

Year 9 Threshold Concepts and Support Guidance

Spring Term

For the areas of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it is our intention that every student secures these threshold concepts to make outstanding progress through the curriculum.

We believe that the feedback and assessment that pupils receive is specifically related to the individual subject and so each department has a feedback and assessment policy, and teachers use a range of strategies to assess students' progress using the threshold concepts.

Below are the subject threshold concepts for the areas of learning covered during the Spring Term. You can support your child's progress by regularly discussing the threshold concepts with them to recap what they have learnt.

In addition, you can support your child's areas for development that we have signposted using resources and links below.

[Here is a link to the Knowledge Organisers for Year 9 Spring Term: \(LINK\)](#)

Blended Learning:

Please visit each of your child's classes on Microsoft Teams for lesson resources and extended learning opportunities.



English (Literature and Language inc. Reading)	Year 9 Threshold Concepts – Spring term	How to support students' learning
	<p>How is the purpose, format and language of Twelfth Night presented by Shakespeare?</p> <p>TC1 - Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations</p> <p>TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments</p> <p>TC3 - Show understanding of the relationships between texts, and the contexts in which they were written</p> <p>TC9 – Spelling – SPAG</p> <p>TC10 – Reading</p>	<p>How to support students' learning</p> <p>Reading: For reading strategy support, please visit The National Literacy Trust: Improve your child's learning at home Words for Life</p> <p>You can access the full text of 'Twelfth Night' here: myON®</p> <p>Audiobook: Twelfth Night by William Shakespeare - FULL Audio Book - Actor - Theater (Or, What You Will) - YouTube</p> <p>The following websites are links that students and parents can use to support understanding of the text: Twelfth Night Shakespeare Learning Zone (rsc.org.uk) Twelfth Night - KS3 English - BBC Bitesize</p> <p>Writing: The following websites are links that students and parents can use to support completion of written work around the text: Resource (eduqas.co.uk)</p> <p>Speaking and Listening: Talk about the story at home and what students have learnt today. Watch the film version of 'Twelfth Night': The Animated Tales - Twelfth Night - video Dailymotion</p>

Maths	<p><u>Numbers</u> TC136 - Understand the types of numbers and how they are used for problem solving.</p> <p><u>Using percentages</u> TC137 - Understand how Fractions, decimals and percentages are linked TC138 - Understand how to use percentages for problem solving.</p> <p><u>Maths and money</u> TC139 - Understand how to use money and solve problems relating to it.</p> <p><u>Deduction</u> TC140 - Understand how to solve problems and conjectures using angles</p> <p><u>Rotation and Translation</u> TC141 - Understand how to rotate a shape TC142 - Understand how to move a shape using vectors</p> <p><u>Pythagoras Theorem</u> TC143 - Understand how the length of sides in a right-angled triangle are linked with Pythagoras theorem. TC144 - Understand how to show proof for Pythagoras theorem.</p>	<ul style="list-style-type: none"> • Each of the units to the left have knowledge organisers to support your child in understanding the unit. These can be found by clicking the link on the front page which will take you to the school website. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.
Numeracy	<p>TC1 – Have a sense of the size of a number and where it fits in the number system</p> <p>TC2 – Know number bonds by heart e.g. tables, doubles and halves</p> <p>TC3 – Use what they know by heart to work out answers mentally</p> <p>TC4 – Calculate accurately & efficiently using a variety of strategies, both written & mental</p> <p>TC5 – Recognise when AND when not to use a calculator; using it efficiently if needs be</p> <p>TC6 – Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them</p> <p>TC7 – Explain your methods and reasoning using correct mathematical terms</p> <p>TC8 – Judge whether your answers are reasonable, and have strategies for checking</p> <p>TC9 – Suggest suitable units for measuring</p> <p>TC10 – Make sensible estimates for measurements</p> <p>TC11 – Explain and interpret graphs, diagrams, charts and tables and use the numbers to predict</p> <p>TC12 – Use reason and application across all topics</p>	<ul style="list-style-type: none"> • Each of the skills here have resources on your child’s class Microsoft Teams that can support with their understanding. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths can be used to support home learning. The system will send a weekly homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

Biology**Infection and response**

TC18(B) - Understand that Pathogens are micro-organisms that cause disease

Homeostasis and response

TC21(B) – Understand that homeostasis is about organisms maintaining a constant internal environment

