Court Fields School

Year 9

Learning Handbook

Spring Term 2023

COURT FIELDS SCHOOL

Achieve · Belong · Participate

Welcome to Court Fields School

Dear Parent/Carer,

With the success of the Year 7 handbooks for our new intake in September, we have decided to continue to produce these booklets throughout the school year with useful information for our parents/carers. We are very proud of our school and our students. It is lovely to see your child become part of our community, and be able to demonstrate our motto of Achieve, Belong, Participate.

Our aim is for every child to achieve, belong and participate and this is at the heart of everything we do at Court Fields. We believe in the absolute moral responsibility we have for equipping students with the best possible exam results. We know that this opens doors for students and prepares them with a broad range of knowledge, outstanding attitudes and a strong moral foundation. We are ambitious for our students and our school.

This guide will enable you to find out more about the learning that your child will experience in the Spring Term. It shows you the intent of our curriculum, in short the what and why of each subject. You will see how the curriculum is implemented in each subject, and how it progresses, building secure foundations to ensure fluency in learning. It shares with you what we want our students to know and remember over the course of this term, so that you can help support their learning at home. This link between school and home, especially around learning, will be vital in your child's success.

There are also a range of resources, information and links to help you and your child understand and make the best of the many opportunities available to you, so that your child has the best chances to achieve, belong and participate.

As always, thank you for placing your trust in us. We look forward to working with you and your family as part of our community at Court Fields School.

With my very best wishes,

Mrs Polly Matthews

Headteacher

Need to contact us?

The easiest and quickest way to contact us is via email. Please see the Communications section on the back page.

Curriculum Intent

Every child at Court Fields School will be supported to achieve their full potential, enjoy a strong sense of belonging and to participate fully in the life of the school and their community.

Learning does not happen unless students feel safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair.

Ensuring students have emotional security to learn effectively will always come first in our school.

Our principles are that challenge is at the heart of every lesson for every student.

All lessons are characterised by high quality explanation and modelling, students are supported to practise until they become independent, and feedback and questioning are used strategically so that our students get the best learning experience in every lesson.

Every child has an equal right to a challenging and enlightening curriculum. By teaching our curriculum well, and developing effective learning behaviours, we bring out the best in everyone.

The curriculum at Court Fields School is aimed to provide a personalised experience, designed to meet the needs of all children.

Court Fields Ethos & Values

Every Child Achieves. Every Child Belongs. Every Child Participates.

Our aims are simple. We want every child at Court Fields School to achieve their potential, participate in the school and the wider community, and enjoy a strong sense of belonging.

Our foundations for this are high quality teaching and learning, a broad and balanced curriculum, and a safe environment. We support all of our students to be ambitious, and have a positive attitude towards every aspect of their school life. We are proud of our students.

Our values demonstrate a commitment to developing them as individuals, leaders of others, team players and advocates for those who need support. Our school ethos is one of hard work and empathy, embodied by our values of:

- Integrity
- Respect
- Kindness
- Resilience
- Responsibility

Our Court Fields Experience

All our students will experience a wide variety of enriching activities, character education and personal development over their 5 years at Court Fields. From September 2022 we will be referring to our personal development as The Court Fields Experience. It is vital we prepare our students to be active learners and confident to face the wider world during their lives.

As part of our Court Fields Experience all students will learn across the following aspects of their personal development during their 5 years with us.

- Careers Advice & Guidance
- PSHCE
- Character Education
- Characteristics Development
- Equality, Diversity, and Inclusion
- Extra Curricular and Wider Opportunities
- British Values
- Citizenship
- Social, Moral, Spiritual and Cultural Education

Characteristics of Court Fields Students

The characteristics that we develop in our students, so that they leave us equipped for success in their future, are supported by our Court Fields Experience.

They enable our students to Achieve, Belong and Participate.

I achieve because I am:

☑ **Ambitious** ☑ **Inquisitive** ☑ **Reflective** ☑ **Resilient**

I belong because I have:

☑ **Courage** ☑ **Empathy** ☑ **Integrity** ☑ **Listening Skills**

I participate because I demonstrate:

☑ **Initiative** ☑ **Leadership** ☑ **Motivation** ☑ **Teamwork**

Our Court Fields Routines

The school day begins with our routines, from experience we know students need routine and these simple steps ensure all our students are ready and prepared for the day's learning. All classrooms follow the same welcome routines to ensure a prompt start to each lesson.

We use the following guiding principles in Tutor Time and lessons to ensure that our students know, learn and remember more.

- Relationships, routines and habits for positive learning
- Literacy development, using questioning and discussion, to support oracy, reading and vocabulary
- Using modelling, guided and independent practice
- Safeguarding
- Ensuring that what we do is underpinned by a wide range research and based on solid evidence
- Using high quality adaptive teaching, alongside planning for students' individual needs and ongoing assessment of what students know. This means that we support students' SEND needs effectively in the classroom
- Supporting all our students, and particularly those who are disadvantaged, to learn the essential knowledge that will equip them for their future.

Year 9 Pastoral Team

Head of Year

Mr M Rooke	mrooke@courtfields.net

Tutors

Miss A Clark	aclark@courtfields.net
Miss S Overington	soverington@courtfields.net
Ms A Dudal	adudal@courtfields.net
Miss R Hunt	rhunt@courtfields.net
Miss R Mercer	rmercer@courtfields.net
Miss A Harrison	aharrison@courtfields.net

Timings of the School Day

Key Points

- The taught school week is 25 hours.
- The whole school week is 35 hours and 45 minutes.
- In addition to the taught week, there will be 30 minutes tutor/assembly time each day.
- The taught week will consist of 25 one hour lessons based on a one week timetable.

The School session times for each day are:

Time	Session
8:35am	Warning Bell
8:40am - 9:10am	Registration / Assembly / Tutorial
9:10am - 10:10am	Period 1
10:10am - 11:10am	Period 2
11:10am - 11:30am	Break
11:30am - 12:30pm	Period 3
12:30pm - 13:30pm	Period 4
13:30pm - 14:05pm	Lunch
14:10pm - 15:15pm	Period 5
15:15pm	End of School

Additionally the LRC is open from 8am daily, with Homework Club from 3:15-5pm (Mon-Thurs)
Breakfast Club is also available in the Dining Hall from 8am daily.

Home Learning

How Home Learning Supports Progress

Home learning is a valuable habit for all students. Research suggests that efficient home learning can lead to an additional 5 months' progress in each subject across an academic year

Home learning in Year 7 is about forming positive habits. These include:

- Reviewing and revisiting learning from lessons
- Revising previously learned content
- Practicing application of new and prior knowledge
- Becoming independent
- Solving problems

However, we are also aware that time-consuming and resource-heavy home learning tasks can put a strain on students, and also on parents and other family members. We aim to ensure that revision is easy to access, does not require excessive resources and can be completed in a reasonable amount of time.

Homework in Year 7 will focus on ensuring students review and revise content from their lessons and build good revision habits to support future learning. At least once per fortnight, students will be asked to spend time at home revising the content they have learned in lessons, using knowledge organisers and online resources.

In addition, we request that all students read for 20—30 minutes, at least 3 time per week. Students will be supported to use the library during their English lessons to pick texts they find engaging and which are suitable for their reading level. We would encourage students to continue reading to or with parents wherever possible. Studies show that students who continue to read regularly throughout secondary school are likely to achieve substantially higher grades at GCSE.

Knowledge Organisers

Knowledge organisers are single page A4 sheets which lay out the essential knowledge for a unit of study. These may include the following:

- Facts which students need to learn
- Information about key processes and methods used in a subject area
- Diagrams and images to support learning
- Vocabulary needed for the subject area

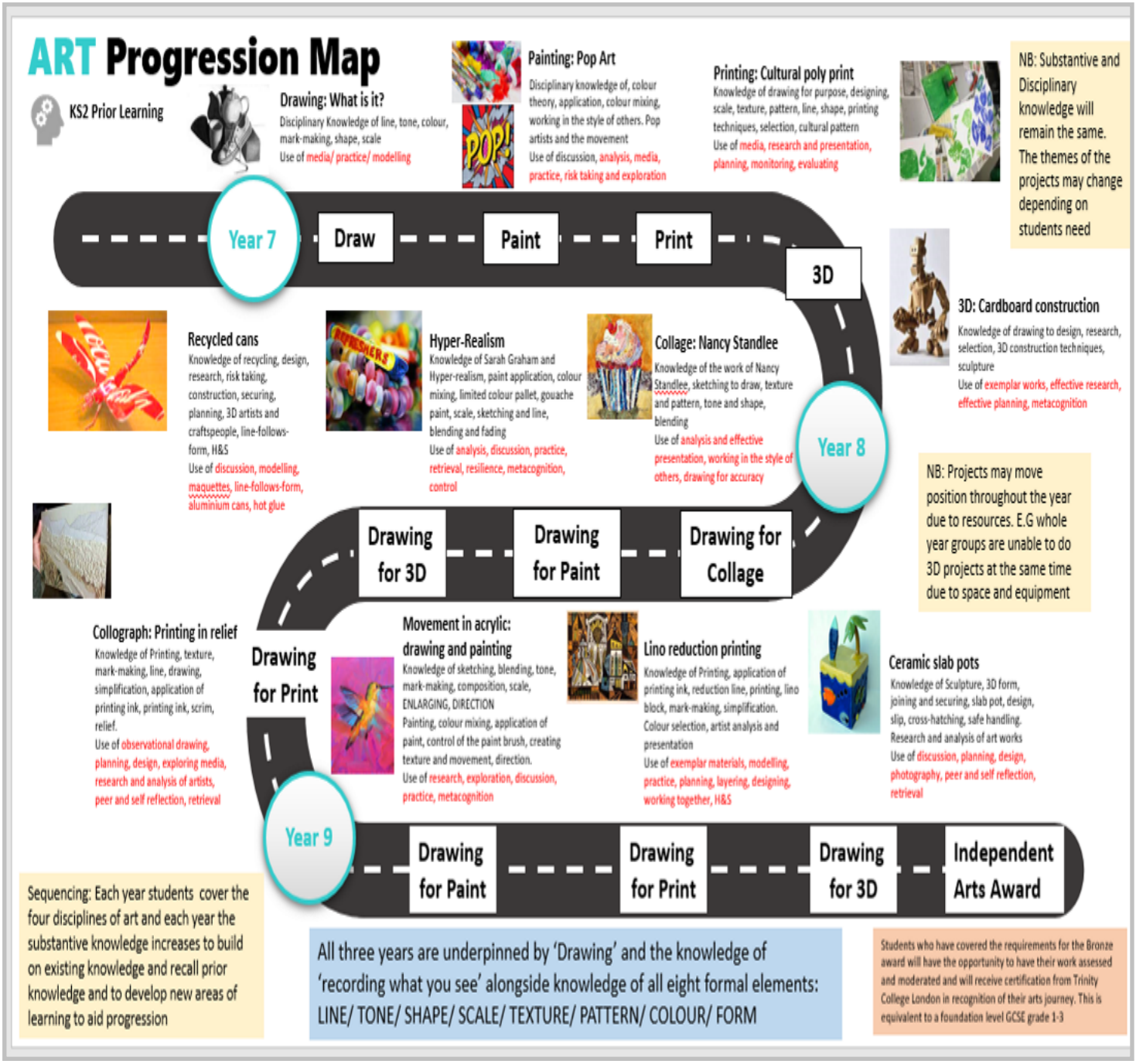
Students will be given knowledge organisers in most subjects, along with a folder to organise these in. We would suggest that students use one of the methods below to revise using their knowledge organiser:

- Look, cover, write, check. This is particularly useful for learning spelling, facts and data
- Create mind-maps using the knowledge organiser. This helps students to draw links between pieces of information
- Dual coding. Students copy out and annotate the information on their knowledge organiser with images. This aids memory and retention.
- Make your own—students can create their own knowledge organisers from memory. This helps to embed learning
- Quizzing. Once students have spent time learning the information on the knowledge organiser, it is helpful if parents / siblings can quiz them to see what they do and do not remember. This helps students to focus only on what they still need to learn

We will be sharing more information on using knowledge organisers through our information videos on our website over the coming months.

Curriculum Subjects - Art

Autumn Term Overview



Disciplinary Vocabulary for Art

Sketch
Tone
Line
Texture
Form
Shape
Composition
Observation
Scale
Colour
Mark-making
Control
Blend
Shade

Knowledge Organiser - Art

These are the key words for this project that you need to know, use and be able to explain in your work. Over this half term you will be adding definitions and illustrations to help you remember them

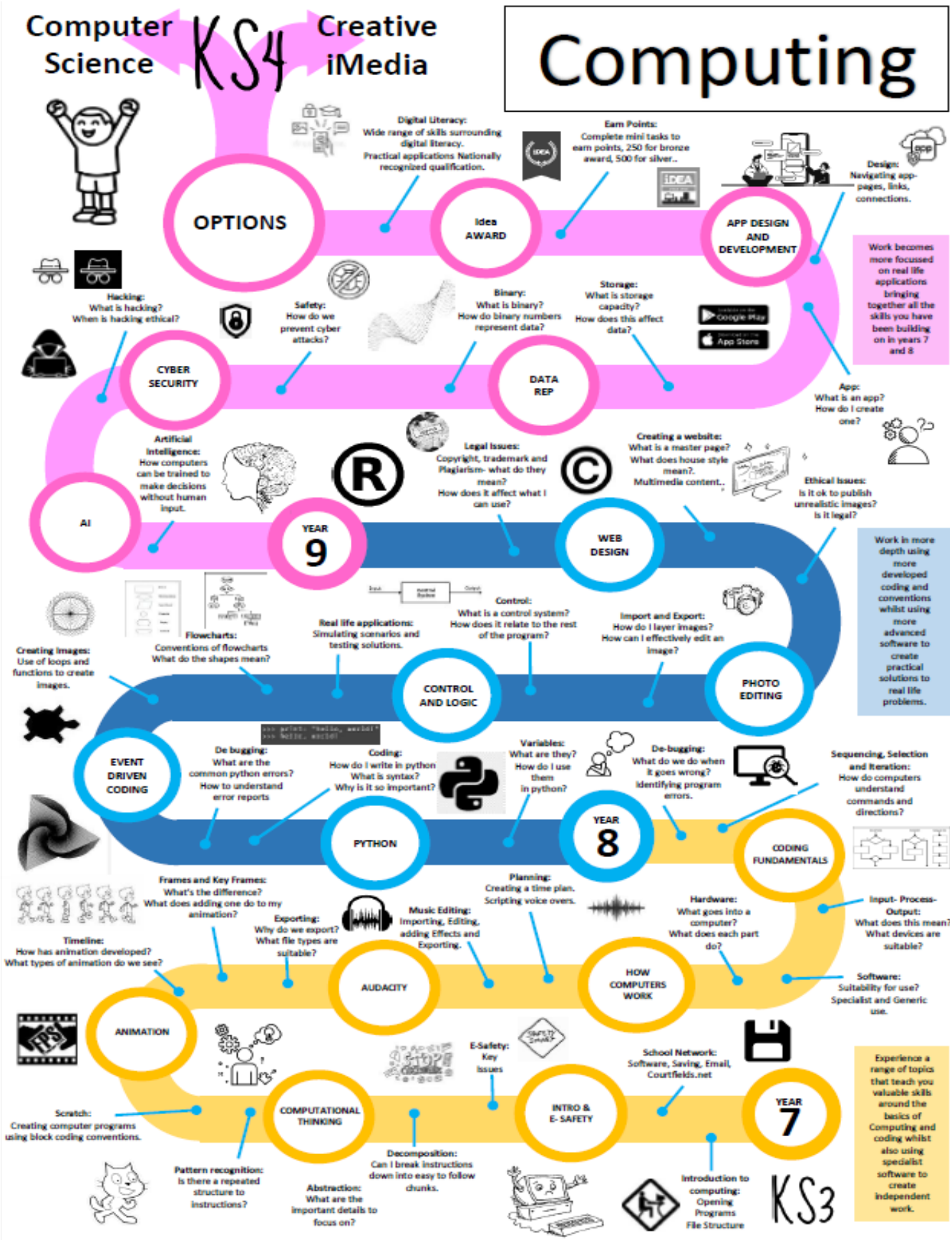
Disciplinary Literacy Year 7 Drawing

Use this side to add your own illustrations/ images to show the meaning visually

Sketch	Written definition: A sketch is when you draw quite rough and lightly lots to try to create an accurate shape
Tone	Written definition:
Line	Written definition:
Texture	Written definition:
Form	Written definition:
Shape	Written definition:
Composition	Written definition:
Observation	Written definition:
Colour	Written definition:
Mark-Making	Written definition:
Blending	Written definition:
Shading	Written definition:
Control	Written definition:

Curriculum Subjects - Computing

Autumn Term Overview



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Computing Knowledge Organiser Year 7 Basics

Specialist Vocab

Software– the programmes you use on the computer

Hardware– the physical parts of the computer– keyboard, monitor etc.

