

# **Assessment and Core Vocabulary**

**Year 9**

**Summer**



# Assessment and Core Vocabulary

**On the following pages you will find information about your child's learning:**

- The topic they are learning
- What the assessment will be
- Core vocabulary that they will learn during this topic

**We need you to support by:**

- Sharing this information with your child
- Helping them to develop and learn the new vocabulary
- Prepare for their assessment

## Y9 Academic Writing

### Assessment Information:

This term Y9 are learning how to write an academic essay for Literature.

They will be assessed in two ways.

1. Short knowledge test to test their recall knowledge of technical vocabulary

2. An extended piece of writing which will test their reading ability

The assessment is a reading piece of work which will be assessed formatively by teachers. Pupils will have to analyse how a theme is present within a short story/ They will be expected to demonstrate an understanding of context, theme, character, language and structural devices. Students can prepare for this assessment by practising the skills of essay writing at home. This can be carried out by using small sections of a book or newspaper article. Pupils can also revise the keywords below which they can use in their extended writing and in preparation for their test.

### YEAR 9

#### TOPIC: Academic Writing

KEYWORD	DEFINITION
Thesis Introduction	Introduction that explains key word in the question and how it is used within the text
Form	What type of text you are reading
Language	The words in the text
Structure	All the features within the text that alter the way it looks
Quotation	A piece of writing taken directly from a text
Conclusion	The ending to an essay – it summarises everything you have written

# Performing Arts

## Assessment Information:

This term Y9 are learning about: Film and Television

They will be assessed practically using the performance skills they develop in lessons.

The assessment is in the form of formative teacher assessment during a practical lesson every 6 weeks. Students can prepare for their assessments by using time in class to rehearse / develop and refine work and also practise their skills at home or use homework if linked to the topic to enhance their development and creativity in the arts.

**Creating** - developing each other's Ideas.

**Performing**- communicating meaning through the use of Performance Art.

**Responding** - vocally / suggesting how work can be Improved / watching and listening to each other with focus and attention / commenting on how intended effects have been achieved.

YEAR 9 Performing Arts – Film and Television	
KEY WORD	DEFINITION
<b>Stanislavski</b>	Stanislavski subjected his acting and direction to a rigorous process of artistic self-analysis and reflection. His system of acting developed out of his persistent efforts to remove the blocks that he encountered in his performances
<b>Tension</b>	The levels of tension provide an effective method for exploring the dynamics of a character, scene or improvisation.
<b>Thought tracking</b>	A thought-track is when a character steps out of a scene to address the audience about how they're feeling. Sharing thoughts in this way provides deeper insight into the character for an audience.
<b>Status</b>	In theatre, status refers to the power difference in the relationship between characters
<b>Chords and Tonality</b>	Chords are multiple notes played at the same time. Tonality the character of a piece of music as determined by the key
<b>Composer</b>	The person who writes a piece of music

# Mathematics SP01

## Assessment Information:

This term Year 9 are learning about Plotting Graphs, Indices and Averages.

They will be assessed on Plotting Graphs, Indices and Averages . Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 9 SP01

KEY WORD	DEFINITION
Co ordinate	A set of values that show an exact position.
Axis	A reference line drawn on a graph (you can measure from it to find values).
Quadrant	Any of the 4 areas made when we divide up a plane by an x and y axis, as shown.
Horizontal	Going side-to-side, like the horizon.
Vertical	In an up-down direction or position. Upright.
Equation	An equation says that two things are equal.
Gradient	How steep a line is.
Intercept	an intercept is a point on the y-axis, through which the slope of the line passes
Base	The number he gets multiplied by a power
Power	The number that tells you how many times to use the number in multiplication
Average	a measure of central tendency

# Mathematics SP02

## Assessment Information:

This term Year 9 are learning about Stem and Leaf, Cumulative Frequency , Box Plots, Equations, Simultaneous Equations , Factorising

They will be assessed on Stem and Leaf, Cumulative Frequency , Box Plots, Equations, Simultaneous Equations , Factorising . Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

