



Minsthorpe Community College

Knowledge Organiser Year 9 – Spring Term 1

Name:

P&A group:

Knowledge Assessment: Thursday 13th February 2025 – Period 2

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



Look

**Look at the information carefully.
Read it three times.**
It may help to **say** it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out from memory.



Check

**Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.**




Correct

**If it doesn't match exactly, use a different coloured pen to correct it.
Repeat.**
When you get it 100% correct, move on to the **next** piece of information.





Subject: English	KPOW: Comparison of Protest Poetry	Year 9: Spring Term 1		
Week 1 & 2: What is protest?	Week 3 & 4: Poetic Terms and Devices	Week 5 & 6 Creating & Presenting your poem		
<p>Vocabulary: Protest: this can be used as a noun or a verb. Noun – a statement or action that shows disapproval of something. The 'Black Lives Matter' movement was a protest against racial discrimination. Verb – the action of expressing disapproval. People can protest in lots of different ways including marches, petitions, and riots. People protest about topics they feel passionately about.</p> <p>Key Learning Points: The suffragettes were a group of women in the UK who protested for the right to vote in parliamentary and general elections. They used a variety of protest tactics, including:</p> <ul style="list-style-type: none"> • Art: the suffragettes used art to promote their cause. • Militant tactics: the suffragettes used unlawful and violent acts, to win the right to vote. <p>Emmeline Pankhurst - The leader of the suffragettes. She founded the Women's Social and Political Union (WSPU). </p> <p>Emily Wilding Davison - An active member of the WSPU who was seriously injured and died after walking on to the racetrack at Epsom Derby in 1913.</p>	<p>Poetic Terms and Devices:</p> <ul style="list-style-type: none"> • Stanza: a group of lines forming a verse of a poem. (Groups of lines are not called paragraphs in poetry). • Rhyme: words that have or end with a sound that corresponds to another. E.g., head, bed, red. • Enjambment: the continuation of a sentence or phrase from one line of poetry to the next. • Caesura: a pause in the middle of a line of poetry. It usually comes in the form of punctuation, and the most common ones are full stops and commas. • Metaphor - directly comparing one thing to another. • Simile - comparing two things by describing one thing as being like another. <div data-bbox="869 858 1368 1075" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Simile</p> <p>Compares two different things.</p> <p>Something is like or as something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • He was as quiet as a mouse. • She swam like a fish. </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Metaphor</p> <p>Compares two different things.</p> <p>Something is something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • All is a walking dictionary. • Time is money. </td> </tr> </table> </div> <ul style="list-style-type: none"> • Emotive language - words to make the reader feel a particular emotion. • Semantic field: a collection of words which are related to one another by topic. 	<p style="text-align: center;">Simile</p> <p>Compares two different things.</p> <p>Something is like or as something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • He was as quiet as a mouse. • She swam like a fish. 	<p style="text-align: center;">Metaphor</p> <p>Compares two different things.</p> <p>Something is something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • All is a walking dictionary. • Time is money. 	<p>Vocabulary: Propaganda - a form of communication that aims to influence or persuade an audience to support a certain cause or point of view. It can involve spreading ideas, information, or rumours to help or harm a person, cause, or institution. Propaganda is often biased and can selectively present facts to encourage a particular reaction.</p> <div data-bbox="1480 528 1675 783" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <p>How were WW1&2 presented through propaganda?</p> <ul style="list-style-type: none"> • Propaganda was used to portray the war as a battle between good and evil. For example, the German Kaiser was often depicted as a dangerous troublemaker in Allied propaganda. • Propaganda was used to dehumanise the enemy – make them seem less human. • Propaganda was used to glorify war and make it seem like a fun pass time to be a part of. <p>Wilfred Owen: a famous war poet who had firsthand experience as a soldier in WW1. He wrote poetry to express his suffering, expose the brutal reality of war, and protest against propaganda. He was killed in action a week before the end of WW1, November 4, 1918.</p>
<p style="text-align: center;">Simile</p> <p>Compares two different things.</p> <p>Something is like or as something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • He was as quiet as a mouse. • She swam like a fish. 	<p style="text-align: center;">Metaphor</p> <p>Compares two different things.</p> <p>Something is something else.</p> <p>For example:</p> <ul style="list-style-type: none"> • All is a walking dictionary. • Time is money. 			





Subject: Maths

Week 1: Transformations

Translation

Translations are **movements** in a **direction**. To translate a shape, you need a column vector.

$$\begin{pmatrix} x \\ y \end{pmatrix}$$

A **positive** x value is a move of x spaces to the **right**.

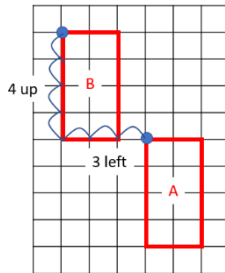
A **negative** x value is a move of x spaces to the **left**.

A **positive** y value is a move of y spaces **up**.

A **negative** y value is a move of y spaces **down**.

For example, the translation of vector $\begin{pmatrix} -3 \\ 4 \end{pmatrix}$ shows a move of 3 to the left and 4 up

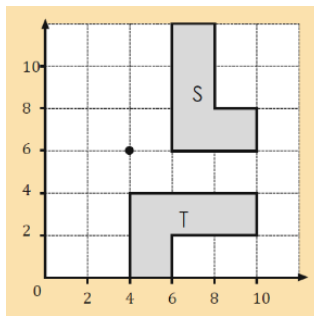
from the **corresponding vertices**.



Rotation

To rotate a shape means to **turn** a shape around a centre point. To carry out a rotation of a shape, we need a direction, degrees, and centre of rotation.

For example, S has been rotated 90° clockwise about the point (4, 6).



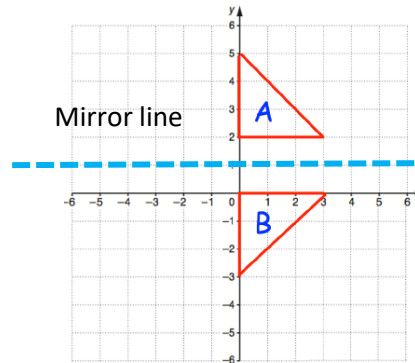
KPOW: Reasoning with Geometry

Week 2: Transformations

Reflection

We can reflect a shape in a **mirror line**. The points and their reflections will be **equidistant** from the mirror line. To reflect a shape, we need to know the mirror line.

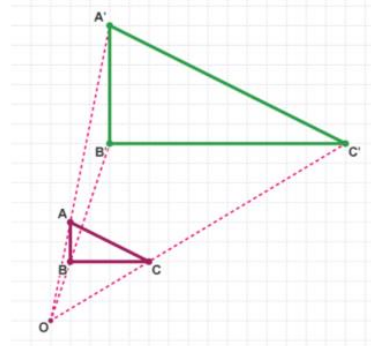
For example, triangle A has been reflected in the line $y = 1$.



