



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 9

REMOTE LEARNING

SUPPORT

BOOKLET

(JANUARY 2021 – MARCH 2021)





Introduction

Dear Parent/Carer/Student

This year has been a challenging year for students and whilst their efforts during the lockdown learning were fantastic, we recognise that this was not the ideal way for students to learn.

This booklet reports to you the areas of work that students covered during lockdown this year when students were taught remotely. It is designed to help parents and students quickly identify the work that was covered during this period and see how the College plans to cover aspects of this work with students in future lessons to support them. Also provided is information linked to the areas missed, that students can if they feel it is required, work on to aid their understanding and further support their learning.

Each subject has detailed the work that was covered. In some cases the work applies to all classes and in other cases you will need to know the group for each subject eg 9f1. If a student is not familiar with their class code, then they should ask their subject teacher.

Art and Textiles	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Responding to the work of Artists. Working in different styles and using influence for others to develop ideas.</p> <p>Landscape drawing.</p> <ul style="list-style-type: none"> • Introduced to the work of Landscape Artist and Architect Hundertwasser. Produced a piece of practical work focusing on local environment and using influence from the Artist <p>Optical illusion (Op Art)</p> <ul style="list-style-type: none"> • Examined the work of Artists from the Pop Art movement. Completed several drawings based on different methods of creating optical illusions through drawing <p>Pop Art</p> <ul style="list-style-type: none"> • Examined the work of the Pop Art movement and were introduced to the work of Andy Warhol, Jasper Johns, Peter Blake and Richard Hamilton. Collected images based on Lockdown to create a Pop Art inspired lockdown practical piece of work 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Responding to Artists • Using ideas from Artists to develop own ideas • Using drawing in different forms to develop ideas • Researching and presenting information on Artists 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Oak Academy have many practical drawing and painting activities to develop technical skills.</p> <p>Look online at gallery websites to gain a wider understanding of styles of Art such as</p> <ul style="list-style-type: none"> • Tate • National Gallery • National Portrait Gallery <p>Practice drawing skills through completing observational drawings of objects, people or Landscapes.</p>		

Computing	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
The following 2 units were taught remotely. Students had started the Python unit in school, so had knowledge of accessing the resources from home.		
Programming techniques with Python (Computer Science unit)	Computer systems (Computer Science unit)	
Sequence, Selection and Iteration	Programs and Operating systems	
Variables, Operators and Expressions	The purpose of a computer system	
Lists and Strings	Hardware components	
While loops	Processor, main memory and storage	
For loops	Logic operators	
	Artificial intelligence and machine learning	
	Sharing	
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
Programming techniques		
All the learning content included in the Programming techniques unit will be repeated and built on in Year 10 where students have chosen the GCSE Computer Science course.		
Computer Systems		
When back in school all students have been given time in lessons to re-cap learning content for this unit and assessments have been carried out to identify gaps in learning and recap these concepts in lessons. The learning content for Computer Systems will be repeated in the GCSE Computer Science course.		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
Programming techniques		
<ul style="list-style-type: none"> Seneca - https://senecalarning.com/en-GB/blog/seneca-premium/ Go to KS3 Computer Science and work through the learning for Programming 2.3 Programming Oak Academy resources - https://classroom.thenational.academy/units/python-programming-with-sequences-of-data-7716 Use the resources provided for Python programming. Each lesson provides questions to consolidate learning and lesson videos with activities to complete. 		
Computer systems		
<ul style="list-style-type: none"> Seneca - https://senecalarning.com/en-GB/blog/seneca-premium/ Go to KS3 Computer Science and work through the learning for 3.1 Hardware Oak Academy resources - https://classroom.thenational.academy/units/computing-systems-1558 Use the resources provided for Computer systems. Each lesson provides questions to consolidate learning and lesson videos with activities to complete. 		

Drama	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Unit: Theatre in Education</p> <ul style="list-style-type: none"> • Didactic Theatre • Character profiles (based on Stanislavski's Circles of Attention) • Narration • Target audience <p>Unit: Bang Out of Order</p> <ul style="list-style-type: none"> • Character profiles and monologues • Stage directions • Knife Crime and Anti-Social Behaviour • Characterisation • Non-naturalistic staging 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Unit: Bang Out of Order</p> <ul style="list-style-type: none"> • Stage directions • Knife Crime and Anti-Social Behaviour • Characterisation • Non-naturalistic staging <p>Unit: Physical Theatre</p> <ul style="list-style-type: none"> • Physical theatre • Soundscape • Movement • Characterisation • PPTV • Mark the moment • Exposition, rising • Action, climax and denouement <p>Styles of Theatre covered in the introduction to Year 10, including character profiles (Stanislavski), non-naturalistic conventions, didactic theatre and target audience</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Recap of Drama Skills https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1 • Watching Theatre (online platforms and/ or live theatre) 		

Engineering	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Topic 1: Introduction to Engineering</p> <ul style="list-style-type: none"> • Workshop rules and regulations • Types of PPE (personal protective equipment) • Safety Signage and symbols • Tools, equipment and Machinery Theory • Metals and Plastics – properties and applications • Investigate the use of ergonomics and anthropometrics in the design of products <p>Topic 2: Engineering drawing skills including:</p> <ul style="list-style-type: none"> • Scale and Proportion • 3D sketching • Perspective • Using Dimensions • Types of Lines • Isometric and oblique drawings • Engineering drawings – Orthographic views 	<p>Topic 3: Engineering Processes & Machinery</p> <ul style="list-style-type: none"> • Research and identify the benefits of CAD/CAM to engineers and designers. • Investigate types of CAM machinery. • Understand how CAD/CAM is used in the development of engineered products • Understand the working properties of engineering materials and select tools and equipment to shape/form them. • Research types of machining processes including milling, turning and drilling • Research engineering joining techniques including types of welding and fixtures/fittings 	
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • In KS3 Design Technology (DT) (consisting of Product Design, Engineering and Food Technology) groups rotate between the 3 topic areas. Students will have completed 2 rotations this year and have experienced 2 of the 3 topics. • Students who select Engineering as an option for Year 10 and 11 will be taught the required theory, design and practical skills. Students will develop and embed existing knowledge relevant to the 4 unique units of the Level 2 Engineering course which includes the Design Process, product analysis and research, Engineering drawing skills and workshop manufacturing skills. • Knowledge and Skills from Engineering are also developed in the other DT areas (Product Design and Food Technology) in Year 9, such as problem solving, working in practical environments, Health and Safety and teamwork to name but a few. 		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

