

## Cycle 3

### May to July 2017

### Year 9 Learning Guide



Dear Parents / Carers

**Re: Up-coming End of Year KS3 Exams**

As we approach the end of the year, we are now preparing students to take the last set of exams. These exams will not only support teachers' planning but also help students deepen their learning by being able to revise and recall information in different contexts.

The exams will take place between 13<sup>th</sup> and 27<sup>th</sup> June. Students have already received details of the English and maths times on their revision timetables and further details will be available shortly on Firefly. Most exams take place in the hall but some will also be sat in their normal lessons. Students will be tested on areas that they have learnt since joining Shoreham Academy.

It is impossible for students to revise everything they have learnt and instead they should practise the knowledge and skills they are not yet secure in. To help students do this they have been given a revision timetable that they should use to plan their time and subjects. From Monday 22<sup>nd</sup> May, students will be set revision homework by their classroom teachers which may be a set task to support students prepare or may be independent revision time. To do this students should:

1. Maths – use their last report to find out what KPIs they did not previously meet and then watch the films and practise these skills using Hegarty Maths.
2. English – download the work packs provided by the English department. These can be found on Firefly. Once a week the English department will be setting a task from the pack.
3. Students should ask to take home their class book to revise from. The best way to do this is for students to read through the material and write questions. These flash cards can then be used by students to quiz themselves and each other.

I am so pleased with the hard work of KS3 students this year. It is now important that your son/daughter is well prepared for their exams so that they can perform to the best of their ability. Please support your son/daughter by making sure that they have prepared their revision timetable and are accessing the resources in this guide. If you have any questions then please do not hesitate to get in touch.

Yours sincerely



Ms V Penney  
Assistant Principal

## YEAR 9

### ENGLISH KPIs – CYCLE 3

Students will be looking at improving their skills of analysis of writers' viewpoints and perspectives. The students will be working on how to summarise the differences between two texts picking out details from the texts. Students will working on analysing the *effect* of the writer's choice of language to describe events. Students will also be making detailed comparisons across two texts to ensure that students can identify the differences in the texts. Year 9 will be focusing on transactional writing and on newspaper writing, and autobiographical writing, letter writing and writing for magazines.

KPI No.	KPI and Success Criteria
9.1	<p><b>I can make developed and convincing inferences from a text, and select evidence to support them.</b></p> <p>Students should be able to 'read between the lines' and demonstrate that they understand a text on a deeper level. They should be able to show they understand why writers have used specific words and the effect that they have on the reader and the text as a whole. They should be able to pick out quotations to support their ideas.</p>
9.2	<p><b>I can write a response which develops a clear argument or viewpoint.</b></p> <p>Students should be able to show their opinion clearly when writing about their own ideas. They should be able to write in a way which is logical and leads the reader through points individually. Students should be able to offer their opinions in a structured way and lead to a conclusion.</p>
9.3	<p><b>I can identify and analyse the effects of specific parts of a text, with detailed explanations, supported by evidence.</b></p> <p>Students should be able to 'read between the lines' and demonstrate that they understand text on a deeper level. They should be able to show they understand why writers have used specific words and phrases. They should be able to explain the effect that these words have on the reader and the text as a whole.</p>
9.5	<p><b>I can compare characters, events, language and ideas across 2 or more texts.</b></p> <p>Students should be able to look at two or more texts and pick out what is the same about the language, events, and ideas used by the authors and what makes them different. They should be specific and be able to use evidence from the text to back up their ideas.</p>
9.7	<p><b>I can use standard English where appropriate.</b></p>

	Students should be able to demonstrate that they can write using standard English and not write in slang or use phrases which are not considered formal or standard.
<b>9.8</b>	<p><b>I can accurately write in both past and present tenses.</b></p> <p>This KPI requires students to be able to write coherently in the correct tense throughout their work.</p>
<b>9.9</b>	<p><b>I can use new vocabulary and sentence structures to achieve effects.</b></p> <p>This KPI requires students to use varied vocabulary in their writing and to be able to demonstrate that they can write using this vocabulary correctly. Students should also be able to self-consciously craft sentences for effect to enhance the reader's experience of a text.</p>

## YEAR 9 CYCLE 3 ENGLISH REVISION

Year 9 students should use their English Cycle 3 revision packs which have already been shared through Firefly.

