



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>	<b>Quests -</b> <ol style="list-style-type: none"> <li>1. Understand how to use a film as a stimulus for devising; demonstrate a working knowledge of a broad range of devising techniques.</li> <li>2. Understand and demonstrate the concept of 'split-stage' in devised work.</li> <li>3. Demonstrate an ability to multi-role.</li> <li>4. Understand and demonstrate the ensemble - how to 'move as one'.</li> <li>5. Understand and demonstrate how to make a sudden change in performance in terms of space / face / posture / movement.</li> <li>6. Craft transitions carefully.</li> <li>7. Maintain a character.</li> <li>8. Understand the purpose of a motif and demonstrate the use of them in performance work.</li> <li>9. Know, understand, and demonstrate how to research in preparation for a design skill.</li> <li>10. Know, understand, and demonstrate the design fundamentals and apply them to a design.</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>

		<a href="https://www.bbc.co.uk/bitesize/guides/zhhf4j/revision/2">https://www.bbc.co.uk/bitesize/guides/zhhf4j/revision/2</a>
<b>English (Literature and language)</b>	<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> <li>3. Comments on a range of features relating to organisation and how they contribute to effects achieved.</li> <li>4. Some detailed explanation, with appropriate terminology, of how language is used to affect the reader.</li> <li>5. A range of stylistic devices are used to achieve a specific purpose.</li> <li>6. A range of vocabulary is used to suit the purpose and audience.</li> </ol> <p><b>Language –</b></p> <ol style="list-style-type: none"> <li>1. A range of features are used to craft sentences.</li> <li>2. A range of punctuation, including complex examples, are used accurately.</li> <li>3. A variety of structural devices are used to guide the reader and paragraphs are created to create pace or development of argument.</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, knowledge organisers and ‘Big Question’ sheets by testing them on the key concepts for each topic.</li> <li>• Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39">https://www.bbc.co.uk/bitesize/topics/z4hrt39</a>.</li> <li>• Make a list of key vocabulary from the texts studied in lessons and learn the meaning and etymology of the words.</li> <li>• Look at modern translations of Romeo and Juliet <a href="http://www.sparknotes.com/nofear/shakespeare/romeojuliet/">www.sparknotes.com/nofear/shakespeare/romeojuliet/</a> to ensure a full</li> </ul>

	<ol style="list-style-type: none"> <li>4. Imaginative and successful use of conventions to affect the reader and create meaning.</li> <li>5. Style and form of writing are suitable to the task.</li> <li>6. Vocabulary is beyond common word choices and chosen for effect.</li> </ol>	<p>understanding of the language, characters and plot</p> <ul style="list-style-type: none"> <li>• Research and make notes on the role of women in Elizabethan times to help with understanding of context.</li> </ul>
<p><b>French</b></p>	<p><b>Family and Friends –</b></p> <ol style="list-style-type: none"> <li>1. Understand and produce 8+ adjectives and 8+ relatives from memory.</li> <li>2. Understand and produce to be and to have phrases.</li> <li>3. Understand and produce 5+ phrases to describe their family (including 3rd person, an idiomatic structure, a reflexive).</li> <li>4. Understand and produce 2+ sentences about who you get on with or do not get on with and why.</li> <li>5. Understand and produce 5+ phrases to describe their friendships (including 3rd person, an idiomatic structure, a reflexive).</li> <li>6. Understand and produce 5+ sentences about which free-time activities you do with family / friends (including 3rd person, an idiomatic structure, a time phrase, a verb+ infinitive phrase, a reason and an opinion).</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> </ul>

	<p>7. Understand and produce 5+ phrases to describe their future free-time plans with family / friends (with an example of the conditional).</p>	<ul style="list-style-type: none"> <li>• Use Kerboodle (Logins 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/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a>.</li> </ul>
<p><b>Geography</b></p>	<p><b>Violent planet –</b></p> <ol style="list-style-type: none"> <li>1. Explain how tectonic plates move.</li> <li>2. Describe the different layers within the Earth.</li> <li>3. Explain how tectonic plates move.</li> <li>4. Describe how we know that the continents move over time.</li> <li>5. Know the key terms associated with earthquakes and the factors that cause the greatest damage.</li> <li>6. Assess the causes and impacts of the 2004 Boxing Day Tsunami.</li> <li>7. Describe how hazard management can reduce the impacts of earthquakes using the 3Ps.</li> <li>8. Describe the different types of volcanoes and their key features.</li> <li>9. Assess the primary and secondary effects of volcanic eruptions.</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>

