



Topic Models

Year 9



MY TOPIC MODEL IN Yr 9 English - Poetry- Ballads



I will be able to:

Read and expand my vocabulary

Identify that ballads need to be read in a particular way taking account of pace, the subject and rhythm

Identify rhythm and rhyme associated with Ballads

KEY WORDS:

Ballad- a poem that tells a story

Metaphor, simile, alliteration, personification

Rhyme, rhythm, onomatopoeia, irony

Context- the situation or event that led to the poem being written

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

USEFUL WEBSITES

<http://www.warpoetry.co.uk/owen1.html>

https://www.bbc.co.uk/bitesize/guides/zysn_xfr/revision/6

poemhunter

yy

STRETCH and CHALLENGE

I will be able to :

- ✓ Read poems and understand what they are about
- ✓ IDENTIFY the poets' devices used in the poem
- ✓ Make suggestions or reason as to why the poet used these devices, phrases or language

✓

TIME FRAME - 5 WEEKS
ASSESSMENT -

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

Thinking skills ☐

ICT ☐

Problem solving ☐

Managing information

Self Management ☐



MY TOPIC MODEL IN Yr 9 ENGLISH

GRAMMAR

will be able to use correctly:

- There-Their-They're
- Two-To-Too

KEY WORDS:

You will find all of the core vocabulary and key words in the eight selected passages, as well as in the questions which follow each passage.

WHERE IS MY WORK AND ASSESSMENT

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.bbc.co.uk/bitesize

Unit Reading Skills

STRETCH and CHALLENGE

I will be able to :

- ✓ Read Non-Fiction and Fiction texts with increased confidence and give increasingly detailed answers to the comprehension questions posed
- ✓ Provide commentary and analysis in my answers, when required

TIME FRAME - 6 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Self Management | <input type="checkbox"/> |

By the end of this unit, I will be able to...

- ✓ Read Non-Fiction and Fiction texts with confidence
- ✓ Answer questions on Non-Fiction and Fiction texts
- ✓ Demonstrate that I can read with understanding
- ✓ Demonstrate that my comprehension skills have improved
- ✓ Demonstrate my proofreading skills by



MY TOPIC MODEL IN Yr 9 FRENCH

GRAMMAR

I will be able to:

- ✓ use *jouer* + à
- ✓ use *jouer* + de
- ✓ use *aimer* + infinitive
- ✓ use *on peut* + infinitive
- ✓ use *aller* + infinitive

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 11-12
The keywords are laid out on Pg. 4 of the Homework booklet attached

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.duolingo.com

www.babbel.com

Module 6 On s'amuse

STRETCH and CHALLENGE

I will be able to :

- ✓ Read Texts in the present, past or future. Details and opinions
- ✓ Write Short texts in the present, past or future
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Use "*Jouer* + à" to talk about sports and games.
- ✓ Use "*Jouer* + de" to talk about musical instruments I play.
- ✓ Use "*aimer* + infinitive" to talk about things that you like to do.
- ✓ Use "*on peut* + infinitive" to talk about things that you can do.
- ✓ Use "*aller* + infinitive" to talk about things you do on holiday.



MY TOPIC MODEL IN Yr 9

Geography

WHERE IS MY WORK AND ASSESSMENT

All work and assessments on PowerPoint presentation within Google Classroom

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

STRETCH and CHALLENGE

Extension tasks identified throughout activities

Opportunity for independent research on deforestation of the tropical rainforests

- ✓ Location of the rainforest
- ✓ Main reasons / causes of deforestation
- ✓ Impact on the people of the area
- ✓ Impact on the local environment

KEY WORDS:

You will find all of the core vocab on the glossary pages on slides numbered 2 and 3 on Powerpoint

Module 3 Ecosystems and Brazil

TIME FRAME - 8 WEEKS

ASSESSMENT - Design a poster highlighting the reasons for protecting the rainforest

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Climate and ecosystems
- ✓ How plants and animals interact within an ecosystem
- ✓ The challenges facing Brazil
- ✓ The tropical rainforests
- ✓ What are we doing to the rainforest?