BBC Bitesize – A selection of DT/Engineering videos;
<https://www.bbc.co.uk/bitesize/subjects/zfr9wmn>

BBC Teach – You Tube Channel – A series of videos covering Product Design, Engineering and Food Technology knowledge and practical skills;
<https://youtu.be/fWJHh3LoO70>

Technology Student – online learning resources covering Product Design and Engineering Topics, including the design process, tools and equipment, machinery and manufacturing processes and Sustainability;
<https://www.technologystudent.com/>

Level 2 Engineering revision guide – a support guide for the KS4 Engineering course that covers aspects of theory, suitable for students who are taking the course in Year 10/11.
https://arthurmellows.sharepoint.com/:b:/g/resources/technology/EcJ1r1wTV3VEjZlpjYZJ6nsBbqgDjtIUFE7yLCj_4G7wFw?e=jiOsgN

English	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Power and Conflict in Poetry:</p> <ul style="list-style-type: none"> • Revising how to analyse poetry (explored in Year 7 initially) • Developing own ideas and interpretations using evidence to support • Revising poetic devices and exploring the effect • Exploring and analysing a range of poetry from different eras and contexts • Knowledge about different types of conflict • Ideas about power within society, such as gained through privilege and oppression eg colonialism • Broad understanding of recent wars and their impact on individuals • Poetry as a voice for protest – own 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • Poetry introduced in Year 7 and revisited in Year 10 and 11 for the Literature GCSE course • Students will explore a similar theme and learn how to compare poems as well as write about poems from the Anthology used for the exam as well as a range of ‘Unseen’ poems • Timed essay writing will also be a further focus as will revising poetic devices and exploring the effect • Students encouraged to use own voice for persuasive and creative writing in a variety of forms • Students will also explore writing to argue and persuade as part of the language course 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Students can access the AQA Power and Conflict poetry Anthology on SharePoint for more extension • Revision materials on the texts on Seneca, Oak Academy and using GCSE Pod for really engaged learners 		

Food and Nutrition

Year: 9

Classes: 9f2 9f6 9g1

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

Theory

- Baseline test
- Gelatinisation, the science behind it
- Types of pastry, the functions of the ingredients and faults in pastry making
- Caramelisation theory. Fried onion demonstration
- Herbs and spices investigation, what are they and where do we use them
- Theory on high-risk foods, temperature control and safe storage of foods
- How to prepare a time plan for a practical lesson
- Dextrinization in foods, what it is and how it happens
- Multicultural food and religious food laws
- Gluten free fairy cake comparison
- Seasonality, why seasonal foods are better for us and the local community
- Environmental issues, food miles, food provenance
- End of unit test

Practical

- Macaroni cheese
- Tomato and basil tart
- Chicken nuggets
- Choux buns
- Enchiladas
- Gluten free fairy cake comparison.

Practical

- Swiss roll
- Pizza
- Pasta salad
- Fruit crumble
- Vegetarian Bolognese

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

The following theory lessons were covered remotely during lockdown:

- Gelatinisation, the science behind it
- Types of pastry, the functions of the ingredients and faults in pastry making
- Caramelisation theory. Fried onion demonstration
- Herbs and spices investigation, what are they and where do we use them
- Theory on high-risk foods, temperature control and safe storage of foods
- How to prepare a time plan for a practical lesson
- Dextrinization in foods, what it is and how it happens
- Multicultural food and religious food laws
- Gluten free fairy cake comparison
- Seasonality, why seasonal foods are better for us and the local community
- Environmental issues, food miles, food provenance
- The practical element was shown through either live or pre-recorded demonstrations but on the whole the students did not complete this themselves

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

All the recipes for the practical's which would have been completed in school are on the school SharePoint. To help students catch up with basic skills and cooker control it would be advantageous for these recipes to be completed at home.

<https://arthurmellows.sharepoint.com/:f:/r/resources/technology/For%20Students/other/Food/Year%209/year%209%20recipes/Current%20Recipes?csf=1&web=1&e=MRI5Ps>

French	Year: 9	Classes: 9f1 Red
---------------	----------------	-------------------------

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

Prior to home learning, Year 9 students had just begun module 2 (Bien dans sa peau) and had completed:

1. Touché! Learning the parts of the body Using à + the definite article	2. Le sport et le fitness Talking about sport Using <i>il faut</i>	3. Mes résolutions pour manger sain Learning about healthy eating Using the future tense
---	---	---

When lockdown occurred and home learning began, students continued with the module. Units included:

4. Je serai en forme! Making plans to get fit Practising the future tense	5. Es-tu en forme? Describing levels of fitness Using three tenses together
--	--

Students then looked at the topic of 'the world of work' including describing jobs and masculine and feminine nouns. They also studied the importance of languages in the workplace and modal verbs, before commencing the first topic of the GCSE Unit 1 topic, 'Qui suis-je?' revising family and describing people.

Grammar and other language features

à + definite article

the nous form of the present tense

- *la bouche*
- *le bras*
- *le corps*
- *le dos*
- *les yeux (mpl)*
- *Qu'est-ce qui s'est passé?*
- *Tu es touché(e)?*
- *Où est-ce que tu es touché(e)?*
- *le terrain*
- *les règles (fpl)*
- *le respect*

il faut

depuis + present tense

- *Pour arriver en forme, il faut ...*
- *avoir un bon programme*
- *bien manger*
- *être motivé(e)*
- *faire du sport tous les jours*
- *Le sport ...*

- *diminue le stress*
- *est bon pour le moral*
- *Ça me fatigue.*
- *Moi, je trouve ça très ennuyeux de ... (+ inf).*
- *Je crois fermement que ...*

talking about the future

negatives: *ne ... pas* and *ne ... jamais*

- *les boissons gazeuses*
- *les céréales (fpl)*
- *les fruits (mpl)*
- *les gâteaux (mpl)*
- *les légumes secs*
- *la nourriture salée*
- *les produits laitiers (mpl)*
- *le repas*
- *le sel*
- *les sucreries (fpl)*
- *la viande*
- *manger équilibré*

the future tense

- *Je ferai du sport.*
- *J'irai au collège à vélo et pas en voiture.*
- *Je mangerai équilibré.*
- *Je marcherai jusqu'au collège.*
- *Je ne boirai jamais de boissons gazeuses.*
- *Je ne jouerai plus à des jeux vidéo.*
- *Je prendrai des cours d'arts martiaux.*

Using three tenses together (past, present and future)

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

During lockdown, students completed their module 2 end of unit tests online for listening, reading and writing via Teams. The grammar from module 2 has been reinforced through our current GCSE unit 1 topic along with practising the four skills (listening, reading and writing).