File Structure– organising your files, making them easy to find.

E-Safety– staying safe online.

Software

Draw arrows to match the software to the correct use

Word	Presentation software for presenting to a group
Excel	Word processing, used for letters and text.
Publisher	Spreadsheet software, used for graphs and charts.
PowerPoint	DTP, used for combining lots of images and text

Key Knowledge

1. What makes a good password?

Don't use any obvious information like names or birthdays, use a combination of random words, numbers, capital letters and symbols to make it harder. Most importantly keep your password secret.

2. I've received an email which doesn't look right– what should I do?

Only open emails from trusted senders. Check the email address it has come from, is it genuine? If you open a dubious looking email, do not click any links, and delete it straight away.

3. What is malware?

Malware is malicious software designed to harm your computer– a virus is an example as is spyware as are worms and Trojan horses.

4. Why is a virus checker important?

Malware like viruses can cause a lot of damage to your computer, including causing it to completely fail. Viruses can come from email attachments, programs you have downloaded

Terminology

Phishing
An email pretending to be from a reputable company to try to get you to share personal information.

Flaming
Flaming is the online act of posting insults, often laced with profanity or other offensive language on social networking sites.

Cyberbullying
The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Staying Safe Online

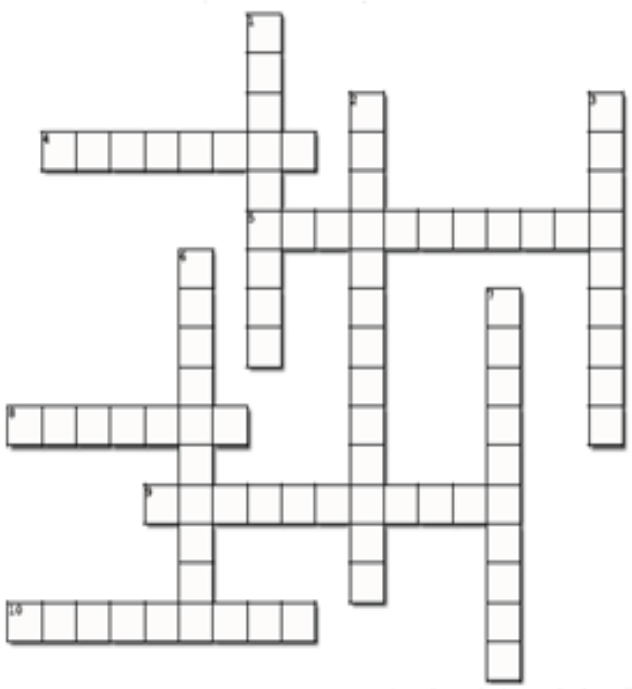
Don't talk to strangers

Do not give out personal information

Make sure your social media accounts are set to private

Do not agree to meet online 'friends'

Computing Knowledge Organiser Year 7 Basics



Created using the Crossword Maker on TheTeachersCorner.net

Across

4. The physical parts of a computer system.
5. Microsoft Excel is an example of this type of software.
8. Software that is designed to disrupt or damage your computer.
9. www.?.net is the schools website address.
10. We should organise our saved documents within a file ....?

Down

1. Software company responsible for publisher/ word/ excel etc.
2. Bullying that occurs through electronic communication.
3. An example of social media.
6. Software program most suitable for displaying content to a group
7. DTP stands for Desktop what?

In the space create a mind map of all the important things people your age need to be aware of to be able to stay safe online. Include what they need to be aware of and give advice for how they can stay safe, use the information on the other side to help you if you get stuck.

Knowledge Organiser - Computing

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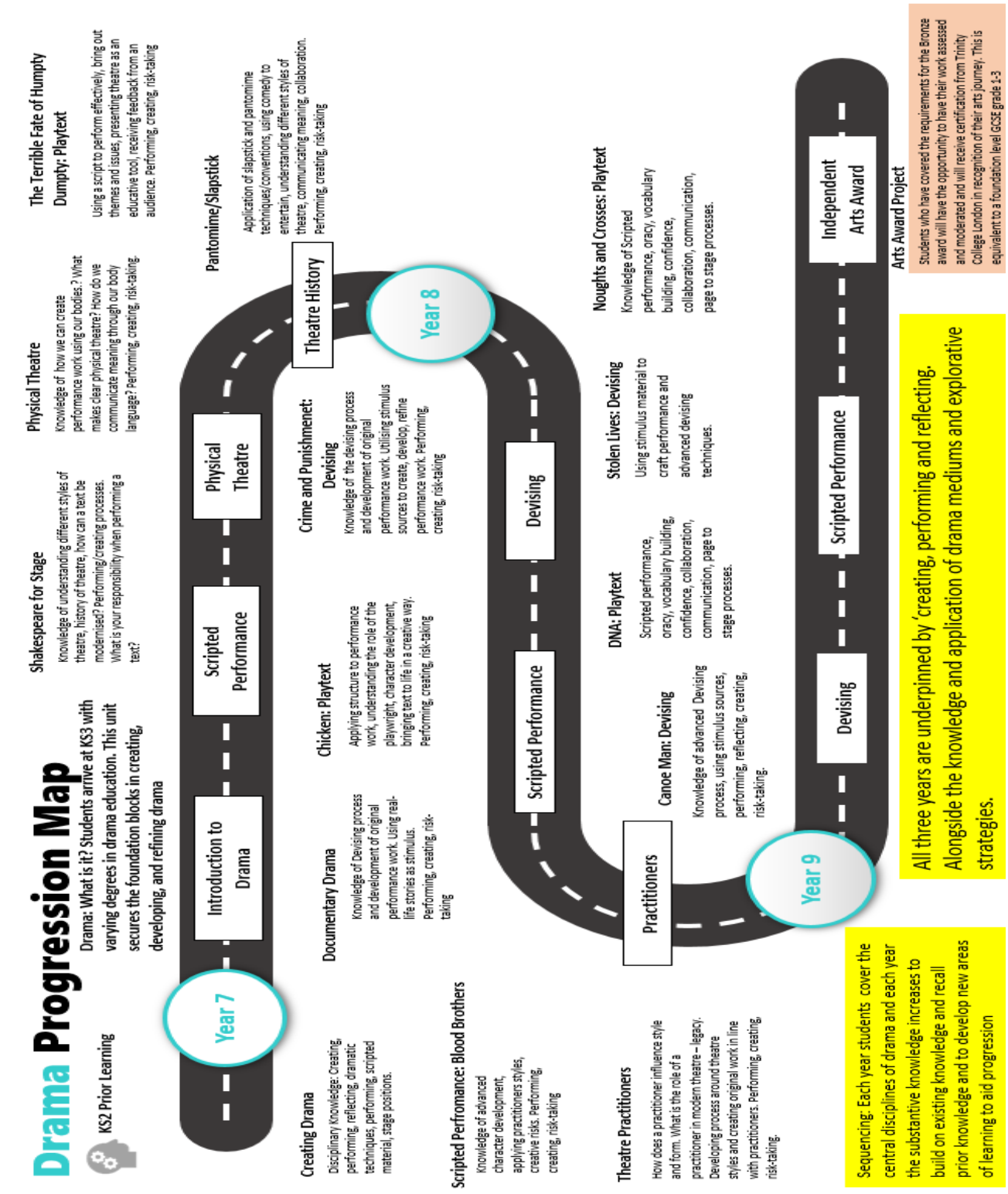
Curriculum Subjects - Drama

Autumn Term Overview



Disciplinary Vocabulary for Drama

Vocal	Physical	Emotional	Technique
Clarity	Stage	Performance	
Rehearsal	Explorative	Strategy	

Knowledge Organiser - Drama

Knowledge Organiser : Year 9 Term 2

DNA by Dennis Kelly

Directing and performing in a scene from DNA

- **Status** – Consider the position the character holds within the group.
- **Emotions** – Think about how the character is feeling about what they have done and what might happen
- **Interaction** – Think about how an actor can use eye contact and proximity to show how their character interacts with others on stage
- **Movement** – Think about how the character would move about the stage, use posture, gesture and stage position
- **Vocal skills** – Consider accent, pace, pitch, tone, emphasis, pause and volume
- **Audience** – Consider what effect you want the scene to have on an audience

The characters and some key describing words

John Tate	Controlling Manipulative
Leah	Insecure Loyal
Mark	Cruel Malicious
Jan	Bullying Intimidating
Danny	Ambitious Fearful
Richard	Insecure Confident
Phil	Menacing Cold
Cathy	Volatile Sadistic
Brian	Nervous Vulnerable
Lou	Unsuspecting Spineless
Adam	Victimised Eager

Scene focus

Act 1, p. 24, from (Silence. More silence. Phil puts his Coke carefully on the ground.) to p. 26 (They stare at him open mouthed. He bends down. Picks up his Coke. Starts to drink his Coke.)

THEMES IN THE PLAY

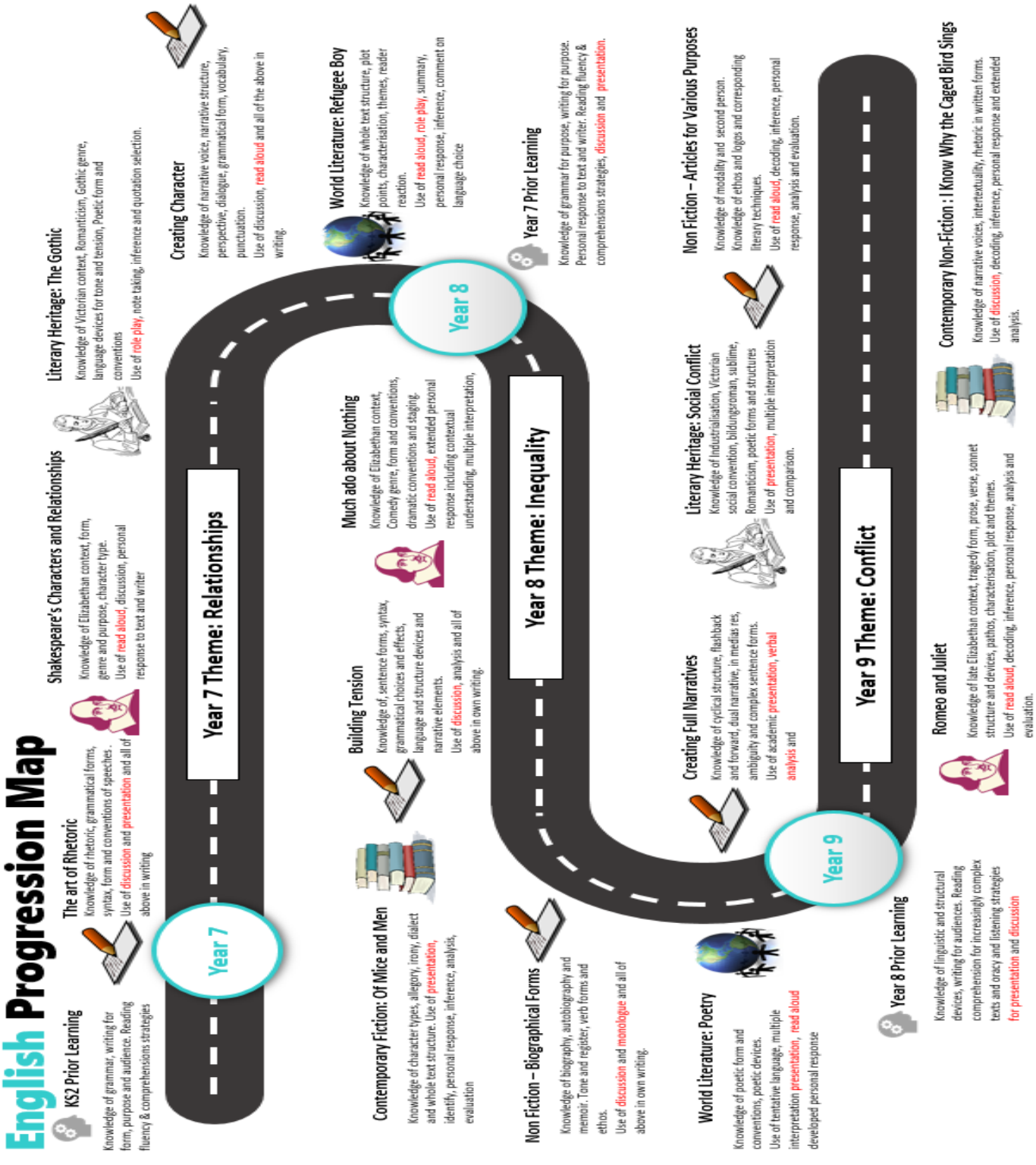
Responsibility - No one wants to own up or take responsibility for what has happened	
Status - John Tate & Phil gain a higher status in different ways; both use their power to control the group	
Bullying - Adam is bullied because of the need to part of a group. The "pack mentality" allows the bullying to get out of hand	
Peer Pressure - The collective pressure over individuals means the violence towards Adam continues. It also stops anyone from telling the truth	

Disciplinary Vocabulary for Drama

Vocal	Physical	Emotional	Technique
Clarity	Stage	Performance	
Rehearsal	Explorative	Strategy	

Curriculum Subjects - English

Autumn Term Overview



Disciplinary Vocabulary for English

Rhetoric	Pathos	Logos
Ethos	Persuasive	Oracy
Pronoun	Conjunction	

Knowledge Organiser – The Art of Rhetoric – Year 7

Knowledge Organiser - English

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History of Rhetoric	
Aristotle	An Ancient Greek historian and philosopher who is regarded by many as the father of rhetoric.
Cicero	A Roman statesman, lawyer, philosopher and scholar.
Sophists	Ancient Greek teachers in 5th and 4th centuries BC.
Athenian Democracy	The Ancient Greek political system where all male citizens over the age of 20 could vote. It relied heavily on people being very skilled speakers to persuade others to vote for their cause. This is where Rhetoric was born.

What is the Aristotelian Triad?	
Ethos	Persuasion that uses the character of the speaker to appeal to the audience. This is achieved through referring to the speaker's credibility, personality, reputation and expertise.
Logos	Persuasion that appeals to logic and reason. The speaker appeals to the audience by using factual evidence, clarity and coherence.
Pathos	Persuasion that aims to appeal to the emotions of the audience. The speaker can achieve this through evoking sympathy, stimulating the imagination, and identifying with traditions and beliefs.

What do I already know? (Prior knowledge)	
Non-Fiction	Writing that is informative or factual.
Proper Noun	A word or group of words that is the name of a particular person, place of thing.
Personal Pronouns	Pronouns used to replace people, places or things to make sentences shorter or clearer (I, you, he, she, it, we, they, me, him, us, them)
Alliteration	Repeating the same letters/sounds or the same kinds of sounds at the beginning of words.