MY TOPIC MODEL IN Yr 9 History

By the end of this unit, I will be able to...

- ✓ Examine why King Charles I had become so unpopular
- ✓ Define the term Civil War
- ✓ Examine who supported who in the Civil War
- ✓ Discover who Prince Rupert was
- ✓ Summarise why the parliament wanted to improve its army
- ✓ Explore how and why Charles was put on trial
- ✓ Explore how Charles spent the last few hours of his life
- ✓ Examine the details of the execution

KEY WORDS:

You will find all key words in the 'Wise Up Words' sections in the textbook pg 96 and 119

The English Civil War

TIME FRAME - 4 weeks

ASSESSMENT - complete set questions and worksheets on google classroom

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Textbook: Renaissance, Revolution and Reformation pg 96 and 119

You can find powerpoints and worksheets on google classroom (code: XXXXXXXXXX)

A copy of 'The Civil War' chapter of the textbook is also available on google classroom

USEFUL WEBSITES

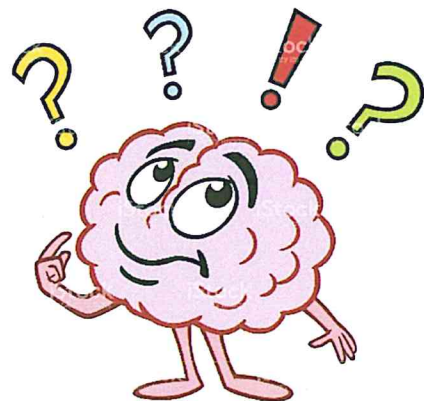
www.bbc.co.uk/bitesize

Historical concepts:

- Change and continuity
- Interpreting sources and using evidence

STRETCH and CHALLENGE

- ✓ Use evidence and critical thinking skills to decide who was most likely to win the civil war
- ✓ Will use information available to decide whether or not it was inevitable that Charles was found guilty



Learning Intentions:

Pupils will know:

- There are a range of factors that influence what we choose to eat.
- How these factors may affect a person's choice of food?

Stretch & Challenge:

I will be able to:

- Discuss 3 factors, in detail, that may influence food choice.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code

Year 9

Food Choice: Factors affecting Food Choice

Time Frame:

1 week

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.



Key words:

Seasonal foods

Assessment:

Factors affecting Food Choice
Homework Questions.
Optional extension questions.
Stretch and Challenge question.
Find out more about other cultures and religions – what they eat, what they cannot eat and their festivals and celebrations.

Learning Intentions:

Pupils will know:

- The various options available to pay for goods and foods e.g. cash, contactless, credit card Debit card.
- That each method of payment had advantages and disadvantages.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code: [redacted]



Year 9

Paying for Goods and Foods:

Paying for Goods and Foods

Time Frame:

1 week

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

Key words:

Contactless
Interest
Debt
PIN

Assessment:

Creation of a table to summarise the advantages and disadvantages of each of the payment methods.
Homework questions on Paying for Goods and Foods.
Stretch and challenge questions.

Stretch & Challenge:

I will be able to:

- Evaluate the different methods of paying for goods and foods.





Learning Intentions:

Pupils will know:

- What Fat is.
- The difference between saturated and unsaturated fats.
- Why fat is important in the diet.
- Sources of animal and vegetable fats.
- What happens if we eat too much fat.

