



**BRIDGEWATER**  
HIGH SCHOOL

**Y9 Autumn Assessments**  
**2025**  
**Bitesized Task Revision Plan**

## YEAR 9 AUTUMN ASSESSMENTS

### Assessment Information

In each academic subject, students will complete an Assessment. Assessments in the Autumn Term will take place throughout the term. Students will sit their subject assessments in classrooms during the Assessment Window. Assessments will take place in the first lesson during the Assessment Window unless teachers give advanced notice of a change. Please refer to the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. Assessments offer students and staff the opportunity to assess how well taught material has been embedded in the long- term memory. Knowledge and understanding from prior learning can enable future learning to be built upon at greater depth. Identifying weaker areas of remembered content aids our staff in building retrieval activities in their forthcoming curriculum.

Students and parents will receive feedback after the Assessments have been marked by our staff. You will receive a full report by email in the week commencing 15<sup>th</sup> December. The Progress Report will contain the Assessment Mark as well as an indicator of Effort, Progress and Concerns.

This Information Pack provides independent revision activities for each academic subject. We strongly encourage your child to make use of this information

Subject	Assessment Window The assessment will take place in the first lesson of the week if a subject has more than one lesson during the week. (unless you have specifically been told otherwise by your teacher)
<b>Geography</b> <b>Dance</b> <b>Drama</b> <b>English</b> <b>ICT</b>	<b>13<sup>th</sup> - 24<sup>th</sup> October</b> <b>13<sup>th</sup> - 24<sup>th</sup> October</b> <b>13<sup>th</sup> - 24<sup>th</sup> October</b> <b>13<sup>th</sup> - 17<sup>th</sup> October</b> <b>13<sup>th</sup> -24<sup>th</sup> October</b>
<b>History</b>	<b>20<sup>th</sup> October – 7<sup>th</sup> November</b>
<b>French</b> <b>Food</b> <b>Music</b> <b>Art &amp; Design</b> <b>Religious Studies</b>	<b>3<sup>rd</sup> - 14<sup>th</sup> November</b> <b>3<sup>rd</sup> - 14<sup>th</sup> November</b> <b>3<sup>rd</sup> - 14<sup>th</sup> November</b> <b>3<sup>rd</sup> – 7<sup>th</sup> November</b> <b>3<sup>rd</sup> – 7<sup>th</sup> November</b>
<b>Design &amp; Technology</b> (Graphics & Product Design) <b>Science</b> <b>German</b> <b>Maths</b>	<b>10<sup>th</sup> - 20<sup>th</sup> November</b> <b>10<sup>th</sup> - 20<sup>th</sup> November</b> <b>10<sup>th</sup> - 20<sup>th</sup> November</b> <b>10<sup>th</sup> - 14<sup>h</sup> November</b>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Art &amp; Design</b>	45 minutes	<p>Practical exam – to create a page for your Zine inspired by the Art Movement of Pop Art using images and text based of your theme - 20 marks</p> <p>All designing and planning will be done at home prior to the exam.  Pupils <b>MUST</b> bring their designs to the assessment lesson to use as a reference to work from.  Pupils <b>MUST</b> bring their own equipment to the exam: a pencil, ruler, sharpener, rubber, and coloured pencils.  Talking is <b>NOT</b> allowed in the assessment so sharing of equipment is forbidden.</p>

Task	Learning Focus	Activity/Resource
<b>1</b>	Developing knowledge and understanding of the Pop Art Movement and Pop Artists.	Look through the PPTX (LINK TO THE PPTX IN THE BOX BELOW) and watch the video links in the presentation.
<b>2</b>	Developing designing and planning skills	On paper, draw two rectangles 10cm x 15cm using a pencil and ruler.
<b>3</b>	Developing designing and planning skills	In each rectangle design a new page for your Zine using images and text that relate to your chosen theme in a Pop Art style.
<b>4</b>	Developing colour skills	Add Pop Art inspired colour to your work.
<b>5</b>	Developing refinement skills	Look at your designs – is there anything you can do to improve them? e.g. make the edges or outlines more precise, improve the finish quality of the colour, fill more of the space etc...
<b>6</b>	Decision making	Compare your designs – which one do you think is the most successful and why? The one that you select will be the one that you create in the timed assessment to go into your zine. You need to be able to finish it to a high standard in the allotted time.
<b>7</b>	Preparation	Bring in your design ideas and equipment to your assessment lesson.