Persuasive Techniques (DAFOREST)	
Direct Address	The use of proper nouns and personal pronouns to address the audience personally.
Alliteration	Repeating the same letters/sounds or the same kinds of sounds at the beginning of words.
Anecdote	A short amusing or interesting story about a real incident or person.
Fact	Something that is known or proven to be true.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rhetorical Question	Asking a question that does not require an answer.
Repetition	The action of repeating something that has already been said or written.
Emotive Language	Words or phrases that encourage the reader to feel a particular emotion.
Statistic	A fact or piece of data obtained from a study.
Superlative Adjective	An adjective used to describe an object, which is at the upper, or lower limit of a quality (smallest).
Triple/Tricolon	A series of three parallel words, phrases or clauses.

Knowledge Organiser – The Art of Rhetoric – Year 7

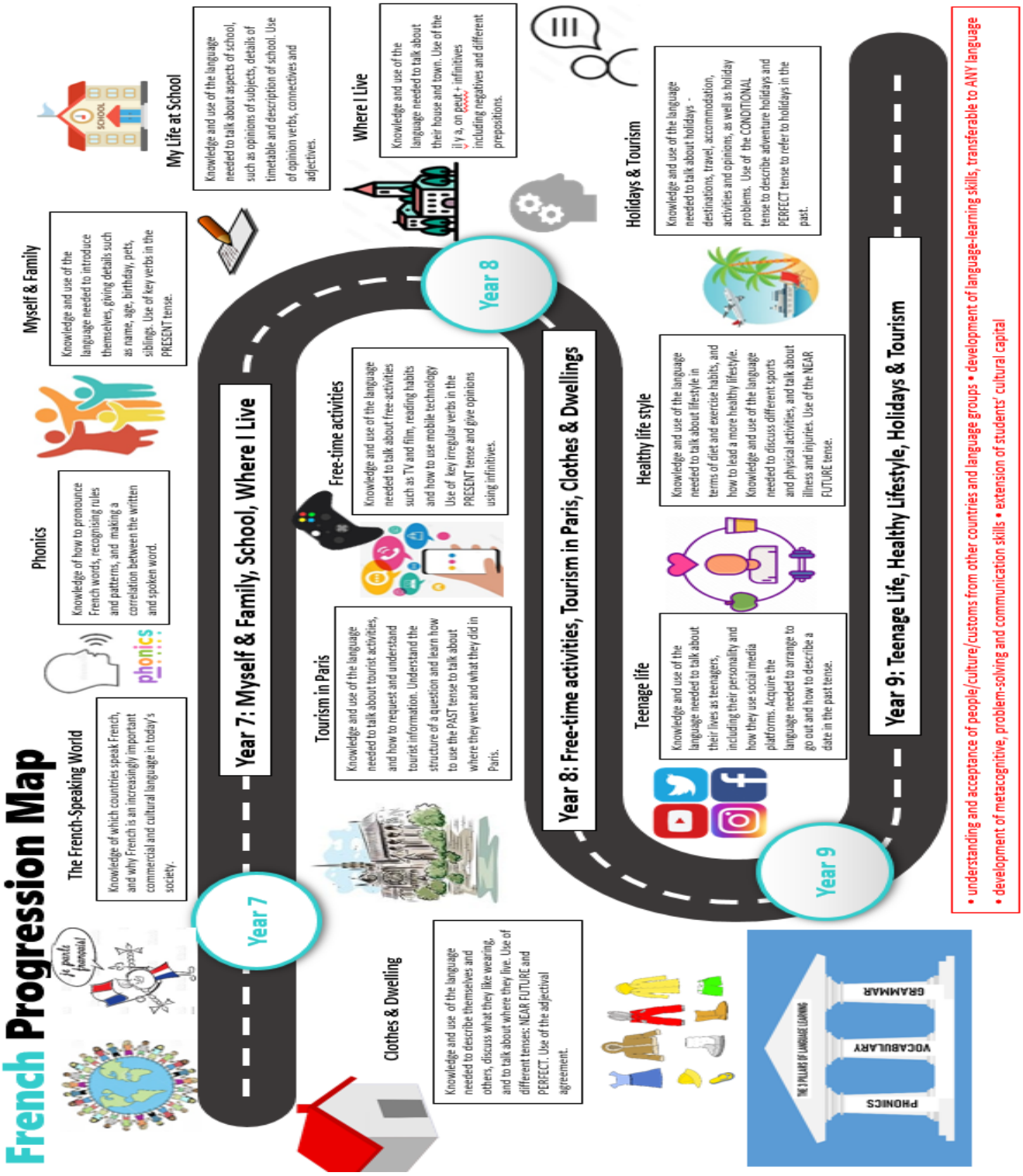
What is rhetoric often used within and for what purpose?			
Speech	Speaking formally to an audience. A speech will open using a powerful image, anecdote, or pose a question to the audience. The most effective speeches end with a powerful message.	**Action**	The purpose of a piece of writing could be to demand that action be taken to change or stop something for happening.
Poem	Poems are a form of Literature that can be used to share ideas or opinions about society. Polemic poetry is poetry used to create debate or highlight a problem.	**Injustice**	If something feels unjust, it means it is unfair or undeserved. It may be that a person has chosen to use rhetoric to highlight the poor treatment of a particular group of people.
Article	A news article discusses current or recent news. This can be general news that will appeal to most readers or on a specific topic for a particular audience.	**Motivation**	Motivating people is to make them feel enthusiastic or driven to believe an idea, or to take action. It may be that the speaker or writer is trying to give people hope or an optimistic outlook.
Letter	A written form of communication that can be used to formally outline an issue or to persuade an employer that you are the right candidate for a job.	**Change**	Speakers can highlight key issues and suggest ways to resolve. They will provide a range of ways that people can solve the problem within the speech, letter, article or poem.

Tier 3 – Specialist Vocabulary	
Oracy	Our ability to communicate effectively using spoken language
Rhetoric	Effective or persuasive writing or speaking.
Ethos	Appeal of personality or character. Establishes the speaker's credibility.
Logos	Appeal to reason. Establishes a logical argument.
Pathos	Appeal to the emotion of the audience.
Discourse	Written or spoken communication.
Tone	The writer's attitude/feelings about a subject.
Standard English	It is the variety of English, which is used, with only minor variation, as a major world language.
Register	A variety of language used for a particular purpose or in a particular communicative situation.

Tier 2 - Academic Vocabulary	
Influential	To have a lot of influence over someone or something.
Empathetic	Showing an ability to understand and share the feelings of another.
Enthusiastic	To have or show an intense enjoyment or interest.
Integrity	The quality of being honest and having strong moral principles.
Aspirational	A desire to achieve a high level of success.
Respectful	To show a consideration and regard for someone or something.
Moral	Concerned with the principles of right and wrong behaviour.
Additionally	An extra factor or circumstance.
Furthermore	In addition to something.
Moreover	As a further matter; besides.
Alternatively	As another option or possibility.
Consequently	As a result of something.

Curriculum Subjects - French

Autumn Term Overview



Disciplinary Vocabulary for French

Pronunciation	Phonics	Syllables
Emphasis	Masculinity	Feminine
Singular	Plural	Definite article
Indefinite article	Adjectival agreement	

Vocabulaire

Tu aimes le sport? • *Do you like sport?*

J'aime ...	*I like ...*
Je n'aime pas ...	*I don't like ...*
jouer dans une équipe	*to play in a team*
Ça booste le moral.	*That boosts morale.*
C'est fatigant.	*It's tiring.*
C'est ennuyeux.	*It's boring.*

Le sport et le fitness • *Sport and fitness*

Pour être un bon sportif, ...	*In order to be a good sportsperson, ...*
Il faut ...	*You must ...*
avoir un bon programme d'entraînement.	*have a good training programme.*
bien manger.	*eat well.*
bien dormir.	*sleep well.*
être motivé.	*be motivated.*
aimer la compétition.	*like competition.*

Manger sain • *Healthy eating*

les boissons gazeuses	*fizzy drinks*
les céréales	*cereals*
les chips	*crisps*
l'eau	*water*
les fruits	*fruit*
les légumes	*vegetables*
les œufs	*eggs*
le pain	*bread*
le poisson	*fish*
les produits laitiers	*dairy products*
les sucreries	*sweet things*
la viande	*meat*
Je mange sain.	*I eat healthily.*
Je ne mange pas sain.	*I don't eat healthily.*
Je mange des ...	*I eat ...*
Je ne mange pas de ...	*I don't eat ...*
Je ne mange jamais de ...	*I never eat ...*

Les opinions • *Opinions*

Je pense que ...	*I think that ...*
Je suis d'accord avec ...	*I agree with ...*
Je ne suis pas d'accord avec ...	*I don't agree with ...*
À mon avis, ...	*In my opinion, ...*

Les mots essentiels • *High-frequency words*

à l'avenir	*in the future*
alors	*so*
c'est	*it is*
ce sont	*they are*
d'abord	*first*
deux fois par semaine	*twice a week*
en général	*in general*
en plus	*as well as that*
ensuite	*then*
finalement	*finally*
où	*where*
parce que	*because*
quand	*when*
tous les jours	*every day*
très	*very*

Je vais changer ma vie • *I am going to change my life*

Je vais faire du sport régulièrement.	*I am going to do sport regularly.*
Je vais manger sain.	*I am going to eat healthily.*
Je vais prendre des cours d'arts martiaux.	*I am going to take martial-arts classes.*
Je vais aller au collège à pied.	*I am going to walk to school.*
Je vais faire trente minutes d'exercice par jour.	*I am going to do thirty minutes' exercise per day.*
Je vais aller au collège à vélo.	*I am going to go to school by bike.*

Parler une autre langue • *Speaking another language*

Avec les langues, on peut ...	*With languages, you can ...*
comprendre les gens	*understand people*
habiter à l'étranger	*live abroad*
travailler dans un autre pays	*work in another country*
communiquer avec les jeunes de son âge	*communicate with young people your own age*
regarder la télévision	*watch television*
écouter de la musique	*listen to music*
dans une autre langue	*in another language*
À mon avis, parler une autre langue, c'est ...	*In my opinion, speaking another language is ...*
un avantage	*an advantage*
important	*important*
un plus	*a bonus*
parce que ...	*because ...*

Mon avenir • *My future*

Dans deux/quatre ans, ...	*In two/four years ...*
Un jour, ...	*One day, ...*
Je vais ...	*I am going to ...*
aller au lycée	*go to sixth-form college*
avoir un emploi bien payé	*have a well-paid job*
faire un apprentissage	*do an apprenticeship*
faire des études à la fac	*study at university*
quitter le collège	*leave secondary school*
travailler	*work*
voyager	*travel*

Du matin au soir • *From morning till night*

d'abord	*first*
ensuite	*next*
l'après-midi	*in the afternoon*
le lendemain	*the next day*
le matin	*in the morning*
puis	*then*
tous les jours	*every day*
très tôt	*very early*

Mes ambitions • *My ambitions*

Qu'est-ce que tu voudrais faire plus tard?	*What would you like to do later on?*
Je voudrais être ...	*I would like to be a(n) ...*
acteur/actrice	*actor*
chanteur/chanteuse	*singer*
chauffeur de taxi/camion	*taxi/lorry driver*
contrôleur aérien	*air-traffic controller*
designer de chaussures	*shoe designer*
directeur/directrice de magasin	*store manager*
footballeur	*footballer*
guide touristique	*tourist guide*
ingénieur	*engineer*
journaliste	*journalist*
pâtissier/pâtissière	*pastry chef*
pilote	*pilot*
professeur	*teacher*
réceptionniste	*receptionist*
serveur/serveuse	*waiter/waitress*
secrétaire	*secretary*
vétérinaire	*vet*
webdesigner	*web designer*

Mon boulot • *My job*

Qu'est-ce que tu fais comme travail?	*What kind of work do you do?*
Quelles sont tes responsabilités?	*What are your responsibilities?*
Tu travailles seul(e) ou avec d'autres personnes?	*Do you work alone or with other people?*
Est-ce que tu aimes ton boulot?	*Do you like your job?*
acheter	*to buy*
contacter	*to contact*
créer	*to create*
inventer	*to invent*
organiser	*to organise*
répondre au téléphone	*to answer the telephone*
travailler en équipe	*to work in a team*
trouver	*to find*

créatif	*creative*
intéressant	*interesting*
motivant	*motivating*
stimulant	*stimulating*
varié	*varied*

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Studio Grammaire

Page 49

Negative expressions go around the verb.

*Je **ne** mange **pas** de chips.* I don't eat crisps.

*Je **ne** bois **jamais** de boissons gazeuses.* I never drink fizzy drinks.

After *pas/jamais, du, de la, de l', des* → *de/d'*.

Studio Grammaire

Page 48

du, de la, de l' and *des* all mean 'some'.

How do you know which one to use? See below.

singular			plural
masculine	feminine	before vowel	
du *pain*	***de la*** *viande*	***de l'*** *eau*	***des*** *chips*

Studio Grammaire

Modal verbs are always followed by the infinitive.

pouvoir (to be able to)

On peut voyager. You can travel.

Studio Grammaire

Page 49

You use *aller* (to go) + the infinitive to say what you are 'going to do'.

Je vais manger sain.
I am going to eat healthily.

Je ne vais pas jouer à des jeux vidéo.
I am not going to play video games.

On va faire du sport.
We are going to do sport.

Studio Grammaire

In French, all nouns are masculine or feminine.

Some jobs change to show gender:

*Il voudrait être **directeur** de magasin.*

*Elle voudrait être **directrice** de magasin.*

When you are saying what you would like to do, you don't need the word for 'a':

Je voudrais être pilote. I would like to be a pilot.

Studio Grammaire

Page 70

These are three very common irregular verbs. Learn them by heart.

je fais	I do/make
je prends	I take
je vais	I go

Studio Grammaire

To ask questions, you can:

- make your voice go up at the end:

  Tu travailles seul?
  Do you work alone?

- use *Est-ce que ...*

  ***Est-ce que** tu travailles seul?* Do you work alone?

- use question words:

  ***Qu'est-ce que** tu fais comme travail?* What work do you do?

  ***Quelles** sont tes responsabilités?* What are your responsibilities?

Studio Grammaire

Page 48

il faut literally means 'it is necessary to', but you use it to mean 'I must'/'I need to', 'you must'/'you need to' or 'we must'/'we need to'. It is normally followed by an infinitive.

Il faut être motivé. I/You/We must be motivated.

