’s guidance and use Sparx Maths to support home learning. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • 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.
---------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Pythagoras –</p> <ol style="list-style-type: none"> 1. Calculate the hypotenuse of a right-angled triangle. 2. Calculate missing sides in right-angled triangles. 	
<p>Music</p>	<p>Musical futures –</p> <ol style="list-style-type: none"> 1. Develop instrumental skills and perform confidently in whole class performances 2. Understand and perform chord structures used in popular music styles. 3. Describe song structure and other popular music devices. 4. Confidently read a lead sheet or chord sheet in their performances. 5. Demonstrate self-expression and work collaboratively with their peers to explore shared experiences and ideas. 6. Compose stylistically using a DAW - Bandlab. 	<ul style="list-style-type: none"> • The following website has been used by Year 9 this year and will be continued into the Summer term. Any work can be submitted to myself for feedback https://edu.bandlab.com/ • 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

		<ul style="list-style-type: none"> • Listening: I would recommend creating a free account with www.spotify.com or using YouTube for listening around the styles we will be studying throughout Year 9. The more students listen to the music we are studying, the more they will understand the techniques and elements used.
<p>PE</p>	<p>Athletics –</p> <ol style="list-style-type: none"> 1. Demonstrate progress towards their personal bests when performing, showing knowledge of how to improve performance for most events. 2. Use the correct starting grip and technique for more than one throwing event. 3. Understand how to effectively use pacing during a longer distance event towards a successful outcome. 4. Perform the correct technique when performing a sprint start (either standing or crouch). 5. Describe, Understand and attempt to use the correct running technique to achieve maximum speed for a sprint event. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Join a local athletics club (Tamworth/Nuneaton) to develop your technique and improve their personal best (pb) • Encourage your child to attend the school club for extra practice. • Discuss the requirements for different events with your child and encourage them to record and improve their personal bests. • Discuss the department Bronze, Silver and Gold awards

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

- 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.

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. Demonstrate a change in running techniques for at least one different gradient.
2. Demonstrate pacing when running longer distances.
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. Compete in a cross country race suitable for their ability.
6. Perform the activities and set up courses safely.
7. Explain how running will help to maintain a healthy and active lifestyle and can link this to ideas for training.

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.

8. 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 stimuli.
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.
2. Know how to hold and share their weight safely in contact work.
3. Know how to perform a variety of counterbalances and lifts.

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.

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 development 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.

	<p>Gaelic football –</p> <ol style="list-style-type: none"> 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. <p>Handball –</p> <ol style="list-style-type: none"> 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. 3. Recall passing strategically to keep possession of the ball and create opportunities in attack under pressure. 	<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>Gaelic Football:</p> <ul style="list-style-type: none"> • 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. <p>Handball:</p> <ul style="list-style-type: none"> • 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).
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ol style="list-style-type: none"> 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. <p>HRF Practical –</p> <ol style="list-style-type: none"> 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. <p>HRF Theory –</p> <ol style="list-style-type: none"> 1. Identify the difference between intrinsic and extrinsic factors causing injuries. 2. Identify risks within some sports/activities. 	<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>HRF – Practical:</p> <ul style="list-style-type: none"> • 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. <p>HRF – Theory:</p> <ul style="list-style-type: none"> • Discuss different sports and what is needed to participate in that sport.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 warm up.
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 body position to limit options with attention to obstruction rule.
5. Observe the rules of footwork/obstruction/contact/offside/the rules of

- 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 on YouTube/TV

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

<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=EGcimxQM0v0>.

	<p>Rugby –</p> <ol style="list-style-type: none"> 1. Pass and catch the ball effectively under pressure. 2. 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. Decision making with ruck from lineout. 5. Decision making with maul from lineout. 6. Recall and use tackling effectively in game situation. 7. Correct decision making in open play. <p>Mini games –</p> <ol style="list-style-type: none"> 1. Make plans to enhance performance. 2. Work cooperatively with others. 3. Actively listen to teammates. 	<ul style="list-style-type: none"> • 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. <p>Rugby:</p> <ul style="list-style-type: none"> • 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. <p>Mini Games:</p> <ul style="list-style-type: none"> • Watch versions of the sport on YouTube to discuss tactics and strategies
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.
4. Recall and demonstrate the correct ready position.
5. Understand why 3-touch volleyball is usually the most effective way to win points.
6. Demonstrate where to move to help a teammate in 2v2 volleyball.
7. Officiate a game.
8. Understand the tactics of 4v4 volleyball.