These guides will walk students through their cycle 3 exam and will be looked at by the class teacher. They should be completed to the best of the student's ability and should be completed in full. It is vital that this revision pack is completed as students who do not will be putting themselves at a real disadvantage. If there are any questions then students should speak with their English teacher.

## YEAR 9 MATHS KPIS

Year 9 will be completing a transitional move from key stage 3 to key stage 4. A move which incorporates topics covered in the Mathematics GCSE. Cycle 3 will allow students to gain confidence and experience in; Statistics and data topics, tables, graphs and interpretation skills; Venn diagrams, listing elements and interpreting results ready for key stage 4.

KPI No	KPI and Success Criteria
9.15	<p><b>Venn diagrams and set notation; Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.</b></p> <ul style="list-style-type: none"> <li>• List possible elements in a set.</li> <li>• Interpret symbols for union, intersect and complement.</li> <li>• Draw and interpret Venn diagrams with 2 sets.</li> </ul>
9.16	<p><b>Grouped data; Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data.</b></p> <ul style="list-style-type: none"> <li>• Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts and vertical line (or bar) charts for ungrouped and grouped numerical data.</li> <li>• Calculate the mean from a grouped frequency table.</li> <li>• Plot a cumulative frequency curve.</li> </ul>
9.17	<p><b>Scatter graphs; Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.</b></p> <ul style="list-style-type: none"> <li>• Plot scatter graphs and draw estimated line of best fit.</li> <li>• Describe correlation and make predictions (but know that correlation doesn't mean causation).</li> </ul>

## YEAR 9 CYCLE 3 - MATHS REVISION

**The exam may cover topics studied across the year or Key Stage. Previous revision guides can be accessed on the school website.**

You will need to use your exercise book and Hegarty homework book to help you revise for your end of year assessment. The end of year assessment will cover all topics learnt in years 7, 8 & 9.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered this half term. Revise topics listed on the year 7 & 8 files too.

**Mymaths login and password; Shoreham and ruler.**

**For all Hegarty topics start at the lowest numbered clip and work your way up.**

**KPI 9.15 – Venn diagrams and set notation; Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.**

**Resources**

Hegarty Maths; in search tab → two-way tables.

Hegarty Maths; in search tab → venn diagrams.

Mymaths → data → presenting data → two-way tables.

Mymaths → data → probability → Venn diagrams 1.

Mymaths → data → probability → Venn diagrams 2.

Also see firefly → subject maths → year 9 → KPI revision

**KPI 9.16 – Grouped data; Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation involving discrete, continuous and grouped data.**

**Resources**

Hegarty Maths; in search tab → frequency tables.

Hegarty Maths; in search tab → pie charts.

Hegarty Maths; in search tab → grouped data.

Mymaths → data → presenting data → frequency tables and bar charts.

Mymaths → data → presenting data → pictograms and bar charts.

Mymaths → data → presenting data → line graphs and two-way tables.

Mymaths → data → presenting data → reading pie charts.

Mymaths → data → presenting data → drawing pie charts.

Mymaths → data → presenting data → grouped data.

Mymaths associated games.

Also see firefly → subject maths → year 9 → KPI revision

**KPI 9.17 – Scatter graphs; Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.**

**Resources**

Hegarty Maths; in search tab → data

Hegarty Maths; in search tab → samples.

Hegarty Maths; in search tab → scatter graph

Hegarty Maths; in search tab → interpreting data

Mymaths → data → presenting data → line of best fit

Mymaths → data → presenting data → scatter graphs

Also see firefly → subject maths → year 9 → KPI revision

## YEAR 9 French KPIs

In Cycle 3 students are covering social issues such as rights and what is important to individuals as well as personal priorities. They will also be consolidating learning for the year with a focus on grammar as outlined in the KPIs below.