YEAR 9 SP02	
KEY WORD	DEFINITION
Outlier	A Value that stands apart from the data set
Frequency	The number of times a particular data value occurs
Lower quartile	The lower quartile is the value at the first quarter (once your data has been put in order).
Upper quartile	The upper quartile is the value which is three quarters of the way into our data
Median	relating to a value or quantity lying at the midpoint of a frequency distribution of observed values or quantities
Equation	An equation says that two things are equal.
Simultaneous	two or more algebraic equations that share common variables and are solved at the same time
Variable	A symbol for a number we don't know yet
Cumulative	Running total of a set of data
Inverse	opposite of another operation

# Mathematics SU01

## Assessment Information:

This term Year 9 are learning about Inequalities, Proportion Direct Inverse Probability Transformations

They will be assessed on Inequalities, Proportion Direct Inverse Probability Transformations . Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 9 SU01

KEY WORD	DEFINITION
Inequality	the relation between two expressions that are not equal
Proportion	A comparison between two numbers
Ratio	A ratio shows the relative size of two variables
Direct Proportion	As one variable is multiplied by a scale factor the other variable is multiplied by the same scale factor
Inverse proportion	As one variable is multiplied by a scale factor the other variable is divided by the same scale factor
Probability	The chance something will happen
Event	The outcome of a probability
Rotation	A rotation is a circular movement
Enlargement	Changing the size of a shape by multiplying its side lengths by a scale factor, while maintaining its original shape and angles
Inverse	opposite of another operation

# KS3 Science – Biology

## Assessment Information:

This term, Year 9 pupils are learning about Plants and the environment.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- Around 40 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

## YEAR 9 TOPIC 3 : Plants and the environment

KEY WORD	DEFINITION
<b>Producer</b>	Green plant or algae that makes its own food using sunlight.
<b>Consumer</b>	Animal that eats other animals or plants.
<b>Interdependence</b>	The way in which living organisms depend on each other to survive, grow, and reproduce.
<b>Extinction</b>	Occurs when all organisms of a species die out
<b>Ecosystem</b>	The living things in a given area and their non-living environment.
<b>Biodiversity</b>	Variety of species found in an ecosystem.
<b>Photosynthesis</b>	The process plants use to make their own food, glucose. In photosynthesis, carbon dioxide and water react together to make glucose and oxygen.
<b>Osmosis</b>	The movement of water particles from an area of high water concentration to an area of low water concentration
<b>Translocation</b>	The movement of substances produced by photosynthesis from the leaves to other parts of the plant
<b>Transpiration</b>	Transpiration is the evaporation of water at the surfaces of the spongy mesophyll cells in leaves

# KS3 Science – Chemistry

## Assessment Information:

This term, Year 9 pupils are learning about Organic Chemistry.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- Around 40 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

## YEAR 9 TOPIC 3 : Earth's resources

KEY WORD	DEFINITION
<b>Crude oil</b>	A mixture of hydrocarbons.
<b>Fractional distillation</b>	A process to separate crude oil into its fractions.
<b>Boiling point</b>	The temperature at which a liquid changes into a gas.
<b>Condense</b>	When vapour cools back down into a liquid.
<b>Hydrocarbon</b>	A compound made from hydrogen and carbon only.
<b>Cracking</b>	The process of breaking large hydrocarbons into smaller ones using heat.
<b>Monomer</b>	The smaller units from which larger molecules can be made.
<b>Polymer</b>	The larger molecules made from smaller repeating units of monomers.
<b>Polymerisation</b>	The reaction of monomer molecules to form long chain polymer molecules.
<b>Finite</b>	Having a limited nature or existence.

# KS3 Science – Physics

## Assessment Information:

This term, Year 9 pupils are learning about Waves.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- Around 40 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

## YEAR 9 TOPIC 3 : Waves

KEY WORD	DEFINITION
<b>Waves</b>	All waves transfer energy without transferring matter.
<b>Transverse</b>	The oscillation of the particles are perpendicular ( $90^0$ ) to the direction of energy travel.
<b>Longitudinal</b>	The oscillation of the particles are parallel ( $90^0$ ) to the direction of energy travel.
<b>Wavelength</b>	The length of one complete wave.
<b>Amplitude</b>	The maximum displacement from rest position.
<b>Oscillation</b>	The vibration or movement of the particles.
<b>Frequency</b>	The number of waves passing a point in a second.
<b>Electromagnetic spectrum</b>	Consists of 7 transverse waves that differ on wavelength and frequency.
<b>Ionising</b>	A wave that is able to knock electrons off atoms turning them into ions.
<b>Infrared radiation</b>	An electromagnetic wave that emits thermal energy depending upon it's wavelength.