Students have worked their way through Unit 1 of GCSE French (Qui suis-je?) which explores the topics of family, friends and relationships. Students practice talking about themselves in the three main tenses (past, present and future) whilst revising adjectival agreement. They have also studied using complex language in their work. Students have received vocabulary booklets for all topics covered so far.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Refer to Seneca.
- Use Linguascope to consolidate
www.linguascope.com
username: amvc
password: mfl01

French

Year: 9

Classes: 9f2

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

1) Revising content linked to Studio 3 Rouge Module 2 *Bien dans sa peau*, including

- Learning the parts of the body
- Using à + the definite article
- Talking about sport
- Using *il faut*
- Learning about healthy eating
- Using the future tense
- Making plans to get fit
- Practising the future tense
- Describing levels of fitness
- Using three tenses together

2) End of module 2 tests – Listening and reading papers

3) Theme 1, Topic 1: *Me, my family and friends*

Point de depart:

- Listening to and understanding descriptions of family members
- Listening to and understanding descriptions of imaginary criminal suspects
- Describing members of your family
- Describing yourself as an imaginary criminal suspect
- Reviewing family words
- Reviewing adjectives of personality and physical description
- Reviewing adjectival agreement and present tense verbs

Unité 1 A comme amitié

- Listening to and recognising personality traits
- Listening to and understanding descriptions of different people
- Discussing the most important qualities in a friend
- Describing photos of 3 young people
- Reading and understanding personality traits
- Reading and identifying different people based on their descriptions

Unité 2 C'est de famille!

- Talking about family relationships
- Using reflexive verbs in the present tense
- Listening to information about different characters and understanding how they fit into a family
- Reading a text about an imaginary family and understanding who is speaking
- Reading an interview with an imaginary soap character and identifying true and false statements

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

The assessments for module 1 was completed after lockdown during face-to-face lessons as part of their end of year checkpoint. The vocabulary for this topic was re-visited prior to the progress check carried out in June. Vocabulary glossaries were issued.

The module 1 topic on 'Me, my family and friends' was re-started after lockdown and consolidated.

The following language features, which have been covered during lockdown, will be revisited regularly through Year 10 and Year 11 content as it is a curriculum requirement in languages.

- Tenses: present, near future and perfect tense
- Adjective agreements
- Photo card description (exam content)
- Extended opinions and justifications across different tenses and contexts.
- Me, family and friends vocabulary
- Main regular and irregular verbs
- Reflexive verbs

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Quizlet
- Blooket/Kahoot
- Knowledge organiser and verb grids
- Use Linguascope to consolidate
www.linguascope.com
username: amvc
password: mfl01

French

Year: 9

Classes: 9f3 9f4
Green

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

1) *Revising content linked to Studio 3 Green Module 2 Bien dans sa peau, including:*

- Learning the parts of the body
- Using à + the definite article
- Talking about sport
- Using *il faut*
- Learning about healthy eating
- Using the future tense
- Making plans to get fit
- Practising the future tense
- Describing levels of fitness

2) *End of module 2 tests – Listening and reading papers.*

3) *Module 3 – discussing your future*

- Using the near future tense *and learning languages using on peut*

SET 3 only

3) *Theme 1, Topic 1: Me, my family and friends*

Point de depart:

- Listening to and understanding descriptions of family members
- Listening to and understanding descriptions of imaginary criminal suspects
- Describing members of your family
- Describing yourself as an imaginary criminal suspect
- Reviewing family words
- Reviewing adjectives of personality and physical description
- Reviewing adjectival agreement and present tense verbs

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

The assessments for module 1 was completed after lockdown during face-to-face lessons as part of their end of year checkpoint. The vocabulary for this topic was re-visited prior to the progress check carried out in June. Vocabulary glossaries were issued.

The module 1 topic on 'Me, my family and friends' was re-started after lockdown and consolidated.

The following language features, which have been covered during lockdown, will be revisited regularly through Year 10 and Year 11 content as it is a curriculum requirement in languages.

- Tenses: present, near future and perfect tense
- Adjective agreements
- Photo card description (exam content)
- Extended opinions and justifications across different tenses and contexts.
- Me, family and friends vocabulary
- Main regular and irregular verbs
- Reflexive verbs

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Quizlet
- Blooket/Kahoot
- Knowledge organiser and verb grids
- Use Linguascope to consolidate
www.linguascope.com
username: amvc
password: mfl01

Geography

Year: 9

Classes: All

Knowledge and skills that were taught remotely during the school closure this year (January to March):

Climate change	Ecosystems and Tropical Rainforests
Climate change in the past	Ecosystem key features
Natural causes of climate change	Food webs and food chains
Human causes of climate change	Nutrient cycles
Effects of climate change on the environment	World biomes
Effects of climate change on people	Global distribution of tropical rainforests
Climate change mitigation	Tropical rainforests characteristics
Climate change adaptation	Plant and animal adaptations
Optional- plastic pollution in the oceans	Causes of deforestation
Optional- desertification	Impacts of deforestation
	Sustainable management

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

- The Climate Change and Ecosystems and Tropical rainforests topics area are revisited at GCSE
- The concept of climate change threatening people and the natural environments is embedded across all years
- The concept of sustainability is embedded across all year groups
- The use of case studies to underpin concepts and processes are embedded across all years

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

Seneca: <https://senecalearning.com/en-GB/blog/seneca-premium/>

Geography KS3 look at the following areas- Topic 5 Weather and Climate, Topic 15 Ecosystems