### KEY INDEPENDENT ONLINE RESOURCES

**A PowerPoint presentation of revision guidance will also be provided on SATCHEL ONE.**

**<W:\EPA\Art\Year 9\Yr 9 Autumn term Assessment.pdf>**

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Dance</b>	45 minutes	<ul style="list-style-type: none"> <li>Group performance demonstrating skills, style and knowledge of the 6 styles of dance we will/ have covered.</li> <li>Knowledge of the evolution of dance and impacts on popular culture</li> <li>Pupils will be individually assessed.</li> </ul> <p><b>Assessment focus: Performance, knowledge of the evolution of dance, the cultural impacts, contribution and choreography.</b></p>

Task	Learning Focus	Activity/Resource
<b>1</b>	To develop coordination of the key steps that you are learning in class of the following styles: The Jive, Rock and Roll, The Twist, Disco, Street Dance and Contemporary.	<ul style="list-style-type: none"> <li>Music should be accessed via Satchel One.</li> <li>Knowledge organiser in Assessment booklet.</li> <li>Go over the steps repeatedly to make sure that you can do it with confidence and ease</li> <li>Then try the steps to the music to check your timing</li> </ul>
<b>2</b>	To develop your facial expression and style for the performance	<ul style="list-style-type: none"> <li><b>STYLE REMINDER:</b> Bouncy, lively, energetic, rockin' movements between feet, clear movements. Remember, you should be mostly dancing on the balls of your feet with the heels slightly lifted.</li> <li>To rehearse the dance in front of a mirror OR video yourself so you can watch and see what you did well, and what you need to improve</li> <li>Do this at least 3 times or until you see an improvement in your facial expression and style</li> <li><b>TIP:</b> Get a peer or a family member to watch you and give you feedback. Are you focused? Are you confident with the dance? Do you have good memory and are you in time with the music? Are you bouncy when doing your flick kicks? Are you rocking between your feet in the jive? Are your movements clear?</li> </ul>
<b>3</b>	To develop choreographic knowledge by practicing the choreography tools that you have put in your dance.	<ul style="list-style-type: none"> <li>Use the knowledge organiser to remind yourself of the choreography tools we are focusing on (assessment book)</li> <li>Develop your memory of these in your dance by rehearsing independently with the music.</li> </ul>
<b>4</b>	To prepare for performance by learning cues, developing movement memory and timing to display knowledge and skill in the different styles we have studied. You will do this by using systematic repetition.	<ul style="list-style-type: none"> <li>Create 3 systems that you are going to focus on each time you rehearse the dance. This is systematic repetition. Develop a different skill each time.</li> <li>These systems could be:               <ol style="list-style-type: none"> <li>1: Focus on facial expressions</li> <li>2: Focus on timing</li> <li>3: Focus on where you are in the space</li> <li>4: Focus on extension</li> <li>5: Focus on projection: Making your movement big</li> </ol> </li> </ul>
<b>5</b>	To develop and consolidate your knowledge of the evolution of dance and the impacts on popular culture.	<ul style="list-style-type: none"> <li>Use the knowledge organiser to remind yourself of the timeline (assessment book)</li> <li>Create a fact file/ poster as revision to detail the evolution of dance via the styles we are focusing on.</li> <li>Demonstrate this in class discussions and questions in the lesson.</li> </ul>

### KEY INDEPENDENT ONLINE RESOURCES

**Music is an original edit for Year 9 dance and is to be accessed via Satchel one from your class teacher.**

**Tracks include:**

**Benny Goodman: Sing Sing Sing**

**Rock around the Clock: Bill Haley and the Comets**

**The Twist: Chubby Checker**

**Don't stop until you get enough: Michael Jackson**

**Yeah!: Usher**

**Fight song: Rachel Platten**

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Drama</b>	10 minutes	Group performance of a scripted scene from Our Day Out. Pupils will be individually assessed.

Task	Learning Focus	Activity/Resource
<b>1</b>	To prepare for performance by learning lines to display character knowledge and understanding.	Script should be accessed via Satchel One.