# Geography

## Assessment Information:

This term Y9 will study rivers and how they shape the land through different processes. The assessment will take the form of short-answer questions and one extended writing question. Students can prepare for their assessments by independent home study, including completing any set homework tasks on SAM learning.

## TOPIC: Rivers

KEYWORD	DEFINITION
<b>Drainage basin</b>	An area of land drained by a river and its tributaries
<b>Long profile</b>	A drawing that shows a river's downhill flow from source to mouth
<b>Erosion</b>	The wearing away of land
<b>Transportation</b>	The movement of material along the river
<b>Deposition</b>	The dropping of a river's load

# History

## Assessment Information:

This term Y9 are learning about the events of the Cold War.

They will be assessed on the events that took place and the impact of them.

The assessment is in the form of a knowledge check.

Students can prepare for their assessments by completing their homework when it is set on SAM learning.

## TOPIC: Cold War (Summer 1)

KEYWORD	DEFINITION
<b>Cold War</b>	On going political rivalry between USA and Soviet Union after WW2 with the threat of Nuclear War.
<b>Capitalism</b>	an economic system where private individuals and organizations own and control the means of production. The goal of capitalism is to make a profit.
<b>Communism</b>	Individual people do not own land, factories, or machinery. Instead, the government or the whole community owns these things. Everyone is supposed to share the wealth that they create.
<b>Arms Race</b>	contest in which nations compete to build more powerful weapons
<b>Space Race</b>	ia competition for supremacy in space exploration between the United States and the Soviet Union during the Cold War
<b>Soviet Union</b>	A group of Communist countries from 1922-1991 including Russia and Ukraine.

# Religious Education

Assessment Information:

- This term Y9 are learning about the concept of sacrifice within religious traditions.
- They will be assessed on the following statements: 'Euthanasia should be legal in the UK.'
- The assessment is in the form of 5 core knowledge questions and an evaluation statement. Students will write a paragraph agreeing with the statement and disagreeing with the statement.
- Students can prepare for their assessments by completing their homework when it is set on SAM learning.

## **TOPIC: How do I decide?**

KEYWORD	DEFINITION
Homosexuality	Homosexuality refers to attraction between people who are the same sex.
Euthanasia	Euthanasia is the termination of a very sick person's life to relieve them of their suffering.
Prejudice	To form an opinion or feeling about a person or a group of people without the complete facts.
Discrimination	Discrimination is when someone is treated differently or unfairly for being who they are, or for a particular quality or feature they might have.
Evaluate	Judge if an argument is strong or weak.

# Religious Education

Assessment Information:

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- Students can prepare for their assessments by completing their homework when it is set on SAM learning.

## **TOPIC: What is the media?**

KEYWORD	DEFINITION
Media	<b>Means of mass communication eg TV, newspaper and connecting with people</b>
Social Media	<b>Websites/apps allowing people to share/create content.</b>
Free Speech	<b>The right to express opinions without restraint.</b>
Moral Issues	<b>Issues involving difference of belief (not just of preference).</b>
Evaluate	<b>Judge if an argument is strong or weak.</b>

# Creative: Art

## Assessment Information:

For this project pupils will be looking at the artists Picasso and Andy Warhol as their main sources of inspiration. They will learn about portraiture and practise the formal elements of colour, pattern, line, shape and mark making through a range of materials before focussing upon creating a painted self-portrait.

Through studying Picasso and Warhol they will also explore how artists work is influenced by the world around them, in Picasso's case the influence of African art and Warhol's the world of popular culture.

Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive three grades throughout the year which is based upon all work that they have produced up to each date.

To further their development pupils could practise the formal elements at home.