BBC Bitesize: Ecosystems and Tropical Rainforests

<https://www.bbc.co.uk/bitesize/topics/ztqw2hv>

German	Year: 9	Classes: 9g1 9g2 9g3
---------------	----------------	-----------------------------

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

**Theme 1, Topic 3:
Free-time activities. Stimmt GCSE Text Book**

1. Wer liest heute noch Bücher?

- Discussing reading habits
- Using some adverbs of frequency and place:
- Adverbs of frequency and place
 - *Ich lese ab und zu eine Zeitung*
 - *im Bus.*
- Word order
 - *Einmal pro Woche lese ich*
 - *einen Comic; Ich lese oft ein*
 - *Buch auf meinem Tablet im Bett*
- Recognising the imperfect tense

2. Film und Fernsehen

- Discussing film and television
- Using plural nouns
 - Plural nouns
 - *Ich sehe sehr gern Actionfilme*
 - *aber ich finde Serien langweilig*
- Negatives
 - *Das ist keine Komödie*

3. Sport für alle

- Discussing sport in Switzerland
- Using the conditional
 - Conditional
 - *Ich würde bestimmt rodeln.*
- seit + the present tense
 - *Sie schwimmen seit zehn*
 - *Jahren.*
- Irregular past participles
 - *Ich habe schon Klettern*
 - *ausprobiert.*
- Preparing a presentation

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

Grammar and skills coverage

- Nouns and articles (definite and indefinite) in the nominative and accusative cases
- The negative article
- Possessive adjectives

Key language

die Biografie(n)
der Comic(s)
der Fantasyroman(e)
die Horrorgeschichte(n)
die Komödie(n)
der Krimi(s)
die Liebesgeschichte(n)
das Science-Fiction-Buch
(-Bücher)
der Thriller(-)
die Blockflöte(n)
die Flöte(n)
die Geige(n)
die (elektrische(n)) Gitarre(n)
die Klarinette(n)
die Trompete(n)
das Keyboard(s)
das Klavier(e)
das Saxofon(e)
das Schlagzeug(e)
das Instrument(e)
Ich spiele kein Instrument.
Ich bin sehr / ziemlich / ein
bisschen / nicht sehr / gar nicht

sportlich / musikalisch / faul /
abenteuerlustig
Briefmarken / Plüschtiere / ...
sammeln
Sport machen / treiben
Fußball / Hockey / Basketball /
... spielen
Schach / Karten / ... spielen
(k)ein Instrument spielen
auf dem Computer / Tablet /
Handy spielen
mit Freunden reden / chillen
in die Stadt / ins Kino / ... gehen
abends / am Wochenende / ...
fernsehen
Filme / die Nachrichten / ...
sehen
Bücher / Magazine / Comics / ...
lesen
Musik / Radio / Jazz /
Opernmusik / Rapmusik /
Heavy Metal / ... hören

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Refer to and complete vocabulary booklets / translation booklets
- Log into Kahoot and complete Freetime activities
- Use Linguascope to consolidate Freetime activities:
www.linguascope.com
 username: amvc
 password: mfl01

HISTORY	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • The end of World War One • A brief overview of 1918-45 including the rise of the Nazi's, life in Nazi Germany and persecution (including the Holocaust) • Opening lessons of GCSE Germany 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • 2 lessons were spent when the students returned on revising the first few lessons taught for GCSE Germany • These topics were also reviewed again in preparation for the End of Year progress tests • For those students who have chosen to take GCSE History, the Germany topic will be revised again throughout Year 10 and Year 11 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Oak National Academy https://classroom.thenational.academy/units/weimar-and-nazi-germany-1919-1939-6b4e • BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zymqwx • Seneca https://app.senecalearning.com/classroom/course/41857c40-325b-11e8-9e12-b76930b9a46c 		

Maths	Year: 9	Classes: 9fg1
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations - to be able to use and apply to even complex calculations • Use of calculator - to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables - to be able to create a two-way table, and answer questions using one • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences - to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • 3D coordinates - to be able to plot these • Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve • Other curves - recognise exponential, reciprocal • Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles • Surds - recognise and simplify surds, add and subtract surds, multiply and divide surds 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://corbettmaths.com/2013/04/20/3d-coordinates/> (3D coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)
- <https://vle.mathswatch.co.uk/vle/browse/377> (Surds - Introduction)
- <https://vle.mathswatch.co.uk/vle/browse/378> (Surds - Expressions)

Maths

Year: 9

Classes: 9fg2

Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):

- Use of calculator - to be able to use the calculator efficiently for a range of calculations
- Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier
- Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values
- Two-way tables - to be able to create a two-way table, and answer questions using one
- To be able to read/ interpret a bus/train timetable
- To be able to read/ interpret holiday brochures
- Sequences - to extend a sequence, find the n th term for a linear sequence. To be able to generate a sequence from an n th term, including quadratics, and find the n th term of a simple quadratic sequence
- Constructions - to be able to measure the size of an angle, the length of a line and draw of circle of a given radius. To be able to construct an angle bisector, bisector of a line segment, and a perpendicular to a line/ point
- 3D coordinates - to be able to plot these
- Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve
- Other curves - recognise exponential, reciprocal
- Surds - recognise a surd, simplify a surd, and be able to add/subtract/ multiply and divide surds for basic calculations. Please note some of this was covered before lockdown.
- Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.

Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.

All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/788> (Constructions - bisecting a line)
- <https://vle.mathswatch.co.uk/vle/browse/789> (Constructions - perpendiculars)
- <https://vle.mathswatch.co.uk/vle/browse/790> (Constructions - bisecting an angle)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://corbettmaths.com/2013/04/20/3d-coordinates/> (3D coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/377> (Introduction to surds)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)

Maths	Year: 9	Classes: 9fg3
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations - to be able to use and apply to even complex calculations • Use of calculator - to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables - to be able to create a two-way table, and answer questions using one. • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences - to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • Constructions - to be able to measure the size of an angle, the length of a line and draw of circle of a given radius. To be able to construct an angle bisector, bisector of a line segment, and a perpendicular to a line/ point • Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve • Other curves - recognise exponential, reciprocal • Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles • Enlargements - Enlarge 2D shapes for a given scale factor, enlarge shapes from a given centre, including for fractional and negative scale factors. Identify the scale factor of an enlargement, and find its centre 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.

Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.

All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/788> (Constructions - bisecting a line)
- <https://vle.mathswatch.co.uk/vle/browse/789> (Constructions - perpendiculars)
- <https://vle.mathswatch.co.uk/vle/browse/790> (Constructions - bisecting an angle)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)
- <https://vle.mathswatch.co.uk/vle/browse/312> (Enlargement)
- <https://vle.mathswatch.co.uk/vle/browse/348> (Enlargement negative scale factor)

Maths	Year: 9	Classes: 9fg4
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations – to be able to use and apply to even complex calculations • Use of calculator – to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams – to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables – to be able to create a two-way table, and answer questions using one • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences – to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • Construction – Using a compass to construct perpendicular and angle bisectors • Quadratic graphs – to recognise the shape, generate and plot the coordinates to create the curve. • Other curves – recognise exponential, reciprocal • Circles -to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://vle.mathswatch.co.uk/vle/browse/309> (Construction perpendicular bisectors)
- <https://vle.mathswatch.co.uk/vle/browse/310> (Construction perpendicular bisectors 2)
- <https://vle.mathswatch.co.uk/vle/browse/308> (Angle bisector)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)

Maths	Year: 9	Classes: 9fg5
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations - to be able to use and apply to even complex calculations • Use of calculator - to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables - to be able to create a two-way table, and answer questions using one. • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences - to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • 3D coordinates - to be able to plot these • Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve • Other curves - recognise exponential, reciprocal • Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://corbettmaths.com/2013/04/20/3d-coordinates/> (3D coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)

Maths	Year: 9	Classes: 9fg6
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations - to be able to use and apply to even complex calculations • Use of calculator - to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables - to be able to create a two-way table, and answer questions using one. • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences - to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • Constructions - to be able to measure the size of an angle, the length of a line and draw of circle of a given radius. To be able to construct an angle bisector, bisector of a line segment, and a perpendicular to a line/ point • 3D coordinates - to be able to plot these • Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve • Other curves - recognise exponential, reciprocal • Surds - recognise a surd, simplify a surd, and be able to add/subtract/ multiply and divide surds for basic calculations • Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles 		

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.

Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.

All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/788> (Constructions - bisecting a line)
- <https://vle.mathswatch.co.uk/vle/browse/789> (Constructions - perpendiculars)
- <https://vle.mathswatch.co.uk/vle/browse/790> (Constructions - bisecting an angle)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://corbettmaths.com/2013/04/20/3d-coordinates/> (3D coordinates)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/377> (Introduction to surds)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)

Maths	Year: 9	Classes: 9fg7
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Order of operations - to be able to use and apply to even complex calculations • Use of calculator - to be able to use the calculator efficiently for a range of calculations • Percentages - to be able to calculate percentages of amounts, percentage change, and to convert to a decimal for use as a multiplier • Scatter diagrams - to be able to identify types of correlation, draw a scatter diagram and use a line of best fit to estimate values • Two-way tables - to be able to create a two-way table, and answer questions using one • To be able to read/ interpret a bus/train timetable • To be able to read/ interpret holiday brochures • Sequences - to extend a sequence, find the nth term for a linear sequence. To be able to generate a sequence from an nth term, including quadratics, and find the nth term of a simple quadratic sequence • Quadratic graphs - to recognise the shape, generate and plot the coordinates to create the curve • Other curves - recognise exponential, reciprocal • Circles - to be able to name the parts of a circle, calculate the circumference and area of a circle. To be able to solve problems involving circles and parts of circles 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/688> (Order of operations)
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/692> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/244> (Percentages of Amount – calculator)
- <https://vle.mathswatch.co.uk/vle/browse/245> (Percentages of Amount – non calculator)
- <https://vle.mathswatch.co.uk/vle/browse/266> (Percentage Increase and Decrease)
- <https://vle.mathswatch.co.uk/vle/browse/267> (Percentage Change)
- <https://vle.mathswatch.co.uk/vle/browse/289> (Scatter Diagrams)
- <https://vle.mathswatch.co.uk/vle/browse/217> (Two-way tables)
- <https://vle.mathswatch.co.uk/vle/browse/690> (Real life timetables)
- <https://vle.mathswatch.co.uk/vle/browse/709> (Sequences term to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/710> (Position to term rule)
- <https://vle.mathswatch.co.uk/vle/browse/711> (Finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/776> (Special sequences)
- <https://vle.mathswatch.co.uk/vle/browse/777> (Quadratic sequences - finding the nth term)
- <https://vle.mathswatch.co.uk/vle/browse/778> (Quadratic sequences generating the sequence)
- <https://vle.mathswatch.co.uk/vle/browse/660> (Measuring angles)
- <https://vle.mathswatch.co.uk/vle/browse/661> (Drawing angles)
- <https://vle.mathswatch.co.uk/vle/browse/718> (Drawing quadratic functions)
- <https://vle.mathswatch.co.uk/vle/browse/816> (Exponential and Reciprocal Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/377> (Introduction to surds)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Circles area)

Maths	Year: 9	Classes: 9fg8
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Angles in parallel lines - identify and find angles using allied, alternate, and corresponding angle properties • Substitution - to be able to substitute values into a range of expressions and simple formulae • Fractions - to be able to find equivalent fractions, convert between improper fractions and mixed numbers and add and subtract fractions • Area - to be able to find the area of a rectangle, triangle, parallelogram, trapezium, and compound shapes • Ratio - to be able to simplify a ratio, to divide into a ratio, solve simple ratio problems • Circles - name the parts of a circle and draw a circle using a pair of compasses • Brackets and equations - to be able to expand brackets involving negatives, solve equations involving negatives • Averages - to be able to calculate the mode, median, mean from raw data and compare data sets using these 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- <https://vle.mathswatch.co.uk/vle/browse/731> (Angles in parallel lines)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/694> (Fractions - equivalent)
- <https://vle.mathswatch.co.uk/vle/browse/760> (Improper fractions and mixed numbers)
- <https://vle.mathswatch.co.uk/vle/browse/761> (Adding and subtracting fractions)
- <https://vle.mathswatch.co.uk/vle/browse/801> (Further adding and subtracting of fractions)
- <https://vle.mathswatch.co.uk/vle/browse/733> (Area of rectangles)
- <https://vle.mathswatch.co.uk/vle/browse/735> (Area of Triangles)
- <https://vle.mathswatch.co.uk/vle/browse/734> (Area of parallelograms)
- <https://vle.mathswatch.co.uk/vle/browse/736> (Area of trapeziums)
- <https://vle.mathswatch.co.uk/vle/browse/785> (Area of compound shapes)
- <https://vle.mathswatch.co.uk/vle/browse/721> (Simplifying Ratios)
- <https://vle.mathswatch.co.uk/vle/browse/722> (Dividing into a ratio)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Circles)
- <https://vle.mathswatch.co.uk/vle/browse/706> (Expanding brackets)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving equations)
- <https://vle.mathswatch.co.uk/vle/browse/768> (Forming and solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/747> (Mode, median and range)
- <https://vle.mathswatch.co.uk/vle/browse/748> (The mean)