Stretch & Challenge:

I will be able to:

- Explain why it is important to include foods rich in Omega 3 and Omega 6 in the diet.
- Explain the long term consequences to health of eating a diet high in fat.
- Discuss the Dietary advice for a 35 year old call centre worker wishing to reduce their risk of Coronary Heart Disease.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code:

Year 9 Macronutrients: Fat

Time Frame:

1 week

Skills I will develop in this unit:

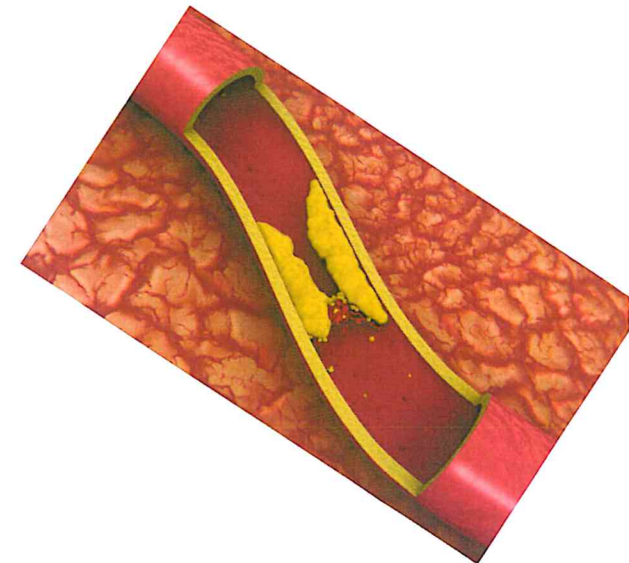
- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

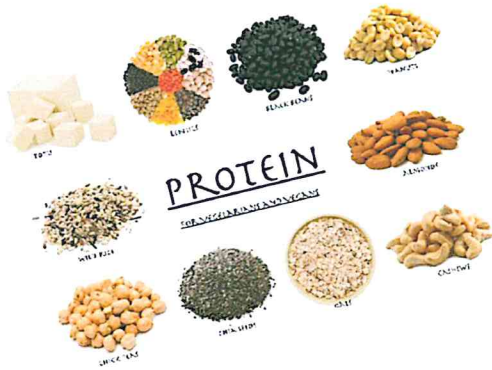
Key words:

Fat soluble vitamins
Saturated fats
Unsaturated fats
Cholesterol
Type 2 Diabetes
Heart Disease

Assessment:

Fat Homework Questions.
Optional extension questions.
Further Extension Question.
Making of a clogged artery to represent the development of fat due to eating too much fat in the diet.





Learning Intentions:

Pupils will know:

- What Protein is.
- Plant and animal sources of Protein.
- How a protein is composed.
- The difference between types & qualities of Protein.
- What protein complementation is.

Stretch & Challenge:

I will be able to:

- Identify nutritional and dietary advice for a Vegetarian.
- Justify nutritional and dietary advice for a Vegetarian.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code:

Year 9

Macronutrients: Protein

Time Frame:

1 week

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.

Key words:

Macronutrients
Amino acids
Essential amino acids
Micronutrients
Non-essential amino acids
High Biological Value
Low Biological Value
Gelatine
Protein complementation

Assessment:

Protein Homework Questions
Optional extension questions
Further Extension Question



Symptoms of anaphylaxis usually involve more than one part of the body. Some symptoms include:



Learning Intentions:

Pupils will know:

- What a food allergy is.
- What a food intolerance is.
- The main difference between a food allergy and food intolerance.
- What foods are most likely to cause a food allergy.
- The symptoms of a food intolerance.

Stretch & Challenge:

I will be able to:

- Identify foods people should avoid if they have an allergy.
- Give and explain dietary and lifestyle advice for someone suffering from a nut allergy.

Where is my work and Assessment?