YEAR 9 ART – IDENTITY	
KEY WORD	DEFINITION
LINE	A mark made on a surface that joins different points.
PATTERN	A design with repeated lines, shapes, forms or colours.
SHAPE	When lines enclose a space. e.g. an outline.
TONE	Grades from shade from light to dark.
COLOUR	Light reflected into the eye, artists use colour to describe the subject.
FORM	Making something look 3D.
TEXTURE	How something feels or how it looks like it might feel.
PROPORTION	The relationship between the sizes of different objects.
EXPRESSIONISM	An art movement that visually showed emotions and feelings.
FAUVISM	An art movement. The artists were called “Wild Beasts” and used pure unnatural colours.
HUE	A more accurate word for colour.
PRINT MAKING	Repeated transfer of an image or design.
POP ART	An art movement that focused on popular culture.
ACRYLIC PAINT	A type of painting medium.
REALISM	A style of art that makes the subject look real.
COMPLEMENTARY COLOURS	Two opposite colours on the colour wheel.
HARMONIOUS COLOURS	Two colours next to each other on the colour wheel.
POLY PRINT	A printing method that uses a polystyrene tile to create artwork.
HENRI MATISSE	The name of a Fauvist artist.
ANDY WARHOL	The name of a Pop artist.

# Creative: Textiles

## Assessment Information:

For this project pupils will be looking at the natural world as a source of inspiration for a mixed media textiles project, Pupils will learn about the traditional technique of tie dyeing as well as learning about printed textiles.

They will further learn about sewing techniques and put these into practise to produce a final outcome using a range of textiles techniques.

Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive three grades throughout the year which are based upon all work that they have produced up to these dates.

To further their development pupils could practise a variety of stitching techniques at home.

## YEAR 9 TEXTILES – IDENTITY – INSECTS

KEY WORD	DEFINITION
PATTERN	The repetition and ordered arrangement of a design.
TJANTING	The traditional tool for applying batik wax.
WAX POT	The traditional tool for applying batik wax.
BATIK	Indonesian technique of wax-resist dyeing of fabric.
DRAFT	A drawing, sketch, or design.
NEGATIVE	The empty space around and between the subject of an image.
MEASURE	Measuring the size, length, or amount of something.
INTERSECT	Divide (something) by drawing or cutting across it.
TOTE-BAG	A large bag used for carrying a number of items.
SYMMETRY	Something is symmetrical when it has two matching halves.
FABRIC	Cloth or other material produced by weaving or knitting fibres.
COTTON CALICO	Cotton fabric that is unbleached and undyed.
REPEAT	Do (motif/pattern) again or more than once.
DYE	Something used to add a colour to or change the colour of something. eg "blonde hair dye"
SATURATE	Cause (something) to become thoroughly soaked with liquid.
DAMPEN	Make slightly wet.
STENCIL	Card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.
RESIST	Methods are used to "resist" or prevent dye from reaching all the cloth, thereby creating a pattern and ground.
CONCERTINA	Extend, compress, or collapse in folds.
MOTIF	A repeating form or shape in a design or pattern.

# Creative: 3D Design

## Assessment Information:

Pupils work towards the theme 'Identity' in Year 9. They study the work of different designers and learn how to take their working drawings through to realisation of a product. Pupils revisit the skills and techniques learnt in Year 8 to further develop their understanding.

Pupils learn the difference between recycling and reusing materials and are taught how templates are used in industry for mass production. They engage with appropriate processes, materials and construction techniques to create a 3D prototype for their own trainer design.

Work is formatively assessed throughout the project.

YEAR 9 3D DESIGN – IDENTITY	
KEY WORD	DEFINITION
IDENTITY	The theme of identity emphasises how different shoe styles and brands express information about who we are.
RECYCLE	The process of converting waste materials into new materials and objects.
REUSE	To use again especially in a different way.
DESIGNER	A person who plans the form or structure of something before it is made.
SCULPTOR	An artist who makes sculptures.
SCULPTURE	A three-dimensional artwork.
REVERSE-ENGINEERING	A process in which products are deconstructed to extract design information from them.
PROTOTYPE	A first or preliminary version of a product from which other forms are developed.
MASS PRODUCTION	Manufacturing many identical goods at once.
TEMPLATE	A template is a shape used as a guide to make something.
CRAFT KNIFE	A sharp tool used for cutting with precision.
PRECISION	Being exact and accurate.
CARDBOARD RELIEF	When flat pieces of cardboard are used to build up raised areas creating a 3D effect.
CONDITIONING	Taking a material from its as-delivered state to a state in which it can be processed. E.g. To make cardboard soft for bending/constructing.
SCORING	The creation of a crease in a piece of paper/cardboard that will allow it to fold easier and result in a better looking line.
PLY-LAYERING	Several layers of Cardboard laminated together/stacked on top of one another.
TABBING	A small flap of material use for attaching one piece of cardboard/paper to another.
MALLEABLE	Means that a material is able to be pressed or moved into shape without breaking or cracking.