Biology**4. Knowledge Organisers****Infection and response:**

- [Infection and response - GCSE Biology \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Communicable \(Infectious\) Diseases \(3.1.1\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [The whole of INFECTION AND RESPONSE. AQA 9-1 GCSE Biology or combined science for paper 1 - YouTube](#)

Homeostasis and response

- [The whole of AQA HOMEOSTASIS and RESPONSE. 9-1 GCSE biology or combined science revision for paper 2 - YouTube](#)
- [Homeostasis and temperature regulation - Homeostasis - AQA Synergy - GCSE Combined Science Revision - AQA Synergy - BBC Bitesize](#)
- [Structure & Function \(5.1.1\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)
- [Control of Blood Glucose Concentration \(5.2.3\) | AQA GCSE Biology Revision Notes 2018 | Save My Exams](#)

Each of the topics taught in science have relevant knowledge organisers available to support and guide pupils. These can be found on the school website, in their science books and also in the student resources science folder.

Microsoft teams is used to upload the lessons frequently, as well as additional learning resources for pupils to access. If there is a particular lesson/topic area that needs additional practice they can use these resources to support them. Alternatively speaking to their class teacher will allow for additional help and resources too.

Educake can also be used as an additional tool to help with revision and recall. Logins can be found on Microsoft teams in the general science channel, as well as on pupil's science books. There is the opportunity to complete pre-set quizzes set by teachers, but also to select their own desired revision areas for additional practice.

Physics

Motion

TC22(P) - Understand that speed equals distance travelled in a given time.

Physics

4. Knowledge Organisers

Motion

- [Distance & Displacement \(5.6.1\) | AQA GCSE Physics Revision Notes 2018 | Save My Exams](#)
- [Acceleration \(5.6.10\) | AQA GCSE Physics Revision Notes 2018 | Save My Exams](#)
- [Motion and forces - GCSE Physics \(Single Science\) Revision - Edexcel - BBC Bitesize](#)
- [Velocity-time graphs - Describing motion - AQA - GCSE Physics \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [The Whole of AQA - FORCES. GCSE 9-1 Physics or Combined Science Revision Topic 5 for P2 - YouTube](#)

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Chemistry

Bonding and structure

TC16(C) - Understand that there are 3 types of bonding (Ionic, Covalent and Metallic) and their properties

Rates

TC20(C) - Understand that all particles must collide with a minimum amount of energy in order to react

Chemistry

4. Knowledge Organisers

Bonding and structure

- [Unit - Oak National Academy \(thenational.academy\)](#)
- [Bonding, structure and the properties of matter - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize](#)
- [Ionic Bonding \(2.1.2\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Covalent bonding \(2.1.4\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Metallic Bonding \(2.1.5\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Bonding, structure and the properties of matter - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize](#)
- [The Whole of AQA - BONDING, STRUCTURE AND PROPERTIES. GCSE Chemistry or Combined Science Revision. - YouTube](#)

Rates

- [Calculating Rates of Reactions \(6.1.1\) | AQA GCSE Chemistry Revision Notes 2018 | Save My Exams](#)
- [Rate of reaction - Rates of reaction - AQA - GCSE Chemistry \(Single Science\) Revision - AQA - BBC Bitesize](#)
- [The Whole of AQA-THE RATE AND EXTENT OF CHEMICAL CHANGE. GCSE Chemistry Combined Science Revision C2 - YouTube](#)

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	<p>RSE Spring – Respectful Relationships TC7 - Know that stereotyping, prejudice and discrimination has an effect on individuals and relationships</p> <p>TC8 - That prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice is unacceptable</p> <p>TC9 - That the Equality Act 2010 provides legal rights, responsibilities and protections</p>	<ul style="list-style-type: none"> • There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child’s class Microsoft Teams can support with their understanding. • Discrimination : Mentally Healthy Schools • Talking to children about racism NSPCC • Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse NSPCC Learning
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art</p>	<p>Structures TC36 - Understand the design process.</p> <p>TC37 - Understand that there may be an order for an effective outcome to be completed.</p> <p>TC38 - Understand that individual parts may need to be completed before being brought together for the final outcome to be finalised.</p>	<p>Structures Research the design process and the how a project can be started and developed, through to a final outcome being created. Sometimes this order may not be the same to arrive at an outcome, e.g., a photograph or piece of work may be used as inspiration rather than researching the theme from the beginning.</p> <p>Talk about how individual parts may need to be made and painted before they are all put together in the final outcome. This is often easier than assembling the unfinished pieces and then having to paint.</p> <p>Talk about art at home and what students have learnt at school past and present.</p> <p>Talk about art that is in the news.</p> <p>Research art courses in the locality.</p> <p>Talk about careers in art.</p>