- Photocopied textbook that has already been given to you.
- Google classroom.
- Google classroom code:

Year 9

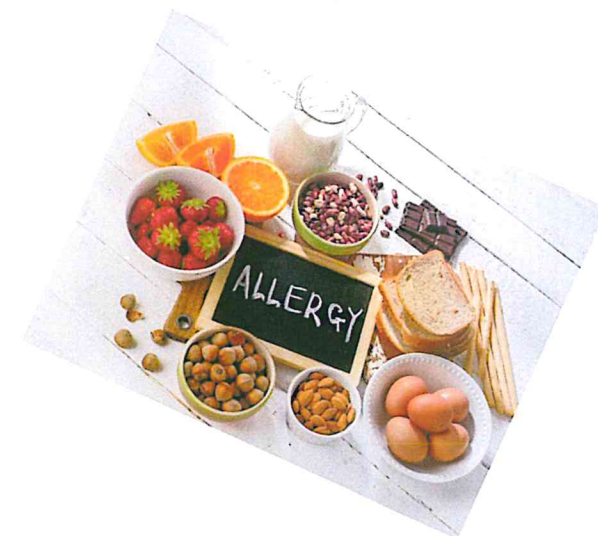
Food Choice: Food allergies & Food intolerance

Time Frame:

1 week

Skills I will develop in this unit:

- Managing Information.
- Thinking Skills and Personal Capabilities.
- Being Creative.
- Working with Others.
- Self Management.



Key words:

Allergen
Allergic reaction
Food intolerance
Lactose intolerance
Coeliac disease

Assessment:

Food allergy and Food Intolerance Homework Questions.
Optional extension questions.
Stretch and Challenge questions.
Fact sheet created on Food Intolerances.



MY TOPIC MODEL IN KS3 Scratch

About the topic

Students will use scratch to develop game making programming skills.

Students will also gain a better understanding of Computational Thinking & Algorithms using 'unplugged' activities

KEY WORDS:

Sprites
Levels
Blocks
Backgrounds
Testing
Evaluating other students work

WHERE IS MY WORK AND ASSESSMENT

Fronter Classroom

Review a previous game (Shark Attack)

Complete a (Storyboard) Planning sheet about your game

Create your game which should include:

2 Levels

Point score board

Use of sprites

How the game begins/ends

Scratch Computational Thinking

STRETCH and CHALLENGE

I will be able to :

- ✓ Design a Game (paper plan / algorithm / pseudo)
- ✓ Create a Game
- ✓ Test a Game
- ✓ Evaluate their Game

TIME FRAME - 4 WEEKS

ASSESSMENT - link to completed game with storyboard upload

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ Think computationally about games
- ✓ Problem solving
- ✓ Structuring tasks into various parts
- ✓ Problem solving
- ✓ Various levels of imagination/



MY TOPIC MODEL IN KS3

Movie Maker

About the topic

Students will select a topic from another area of learning (perhaps combining 2 subject areas) e.g. Spanish & Geography.

STRETCH and CHALLENGE

I will be able to :

Slide design templates
slide layout,
insert text,
insert image (internet & clip art), insert animated image, (internet & movie clip within PowerPoint, drawing tools, image effects e.g. border / rotate, navigation Buttons (forward, back, home), insert Link (internal & external), insert sound, slide transitions, custom animations

KEY WORDS:

Timeline
Audio
Titles
Credits
Overlays
Effects
Dissolve / trim

Movie Maker

TIME FRAME - 6 WEEKS

ASSESSMENT - upload completed movie

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Fronter Classroom

Review previous movies made (subject topics)

Complete a (Storyboard) Planning sheet about your movie (PowerPoint)

Follow tutorial to create a simple movie

Create your movie which should include:

1. new movie project,
2. import still images,
3. moving image footage, audio, arrange timeline content,
4. add titles, credits and title overlays,
5. apply animation, font style, colour, video effects i.e. on clip e.g. rotate 90, video transition i.e. between clips e.g dissolve, trim audio & video files, saving a *project* as a *completed* movie in a compressed format

By the end of this unit, I will be able to...

- ✓ Plan a movie structure
- ✓ work with timelines effectively
- ✓ combine Digital Technology with other subjects



MY TOPIC MODEL IN

Yr 9 Irish

GRAMMAR

I will be able to:

- The preposition 'le' with likes and dislikes
- Present tense verbs
- Use time references

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 61 - 88
Help with the keywords is in an attached document.
Home works are specified in the workbook.