	<b>KPI and Success Criteria</b>
<b>9.11</b>	<b>Speaking.</b> <ul style="list-style-type: none"><li>• Can have a short conversation including asking and answering questions and using more than one tense (past, present and future)</li></ul>
<b>9.12</b>	<b>Writing.</b> <ul style="list-style-type: none"><li>• Can write a short paragraph to express your own ideas and opinions, using more than one timeframe.</li><li>• Can translate some short non-pre learnt sentences from English to French on topics we have covered this year. They will include past, present and future tenses.</li></ul>
<b>9.13</b>	<b>Reading and Listening.</b> <ul style="list-style-type: none"><li>• Can cope with some unfamiliar language in a text, using knowledge of cognates, context and prior knowledge.</li></ul>
<b>9.14</b>	<b>Skills / Grammar</b> <ul style="list-style-type: none"><li>• Can use 'avoir' with a variety of French idiomatic phrases</li></ul>
<b>9.15</b>	<b>Skills / Grammar</b> <ul style="list-style-type: none"><li>• Can use all three tenses with a variety of pronouns and time phrases.</li></ul>

## YEAR 9 CYCLE 3 FRENCH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 9, cycle 3 revision.

### **GENERAL**

Use your personal password on [www.vocabexpress.com](http://www.vocabexpress.com) and work your way through as many exercises for Studio 3 as you can (even if you have done them before). Units 3-5 essential.

Go on [www.funwithlanguages.vacau.com](http://www.funwithlanguages.vacau.com)

Go to FRENCH → KS3 → TOPIC 17 Moi dans le monde and play as many games as you can in each section.

### **KPI 9.11 Speaking.**

You will have prepared a conversation in class and to take home to learn. Make sure you do your homework and learn it well. You can have up to 20 words of notes to prompt you.

### **KPI 9.12 Writing.**

You need to be able to write a paragraph using more than one time frame. Use the resources from vocabexpress and funwithlanguages and essential vocab lists on firefly to revise core vocabulary and grammar. You must be able to use more than one time frame from past, present, future etc.

### **KPI 9.13 Reading and Listening**

Revise the core vocabulary from the resources above and on firefly and be prepared to face a challenging text but which you can understand if you use what we have learnt and a bit of common sense. The key to this is revise what we have done and then don't panic. Rely on your own knowledge and have a go at working things out. Look for cognates and most of all, TRUST YOURSELF – if you have done your revision and take an educated guess and YOU WILL PROBABLY BE RIGHT.

### **KPI 9.14 Grammar.**

Using the verb 'avoir' with a variety of idiomatic French phrases – see the list of phrases and 'avoir' paradigm on firefly for revision.

### **KPI 9.15 Grammar.**

Can use all three tenses with a variety of pronouns and time phrases. See resources on Firefly for revision.

## YEAR 9 GEOGRAPHY KPIs

In year 9, cycle 3 students will be working towards a number of KPIs. This cycle is split into two parts: Part 1 covers geographical skills needed to be a competent geographer and Part 2 is focused on ecosystem: Cold world (glaciers). Students will look at how glaciers form, where they are located in the world, how they erode the land, how they transport material, and the landforms that they created (erosional and deposition).

KPI No	KPI and Success Criteria
9.1	<p><b>I can confidently carry out a range of geographical skills – maps and atlases:</b></p> <ul style="list-style-type: none"> <li>• Using an atlas; plotting maps to show the location of different cryosphere in the world</li> <li>• Reading and plotting 6-figure grid references</li> <li>• Reading lines of longitude and latitude to locate countries/cities.</li> <li>• Identify glacial landforms on OS maps.</li> <li>• Contour lines to show height and shape of the land.</li> <li>• Using map scales to measure distances</li> <li>• Using the 16 point compass rose.</li> </ul>
9.2	<p><b>I can read, draw and interpret a variety of more complex graphs:</b></p> <ul style="list-style-type: none"> <li>• Drawing and analysing Rose diagrams</li> <li>• Drawing and analysing Population Pyramids</li> <li>• Drawing and analysing scatter graphs</li> <li>• Using GIS and creating GIS maps.</li> </ul>
9.3	<p><b>I can draw geographical diagrams to support the writing of geographical landforms/processes that are well annotated:</b></p> <ul style="list-style-type: none"> <li>• The landforms associated the glaciers: Arêtes, Corries, Pyramidal peaks, Ribbon Lakes, Hanging valley and U shaped valleys.</li> </ul>
9.4	<p><b>I can clearly describe and explain geographical concepts/processes in the correct sequence:</b></p> <ul style="list-style-type: none"> <li>• Explain geographical concepts – ice ages and their causes</li> <li>• How glaciers move</li> <li>• How glaciers erode and transport material (freeze-thaw, abrasion and plucking)</li> <li>• Explain the formation of glacial erosion and deposition landforms (erosional: arête, U shaped valley, hanging valley, corries and pyramidal peaks. Deposition: drumlins and erratics)</li> </ul>
9.7	<p><b>I can appropriately and confidently use case study information to answer questions and provide comparative data:</b></p> <ul style="list-style-type: none"> <li>• Laki volcanic eruption, Iceland- how it caused an ice age</li> </ul>

