The Polesworth School

ENSURING EXCELLENCE

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Year 9 Threshold Knowledge and support guidance

Summer 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 - Summer term**	**How to support students' learning**
Art	**Identity –** 1. Research into artists work in greater depth. 2. Develop an idea/project. 3. Construct a final piece of work. 4. Self-evaluate their work and decide upon refinements.	• Research Peter Blake 'Self-Portrait with Badges' https://www.tate.org.uk/art/artworks/blake-self-portrait-with-badges-t02406 And discuss what the meanings are of the various objects/clothes within the portrait signify.
Drama	**Bluebeard –** 1. Know and understand how to realise a play text taking it from page to stage.	• Talk to your child about what they have been studying in drama

	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. **Quests –** 1. Understand how to use a film as a stimulus for devising; demonstrate a working knowledge of a broad range of devising techniques. 2. Understand and demonstrate the concept of 'split-stage' in devised work. 3. Demonstrate an ability to multi-role.	• Keep a look out on social media for Art events in your local area. Also follow us on Instagram polesworth_performing_arts for news of events and workshops • Watch more stage drama on You Tube or visit a local theatre group • **Set** - https://www.designweek.co.uk/issues/19-25-november-2018/nationaltheatre-explores-exquisite-miniatureworld-of-stage-set-models • **Costume** - https://www.youtube.com/watch?v=bgxcWne7uzg • **Lighting** - 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-tonein-performance-chj30e • **Bring text to life** - https://classroom.thenational.academy

	4. Understand and demonstrate the ensemble - how to 'move as one'. 5. Understand and demonstrate how to make a sudden change in performance in terms of space / face / posture / movement. 6. Craft transitions carefully. 7. Maintain a character. 8. Understand the purpose of a motif and demonstrate the use of them in performance work.	/units/approaching-text-bringing-it-tolife-c00e
English (Literature and language)	**Language – Writing –** 1. Content and Organisation 2. Technical Accuracy **Language – Reading –** 1. Understanding 2. Analysis 3. Comparison **Literature – Poetry -** 1. Understanding 2. Analysis 3. Context	• 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. • Come up with or search debate topics to develop evaluation skills. Encourage evidence and sound reasons for all opinions expressed during these. • Help them to revise content learned in school from their class notes, knowledge organisers and 'Big Question' sheets by testing them on the key concepts for each topic.

	4. Spelling, punctuation and grammar	• 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. • In preparation for our first topic in year 10, students could research the context of A Christmas Carol by looking at life in the Victorian Era and the life, works and beliefs of Charles Dickens
French	**Internet and Social networks –** 1. Understand 10+ items of technology related vocabulary. 2. Understand 10+ and produce 8+ time phrases without support. 3. Understand 6+ and produce 4+ phrases including reasons detailing your online habits 4. Use infinitive phrases to give a detailed explanation about how and why you use different forms of technology.	• 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. • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjec

	Festivals – 5. Ask 4+ and answer 6+ questions when presenting a festival / celebration of choice. 6. Describe a festival / celebration that you have been to using 2+ past tense verbs. 7. Describe a festival / celebration that you would like to / are going to using 2+ future tense verbs.	ts/zgdqxnb 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.
Geography	**DEVELOPMENT - SPANS SUMMER 1 AND 2** **Development –** 1. Identify and evaluate how development is measured. 2. Describe the Brandt line and development gap. 3. Describe, explain and begin to evaluate the usefulness of the DTM. 4. Interpret and analyse population structures. 5. Explain and evaluate why some countries struggle to develop. 6. Explain how uneven development results in inequalities in health & wealth. 7. Evaluate the impact of migration on development.	• 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. • BBC Bitesize – Development https://www.bbc.co.uk/bitesize/topics/zvwtsbk/articles/zbcqjsg • BBC News (or other global news platforms) https://www.bbc.co.uk/news/world