# Creative: Food

## Assessment Information:

Yr9 are learning about V is for Vegetable

They will be assessed in two ways.

1. On the practical skills they show in lessons

2. In theory work - their ability to recall, analyse and evaluate skills, techniques and processes through recipe write-ups.

The assessment is in the form of formative teacher assessment during a practical lesson and also a summative assessment of written recipe books every 6 weeks.

Students can prepare for their assessments by using safe and hygienic working practices to practise their cooking skills at home, such as:

- Safe knife skills – bridge hold and claw grip
- Using a hob
- Using an oven
- Washing-up

## YEAR 9 FOOD – V IS FOR VEGETABLE

KEY WORD	DEFINITION
ORGANOLEPTIC	Sensory properties - those that can be detected by the sense organs – sight, smell, taste, touch, sound.
SEASONALITY	Fresh food that is ready to eat during its growing season.
FOOD PROVENANCE	Knowing where food was grown, caught or raised. Knowing how food was produced. Knowing how food was transported.
YEAST	A microscopic fungus capable of converting sugar into alcohol and carbon dioxide.
FERMENTATION	The action of yeast or bacteria, changing sugar to alcohol and CO <sub>2</sub> .
RAISING AGENT	Any substance added to a food product (yeast, baking powder) that makes them rise when cooked.
AERATION	To add gas or air to a food.
COELIAC	A medical condition where a person cannot digest gluten.
ALLERGY	A damaging <b>immune response</b> by the body to a substance.
INTOLERANCE	Either a body can't properly digest food that is eaten, or that a particular food might irritate the digestive system.
VEGAN	A person who does not eat <b>any</b> food derived from animals and who does not use other animal products.
DIABETES	A disease in which the body cannot control the level of sugar in the blood.
REFERENCE INTAKES	Guidelines for the maximum amount of energy (calories), fat, saturated fat, sugars and salt we should have in a day.
DENSITY	In cakes or bread – how light and fluffy, or heavy a cake is.
GELATINISATION	Starch absorbs liquid and bursts, thickening the liquid, when being cooked.
GLUTEN	A protein that is contained in wheat and some other grains.
KNEADING	To press something, especially a mixture for making bread, firmly and repeatedly with the hands and fingers.
PROOFING/ PROVING	A step in creating yeast breads and baked goods, during which the yeast is allowed to leaven the dough.
FOLDING	To mix one food into another by turning it gently with a spoon.
RAGU	A sauce made with minced meat, onions, tomato puree, and served with pasta.

# Computing

## Assessment Information:

### Cybersecurity:

The learners will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

The topic is accessed through a written summative assessment multiple-choice quiz

### Vector Graphics:

This scheme on vector graphics will introduce students to the fascinating world of digital design, where images are created using scalable shapes and lines rather than pixels. Over four engaging lessons, students will explore the core concepts of vector graphics, develop practical skills in design software, and understand their real-world applications in fields like logo creation and illustration. With hands-on activities and creative tasks, they'll gain the tools and confidence to create their own professional-quality digital designs. The topic is accessed through a summative assessment multiple-choice quiz and short project.

## TOPIC: Cybersecurity

KEYWORD	DEFINITION
Profiling	collecting information about a person or a computer system to understand their behavior and patterns
Data Protection	practices, safeguards, and legal measures designed to protect personal information from unauthorized access, use, disclosure, alteration, or destruction
Computer Misuse	any unauthorized, illegal, or unethical use of computers, networks, or digital devices
Hacking	the act of gaining unauthorized access to computer systems, networks, or data
Malware	a type of software designed to harm, exploit, or otherwise compromise computer systems, networks, or devices
Firewall	a network security device or software that monitors and controls incoming and outgoing network traffic based on predetermined security rules
Password	a secret word, phrase, or combination of characters used to verify a user's identity when accessing a computer system, network, or digital service

## TOPIC: Vector graphics

Vector	A type of graphic made with shapes and lines that can be resized without losing quality
Raster	An image made of tiny dots (pixels) that can lose quality when resized.
Resolution	The level of detail in an image, measured by the number of pixels.
Scalability	The ability of a graphic to change size without losing its clarity
Fill	The color or pattern inside a shape in a graphic design
Stroke	The outline of a shape or line, which can be adjusted in thickness or color.