### KEY INDEPENDENT ONLINE RESOURCES

**Script to be provided on Satchel One**

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Assessment details
<b>English</b>	45 minutes	Writing Assessment Write a narrative using Dystopian genre features

Task	Learning Focus	Activity
<b>1</b>	Vocabulary boost	Use the KIM (Keyword, Information, Memory clue) format to create a glossary of key vocabulary you could use in your narrative.
<b>2</b>	Genre conventions	Create an information page about the genre conventions we have studied. Ask an adult to test you on your knowledge on three occasions before your assessment.
<b>3</b>	Familiarise yourself with the genre conventions	Watch the BBC clip: <a href="https://www.bbc.co.uk/news/av/entertainment-arts-46913674">https://www.bbc.co.uk/news/av/entertainment-arts-46913674</a> Note what the journalist says are dystopian features. Create a quiz based on the points you noted.
<b>4</b>	Familiarise yourself with the genre conventions	Read the opening chapters from ' <b>Green Rising</b> ' by Lauren James <a href="https://www.readingzone.com/media/lvzj11n0/greenrising_chap1.pdf">https://www.readingzone.com/media/lvzj11n0/greenrising_chap1.pdf</a> <b>OR</b> Read an extract from ' <b>These Stolen Lives</b> ' by Sharada Keats <a href="https://www.readingzone.com/media/u35cz1dv/thesestolenlives_chap1.pdf">https://www.readingzone.com/media/u35cz1dv/thesestolenlives_chap1.pdf</a>  Note the dystopian features and dystopian style that the writer has used. How do you know the text is dystopian?
<b>5</b>	Story arc	Plan your dystopian story using the story arc template. Make sure you include the genre features.

### KEY INDEPENDENT ONLINE RESOURCES

Key Stage 3 BBC Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z44thcw>

<https://www.bbc.co.uk/bitesize/articles/zk972v4#z8jhp4j>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>French</b>	40 minutes	Topic: School and Future Plans Questions are on everything that has been covered in year 9 so far this term. The paper is made up of: 12 match up questions – 12 marks 10 mark gap fill 15 mark piece of extended writing (60-90 words)

Task	Learning Focus	Activity/Resource
<b>1</b>	Revisit previous learning from year 7, opinions on subjects	RAG rate Knowledge Organisers Use vocabulary flashcards Brain dump all the ones you know
<b>2</b>	School subjects and simplified opinions	Use flashcards of vocabulary and self/peer test Check and cover Brain dump
<b>3</b>	Future tense time expressions	RAG rate Knowledge Organisers Create vocabulary flashcards
<b>4</b>	Using infinitives	Revise where they go in a sentence and create a list of sentences that you may want to use in an assessment
<b>5</b>	New school subjects (options subjects)	RAG rate Knowledge Organisers Use vocabulary flashcards Brain dump all the ones you know
<b>6</b>	Justifications (reasons why you would study them)	RAG rate Knowledge Organisers Use vocabulary flashcards Brain dump all the ones you know
<b>7</b>	Translation Practice	Cover translation challenge pages with a blank piece of paper and redo them again without looking back at the Sentence Builder
<b>8</b>	Putting it all together – structure strip	Sentence Builders, structure strip

### KEY INDEPENDENT ONLINE RESOURCES

Language Nut activities <https://www.languagenut.com>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Geography</b>	30 minutes	You will have 30 minutes to answer the 4 questions regarding the location of a tourist facility in the Peak District National Park.

Task	Learning Focus	Activity/Resource
<b>1</b>	Tourism What is tourism and has it changed.	Watch the video and try write down many reasons as you can and put them into the following categories (cultural, natural, Entertainment). <a href="#">Tourism Link</a> .
<b>2</b>	Tourism Growth of Tourism	Draw a mind map of the reasons for the growth in tourism and use it to explain how they are impacting the UK. <a href="#">Reasons for Tourism's Growth - AQA GCSE GEOGRAPHY REVISION PRE-2017 (weebly.com)</a>
<b>3</b>	Tourism and its Impacts	Give the 4 positive and 4 negative impacts of tourism. <a href="#">The impact of tourism on people and places guide for KS3 geography students - BBC Bitesize</a>
<b>4</b>	Tourism Positives and negatives in a National Park	Give the positives and negatives of tourism to a national park. <a href="#">National parks in the UK (KS3 Geography Revision) (youtube.com)</a>
<b>5</b>	Tourism in The Peak District	If there was a tourism development to be built in Castleton give 5 different groups of people who would be interested and whether they would be for or against the development. (e.g. farmers, pub owners) <a href="#">Role play recap</a> username: <b>pupil</b> Password: <b>appleton</b>
<b>6</b>	Summary	Complete flash cards to summarize your learning: <a href="#">Geography Year 9 Term 1 (bridgewaterhigh.com)</a> Username: <b>pupil</b> Password: <b>appleton</b>

