

Year 9 Threshold Concepts and Support Guidance

Autumn 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 Autumn 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 8 Autumn 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 – Autumn term	How to support students' learning
	<p>Unit guiding question: What is the moral message of Jekyll and Hyde and how is it presented by R.L Stevenson?</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 'The Strange Case of Dr Jekyll and Mr Hyde' here: myON® The Strange Case of Dr. Jekyll and Mr. Hyde Full Text</p> <p>Audiobook: Jekyll and Hyde - BBC Teach</p> <p>The following websites are links that students and parents can use to support understanding of the text: Dr Jekyll and Mr Hyde - GCSE English Literature Revision - Eduqas - BBC Bitesize Jekyll and Hyde Unit - Oak National Academy</p> <p>Writing: The following websites are links that students and parents can use to support completion of written work around the text: Dr Jekyll and Mr Hyde - GCSE English Literature Revision - Eduqas - BBC Bitesize Jekyll and Hyde Unit - Oak National Academy</p> <p>Speaking and Listening: Talk about the story at home and what students have learnt today. Watch the film version of 'The Strange Case of Dr Jekyll and Mr Hyde'.</p>

Maths (Inc Numeracy)	<p><u>Straight line graphs:</u> TC124 - Know that a set of coordinates, constructed according to a mathematical rule, can be represented algebraically and graphically TC125 - That writing linear equations in the form $y = mx + c$ helps to reveal the structure</p> <p><u>Forming and solving equations:</u> TC126 - Understand that a solution is a value that makes the two sides of an equation balance TC127 - Recognise that equations with unknowns on both sides of the equation can be manipulated so that the unknowns are on one side</p> <p><u>Testing conjectures:</u> TC128 - Using knowledge of factors, multiples and primes, express a number as product of its prime factors TC129 - Understand that an additive relationship between variables can be written in a number of different ways TC130 - Use the distributive law to find the product of two binomials</p> <p><u>Three-dimensional shapes:</u> TC131 - Understand the concept of surface area and find the surface area of 3D shapes in an efficient way TC132 - Understand the derivation of, and use the formula for, the area of a circle</p> <p><u>Constructions and congruency:</u> TC133 - Use intersecting circles to construct triangles and rhombuses from given lengths TC134 - Use geometric properties and methods to produce bisectors TC135 - Recognise that for congruent shapes both side lengths and angle sizes are preserved</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 either be found by clicking on the Unit title or can be accessed via Microsoft Teams • 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 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.
Science	<p><u>Biology:</u> TC18(B) - Understand that Pathogens are micro-organisms that cause disease</p>	<p><u>Biology:</u> Infection and response: Infection and response - GCSE Biology (Single Science) Revision - AQA - BBC Bitesize Unit - Oak National Academy (thenational.academy)</p>

<p>Physics: TC17(P) – Understand that electromagnetic waves are waves in different frequencies TC19(P) - Understand that potential difference is the push that causes current to flow</p>	<p>Physics: EM Spectrum: Electromagnetic waves - Transverse and longitudinal waves - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize Behaviour and uses of electromagnetic waves - Transverse and longitudinal waves - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize Ultraviolet, electromagnetic waves in medicine and ionising radiation - Transverse and longitudinal waves - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize Electromagnetic spectrum (Part 1) (thenational.academy) Electromagnetic spectrum (Part 2) (thenational.academy)</p> <p>Electricity 2: Electricity - GCSE Physics (Single Science) Revision - BBC Bitesize Unit - Oak National Academy (thenational.academy)</p>
<p>Chemistry: TC16(C) - Understand that there are 3 types of bonding (Ionic, Covalent and Metallic) and their properties</p>	<p>Chemistry: Bonding Unit - Oak National Academy (thenational.academy) Bonding, structure and the properties of matter - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</p>

RSE:

What is a Respectful Relationship?

TC43-RSE – Know that prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice is unacceptable

TC44-RSE - Know that there is a need to promote inclusion and challenge discrimination

TC46-RSE - To know that on any issue there will be a range of viewpoints

TC47-RSE – Know that we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing

TC48-RSE – Know that there are strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

TC49-RSE – Know that there are strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing

Support and Advice for young people:

www.beateatingdisorders.org.uk

www.youngminds.org.uk

<https://www.childline.org.uk>

www.stonewall.org.uk

www.stem4.org.uk

UN women:

<https://www.unwomenuk.org>

Equalities and Human Rights Commission:

<https://www.equalityhumanrights.com/en>

[Unit: Changing adolescent body: Puberty and menstrual wellbeing | Teacher Hub](#)
[| Oak National Academy \(thenational.academy\)](#)

Drawing Skills:

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

TC2 - Understand how measuring techniques can help with accuracy when drawing

Structures:

TC34 - Recognise different structures in the world

TC35 - Understand how symmetry, simple geometric shapes, measuring techniques and the grid method can help with accuracy when drawing

TC22 - Understand how to create a range of tonal values with biro

TC17 - Understand that art does not always have to have a blank background on which to work

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>

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

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

Talk about how the different parts of the subject being drawn are the same size or smaller or larger.