Maths	Year: 9	Classes: 9fg9a
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Angles in parallel lines - identify and find angles using allied, alternate, and corresponding angle properties • Substitution - to be able to substitute values into a range of expressions and simple formulae • Fractions - to be able to find equivalent fractions, convert between improper fractions and mixed numbers and add and subtract fractions • Area - to be able to find the area of a rectangle, triangle, parallelogram, trapezium, and compound shapes • Ratio - to be able to simplify a ratio, to divide into a ratio, solve simple ratio problems • Circles - name the parts of a circle and draw a circle using a pair of compasses • Brackets and equations - to be able to expand brackets involving negatives, solve equations involving negatives • Averages - to be able to calculate the mode, median, mean from raw data and compare data sets using these • Stem and leaf diagrams - to be able to construct these and use them to find the median • Percentages - to be able to calculate percentages of amounts, percentage change 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

https://vle.mathswatch.co.uk/vle/browse/731	(Angles in parallel lines)
https://vle.mathswatch.co.uk/vle/browse/708	(Substitution)
https://vle.mathswatch.co.uk/vle/browse/694	(Fractions - equivalent)
https://vle.mathswatch.co.uk/vle/browse/760	(Improper fractions and mixed numbers)
https://vle.mathswatch.co.uk/vle/browse/761	(Adding and subtracting fractions)
https://vle.mathswatch.co.uk/vle/browse/801	(Further adding and subtracting of fractions)
https://vle.mathswatch.co.uk/vle/browse/733	(Area of rectangles)
https://vle.mathswatch.co.uk/vle/browse/735	(Area of Triangles)
https://vle.mathswatch.co.uk/vle/browse/734	(Area of parallelograms)
https://vle.mathswatch.co.uk/vle/browse/736	(Area of trapeziums)
https://vle.mathswatch.co.uk/vle/browse/785	(Area of compound shapes)
https://vle.mathswatch.co.uk/vle/browse/721	(Simplifying Ratios)
https://vle.mathswatch.co.uk/vle/browse/722	(Dividing into a ratio)
https://vle.mathswatch.co.uk/vle/browse/649	(Circles)
https://vle.mathswatch.co.uk/vle/browse/706	(Expanding brackets)
https://vle.mathswatch.co.uk/vle/browse/712	(Solving equations)
https://vle.mathswatch.co.uk/vle/browse/768	(Forming and solving basic equations)
https://vle.mathswatch.co.uk/vle/browse/770	(Solving harder equations)
https://vle.mathswatch.co.uk/vle/browse/747	(Mode, median and range)
https://vle.mathswatch.co.uk/vle/browse/748	(The mean)
https://vle.mathswatch.co.uk/vle/browse/1210	(Stem and Leaf diagrams)
https://vle.mathswatch.co.uk/vle/browse/244	(Percentages of Amount – calculator)
https://vle.mathswatch.co.uk/vle/browse/245	(Percentages of Amount – non calculator)
https://vle.mathswatch.co.uk/vle/browse/266	(Percentage Increase and Decrease)
https://vle.mathswatch.co.uk/vle/browse/267	(Percentage Change)

Maths	Year: 9	Classes: 9fg9b
Knowledge and skills that were taught remotely during the school closure this year (December to March 2021):		
<ul style="list-style-type: none"> • Indices rules - multiply and divide indices • Angles in parallel lines - identify and find angles using allied, alternate, and corresponding angle properties • Substitution - to be able to substitute values into a range of expressions and simple formulae • Area - to be able to find the area of a rectangle, triangle and parallelogram • Ratio - to be able to simplify a ratio, to divide into a ratio, solve simple ratio problem • Circles - name the parts of a circle and draw a circle using a pair of compasses • Pie charts - to be able to construct a pie chart, including finding the angles needed, and interpret one to find missing information • Brackets and equations - to be able to expand brackets involving negatives, solve equations involving negative • Averages - to be able to calculate the mode, median, mean from raw data and compare data sets using these 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 10.</p> <p>Aspects associated with order of operations and using the calculator are general maths skills and will be covered in all further years across a number of different topics that are taught.</p> <p>All other topics will be revisited during the GCSE mathematics course delivery during Years 10 and 11. Staff will look to build on the knowledge of their group by recapping key aspects of topics before moving forward with them.</p>		

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

https://vle.mathswatch.co.uk/vle/browse/731	(Angles in parallel lines)
https://vle.mathswatch.co.uk/vle/browse/708	(Substitution)
https://vle.mathswatch.co.uk/vle/browse/733	(Area of rectangles)
https://vle.mathswatch.co.uk/vle/browse/735	(Area of Triangles)
https://vle.mathswatch.co.uk/vle/browse/734	(Area of parallelograms)
https://vle.mathswatch.co.uk/vle/browse/785	(Area of compound shapes)
https://vle.mathswatch.co.uk/vle/browse/721	(Simplifying Ratios)
https://vle.mathswatch.co.uk/vle/browse/722	(Dividing into a ratio)
https://vle.mathswatch.co.uk/vle/browse/649	(Circles)
https://vle.mathswatch.co.uk/vle/browse/798	(Pie charts)
https://vle.mathswatch.co.uk/vle/browse/706	(Expanding brackets)
https://vle.mathswatch.co.uk/vle/browse/712	(Solving equations)
https://vle.mathswatch.co.uk/vle/browse/747	(Mode, median and range)
https://vle.mathswatch.co.uk/vle/browse/748	(The mean)
https://vle.mathswatch.co.uk/vle/browse/1210	(Stem and Leaf diagrams)
https://vle.mathswatch.co.uk/vle/browse/244	(Percentages of Amount – calculator)
https://vle.mathswatch.co.uk/vle/browse/245	(Percentages of Amount – non calculator)