### KEY INDEPENDENT ONLINE RESOURCES

**Video demonstrating reasons to travel** [Tourism Link](#).

**Website showing** [Reasons for Tourism's Growth - AQA GCSE GEOGRAPHY REVISION PRE-2017 \(weebly.com\)](#)

[Website recapping Impacts of tourism video BBC bitesize](#)

**Video showing recap of national parks and their management problems and solutions** [National parks in the UK \(KS3 Geography Revision\) \(youtube.com\)](#)

[Lesson role play with main groups](#) username:**pupil** Password:**appleton**

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>German</b>	40 minutes	A test based on the topic of role models which has been studied this term. There will be vocabulary activities, translation activities and a writing activity.

Task	Learning Focus	Activity/Resource
1	Character traits	<ul style="list-style-type: none"> <li>Use exercise books to create a list of positive and negative character traits</li> <li>Use activelearn to do the vocab learn and test for Chapter 1 Unit 1</li> </ul>
2	Opinions with "weil"	<ul style="list-style-type: none"> <li>Practise the opinion phrases about famous people</li> <li>Practise writing opinion phrases with a reason about why someone is your role model</li> </ul>
3	Present tense	<ul style="list-style-type: none"> <li>Make sure you can write sentences about er/sie to say what your role model does</li> <li>Choose 6 verbs to learn to use from memory</li> </ul>
4	Past tense	<ul style="list-style-type: none"> <li>Practise writing sentences about what you have done from the vocabulary in your exercise books</li> <li>Change these sentences to say that someone else has done them</li> <li>Use activelearn to do the grammar section for Chapter 4 Unit 2</li> </ul>
5	Parts of the body	<ul style="list-style-type: none"> <li>Learn the words for parts of the body and test yourself</li> <li>Use activelearn to do the vocab learn and test for Chapter 1 Unit 3</li> </ul>
6	Definite article	<ul style="list-style-type: none"> <li>How does the word for "the" change after a verb depending on gender?</li> <li>Use activelearn to do the grammar section for Chapter 1 Unit 4</li> </ul>
7	Future tense	<ul style="list-style-type: none"> <li>Write out the verb warden to help you build the future tense</li> <li>Practise sentences about how a celebrity inspires you – use exercise books to help</li> <li>Learn 2 sentences about what you will do in the future (with a reason if possible)</li> </ul>

### Key Independent online resources

[www.languagenut.com](http://www.languagenut.com) Use your login and go over the tasks on this topic area  
[www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) Use your account and go to Stimmt 3 Module 1

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>History</b> – Why did British women get the vote?	45 minutes	<p><b>Section A:</b> Key Terms and ideas – Multiple Choice Questions. Worth 11 marks</p> <p><b>Section B:</b> Explain why... (causation question on the topic) Worth 21 marks</p> <p><b>Section C:</b> Explain how...(change question based on the theme) Worth 6 marks.</p>