Enlargement

To change the size of a shape by multiplying by a **scale factor**. This creates **similar** shapes. To enlarge a shape, we need a scale factor and centre of enlargement.

For example, triangle ABC has been enlarged by scale factor 3 about the centre of enlargement O.



A scale factor < 1 causes the shape to get smaller. A negative scale factor inverts the shape.

Year 9: Spring Term 1

Week 3: Pythagoras' Theorem

Key Words

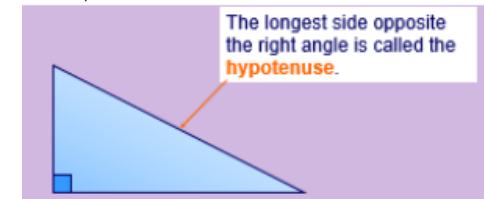
Right angle: An angle which is exactly 90°.

Hypotenuse: The side opposite the right angle in a right-angled triangle.

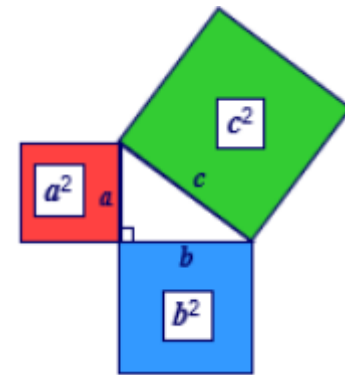
Square Number: The result when a number is multiplied by itself.

Square Root: A value that, when multiplied by itself, gives the number.

Pythagoras' theorem states that in a right-angled triangle the square on the hypotenuse is equal to the sum of the squares on the other two sides.



$$a^2 + b^2 = c^2$$





Subject: Maths

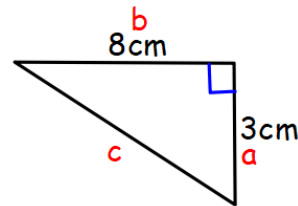
KPOW: Reasoning with Geometry

Year 9: Spring Term 1

Week 4 & Week 5: Pythagoras Theorem

Week 6: Ratio Review

Using Pythagoras: Finding the Hypotenuse.



$$a^2 + b^2 = c^2$$

$$3^2 + 8^2 = c^2$$

$$9 + 64 = c^2$$

$$75 = c^2$$

$$\sqrt{75} = c$$

$$8.66\text{cm} = c$$

Step 1: Label the sides a, b and c. The hypotenuse is always c.

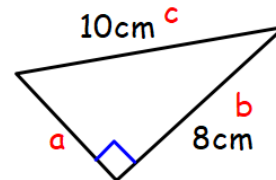
Step 2: Substitute the known lengths.

Step 3: Square the numbers.

Step 4: Add the numbers together.

Step 5: Square root to find the missing length.

Using Pythagoras: Finding a shorter side.



$$a^2 + b^2 = c^2$$

$$a^2 + 8^2 = 10^2$$

$$a^2 + 64 = 100$$

$$a^2 = 100 - 64$$

$$a^2 = 36$$

$$a = \sqrt{36}$$

$$a = 6$$

Step 1: Label the sides a, b and c. The hypotenuse is always c.

Step 2: Substitute the known lengths.

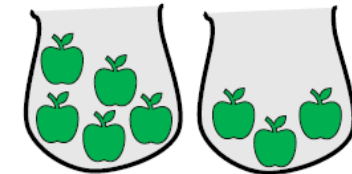
Step 3: Square the numbers.

Step 4: Rearrange and subtract.

Step 5: Square root to find the missing length.

Pythagorean Triple: This is a set of three whole numbers where the sum of squares of two of the numbers is equal to the square of the third number.

We can describe the **relationship** between two **quantities** using a ratio notation.



For example

The ratio of apples in bag 1 to bag 2 is 5 : 3.

This means for every 5 apples there are in bag 1 there are 3 in bag 2.

Equivalent ratios

The ratio of blue to red is 1 : 2.



If you continued with this pattern, for every 1 blue there are 2 red you will get ratios that are **equivalent** to 1 : 2, such as 2 : 4

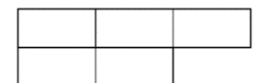


Dividing into a ratio

To share a quantity into a ratio, you must use a bar model.

For example

Share £15 into the ratio 3 : 2.




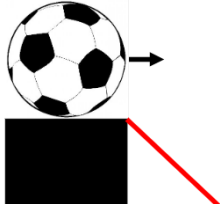
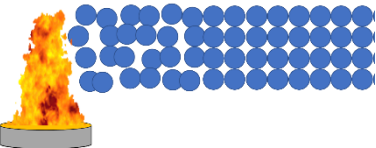

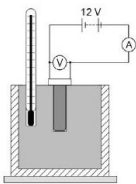
15 shared equally between 5 parts is 3.

3	3	3	= 9
3	3	= 6	

The ratio is 9:6





Subject: Physics		Year 9: Spring Term 1
<p>Week 1: Efficiency & Dissipation</p> <p>Keyword definitions Dissipation - The process through which energy is transferred to the surroundings in a wasteful manner. Efficiency - A measure of how well a machine or device transfers input energy into useful energy.</p> <p>All systems waste energy due to dissipation. This cannot be avoided, and usually results in a transfer of thermal energy (heat). However, we can reduce how much energy is wasted (for example, by adding engine oil to a car engine.</p> 	<p>Week 2: Energy transfers</p> <p>Keyword definitions Kinetic - The energy store of moving objects. Elastic - The energy store of stretched or deformed objects. Joules - The unit of measurement for energy.</p> <p>Energy can be found in different stores, and it is often transferred from one store to another. For example, a ball that was placed high up will have energy in its gravitational potential energy store.</p> <p>When it rolls down the slope, this is transferred to kinetic energy (due to its movement) and thermal energy (wasted).</p> 	<p>Week 3: Conduction</p> <p>Keyword definitions Conduction - The process by which thermal energy is transferred through a solid. Convection - The process by which thermal energy is transferred through a fluid (liquid or gas). Radiation - The transfer of thermal energy by waves.</p> <p>Particles in a solid cannot move freely and they can only vibrate around a fixed position. When a solid is heated, particles near the source of heat start to vibrate first. This vibration will slowly spread through the solid, which will transfer energy (this is conduction).</p> 
<p>Week 4: Insulation</p> <p>Keyword definitions: Insulation - The use of materials which are poor conductors of heat to reduce unwanted energy transfers.</p> <p>Any object that is hotter than its surroundings will slowly cool down by transferring thermal energy to its surroundings. This cannot be avoided, but it can be reduced by using materials like rock wool in the loft of a house for example.</p> 	<p>Week 5: Specific Heat Capacity</p> <p>Keyword definitions: Specific heat capacity - The amount of energy needed to raise the temperature of 1kg of a material by 1°C.</p> <p>When heating up a material, three factors must be taken in account in order to calculate how much energy is needed:</p> <ul style="list-style-type: none"> • The amount of material (mass). • How much you want to heat it up (temperature change). • The material itself (specific heat capacity). <p>For example, heating up water requires a lot more energy than copper, due to its chemical bonds.</p>	<p>Week 6: Practical Investigation</p> <p>Keyword definitions Resolution - The smallest difference a piece of equipment can measure. Accurate - A result that is close to the true value. Precise - A group of results which are very close together.</p> <p>To find out the specific heat capacity of a material, we can provide it with a measured amount of energy with an electric heater, and measure how much its temperature increases with a thermometer. If the mass of the material is known, an equation can be used to calculate its specific heat capacity.</p> 