Year 9 French

Knowledge Organiser

Term two

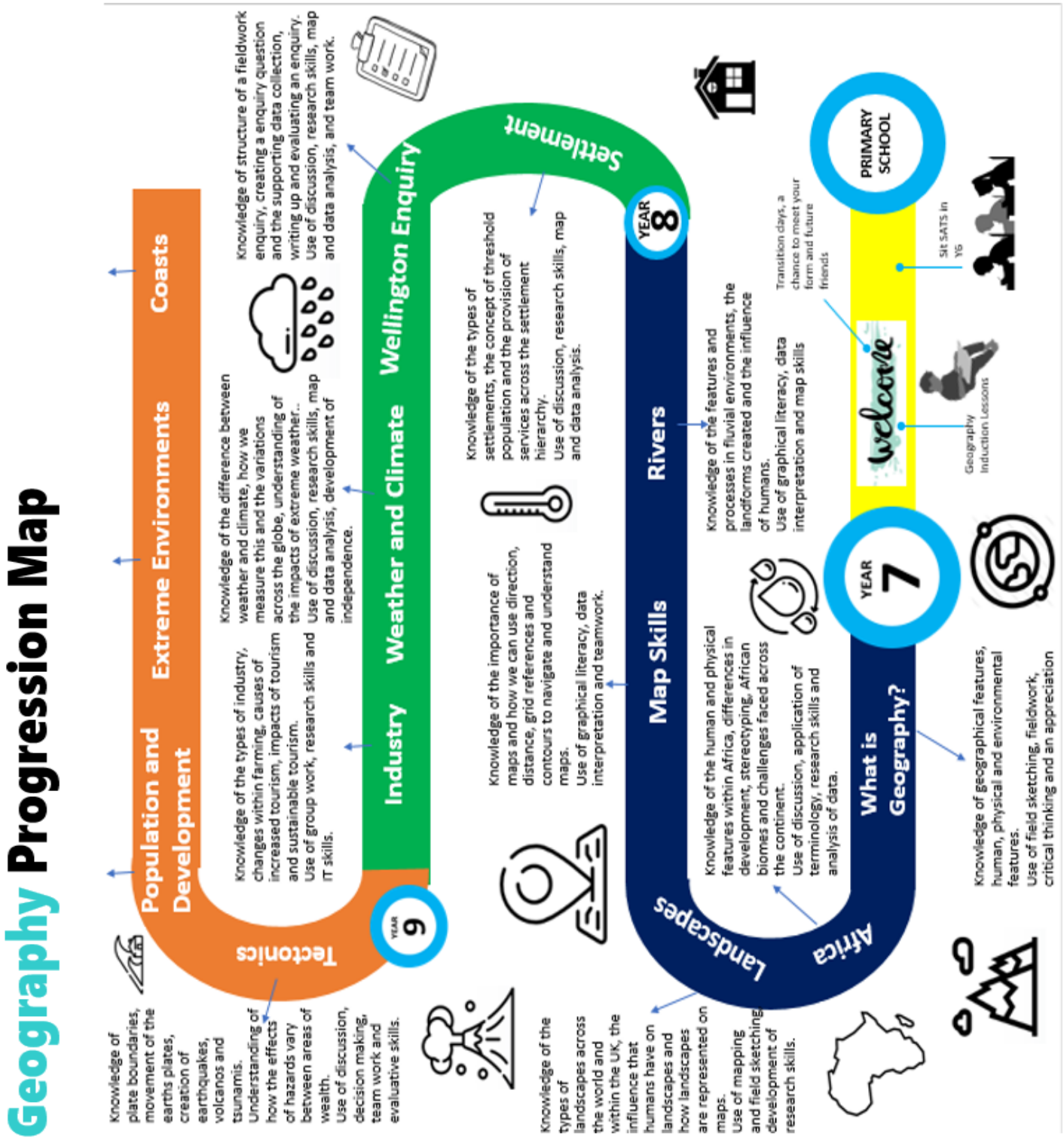
Bien dans sa peau

& À l' horizon

Knowledge Organiser - French

Curriculum Subjects - Geography

Autumn Term Overview



Disciplinary Vocabulary for Geography

Human Feature	Physical Feature	Environmental Geography
Field-Sketch	Scale	Fieldwork
Continent	Country	Place

Achieve | Belong | Participate

Knowledge Organiser - Geography

Year 7 Africa

Africa is a continent **not** a country

Common Misconceptions about Africa
*Africa is a country
* Africans speak African
* Lack of technology
*All African countries are poor
* Africa is a desert

Africa's Physical Features

Mt Kilimanjaro

- Located in Tanzania
- Highest point is 19,341 ft
- It takes 7-10 days to climb.

Sahara Desert

- Covers 30% of Africa
- Crosses 10 countries.
- Has the River Nile flowing through it.

KENYA	
Human Development Index (HDI)	0.579 (147th)
Gross National Income (GNI) per capita $	$1,620 (143rd)
Life Expectancy	63.3yrs (165th)
Infant Mortality (per 1000 people)	37.1
Literacy Rate	78%

ETHIOPIA	
Human Development Index (HDI)	0.463 (173rd)
Gross National Income (GNI) per capita $	$790 (164th)
Life Expectancy	66.2yrs (147th)
Under 5 mortality per 1000	49.6
Literacy Rate	49.1%

Key Word:	Meaning:
Continent	One of the world's seven large landmasses. Africa is one of them – others include Europe and South America
Country	An area of land that has its own government. The continent of Africa contains 54 countries
Stereotype	A set idea that people have about what someone or something is like, especially an idea that is wrong.
Biome	A large area of land which has the same plants, animals, soil and climate e.g., rainforest
Hot Desert	A hot and dry area that received less than 250mm of rainfall per year. E.g., The Sahara
Development	How the wealth and quality of life for people differs from place to place.
Literacy rate	The percentage of people that can read and write.
Infant mortality rate	The number of children, under 5 years old, that die.
Life Expectancy	How many years on average a person in a place is expected to live to.

Africa Enrichment:

Follow me to further reading!

Development in Africa:

Development is all about how wealth and the quality of life of people living on our planet varies from place to place.

What problems does Africa still face?

Drought - a period of below-average rainfall in a region, resulting in shortages in its water supply, whether atmospheric, surface water or ground water. A drought can last for months or years.

Famine - a widespread scarcity of food caused by several factors including war, inflation, crop failure, population imbalance, or government policies.

Effects of drought – crops and cattle dying, introducing hosepipe bans and use of non-essential water, people leaving their homes in search of better locations, increase in infant mortality, reduced life expectancy, people having to skip meals, rivers and lakes dry up.

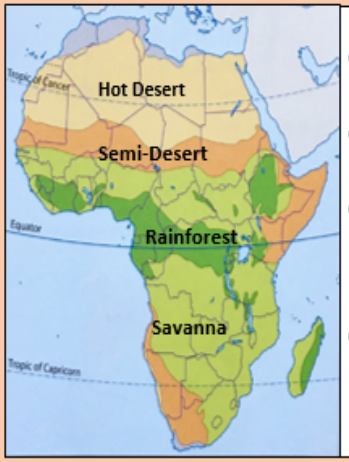
Africa's Human Features

Pyramids of Giza

- Located in Giza, Egypt.
- Over 4500 years old.
- Tombs to the great Pharaohs.

Marrakesh

- Located in Morocco.
- Found at the base of the Atlas Mountains.
- Known as the 'red city' due to the red brick buildings.



Hot Desert

- Hot in the day (up to 50°C) but very cold at night.
- Hot deserts receive less that 250mm of rainfall per year.
- Spiny shrubs with long roots and thick stems to store water and protect themselves.
- Camels – adapted to survive long periods without water

Can you describe the location of the hot desert and tropical rainforest biomes?
What challenges and opportunities do you think people living in Africa face?
How might life in Kenya and Ethiopia be different from one another?

Curriculum Subjects - History

Autumn Term Overview

Year 9

1. Causes of WW1
   - ❑ Alliances
   - ❑ Militarim
   - ❑ Imperialism
   - ❑ Nationalism
   - ❑ Assassination of Ferdinand

6. Why was Jack the Ripper never caught?
   - ❑ Ripper Victims
   - ❑ Local Reactions
   - ❑ Police Problems

5. Was Britain democratic by 1930?
   - ❑ How voting works
   - ❑ The Chartists
   - ❑ Suffragette Movement

4. The Industrial Revolution
   - ❑ Causes of IR
   - ❑ Key Inventions
   - ❑ Transport Developments
   - ❑ Richard Arkwright
   - ❑ Coal Mining

3. Why did England start an empire?
   - ❑ Failure at Roanoke
   - ❑ Mughal Empire
   - ❑ Indian Empire
   - ❑ Indian Mutiny

2. Was Elizabeth's reign really a golden age for England?
   - ❑ Virgin Queen
   - ❑ Middle Way
   - ❑ Exploration
   - ❑ Spanish Armada

Year 8

1. Was Mary I the worst Tudor?
   - ❑ Henry VIII and the Break with Rome
   - ❑ Edward VI
   - ❑ Mary I- the Catholic Comeback
   - ❑ Elizabeth I- the Virgin Queen

4. Did the Normans really bring a truckload of trouble to Britain?
   - ❑ Feudal System
   - ❑ Medieval Castles
   - ❑ Domesday Book
   - ❑ Reliability of sources

5. Are people right to be negative towards the Middle Ages?
   - ❑ Magna Carta
   - ❑ Black Death
   - ❑ Peasant's Revolt
   - ❑ Medieval Towns

Year 7

3. Are military historians right about the Battle of Hastings?
   - ❑ English Crown in 1066
   - ❑ The Battle of Stamford Bridge
   - ❑ The Battle of Hastings
   - ❑ William the Conqueror's Rule
   - ❑ The Bayeux Tapestry

1. Introduction to History
   - ❑ Intro to History
   - ❑ Different types of evidence
   - ❑ Making inferences
   - ❑ The Tollund Man

2. Migration to Britain
   - ❑ Political Migrants
   - ❑ Religious Migrants
   - ❑ Economic Migrants
   - ❑ Social Migrants

Disciplinary Vocabulary for History

Chronology	BC	AD	Investigate
Explain	Describe	Cause	Compare
Source	Evidence	Reliable	Useful

Knowledge Organiser History

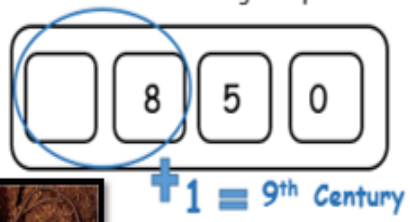
Knowledge Organiser - History

Achieve | Belong | Participate

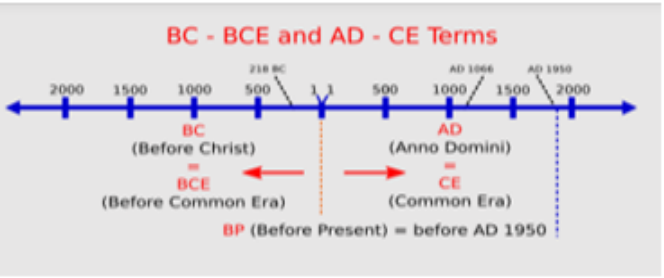
Keywords	
Explain	When you provide reasons for your ideas
BC	Before Christ
Investigate	When you look into the past or present
Source	A piece of evidence
Reliable	Evidence that can be trusted
Evidence	Contains facts or detail
Cause	The reason for something to happen
Compare	Whether something is similar or different
AD	Anno Domini- in the year of our Lord
Chronology	Order of events
Useful	How helpful some evidence or a source is
Describe	Give a detailed account of something

Finding a century

To work out which century a year is in, look at the first two numbers and add 1. Imagine a padlock.



Tollund Man was found in Bjældskovdal bog in Denmark on the 8th May 1950



Source B

An extract from a newspaper, May 1950

"Tollund Man was lying in a relaxed position, his legs bent against his abdomen. His face was alarmingly well preserved, his lips, nose, eyelids, eyebrows, wrinkles, stubble, hair - a face with its quite personal features, yet common to all mankind. The naked body had been placed in the peat bog, like a sleeping body, a cap on his head, a belt round his waist. A braided leather rope around his neck unveiled the cause of death: by hanging. Behind the apparent peace and tranquillity was a glimpse of horror and drama."

Source D: *A historian's theory about why Tollund Man was killed.*

'Why Tollund Man was hanged and buried in the peat bog we shall never know. But he was not treated like a criminal: after he died, they carefully closed his eyes and mouth and carried him to the peat bog, where he was laid to rest with care. This symbolizes a dignified burial. It is reasonable to see Tollund Man as a human sacrifice to the god or gods. Maybe to the Goddess of the bog, he who gave men peat and other goods. Early Iron Age societies cremated their dead, only bog bodies had a different burial – perhaps the gods would be appeased by a whole body only and not burnt bones.'

SOURCE C: *Scientific Report*

AGE

The heart and organs were healthy. The wisdom teeth had grown. These kinds of teeth appear in people around 20 years old. His age is estimated to be about 40 years old.

THE STOMACH

The man had eaten soup at least 12 hours before he died. The soup was made of seeds that could only be found at the Spring.

DATE OF BURIAL

Underneath his body was a thin layer of moss. This moss was formed in Danish peat bogs roughly 2,000 years ago in the early Iron Age. Carbon dating of Tollund man's hair show that he died around 350 BC.

CAUSE OF DEATH

X-rays showed that the head was undamaged. The rope around his neck was probably the cause of death. The noose had left clear marks on the skin under his chin and at the side of his neck but there was no mark at the back of the neck where the knot was. It is impossible to tell if the neck had been broken because the bones were very crumbly.

Source E:

An Earth Goddess of Spring statue, which was found in a nearby bog.

Curriculum Subjects - Maths

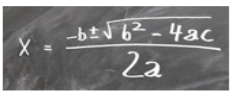
Autumn Term Overview

Maths Progression Map

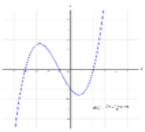
KS2 Prior Learning

Geometry:
- Measures of line and angle
- Area and perimeter of rectilinear shapes
- Name and know the properties of 2D and 3D shapes
- Accurately measure and draw lines and angles
- Find missing angles in triangles, quadrilaterals, on a line and round a point

Number and calculating
- Can order positive and negative integers and decimals
- Understand inverse operations
- Find, add and subtract fractions
- Use ratio



Algebra
- Understand algebraic notation
- Use function machines



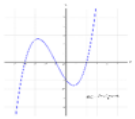
Year 7

Graphs and sequences
- Work with coordinates in all 4 quadrants
- Continue different kinds of sequences

Probability and statistics
- Understand the meaning of probability
- Find averages
- Read data in tables and bar charts

Year 8

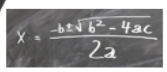
Graphs and sequences
- Plot linear graphs
- Recognise parallel and perpendicular lines
- Solve equations graphically
- Generate sequences from term to term and position to term rules



Number and calculating
- Can order positive and negative fractions
- Prime factor decomposition
- Order of operations
- Equivalence of fractions, decimals, percentages and mixed numbers
- Apply ratio to real life situations

Geometry:
- Use scales on maps and diagrams
- Change between units of measurement
- Work with area and perimeter in trapezia and circles
- Properties of quadrilaterals
- Congruence and similarity
- Angles in all polygons
- Standard constructions on triangles
- Transformations

Probability and statistics
- Probability of things not happening
- Carroll Diagrams
- Stem and Lead diagrams
- Scattergraphs
- Find averages from graphs



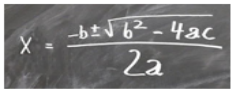
Algebra
- Substitution
- Solve linear equations and inequalities
- Expand and factorise linear expressions

Year 9

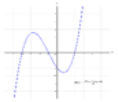
Geometry:
- Use bearings
- Change units of area, volume and compound measures
- Pythagoras' theorem
- Calculate with pi
- Calculate lengths in similar shapes
- Parts of a circle
- Angles on parallel lines

Number and calculating
- Estimation
- Calculations with decimals
- Percentage increase and decrease
- Rates of change

Graphs and sequences
- Use gradient and intercept to find the equation of a line
- Plot quadratic graphs
- Solve quadratics inequalities
- Find and use nth term



Algebra
- Work with identities
- Solve more complex equations
- Represent solutions to inequalities on number lines
- Expand and factorise more complex equations



