**Work set for Year 9**

Each subject has set tasks for you to complete, mainly based on your subject knowledge organisers which are all on the school website under the study support – homework tabs: <https://www.nottinghamfreeschool.co.uk/page.php?d=homework&p=year9to11>:

You will be expected to show these tasks to your class teachers when you return to school. If you finish these, then complete the extension tasks or work on other knowledge organisers on the website.

They have given you some suggested ways to complete these; you may choose a different method, however, you must use a variety and not just copy the knowledge organiser work. You have some templates and flashcards to use if needed these can also be found on the school website under the study support – remote learning tab. All work should be in your blue study book, you can work on paper if this becomes full.

Tick each task when complete – there are extension tasks to choose from if you finish the set work.

**Maths**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1 Mr Landa9a2 Miss Carter 9b1 Dr Whotton 9b2 Mr Downer | Individual tasks will be set on Hegarty Maths by your class teacher. You should always watch the video first to ensure you can complete the task successfully. Use your knowledge organiser workbook to record the evidence of watching the video (you will be asked to try examples) and then to show your working out for completing the exercise set.Don’t forget you can use MemRi and FixIt5 to improve your previous learning.9a1 and 9a2 complete Higher Paper 39b1 and 9b2 complete Foundation Paper 3These can be found on the remote learning section of the school website <https://www.nottinghamfreeschool.co.uk/page.php?d=learning&p=year9>Or ask your teacher to send it to you through Teams. |  |
| **Extension activities if you want to do extra:*** BBC Bitesize KS4 Maths <https://www.bbc.co.uk/bitesize/examspecs/z8sg6fr>
* Maths Made Easy <https://mathsmadeeasy.co.uk/gcse-maths-revision/>Scroll down for the full list of topics or use the search tool.
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**English**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1Mr Cleveley9a2Miss Furlong9b1Mr Sadler-Penn9b2Miss Grant | 1. **Lord of The Flies – you need to have finished reading/listening to the whole of the novel.**

Then create a timeline of the main events of the novel. Use the Lord of the Flies KO and these chilli tasks to guide you:1 chilli – main events/moments in the novel2 chilli – important quotations at each moment3 chilli – some language analysis of the quotationsExtension: summarise why Golding wrote the novel. What was he trying to show? Refer to the main themes if you can.There is an audiobook on youtube if you do not have access to a copy of the text. A link can be found here: <https://www.youtube.com/watch?v=fDb-4m4O9QE>1. **Complete a Language Paper 2 past exam paper**

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources> |  |
| **Extension activities if you want to do extra:*** BBC Bitesize Lord of the Flies: <https://www.bbc.co.uk/bitesize/topics/zwt9mnb>
* Paper 2 Language

Use this link to find past exam papers and mark schemes for our exam board: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>Complete at least one full practice paper 2 and use the mark scheme to assess it.* Seneca Learning
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**Core PE - Everyone**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| All Classes KSJ/PCO/SMC | Complete either of these at least 3 times a week * + Joe Wicks (PE with Joe) – They are on 9am daily and can be watched later in the day too  [https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fchannel%2FUCAxW1XT0iEJo0TYlRfn6rYQ&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Caa1b61d0f19a4f2c068308d7d19746ce%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637208319964545409&sdata=Qlov5hVwR7E7iYhVQ4enngTfFI1L20ofjlgQ7fvBSwQ%3D&reserved=0)
	+ You should let your teacher know how you are getting-on using Microsoft Teams, once every 3 weeks
	+ Oti Mabuse Dance Sessions – Available on [https://www.youtube.com/user/mosetsanagape](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fuser%2Fmosetsanagape&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Caa1b61d0f19a4f2c068308d7d19746ce%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637208319964555400&sdata=SLUY6yJF4KT%2BNTLxRAD0fvtqWDjUvsNsHzK46AbKay8%3D&reserved=0)
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**Science - Biology**