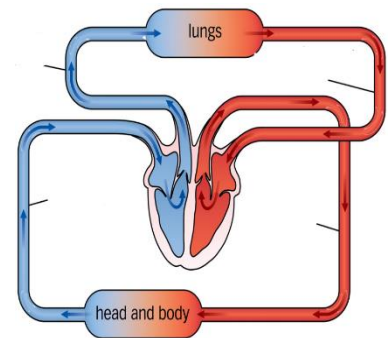
Subject: Biology

Week 1: The lungs and the heart

Keyword definitions

Lungs – A pair of organs in the chest that supplies the body with **oxygen** and removes **carbon dioxide** from the body.

Heart – A muscle in the chest that pumps blood through the circulatory system around the body.



The heart and lungs work together to ensure that **oxygenated blood** flows from the lungs to the body and **deoxygenated blood** flows from the body back to the heart and lungs.

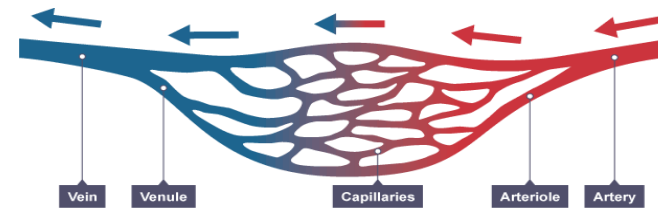
Week 2: Blood and blood vessels

Keyword definitions

Circulation – The movement of blood through different vessels in the body.

Blood vessels: Arteries, veins and capillaries are the blood vessels that transport blood around the body.

Haemoglobin - An iron-containing **protein** inside of red blood cells that temporarily holds onto oxygen.



Arteries carry oxygenated blood to the capillaries where it is absorbed into the body; **veins** carry deoxygenated blood from the capillaries in the body back to the lungs.

Year 9: Spring Term 1

Week 3: Respiration in animals

Keyword definitions

Respiration – An **exothermic** reaction that releases energy from the glucose.

Exothermic – A reaction that releases heat energy to the surroundings.

Aerobic respiration - Respiration that involves oxygen. In **aerobic respiration**, glucose is broken down (oxidisation) and in the process energy is released.



Anaerobic respiration - Respiration that does not involve oxygen. This process releases less energy and also produces **lactic acid**.



Week 4: Metabolism and response to exercise

Keyword definitions:

Metabolism – Metabolism is the sum (total) of all **chemical reactions** that take place in an organism's cell or body. There are an estimated 37,000,000,000,000,000,000 taking place in the body every second.



During **exercise**, your **muscles** may respire **anaerobically** resulting in an oxygen debt. This is the amount of extra **oxygen** your body needs to react with the build-up of **lactic acid** and remove it from cells.

Week 5: Non-communicable diseases

Keyword definitions:

Non-communicable disease – A disease that cannot be passed from person to person and is typically long-lasting.

Correlation – A connection or relationship between two or more facts or numbers.



Coronary heart disease is caused by a build-up of fatty substances in the blood vessels supplying the heart. This can slow the blood supply to the heart which may lead to **heart failure** or a **heart attack**.

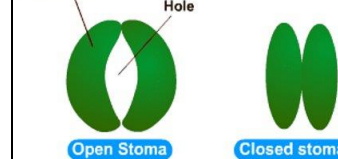
Week 6: Plant organisation

Keyword definitions

Transpiration – Transpiration is the evaporation of water through the **stomata** of a leaf, after travelling from the roots, up the **xylem** and into the leaf.

Stomata – Tiny holes on the surface of a leaf that allow the flow of gasses in and out of the plant.

The **guard cells** change shape to allow the stomata to open when **gas exchange** is required and close when it's not needed.



Xylem – A tube within a plant that allows water and mineral ions to flow up from the roots.


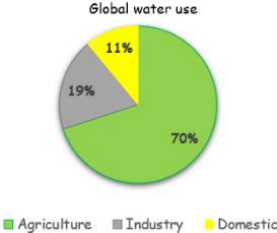









Subject: French	KPOW: Free Time Activities	Year 9: Spring Term 1
<p>Week 1: Free time activities</p> <p>j'aime [I like] j'aime bien/beaucoup [I really like] je préfère [I prefer] je déteste [I hate] regarder [to watch] jouer [to play] aller [to go] lire [to read] danser [to dance] courir [to go running] écouter [to listen] faire [to do] mon activité préféré [my favourite activity] plus intéressant [more interesting] passionnant [exciting] reposant [relaxing] ennuyeux [boring]</p>	<p>Week 2: Leisure activities in the past</p> <p>j'ai écrit [I wrote] j'ai eu [I had] j'étais [I was] j'ai fait [I did] j'ai mis [I put on] j'ai pris [I took] j'ai couru [I ran] j'ai lu [I read] j'ai ri [I laughed] j'ai vu [I saw] j'ai reçu [I received] j'ai bu [I drank] j'ai téléchargé [I downloaded] j'ai joué [I played] malade [ill] fatigué(e) [tired]</p>	<p>Week 3: Hobbies & leisure activities – Imperfect</p> <p>j'aimais [I used to like] j'adorais [I used to love] je préférais [I used to prefer] j'écoutais [I used to listen to] je regardais [I used to watch] je jouais [I used to play] je dansais [I used to dance] j'allais [I used to go] je chantais [I used to sing] je lisais [I used to read] faire de la cuisine [to do the cooking] sortir [to go out] la lecture [reading] la mode [fashion] la natation [swimming] les romans [novels]</p>
<p>Week 4: Future plans for leisure activities</p> <p>le week-end prochain [next weekend] je vais [I am going] il va [he is going] elle va [she is going] on va [we are going] nous allons [we are going] ils/elles vont [they are going] faire des promenades [to go walking] faire de la natation [to go swimming] faire de l'équitation [to go horseriding] faire de l'escalade [to go climbing] faire du vélo [to go cycling] venir avec [to come with...] ça va être [it is going to be] relaxant [relaxing] génial [great]</p>	<p>Week 5: TV, Music, Cinema & Reflexive Verbs</p> <p>je regarde [I watch] mon émission préférée [my favourite programme] devant [in front of] l'écran [screen] j'écoute [I listen] le chanteur/la chanteuse [singer] mon portable [my mobile phone] je m'intéresse à [I'm interested in] les actualités [the news/current affairs] on se ressemble [we are similar] on s'entend bien [we get on well] on se relaxe [we relax] on se dispute [we argue] on se lève [we get up] on se couche [we go to bed]</p>	<p>Week 6: Revision</p> <p>Revise all of the vocabulary and structures from weeks 1-5.</p>