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Work booklet

Google classroom : Classcode

USEFUL WEBSITES

www.duolingo.com

www.babbel.com

Unit 4 Hobbies

STRETCH and CHALLENGE

I will be able to :

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic

TIME FRAME - 4 WEEKS

ASSESSMENT - Write a paragraph about your hobbies to include as much varied vocabulary as possible and time references from Page 65

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ List many sports and hobbies in Irish
- ✓ State likes, dislikes and preferences regarding hobbies
- ✓ Read about other peoples' hobbies
- ✓ Use present tense verbs to discuss hobbies which you do regularly.

MY TOPIC MODEL IN Yr 9 MATHS



LEVEL 1

At the end of this unit all pupils should be able to:

- Calculate the mean, mode, median and range for any list of discrete data
- Compare two sets of data using averages and range
- Write down the mode from an ungrouped frequency table
- Draw a stem and leaf diagram

LEVEL 2

At the end of this unit most pupils should be able to:

- Find the missing values for a given average
- Calculate the mean from a given ungrouped frequency table
- Calculate the median and range from a stem and leaf diagram

LEVEL 3

At the end of this unit some pupils should be able to:

- Calculate the mean from a grouped frequency table

STATISTICAL MEASURE

WHERE DO I FIND MY WORK?

<http://www.keadymaths.co.uk/#year9>



Classwork Booklets
Handling Data 1- Statistical Measure

TIME FRAME - 2/3 WEEKS

KEY WORDS

mode
mean
median
range

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

HOW CAN I TEST MYSELF?

<https://corbettmaths.com/contents/>



VIDEOS, PRACTICE QUESTIONS AND ANSWERS

SELECT:

Averages: mean
Averages: mode
Averages: range
Averages: mean (frequency table)

MY TOPIC MODEL IN Yr 9 MATHS



LEVEL 1

At the end of this unit all pupils should be able to:

- Use the given terms in a sequence to find the next term in the sequence
- Use the given terms in a sequence to find missing terms
- Use the given terms of a sequence to find the rule for the sequence
- Generate a sequence when given the rule and the first term
- Continue a sequence derived from diagrams

LEVEL 2

At the end of this unit most pupils should be able to:

- Find the formula for the n^{th} term of an arithmetic sequence
- Use the n^{th} term formula to generate terms of a sequence

LEVEL 3

At the end of this unit some pupils should be able to:

- Determine whether or not a number is a term of a given

ALGEBRA UNIT 3 SEQUENCES

TIME FRAME - 2 WEEKS

WHERE DO I FIND MY WORK?

<http://www.keadymaths.co.uk/#year9>



Classwork Booklets
Algebra Unit 3 - Sequences

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

KEY WORDS

term
generate
formula
sequence

HOW CAN I TEST MYSELF?



<https://corbettmaths.com/contents>

**VIDEOS, PRACTICE QUESTIONS
AND ANSWERS**

SELECT

- Sequences: describing rules
- Sequences: missing terms
- Sequences: n^{th} term
- Sequences: patterns



MY TOPIC MODEL IN

Year 9 Music-

World Music

I will be able to:

- Recognise the Characteristics of Irish Traditional Music.
- Recognise aurally and visually, Irish traditional instruments.
- Understand key facts about African drumming
- Practice simple drumming patterns.

KEY WORDS:

You will find the important key terms for this topic in your exercise books.

They can also be seen in the PowerPoints and worksheets

Module 4

Irish Traditional

STRETCH and CHALLENGE

I will be able to:

- ✓ Recognise Irish traditional instruments aurally.
- ✓ Complete a worksheet on the recognition of Irish instruments
- ✓ Listen to Irish traditional music and African drumming
- ✓ Practice simple African rhythmic patterns

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|--|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> Being Creative |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self-Management |

WHERE IS MY WORK AND ASSESSMENT

Exercise books

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.youtube.com

By the end of this unit, I will be able to...