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| **Class Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1Mr Stewardson9a2 Mr Stewardson9b1Mr Phillips9b2Mr Phillips | **KO B4 Organising animals and plants – section ‘key terms and definition box’ page 1** Use look, cover, write check to memorise this section (mark in green pen). **KO B4 Organising animals and plants – section ‘the heart’.**Create a mind map to summarise the key definitions and their meanings. Draw a labelled diagram of the heart and use look, cover, write, check to memorise all the parts.Then complete ‘heart’ and ‘circulatory system & gas exchange’ assignment on Seneca learning.You will need the following code to assign yourself to your class depending on your science class:9a1 biology – **mez6twitic**9a2 biology - **g9sxr8bdyk**9b1 biology - **ntu7vvfmvb**9b2 biology - **v9t0cjkauk****KO B5/7 Diseases – section ‘communicable diseases and pathogens’, ‘cancer’ and ‘non-communicable diseases’**Create a mind map or clock learning to summarise key information. Then complete the ‘non-communicable diseases’ assignment on Seneca learning.  |  |
| **Extension activities if you want to do extra:**Create a model of the heart including labels using scrap pieces of paper and plastic bottles/boxes. Don’t forget to send a picture to your teacher!  |  |

**Science - Chemistry**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1Mr Strachan9a2Mr Strachan9b1Mrs Machan9b2Mrs Johal | K**O C5 Chemical changes, section ‘key terms and definitions’ box – page 1.** Use look, cover, write check to memorise this section (mark in green pen). Then complete the ‘Acids, Alkalis & Redox Reactions’ assignment on Seneca learning. You will need the following code to assign yourself to your class depending on your science class:9a1 chemistry – **tws975seyc**9a2 chemistry - **twr6oce0a3**9b1 chemistry - **uoc8wwtajm**9b2 chemistry - **z7767gg7ed** **KO C5 Chemical changes, section ‘extraction of metals’** Use look, cover, write check to memorise this section (mark in green pen). Then complete the ‘reactivity tests & extraction’ and ‘displacement reactions’ assignments on Seneca learning. **KO C5 Chemical changes, section ‘reaction of metals’ and ‘neutralisation’ – bottom right page 2** Create a mind map to summarise the key equations and their meanings. Then complete ‘reactions of metals with acids’ and ‘neutralisation of acid’ assignment on Seneca learning. |  |
| **Extension activities if you want to do extra:**What happens when you mix vinegar and bicarbonate of soda? Why does this happen? Can you identify what you have made? Which reactant is the acid and which is the alkali? Write up an experiment for this. Don’t forget to take a picture of what happens!  |  |

**Science - Physics**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1Mrs Machan9a2Mrs Johal9b1Miss Dickson9b2 Miss Dickson | **KO P4 Electric circuits, section ‘key terms and definitions’ box -page 3.** Use look, cover, write check to memorise this section (mark in green pen). Then complete the ‘current’, ‘conductors’ and ‘potential difference’ assignment on Seneca learning. You will need the following code to assign yourself to your class depending on your science class:9a1 physics – **slvj0vdtd0**9a2 physics - **65oq5ngc0x**9b1 physics - **pqmcockyjz**9b2 physics - **3oad5l1zev** **KO P4 Electric circuits, section ‘blue and white box: current, potential difference, resistance’ box on page 2**Use look, cover, write check to memorise this section (mark in green pen). **Watch the following YouTube video:** <https://www.youtube.com/watch?v=YsZeZotYVag> Then complete the ‘resistance’ assignments on Seneca learning. **KO P4 Electric circuits, section ‘ohmic conductors’ and ‘non-ohmic conductors’ including graphs.** Create a mind map to summarise the information and use look, cover, write, check for the diagrams. Then complete ‘Ohm’ and ‘electric circuits section’ assignment on Seneca learning. |  |
| **Extension activities if you want to do extra:**<https://phet.colorado.edu/en/simulations/category/physics>Click on the weblink and then click on ‘circuit construction kit: DC virtual lab’. Create a circuit using different components to investigate how the length of a wire affects resistance in a circuit.  |  |