Subject: Geography	KPOW: Resource Management	Year 9: Spring Term 1
<p>Week 1: Do we have enough?</p> <p>We need resources to survive, but resources are unequally distributed around the world. The 3 main resources are water, food and energy. Only 3% of all the water on Earth is fresh water and suitable for human use. Of that 3% only 1% is easily accessible in rivers and lakes.</p> <p>Many countries suffer from water stress, when a country uses 80% or more of their available water.</p>  <p>The areas that suffer the most are parts of northern Africa and southern Asia.</p> <p>Negative consequences of water stress include:</p> <ul style="list-style-type: none"> • Conflict • Crops fail 	<p>Week 2: Water</p> <p>In the UK, around 28% of our total water supply is groundwater, pumped from aquifers – an underground store of water. The rest is surface water, pumped from reservoirs.</p> <p>Agriculture uses most of the world's fresh water supply.</p>  <p>5 strategies to try and increase fresh water supplies:</p> <ul style="list-style-type: none"> • Catch it as it falls • Stop wasting it • Recycle it • Move it • Take it from the sea 	<p>Week 3: Food</p> <p>Food security is when people have reliable access to enough food.</p> <p>There is plenty of food available in the UK, but it's not all produced here. Around 64% of the food we eat in the UK is produced here and the rest is imported.</p> <p>A high % of our imported food is grown in warmer climates, such as bananas, oranges, tea & coffee, so that we can enjoy them all year round.</p> <p>Some people don't have access to enough food- this is called food insecurity. This can be for several reasons:</p> <ul style="list-style-type: none"> • poor quality soil • lack of water • climate change 
<p>Week 4: Energy</p> <p>Fossil fuels are burnt to create energy for human use. They are made from the remains of plants and animals that died millions of years ago and buried under layers of rock. They are non-renewable.</p>  <p>Oil is the most used fossil fuel across the world.</p> <p>When fossil fuels are burnt to make energy, they release carbon dioxide, which is a greenhouse gas, and contributes to climate change.</p> <p>Reasons for the increase of fossil fuels:</p> <ul style="list-style-type: none"> • increase in population • increase in manufacturing • increase in transport 	<p>Week 5: Renewables</p> <p>Renewable energy comes from the Earth's natural resources and will never run out.</p> <p>Renewable energy is a clean energy that doesn't emit carbon emissions. It tends to be cheaper than using non-renewable energy sources.</p>  <p>There are many types of renewable energy including:</p> <ul style="list-style-type: none"> • Solar – energy from the Sun • Biomass – plant & animal matter • Wind • Hydroelectric power – water • Geothermal – heat from the earth 	<p>Week 6: Why must we change our ways?</p> <p>Scientists have identified 5 mass extinctions, but another mass extinction could be on its way. AND it's our fault! Many human activities such as settlement growth and deforestation cause animals to become endangered and often extinct. This means the species no longer exists.</p>  <p>We need to learn how to live in a much more sustainable way by:</p> <ul style="list-style-type: none"> • Putting an end to hunger, achieving food security for everyone • Limiting climate change • Buying and using things in a responsible way • Protecting other species; for example stopping deforestation.





Subject: History	KPOW: How did Hitler become Chancellor?	Year 9: Spring Term 1
<p>Week 1: The Russian Revolution</p> <p>Causes of the Revolution: Many people were poor and unhappy with the Tsar (Russian leader). The economy was in trouble, farms were struggling, unemployment was high, and millions had died in the First World War. The people blamed the Tsar for Russia's problems.</p> <p>Timeline of events in 1917. 2nd March: The Tsar tried to get back to St Petersburg, but the workers stopped him. 15th March: Tsar Nicholas was forced to abdicate (give up the throne). A temporary government was put in place, but they struggled. April: Lenin criticised the government. He promised the workers 'Peace, Land and Bread'. 7th November – Lenin and the Bolsheviks took power.</p> 	<p>Week 2: Communism and the USSR</p> <p>Communism: a political and economic system where individual people don't own land, property, and businesses.</p> <p>USSR flag: Red = revolution. Gold star = power. Hammer = factory workers. Sickle = farm workers.</p> <p>How did Stalin control the USSR? Anyone in opposition was arrested. Secret police watched everyone. Propaganda was used to make Stalin popular.</p> <p>How did Stalin change the USSR? Unemployment was non-existent, working hours were long and pay low. Women were encouraged to work, but there was not enough childcare leading to children living on the streets. In school, students learnt about communism and how Lenin and Stalin were heroes.</p> 	<p>Week 3: Fascism and Italy</p> <p>Fascism: the political idea where the government controls everything and people lose the freedom to say or do as they want.</p> <p>Problems in Italy after the First World War: 600,000 dead, 2 million unemployed, food shortages and high taxes.</p> <p>Benito Mussolini: Formed the Fascist Party in 1919. He promised to bring glory and discipline back to Italy. In 1922, the King made him Prime Minister. Very soon, opposition was banned. He called himself 'il Duce'</p>  <p>Life in fascist Italy:</p> <ul style="list-style-type: none"> • Political parties banned. • Government control of newspapers • Unemployed joined the army. • People free to run their own businesses.
<p>Week 4: Germany – the rise of Adolf Hitler</p> <p>Problems in Germany: Hyperinflation = the price of goods and services rise uncontrollably. High unemployment, factories closed, people unhappy with the government.</p> <p>Rise to power: Hitler told the people what they wanted to hear. He was a brilliant public speaker and held meetings where he told people about his ideas for a better Germany.</p> <p>Hitler's policies included making Germany strong again (Nationalism), controlling big businesses (Socialism), a belief that the Germans were the master race and that men and women should have traditional roles. By 1928, the Nazis were the largest party in the Reichstag (German Parliament) and by 1933 Hitler was Chancellor of Germany.</p>	<p>Week 5: KPOW/Life in Nazi Germany</p> <ul style="list-style-type: none"> • The National Labour Service set up in 1935 offered men aged between 18 and 25 jobs. • Built schools, hospitals, roads, and railways. <p>Treatment of Women:</p> <ul style="list-style-type: none"> • Women should be good wives and mothers. • Newly married couples were given loans to encourage them to have children. • Medals given to women who had the most children. <p>Propaganda and Censorship:</p> <ul style="list-style-type: none"> • Hitler wanted to control how people thought. • Newspapers, films and books were all controlled by the government. 	<p>Week 6: Life in a Totalitarian State</p> <p>Totalitarian = a form of rule in which the government attempts to maintain 'total' control over society,</p> <p>Youth: School prepared children for adulthood. Boys studied sport, science & maths. Girls studied cookery.</p> <p>Propaganda: The swastika symbol was on every government uniform and building and pictures of Hitler were displayed everywhere. Sport events such as the 1936 Olympics were used to demonstrate the belief in the superiority of the Aryan (typically blond haired and blue eyed) race.</p> <p>The Police State: Enemies of the state were sent to concentration camps. The Gestapo (Secret Police) monitored the population for signs of resistance and judges had to swear loyalty to the Nazi regime.</p> 





Subject: DT - Food

Week 1 & 2: Health and Safety and recipes

Skills/terms and health in Food

A HAZARD in a kitchen is something that could cause illness or injury.