Physical Computing

TC2 - Data Representation - To understand that binary logic is the central concept in representing, processing, and storing data

TC3 - Computational Thinking - To understand how to efficiently and effectively solve a problem using abstraction, decomposition, pattern recognition and algorithmic thinking

TC4 - Constructs - Understanding how to use Sequencing, Selection, and Iteration to create algorithms

Media – Affinity Photo

TC1 - Digital Literacy - To find, evaluate and communicate using a range of digital mediums

Physical Computing

- microbit.org
- python.microbit.org
- www.arm.com/resources/education/schools/content
- Youtu.be/oNlf6aFYVoU

BBC Bitesize Computational thinking -

<https://www.bbc.co.uk/bitesize/guides/zp92mp3/revision/1>

BBC Bitesize Introduction to Programming –

<https://www.bbc.co.uk/bitesize/guides/zts8d2p/revision/1>

BBC Bitesize Programming basics –

<https://www.bbc.co.uk/bitesize/guides/zwmbgk7/revision/1>

Selection –

<https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1>

<https://youtu.be/Hp8JPPCF2rM>

Iteration -

<https://www.bbc.co.uk/bitesize/guides/z3khpv4/revision/1>

https://youtu.be/Tf5_qqBlgW4

Media – Affinity Photo

<https://www.youtube.com/watch?v=IN5jnYXMPGg>

Knowledge organisers are available for students to use on Teams

<https://youtu.be/gXoW0WLsbUU>

Food Technology:

TC3(F) - The food choices that we make have an effect on our bodies and health and the world around us.



Scan to better understand the costs of ingredients, use everyday experiences as learning opportunities. This might be helping with the food shopping or writing a weekly meal plan that uses similar ingredients for multiple recipes.



Scan to better understand global cuisine, visit to find recipes from all around the world.



Watch to better understand why we waste food, what is bad about food waste and ideas to prevent food waste.



Watch this video to better understand the cause and effect of allergic reaction. Use everyday experiences as learning opportunities. This might include looking for the allergen information on food labels on your favourite foods and snacks. To better understand the relationship between diet, nutrition and health, watch these videos.



Systems and Control:

Unit guiding question: How do structures work?

TC7(S) - How successful a structure is depends on how it is designed, constructed, and used

TC8(S) - To recognise there are different types of forces and these can affect the way a structure is designed to prevent failure

TC9(S) - Materials are chosen for their physical and mechanical properties

Resistant Materials:

Unit guiding question: How does the design brief guide the design process from first ideas to finished product?

TC6(R) - Annotation is used to add explanation to a design drawing or picture

TC7(R) - Analysis and improvement of a design is called iteration

TC8(R) - The Iteration Design process is: Design, Optimise, Validate, Identify

Systems and Control:

Follow these links to revise and learn more about the topic of structures:



Different types of Structures



Types of forces



Types of Bridges



Practical skills



Iteration Design process.



Environmental.

	<p>Graphics Unit guiding question: How can we share design ideas with other people?</p> <p>TC1(G) - To understand that ideas can be graphically communicated to other people</p> <p>TC2(G) - To understand that appropriate 3D drawing techniques can enhance design ideas</p> <p>TC3(G) - To understand that Computers can streamline the design process</p>	<p>Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home.</p> 
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Population, Development and Globalisation:</p> <p>TC1 - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs.</p> <p>TC6 - Understands the importance that a range of perspectives exist about an issue to be able to find the most appropriate solution.</p> <p>TC3 - Understands that there are interactions between different components and concepts.</p> <p>TC7 - Recognises and understands that sustainability is a key strategy in a range of geographical areas</p>	<p>Check out BBC Bitesize: Population and Migration: https://www.bbc.co.uk/bitesize/topics/zg7nvcw</p> <p>Check out BBC Bitesize: Geographical Skills: https://www.bbc.co.uk/bitesize/topics/zm38q6f</p> <p>Check out BBC Bitesize: Development and Globalisation https://www.bbc.co.uk/bitesize/topics/zvwtsbk</p> <p>Watch clips from BBC Clips: https://www.bbc.co.uk/teach/ks3-geography/zjhbq3</p> <p>Test yourself using the following quiz site: https://www.educationquizzes.com/gcse/geography/</p> <p><i>Watch regular news updates – national and international e.g. the BBC</i></p>