	<p>10. Assess the impacts of the 2010 eruption of Eyjafjallajökull.</p> <p>11. Explain why people choose to live in tectonically active locations.</p> <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. Identify why different holidays might appeal to different people.</li> <li>4. Know 3 advantages and 3 disadvantages of tourism.</li> <li>5. Examine how ecotourism can be used to protect people and the environment.</li> <li>6. Explain what dark tourism is and why it is appealing to tourists.</li> </ol>	
<p><b>German</b></p>	<p><b>Family and Friends –</b></p> <ol style="list-style-type: none"> <li>1. Understand and produce 8+ adjectives and 8+ relatives from memory.</li> <li>2. Understand and produce to be and to have phrases.</li> <li>3. Understand and produce 5+ phrases to describe their family (including 3rd person, an idiomatic structure, a reflexive).</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> </ul>

	<ol style="list-style-type: none"> <li>4. Understand and produce 2+ sentences about who you get on with or do not get on with and why.</li> <li>5. Understand and produce 5+ phrases to describe their friendships (including 3rd person, an idiomatic structure, a reflexive).</li> <li>6. Understand and produce 5+ sentences about which free-time activities you do with family / friends (including 3rd person, an idiomatic structure, a time phrase, a verb+ infinitive phrase, a reason and an opinion).</li> <li>7. Understand and produce 5+ phrases to describe their future free-time plans with family / friends (with an example of the conditional).</li> </ol>	<ul style="list-style-type: none"> <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 (Logins 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>Second World War –</b></p> <ol style="list-style-type: none"> <li>1. Identify reasons that the Nazis and Hitler were able to get support from the German people.</li> <li>2. Summarise how the Germans were able to undo the Treaty of Versailles.</li> <li>3. State reasons for and against appeasement.</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,</li> </ul>

