

# Year 9 Threshold Concepts and Support Guidance

## Summer 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 Summer 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 Summer 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)	<b>Year 9 Threshold Concepts – Summer term</b>	<b>How to support students' learning</b>
	<b>Unit guiding question:</b> Can I explore the poetry of The Romantics and the perspectives/impetus behind this form of writing?	<p><b>Reading:</b>            For reading strategy support, please visit The National Literacy Trust:  <a href="#">Improve your child's learning at home   Words for Life</a></p> <p>You can access a range of Romantic Poetry here:  <a href="#">myON®</a></p> <p>The following websites are links that students and parents can use to support understanding of the texts studied:  <a href="#">The History of Ideas - Romanticism</a>  <a href="#">Who were the Romantics?</a>  <a href="#">Quiz your knowledge here!</a></p> <p><b>Writing:</b>            The following websites are links that students and parents can use to support completion of written work around the text:  <a href="#">Eduqas Poetry of the Romantics</a>  <a href="#">Romanticism and Nature</a>  <a href="#">Romanticism and Revolution</a></p> <p><b>Speaking and Listening:</b>            Talk about the poetry studied at home and what students have learnt today.  <a href="#">Explore poetry in performance here</a></p>

**Enlargement and similarity**

**TC145** - Understand the minimum information required to describe an enlargement (centre of enlargement and scale factor)

**TC146** - Enlarge objects using information about the centre of enlargement and scale factor

**Solving ratio and proportion problems**

**TC147** - Understand that ratios are an example of a multiplicative relationship and apply this understanding to a range of contexts

**TC148** - Recognise and use proportionality in a range of contexts

**Rates**

**TC149** - Recognise direct proportion and use in a range of contexts, including compound measures

**TC150** - Recognise and use inverse proportionality in a range of contexts

**Probability**

**TC151** - Understand that probability is a measure of the likelihood of an event happening and that it can be assigned a numerical value

**TC152** - Calculate and use theoretical probabilities for events using a variety of appropriate representations, including Venn diagrams

**Algebraic representation**

**TC153** - Understand that different types of equation give rise to different graph shapes, identifying quadratics in particular

**TC154** - Recognise that the point of intersection of two linear graphs is the solution to both equations

- 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.

**Biology**

Homeostasis and response

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

**Biology****4. Knowledge Organisers****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 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

### Atomic Structure and Radiation

**TC24(P)** – Identify that there are 3 types of radiation.

## Physics

### 4. Knowledge Organisers

#### Atomic structure and radiation

- <https://www.savemyexams.co.uk/gcse/physics/aqa/18/revision-notes/4-atomic-structure/4-1-atoms--isotopes/4-1-1-atomic-structure/>
- <https://www.bbc.co.uk/bitesize/topics/zqtmw6f>
- <https://www.youtube.com/watch?v=YFVYUSvUBoo>

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## Chemistry

### Rates

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

### Using resources

**TC\_(C)** - Understand how to reduce, re-use and recycle the Earth's resources.

## Chemistry

### 4. Knowledge Organisers

#### 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](#)

#### Using resources

- <https://www.bbc.co.uk/bitesize/topics/z9wqk2p>
- <https://www.savemyexams.co.uk/gcse/chemistry/aqa/18/revision-notes/10-using-resources/10-1-global-reserves--potable-water/10-1-1-resources--sustainability/>
- [https://www.youtube.com/watch?v=kPvX\\_nfPpwg](https://www.youtube.com/watch?v=kPvX_nfPpwg)

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## RSE

### Respectful relationships, including friendships

**TC8** - Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

**TC9** - Know practical steps they can take in a range of different contexts to improve or support respectful relationships.

**TC10** - Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

**TC11** - Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

**TC12** - Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

**TC13** - Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

**TC15** - Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### Online and Media

**TC24** - Know the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

### Intimate and sexual relationships, including sexual health

**TC26** - Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.



### [NSPCC – Talk Relationships](#)

A collection of resources from the NSPCC on relationships and discussions to have with children.



### [Healthy and unhealthy relationships | Childline](#)

A collection of resources from Childline covering healthy and unhealthy relationships.



### [Sexual relationships and consent](#)

A collection of resources from Childline covering relationships and consent.



### [LGBTQ+ Bullying](#)

A collection of resources from Bullies Out discussing bullying and harassment.

**Street Art**

**TC39** - Understand the difference between Street Art and Graffiti.

**TC28** - Understand the main components of an artist research page.

**TC40** - Knowledge and understanding of the contemporary artist, Banksy.

**TC41** - Understand that there may be underlying reasons why some art is produced, not just solely for its appearance.

**TC42** - Knowledge and understanding of the contemporary artist, Jon Burgerman.

**Street Art**

Discuss the difference between art that has been approved with permission and art that is done illegally.