# YEAR 9 CYCLE 3 (Icy World and geographical Skills) - GEOGRAPHY REVISION

You will need to use your exercise book to help you revise for your cycle 3 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

## Identifying different parts of the cryosphere (e.g. glaciers, ice sheets, etc)



Lesson 1 Where's all the ice.pptx

**Draw diagrams to support the explanation of geographical processes: glacial landforms and describe and explain geographical concepts/processes: glacial flow, erosion and deposition, including landforms**

<http://www.bbc.co.uk/education/guides/zftyxcdm/revision/1> (and next four pages too)



Lesson 4 Glaciers on the move.pptx



Lesson 5 Glaciers at work.pptx



Lesson 6 Landforms of glacial erosion.pptx

## Describe and explain geographical concepts/processes: ice ages and their causes

<http://culter.colorado.edu/~saelias/glacier.html>



Lesson 2 Ice ages and geological time

## Appropriately apply case study information: Laki volcanic eruption, Iceland

<https://www.youtube.com/watch?v=LeDYtj1TYOk>

## Glacial landforms on an OS map:



Lesson 7 OS maps and glacial landform

## 4 and 6 figure grid references:

[http://www.bbc.co.uk/bitesize/ks3/geography/geographical\\_enquiry/geographical\\_skills/revision/5/](http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/5/)

## Lines of Longitude and Latitude:

[http://www.bbc.co.uk/bitesize/ks3/geography/geographical\\_enquiry/geographical\\_skills/revision/6/](http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/6/) (this page only)

## Rose diagrams:

<http://sustainabilityworkshop.autodesk.com/buildings/wind-rose-diagrams>

## Scatter graphs:

<http://www.bbc.co.uk/schools/gcsebitesize/maths/statistics/scatterdiagramsrev1.shtml> (pages 1-3)

**16 Point Compass Rose:**

[http://www.bbc.co.uk/bitesize/ks3/geography/geographical\\_enquiry/geographical\\_skills/revision/4/](http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/4/)

**Contour lines:**

<http://www.bbc.co.uk/education/clips/zpxwq6f>

[http://www.bbc.co.uk/bitesize/ks3/geography/geographical\\_enquiry/geographical\\_skills/revision/4/](http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/4/) (bottom of the page)

<https://www.ordnancesurvey.co.uk/getoutside/guides/understanding-map-contour-lines-for-beginners/>

**How to read scales and distances on OS maps:**

<https://www.ordnancesurvey.co.uk/getoutside/guides/understanding-map-scales/>

<https://www.ordnancesurvey.co.uk/getoutside/guides/beginners-guide-to-measuring-distance-on-a-map/>

**Population pyramids:**

[http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population\\_change\\_structure\\_rev5.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_change_structure_rev5.shtml) (pages 5+6)

**GIS:**

<http://www.bbc.co.uk/education/clips/zy6g9j6>

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

## YEAR 9 German KPIs

In Cycle 3 students are covering the topics of the world around them and social issues. They will be discussing family relationships; personalities; personal and social problems as well as looking at the lifestyles of celebrities.

KPI No	KPI and Success Criteria
9.11	<p><b>Speaking.</b></p> <ul style="list-style-type: none"> <li>Can give a short presentation about yourself and your family/or a famous person of your choice using past, present and future. You will have prepared this in class and can have up to 20 words of notes to help you. This should last around 1 minute.</li> </ul>
9.12	<p><b>Writing.</b></p> <ul style="list-style-type: none"> <li>Can write about yourself or a famous person using more than one time frame. This will <b>not be</b> pre-prepared class.</li> <li>Can translate some short non-pre learnt sentences from English to German on topics we have covered this year e.g. Media, School, Future plans, and People. They will include past, present and future tenses.</li> </ul>
9.13	<p><b>Reading and Listening.</b></p> <ul style="list-style-type: none"> <li>Can cope with some unfamiliar language in a text, using knowledge of cognates, context and prior knowledge.</li> </ul>
9.14	<p><b>Skills / Grammar</b></p> <ul style="list-style-type: none"> <li>Can give reasons using "weil" (because) changing word order mainly correctly.</li> </ul>
9.15	<p><b>Skills / Grammar</b></p> <ul style="list-style-type: none"> <li>Can use 3 verb tenses (from past, present, future and conditional) with a variety of time phrases and pronouns</li> </ul>