Music	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Music Technology:</p> <ul style="list-style-type: none"> • How to sequence music into Bandlab • How a drumbeat is made using a sequencer • Editing sequenced music • Change of midi instrument <p>Musicality:</p> <ul style="list-style-type: none"> • Development of timing and use of tempo • What structure is in music and how it works • How to develop a musical idea • What Remixing is and how it can be implemented to a song (Seven Nation Army) • Understanding how layering is used in composition 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>If carrying Music on in KS4</p> <p>Keyboard skills - Where notes are and how to play with two hands. Useful for the composition unit.</p> <p>Structure in Music - how to structure a piece of music and how to make it interesting by creating a structure of their own using more advanced sections. This is recapped in the composition and performance unit.</p> <p>Development and composition of ideas - built on in the composition Unit</p> <p>Playing in time - Looking at ways to improve timing when playing. This is built on in all practical units.</p> <p>Group Skills - How to rehearse as an ensemble - This is built on in all practical units.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Improve practical skills by using the website Teaching Gadget</p> <p>https://teachinggadget.com/wp-login.php</p> <p>Username: arthurmellows</p> <p>Password: music</p> <p>Continue to explore music technology with Bandlab Education</p> <p>https://edu.bandlab.com/</p> <p>Students will have been given login details from their teacher</p>		

PE	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Throughout lockdown students were regularly encouraged to take part in the PE Departments 'Lockdown Challenge' which we had a great response to with hundreds of entries of activity logged via the dedicated Microsoft form.</p> <p>Although maintaining physical activity was our primary goal we also provided a range of resources for students to explore the rules, regulations and skills of a number of different sports including basketball, table tennis and volleyball.</p>		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Since returning to school we had a short period where students were able to put their knowledge of different sports rules, regulations and skills into practice. This was further enhanced with the extra-curricular clubs that have been on offer over the last term as all of these clubs covered the sports explored theoretically. As students will have the opportunity to revisit these sports and develop their knowledge and skills in these areas into next year in both lessons and clubs, we have since moved into summer sports including athletics, rounders, cricket, tennis and swimming.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<ul style="list-style-type: none"> • Take any and all opportunities to be as active as possible • Identify an activity they enjoy to participate in and look to find clubs to build on this enjoyment. Should you need any help with this please let us know and we can recommend clubs in most sporting areas • Identify any skills or sports they have found particularly difficult this year and look to work on those where possible over the summer. This may include watching some elite performers to enable a greater understanding • Set family challenges to promote physical activity for all members of the household. eg. KM covered biking/walking/running, hours active, Sport specific challenges • For those opting for BTEC Sport into Year 10, revisiting areas covering during the first term in classroom lessons would be beneficial. Including: Components of Fitness, Principles of training and training methods 		

Product Design	Year: 9	Classes: 9f3 9f5 9g4 9g5
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<ul style="list-style-type: none"> • Drawing Task • 2pt. perspective city scape • 3pt. perspective city scape • Identifying different timbers • Identifying different wood joints • Identifying different working tools • Pewter casting, health and safety and processes • Redesigning an ergonomic pen 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<ul style="list-style-type: none"> • In KS3 Design Technology (DT) (consisting of Product Design, Engineering and Food Technology) groups rotate between the 3 topic areas. Students will have completed 2 rotations this year and have experienced 2 of the 3 topics • All students will take part in further Engineering projects in Year 8 and Year 9, where knowledge and skills are further developed and embedded through core theory, design and practical activities • Knowledge and Skills from Engineering are also developed in the other DT areas (Product Design and Engineering) in both Year 8 and Year 9, such as problem solving, working in practical environments, Health and Safety and teamwork to name but a few 		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>BBC Bitesize – A selection of DT/Engineering videos; https://www.bbc.co.uk/bitesize/subjects/zfr9wmn</p> <p>BBC Teach – You Tube Channel – A series of videos covering Product Design, Engineering and Food Technology knowledge and practical skills; https://youtu.be/fWJHh3LoO70</p> <p>Technology Student – online learning resources covering Product Design and Engineering Topics, including the design process, tools and equipment, machinery and manufacturing processes and Sustainability; https://www.technologystudent.com/</p>		

RE	Year: 9	Classes: All
Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):		
<p>Equality</p> <ul style="list-style-type: none"> • Prejudice • Discrimination • Racism – case studies of Racism in the USA and UK • Christian views on racism <p>Religion and the Media</p> <ul style="list-style-type: none"> • Christianity in the media • Religious figures in art • Censorship • Blasphemy • The Phelps family • Religion and the internet • Social network 		
Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:		
<p>Christianity in the media, religious figures in art, censorship, blasphemy, the Phelps family and Religion and the internet were all recapped in a series of revision lessons this term.</p> <p>The Equality topic will be covered in Year 10 and Year11 as part of the GCSE specification.</p>		
Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:		
<p>Equality</p> <ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/prejudice-and-discrimination-6wvk0d • https://classroom.thenational.academy/lessons/prejudice-and-discrimination-based-on-race-6mtk0r <p>Media</p> <ul style="list-style-type: none"> • https://classroom.thenational.academy/lessons/religious-freedom-and-censorship-68u3ed 		