Research and investigation should be undertaken by students to widen their knowledge and understanding of artists, art movements and different materials and processes that are used in the creation of different artworks.

When we research an artist, we need to understand them and their work. For an effective artist research page we need to produce a background and title that links to the artists' style. The page should also include interesting facts and images. An analysis of the work is also very beneficial and you should consider the following:

Mood (Feelings and Emotions),

Content (What is it?), Form (Line, Tone, Colour, Pattern, Texture, Shape, Form), Context (Why it was produced Process (How it was produced?)



Banksy

Talk about why art is produced and for some work you need to ask why the work was produced. Sometimes you need to understand the artwork in context.



Noodling and Doodling with Jon Burgerman



Jon Burgerman talking about his work

**TC43** - Understand that art can be representational of a person's character.

### **Street Art**

**TC1** - Understand the elements of art and how these can be used to create a piece of artwork.

**TC44** - Understand how to research using an internet search engine to enhance artwork.

**TC45** - Understand that research can be used to develop ideas for a final outcome.

**TC46** - Understand that a final outcome can be based around a person's identity e.g., personal interests, places, journeys, choices, values, beliefs, culture, hobbies, etc.

### **Street Art**

The following websites are useful to reinforce the elements of Art:

Elements of Art - <https://www.bbc.co.uk/bitesize/topics/z9kmhyc>

Line - <https://www.youtube.com/watch?v=WTnnHYDco9g>

Shape - <https://www.youtube.com/watch?v=SsgT7j2-liE>

Colour - <https://www.youtube.com/watch?v=SH1kZeFOO70>

Form - <https://www.youtube.com/watch?v=9PyYSZCBGE0>

Texture - <https://www.youtube.com/watch?v=vTnOX5XXMIo>

Talk about using different search engines, like Google and Bing to gather new ideas.

Pinterest is an effective resource to gain ideas to develop ideas for a personal outcome – <https://www.pinterest.co.uk>

Research and investigation should be undertaken by students to widen their knowledge and understanding of artists, art movements and the different materials and processes that are used in the creation of different artworks.

Talk about different ways to research and how drawings, photographs, images etc can be used to develop ideas for artwork.

Research artists and artwork who have used themselves (self-identity) as the focus of their artwork. Consider its content (what it is) and context (why it was created).

Talk about art at home and what students have learnt at school past and present.

Talk about art that is in the news.

Research art courses in the locality.

Talk about careers in art.

**Media – Affinity Designer**

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

**Python programming with sequences of data**

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 Designer**

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

Links above can be accessed on PC, laptop, mobile phone, or tablet

**Introduction to Python Programming**

- repl.it
- pythontutor.com/visualize.html
- trinket.io
- projects.raspberrypi.org
- Docs.python.org/3

**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

**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

**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



Practical skills



Iteration Design process.



Environmental.

## **Graphics**

Unit guiding question: How can we share design ideas with other people?

**TC1(G)** - To understand that ideas can be graphically communicated to other people

**TC2(G)** - To understand that appropriate 3D drawing techniques can enhance design ideas

**TC3(G)** - To understand that Computers can streamline the design process

Watch these video tutorials on the Telford Langley School D and T YouTube channel and practice your hand drawing and rendering skills at home.



## **What are Asia's Geographical Features**

**TC1** - Understands how to use and interpret a range of data, sources of geographical information and terminology, including maps, graphs, and photographs.

**TC4** - Understands processes (physical and human) are key to explain what the Earth is like and why it is changing.

**TC8** - Recognises and understands that there are numerous natural and human patterns found on Earth that are not random.

**Use the Knowledge Organisers to assist with home learning and revision.**

**Check out the following links:**

The Geography of Asia:

- <https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zqmv7h>
- <https://kids.britannica.com/students/article/Asia/272975>
- <https://education.nationalgeographic.org/resource/asia/>
- <https://www.kids-world-travel-guide.com/asia-quiz.html>
- <https://www.funtrivia.com/trivia-quiz/ForChildren/Asian-Geography-for-Kids-317898.html>
- <https://www.britannica.com/quiz/all-about-asia>
- <https://www.bbc.co.uk/bitesize/articles/zmh4bdm>
- <https://www.youtube.com/watch?v=1pNBDTNVhCw>
- <https://www.youtube.com/watch?v=nsOtOye-DJM>

**Civil Rights**

**TC33** - The Civil Rights Movement was a significant event globally and its legacy can still be felt today.

**TC34** - It is important to consider the historical context of events when studying topics such as racism as the views of society and governments have developed over time.