## YEAR 9 CYCLE 3 GERMAN REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 9, cycle 3 revision.

### GENERAL

Use your personal password on [www.vocabexpress.com](http://www.vocabexpress.com) and work your way through as many exercises for Ech3 as you can (even if you have done them before). Units 3-5 essential.

Go on [www.funwithlanguages.vacau.com](http://www.funwithlanguages.vacau.com)

Go to GERMAN → KS3 → TOPIC 18 DIE ZUKUNFT and TOPIC 20 LEUTE HEUTE and play as many games as you can in each section. Extension for EXCEEDING do Topic 16,17, 19 as well to cover everything we have studied this year. If you know all this well it will put you in a great position for starting GCSE next year!

### KPI 9.11 Speaking.

You will have prepared a presentation in class and to take home to learn. Make sure you do your homework and learn it well. You should be able to speak for about a minute about yourself or a famous person using 3 tenses. More detailed success criteria will be discussed in class and you can have up to 20 words of notes to prompt you.

### KPI 9.12 Writing.

You need to be able to write about yourself or a famous person using more than one time frame. Use the resources from vocabexpress and funwithlanguages and essential vocab lists on firefly to revise core vocabulary and grammar. You must be able to use more than one time frame from past, present, future etc. **We will not be preparing this in class – it's up to you to revise the vocabulary and to think in advance about what you could say.**

### KPI 9.13 Reading

Revise the core vocabulary from the resources above and on firefly and be prepared to face a challenging text but which you can understand if you use what we have learnt and a bit of common sense. The key to this is revise what we have done and then don't panic. Rely on your own knowledge and have a go at working things out. Look for cognates. Look for the vowel changes from English to German and most of all, TRUST YOURSELF – if you have done you revision and take an educated guess and YOU WILL PROBABLY BE RIGHT.

### KPI 9.14 Grammar.

Giving reasons – resources on firefly and in vocab. Make sure you can get the German word order correct.

Extension for most able – use "obwohl" (although) and ich denke dass (I think that)

### KPI 9.15 Grammar.

Can read a text or listen to a native speaker and identify if they are writing/talking about past, present or future events AND comfortably identify parts of speech. Powerpoints on firefly for revision.

## YEAR 9 HISTORY KPIs

In year 9 students will be working towards a number of KPIs covering the areas of historical knowledge, using sources, similarity and difference, change and continuity and the communication of historical knowledge (see revision section for topic details). The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

	<b>KPI and Success Criteria</b>
<b>9.1</b>	<p>I can show how a source is reliable or not reliable based on the purpose of the source</p> <ul style="list-style-type: none"> <li>• I can use sources to explain aspects of the Industrial Revolution</li> <li>• I can use sources to explain aspects of the slave trade</li> <li>• I can use sources to examine Trench Warfare conditions</li> <li>• I can use sources to examine aspects of the Holocaust</li> </ul>
<b>9.3</b>	<p>I am able to structure paragraphs that are clearly focused on the question and beginning to make links between paragraphs</p> <ul style="list-style-type: none"> <li>• Explain different parts of the Industrial Revolution</li> <li>• Explain how World War 1 started</li> <li>• I can compare ideas on slavery</li> <li>• I can compare ideas on World War 1 trench conditions</li> <li>• I can explain different aspects of the Holocaust</li> </ul>
<b>9.5</b>	<p>I can identify secure knowledge and key features and characteristics of the event/period studied</p> <ul style="list-style-type: none"> <li>• Explain main developments in the Industrial Revolution</li> <li>• Explain aspects of the Slave trade</li> <li>• Explain how slaves were treated</li> <li>• Explain the importance of the trenches in World War 1</li> <li>• Explain how Jews and other groups were treated during the Holocaust</li> </ul>
<b>9.6</b>	<p>I can compare and contrast different events and periods over time</p> <ul style="list-style-type: none"> <li>• People and children's experiences during the Industrial Revolution</li> <li>• How and why did attitudes to the slave trade change in Britain</li> <li>• Why causes of World War 1 are long term and short term</li> <li>• How attitudes changed in Nazi Germany, the Holocaust</li> </ul>
<b>9.11</b>	<p>I can describe examples of causes and/or consequences and discuss links between them</p> <ul style="list-style-type: none"> <li>• I can explain the main causes of the Industrial Revolution</li> <li>• I can explain the main causes of World War 1</li> <li>• Explain why trench warfare lasted so long</li> <li>• Discuss the impact of new technology and weapons upon trench warfare and conditions</li> </ul>