# Physical Education: Football

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## YEAR 9

KEYWORD	DEFINITION
Passing	An intentional movement of the ball using the foot from one player to another on the same team.
Shooting	Making contact with the ball using the head or foot in an attempt to score a goal.
Dribbling	Keeping possession of the ball whilst moving it around the pitch.
Tackling	Trying to take possession of the ball from a player on the opposite team.
Technique	The specific way in which a skill is performed.
Interception	Taking possession of the ball from your opposition.
Marking	Applying pressure or challenging the opponent by positioning yourself near them.
Pressing	Applying pressure to the opposition when they have control of the ball.
Counter Attack	An attack made in response to the opposition.
Possession	Having physical control of the ball as an individual or team.

# Physical Education: Gymnastics

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Gymnastics</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Forward Roll</b>	<b>A movement where the body is rolled forwards heels over the head.</b>
<b>Backward Roll</b>	<b>A movement where the body is rolled backwards and lifting legs over the head.</b>
<b>Teddy Bear Roll</b>	<b>A roll completed in a straddle position.</b>
<b>Shapes</b>	<b>Position in which to hold your body, straight, star, straddle, tuck and pike.</b>
<b>Body tension</b>	<b>The tightening of muscles to hold your body in position.</b>
<b>Posture</b>	<b>The way in which you hold your body in the correct position.</b>
<b>Jumping</b>	<b>Using muscles in your legs to propel your body completely off the ground.</b>
<b>Vaulting</b>	<b>Running down a run way and travelling over a piece of equipment.</b>
<b>Balance</b>	<b>Remaining upright and steady over a base support.</b>
<b>Travel</b>	<b>Moving your body from place to place using a range of styles.</b>

# Physical Education: Netball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Netball</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Passing</b>	<b>An intentional movement of the ball from one player to another on the same team.</b>
<b>Shooting</b>	<b>The action of your GS or GA attempting to score in the goal circle.</b>
<b>Footwork</b>	<b>How a player steps, lands and pivots in netball.</b>
<b>Obstruction</b>	<b>A player must stay 3ft away from an opposing player when they are in possession of the ball.</b>
<b>Contact</b>	<b>Players cannot make any physical contact with the player or the ball when in possession with the opposition.</b>
<b>Defensive</b>	<b>Guarding or marking a player to stop or reduce the chance of the other team scoring.</b>
<b>Marking</b>	<b>Applying pressure or challenging the opponent by positioning yourself near them.</b>
<b>Attacking</b>	<b>Keeping possession of the ball and passing it across the court with the aim to get the ball to the goal circle.</b>
<b>Opponents</b>	<b>The team you are playing against.</b>
<b>Possession</b>	<b>Having physical control of the ball as an individual or team</b>

# Physical Education: Dance

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Dance</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Musicality</b>	<b>How a dancer hears and interprets the music.</b>
<b>Timing</b>	<b>Moving to the correct beat of the music.</b>
<b>Aesthetic</b>	<b>An individual's opinion on the movement, performance and style of the dance.</b>
<b>Choreography</b>	<b>The sequence of movements and steps in a dance.</b>
<b>Dynamics</b>	<b>How the dancer moves.</b>
<b>Beat</b>	<b>The sequence of movement which is often repeated in the music.</b>
<b>Canon</b>	<b>Individuals or groups in a dance perform the same movement but start at different times.</b>
<b>Formation</b>	<b>The positions in which individuals or groups stand in a dance.</b>
<b>Rhythm</b>	<b>Pattern of the music that can be repeated over time.</b>
<b>Sequence</b>	<b>A preset pattern of movement.</b>