Task	Learning Focus	Activity/Resource
<b>1</b>	To understand key terms and ideas in the development of political power.	<p>Create 10 flashcards with the following questions on the front (you can use your knowledge organiser to help you)</p> <ul style="list-style-type: none"> <li>What is an absolute monarch?</li> <li>What is a constitutional monarch?</li> <li>What does the term 'Suffrage' mean?</li> <li>What does the term 'democracy' mean?</li> <li>What does the term 'franchise' mean?</li> <li>What year did some women get the vote?</li> <li>What year did women get the vote on equal terms to men?</li> <li>Who were the Suffragists?</li> <li>Who were the Suffragettes?</li> <li>Which war helped women to get the vote?</li> </ul> <p>Ask friends or family to test you on them.</p>
<b>2</b>	To understand who the Suffragists were and how they helped women to get the vote.	<p>Create a mind map on the <b>Suffragists</b>. Include their <b>actual name</b> and <b>abbreviation</b>, the <b>leader</b>, the type of <b>tactics used</b> with some <b>specific examples</b> and their <b>achievements</b>. You can use your book, or the resources linked below to help you. <b>A few days later try to recreate the same mind-map without using any resources. Compare with your previous mind map and add in any missing details in a different colour.</b></p>
<b>3</b>	To understand who the Suffragettes were and how they helped women to get the vote.	<p>Create a mind map on the <b>Suffragettes</b>. Include their <b>actual name</b> and <b>abbreviation</b>, the <b>leader</b>, the type of <b>tactics used</b> with some <b>specific examples</b> and their <b>achievements</b>. You can use your book, or the resources linked below to help you. <b>Again, recreate the mind map from memory a few days later and compare with the original (see above)</b></p>
<b>4</b>	To understand the role played by women in WWI.	<p>Watch the following clips:</p> <p>Clip 1: <a href="https://www.youtube.com/watch?v=YBeID02ggew">https://www.youtube.com/watch?v=YBeID02ggew</a></p> <p>Clip 2: <a href="https://www.youtube.com/watch?v=YbTlraA29Ndk">https://www.youtube.com/watch?v=YbTlraA29Ndk</a></p> <p>Use it to create an overview of the roles women did in WWI and how it helped them to get the vote.</p>
<b>5</b>	To understand how the power of the monarch and people has changed over time.	Use the information on satchel to complete the table to show how power increased or decreased for the Monarchy/people.
<b>6</b>	To recall the knowledge gained in preparation for my test.	<p>Have a go at completing the Satchel One quiz on the unit. <a href="#">QUIZ</a></p> <p>Make notes on the answers you got wrong – turn them into flashcards and go over them with parents! There is also a revision sheet attached on Satchel One and you can use your other revision resources created in activities 1-5.</p>

### KEY INDEPENDENT ONLINE RESOURCES

#### Reading

- BBC article - 100 women: Suffragists or Suffragettes – who won women the vote <https://www.bbc.co.uk/news/world-42879161>
- BBC Bitesize – Women's struggle for the right to vote <https://www.bbc.co.uk/news/world-42879161>
- BBC Bitesize – Why did women receive the vote? <https://www.bbc.co.uk/bitesize/topics/zxwg3j6/articles/zsjg3j6#zf7cq7h>
- National Geographic – Suffragists and Suffragettes <https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/>

#### Clips

- Channel 4 programme – Did violent protest get women the vote? <https://www.youtube.com/watch?v=pw0IAFIhVfA>
- Horrible Histories Suffragettes v Suffragists Acapella face-off <https://www.youtube.com/watch?v=j1KYPyqPFR0>
- BBC Teach – How the suffragettes won British women the vote. <https://www.youtube.com/watch?v=D0QVQcqkPDs>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Computing &amp; IT</b>	40 minutes	Section A: Knowledge retrieval Section B: Application of skills Section C: Explain question

Task	Learning Focus	Activity/Resource
<b>1</b>	Social Media: Benefits, challenges, and using it safely	<a href="#">Website Link: NSPCC</a> <a href="#">Childline: Staying safe online</a> <a href="#">Childline: Feeling good on social media</a> Website 2: <a href="#">YouTube Video</a> Website 3: <a href="#">YouTube Video</a>
<b>2</b>	Maintaining positive wellbeing online	<a href="#">NSPCC: Website link</a>
<b>3</b>	Sharing images online	Website 1: <a href="#">Not yours to share</a> Website 2: <a href="#">Child Law Advice</a>
<b>4</b>	Digital Footprint	Website 1: <a href="#">Kaspersky</a> Website 2: <a href="#">YouTube Video</a>
<b>5</b>	Designing a user interface: Using Microsoft PowerPoint	Website 1: <a href="#">Microsoft</a> Website 2: <a href="#">Microsoft</a>
<b>6</b>	Cybersecurity: Cyberbullying	Website 1 – <a href="#">BBC Bitesize: File sharing, cyberbullying &amp; smartphones</a>
<b>7</b>	Target Market	<a href="#">Business</a>

### KEY INDEPENDENT ONLINE RESOURCES

- [BBC Bitesize](#)
- [Childline](#)
- [NSPCC](#)
- [Microsoft Support Guides](#)
- [Not Yours To share](#)

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Maths</b>  ( <b>Bold topics are advanced only</b> )	45 minutes	Calculator – 45 marks Questions are on everything that has been covered in year 9 so far.