	<ul style="list-style-type: none"><li>• Explain about life on a slave plantation depending upon what type of slave you were and who your owner was I can explain what it was like to be persecuted in Nazi Germany</li></ul>
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**Topic Areas to revise.**

**Please note some questions will be to test your knowledge of the whole year!**

**Britain and the Industrial Revolution, the Slave Trade Triangle, the Middle Passage and Life as a Slave.**

**The early 20<sup>th</sup> Century, Causes of World War 1, The Assassination of Archduke Franz Ferdinand, the Alliances.**

**The Great War, Trench Warfare, Weapons and Propaganda.**

**Key events during World War 2.**

**The dropping of the atomic bomb on Hiroshima.**

## **YEAR 9 CYCLE 3 HISTORY REVISION**

You will need to go onto **FireFly** under Y9 History on the school website to help you revise for your cycle 1 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Useful Websites:

[www.educationquizzes.com](http://www.educationquizzes.com)

*This site has many quizzes that are relevant to the topics outlined above*

<http://www.bbc.co.uk/education>

*BBC Bitesize above has lots of sections on the topics you have studied in your Y9 History class. Go to KS3 History. You will find revision notes, quizzes and games to aid revision.*

[www.educationforum.co.uk/KS3](http://www.educationforum.co.uk/KS3)

*Again concentrate on the topics you have studied in your Y9 History class, which are briefly outlined above.*

*We will also place revision materials on the Firefly system.*

*Students should be using their homework time to revise for these tests and listen to the advice given by their teacher during lessons and placed on the Firefly site.*

## YEAR 9 Computing KPIs

Cycle 3: students will be working towards a number of KPIs covering the areas of project management/skills, PowerPoint and safe, secure, responsible practice. Students will manage their own project and incorporate skills such as time management, research, organisation, planning and evaluating projects with the incorporation of advanced PowerPoint tools. Students will also cover areas of safe, secure and responsible practice including relevant legislation.

**Note: Although a lot of cycle 3 KPIs are practical based, students will need to be able to explain the purpose and evaluate each of the skills they have learned in their exam.**

KPI	Success Criteria
9.22	Master slide <ul style="list-style-type: none"> <li>• Create a master slide when using presentation software.</li> </ul>
9.23	Storyboard <ul style="list-style-type: none"> <li>• Create a storyboard for their presentation plan.</li> </ul>
9.24	Navigation paths <ul style="list-style-type: none"> <li>• Create/plan a navigation path for their presentation.</li> </ul>
9.25	PowerPoint presentation with images <ul style="list-style-type: none"> <li>• Create a presentation with suitable slide transition and appropriate images suitable for target audience.</li> </ul>
9.26	Transition <ul style="list-style-type: none"> <li>• Create a presentation with suitable slide transition.</li> </ul>
9.27	Time management <ul style="list-style-type: none"> <li>• Create Gantt chart that will help plan project tasks and manage time throughout a project.</li> </ul>
9.28	Linking Data <ul style="list-style-type: none"> <li>• Use hyperlinks to link data between software applications.</li> </ul>
9.29	Headers and Footers <ul style="list-style-type: none"> <li>• Add appropriate header and footers to documents.</li> </ul>
9.30	File Structure <ul style="list-style-type: none"> <li>• Create folders for each section of their project and store files in the appropriate folders.</li> </ul>
9.31	Safe, secure and responsible practice <ul style="list-style-type: none"> <li>• Understand and explain relevant legislation (Copyright, Designs and Patents Act 1998/ Computer Misuse Act).</li> </ul>

<b>9.32</b>	Evaluation <ul style="list-style-type: none"><li>• Evaluate a program and explain how it has been able to solve the problem.</li></ul>
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## YEAR 9 CYCLE 3 - COMPUTING REVISION

The KPIs in this cycle will be assessed both by written exam and in class/teacher assessed.