History	<p>TC29 - The development of Russia from Autocratic rule to Communist Nation had a significant impact globally and for the people of Russia.</p> <p>TC30 - The outlook on the significance of individuals and events will change over time.</p> <p>TC31 - The Cold War shows that it is possible for superpowers to fight against each other without actively entering combat.</p> <p>TC32 - Tensions can arise between countries for a number of reasons including ideological differences.</p>	<ul style="list-style-type: none"> • BBC Bitesize offers a range of knowledge development and knowledge checking activities. <p>The Cold War – www.bbc.co.uk/bitesize/topics/z8k9q6f</p> <ul style="list-style-type: none"> • Use Microsoft Teams to access lesson power points to revisit knowledge and skills from lessons to help develop your confidence. • Get involved in History in your local area. Shropshire is a history rich area with a range of different places to visit. RAF Cosford Museum is a fantastic resource to learn more about the Cold War.
MFL (French)	<p>Sets 1-2 TC22H – Questions in French can be formed by inverting the verb and the subject of the sentence.</p> <p>TC 23H– In French, there is no one word for “would”. To express the conditional tense, pronoun-specific endings are added to the infinitive.</p> <p>Sets 3-7 TC24L – Questions in French can be formed by inverting the verb and the subject of the sentence.</p>	<p>To be an independent language learner and to revise and practise the work completed on the topic of Holidays in Provence you should:</p> <ul style="list-style-type: none"> • Use the knowledge organisers to revise and practise essential knowledge and vocabulary. • Use class material on Class Teams to revise lessons. • Use www.memrise.com, www.linguascope.com (Username: Langleymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation. <p> This QR code will take you directly to a BBC Bitesize explanation of question words and question formation in French https://www.bbc.co.uk/bitesize/guides/zdtgmfr/revision/2</p> <p> This QR code will take you directly to a BBC Bitesize explanation of the conditional tense https://www.bbc.co.uk/bitesize/guides/zk7fwty/revision/1</p>

Unit guiding question: What are production skills? How is theatre created and produced?

Performing

Production Skills

TC9 - Understanding of how a play gets staged

Creating

Collaboration and Communication

TC10 - Working effectively as part of a group, sharing ideas

Creative Intentions

TC12 - Awareness of storyline they are creating and what they want to achieve, knowledge of the genre.

Devising Skills

TC13 - Creating short performances to a brief

Responding

Interpretation of texts/Stimuli

TC16 - Effectively responding to a script

Evaluation Skills

TC17 - Evaluating and improving own work and when evaluating the work of others suggesting areas for improvement

- Encourage your child to attend extra-curricular activities. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Watch theatre productions. - Local Theatres - [Theatre Severn](#) , [The Place Telford](#)
- We are also a subscriber of the National Theatre Collection.
Login: <https://www.dramaonlinelibrary.com/custom-browse?docid=nationalTheatreCollections12>
Username: CKFGUG Password: YBGHUA
- KS3/KS4 BBC Bitesize - A website designed to help learn about topics covered at KS3 and KS4, support learning and find out about careers in music
[KS3 Drama - BBC Teach](#), [Drama - BBC Bitesize](#), [Drama - BBC Bitesize](#)

Unit guiding question: What makes a good song?

Performing

Singing

TC2 - Singing rhythms and melodies accurately and fluently

Playing (Instrumental)

TC6 - Playing rhythms and melodies accurately and fluently

Creating

Composing

TC15 - Creating a musical arrangement of a popular song from a lead sheet

Responding

Listening and Appraising

TC23 - Identifying the features of what makes a good song when listening and appraising

Critical Engagement

TC27 - Evaluating own work and work of others making improvements where necessary