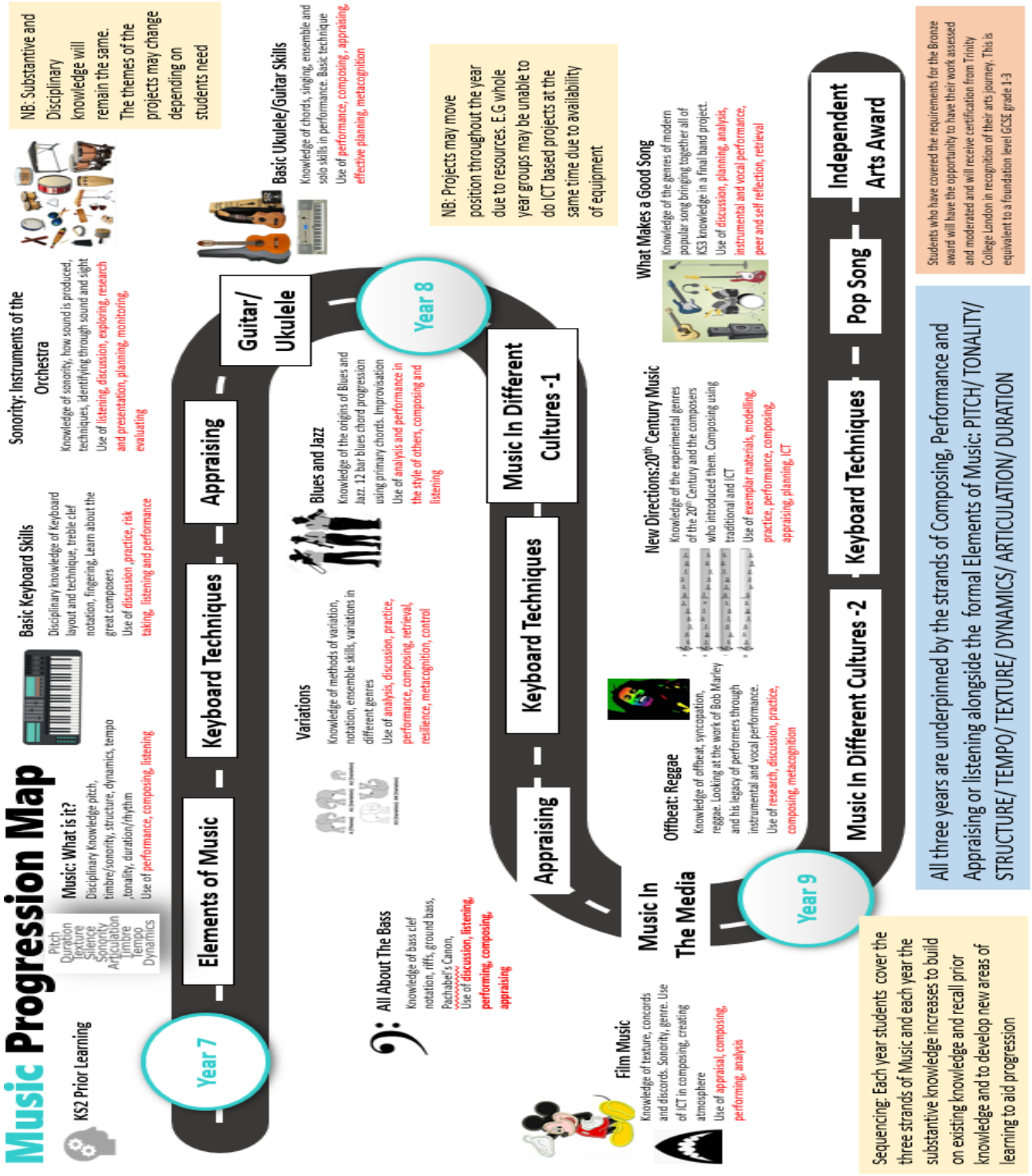
Probability and statistics
- Listing outcomes
- Venn Diagrams
- 2 way tables
- Use data grouped in tables
- Pie charts
- Use trends

Disciplinary Vocabulary for Maths

Measure	Perimeter	Circumference	
Area	Volume	Angle	
Transformation	Symmetry	Metric	Convert

Curriculum Subjects - Music

Autumn Term Overview



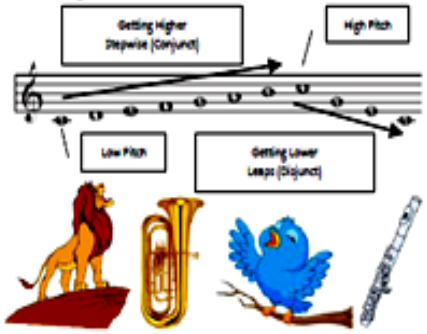
Disciplinary Vocabulary for Music

Elements	Pitch	Duration	Dynamics	Silence
Texture	Timbre	Sonority	Tempo	Tonality
Pulse	Rhythm	Structure	Notation	

Knowledge Organiser—Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*

SLOW: *Andante, Adagio, Lento*

GETTING FASTER – *Accelerando (accel.)*

GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*

LOUD: *Forte (f)*

QUITE LOUD: *Mezzo Forte (mf)*

QUITE SOFT: *Mezzo Piano (mp)*

SOFT: *Piano (p)*

VERY SOFT: *Pianissimo (pp)*

GETTING LOUDER: *Crescendo (cresc.)*

GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.

E. Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.

Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

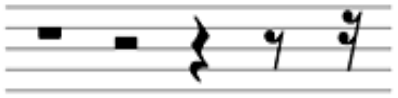
How individual notes or sounds are **played/techniques.**

LEGATO – playing notes in a long, smooth way shown by a **SLUR.**

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT.**

H. Silence

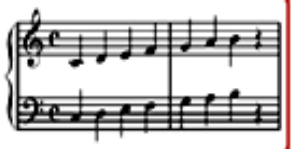
The opposite or absence of sound, **no sound.** In music these are **RESTS.**



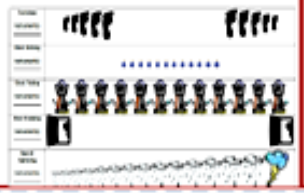
I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)



GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.



J. How Music Works

Music can create an **atmosphere** or **ambience** *e.g., supermarkets and restaurants.*

Music can create an **image** *e.g., in response to art, a story, a poem, a character, a situation* – this is called **PROGRAMME MUSIC.**

Music can be **calming** *e.g., end of an evening in clubs and bars.*

Music can be used for **spiritual reasons** *e.g., worship, meditation, reflection, hymns and chants, yoga, and spiritual reflection.*

Music can be used for **commercial** purposes *e.g., advertising, TV themes.*

Curriculum Subjects - Science

Autumn Term Overview

Disciplinary Vocabulary for Science

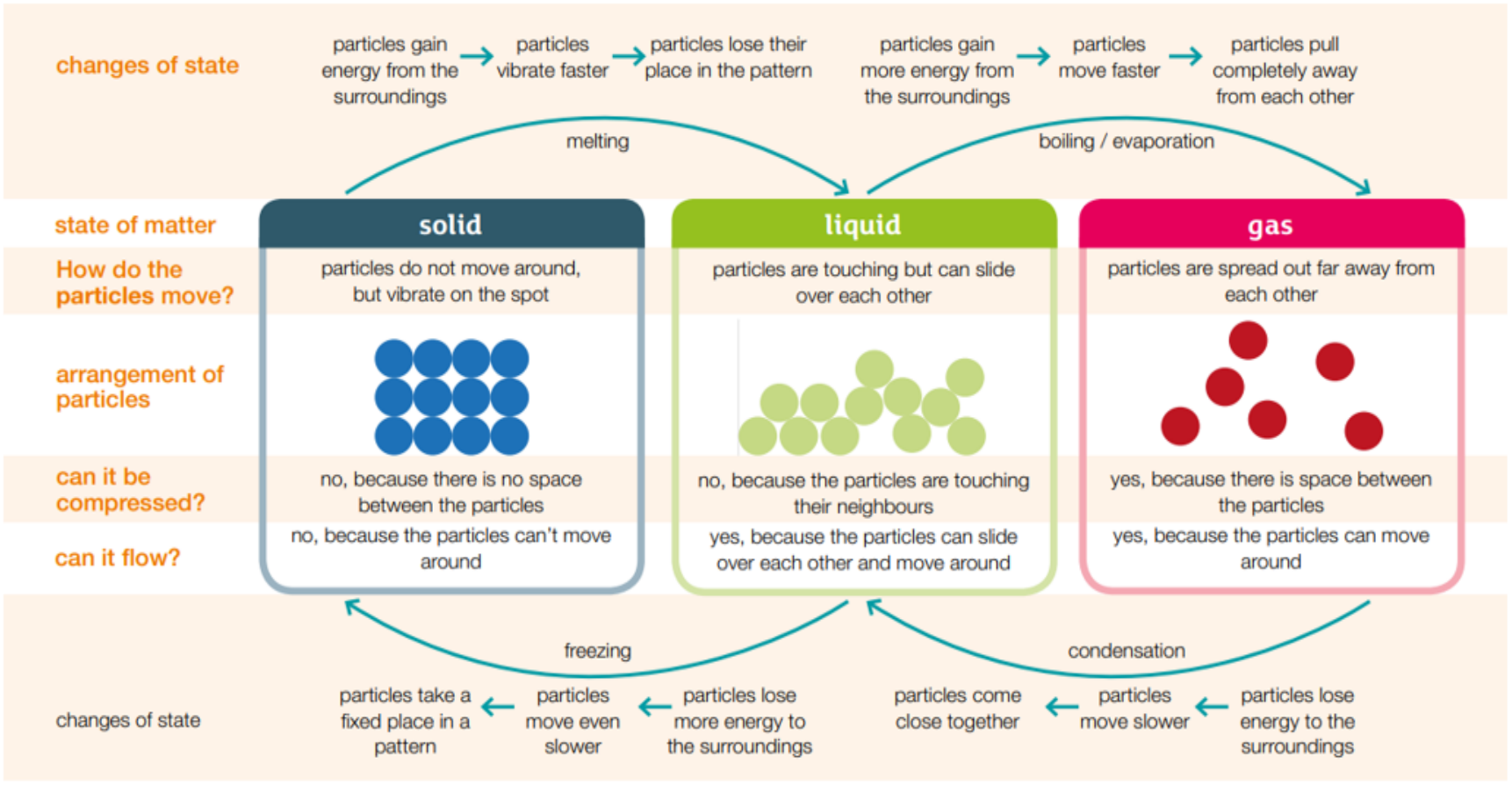
Particle	Mixture	Substance	Solid	Liquid
Gas	Melting	Freezing	Boiling	Evaporation
Condensation	Sublimation	Diffusion	Pressure	Material

Science Theme: Particles

Wider world and careers: Careers in forensic science, chemical engineer, environmental chemist, lab technicians, environmental chemist

Knowledge Organiser – Year 7 Science – Particles

Section 1 Knowledge – Particle Model, States of Matter and Changes of State



What do I already know? (Prior knowledge)

- Materials can be grouped together depending on whether they are solids, liquids or gases.
- Materials change state when they are heated or cooled
- Evaporation is when a liquid changes to a solid. Condensation is when a gas turns to a liquid.

Achieve | Belong | Participate

Knowledge Organiser - Science

Science Theme: Particles

Wider world and careers: Careers in forensic science, chemical engineer, environmental chemist, lab technicians, environmental chemist

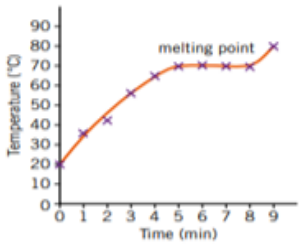
Knowledge Organiser – Year 7 Science – Particles

Section 2- Melting and Boiling Points

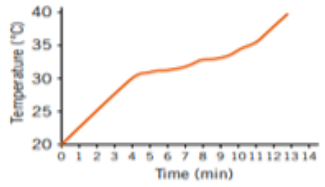
Melting and boiling points

Melting point — the temperature at which a **substance** melts
Boiling point — the temperature at which a substance boils

If you heat a **solid** and plot a graph of temperature against time:



the melting point will appear as a flat line if the substance is **pure** (has only one type of particle).



If you don't see a flat line, the substance is a mixture (has different types of particle).

Section 3 – Diffusion

Diffusion

Particles move about randomly in liquids and gases and spread out through **mixtures**. This process is called diffusion. How quickly diffusion happens depends upon three variables:

Variable	Effect on diffusion
temperature	diffusion is faster at higher temperatures *because* particles move faster when hotter
particle size	diffusion is slower with larger, heavier particles
state of matter	diffusion is: • fast in gases • slow in liquids • doesn't happen in solids

Section 4 – Gas Pressure

Gas pressure

Gas particles move around, colliding with the walls of a container they are in. This causes a force called pressure. It depends on three variables:

Variable	Effect on gas pressure
temperature	Pressure increases at higher temperatures *because* particles move faster and therefore collide more frequently with the container.
particle size	Pressure increases with greater numbers of particles *because* there are more particles colliding with the walls of the container.
state of container	Pressure decreases as the size of container increases *because* particles have more space to move around, so they don't collide with the walls of the container as often.

Key Words

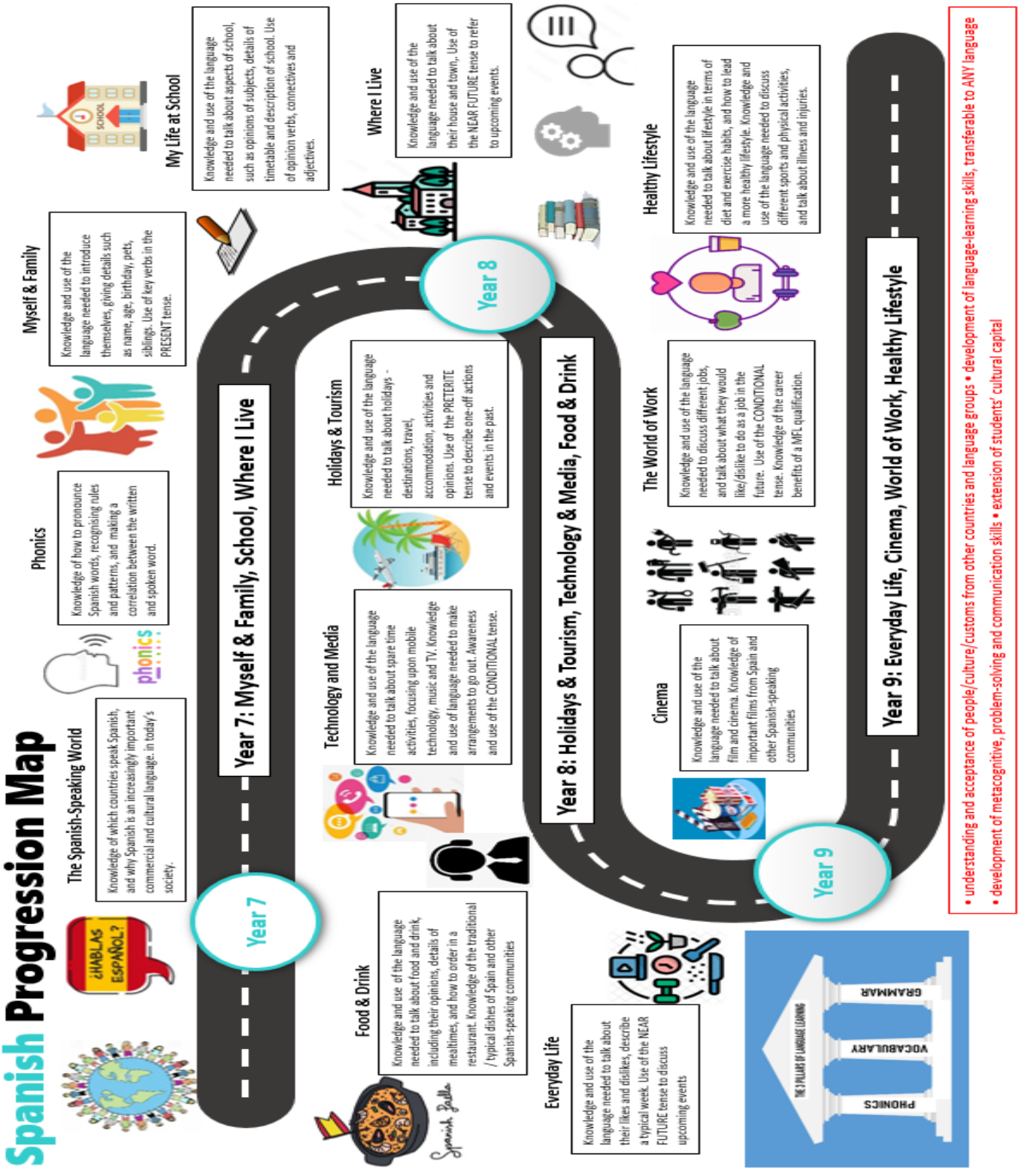
Material – The different types of stuff that things are made from
Particle – The tiny things that materials are made from
Mixture – Made up of substances that are not chemically joined together
Substance – A material that is not a mixture. It has the same properties all the way through
Property –A quality of a substance or material that describes its appearance or how it behaves
Solid- A substance that cannot be compressed and it cannot flow
Liquid – A substance that can flow but not be compressed
Gas – A substance that can flow and be compressed
Melting – The change of state from solid to liquid
Freezing – The change of state from liquid to solid
Boiling – The change of state from liquid to gas that happens when bubbles of the substance in its gas state form throughout the liquid
Evaporation – The change of state from liquid to gas that happens when articles leave the surface of the liquid. It can happen at any temperature
Condensation – Change of state from gas to liquid
Sublimation- Change of state from solid to gas
Diffusion – Movement of particles from an area of high concentration to an area of low concentration
Pressure – Force exerted over an area

Knowledge Organiser - Science

Achieve | Belong | Participate

Curriculum Subjects - Spanish

Autumn Term Overview



Disciplinary Vocabulary for Spanish

Pronunciation	Phonics	Syllables	Emphasis
Gender	Definite articles	Indefinite articles	Adjectival agreement
Singular	Plural		

Knowledge Organiser - Spanish

¿En qué trabajas? What's your job?