As this cycle's topic is based on a specific project you will find your homework tasks, book work and **firefly resources** most helpful to revise for your cycle 3 assessment.

On Firefly go to Subjects - COMPUTING\ICT - KS3 Computing - Year 9 Computing – Cycle 3 Learning

**Firefly resources you will find for all topics:**

- PowerPoint notes for KPIs
- Useful website links
- Revision tasks

Below you will find useful links for revision notes

**KPI 9.31 Safe, Secure and Responsible practice**

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) Key Stage 3 - ICT, revise the software applications and legislation section.

**Remember – K13 and D06 are available after school which you can practice using all the software.**

## YEAR 9

### PE and Health Assessment KPIs

In year 9 students build on their learning from year 7 and 8 but are still assessed under three separate strands within the United Learning PE and Health Curriculum (**Fit to Perform, Fit to Lead and Fit for Life**). The KPIs must be achieved across at least one individual sport and one (different) team sport. This will encourage mastery over the various assessment areas over the year.

KPI No	KPI and Assessment Criteria
9.1	<p><b>Skills</b> - Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.</p> <ul style="list-style-type: none"> <li>• Range of passing, using different body parts when receiving, shooting with correct technique &amp; dribbling during a game which has few or no conditions.</li> <li>• Performing skills in a small group performance in gymnastics such as balances, forward rolls, handstands &amp; headstands with control and quality. Also, demonstrating control with basic skills, such as a seat drop, in trampolining.</li> </ul>
9.2	<p><b>Decision Making:</b> Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> <ul style="list-style-type: none"> <li>• Varying the speed and direction of a variety of shots in net sports to gain an advantage.</li> <li>• Vary the type and power of a pass to maintain possession and build an attack.</li> <li>• Improve the quality of an aesthetic performance through selecting appropriate moves for specific individuals in a group to perform to all students' strengths.</li> </ul>
9.3	<p><b>Analysis of Performance</b> - Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements</p> <ul style="list-style-type: none"> <li>• When performing the role of a coach a student should be able to identify the technique points that a peer is performing correctly and incorrectly when performed in isolation or small group setting.</li> <li>• After identifying areas for improvement the students will be able to suggest how the technique or skill can be improved and improvement is actually made.</li> </ul> <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
9.4	<p><b>Leading in Activity</b> - Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.</p> <ul style="list-style-type: none"> <li>• Officiate / judge / umpire within a competitive sport or activity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply the rules and laws accurately to control participants within conditioned activities.</li> <li>• Know the appropriate hand signals to use and communicate effectively to participants to ensure full understanding.</li> </ul>
9.5	<p><b>Communicating when leading</b> - Sensitively adapts activities when leading peers of all abilities and backgrounds so that they are included and supported to succeed.</p> <ul style="list-style-type: none"> <li>• Perform a caching role to peers during an activity with the focus on ensuring that all students in the class are challenged in what they are doing. The student leading the activity will need to plan how to make an activity easier and harder so that all participants are included.</li> </ul>
9.6	<p><b>Growth Mind-set</b> - Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.</p> <ul style="list-style-type: none"> <li>• Reflect on the achievement of goals and explain how they were able to achieve them or the barriers that prevented them from achieving them.</li> <li>• Accurately evaluates performance and applies this to future performances.</li> <li>• Fully applies themselves into activities regardless of type of activity or situation.</li> </ul>
9.7	<p><b>Fitness Level</b> - Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect.</p> <ul style="list-style-type: none"> <li>• Complete a PE lesson whilst working at a medium to high intensity.</li> <li>• Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 3 laps of a football pitch without stopping and hold a press up position for 1 minute or perform 10 consecutive press ups.</li> </ul>
9.8	<p><b>Principles of training</b> - Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance.</p> <ul style="list-style-type: none"> <li>• Learning from year 7 and 8 must be demonstrated.</li> <li>• Demonstrate good technique in fitness exercises to prevent injury.</li> <li>• Apply their understanding of specificity, overload and intensity in a training session which they have designed.</li> </ul> <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
9.9	<p><b>Healthy Lifestyles</b> - Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.</p> <ul style="list-style-type: none"> <li>• Know and understand the requirements for hydration.</li> <li>• Know and understand the requirements of a balanced diet.</li> <li>• Explain the impacts of hydration and a balanced diet on sport performance and physique (anorexia / obesity / dehydration / fatigue).</li> <li>• Explain exercise patterns, hydration and diet of a specific sports performer.</li> </ul>