When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g., how many head lengths fit in the height of a person.

Look at the heights of different features on the subject being drawn.

Measuring Techniques



[Measuring with Pencil for Observational Drawing - YouTube](#)



Shoe drawing time lapse:

[Shoe Drawing Time-lapse #Drawing #Shoe #Sketch - YouTube](#)

Structures:

Talk about what a structure is and the many different types. Ask them to name different types of structures throughout the world.

Do they know of any famous structures?

Do they know in which country it is and where the country is?

Use a search engine to research the many structures in our world.

Research facts and look at images of the Ironbridge.

Practice drawing different sized simple geometric shapes (squares, rectangles, triangles, circles, ellipses) as this will form the basic shapes of any drawing.

Practice drawing symmetrical shapes that are regular and irregular.

Talk about how the different parts of the subject being drawn are the same size or smaller or larger.

Clay work:

TC24 - Many artists over the years have used clay as a material to produce their artwork

TC26 - Understand the different stages of clay

TC27 - Understand basic clay techniques

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.

When talking about a subject to be drawn consider how many of a smaller part can fit into a larger section e.g. how many widths can fit into the length of a section.

Clay Relief work-This knowledge will be useful when producing a clay relief based on the Ironbridge.

<https://www.youtube.com/watch?v=tltrzl8CwR4>



How to use the 'Grid Method' when drawing –

<https://www.youtube.com/watch?v=TOAK09TTE-w>



Practise producing tonal scales with different materials, e.g. a pencil, pen (biro), paint etc

Pencil - <https://www.youtube.com/watch?v=-5DmCre-wWE>



Practise producing different backgrounds using collage materials.

Ian Murphy style background –

<https://www.youtube.com/watch?v=tcxH1swyeVo>



Draw small sections of the Ironbridge from an image (secondary sources) on top of the backgrounds using pencil and / or pen.

Cybersecurity – Understand the background of cybersecurity, threats and prevention methods and legislation.

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

TC5 - Computer Systems - To recognise and understand the key hardware and software involved in simple and complex computer systems

Media (Photoshop) – Understand the uses of Photoshop and create media for an audience from a scenario

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

Cybersecurity:

BBC bitesize:

<https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3>

- Discuss threats and prevention methods at home
- Discuss lessons to reinforce knowledge
- Link above can be accessed on PC, laptop, mobile phone, or tablet.

Media – Photoshop:

BBC bitesize:

<https://www.bbc.co.uk/bitesize/guides/zv2v4wx/revision/2>

Links to use for photo editing:

<https://www.gimp.org/>

<https://pixlr.com/>

<https://www.photopea.com/>

Photoshop Express Editor – can be downloaded onto iPhone or Android through the app store.

Encourage editing of images on phone or tablet.

Encourage attending clubs after school.

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

Food Technology:

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

Food Technology:

- Know that different food costs different amounts.
- Know that food is produced all around the world and that different countries and cultures eat different foods
- Understand that wasting food has environmental and economic impacts.
- Understand that allergies to food and food intolerances can cause a person to become unwell and that all prepacked food requires a food label that displays certain mandatory information.
- Understand that there is a dependent relationship between diet, nutrition and health.



Scan to better understand the costs of ingredients, use everyday experiences as learning opportunities. This might be helping out 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

Graphics

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

Systems and Control:

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

Materials knowledge.



Iteration Design process.



Practical skills.



Environmental.



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



Geography	<p>Tectonic Hazards:</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>TC5 - Recognises and understands that the Earth is constantly changing</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>TC4 - Understands processes (physical and human) are key to explain what the Earth is like and why it is changing</p> <p>TC7 - Recognises and understands that sustainability is a key strategy in a range of geographical areas</p>	<p>Check out BBC Bitesize: Tectonic Hazards: https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/1 https://www.bbc.co.uk/bitesize/guides/zvnbkqt/revision/1 https://www.bbc.co.uk/bitesize/guides/z3sg87h/revision/1 https://www.bbc.co.uk/bitesize/guides/zbfrd2p/revision/1</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>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>Unit guiding question: ‘What impact did the Holocaust have globally?’</p> <p>TC27 - The Holocaust was the first event classed as a genocide however it linked to the persecution of minority groups which had been previously persecuted within Europe</p> <p>TC28 - The Holocaust was a significant event globally and its legacy can still be felt today</p>	<p>Use BBC Bitesize to develop students understanding of key historical events.</p> <ul style="list-style-type: none"> World War Two and the Holocaust - https://www.bbc.co.uk/bitesize/topics/zk94jxs <p>The History Detectives game on BBC bitesize is a great way to practice Historical skills to investigate a range of Historical events: https://www.bbc.co.uk/bitesize/topics/z6wg3j6/articles/z2h3ydm</p>