# Physical Education: Basketball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Basketball</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Passing</b>	<b>An intentional movement of the ball from one player to another on the same team.</b>
<b>Shooting</b>	<b>Aiming the basketball towards the hoop in an attempt to score.</b>
<b>Dribbling</b>	<b>Using one hand to continuously bounce the ball whilst travelling around the court.</b>
<b>Lay up</b>	<b>A type of shot made from under the basket by bouncing the ball off the backboard.</b>
<b>Technique</b>	<b>The specific way in which a skill is performed.</b>
<b>Interception</b>	<b>Taking possession of the ball from your opposition.</b>
<b>Marking</b>	<b>Applying pressure or challenging the opponent by positioning yourself near them.</b>
<b>Triple Threat</b>	<b>A position where players have three options, dribble, pass or shoot.</b>
<b>Possession</b>	<b>Having physical control of the ball as an individual or team</b>

# Physical Education: Rugby

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Rugby</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Spin Pass</b>	<b>A type of rugby pass using the thumb on one hand and fingers on the other causing it to spin as it travels.</b>
<b>Tackling</b>	<b>The ball carriers is held by one or more opponents and it brought to the ground.</b>
<b>Ruck</b>	<b>This is formed when a player has been tackled to the ground where the team in possession protect the ball and secure possession. The defending team can win the ball back by counter rucking.</b>
<b>Scrum</b>	<b>A way of restarting play after a minor infringement.</b>
<b>Knock on</b>	<b>When a player loses possession of the ball and it travels forward touching the ball or another player.</b>
<b>Offside</b>	<b>If a player is in front of a team mate who is carrying the ball they are offside.</b>
<b>Line out</b>	<b>The line out is a means of restarting play after the ball has gone off the field of play at the side.</b>

# Physical Education: Table Tennis

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Table Tennis</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Forehand Push</b>	<b>A defensive shot performed on the dominant side of your body.</b>
<b>Backhand Push</b>	<b>A defensive shot played on the opposite side of your body with a small amount of backspin.</b>
<b>Forehand Drive</b>	<b>An attacking shot used to force errors from your opponent.</b>
<b>Backhand Drive</b>	<b>The backhand drive is an attacking stroke played with a small amount of topspin.</b>
<b>Rallying</b>	<b>Sequence of hitting the ball back and forth between players over the net.</b>
<b>Serving</b>	<b>Table Tennis stroke that is used to start each rally.</b>
<b>Tactics</b>	<b>An action or a plan used to beat an opponent in sport.</b>
<b>Opponent</b>	<b>The person or team you are competing against.</b>
<b>Placement</b>	<b>Where you hit the ball on the table.</b>
<b>Spin</b>	<b>Spin is the rotation of the ball used to make it harder for your opponent to return.</b>

# Physical Education: OAA

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

TOPIC: OAA	
KEYWORD	DEFINITION
Rules	<b>An instruction that's states the way in which should be done.</b>
Team Work	<b>Working as a group effectively to achieve a goal.</b>
Collaboration	<b>Producing or making something together.</b>
Problem Solving	<b>Finding a solution to an issue.</b>
Strategy	<b>A plan of action to help achieve a goal or aim.</b>
Communication	<b>The sharing of ideas with another person.</b>
Instructions	<b>Information on how to do something or instructing someone how to perform a task.</b>
Direction	<b>Providing guidance on how something should be performed.</b>
Trust	<b>The belief that someone is reliable.</b>
Safety	<b>Providing protection from harm or danger when performing a task.</b>

# Languages: French

## Assessment Information:

This term Year 9 are learning about Environment problems, social issues, and charity work. They will be assessed in the 4 skills.

1. In Speaking: students will complete a role play based on the topics linked to the environment.
2. In Listening: they will be answering multiple choice questions within the context of the environment.
3. In Reading: they will be asked to answer multiple choice questions within the context of the environment.
4. In Writing: they will be required to write up answers to questions in French.

The assessment is in the form of formative teacher assessment.

Students can prepare for their assessments by learning the core vocabulary from the list below and other resources as well as completing the homework set and actively participating in lessons.

<b>YEAR 9 Our Planet</b>	
<b>KEY WORD</b>	<b>TRANSLATION</b>
Les embouteillages	traffic
Les inondations	floods
la pollution de l'air	Air pollution
La déforestation	deforestation
Le recyclage	recycling
Lutter contre	To fight against
La sécheresse	drought
Le verre	glass
Le carton	cardboard
Les produits	products