**Terrorism**

**TC35** - Historians have different interpretations about events based on their own focus and heritage e.g. their area of study, their gender, their nationality etc.

**TC36** - For an event to be classed as terrorism it must be planned with an intention to harm or kill with the aim of achieving social or political change. Religion is not a cause of terrorism.

- BBC Bitesize offers a range of knowledge development and knowledge checking activities.

Civil Rights - <https://www.bbc.co.uk/bitesize/topics/zgb39j6>

- Use Microsoft Teams to access power points and information from lessons to use to revisit information that you aren't sure about to help you develop your knowledge and skills.
- Participate in the History around you. The West Midlands is a history rich area with links directly to the Civil Rights Movement (Malcolm X visited Birmingham and the surrounding area frequently to liaise with British Civil Rights leaders)

**Self, Family and Friends**

**TC25** - In French certain verbs are reflexive and are formed using a subject and reflexive pronoun.

**TC26** - Unlike English, the possessive pronouns his and her are not related to the gender of the person doing the action, but the gender of the noun referred to – “son/sa” can mean both “his” and “her”.

To be an independent language learner and to practise and revise the work done on the topic of **Self, Family and Friends** you should:

- Use the knowledge organisers to revise and practise the essential vocabulary.
- Use class material on Class Teams to revise work covered in lessons.
- Use [www.memrise.com](http://www.memrise.com), [www.linguascope.com](http://www.linguascope.com) (Username: LangleyMFL, Password: Frenchmfl2) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to practise vocabulary and pronunciation.

This QR code will help you to practise **reflexive verbs**:



This QR code will help you to practise **possessive adjectives**:



**Unit guiding question:** What is devising? How do we create and stage a devised performance?

### **Performing**

#### Characterisation Skills

**TC5** - Creation and development of a character/characters

#### Performance Skills

**TC2** - Using performance skills (body language, facial expressions, voice, awareness of audience etc) to assist with character development

### **Creating**

#### Collaboration and Communication

**TC10** - Working effectively within a group and sharing ideas

#### Devising Skills

**TC14** - Creation of a short piece of drama from a given stimulus

### **Responding**

#### Interpretation of texts/Stimuli

**TC18** - Responding to a stimulus

#### 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:** How can music be used to enhance the mood, atmosphere and narrative of film and computer games?

### Performing

#### Singing

**TC1** - Singing simple rhythms and melodies accurately and fluently.

#### Playing (Instrumental)

**TC7** - Perform simple leitmotifs and themes from a range of film music soundtracks.

### Creating

#### Composing

**TC16** – Composing their own music for film or computer games using technology.

### Responding

#### Listening and Appraising

**TC24** - Identifying film/computer game music and the purpose of it using appropriate musical vocabulary.

#### 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/>

<b>PE</b>	<p>Summer:</p> <p>TC35 – Understand and apply rules and regulations</p> <p>TC36 - analyse strengths and weaknesses to improve performance.</p> <p>TC37 – Plan and implement tactics.</p> <p>TC39 - Be respectful and positive to staff and other students.</p> <p>TC40 - Be self-motivated and inspire others to participate.</p> <p>TC42 - Is consistently hardworking, resilient, helpful and eagerly accepts challenge.</p> <p>TC47 – To anticipate and respond to changes in physical activity.</p>	<ul style="list-style-type: none"><li>• Knowledge organisers are available to assist with home learning, alongside using Teams</li><li>• Please see below some useful links to help with learning: <a href="http://cricketlab.co">Cricket Strategy and Tactics. Part One (cricketlab.co)</a> <a href="http://pitchero.com">10 really effective ways to motivate your sports team (pitchero.com)</a></li></ul>
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TC6 - Understand the functions and uses of money, the importance and practice of budgeting, and managing risk.

- Knowledge organisers are available to assist with home learning, alongside using Teams
- Please see below some useful links to help with learning:



Resources on money matters from NatWest for 8-12 year olds.

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

Resources on money from NatWest for 12-16 year olds.

<https://natwest.mymoneysense.com/teachers/resources-12-16s/>



Credit and Debt - What happens when you borrow money? ([LINK](#))

**Religious Studies**

**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)

**TC1** - To understand that religious beliefs are interpreted differently, even with in the same religion or denomination

**TC8** - To understand the symbolisms found within religion (Islam)

**TC3** - To understand that misconceptions exist surrounding religious beliefs and practices that need addressing

**TC2** - To understand that religious practices have varying levels of adoption

[Islam - KS3 Religious Studies - BBC Bitesize](#)