	8. Identify and describe how the development gap can be reduced. 9. Categorise the advantages and disadvantages of aid. 10. Explain how Fairtrade has reduced the development gap in the Dominican Republic. 11. Evaluate the extent to which tourism helps reduce the development gap in Bhutan.	• 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
German	**Internet and Social networks –** 1. Understand 10+ items of technology related vocabulary. 2. Understand 10+ and produce 8+ time phrases without support. 3. Understand 6+ and produce 4+ phrases including reasons detailing your online habits 4. Use infinitive phrases to give a detailed explanation about how and why you use different forms of technology. **Festivals –** 5. Ask 4+ and answer 6+ questions when presenting a festival / celebration of choice. 6. Describe a festival / celebration that you have been to using 2+ past tense verbs.	• 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. • 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

	7. Describe a festival / celebration that you would like to / are going to using 2+ future tense verbs.	• Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
History	**Development of the United States and the African American Experience –** 1. Explain the experience of Black Americans after emancipation (1865). 2. Define the term 'segregation.' 3. Give examples of how life improved for Black Americans, 1900-1945. 4. Identify the problems that existed for Black Americans, 1900-1945. 5. Describe the Civil Rights movement. 6. Describe how schools were desegregated in America. 7. Explain why desegregating education was important. 8. Explain changes in education for Black Americans with examples from the Brown v Board of Education and Little Rock Nine events. 9. Describe the role of Rosa Parks.	• We have been studying Civil Rights in America from the late 1800s into the 20th Century. Students may like to do further research on the individuals we have studied such as Harriet Tubman, Booker T Washington, Ida B Wells and Martin Luther King Jr. • 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. • Visit sites/museums/online displays when safe to do so. • BBC Bitesize has a KS3 section on Civil Rights in America which will further support their learning this term:

	10. Define the term 'boycott.' 11. Explain why the bus boycott was important in the Civil Rights movement. 12. Identify a point of significance on the March on Washington. 13. Justify why some Civil Rights activists chose to follow the Black Panther Party. 14. Describe reasons for and/or against progress made in civil rights in the 1950s and 1960s. 15. Explain reasons for and/or against progress made in civil rights in the 1950s and 1960s. 16. Judge the extent of change for Black Americans with Civil Rights.	https://www.bbc.co.uk/bitesize/topics/zgb39j6. • Look at museum websites to access online material and primary sources. E.G. The National Museum of American History has a section on Civil Rights in the 20th century, including further information on the March on Washington https://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963/1963/march-washington • Watch historical documentaries and programmes together.
IT	**The ethics of computing –** 1. Know the role of algorithms in decision making. 2. Understand the importance of respecting copyright. 3. Make informed judgements about whether activities are morally acceptable or not. 4. Ensure that copyright has not been infringed when using resources found online. 5. Store data safely with regard to current legislation.	• Use the BBC Bitesize information to reinforce learning in this topic: https://www.bbc.co.uk/bitesize/guides/z9nk87h/revision/1 • https://www.bbc.co.uk/bitesize/guides/zhx26yc/revision/1 • https://www.bbc.co.uk/bitesize/guides/zchcwmn/revision/1 • Use this website to help stretch and challenge their ethical skills:

	6. Consider the ethical implications of using modern information technologies. 7. Research resources online, being mindful of copyright considerations and acknowledging sources. 8. Use modern information technologies responsibly. **Video and Sound Editing –** 1. Use audio-editing software. 2. Know about a range of effects that can be applied to sound files. 3. Demonstrate how to use video-editing software. 4. Combine images and sound. 5. Record and edit audio files. 6. Develop and edit videos. 7. Combine video and audio. 8. Create a plan to develop a video. 9. Use audio and video editing software with confidence. 10. Review and evaluate work involving audio and video files.	http://www.cs4fn.org/society/dilemmas.php • Use this YouTube playlist to find tutorials to help stretch and challenge their audio editing skills in Audacity: https://www.youtube.com/playlist?list=PLlKpQrBME6xKm9iJlVHWbJd_xAvtAQy6W • Use this YouTube video to watch a tutorial to help stretch and challenge their video editing skills in Audacity: https://www.youtube.com/watch?v=rLWXlc1BW-I&t=1726s&ab_channel=KevinStratvert