Module Topic: Healthy Living

The following are the key grammar threshold concepts which underpin this module:

TC19H - In French the word “depuis” (translated as “for”) is used to refer to how long something has been happening. In English this is used with the present perfect progressive tense (have been ...ing); in French it is used with the present tense

TC20H - In French there is no one word for “will”. Forming the simple future tense involves conjugating the chosen infinitive verb with an ending specific to the subject pronoun. There are a several common infinitives which have an irregular stem to which the simple future tense ending must be added

TC21L - In French, like in English, the near future tense is used to express what is going to happen. In French there is no present progressive tense, so it is formed using the present tense of the verb “aller”, together with an infinitive (ending in -er, -ir, -re)

To be an independent language learner and to practise and revise the work done on **Healthy Living** you should:

- Use the knowledge organisers to revise and practise essential vocabulary.
- Use class material on **Class Teams** to revise lessons.

Use www.memrise.com, www.linguascope.com (Username: Langelymfl, Password: Frenchmfl2) and www.languagesonline.org.uk to practise pronunciation.

The following QR code will take you to revision of the **simple future tense**:



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

The following QR code will take you to revision of the **near future tense**:



<https://www.bbc.co.uk/bitesize/guides/zbk6cqt/revision/2>

The following QR will take you to revision of “**depuis**”:



<https://www.bbc.co.uk/bitesize/guides/z87jq6f/revision/5>

Unit guiding question: What is the role of the director? What are the features of a script?

Performing

Characterisation

TC7 - Creating a believable character and applying performance skills

Performance Skills

TC4 - Knowledge of basic performance skills (body language, facial expressions, voice, awareness of the audience) and knowing how to apply them

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 are Hooks, Riffs and Ostinatos?

Performing

Singing

TC2 - Singing rhythms and melodies accurately and fluently

Playing (Instrumental)

TC5 - Playing rhythms and melodies accurately and fluently

Creating

Composing

TC14 - Composing using hooks, riffs and ostinatos

Responding

Listening and Appraising

TC22 - Listen to and appraise a range of music from different times and places based on repeated musical patterns

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/>

Unit guiding question: What are the qualities of a good sports leader?

Pupils will learn some of these Threshold Concepts. This will depend on the activity they are completing and their stage of learning in that activity.

TC33 - Lead an effective warm up

TC35 - Understand and apply rules and regulations

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

Sports Leadership - [Qualities of a good sports leader](#)

Warm up - [PE Warm Up Routines | PLT4M](#)

Key rules –



Badminton Football Rugby Netball Gymnastics Basketball

Key skills –

Badminton:

[12 Basic Badminton Techniques that you MUST Know - Introduction – YouTube](#)

Football:

[10 BEST 1v1 SKILLS in Soccer/Football – YouTube](#)

Rugby:

[The BEST video for teaching Rugby in your PE lessons !\[\]\(481b3a1bc27da3029f4c9642b320d18b_img.jpg\) – YouTube](#)

Netball:

[Netball Attacking Skills – YouTube](#)

Gymnastics:

[Easy to Hard Gymnastics Skills | KTGymnasticsFan - YouTube](#)

Basketball:

[Basic Skills in Basketball - YouTube](#)

<p style="text-align: center;">PSHE</p>	<p>Unit guiding question: How Do I Stay Safe?</p> <p>TC9-PSHE – Understand that there are factors that contribute to young people joining gangs</p> <p>TC10-PSHE – Understand that there are consequences of carrying weapons and strategies for managing pressure to carry a weapon</p> <p>TC11-PSHE – Understand that internal and external influences can affect decisions which impact on health and wellbeing</p> <p>TC12-PSHE – Understand that the media and social media can impact on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p><u>What Can Affect My Mental Health?</u></p> <p>TC13-PSHE – Understand that internal and external influences can affect decisions which impact on health and wellbeing</p> <p>TC14-PSHE – Understand that the media and social media can impact on how people think about themselves and express themselves, including regarding body image, physical and mental health</p>	<p>To find support and advice for young people about a range of issues: www.childline.org.uk</p> <p>#knifefree website - www.knifefree.co.uk To find out more about the campaign and for more information on how to live knife free.</p> <p>National Crime Agency: https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines</p> <p>Gun and Knife Crime Childline: https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/gun-knife-crime/</p> <p>Tackling Knife Crime through Education: http://www.benkinsella.org.uk</p> <p>Met Police – Stop Knife Crime: https://www.met.police.uk/StopKnifeCrime</p> <p>NHS Gambling addiction: https://www.nhs.uk/live-well/healthy-body/gambling-addiction/</p> <p>UK Safer Internet Centre: Homepage - UK Safer Internet Centre</p>
<p style="text-align: center;">Religious Studies</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>	<p>Islam - KS3 Religious Studies - BBC Bitesize</p>