Plan to make deep fried chicken nuggets and chips:

1. Cut chicken and coat in flour, egg, and breadcrumb.
2. Place in hot oil to cook.
3. Chop potatoes into chip shapes and fry in same oil.

DEEP FAT FRYING – COMPLEX SKILL

ENROBING= coating an ingredient in another-E.g.- coating the chicken in flour, egg then crumbs.

Plan to make sausage rolls:

1. Lay out pastry and place meat in 2 rows on the long side.
2. Cut in half and fold over.
3. Cut into pieces and glaze with an egg then bake. Heat: 75 degrees.
4. BAKING- MEDIUM SKILL

GLAZING= brushing an egg wash onto the outside of a product-E.g.- covering pastry in egg to bake.

KPOW: Skills in Practical

Week 3 & 4: Hospitality Theory

Type of provider	Definition	Examples
ACCOMODATION	Somewhere that you can stay overnight.	Hotels, Bed and Breakfasts (B&Bs), hostels, holiday parks, campsites, cruise ships.
RESTAURANTS and BARS	A place that you would go to eat and/or drink.	Pubs, nightclubs, casinos, restaurants, cafes, tearooms, coffee shops, fast food outlets.
TRAVEL and TOURISM	Anything that allows people to travel to another destination away from their home (e.g. for holidays)	Airlines, leisure centres, travel agents, train services, bus services, taxis/Uber

The Kitchen Brigade

Head chef/executive chef- in charge

Sous chef- second in charge

Chef de partie (section chefs)- responsible for specific items

Commis chef- trainee chef

Plongeur (dishwasher)- cleans up and washes pots.

COMMERCIAL Vs NON-COMMERCIAL

Commercial establishments are there to make a profit- examples include- restaurants, fast food outlets, hotels, guest houses.

Non-commercial residential establishments do not make a profit- examples include- hospitals, prisons, armed forces barracks, council run care homes.

TYPES OF FOOD SERVICE

- CAFETERIA- customers line up and are served ready made food from a selection.
- BUFFET- customers pay and can select as much food as they want.
- FAST FOOD- quick turnaround from ordering to receiving- typically unhealthy and convenient.
- WAITED ON- waiters bring food to the table.
- SILVER SERVICE- served to a large amount of guests from silverware.

Year 9: Spring Term 1

Week 5 & 6: Recipes

Plan to make a cheesecake:

1. In a bowl, add biscuits and smash up, then add melted butter to pack together and add to tin.
2. Add cream cheese, cream, icing and vanilla and whisk together and add to the top of biscuits- leave to set and decorate.



WHISKING=COMPLEX SKILL-E.g- using an electric whisk to combine ingredients together.

Plan to make curry and naan bread:




1. Cut chicken up and fry with onions and garlic then add curry powder and chilli and cream- leave to simmer.
2. In a bowl, add all dry ingredients with water and yoghurt and mix until it forms a dough.
3. Split into pieces, roll out and dry fry.



DOVETAILING=COMPLEX SKILL- E.g.- making multiple products at one time.





Subject: DT – Product Design	KPOW: Product Analysis & Initial Ideas	Year 9: Spring Term 1
Week 1 & Week 2	Week 3 & Week 4	Week 5 & Week 6
<p>De Stijl inspire Desk Lamp Product Analysis Using ACCESSFM A – Aesthetics C – Cost C – Customer E – Environment S – Size S – Safety F – Function M – Materials</p>  <p>Sustainable Design To create products and services that are not harmful to the environment or use up the planet's natural resources, therefore protecting our planet for future generations.</p> <p>In order to achieve this, design use the 6 Rs of sustainability.</p> <p>Recycle - Reprocess a material or product and make something else.</p> <p>Re-use - Use a product to make something else with all or parts of it.</p> <p>Reduce - Cut down the amount of material and energy you use as possible.</p> <p>Refuse - Don't buy a product if you don't need it or it's bad for environment.</p> <p>Rethink - Design in a way that considers people and the environment.</p> <p>Repair - When a product breaks down or doesn't work, try to fix it.</p>	<p>Globalisation Building a worldwide network of communication, transportation, and trade.</p> <p>Global Production This term is used to describe how one product can be produced all over the world.</p> <p>Advantages Makes products cheaper, therefore lower cost for consumers.</p> <p>Disadvantages Carbon footprint (environmental) & ethical/moral considerations.</p> <p>Product Manufacture CAD Design - Computer aided designs can be e-mailed from one side of the world to the other.</p> <p>Transportation Ships, lorries and sometimes aeroplanes are used to transport products and components around the world.</p> <p>Just-in-time Manufacturing Just-in-time manufacturing is when materials/ components are ordered so they arrive just as they are needed.</p> <p>Advantages The company does not have to pay for large amounts of stock in one go.</p> <p>Disadvantages There is no spare finished product available to meet unexpected orders.</p>	<p>Materials - Timbers Hardwoods Come from deciduous trees & grow slowly. Ash, beech, oak, mahogany, more expensive</p> <p>Softwoods Come from evergreen trees & grow quickly. Cedar, Scots pine, Parana pine, Spruce.</p> <p>Properties OAK - The timber is very <i>strong</i> and <i>hard</i> to work with. PINE - Easy to work with/ lightweight prone to scratches/dents.</p> <p>Materials - Fibres Natural Fibres – From plants or animals. Manufactured fibres – Combined with chemicals.</p> <p>Properties Natural These fibres come from renewable source. They are also biodegradable (something that will decay (break down) over time). Generally absorbent. Poor resistance to chemical damage. Durable – especially animal fibres.</p> <p>Manufactured Less absorbent than natural fibres. Wrinkle less than plant fibres. Easier to care for than natural fibres (i.e. wash/clean). Resistant to moths/insects. Durable</p>  





Subject: DT - Textiles

Week 1 & Week 2: Mobile Phone Holder



Specification = a list of requirements that the product should fulfil.