Soy...	I am...	jardinero/a	a gardener
camarero/a	a waiter	limpiador(a)	a cleaner
cocinero/a	a cook	peluquero/a	a hairdresser
dependiente/a	a shop assistant	recepcionista	a receptionist

¿Qué tienes que hacer? What do you have to do?

Tengo que...	I have to...	limpiar habitaciones	clean rooms
ayudar a los clientes	help customers	preparar comida	prepare food
cortar el pelo a los clientes	cut customers' hair	servir en el restaurante	serve in the restaurant
hablar por teléfono	speak on the phone	vender productos en la tienda	sell products in the shop

Opiniones Opinions

¿Te gusta tu trabajo?	Do you like your job?	monótono	monotonous
(No) Me gusta (nada) mi trabajo porque es...	I (don't) like my job (at all) because it is...	repetitivo	repetitive
creativo	creative	Mi jefe/a es severo/a.	My boss is strict.
estresante	stressful	Los clientes (no) son simpáticos.	The customers are (not) nice.
fácil	easy	Los clientes son horrorosos.	The customers are awful.
interesante	interesting		

¿Qué te gustaría hacer? What would you like to do?

Me gustaría...	I would like...	Por eso me gustaría ser...	Therefore I would like to be...
No me gustaría (nada)...	I wouldn't like... (at all)	cantante	a singer
trabajar al aire libre	to work in the open air	diseñador(a)	a designer
trabajar con animales	to work with animals	enfermero/a	a nurse
trabajar con niños	to work with children	mecánico/a	a mechanic
trabajar en equipo	to work in a team	periodista	a journalist
trabajar en una oficina	to work in an office	policía	a police officer
trabajar solo/a	to work alone	profesor(a)	a teacher
hacer un trabajo creativo	to do a creative job	veterinario/a	a vet
hacer un trabajo manual	to do a manual job		

¿Qué tal ayer en el trabajo? How did you get on at work yesterday?

Por la mañana...	In the morning...	escribí SMS a mis amigos	I wrote text messages to my friends
Por la tarde...	In the afternoon...	hablé por Skype™	I talked on Skype™
A la hora de comer...	At lunchtime...	jugué a un videojuego	I played a video game
bebí una botella de cola	I drank a bottle of cola	llegué tarde al trabajo	I arrived late for work
comí una hamburguesa	I ate a hamburger	perdí mi trabajo	I lost my job
dormí un poco	I slept for a bit		
escuché música	I listened to music		

¿Cómo es un día típico? What is a typical day like?

Escribo correos (electrónicos).	I write emails.	Los idiomas son importantes.	Languages are important.
Hago reservas.	I make reservations.	¿Te gusta tu trabajo?	Do you like your job?
Hago entrevistas.	I do interviews.	Me encanta mi trabajo porque...	I love my job because...
Organizo excursiones.	I organise excursions.	es muy práctico	it's very practical
Preparo el programa.	I prepare the programme.	es muy variado	it's very varied
Salgo con los grupos.	I go out with the groups.	Ayer...	Yesterday...
Trabajo con mi equipo.	I work with my team.	conocí a...	I met...
Viajo mucho.	I travel a lot.	fui a...	I went to...
Voy a la oficina.	I go to the office.	hablé con...	I spoke to...
¿Qué idiomas hablas?	What languages do you speak?	organicé una visita para...	I organised a visit for...
Hablo español, inglés y alemán.	I speak Spanish, English and German.	preparé un programa especial	I prepared a special programme
		viajé en helicóptero	I travelled by helicopter

SKILLS

Giving your opinion

Remember that you can use these expressions to give an opinion about something you've already mentioned:

¡Me encanta!	♥♥♥
¡Me gusta mucho!	♥♥
¡Me gusta!	♥
¡No me gusta!	✗
¡No me gusta nada!	✗✗

SKILLS

Scanning a text

You do not always need to understand every word. Try to **scan** the text to find the specific information you need, e.g. a place or a job.

Gramática

tener + que + infinitive = to have to

tener	to have
tengo	I have
tienes	you have
tiene	he/she has
tenemos	we have
tenéis	you (plural) have
tienen	they have

Tengo que limpiar habitaciones.
I have to clean rooms.

>> p44

Zona Cultura

Spanish is the second most widely spoken native language in the world after Mandarin! If you want to work in industry, fashion or tourism, for example, it is an extremely useful language to learn.

When saying what job you do, you don't use an indefinite article (**un** or **una**).
Soy camarero. I am a waiter.

Some job titles have different masculine and feminine endings:
cocinero → cocinera
dependiente → dependienta
However, some don't change, e.g. **recepcionista**.

Achieve | Belong | Participate

SKILLS

Structuring a story

Remember to use **sequencers** and **time phrases** to help you structure a story:

Primero...	First...
Luego...	Then...
Un poco más tarde...	A little later...
Finalmente...	Finally...
Por la mañana...	In the morning...
Por la tarde...	In the afternoon...

Gramática

Remember, adjectives must agree in gender and in number with the nouns they describe.

singular		plural	
masculine	feminine	masculine	feminine
práctico	práctica	prácticos	prácticas
sociable	sociable	sociables	sociables
hablador	habladora	habladores	habladoras

>> p44

You use **me gusta** to say what you like doing, but **me gustaría** to say what you would like to do. It is often followed by the infinitive:

¿Qué **te gustaría** hacer? What would you like to do?
Me gustaría trabajar en una oficina. I would like to work in an office.

Pronunciación

Remember, in Spanish **j** is pronounced as a raspy **h** sound, e.g. **j**ardinero, traba**j**o, **j**efe.

>> p132

SKILLS

Reading for detail

Sometimes you do have to understand the detail of a text. Use **cognates**, **context** and **common sense** to help you. Then look up any other words in a dictionary.

Gramática

You use the preterite to talk about completed events in the past.
Do you remember the endings for each group of regular verbs?

-ar verbs		-er verbs		-ir verbs	
hablar	to talk	**comer**	to eat	**escribir**	to write
hablé	I talked	**comí**	I ate	**escribí**	I wrote
hablaste	you talked	**comiste**	you ate	**escribiste**	you wrote
habló	he/she talked	**comió**	he/she ate	**escribió**	he/she wrote
hablamos	we talked	**comimos**	we ate	**escribimos**	we wrote
hablasteis	you (plural) talked	**comisteis**	you (plural) ate	**escribisteis**	you (plural) wrote
hablaron	they talked	**comieron**	they ate	**escribieron**	they wrote

Some verbs have a spelling change in the 'I' form: **jugué, llegué, navegué.**

Gramática

The verb **ir** (to go) is irregular in the present (**voy, vas, va...**) and in the preterite:

fui	I went	**fuimos**	we went
fuiste	you went	**fuisteis**	you (plural) went
fue	he/she went	**fueron**	they went

Remember that **fue** can also mean 'he/she/it was'.
Some other verbs are also irregular in the preterite, e.g. **hacer:**
hago (I do / make) → **hice** (I did / made)

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Year 9 Spanish

Knowledge Organiser

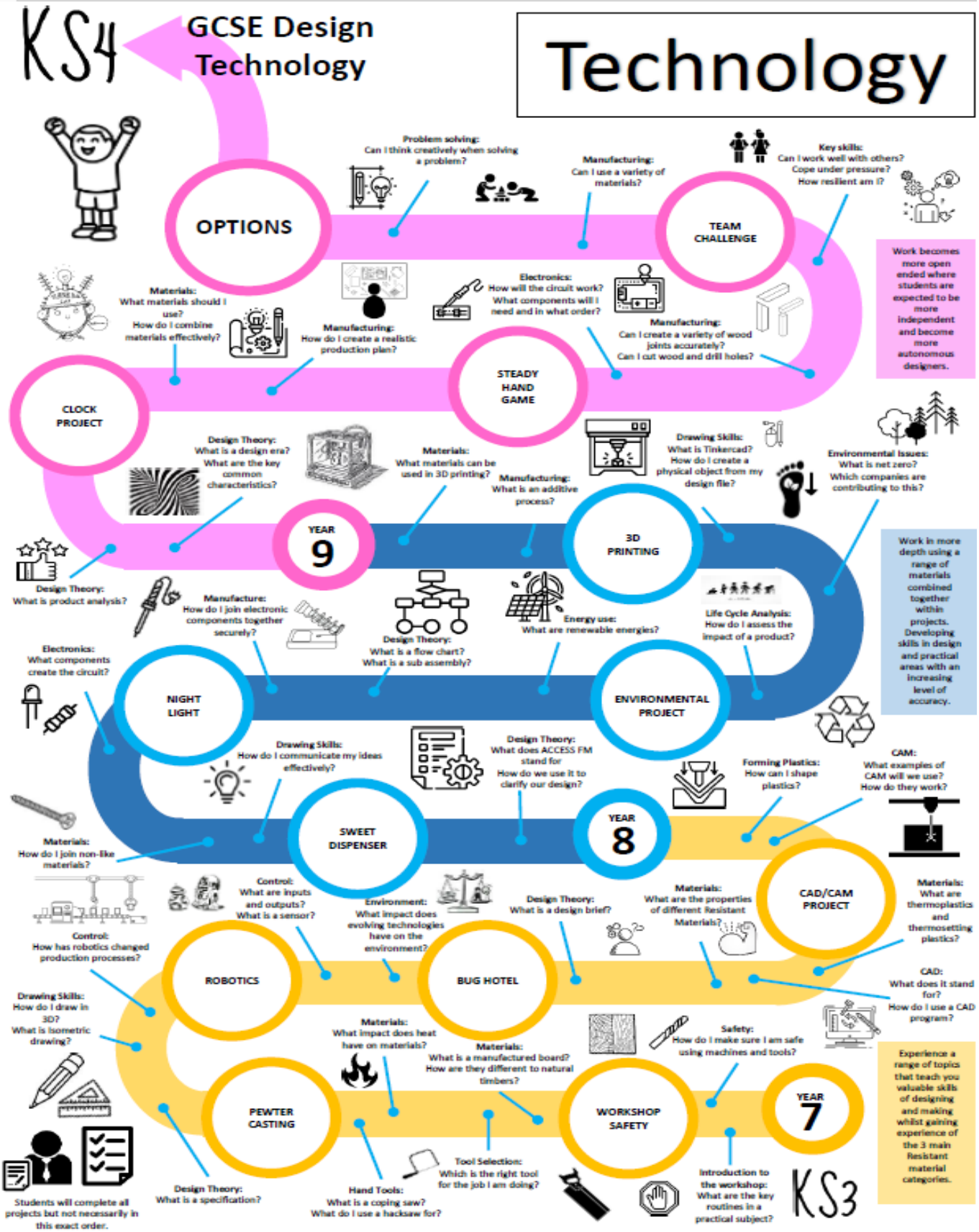
Term Two

¡ORIÉNTATE!

Knowledge Organiser - Spanish

Curriculum Subjects - Technology

Autumn Term Overview—Technology



Technology Knowledge Organiser Year 9—Steady Hand Game

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Knowledge Organiser - Technology

Specialist Vocabulary

Mitre Saws are designed and manufactured to make precision cuts at many different angles.

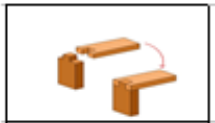
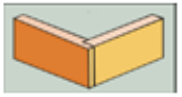
Tenon Saw is a small saw with a steel or brass back used for precise work.

Revisit ACCESSFM : an Acronym used to support product analysis in the design process.

Softwood: material from an evergreen tree, often referred to as coniferous.

MDF: Medium-Density-Fibreboard—it has a smooth sanded finish.

Wood Joints—Draw lines to match the name of the joint, to the description and the picture:

Dowel		one of the ends of the timber has a groove cut out of it to create much better holding strength to support the other piece of wood
Mitre		also known as a comb joint, is a woodworking joint made by cutting a set of complementary, interlocking profiles in two pieces of wood.
Finger		a type of joint used to connect two pieces of wood by drilling dowel holes in each piece and using a wooden peg to attach them.
Rebate		a joint made by cutting each of two parts to be joined, across the main surface, usually at a 45° angle, to form a corner, usually to form a 90° angle.

Tools

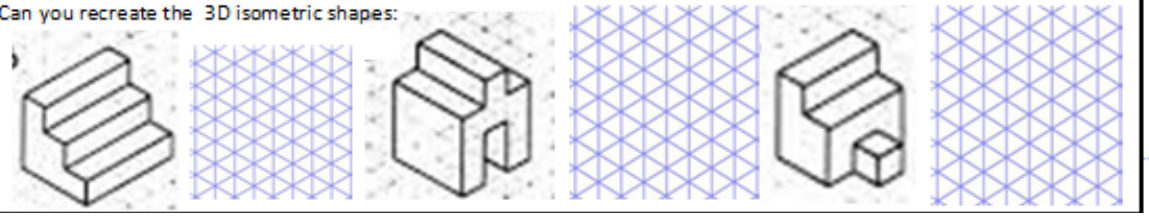
Soldering Iron

Try Square

Bench Hook

Tenon saw

Can you recreate the 3D isometric shapes:



Essential Knowledge

What is the difference between CAD/CAM ?

Computer-Aided-Design is the use of computers to aid in the creation, modification, analysis, or optimisation of a design. In school we use 2D Design to create content for the laser cutter and Tinkercad online to create content when we are 3D printing. CAD can be used for a range of applications from designing architecture to designing robotics, the list of use for this type od software is vast. Computer-Aided-Manufacture refers to the devices that are used as outputs for CAD. Our laser cutter, our 3D printers. In industry this could be robots in a car manufacturing plant.

Can all electronic components be categorised into an input, process or output device?

Electronic components can be divided into one of the three categories above. In our project the input devices is the loop that you make that connects with the wire. Your output device is the buzzer, what other output devices could we use other than a noisy one? Another example could be a fire alarm in a building where the input is a temperature sensor, the process is the electronic board in the sensor and the output would be a buzzer.

Revisit: What is a sub-assembly?