- ✓ Recognise Irish traditional instruments aurally.
- ✓ Know the background of Irish traditional music.
- ✓ Know the basic characteristics of African music.
- ✓ Perform simple African rhythms.



MY TOPIC MODEL for KS3 P.E



Useful Websites:

- www.learninggaa.ie/footballskills
- www.joewicks.co.uk
- www.coachmag.co.uk
- www.pinterest.com

Daily Checklist:

Today I will have succeeded in:

At least 30min of Physical activity

I have spent time with my siblings (Emotional)

I have taken the recommended daily intake of water - 2L

I have laughed and smiled at something today - (Mental)

KEY WORDS:

Pulse rate – (220 – your age = maximum heart rate)

Nutrition

Fun

Challenge

Flexibility

Strength

Water intake

Fitness

Movement

How do you feel after exercise?

Now more than ever our Physical, Emotional and Mental health is so important each day.

Hurling and Camogie Challenge:

How many you can do in 30 or 60 seconds of each of these?

- ✓ Jab / roll lift
- ✓ Hand pass against a wall
- ✓ Strike against a wall (left / right side)
- ✓ Bin challenge - See how many times you can score into your wheelie bin
- ✓ Foot flick and strike - use tennis ball

GAA Challenge:

- ✓ 20 Solo's right foot
- ✓ 20 Solo's Left foot
- ✓ 20 Pick-up – Right foot
- ✓ 20 Pick-up – Left foot
- ✓ 20 Fist pass right hand
- ✓ 20 Fist pass right hand
- ✓ 20 High / body catches

❖ **Aim for 75% MHR during exercise:**

For example: age = 15

220 – 15 = 205 MHR

75% = 160 RPM Approx

Alphabet Fitness Challenge:

Choose a word / name every day and do your exercises accordingly:

- A - 20 Burpees
- B - 20 lunges
- C - Run up / down stairs – 10 times
- D - 20 sit ups
- E- 20 press ups
- F - Hold plank – 60 seconds
- F- Wall sit – 60seconds
- G- Shuttle runs x 10
- H- See how far you can walk in 3 minutes (distance covered)
- I- See how far you run in 3 min
- J- 20 Squats
- K- 20 mountain climbers
- L- 50 Steps up
- M- Tricep dips x 20 (chair)
- N- Star Jumps x 20
- O- High knees – 60 seconds
- P- 20 leg lifts
- Q- 10 knee to elbow plank
- R- Russian twists
- S- 10 arm circles – each arm
- T- 30 Toe touches
- U- 50 ball bounces
- V- Skipping – 60 seconds
- W- Hurdle jump x 20 (using your school bag)
- X- 1 leg balance for 30 seconds
- Y- Tuck jump – 30 seconds
- Z- Side plank – 30 seconds



Learning Intentions:

- ✓ examine the Gospel of Luke;
- ✓ explore four of Luke's accounts of the miracles of Jesus;
- ✓ reflect on how the miracles of Jesus are signs of God's loving presence in the world;
- ✓ explore what the miracle stories teach us.

STRETCH and CHALLENGE

I will be able to :

- ✓ Complete the activities listed in the 'Why Don't You?' on page 132.
- ✓ Visit www.mercyships.org and read stories of help given to people with disabilities. (Create a poster highlighting the work and attitudes of these people)
- ✓ Describe why someone might argue that Jesus did not perform a miracle in the story of 'Jesus cures a young boy'. (5)
- ✓ Complete exercise 'Why Don't You?' (page 138). This is a good opportunity to highlight key personnel within and outside of the school who can offer help and counselling in times of difficulty.
- ✓ Complete exercise 'In your Religion journal (page 143).

MY TOPIC MODEL IN Yr 9 RE

KEY WORDS:

Parables – stories of a special kind told by Jesus to invite people to see things in a particular way or to act in a particular way.

Miracles (of Jesus) – special powerful deeds of Jesus.