- **Specification Points:** Target Market, Function, Aesthetics, Materials, Ergonomics & Quality.
- There are 2 categories, **Essential** (product MUST do this) and **Desirable** (the product COULD do this).

Theory:

SEC - Social, ethical and cultural factors relating to manufacture and buying products:

- **Social** – consider how products can affect communities (child labour, working conditions, working hours and wage)
- **Ethical** – consider the welfare of people and animals (Coltan mineral known as Conflict mineral, child labour used, destroying gorillas' habitats, animals being poached. Angora rabbits, fur ripped out)
- **Cultural** – take care not to offend groups of people with different traditions & beliefs (cultural appropriation, copying ideas without understanding or respect e.g. Sikh Turban – used by Gucci and Navajo tribe images used by Urban Outfitters)



KPOW: EOM Test

Week 3 & Week 4: Market Push & Technology Pull

This drives the development of new products:

Technology push



Advances in technology drive the design and manufacture of a new product.

Market pull



Consumer needs or wants drive the design and manufacture of new products.

Technology Push - Research & Development: In industry Research & Development departments are always coming up with new technologies, materials, and manufacturing methods. This then drives the design of new products or improves existing ones making them **cheaper, function better, look better** and are **more efficient**.

Smart Phone is a product which has been developed by 'Technology Push'. Touch screen technology & GPS.



Market Pull – Designers design and manufacturers make products to satisfy consumer wants, needs, and demands. Changing fashions and social attitudes affect people's wants. New Products are developed to meet society's desire for products that **are better for the environment, meet trends** and respond to **focus groups' feedback**.

Energy efficient lightbulb is an example of 'Market Pull'.



Year 9: Spring Term 1

Week 5 & 6: New Technologies & their Impact

Artificial Intelligence ~ Computers that copy or simulate human intelligence.

Example: Cars self-park/ drive = could reduce road accidents.

Biometrics ~ Parts of a person's body are used for identification purposes.

Example: Smartphone uses fingerprint readers, retina or voice recognition = more secure.

Robotics ~ Perform wide range of sometimes difficult physical tasks.

Example: defusing bombs, search & rescue operations = safer for humans. Spraying cars = consistency and speed improved, and costs reduced.

Virtual Reality ~ Computers are used to create an artificial environment where users can interact with it as if it were real.

Example: Virtual Buildings, designers and architects can walk through it checking for potential errors – modifications can be made quickly and safer buildings created.

Key Words:

Appropriating – The act of appropriating or taking possession of something, often without permission or consent.

Focus Group – Market research method companies use to better understand their target audience's thoughts and opinions about products.

Criteria – A standard by which something can be judged or decided.

Manipulate – Handle or control (a tool, mechanism, information etc.) in a skilful manner.





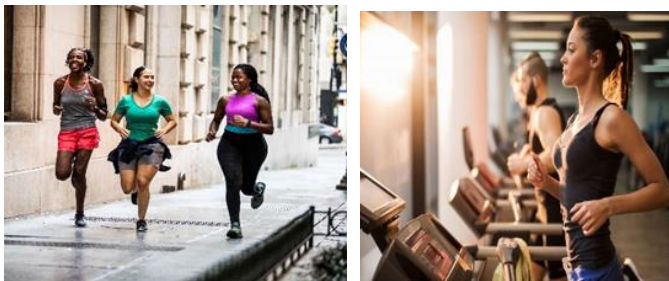
Subject: Core PE

Week 1 & Week 2: Self-Esteem

Definition- Self-esteem is used to describe a person's overall self-worth or personal value. In other words, how much you appreciate and like yourself.

How does exercise help with Self-Esteem? -

- Feeling part of something when you join a team.
- Performing better due to what you have practiced.
- Feeling better about yourself as exercise helps to lose weight.



KPOW: Key Words

Week 3 & Week 4: Relieve Stress

Definition- Exercise relieves stress by releasing the hormone **serotonin**. This makes you feel better about what was causing you stress as well as giving you a more positive outlook on life.

How does exercise help to Relieve Stress? -

If you are having a bad day, going on a run / bike ride / swim / any other low intensity exercise can help you feel less stressed.



Year 9: Spring Term 1

Week 5 & Week 6: Mental Challenge

Definition- Exercise can act as a mental challenge. Overcoming this can lead to the individual feeling more motivated.

How does exercise help Mental Challenge? -

Setting yourself a goal to run 5km without stopping, (or something that you will find challenging), can increase: confidence, self-esteem and motivation.