Task	Learning Focus	Activity/Resource
<b>1</b>	Properties of Numbers	Write a list of key terms which are used in the topic and their definitions. (Complete in exercise book)
<b>2</b>	Properties of Numbers	Be able to write a number as its product of prime factors (and use this to calculate the HCF and LCM of two numbers). Sparx: M108, (M365)
<b>3</b>	Percentages	Write a revision sheet to help a friend convert between fractions, decimals and percentages. (Complete in exercise book)
<b>4</b>	Percentages	Be able to calculate the original value after a percentage change. Sparx: M528
<b>5</b>	Area and Volume	Create a revision poster illustrating the properties of 2D and 3D shapes. Include key terms and formulae for calculating the area and volume of shapes. (Complete in exercise book)
<b>6</b>	Area and Volume	Be able to calculate the surface area of cubes and cuboids. ( <b>Also triangular prisms and cylinders</b> ). Sparx: M534, <b>M661, M936</b>

### KEY INDEPENDENT ONLINE RESOURCES

#### **Sparx independent learning**

Log in to Sparx and use the 'independent learning' tab to search for that topic or Sparx code. This provides a bank of questions on that topic to complete. There are also videos to support each question if needed.

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Music</b>	40 minutes	<p><b>ED SHEERAN</b> Performance (REH)            You will be required to listen to extracts of music, and answer questions based on what you have heard. The content will have been covered in your lessons, and the ELEMENTS of music feature heavily.            Your home learning will supplement the theory section of the paper.</p> <p><b>ABLETON</b> (RIB)            You will be tested on how Ableton works. Your PPT's on One Note will provide the information you need.</p>

Task	Learning Focus	Activity/Resource
<b>1</b>	ELEMENTS	Revise the meaning and definition and key terms of the following elements: Dynamics – Rhythm – Structure – Melody – Instrumentation – Texture – Tempo – Harmony Create an <b>ELEMENT</b> mindmap, each arm being an element, with the definition and key terms coming off each branch. Create flashcards Use Quizlet
<b>2</b>	Chords (Harmony)	Teaching gadget: General Musicianship > Harmony Guitar Chords Display Quiz 5 mins
<b>3</b>	Chords (Harmony)	Teaching gadget: General Musicianship > Harmony Guitar Chords Quiz L1 5 mins
<b>4</b>	Chords (Harmony)	Teaching gadget: General Musicianship > Harmony Piano Chords L1-4 5 mins
<b>5</b>	Chords (Harmony)	Teaching gadget: General Musicianship > Harmony Piano Chords Quiz L1-3 5 mins
<b>6</b>	Chords (Harmony)	Teaching gadget: General Musicianship > Harmony Chord Notation Quiz L1 5 mins
<b>7</b>	20 Questions	Teaching gadget: Instruments > 20 Questions Lots of different games and Quizzes 10 mins

### KEY INDEPENDENT ONLINE RESOURCES

#### Teaching gadget credentials

**USERNAME:** bridgewaterhigh

**PASSWORD:** music

There are many other tasks in Rhythm and Pitch. You can also explore these, however, the ones noted above are focussed on the assessment.

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Physical Education</b>	45 minutes	<p>Practical Performance Focus</p> <p>Pupils will engage in a practical sporting performance, which may be either a team game or an individual activity, depending on the curriculum area being delivered.</p> <p>Pupils will develop and perform core skills and techniques through progressive and increasingly demanding drills designed to challenge and improve their ability.</p> <p>Following skill development, pupils will participate in a competitive match or performance, where they will demonstrate the skills appropriate to their chosen sport or position.</p> <p>This structure supports both skill acquisition and application in a realistic, competitive context, promoting confidence, teamwork, and tactical awareness.</p>

	Learning Focus	Activity/Resource
<b>1</b>	<p><b><u>Skill Development Focus</u></b></p> <p>Pupils will practise and recall five key scoring skills relevant to the curriculum area they are currently studying. These skills will be reinforced through targeted drills and activities designed to improve accuracy, consistency, and decision-making under pressure.</p>	<p>Practical in lesson Knowledge Organiser</p>
<b>2</b>	<p><b><u>Application of Core Skills in Performance</u></b></p> <p>Pupils will participate in either a full match or an individual activity, depending on the curriculum area. During this performance, they will be expected to incorporate and apply the five core skills they have learned, demonstrating their ability to use these techniques effectively in a competitive or performance-based context.</p> <p>This approach reinforces skill retention, decision-making, and tactical awareness in a realistic setting.</p>	<p>Practical in lesson Knowledge organiser</p>

### KEY INDEPENDENT ONLINE RESOURCES

Here are some excellent resources you can use to support your PE lessons, especially for teaching full-sided games, rules, and practical performance:

#### **BBC Bitesize – PE Resources**

- Offers **step-by-step guides** on core techniques and skills across sports like athletics, football, and more.
- Great for **GCSE and KS3 learners**.
- Example: [Athletics on BBC Bitesize](#)

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Religious Education</b>	40 minutes	Religion and Human Rights assessment = 25 marks Questions are on everything that has been covered in Year 9 so far. Each paper is made up of: 5 multiple choice questions = 5 marks 5 keywords and definitions = 5 marks Extended writing = 15 marks

Task	Learning Focus	Activity/Resource
<b>1</b>	Understanding contrasting beliefs on religion, human rights and social justice in Christianity and Islam	Use the Cornell method explained in class to take notes on the following GCSE pod which will also be on Satchel One <a href="https://members.gcsepod.com/shared/podcasts/chapter/79262">https://members.gcsepod.com/shared/podcasts/chapter/79262</a>
<b>2</b>	Understanding Human Rights	Use the Cornell method explained in class to take notes on the following GCSE pod which will also be on Satchel One <a href="https://members.gcsepod.com/shared/podcasts/chapter/79257">https://members.gcsepod.com/shared/podcasts/chapter/79257</a>
<b>3</b>	Understanding Christian views on wealth and poverty	Use the Cornell method explained in class to take notes on the following GCSE pod which will also be on Satchel One <a href="https://members.gcsepod.com/shared/podcasts/chapter/79253">https://members.gcsepod.com/shared/podcasts/chapter/79253</a>

### KEY INDEPENDENT ONLINE RESOURCES

<https://members.gcsepod.com/shared/podcasts/title/13011/79262>

<https://members.gcsepod.com/shared/podcasts/title/13012/79257>

<https://members.gcsepod.com/shared/podcasts/title/13014/79253>

These clips will be attached as a download on Satchel One

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Science</b>	40 minutes	You will be assessed on topics within the genetics, gravity & motion and more chemical reactions units. Questions can be either multiple choice, short answer style or extended response (no more than 6 marks though)

Task	Learning Focus	Activity/Resource
<b>1</b>	Forces	Read through the information and complete the activities- <a href="#">Force diagrams and resultant forces - Forces and movement - KS3 Physics - BBC Bitesize</a>
<b>2</b>	Weight	Read through the information and complete the activities- <a href="#">Weight and mass - Forces and movement - KS3 Physics - BBC Bitesize</a>
<b>3</b>	Acceleration	Read through the information and complete the activity- <a href="#">Velocity-time graphs of motion - Distance, speed and acceleration - WJEC - GCSE Physics (Single Science) Revision - WJEC - BBC Bitesize</a>
<b>4</b>	Speed	Read through the information and complete the activities- <a href="#">Motion and speed - Forces and movement - KS3 Physics - BBC Bitesize</a>
<b>5</b>	Distance time graphs	Read through the information and complete the activities- <a href="#">Representing journeys - Forces and movement - KS3 Physics - BBC Bitesize</a>
<b>6</b>	Variation	Read through the information and complete the activities- <a href="#">Types of variation - Inheritance and genetics - KS3 Biology - BBC Bitesize</a>
<b>7</b>	Inheritance	Read through the information and complete the activities- <a href="#">Inheritance - Inheritance and genetics - KS3 Biology - BBC Bitesize</a>
<b>8</b>	Selective breeding	Read through the information and complete the activities- <a href="#">Species and selective breeding - Inheritance and genetics - KS3 Biology - BBC Bitesize</a>
<b>9</b>	Conservation of mass	Read through the information and complete the activities- <a href="#">Conservation of mass - BBC Bitesize</a>
<b>10</b>	Gas tests	Use the look/cover/write/check method to learn the gas tests- <a href="#">Tests for gases - Analysing and identifying substances - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>
<b>11</b>	Chemical reactions	Create flash cards for the general word equations on page 21 of your mastery booklet. Put the reactants on the front of the card and the products on the back.