We have an number of sub-assemblies in this project, this terminology is defined as a *unit assembled separately but designed to be incorporated with other units into a larger manufactured product. Are you able to name all the sub-assemblies in this project below?*

1 .....

2 .....

3 .....

4 .....

5 .....

Technology Knowledge Organiser Year 8 Light Project

Consider the advantages and disadvantages of Computer-Aided-Design and Computer-Aided-Manufacture.

Can you write 100 words that explains these topics in your own words:

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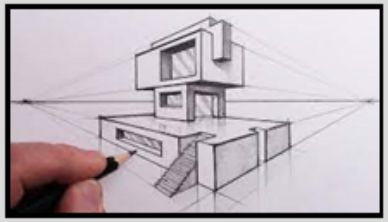
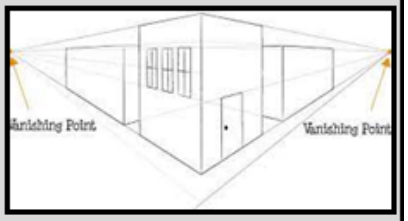
G P S O D V Z J E P T W C S H N M D Q H Z A G Y R P B Z H B
R C O P C R R S X W D V F O O L M E P M R L K G R E B A T E
I I F G G V H S B L R F F L Y P Y X N W M B J N M O N K Y W
I O T T F X L D V T Q S E D K W F M B C Y O S J K C N P A M
P L W J L I I W N E D E Q E O N J B A V A M U Z V R H Y I M
N Y O S Q B N R H H B N A R R W M Z T U C M I G F I C V X H
R I O V T H H G A G A N V W Q M W U T E T N W T U L I C T K
M E D R F E S V E R J Q Y Q C V I U E S W A R U R B A J R X
M B U H C U A J G R N U E C E A R O R O P X T A T E Y G H T
X X S U B L P D U W E H R K W X E W Y F Q M L J E R X G Y T
I Z R B U L C Y Y S C U T W O O D A N D D R I L L H O L E S
I P D H Z M H A B H H D O W E L V H J G B T R G Z K G U I A
P R K N Z D Z U D N A A U T Z U U I F I Z S W I T C H O N W
O M C B E F K L R V M N Y H H X F U W H I T X X V I N B I S
F S E Y R K M N R S M O D S O L D E R I N G I R O N F M U E

Can you find the following words?

cad, cam, mdf, wire, dowel, solder, switch, mitre, buzzer, softwood, rebate, finger, soldering iron,battery, steady hand

Can you recreate these one of the 2 point perspective sketches in the space below?





Knowledge Organiser - Technology

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Assessment

Formative Assessment

Formative assessment is an ongoing process which happens each lesson in each subject. Through formative assessment, teachers are able to ascertain whether a student has grasped the essential knowledge and concepts needed to move on, and can adapt their planning as a result.

Formative assessment may take many forms, and students will probably be unaware that their teacher is assessing their learning. Common formative assessment may include:

- Asking questions
- Quizzes
- Plickers (an online quizzing tool)
- Marking written work
- Check ins during independent tasks
- Discussion

Summative Assessment

Summative assessments are more traditional, written and graded assessments. These are used to assess whether a student is reaching the expected standard for that part of the year. These may take the form of:

- End of unit tests
- End of term tests
- Extended written responses

Summative assessments usually test knowledge from a specific topic as well as retention of previous topics.

Reporting in Year 7

We will report your child's attainment and progress to you twice per year. This is to ensure that students have sufficient time to embed essential knowledge and revise what they need to know. Teachers will base the grades given on class work, homework, formative and summative assessments and contribution to discussion. Your child will be awarded one of three grades:

*Working at **Greater Depth** within the expected standard. Your child is consistently working above where we expect them to be and has a secure understanding of the knowledge taught in Year 7*

*Working at the **Expected Standard** Your child is consistently working at the level we would expect and has a good understanding of the knowledge taught in Year 7*

*Working **Below the Expected Standard** Your child is consistently working below the level we would expect and has not secured the knowledge taught in Year 7 yet.*

Progress, Homework and Attitude to Learning

Alongside attainment, we will also report on your child's progress, homework and attitude to learning. We will only report on progress in the second report. This is because it is possible for a student to remain at the same attainment level, but be making exceptional, good or insufficient progress within that grade. For instance, a child may be working at Greater Depth, but be making exceptional progress within that and we believe it is important to recognise this.
These grades are displayed as the following text:

- Exceptional
- Good
- Not good enough

Finding Your Way Round our School

A Block

Upstairs in A Block is the **Modern Foreign Languages Faculty**, as well as a **Specialist Computer Room, A1**. Downstairs we have the **School Office, the Finance Team, and Mrs Matthews' Office**.

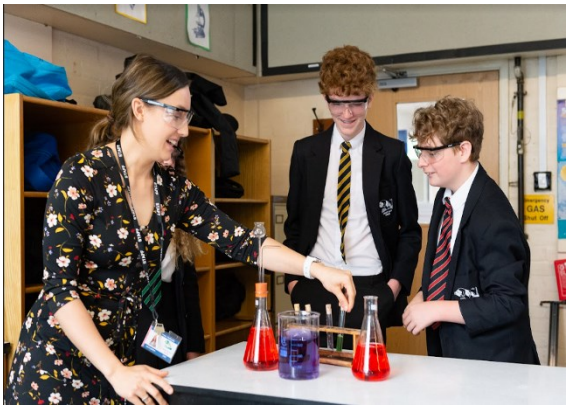
B Block

In the **Learning Resource Centre (LRC)**, students are able to access our wide range of books and our computers, at break, lunch and during Homework Club. Our **Careers Advisor** is also available for Careers Information, Advice & Guidance. One of our specialist **Computer Rooms, B1** is next to the LRC.

The **Canteen & Hall** are in B Block, next to the LRC. Assemblies will be held in here, as well as some Drama lessons. Of course the Canteen is also there for food at break and lunch! **The Gym and Gym Changing Rooms** are next to the Hall.

The **Maths Faculty** is upstairs in rooms B10 to B16. You will also find the Exams Office and the Year 11 Common Room on the first floor in B Block. **Mrs Hutchinson's Office** is next to B16.

On the top floor in B Block are two of our **Geography** classrooms, B17 & B18.



The Wellbeing Hub is situated at the entrance to B Block and provides a fantastic space to support individuals and groups of students at break, lunch and before/after school. Outside the Hub is our **Sensory Garden**, where students can go if they need to have a quiet space at social times. Next to the Hub is **Mrs Westwood's Office**.

The **Science Corridor** runs the length of B Block downstairs and contains **Laboratories B2 to B5**, as well as the **Science Prep Room**, where Spot, our therapy dog is based, with her owner Mr Etherington, and the **Science Office**. On this corridor you will also find the **Year 10 & Year 11 Toilets**.

Just along from the Science Office is our **Pastoral Support Room**, where you will find our Year 11 Prefects running our **Student Hub** each week, as well as our **School Chaplain, Counsellors and School Nurses** (available to support via referral from Head of Year).

B Block Extension

Our **Music** and **Drama** rooms are accessed at the end of the Science corridor, with our Music classroom in B6, along with 3 **Music Practice Rooms**. Next door to Music is the **Drama Studio**, B7 and the **Year 8 Office**.

Finding Your Way Round our School

C Block

Computing (part of the Technology Faculty) is based in our specialist computer rooms, C1 & C2, next to the **IT Support Office**, where students can ask any technical questions regarding email accounts etc. **Mr Dudley's Office** is on the corner of C Block corridor, next to the **Humanities Faculty, which consists of Geography, History and RE**, taught in rooms C3, C4, C5 and C6.

Art & Design rooms C7 and C8 are next to the **Humanities Office**. The **Year 9 Toilets** are next to C5.

The Food Technology rooms are in C9 & C10, next to the **Technology Rooms** in C11, C12 and C13. These contain a wide range of specialist equipment including 3D printers and our laser cutter, which enable students to create a range of products.

The **Year 8 Toilets** are between C11 & C12.

D Block and E Block

D Block and E Block are home to the **English Faculty**, as well as the **English Office and the Year 7 Office** in D Block.

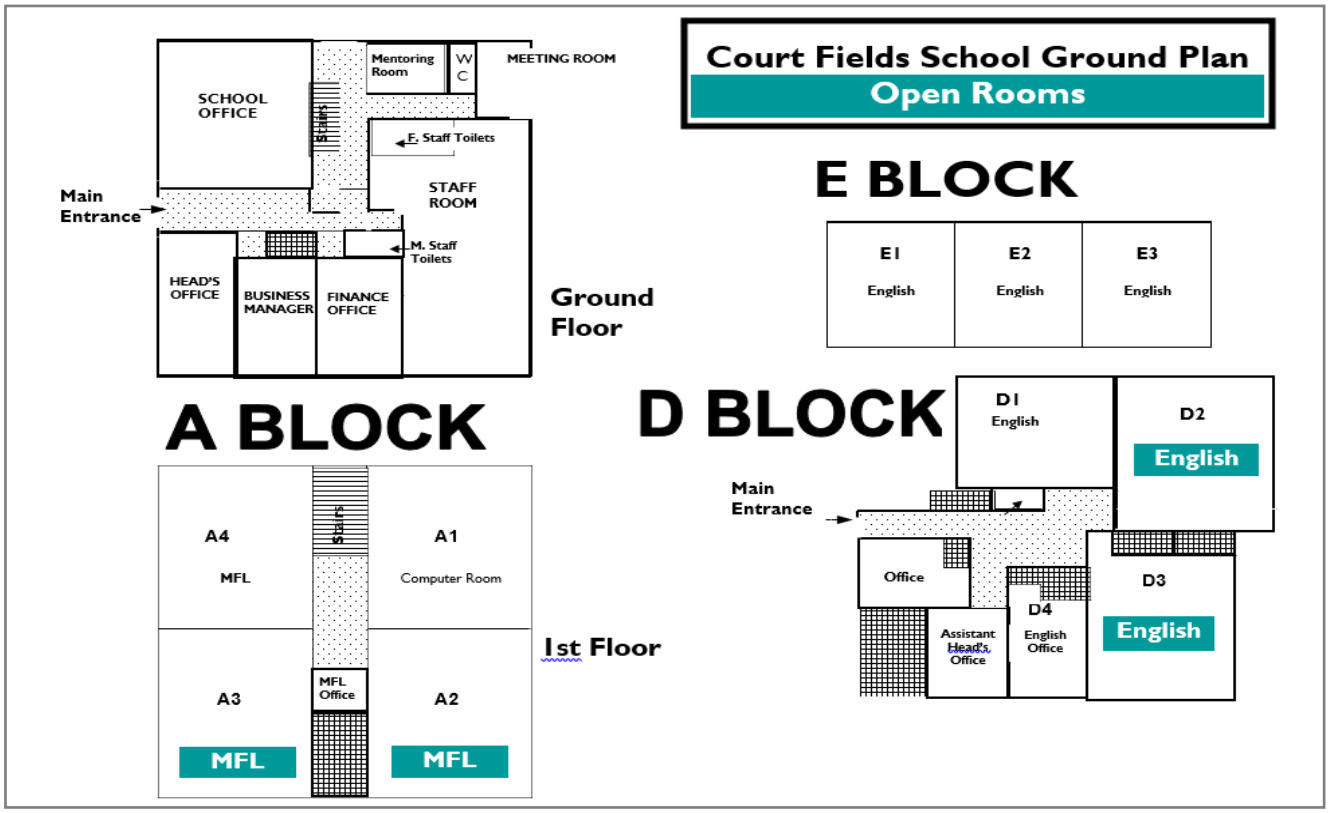
There is also a Year 7 Toilet in E Block for emergency use (the main **Year 7 Toilets are in the Sports Hall building**).

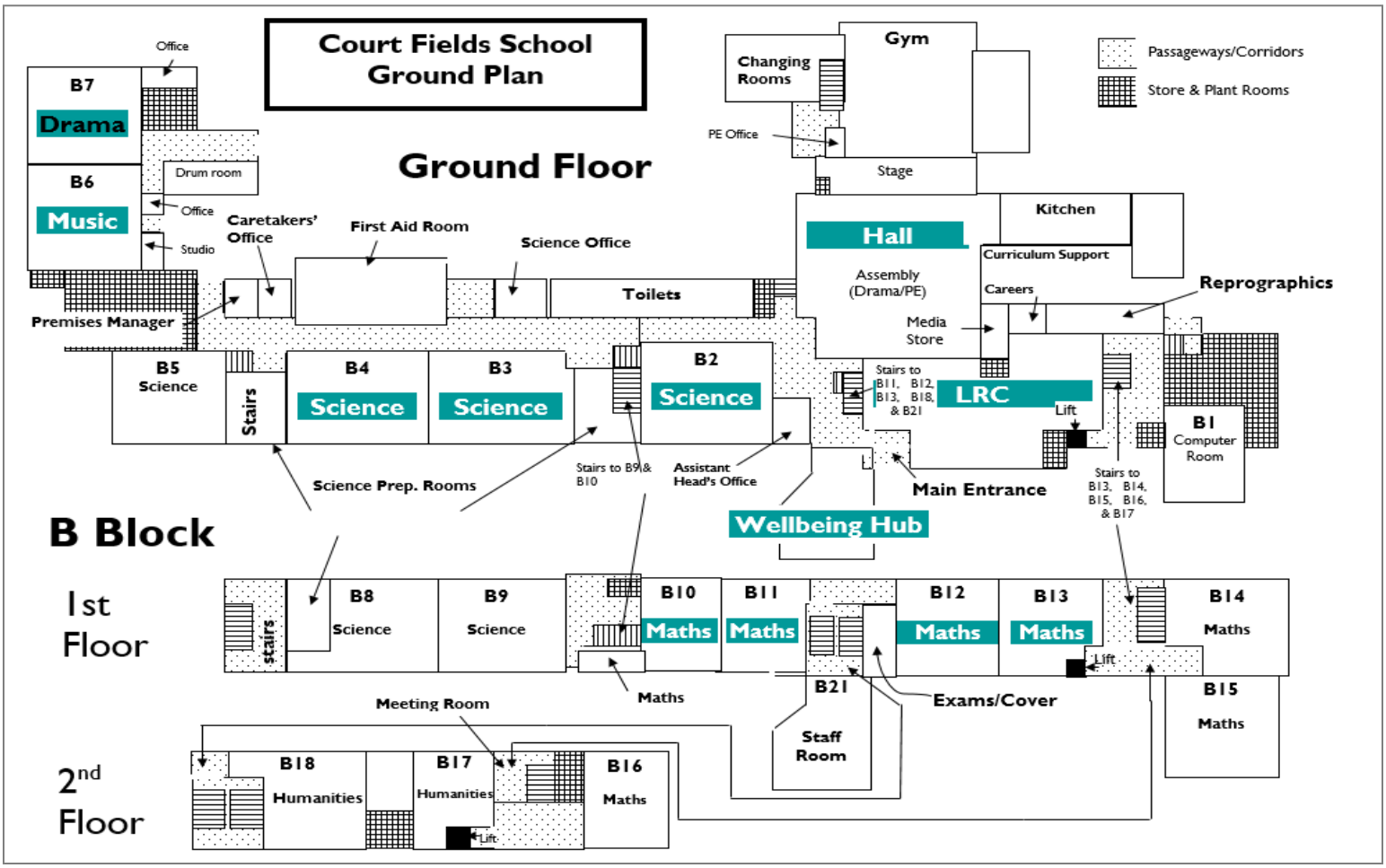
Sports Hall and Learning Support

Inside the Sports Hall Foyer you will find the **PE Office**, with the **Sports Hall Changing Rooms and the Sports Hall** itself straight through the double doors in front of you.