Subject: Computing & Digital Media	KPOW: Computer Science Spotlight	Year 9: Spring Term 1																																																																																																																																											
Week 1 & Week 2	Week 3 & Week 4	Week 5 & Week 6																																																																																																																																											
<p>Binary Shift: The process of moving the digits in a binary number to the left or right a set number of times.</p> <p>Boolean: A binary variable that can have one of two possible values, 0 (False) or 1 (True).</p>	<p>Insertion Sort: A sorting algorithm that compares values in turn, starting with the second value in the list.</p> <p>Selection: Involves making a decision based on a condition to determine the next path a program will take.</p>	<p>Algorithm: A set of steps to solve a problem.</p> <p>Sequence: To put instructions into a logical order.</p>																																																																																																																																											
<p>Binary to Hex conversion:</p> <table border="1" data-bbox="107 467 741 544"> <tr> <td>8</td><td>4</td><td>2</td><td>1</td><td>8</td><td>4</td><td>2</td><td>1</td> </tr> <tr> <td>0</td><td>1</td><td>0</td><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td> </tr> </table> <p>A=10, B=11, C=12, D=13, E=14, F=15</p> <p>The left side adds up to 5 and the right side adds up to 12 (in Hex this is C), so the answer would be 5C.</p> <p>A binary shift either multiplies (*) or divides (/) a binary number. A left shift multiplies, a right shift divides.</p> <p>Left shift of 2 example (multiply)</p> <table border="1" data-bbox="107 799 741 876"> <tr> <td>0</td><td>1</td><td>1</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td> </tr> </table> <p>In this example, the 8-bit number has shifted 2 places to the left. This means we lose 2 bits from the left and add 2 0s to the right.</p> <p>Right shift of 3 example (divide)</p> <table border="1" data-bbox="107 1023 741 1099"> <tr> <td>0</td><td>1</td><td>1</td><td>1</td><td>1</td><td>0</td><td>1</td><td>1</td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> </table> <p>In this example, the 8-bit number has shifted 3 places to the right. This means we lose 3 bits from the right and add 3 0s to the left.</p> <table border="1" data-bbox="107 1246 770 1361"> <thead> <tr> <th colspan="6">Effects of left and right binary shifts</th> </tr> <tr> <th>Left 1</th><th>Left 2</th><th>Left 3</th><th>Right 1</th><th>Right 2</th><th>Right 3</th> </tr> </thead> <tbody> <tr> <td>*2</td><td>*4</td><td>*8</td><td>/2</td><td>/4</td><td>/8</td> </tr> </tbody> </table>	8	4	2	1	8	4	2	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	0	1	1	1	1	Effects of left and right binary shifts						Left 1	Left 2	Left 3	Right 1	Right 2	Right 3	*2	*4	*8	/2	/4	/8	<p>Insertion Sort is a simple sorting algorithm that builds the final sorted list one item at a time by comparisons.</p> <table border="1" data-bbox="792 504 1464 544"> <tr> <td>20</td><td>7</td><td>10</td><td>5</td><td>8</td> </tr> </table> <p>The first item in the list is classed as sorted so we start with the second item. Does 7 come before or after 20?</p> <table border="1" data-bbox="792 616 1464 692"> <tr> <td>20</td><td>7</td><td>10</td><td>5</td><td>8</td> </tr> <tr> <td>7</td><td>20</td><td>10</td><td>5</td><td>8</td> </tr> </table> <p>7 comes before 20, so we place 7 in the correct position. Repeat the process for the next number. Where does 10 belong in the green ordered list?</p> <table border="1" data-bbox="792 799 1464 916"> <tr> <td>20</td><td>7</td><td>10</td><td>5</td><td>8</td> </tr> <tr> <td>7</td><td>20</td><td>10</td><td>5</td><td>8</td> </tr> <tr> <td>7</td><td>10</td><td>20</td><td>5</td><td>8</td> </tr> </table> <p>Now that we have placed 10 in the correct position, keep going until all numbers are sorted.</p> <table border="1" data-bbox="792 991 1464 1182"> <tr> <td>20</td><td>7</td><td>10</td><td>5</td><td>8</td> </tr> <tr> <td>7</td><td>20</td><td>10</td><td>5</td><td>8</td> </tr> <tr> <td>7</td><td>10</td><td>20</td><td>5</td><td>8</td> </tr> <tr> <td>5</td><td>7</td><td>10</td><td>20</td><td>8</td> </tr> <tr> <td>5</td><td>7</td><td>8</td><td>10</td><td>20</td> </tr> </table> <p>Remember there are two other types of sort algorithms:</p> <ul style="list-style-type: none"> Bubble Sort Merge Sort 	20	7	10	5	8	20	7	10	5	8	7	20	10	5	8	20	7	10	5	8	7	20	10	5	8	7	10	20	5	8	20	7	10	5	8	7	20	10	5	8	7	10	20	5	8	5	7	10	20	8	5	7	8	10	20	<p>Python Programming</p> <table border="1" data-bbox="1478 504 2112 732"> <thead> <tr> <th>Data Type</th><th>Description</th><th>Example</th> </tr> </thead> <tbody> <tr> <td>Character</td><td>A single letter</td><td>'a'</td> </tr> <tr> <td>String</td><td>Multiple characters</td><td>'cat'</td> </tr> <tr> <td>Integer</td><td>Whole number</td><td>5</td> </tr> <tr> <td>Real/float</td><td>Decimal number</td><td>6.2</td> </tr> <tr> <td>Boolean</td><td>True/False</td><td>True</td> </tr> </tbody> </table> <p>How to output (print):</p> <pre>print("Hello World")</pre> <p>Assigning variables:</p> <pre>message = "Hello World!"</pre> <p>Inputting information:</p> <pre>num = input("Please enter a number")</pre> <p>Casting to an integer:</p> <pre>age = int(input("Please enter your age"))</pre> <p>If statement:</p> <pre>score = 77 if score > 75: print("Pass") else: print("Fail")</pre>	Data Type	Description	Example	Character	A single letter	'a'	String	Multiple characters	'cat'	Integer	Whole number	5	Real/float	Decimal number	6.2	Boolean	True/False	True
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Subject: Music

Week 1 & Week 2: Reggae Music



Reggae music first started in Jamaica in the 1960s. By the 1970s, its popularity had spread to other countries, particularly Britain.

Reggae comes from the country **Jamaica**.

Reggae has a very strong **rhythm**, and the songs often use words and sounds that come from Jamaica.

Jamaica is in the Caribbean Islands...

The **Caribbean Islands** is a region consisting of more than 700 islands; it is known for its diverse culture & rich history. The Caribbean is the birthplace of several music genres, including **Reggae**.



KPOW: 60s and 70s

Week 3 & Week 4: Bob Marley



Bob Marley (1945–1981) was a Jamaican singer, songwriter, and musician who is widely regarded as the most famous and influential reggae artist in history. He helped bring reggae music, a genre that started in Jamaica, to the global stage.

Fret Board:

The **Fred Board** has metal bars running across the neck divided into sections. The Fred board is found on stringed instruments.

Pressing a string down against a fret changes its pitch.

We play using our **LEFT** hand.

Understanding the fretboard is essential for string instrument players as it is fundamental to producing the correct notes and playing music accurately.



Year 9: Spring Term 1

Week 5 & Week 6

Note Values:

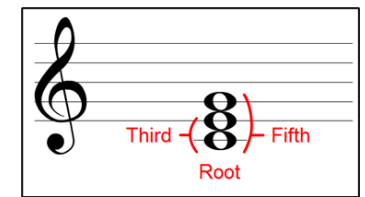
British note names	Note symbols	Note value
Semibreve		4 beats
Minim		2 beats
Crotchet		1 beat
Quaver		1/2 of a beat
Semiquaver		1/4 of a beat

What is a Chord?

A chord is a combination of **two or more** notes put together.

Chords begin with a single note called the **root note**.

A **triad** is made up of three notes created from the root, third and fifth.



A chord uses your 1st, 3rd and 5th fingers starting on the note that is written.





Subject: Art

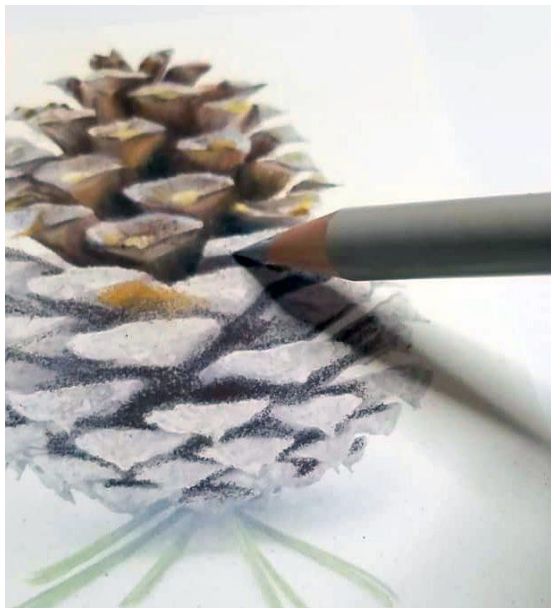
Week 1 & Week 2: Keywords & Baseline

Keywords and definitions

- Quality (of work) – factors such as mark making and relevance contribute to how an art work is communicated to others.
- Experimental (art) – work that explores new ideas, techniques, or materials.
- Conclusion (final outcome) – the final part of a project.