**Philosophy & Ethics**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9B Full CourseMrs Inglis | **Human Rights and Social Justice KO (on teams and emailed to you)****Section 2**: Freedom of Religion and BeliefCreate a mind map using the information in this section**Section 4**: Social Justice.**Answer Questions**: What is social Justice? Why do religious people believe social justice is important? Give examples of how religious believers show social justice to others? Please submit on teams by **Monday 11th May**. |  |
| Short Course | **War, Peace and Justice KO****Forgiveness and Reconciliation:** Flashcards on Teachings**Pacifism:** Mind map on Pacifism |  |
| **Extension activities if you want to do extra:*** Full Course: Visit Amnesty International Website. Find an example of how human rights are being broken in different countries.
* Short Course: Research Corrie Ten Boom or Eric Lomax
* Watch Hackshaw Ridge (It’s a true story!)
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**History**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9AMiss Harmer-Weston | 1) Please complete the assignment on Seneca. Here's the login code: rlc4lng48y 2) Then learn the KO pages for Unit 1 of the Normans3) Your next assignment will be a quiz through Teams |  |
| 9BMiss Heathcote | 1) Please complete the assignment on Seneca. Here's the login code: wyxloi7dgl2) Then learn the KO pages for Unit 1 of the Normans3) Your next assignment will be a quiz through Teams |  |
| **Extension activities if you want to do extra:*** 8 mark question: “Explain what was important about Edward the Confessor’s death for Anglo-Saxon England” – 2 x PEEL, remember to use precise evidence and to discuss the rival claimants to the throne.
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**Geography**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9AMiss Detton9BMiss Detton9DMr Hurst | Coasts Unit – Physical Geography Unit 3 KO pages 13 –19. A variety of activities are applicable here such as: posters, mind maps, flashcards, look cover write and check and general notes. Please send your work to your teacher via Teams.  |  |
| **Extension activities if you want to do extra:*** See BBC bitesize – GCSE, GEOGRAPHY, AQA: complete the reading and quizzes.
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**Art**

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| **Class****Teacher** | **Further Art studies of Natural Form** | **Tick when complete** |
| 9CMrs Williams | Students should have taken their folders home with them and they should ;1. Complete A3 tonal drawing of a still life.

Students are all at different stages but the should spend at least another 4 hours working on them.1. Work on a colour piece.