Outcast – person who is rejected by others.

Leprosy - in the Gospels, leprosy is the term used for a skin disease.

Prophet – spokesperson for God; chosen by God to speak out and to call people back to right relationship with God and one another

Synagogue – meeting place where Jews gathered to pray; also used as a school and law court.

Centurion – Roman officer in charge of a number of soldiers

Topic:

Luke the Evangelist

TIME FRAME - 4 WEEKS

ASSESSMENT -

To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT



Thinking skills



ICT



Problem solving



Managing information

WHERE IS MY WORK AND ASSESSMENT

All resources on google classroom

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.bbcbitessize.com

By the end of this unit I will be able to:

- recall key facts about the authorship, date, audience, sources and purpose of Luke's Gospel;
- describe the structure of Luke's Gospel;
- recall Luke's account of Jesus healing blind Bartimaeus;
- offer examples of how Jesus showed us, in his words, and particularly in his actions, how God loves and cares for all people;
- recall Luke's account of Jesus healing a boy;
- appreciate the great power Jesus had to heal others.
- understand and appreciate some of the ways in which life can sometimes be difficult;
- locate key personnel/services within and outside of school who can offer help to them in times of difficulty;
- recall Luke's account of 'A Storm on Lake Galilee';
- understand and appreciate how God is present with us in the difficult times.
- describe how Jairus trusted in Jesus;
- understand and explain the term 'miracle';
- give examples of what the miracles teach us about God, Jesus and others.



MY TOPIC MODEL IN Yr 9

SCIENCE

WHERE IS MY WORK AND ASSESSMENT

Year 9 work book an GC.

Google classroom : Class code

USEFUL WEBSITES

www.bbcbitessize.com

www.s-cool.com

www.educationquizzes.com

KEY WORDS:

- Conductor, insulator.
- Series, parallel.
- Components.
- Current, voltage, resistance.
- Magnetism.

SCIENTIFIC SKILLS.

- Display high quality of written communication when describing how a circuit works through modelling.
- Identify variables that can be changed, controlled and measured that effect the strength of an electromagnet.
- Effectively use collect data to construct appropriate tables of results and graphs to display results.

TOPIC 5

Electricity and magnetism.

TIME FRAME - 4 WEEKS

ASSESSMENT - year 9 work book

STRETCH and CHALLENGE

I will be able to

- ✓ Investigate the relationship between voltage, current and resistance in series and parallel circuits.
- ✓ Graphically show the relationship between voltage and current.
- ✓ Use graphs of voltage and current to calculate resistance.

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

By the end of this unit, I will be able to...

- ✓ State the names of and draw symbols for components in electrical circuits.
- ✓ Use a model to describe the flow of current and delivery of voltage around an electrical circuit.
- ✓ Identify through investigative work the relationship between resistors in series and parallel circuits.
- ✓ Describe how to make an electromagnet and increase its effectiveness.



MY TOPIC MODEL IN Yr 9

SCIENCE

SCIENTIFIC SKILLS.

- Display high quality of written communication when describing human ventilation using the model lung.
- Effectively collect and use data to construct appropriate tables of results and graphs to demonstrate the effect of exercise on heart rate.

KEY WORDS:

- Trachea, bronchus, bronchioles, alveoli/alveolus.
- Gas exchange, oxygen, carbon dioxide, red blood cells, haemoglobin.
- Respiration, aerobic, anaerobic.
- Blood vessels, vein, artery, capillary. Oxygenated, deoxygenated.
- Resting rate, maximum rate, recovery rate.

TOPIC 6

Respiration, fit and healthy.

TIME FRAME - 4 WEEKS
ASSESSMENT - year 9 work book

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Year 9 work book an GC.

Google classroom : Class code

USEFUL WEBSITES

www.bbcbitesize.com

www.s-cool.com

www.educationquizzes.com

By the end of this unit, I will be able to...