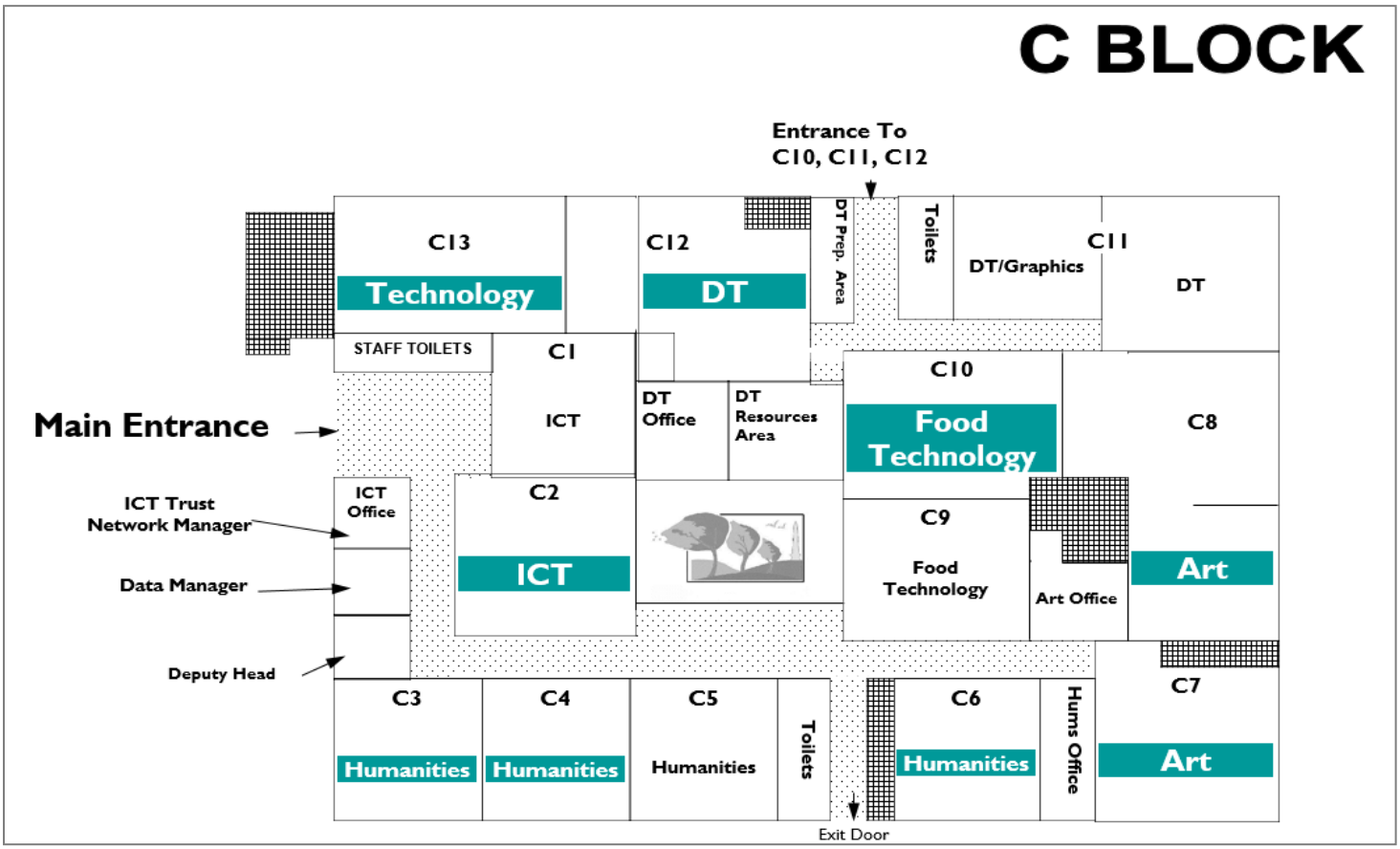
To the right of the foyer is the **Learning Support Faculty**, where a wide range of students may access interventions and support at some time in their school career. Our SENCO, Mrs McCarthy works in the **Learning Support Office**, half way along the Learning Support corridor.

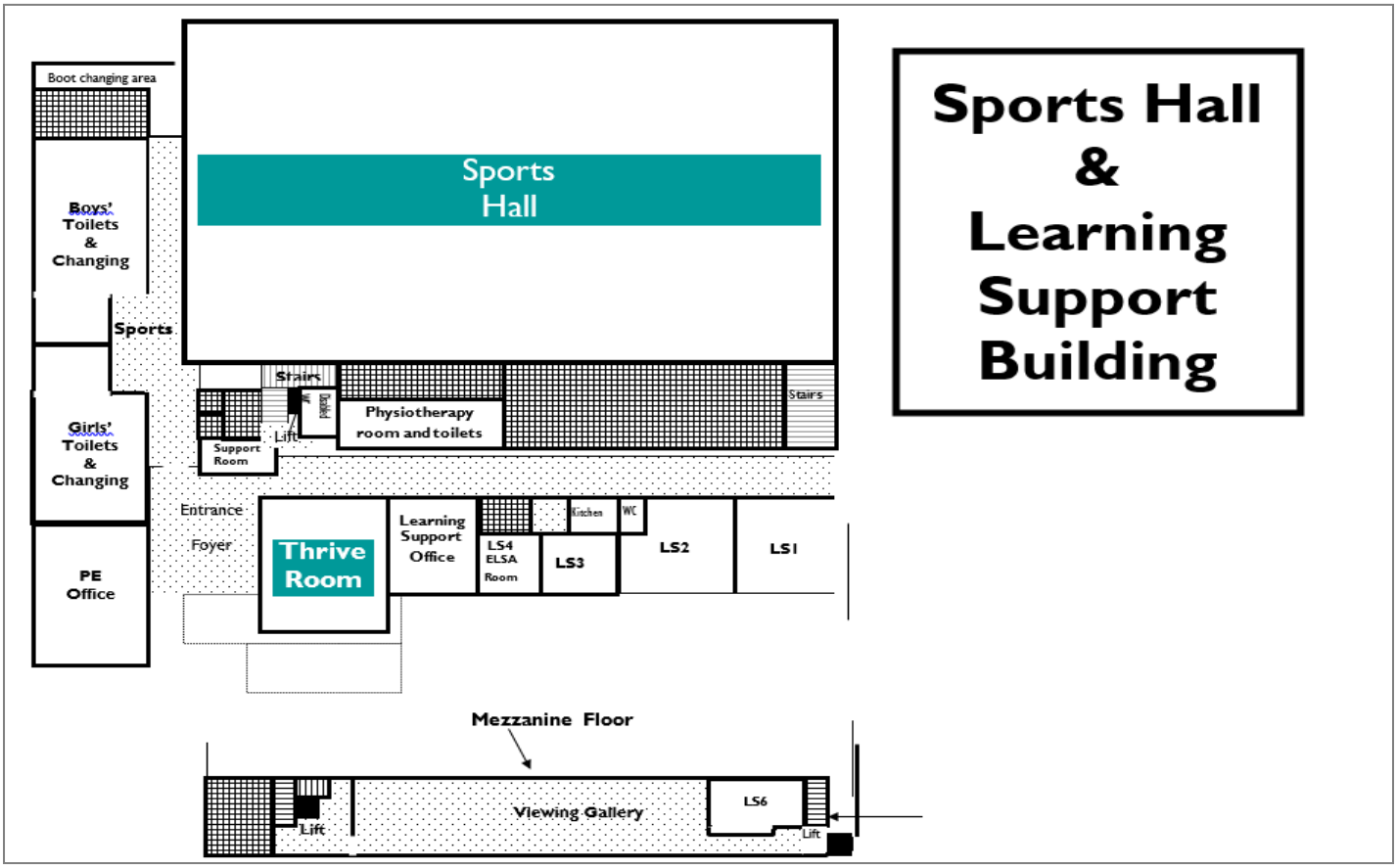
School Map


Court Fields School Ground Plan
Open Rooms
SCHOOL OFFICE
Mentoring Room
W C
MEETING ROOM
Stairs
F. Staff Toilets
STAFF ROOM
Main Entrance
M. Staff Toilets
HEAD'S OFFICE
BUSINESS MANAGER
FINANCE OFFICE
Ground Floor
E BLOCK
E1 English
E2 English
E3 English
A BLOCK
A4 MFL
A1 Computer Room
Stairs
MFL Office
A3 MFL
A2 MFL
1st Floor
D BLOCK
D1 English
D2 English
Main Entrance
Office
D3 English
D4 English Office
Assistant Head's Office


Court Fields School Ground Plan
Ground Floor
Office
B7 Drama
B6 Music
Drum room
Office
Studio
Caretakers' Office
First Aid Room
Science Office
Toilets
Premises Manager
B5 Science
Stairs
B4 Science
B3 Science
B2 Science
Science Prep. Rooms
Stairs to B9 & B10
Assistant Head's Office
Changing Rooms
Gym
PE Office
Stage
Hall
Assembly (Drama/PE)
Kitchen
Curriculum Support
Careers
Reprographics
Media Store
Stairs to B11, B12, B13, B18, & B21
LRC
Lift
B1 Computer Room
Main Entrance
Stairs to B13, B14, B15, B16, & B17
Wellbeing Hub
Passageways/Corridors
Store & Plant Rooms
B Block
1st Floor
stairs
B8 Science
B9 Science
B10 Maths
B11 Maths
B12 Maths
B13 Maths
B14 Maths
Lift
Maths
B21
Exams/Cover
B15 Maths
Meeting Room
Staff Room
2nd Floor
B18 Humanities
B17 Humanities
B16 Maths
Lift

School Map


C BLOCK
Entrance To
C10, C11, C12
C13
Technology
C12
DT
DT Prep. Area
Toilets
C11
DT/Graphics
DT
STAFF TOILETS
C1
ICT
DT Office
DT Resources Area
C10
Food Technology
C8
Main Entrance
ICT Office
C2
ICT
C9
Food Technology
Art Office
Art
ICT Trust Network Manager
Data Manager
Deputy Head
C3
Humanities
C4
Humanities
C5
Humanities
Toilets
C6
Humanities
Hums Office
C7
Art
Exit Door


Boot changing area
Sports Hall
Boys' Toilets & Changing
Sports
Girls' Toilets & Changing
PE Office
Stairs
Lift
Support Room
Physiotherapy room and toilets
Stairs
Entrance
Foyer
Thrive Room
Learning Support Office
LS4 ELSA Room
LS3
Kitchen
WC
LS2
LS1
Mezzanine Floor
Lift
Viewing Gallery
LS6
Lift
Sports Hall & Learning Support Building

Safeguarding

Safeguarding

Court Fields School is committed to safeguarding and promoting the welfare of children and young people.

We ensure that consistent and effective safeguarding procedures are in place to support children, families and staff at school. All concerns are passed through the members of staff who are trained as Designated Safeguarding Officers who make up the Safeguarding Team in school. This team is led by Mrs Westwood, as our Designated Safeguarding Lead.

As a wider school team we understand our obligation that Safeguarding is everyone's responsibility, not just the members of the Safeguarding team. This is a clear expectation, which is upheld by all members of our school staff.

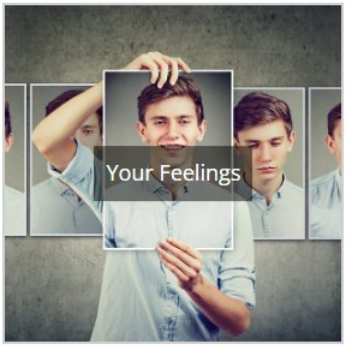
We also know how important it is for our students to safeguard each other, and we ensure that they have the opportunity to tell us if they're worried about something. That could be about themselves or someone else. They could speak to their Tutor, or one of our Safeguarding Team, to the Pastoral Staff in the Hub, to another trusted adult, or by sending an email to safeguarding@courtfields.net.

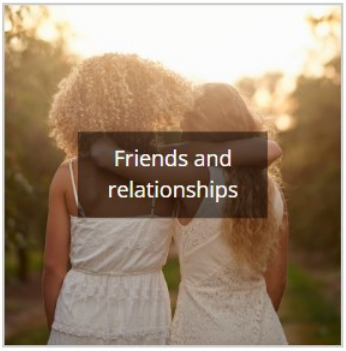
SAFE: Help & Support

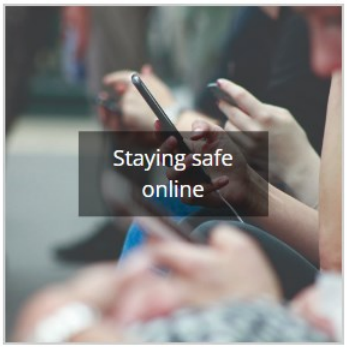
Students are also supported by our 'SAFE' online resource

SAFE is there to help students whether they have a problem or maybe are worried about one of their friends, and also to support parents and families to report safeguarding issues to us and find useful information on a wide range of issues.

The online platform is available on our website – there is a tab you can click on at the bottom of our home page, we also have SAFE tabs in the search sections on the web page.







Key Dates

Spring Term

3rd January	Students return to school
3rd February	Non-uniform Day—wear red for Heart Charities
13th-17th February	Half Term
20th February	Inset Day
17th March	Non-uniform Day for Comic Relief
31st March	Inset Day
3rd-14th April	Easter Holiday

Summer Term

17th April	Students return to school
1st May	Bank Holiday
8th May	Bank Holiday
29th May-2nd June	Half Term
22nd June	Inset Day
23rd June	Inset Day
26th-30th June	Enrichment Week for Years 7-10
3rd-7th July	Year 10 Work Experience Week
4th July	Year 6 Transition Day 1
5th July	Year 6 Transition Day 2
5th July	Year 6 Parents' Meeting 6:00-8:00 pm
21st July	Last day of term – early finish at 12:45 pm

Useful Information & Contacts

If you have any questions or would like more information about any aspect of school, please follow the contacts process below. The school operates a 48 hour response system to ensure that you receive a response in a timely manner. We encourage parents and staff to use email where possible as this is the quickest and easiest method of communication.

General/Pastoral Questions

Please contact your child's Tutor using the email contacts on page 6. Tutors can either answer your query, or direct it appropriately to someone in a position to respond.

Subject/Lesson Questions

If your query relates to a specific subject/lesson please contact that Faculty using the details on the Subject pages in this guide.

For anything else, please contact the School Office on our email address schooloffice@courtfields.net, or by phone on 01823 664201.

SEND Questions/Support

Please contact our SEND Team using the email address sen@courtfields.net.

Safeguarding Concerns

Please use our email safeguarding@courtfields.net. If you believe a child is at immediate risk of harm you should contact the Police or Somerset Children's Social Care on 0300 123 2224.

Achieve. Belong. Participate.

To keep up to date with all school matters please visit our new website regularly at www.courtfields.net. In particular please see the 'For Parents' and the 'Safeguarding' tabs. On our website you will find a wide range of useful information, including information on our ClassCharts online system for behaviour, attendance and homework, our uniform guidance and much more.

We also have a Parent Bulletin which is uploaded to our website, Facebook, Instagram and twitter each week to keep parents informed and up to date with what is happening in school, key messages and celebrations of success. Please do read this weekly as it contains key information as well as good news. At the end of each term we publish on our website a Termly Magazine for parents, students, staff and our wider community. Again, this provides vital information, but also gives greater opportunities for celebrating our successes.

We also run our Court Fields Community Group (formerly the Friends of Court Fields). We would encourage prospective parents/carers to join this group, so please do get in touch using the email schooloffice@courtfields.net , or by phone on 01823 664201 to express your interest.

www.courtfields.net
CourtFieldsSchool
@CourtFieldsSch
@courtfieldsschool

COURT FIELDS SCHOOL

Court Fields School
Mantle Street, Wellington
Somerset, TA21 8SW
T: 01823 664201
E: schooloffice@courtfields.net