Using whatever materials they have available but NOT marker pens and they should spend around 5 hours on this. Students with no art folder at home.Create 4 good quality drawings of natural forms from around their house or garden using what materials they have available. |  |
| **Extension activities if you want to do extra:*** Research an artist of your choice who uses the theme of natural forms in their art practice. Create a visual and written response.
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**Spanish**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9B, 9CMrs Barrett9DMr Payan Sanchez |  KO 4 Quizlet: [https://quizlet.com/\_5kxgvb?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_5kxgvb%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754103048&sdata=9oNi8UGlhE2rOrm88Z8ZpuAZdU4M2L6jnUg6aGqgpkg%3D&reserved=0) **Some module 4 vocabulary Quizlets:**Music and sport vocab Quizlet:[https://quizlet.com/\_4rchzv?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4rchzv%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754113047&sdata=OzMZI%2BkjqdA9LGLjefHopmwKiiqmJW%2BaoAZIDKmtE%2Bs%3D&reserved=0) Pocket money and my free time vocab Quizlet:[https://quizlet.com/\_4r68hh?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4r68hh%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754113047&sdata=Dp%2B5wEnhgfETbVW%2FpoDn6IybcLWfg5FakWh1ecFtb6Q%3D&reserved=0) TV and films vocab Quizlet:[https://quizlet.com/\_4rcksm?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4rcksm%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754113047&sdata=F%2FL%2Bo71RNC6bpSXw5msaW%2F9eSDxBAbAV9hC0YCGiuRE%3D&reserved=0)Each week, Mrs Barrett/Mr Payan will place on TEAMS: one reading/writing activity and  the week's vocab.  You will need to send a screen shot of your work and a screen shot of how far you got on the Learn mode of Quizlet. |  |
| **Extension activities if you want to do extra:*** Continue with KO 3 and module 3 Quizlets provided in 1st work pack (if incomplete)
* Practise ‘KO 5 Cities’ Quizlet: [https://quizlet.com/\_5kmmnr?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_5kmmnr%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754123034&sdata=BYd7EX7PTvAGnPZTxPYhm2tTVgiX2L4anTDFu3cMclQ%3D&reserved=0)
* Practise Seneca GCSE Spanish [www.senecalearning.com](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.senecalearning.com%2F&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754123034&sdata=uE%2Ba2UymNcQs6SVNy0siN82QLhRp4xHuxE6T7vlRAmM%3D&reserved=0)
* Practise your speaking flash cards
* Do some Spanish writing and email it to your teacher
* Revise previous KOs and sections of vocabulary (listed on pink sheet given to you)
* Complete the Edexcel exam questions pack given to you
* Complex structures Quizlet: [https://quizlet.com/\_5tdr6k?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_5tdr6k%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754133027&sdata=u9Rl48S%2FpBl44rjkDwpgeS4y4i%2FguUcZ3TgshnJeac0%3D&reserved=0)
* Link words/connectives Quizlet: [https://quizlet.com/\_5tdsme?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_5tdsme%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754133027&sdata=Zws%2BMlQs7w1Ygl%2Fp%2FhsKjviNkKexB4azGTCIJglY9Sk%3D&reserved=0)
* Key verbs practice: [https://quizlet.com/\_4f3njh?x=1jqt&i=191fbz](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4f3njh%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7Cb4f5e83475c341f6e2f208d7d4b381b0%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637211739754143029&sdata=JjWFJK0IKcB1wgaXJ1C4ydfskLlio1Mu%2BCCcQFVkcTg%3D&reserved=0)
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**DT**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9BMiss Cockayne |

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| R105 LO2: Requirements of a Design Specification – spend 30 minutes on each section Page 1 Only Section A – Mind map all the key points – remember to test yourself! Section B - Look, Cover, Write, Check Section C - Create flash cards on the key terms Section D - Flash cards Please upload photos of your work to Microsoft Teams stating which section the piece of work is A task on seneca will also be issued every Friday <https://app.senecalearning.com/dashboard/join-class/j8rrzmxbx6>  |

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| **Extension activities if you want to do extra:**Make any improvements on the product analysis you did on the bike light. You could conduct a survey to people who use bikes about the product you are analysing (See power point on Teams for suggestions).  |  |

**Food**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9DMiss Radford | Food safety knowledge organiser:* Use the danger zone information to draw and label your own thermometer with all the key temperatures- memorise these temperatures
* Using each of the key words at the bottom create flashcards and give a definition for each
* Mind map microorganisms in the food industry including the yeast and dairy section.
* Make notes on all other sections of the knowledge organiser

Every Friday you will have a new Seneca task, most of you have started completing these, if not please join our class:<https://app.senecalearning.com/dashboard/join-class/gc5w2ojz0z>  |  |
| **Extension activities if you want to do extra:**I will post some suggested recipes in our class on teams. Keep cooking!! Suggested skills to try: Bread making, meringues, pastry making, portioning a chicken, making a sauce |  |