- ✓ Label the human respiratory system.
- ✓ Demonstrate knowledge that respiration is a process that releases energy in cell by use of word equation.
- ✓ Describe how to produce ethanol form anaerobic respiration in yeast.
- ✓ Label the human heart and circulatory system.
- ✓ Describe the epidemiology of a heart attack/stroke.
- ✓ Describe and explain the effect of exercise on heart rate and pulse.

STRETCH and CHALLENGE

I will be able to

- ✓ Compare and contrast the similarities and differences between aerobic and anaerobic respiration.
- ✓ Evaluate the ethical, moral economic, social, physical and mental effects of alcohol/drug misuse and poor diet within society.



MY TOPIC MODEL IN Yr 9 SPANISH

GRAMMAR

I will be able to:

- Using 'porque' and 'pero'
- Using 'hay' to say what there is
- Using 'cuando' to join bits of information
- Saying what you do in town

KEY WORDS:

You will find all of the core vocab in your key words book on Pgs 11-12

The keywords are laid out on Pg. 4 of the Homework booklet attached

Module 6 Mi Ciudad

TIME FRAME - 4 WEEKS

ASSESSMENT - To be added by teacher

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| <input type="checkbox"/> Working with others | <input type="checkbox"/> Self Management |

WHERE IS MY WORK AND ASSESSMENT

Keywords book

Homework booklet

Google classroom : Classcode

USEFUL WEBSITES

www.tes.com

www.duolingo.com

www.babbel.com

By the end of this unit, I will be able to...

- ✓ Use the verb "ir" and the preposition "a" to say where I am going.
- ✓ Use commands to give directions.
- ✓ Use prepositions to say where something is.
- ✓ Use adjectives and "hay" to describe a town.
- ✓ Say what the weather is like.

STRETCH and CHALLENGE

I will be able to :

- ✓ Read short texts and give some detail
- ✓ Write a paragraph and give 3/4 sentences about each topic
- ✓ Use my grammar learning to write/ speak about the topic



MY TOPIC MODEL

Yr.9 Technology and Design

WHERE IS MY WORK AND ASSESSMENT

Bottle opener pupil booklet

Google classroom: Classcode:

USEFUL WEBSITES

www.tes.com

<https://www.the-warren.org/rmcontents.html>

<http://www.technologystudent.com/>

<https://www.bbc.co.uk/bitesize/guides/z>

Learning Outcomes:

I will be able to:

- Identify three types of levers.
- Name everyday examples of lever.
- Recognise and understand the purpose of effort, load and fulcrum.
- Understand the differences between ferrous and non-ferrous.
- Understand the properties of mild steel.
- Understand the stages of dip coating.

KEY WORDS:

You will find all of the core vocab in your work booklet.

Keywords: Levers; first class; second class, third class; fulcrum, pivot; effort; load; mechanical advantage; ferrous; non-ferrous; alloys; square; scribe; dividers; callipers; centre punch; junior hacksaw; brazing; dip coating.

Module: Bottle Opener

By the end of this unit, I will be able to...

- ✓ Know what a lever is and identify the three types.
- ✓ Know examples of levers.
- ✓ Know the difference of ferrous and non-ferrous metals and give examples.
- ✓ Know the purpose of dip-coating.
- ✓ Identify the tools used in metalworking.

STRETCH and CHALLENGE

I will be able to:

- ✓ Use graphic skills to create designs with annotation.
- ✓ Use ICT skills to create a poster.
- ✓ Research other ferrous and non-ferrous metals and give examples of where they would be used.

TIME FRAME - 6 WEEKS

ASSESSMENT - Completion of booklet and practical.

SKILLS I WILL DEVELOP IN THIS UNIT (✓)

- | | |
|--|---|
| <input type="checkbox"/> Thinking skills | <input type="checkbox"/> ICT |
| <input type="checkbox"/> Problem solving | <input type="checkbox"/> Managing information |
| | <input type="checkbox"/> Self Management |