## YEAR 9 SPANISH KPIs

In Cycle 3, the main topic is Spanish-speaking Countries. Students are learning to talk about their daily routine and will cover the present, past and near future tenses. They will also learn how to use proper vocabulary when meeting and greeting new people. They will then move on to learn specific places in town, to buy train tickets, and to use the 24-hour clock.

KPI No	KPI and Success Criteria
9.11	<p><b>Speaking.</b></p> <ul style="list-style-type: none"> <li>Can hold a short dialogue about yourself and your family using more than one time frame only referring occasionally to notes.</li> </ul>
9.12	<p><b>Writing.</b></p> <ul style="list-style-type: none"> <li>Can write about yourself or a famous person using more than one time frame. This will <b>not be</b> pre-prepared class.</li> <li>Can translate some short non-pre-learnt sentences from English to Spanish on topics we have covered this year eg Media, School, Future plans, and People. They will include past, present and future tenses.</li> </ul>
9.13	<p><b>Reading and Listening.</b></p> <ul style="list-style-type: none"> <li>Can cope with some unfamiliar language in a text, using knowledge of cognates, context and prior knowledge.</li> </ul>
9.14	<p><b>Skills / Grammar</b></p> <ul style="list-style-type: none"> <li>Can use reflexive verbs with time phrases.</li> </ul>
9.15	<p><b>Skills / Grammar</b></p> <ul style="list-style-type: none"> <li>Can use 3 verb tenses (from past, present, future and conditional) with a variety of pronouns and time phrases.</li> </ul>

## YEAR 9 CYCLE 3 - SPANISH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under Spanish, Year 9, cycle 3 revision.

### GENERAL

Use your personal password on [www.vocabexpress.com](http://www.vocabexpress.com) and work your way through as many exercises for Mira 3 as you can (even if you have done them before). Units 4-6 essential.

Go on [www.funwithlanguages.vacau.com](http://www.funwithlanguages.vacau.com)

Go to SPANISH → KS3 → GRAMMAR → exercises 5 – 13 and play as many games as you can in each section.

Go on [www.languagesonline.org.uk](http://www.languagesonline.org.uk)

Go to ESPAÑOL → CAMINOS 1 → exercises 6 & 7

CAMINOS 2 → exercise 6

CAMINOS 3 → exercises 1, 7 & 13

If you know all this well it will put you in a great position for starting GCSE next year!

### KPI 9.11 Speaking.

You will have prepared a dialogue in class and taken home to learn. Make sure you do your homework and learn it well. You should be able to speak for about a minute about yourself and/or your family using 3 tenses. More detailed success criteria will be discussed in class and you can have up to 10 words of notes to prompt you.

### KPI 9.12 Writing.

You need to be able to write about yourself or a famous person using more than one time frame. Use the resources from VocabExpress, funwithlanguages, and Languages Online and essential vocab lists on firefly to revise core vocabulary and grammar. You must be able to use more than one time frame from past, present, future etc. **We will not be preparing this in class – it's up to you to revise the vocabulary and to think in advance about what you could say.**

### KPI 9.13 Reading

Revise the core vocabulary from the resources above and on firefly and be prepared to face a challenging text but which you can understand if you use what we have learnt and a bit of common sense. The key to this is revise what we have done and then don't panic. Rely on your own knowledge and have a go at working things out. Look for cognates. Look for the vowel changes from English to Spanish and most of all, TRUST YOURSELF – if you have done your revision and take an educated guess, YOU WILL PROBABLY BE RIGHT.

### KPI 9.14 Grammar.

Revise how to tell the time, and use reflexive verbs changing word order mainly correctly. See resources on Firefly.

### KPI 9.15 Grammar.

Can read a text or listen to a native speaker and identify if they are writing/talking about past, present or future events AND comfortably identify parts of speech. Powerpoints on firefly for revision.