	<ol style="list-style-type: none"> <li>4. Judge whether appeasement was the right policy.</li> <li>5. List ways in which Britain prepared for war.</li> <li>6. Know why the start of the war was viewed as 'phoney'.</li> <li>7. Understand how events can be viewed as triumphs and disasters.</li> <li>8. Assess evidence to show reasons for the evacuation at Dunkirk being viewed as a triumph or failure.</li> <li>9. Identify who 'the few' were and the different experiences.</li> <li>10. Explain why the Battle of Britain was a key turning point in the war.</li> <li>11. Describe impact of Blitz on Birmingham.</li> <li>12. Compare different experiences during the Blitz.</li> <li>13. Recall why the Second World War was a global event.</li> <li>14. Understand that the war was fought in different ways.</li> <li>15. Explain the impact of breaking the Enigma Code.</li> <li>16. Identify reasons that Churchill has been viewed positively and negatively.</li> <li>17. Form a judgment on how Churchill should be viewed using evidence.</li> </ol>	<p>newspapers, or online material, but then ask them to assess it as a source using their skills.</p> <ul style="list-style-type: none"> <li>• Visit sites/museums/online displays when safe to do so.</li> <li>• Look at museum websites to access online material and primary sources (e.g. The British Museum).</li> <li>• Watch historical documentaries and programmes together.</li> </ul>
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<p><b>IT</b></p>	<p><b>Binary and Computer Logic -</b></p> <ol style="list-style-type: none"> <li>1. Understand binary and why it is used in computing.</li> <li>2. Demonstrate how to convert between denary and binary.</li> <li>3. Understand how binary is used to encode text and images.</li> <li>4. Understand the concept of AND, OR and NOT gates and their use in computer programs.</li> <li>5. Demonstrate how to carry out binary/denary conversions.</li> <li>6. Know how to encode and decode text and images in binary.</li> <li>7. Understand how to identify the output from simple logic circuits.</li> <li>8. Demonstrate how to design an app to meet a brief.</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 develop HTML and CSS in their OneDrive files.</li> <li>• Use the BBC Bitesize information to reinforce learning in this topic: <a href="https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4">https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/4</a> <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zgx3b9q">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/zgx3b9q</a></li> <li>• Discuss with students when looking at websites, what makes them effective.</li> <li>• Use the BBC Bitesize information to reinforce learning in this topic: <a href="https://www.bbc.co.uk/bitesize/guides/zvspfcw/revision/5">https://www.bbc.co.uk/bitesize/guides/zvspfcw/revision/5</a> <a href="https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7">https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7</a></li> <li>• Encourage students to think about how they access the internet and what they use it for, ensuring security settings are</li> </ul>
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		set to protect them and their personal data (i.e., not automatically connecting to wireless hotspots).
<b>Maths</b>	<p><b>Number –</b></p> <ol style="list-style-type: none"> <li>1. Multiplying mixed numbers (M197, U224).</li> <li>2. Dividing mixed numbers (M265, U538).</li> <li>3. Adding mixed numbers (M931, U793).</li> <li>4. Subtracting mixed numbers (M931, U793).</li> <li>5. Add and subtract numbers given in standard form (U290).</li> <li>6. Find the LCM using prime factor decomposition (M365, U250).</li> <li>7. Find the HCF using prime factor decomposition (M365, U250).</li> <li>8. Multiplying numbers in standard form (U264).</li> <li>9. Dividing numbers in standard form (U264).</li> <li>10. Standard form with a calculator (U161).</li> </ol> <p><b>Equations -</b></p> <ol style="list-style-type: none"> <li>1. Inequalities and Expanding Brackets - Substituting into algebraic formulae (M208, U585).</li> <li>2. Inequalities and Expanding Brackets - Substituting into real-life formulae (M979, U144).</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>

3. Inequalities and Expanding Brackets - Solve equations with unknowns on both sides (M554, U870).
4. Inequalities and Expanding Brackets - Expand double brackets (M960, U768).
5. Inequalities and Expanding Brackets - Solve one-step inequalities (M118, U759).
6. Inequalities and Expanding Brackets - Solve inequalities with two or more steps (M118, U759).
7. Inequalities and Expanding Brackets - Solve inequalities, including with unknowns on both sides (M732, U337).
8. Inequalities and Expanding Brackets - Form and solve inequalities (U337).
9. Inequalities and Expanding Brackets - Changing the subject of a formula (M184, U556).
10. Inequalities and Expanding Brackets - Solving equations with the variable in the denominator (M387, U505).

**Rotation, Reflection and Translation –**

1. Describe translations of shapes (M139, U196).
2. Translate shapes by a given vector (M139, U196).
3. Describe rotation (M910, U696).
4. Rotate a shape (M910, U696).
5. Rotate a shape about a point (M910, U696).

	<p>6. Describe reflection (M290, U799). 7. Reflect shapes in given lines (M290, U799).</p>	
<p><b>Music</b></p>	<p><b>Horror Soundtrack –</b></p> <ol style="list-style-type: none"> <li>1. Produce an extended horror score using creative devices and concepts for a movie trailer.</li> <li>2. Produce an effective horror score using simple devices and ideas for a movie trailer.</li> <li>3. Develop an understanding of how composers use elements and devices to create an effective film score.</li> <li>4. Develop and demonstrate composing leitmotifs and melodies linked to characters.</li> </ol> <p><b>Blues and Jazz Music –</b></p> <ol style="list-style-type: none"> <li>1. Perform a blues piece using a 12 bar blues chords in time.</li> <li>2. Perform and demonstrate using a walking bassline in time.</li> <li>3. Develop ideas using a melody or improvisation on the blues scale.</li> </ol>	<p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• In class we are using several DAW programmes to create music. Students can continue with this at home by logging into the following websites: <a href="https://edu.bandlab.com">https://edu.bandlab.com</a> <a href="http://www.soundation.com">www.soundation.com</a></li> <li>• 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.</li> </ul> <p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>• If your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork: <a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a> <a href="https://virtualpiano.net/">https://virtualpiano.net/</a></li> </ul>