Maths	**Enlargement and Similarity –** 1. Enlarge a shape by a positive integer scale factor from a point (U519). 2. Enlarge a shape by a positive fractional scale factor (U134). 3. Work out missing sides and angles in a pair of given similar shapes (U578). **Ratio and Proportion –** 4. Solve problems with inverse proportion (U357). 5. Solve 'best buy' problems. **Rates –** 6. Use distance/time graphs (U462). 7. Solve problems with density, mass and volume (U910) 8. Calculating with rates (U256). **Probability –** 9. Relative frequency – include convergence. 10. Sample space diagrams (U104). 11. Venn diagrams (U476). 12. Venn diagrams with set notation (U748). **Algebraic representation –** 13. Draw quadratic graphs (U989).	• Follow the teacher's guidance and use Sparx Maths to support home learning. The Sparx codes are next to the statements for independent 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.

	14. Identify and interpret roots and intercepts of quadratics (U848). 15. Graphs of cubic functions (U980). 16. Graphs of reciprocal functions (U593). 17. Graphs of exponential functions (U229). 18. Interpret graphs, including reciprocal and piece-wise. 19. Represent inequalities (U509). **Deduction –** 20. Solving angles problems (using chains of reasoning) **Rotation and translation –** 21. Rotate a shape about a point not on a shape (U696) 22. Translate points and shapes by a given vector (U196) **Pythagoras' theorem –** 23. Calculate the hypotenuse of a right-angled triangle (U385) 24. Calculate missing sides in right-angled triangles (U385)	

Music	**Horror Soundtrack –** 1. Produce an extended horror score using creative devices and concepts for a movie trailer. 2. Produce an effective horror score using simple devices and ideas for a movie trailer. 3. Develop an understanding of how composers use elements and devices to create an effective film score 4. Develop and demonstrate composing leitmotifs and melodies linked to characters **Blues and Jazz –** 1. Perform using a 12 bar blues chords in time. 2. Perform using a walking bassline in time. 3. Develop ideas using a melody or improvisation on the blues scale. 4. Produce a structured performance based on a head arrangement.	• Use Bandlab Education at home to create new compositions • Listen to music as a family. Why not create a family playlist on Spotify or Apple Music • If you have an instrument at home, please encourage them to practise or learn new skills. • You Tube has free tutorials for all instruments • Why not download an app to help with note reading or instrument techniques? • Ask your child about what they have been studying at school. Follow this up with listening and discussing the style or performer • Apply for instrumental lessons with our specialist teachers. Email s.glover@thepolesworthschool for more information
PE	**Athletics –** 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.	**Athletics:** • Join a local athletics club (Tamworth/Nuneaton) to develop your technique and improve their personal best (pb)

	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. 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.	• 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 • 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/).

	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. **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.	• Ask your child about "ME in PE" and discuss the characteristics they have developed in PE. **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/.

	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. 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 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.	• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. **Dance:** • Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zoonation 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.

	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. 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

	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.	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. • 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.

	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. 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.	• 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). • 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.

	5. Provide a basic explanation of the principles of specificity, progression and overload. **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 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.	**HRF – Theory:** • Discuss different sports and what is needed to participate in that sport. • 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

	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 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.	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 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

	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. 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.	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. • 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 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 –
	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.
		Mini Games:
		• Watch versions of the sport on YouTube to discuss tactics and strategies
		• 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 – 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.	**Volleyball:** • Encourage your child to attend the school club for practice. • Watch volleyball matches/skills online. The following are good to use:

	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.	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. • Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.
Religious Studies	**Christianity and Justice –** 1. Explain contrasting views on matters of crime and justice. 2. Evaluate ideas about justice using evidence and examples. 3. Evaluate arguments and come to a conclusion with a reason in response to a statement or question. 4. Give multiple ideas in response to a question or statement, each supported by relevant evidence and examples.	• Oak National Academy https://classroom.thenational.academy/subjects-by-key-stage some topics may be in the KS4 section. • BBC bitesize. https://www.bbc.co.uk/bitesize/subjects/zh3rkqt. • The students work booklets and lesson PowerPoints, copies of which are on Teams. • Have discussions and debates with your child, these can be about anything that interests them. Encourage them to

		explain their ideas, give examples and consider the opposite viewpoint
Science	**Biology –** 1. Describe the roles of the organs which make up the digestive system. 2. Describe the nature of enzyme molecules and relate their activity to temperature and pH changes. 3. Link enzymes to the breakdown of specific substances including the products. 4. Investigate different foods using food tests. 5. Know the structure of the heart. 6. Know the structure of the lungs. 7. Describe the different types of blood vessels and why they have those features. 8. Know the functions of each of these blood components. 9. Understand Coronary Heart Disease. 10. Describe how to treat coronary heart disease. 11. Describe the relationship between health and disease and the interactions between different types of disease. 12. Describe different risk factors and their related diseases.	**Biology:** • 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 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.

	13. Describe cancer as the result of changes in cells that lead to uncontrolled growth and division. 14. Explain how the structure of root hair cells, xylem and phloem are adapted to their functions. 15. Describe the process of transpiration and translocation, including the structure and function of the stomata. **Chemistry –** 1. Draw dot and cross diagrams for ionic compounds formed by metals in Groups 1 and 2 with non-metals in Groups 6 and 7. 2. Work out the charge on the ions of metals and non-metals from the group number of the element, limited to the metals in Groups 1 and 2, and non-metals in Groups 6 and 7. 3. Deduce that a compound is ionic from a diagram of its structure in one of the specified forms. 4. Describe the limitations of using dot and cross, ball and stick, two and three-dimensional diagrams to represent a giant ionic structure. 5. Work out the empirical formula of an ionic compound from a given model or diagram that shows the ions in the structure. 6. Recognise substances as metallic giant structures from diagrams showing their bonding.	**Chemistry:** • Use BBC bitesize Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxtyrd. • 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

	7. Explain why alloys are harder than pure metals in terms of distortion of the layers of atoms in the structure of a pure metal. **Physics –** 1. Describe the basic structure of the atom. 2. Know the size of the atom and the nucleus. 3. Describe why atoms have no overall charge. 4. Know the mass number is the number of protons and neutrons. 5. Describe what an isotope is. 6. Describe the discovery of the atom and the nucleus. 7. Describe the results of the alpha scattering experiment. 8. Describe what radioactive decay is. 9. Know the difference between activity and count rate. 10. Describe the 3 types of nuclear radiation - alpha, beta and gamma decay.	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. • 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.

Technology	**Fashion & Textiles –** 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.	To improve your child's knowledge and skills access the following: • https://www.pinterest.com/olivebites/aprons-for-women/ • https://www.pinterest.com/tkeeney1/mens-aprons/ • https://www.thegreatbritishsewingbee.co.uk/ • https://www.rsc.org.uk/about-us/how-we-make-theatre/costume • 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

	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. 5. Demonstrate how to put into action their understanding of joints and equipment to create projects.	• 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/ • 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

	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. **Graphics –** 1. Understand how to produce high quality design sketches based on a brief using a number of sketching techniques including isometric and CAD. 2. Demonstrate how to put into action their understanding of mechanical devices to create projects. 3. Demonstrate how to use the design process to develop and create their own branding idea based on a class topic e.g. a fast food truck. 4. Identify and use different types of packaging elements such as purpose, practical issues and legal requirements as well as understand production techniques and the impact of emerging technologies. 5. Know how to undertake market research to inform design and material choices.	• https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1