Science	Year: 9	Class: 9f1 9f2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Chemistry Topic 2: Structure and Bonding</p> <ul style="list-style-type: none"> • Ionic, covalent, metallic bonding • Ionic compounds • States of matter • Properties of ionic compounds and small molecules • Polymers • Giant Covalent Structures • Properties of metals and alloys • Structures and bonding of carbon (diamond, graphite, graphene and fullerenes) • Nanoparticles and their uses (single only) 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>In science student start the GCSE course in Year 9 to ensure there is plenty of time to complete the course. Whilst these topics will not be taught completely from scratch again, in Year 11 these will be the prioritised topics when the students complete the course and start revision. Over the next two years students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p> <p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students went through and revised each topic studied this year, including any topics covered in lockdown. This revision process will be repeated in Year 10 for these topics as well the topics covered in Year 10.</p> <p>Please note that the topics marked single only will only be recovered for those who take Single Science as an option for GCSE as they are not required on the Combined Science course.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – these included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Science	Year: 9	Classes: 9f3 9f4 9g1 9g3 9g4
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Biology Topic 1: Cell Biology</p> <ul style="list-style-type: none"> • Eukaryotes and prokaryotes • Animal and plant cells • Specialised Cells • Cell differentiation • Microscopes • Culturing micro-organisms (single only) • Mitosis • Stem cells • Diffusion • Osmosis • Active transport <p>Chemistry Topic 2: Structure and Bonding</p> <ul style="list-style-type: none"> • Ionic, covalent, metallic bonding • Ionic compounds • States of matter • Properties of ionic compounds and small molecules • Polymers • Giant Covalent Structures • Properties of metals and alloys • Structures and bonding of carbon (diamond, graphite, graphene and fullerenes) • Nanoparticles and their uses (single only) 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>In science student start the GCSE course in Year 9 to ensure there is plenty of time to complete the course. Whilst these topics will not be taught completely from scratch again, in Year 11 these will be the prioritised topics when the students complete the course and start revision. Over the next 2 years students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p> <p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students went through and revised each topic studied this year, including any topics covered in lockdown. This revision process will be repeated in Year 10 for these topics as well the topics covered in Year 10.</p>		

Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):

- The GCSE textbooks are available on Science SharePoint
- GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail
- BBC bitesize
- GCSE pod – these included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding
- Seneca
- Educake
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after

Science	Year: 9	Classes: 9f5 9g2
Knowledge and skills that were taught remotely during the school closure this year (January to March):		
<p>Chemistry Topic 2: Structure and Bonding</p> <ul style="list-style-type: none"> • Ionic, covalent, metallic bonding • Ionic compounds • States of matter • Properties of ionic compounds and small molecules • Polymers • Giant Covalent Structures • Properties of metals and alloys • Structures and bonding of carbon (diamond, graphite, graphene and fullerenes) • Nanoparticles and their uses (single only) 		
Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:		
<p>In science student start the GCSE course in Year 9 to ensure there is plenty of time to complete the course. Whilst these topics will not be taught completely from scratch again, in Year 11 these will be the prioritised topics when the students complete the course and start revision. Over the next two years students will also be offered afterschool/lunch time sessions which will go back through the topics covered in lockdown.</p> <p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students went through and revised each topic studied this year, including any topics covered in lockdown. This revision process will be repeated in Year 10 for these topics as well the topics covered in Year 10.</p> <p>Please note that the topics marked single only will only be recovered for those who take Single Science as an option for GCSE as they are not required on the Combined Science course.</p>		
Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):		
<ul style="list-style-type: none"> • The GCSE textbooks are available on Science SharePoint • GCSE PiXL PowerPoints on available on Science SharePoint which go through every GCSE topic in detail • BBC bitesize • GCSE pod – these included videos that go through every topic area on the GCSE as well as mini quizzes to check students understanding • Seneca • Educake • YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching GCSE and the topic area you are after 		

Spanish

Year: 9

Classes: All

Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

Theme 3, Topic 1: My studies

Theme 3, Topic 2: Life at school/college

- Giving opinions about school subjects
- Comparing subjects and Teachers
- Describing school uniform and the school day
- Using adjectives

¡Mi nuevo insti!

- Describing your school
- Using negatives
- Distinguishing between the present and the imperfect

¡Está prohibido!

- Talking about school rules and problems
- Using phrases followed by the infinitive
- Tackling harder

¡Destino Zaragoza!

- Talking about plans for a school exchange
- Using the near future tense
- Asking and answering
- Questions

Grammar and skills coverage

- Opinion verbs (*me gusta, me encanta, me interesa, odio, prefiero*) *Me gusta el dibujo porque es práctico*
- Including qualifiers (*demasiado, muy, bastante, poco*)
- Comparatives (*más, menos, mejor, peor, tan ... como*) *Mi profe de empresariales es más serio que*
- Adjectival endings for colours (*-o/a, -e, consonant endings*) *Llevo una chaqueta roja.*
- *Tengo que llevar unos pantalones negros*
- Using time expressions correctly *Los lunes las clases empiezan a las siete. Tenemos ocho clases por la mañana*
- Using negatives (*nada, ni ... ni, nunca, tampoco*) *¿Qué instalaciones hay? Hay un gimnasio amplio, pero no hay ni piscina ni campo de fútbol*
- Distinguishing between the present and the imperfect *Hay bastante estrés y muchos deberes. No había exámenes*
- Using verbs followed by the infinitive (*se debe, no se debe, está prohibido, no se permite*) *No se debe ... correr en los pasillos / ser agresivo o grosero. Se debe ... ser puntual / llevar uniforme*
- Applying pronunciation patterns to new language
- Tackling listening tasks which include distractors or ideas expressed
- Using the near future tense *El primer día voy a asistir a clase. Luego ... El segundo día vamos a ir al parque*
- Asking and answering questions *¿Cuándo vamos a llegar al instituto? Vamos a llegar a ¿Dónde vamos a comer? Vamos a comer en el comedor*

Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

The assessment for this module was completed after lockdown during face-to-face lessons. The vocabulary for this topic was re-visited prior to the progress check carried out in June. Vocabulary glossaries were issued.

The module 3 topic on school was re-started after lockdown and consolidation of subjects and the opinions was carried out prior to continuing with the school topic. All of which was revised prior to the progress check.

Language and skills are transferable across all topics. Students will continue to use everything they have been learning so far across the different topics. The only difference will be topic specific vocabulary. All students will receive vocabulary booklets. During the next stages of their education students will secure their knowledge on:

- Tenses
- Vocabulary
- Listening
- Reading
- Writing/speaking

Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Quizlet
- Blooket/Kahoot
- Knowledge organiser and verb grids
- Use Linguascope to consolidate
www.linguascope.com
username: amvc
password: mfl01