		<p><a href="https://www.musicca.com/guitar">https://www.musicca.com/guitar</a> <a href="https://www.apronus.com/music/onlin eguitar.htm">https://www.apronus.com/music/onlin eguitar.htm</a> <a href="https://ukebuddy.com/ukulele-chords">https://ukebuddy.com/ukulele-chords</a></p> <ul style="list-style-type: none"><li>• If you would like information about specialist instrumental lessons, please see our website for more information <a href="https://sglover8.wixsite.com/polesworthmusic">https://sglover8.wixsite.com/polesworthmusic</a>. If you are in receipt of Pupil Premium, please get in touch (s.glover@thepolesworthschool.com)</li></ul> <p><b>Listening:</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/ polesworthmusic">https://sglover8.wixsite.com/ polesworthmusic</a></li></ul>

<b>PE</b>	<b>Football –</b> <ol style="list-style-type: none"><li>1. Use at least one type of long pass with some accuracy.</li><li>2. Use passing and control to keep possession.</li><li>3. Use the correct body technique to close down an opponent with the ball in a 1 v 1 situation.</li><li>4. Attempt to use a block tackle to win possession.</li><li>5. Use the side foot to shoot (finish).</li></ol>	<b>Football:</b> <ul style="list-style-type: none"><li>• Practice ball familiarisation skills used in lessons to develop confidence with both feet. <a href="https://www.youtube.com/watch?v=q1B4is3faOM">https://www.youtube.com/watch?v=q1B4is3faOM</a></li><li>• Encourage your child to attend the school football club to development skills and confidence.</li><li>• Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations. <a href="https://www.thefa.com/get-involved">https://www.thefa.com/get-involved</a></li><li>• Go and watch a local team playing nearby in the Tamworth &amp; District Sunday Football League.</li><li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li></ul>
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**Rugby –**

1. Pass and catch the ball effectively under pressure.
2. Demonstrate the correct technique when entering ruck or maul.
3. Shows a deeper 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 a lineout.
5. Demonstrate effective decision making with maul from lineout.
6. Recall and use tackling effectively in a game situation.
7. Demonstrate correct decision making in open play.

**Badminton –**

1. Grip racket correctly.
2. Consistently demonstrates correct footwork.
3. Play overhead clears to at least rear tramlines of the court.
4. Play BHC to at least mid-court of opposition side.
5. Play smash shot with power and correct angle.
6. Demonstrate the block shot.
7. Show shot variation within game play.

**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.

**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/>).

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

**Volleyball -**

1. Show correct body position for the volley.
2. Show correct body position for the serve.
3. Move with some speed and agility.
4. Consistently demonstrates the correct ready position.
5. Understand why 3-touch volleyball is usually the best way to play.
6. Demonstrate how to move to help a teammate in 2v2 volleyball.
7. Understand and demonstrate how to officiate a game.
8. Understand tactics in 4v4 volleyball.

**Netball –**

1. Select and perform footwork and passing variations with control and fluency.

- 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.
- 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

2. Use correct shooting technique with some success in game situations.
3. Understand and demonstrate attacking principles and 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 centre pass/3 second rule and replay/repossession/short pass rules with support.

**Handball –**

1. When under pressure recall and use more than one type of pass to pass the ball accurately - Over

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

arm pass, bounce pass, flick pass and under arm pass.

2. Recall and 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.

**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.
3. Understand how to effectively use pacing during a longer distance event towards a successful outcome.

- 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.

**Athletics:**

- 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

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.

**Rounders –**

1. Use a range of bowling techniques with 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 some accuracy to a well selected target.
5. Understand the fielding positions and their roles.

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.

**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.

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

**HRF –**

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.

- 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>.
- 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.

**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.

4. Achieve and sustain the intensity required for working anaerobically.
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 a few individual variables that can increase risk of injury.
5. Identify the 5 phases of the warm-up.
6. Identify 3 common injuries in sport.
7. State the components of SALTAPS & RICE in treatment.