Observational drawing - to record a subject as accurately as possible.

Materials used – colour pencil



KPOW: Natural forms

Week 3 & Week 4: Artist Page

Artist Research – Debbi Payne

- An artist and illustrator from Texas, USA
- Her work can be described as whimsical with bright and bold colours.
- Her work can be found on products ranging from fabrics, garden flags, ceramics, and paper products.
- She has a line of self-published colouring books.
- Her work is inspired by nature and spreads positive messages.



Year 9: Spring Term 1

Week 5 & Week 6: Development of skills

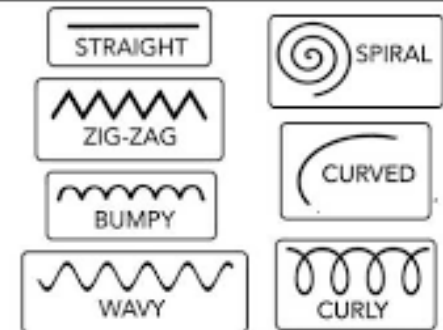
Art skills

Types of line - The most common *types of lines in art* are horizontal, vertical, diagonal, zigzag, curved, dotted, broken, spiral, and curly lines.

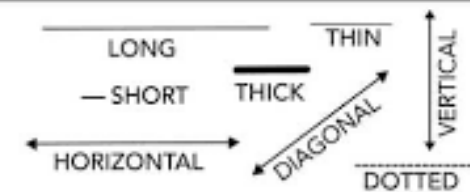
Mark making is the action of producing marks on a surface such as paper, canvas, and textiles.

Types of line and other mark making skills will be used to create your own natural form inspired research pages and outcomes.


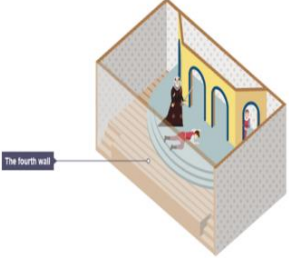




TYPES OF LINE



ANY OF THESE LINES CAN BE...





Subject: Drama	KPOW: John Godber - Brecht	Year 9: Spring Term 1
<p>Week 1 & Week 2: Introduction to Style</p>	<p>Week 3 & Week 4: Introduction to Teachers</p>	<p>Week 5 & Week 6: Techniques</p>
<p>There are many things to consider when taking a piece of drama from page to stage. The style you choose for your performance will influence the way you use lights, costumes, sound and set.</p> <p>Theatre Styles</p> <p>Naturalistic style – This is a style of theatre that is true to life, derived from or closely imitating real life or nature.</p>  <p>Epic Theatre - Drama presenting a series of loosely connected scenes that avoid illusion and often interrupt the story line to address the audience directly with analysis, argument, or documentation.</p>  <p>Style - a distinctive appearance, typically determined by the principles according to which something is designed</p>	<p>Teachers - is a play by John Godber, written in 1987. Three school leavers, Salty, Hobby and Gail Saunders perform to the audience an account of their time in High School.</p>  <p>The Characters</p> <ul style="list-style-type: none"> • Ian "Salty" Salt - a school-leaver, bright and fresh-faced, rather dirty in appearance. • Lilian "Hobby" Hobson - Shy. Should be very large, must be bigger than the other two. She is doing the play despite herself. • Gail Saunders - Loud mouthed and bossy, attractive and full of enthusiasm.  <p>Godber didn't want the actors to play a character onstage, only to show them as a 'type' of person in society.</p> <p>Characterisation- The act of changing voice, body language, movement, and gesture when in role.</p>	<p>Drama techniques are used to make stage action more interesting to <i>audiences</i>.</p> <p>Direct address - a theatrical technique where a character speaks <i>directly</i> to the audience, breaking the fourth wall.</p>  <p>Placards - a sign or additional piece of written information presented onstage.</p> <p>Narrator – the person who tells the story.</p>  <p>Multi-roling - when an actor plays more than one character onstage.</p> <p>Split-roling - here more than one actor plays the same character.</p> <p>Breaking the 4th wall - when a performer acknowledges the presence of the audience, the camera, or any other observer.</p> <p>Techniques – a way of carrying out a particular task, especially the execution or performance of an artistic work.</p>





Subject: Learning 4 Life

Week 1 & Week 2: Keywords

Please learn the keywords and definitions.



Skills	The ability to do something well.
Volunteer	To do unpaid work.
Qualities	They are parts of your attributes or characteristics.
Business	A person's regular occupation, profession, or trade.
Future proofing	Taking the time to plan and organise for the future.
Work Experience	Trialing out work/employment for a short period of time.
Motivation	What motivates you to do something.
Labour Market	The availability of jobs and the demand for them.
Passions	Something you love doing.
Entrepreneur	A person who sets up a business.
Tuition Fees	Money you pay to go to university.
Apprenticeship	Where you work and learn at the same time.

Week 3 & Week 4: Christian Parable

House built on rock.
This parable is from **Matthew** 7: 24-27 in the Bible. A parable is a story which has **meaning and purpose**, and you should learn from it.

24 "Therefore, whoever hears these sayings of Mine, and does them, I will liken him to a **wise man** who built his house on the **rock**: **25** and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock.

26 "But everyone who hears these sayings of Mine, and does not do them, will be like a **foolish man** who built his house on the **sand**: **27** and the rain descended, the floods came, and the winds blew and beat on that house; and it fell. And great was its fall."



In the parable, Jesus compares building a life on the teachings of Jesus to building a house on solid rock, which is resistant to floods. The rock symbolises a solid foundation, strength, and stability. The parable illustrates the importance of obeying Jesus' teachings and example.

When we compare this to careers, we should rely on wise people who can give solid careers education and guidance information like Mr Dowey and L4L teachers, to help make informed decisions.

<https://youtu.be/l6S3cRVLmfQ?si=3yWnQ2iiqjVht7Gh>

Year 9: Spring Term 1

Week 5 & Week 6: Work Experience



Work experience is time spent in a workplace learning about a job role, a company, or a career sector.



Most work experience is unpaid though there are some types of opportunities where you can earn money.



Companies are starting to develop 'virtual' placements, where you work remotely using digital technology, without having to go into the workplace.



Work experience is not just for young people. It can be useful for career changers and people looking to get back into work. It can help you to gain skills and decide what to do.

- In 2021, less than 17% of students had undertaken work experience in the last year.
- Lack of work experience was the main struggle for job-seeking university students.
- 75% of students found work experience useful in developing skills.
- Majority of work experience undertaken was unpaid.





Home Learning Schedule

Day	Subject to Learn	
Monday	English and Learning 4 Life	
Tuesday	Maths and Computing & Digital Media	Sparx Week B
Wednesday	Science	Educake Week A
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

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