- 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=Fo j6A4WWgCg>
- Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.

		<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.
Religious Studies	<p>The Nature of God in Christianity –</p> <ol style="list-style-type: none"> 1. Produce multiple ideas from more than one point of view, all with evidence or explanation in response to a question or statement. 2. Explain contrasting views, including evidence and examples in response to questions about the nature of God. 3. Evaluate arguments and come to a conclusion with a reason in response to a statement or question. 4. Explain how Christians describe God, including examples/evidence to support ideas. 	<ul style="list-style-type: none"> • Parents and carers can discuss the main beliefs Christians have about God and who Jesus was. • They should focus on being about to give a clear idea and examples and quotes which help explain what Christians think, as well as thinking about how successful the arguments are and why may some find fault with the ideas. • https://www.bbc.co.uk/bitesize/topics/zbdy9q • https://classroom.thenational.academy/units/christian-beliefs-and-teachings-700f
Science	<p>Biology –</p> <ol style="list-style-type: none"> 1. Describe the 3 stages of the cell cycle. 2. Describe why mitosis is important. 3. Describe the process of diffusion. 4. Describe the process of osmosis. 5. Describe the process of active transport. 6. Compare diffusion, osmosis, and active transport. 	<p>Biology:</p> <ul style="list-style-type: none"> • Use BBC bitesize Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv. • Get pupils to set themselves quizzes on Educake (The Science Department’s homework platform) to help them

7. Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

Chemistry –

1. Draw dot and cross diagrams of simple molecules
2. Recall that a single covalent bond is represented as a line.
3. Describe the limitations of using different diagrams to represent molecules or giant structures.
4. Deduce the molecular formula of a substance.
5. Explain the idea that intermolecular forces are weak compared with covalent bonds.
6. Identify polymers from diagrams showing their bonding and structure.

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.

Chemistry:

- Use BBC bitesize Chemistry: <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

7. Identify giant covalent structures from diagrams showing their bonding and structure.
8. Explain the properties of diamond in terms of its structure and bonding.
9. Explain the properties of graphite in terms of its structure and bonding.
10. Know that graphite is similar to metals in that it has delocalised electrons.
11. Identify graphene and fullerenes from diagrams and descriptions.
12. Recall examples of uses of fullerenes, including carbon nanotubes.

Physics –

1. Recall the three states of matter and their particle diagrams.
2. Recall the names of the changes of state.
3. Calculate the density of objects.
4. Explain how to measure the density of objects.
5. Understand that heating can change either the temperature or the state of an object
6. Explain the features of a heating/cooling curve.
7. Know the factors that affect how much energy is needed to alter the temperature of an object.
8. Calculate specific heat capacity of materials.

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.

Physics:

- Use BBC bitesize Physics:
<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>
- 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.

	<p>9. Investigate how to measure the specific heat capacity of materials.</p> <p>10. Know the factors that affect how much energy is needed to change the state of a material.</p> <p>11. Calculate specific latent heat.</p> <p>12. Explain how the motion of particles in a gas is related to the gases temperature and pressure.</p>	<ul style="list-style-type: none"> • Watch 'Into the universe with Stephen Hawking' documentary. • 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.
<p>Technology</p>	<p>Fashion & Textiles –</p> <ol style="list-style-type: none"> 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. 	<p>To improve your child's knowledge and skills access the following:</p> <ul style="list-style-type: none"> • https://www.pinterest.com/olivebit/es/aprons-for-women/ • https://www.pinterest.com/tkeeneey1/mens-aprons/ • https://www.thegreatbritishsewingbee.co.uk/ • https://www.rsc.org.uk/about-us/how-we-make-theatre/costume

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.
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.

- <https://www.foodafactoflife.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=eSEYPO30AN0> <https://www.youtube.com/watch?v=T9zN0k2S7os>
- <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/>

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.
5. Demonstrate how to put into action their understanding of joints and equipment to create projects.
6. Create a high-quality evaluation identifying areas of strength or areas that require improvement.
7. Understand how to produce a high-quality finish on a project and why it is important.

- <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>
- <http://www.mr-dt.com/manufacturing/woodjoints.htm>
- <https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1>