**Dance –**

1. Demonstrate trust of themselves and their partner in contact work.
2. Know how to hold and share their weight safely in contact work.

- 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.
- 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.

**Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue entertainment, Zonation and annual ‘breakin convention’).

3. Demonstrate how to perform a variety of counterbalances and lifts.
4. Know 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.

**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 their stimulus and choreographic intent.
7. Effectively work and communicate with a partner, leading ideas and discussions.

- 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.

**Coaching –**

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

**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. Using solo or bounce to move in possession.

**Mini Games –**

1. Demonstrate responsibility for their own performances.
2. Demonstrate positive support of others.

**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.

**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.

**Mini Games:**

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

3. Demonstrate imaginative, independent problem solving.
4. Demonstrate helping others to succeed.
5. Independently identifies and reflects on their own strengths and weaknesses.
6. Manages their own emotions effectively.
7. Effectively apply different tactics and strategies within games.
8. Demonstrate resilience during tasks.

**Couch 2 5K –**

1. Relate good fitness levels to everyday activities and professions.
2. Demonstrate good pacing by distributing energy throughout a run.
3. Understand and explain how running will help maintain a healthy and active lifestyle.
4. Understand how training can help improve the mental health of participants.
5. Explain how the body is working aerobically and anaerobically during a performance.

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

**Couch 2 5K:**

- Go for a run as a family.
- Download free Apps to track their runs (Strava, Couch 2 to 5K NHS).
- 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.

<b>Religious Studies</b>	<b>Does God exist? –</b> <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>• 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.</li> </ul>
<b>Science</b>	<b>Biology -</b> <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>	<b>Biology:</b> <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> </ul>

**Chemistry -**

1. Recall the structure of an atom.
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.

- Watch BBC's David Attenborough documentaries on animals and the planet
- Use the link below to help find lessons you need to refresh and want to revise; <https://continuityoak.org.uk/lessons>  
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 discuss new scientific advances in the news.
- Watch BBC Four's 'Chemistry: A volatile history' documentary.

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 -**

1. Recall the 8 stores of energy.
2. Recall the 4 energy transfers.
3. Apply the concept of conservation of energy to situations.
4. Recall the concept of power and apply it to situations.
5. Calculate work done.
6. Understand dissipation.
7. Describe ways to reduce unwanted energy transfers.
8. Recall the concept of efficiency and apply it to situations.

- Use the link below to help find lessons you need to refresh and want to revise; <https://continuityoak.org.uk/lessons> 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.

		<ul style="list-style-type: none"> <li>• Watch 'Into the universe with Stephen Hawking' documentary.</li> <li>• Use the link below to help find lessons you need to refresh and want to revise; <a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a> 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> <ol style="list-style-type: none"> <li>1. Know how to produce high quality design sketches based on a brief using a number of sketching techniques.</li> <li>2. Know how to manipulate and shape fabric for functional and decorative purposes.</li> <li>3. Know how to improve the final product’s function through joining fabrics, fastenings, and components.</li> <li>4. Recognise and evaluate the effect of key fabric finishes (such as Teflon and Proban).</li> <li>5. Know how to test, evaluate, and amend design ideas against a specification and target market’s needs and wants.</li> </ol>	<b>Further Support</b> <ul style="list-style-type: none"> <li>• <a href="https://www.pinterest.com/olivebites/aprons-for-women/">https://www.pinterest.com/olivebites/aprons-for-women/</a></li> <li>• <a href="https://www.pinterest.com/tkeeney1/mens-aprons/">https://www.pinterest.com/tkeeney1/mens-aprons/</a></li> <li>• <a href="https://www.thegreatbritishsewingbee.co.uk/">https://www.thegreatbritishsewingbee.co.uk/</a></li> <li>• <a href="https://www.rsc.org.uk/about-us/how-we-make-theatre/costume">https://www.rsc.org.uk/about-us/how-we-make-theatre/costume</a></li> </ul>

### **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.

### **Further Support**

- <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=99bx5LORhNQ>
- <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.

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