- Try to expose your child to as wide a variety of music as you can. Attend music concerts of all types and introduce your child to choirs and orchestras.
- Ask your child to listen to the music played while you are out in shops, restaurants and other public places. Do they notice any differences between the types of music played in different places?
- All students in KS3 learn to sing and play a range of instruments in class, but many pupils wish to extend their musical experience through in-depth study of a particular instrument or the voice by taking Instrumental / Vocal Lessons. If your child is interested in learning an instrument/**singing please see Mrs Williams for a letter.**
- Undertaking extra-curricular activities has far-ranging benefits including learning new skills, boosting academic performance, developing broader social skills and improving time management. There are Clubs on every night in the Performing Arts Department and opportunities to perform at events and concerts.
- Bandlab for Education - An award winning online music platform where students can embark on a music-learning journey that unleashes their creativity and foster collaboration with peers: <https://edu.bandlab.com/>
- BBC 10 Pieces - BBC Ten Pieces consists of ten performances of classical music which aim to open up the world of classical music to 7-14 year-olds across the UK and inspire them to develop their own creative responses to the music: <https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39>
- KS3 Music Bitesize - A website designed to help learn about topics covered at KS3, support learning and find out about careers in music: <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- Little Kids Rock Jam Zone - Learn to play your favourite band skills instruments and songs: <https://jamzone.littlekidsrock.org/>
- Telford and Wrekin Music Service is our local music service hub. They offer a wide range of ensembles that you can join as well as offering instrumental hire and invaluable experience for young people with high musical aspirations: [Telford & Wrekin Music \(telfordandwrekinmusic.co.uk\)](http://telfordandwrekinmusic.co.uk)
- Music Theory - Free online lessons and exercises to help learn about the theory behind music: <https://www.musictheory.net/>

Spring:

TC34 – Describe the short and long term effects of training.

TC37 – Plan and implement tactics and strategies.

TC38 - Design an effective group routine using advanced skills.

TC39 – Be respectful with a highly positive working relationship to staff and other students.

TC40 – Be self motivated and assist others to participate.

TC43 - Can effectively express own emotions and can be empathetic to the emotions of others.

TC44 – Consistently select, apply and adapt a variety of skills in competitive situations.

TC47 – To anticipate and respond to changes in situations in physical activity and sport.

TC48 - Perform an advanced sequence with expression, timing and control.

- Students will learn what it means to plan and implement (put in place) tactics in a competitive situation. For example:
 - In badminton - the tactic could be to play to the space to make the opponent run more.
 - In basketball – the tactic could be passing wide on the court to make use of the space.
 - <https://www.bbc.co.uk/bitesize/guides/zy3yrdm/revision/1>
- Showing good sportsmanship is an important attribute for students to learn in PE. Here's what it might look like:
 - Congratulating an opponent on a good performance or winning.
 - Shaking hands with the opponent after the game.
 - Respecting the decisions of referees or officials.
 - <https://www.bbc.co.uk/bitesize/guides/z93fg82/revision/1#:~:text=Sportsmanship%20means%20playing%20within%20the,in%20both%20victory%20and%20defeat.>
- Starting to perform more advanced skills during physical activity is key to students progressing practically. Can you think of a skill, and then how you would make it more advanced? Here's an example:
 - Passing in netball → making a pass with a defender pressuring you in netball.

PSHE	<p><u>Spring – Health and Wellbeing</u></p> <p>That there are benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>TC7 - That there are misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>TC8 - That there are strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>TC9 - That there are personal and social risks and consequences of substance use and misuse including occasional use</p> <p>TC10 - That there are benefits of physical activity and exercise for physical and mental health and wellbeing</p>	<ul style="list-style-type: none"> • There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child’s class Microsoft Teams can support with their understanding. • Honest information about drugs FRANK (talktofrank.com) • Teenage drinking Drinkaware • The Eatwell Guide - NHS (www.nhs.uk)
Religious Studies	<p><u>Spring - Sikhism</u></p> <p>TC6 - To understand the influence key beliefs, teachings and practices have on religious believers, and at times non-religious believers, today (individuals, society and community)</p> <p>TC1 - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination</p> <p>TC8 - To understand the symbolisms found within religion</p> <p>TC3 - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing</p> <p>TC2 - To understand that religious practices have varying levels of adoption</p>	<ul style="list-style-type: none"> • There are knowledge organisers to support your child in understanding units. These can be found by clicking the link on the front page which will take you to the school website. • Resources on your child’s class Microsoft Teams can support with their understanding. • Sikhism - KS3 Religious Studies - BBC Bitesize • Religious Studies KS2: What is Sikhism? - BBC Teach - Scroll down for other videos