**Music**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9DMiss Wilson |  Bach – Brandenburg Concerto KO – Use a mind map based around the DRSMITTTHDynamics, Rhythm and Structure – Look, Cover, Write, Check/FlashcardsMelody, Instrumentation and Tempo – Look, Cover, Write, Check/FlashcardsTexture, Tonality and Harmony - Look, Cover, Write, Check/FlashcardsBeethoven – Pathetique KO – Use a mind map based around DRSMITTTH.I will be sending you quizzes and tasks to complete on Seneca Learning and through Microsoft Teams. Please check this once a week. |  |
| **Extension activities if you want to do extra:*** Listen to all the set works (These can be found on the website) and listen to music that relates to the set works. This can be practice for your unfamiliar listening. Compare the music to the set works. What links can you make to the set works?
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**ICT & Computer Science**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9A ICTMr Takpaul | LO2 – Primary and Secondary Research LO2 – Work Plans LO2 – Legislation For each of the above please create a range of mind maps, revision notes and flash cards that cover the content as this will be required for your exam in the future which is worth 25% of your mark. |  |
| 9C Computer ScienceMr Takpaul  | 1.5 The Internet For each of the above please create a range of mind maps, revision notes and flash cards that cover the content Also go back through the 1.1 – 1.3 KO to make sure you have revised the content we have already gone through. |  |
| **Extension activities if you want to do extra:*** Craig and Dave spec 277 video for 1.1 on Youtube
* Craig and Dave spec 277 video for 1.2 on Youtube
* Craig and Dave spec 277 video for 1.3 on Youtube
* Craig and Dave spec 277 video for 1.4 on Youtube
* Craig and Dave spec 277 video for 1.5 on Youtube
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**Drama**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9AMrs Clarke | **CGP STUDY GUIDE BLOOD BROTHERS AND BLOOD BROTHERS TEXT** You can write in / highlight your study guides as these are yours to keep.  Keep an eye on Teams as I will be emailing any amendments/ updates/exam questions to you as well as information about additional knowledge organisers that are added to the Drama section of the school website.  **KO Learning – Blood Brothers KO:** 1. **Very Brief Plot Summary** – Plot the key plot points on a timeline.
2. **Characters** – flashcards
3. **Key quotations** – flashcards
4. **Themes** – mind map
5. **Symbols and motifs** – flashcards
6. **Context** - bullet points
7. **Language techniques/key vocabulary** – Mnemonics

I will also be referring you to sections of your CGP Blood Brothers Workbook, as well as setting quizzes and assignments on Teams. **CGP Blood Brothers Book****Section One : Context and Themes:** Britain in the late 20th century (p6-7) Social class (p8) Family structure and gender (p10) Growing up in the late 20th century (p11) Willy Russell (p12) The Play on Stage (p13-14) **PRACTISE QUESTIONS Page 15** **Section Two: Playwright’s Techniques:** Form and Genre (p17) Structure (p18) Style (p19) Mood and atmosphere (p20) Stage directions (p21) Speech and language (p22) **PRACTISE QUESTIONS Page 24** **Section Three: Character and Performance (p26-40)** Create a character profile for each of the main characters, using the study guide to help you. Mrs Lyons, Mrs Johnstone, Mickey, Edward, Linda, Sammy, The Narrator, Other characters.  **PRACTISE QUESTIONS PAGE 42**  |  |
| **Extension activities if you want to do extra:*** There is an amateur production of Blood Brothers on YouTube, which is worth a watch.  <https://www.youtube.com/watch?v=iaTz1t4YGXs>
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**GCSE PE**

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| **Class****Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9AMrs Singleton-Jones | *Risks, Hazards, Injury + Prevention KO*       Look, Cover, Write, Check the visual organiser (Section A – Injury Prevention) regarding different types of risks, to be able to exactly replicate it       Be able to **precisely**recite the definitions of a risk and a hazard       Create a table to show examples of hazards within common sporting areas – pay particular attention to the areas you are not familiar with because we don’t have them at school e.g. Gym / Sports Hall / Swimming Pool       Using the headings below, complete a risk assessment of your garden or a room in your house; if you were going to take part in physical activity within that space

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| Hazard | Risk (Low / Medium / High) | Ways to prevent injury |
|   |   |   |

* Thinking back to the Pavilion or Main Hall, at school; complete a risk assessment (using the table above) for a sport you would do in a PE lesson, within one of those areas
* Complete the following **revision/learn**section of our Seneca Learning Class Code (**xti9os6ske**)
	+ Injury Prevention
 |   |
| **Extension activities if you want to do extra:*** Complete the **test** section of our Seneca Learning Class Code (**xti9os6ske**)
	+ Injury Prevention
 |   |