### KEY INDEPENDENT ONLINE RESOURCES

KS3 bitesize- working scientifically- [Working scientifically - KS3 Biology - BBC Bitesize](#)  
 KS3 bitesize- [KS3 Science - BBC Bitesize](#)

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>D&amp;T</b> <b>GRAPHICS -DRAWING &amp; COMMUNICATION</b> <b>Project</b>	40MINS	Questions are on everything that has been covered in year 9 Graphics so far plus, some recall questions from yr7/8 Each paper is made up of: - Multi choice questions, - 2 or 3 mark questions or drawings,

Task	Learning Focus	Activity/Resource
<b>1</b>	Papers and boards	<ul style="list-style-type: none"> <li>Make <b>flashcards</b> on different papers and board and their properties and uses</li> <li><a href="https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/2">https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/2</a></li> <li>Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> </ul>
<b>2</b>	<b>Industrial processes</b> – Cutting & printing	<ul style="list-style-type: none"> <li>Make <b>flashcards</b> about the 2 different <u>cutting</u> processes and 2 different <u>printing</u> processes</li> <li><a href="https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/9">https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/9</a></li> <li>Complete Revision <b>quiz</b> on Satchel One</li> <li>Complete the <b><i>Cops and Robbers</i></b> page in your booklets (for 10mins before the Assessment)</li> </ul>

### KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/2>

<https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/9>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>D&amp;T GRAPHICS</b> –Combined <b>Charity and DRAWING &amp; COMMUNICATION Project</b> Groups	40MINS	Questions are on everything that has been covered in year 9 Graphics so far plus, some recall questions from yr7/8 Each paper is made up of: <ul style="list-style-type: none"> <li>- Multi choice questions,</li> <li>- 2 or 3 mark questions or drawings,</li> </ul>

Task	Learning Focus	Activity/Resource
<b>1</b>	<b>Drawing styles</b> - The rules of Isometric, One & two point Perspective Orthographic & exploded.	<ul style="list-style-type: none"> <li>• Practise how to draw and why they would be used               <ul style="list-style-type: none"> <li>• Make <b>flashcards</b> on the 5 different drawing styles – make sure you can identify the differences between them and why/how they would be used.</li> </ul> </li> </ul> <p><a href="https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4">https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6">https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6</a></p> <ul style="list-style-type: none"> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> </ul>
<b>2</b>	Define <b>Design Fixation</b>	<ul style="list-style-type: none"> <li>• Use Revision Material on Stachel One to <b>Read – Cover – Remember</b></li> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> </ul>

### KEY INDEPENDENT ONLINE RESOURCES

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>D&amp;T PRODUCT DESIGN</b>	40MINS	Questions are on everything that has been covered in year 9 Product so far plus, some recall questions from yr7/8 Each paper is made up of: Multi choice questions, 2 or 3 mark questions or drawings, an extended answer product analysis question – 4 marks

<i>Task</i>	<b>Learning Focus</b>	<b>Activity/Resource</b>
1	Keywords	<ul style="list-style-type: none"> <li>• Make flashcards on keywords on from your Knowledge organiser</li> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> </ul>
2	Materials & components	<ul style="list-style-type: none"> <li>• Lesson task and Homework task to look at videos and make notes</li> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> </ul>
3	Anthropometric data & Ergonomics	<ul style="list-style-type: none"> <li>• Lesson looking at ergonomic products. Know the difference between the terms</li> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> <li>• <a href="#">Using primary and secondary data - Investigating - AQA - GCSE Design and Technology Revision - AQA - BBC Bitesize</a></li> </ul>
4	Product Analysis	<ul style="list-style-type: none"> <li>• Mind map ACCESSFM words and their meaning</li> <li>• Complete <b>Revision quiz</b> on 'Satchel One' prior to Written Test</li> <li>• <a href="#">iGCSE DT Folder Guide - ACCESS FM (youtube.com)</a></li> </ul>

## YEAR 9 AUTUMN ASSESSMENTS

Subject	Time	Paper/Topic Details
<b>Food and Nutrition</b>	40 mins	Knowledge Organiser Test on Health, safety and hygiene, The Eatwell Guide and Nutrients
Balanced Diets	1 lesson	Using knowledge gained from previous lessons you will complete a design task to demonstrate your knowledge of nutrients including function and food sources.
Practical Assessment	1 lesson	Assessed Bolognese

Task	Learning Focus	Activity/Resource
<b>1</b>	Balanced diets	<a href="https://youtu.be/UIQ1Hyq9HG0?si=lgXhJQes1kv6kj-5">https://youtu.be/UIQ1Hyq9HG0?si=lgXhJQes1kv6kj-5</a> Watch the video and make a mind map of what the 8 tips for healthy eating are and what we can all do to try and follow them.
<b>2</b>	Micronutrients	Complete the revision wheel about micronutrients A, C and D – include the function of the vitamin, example of food we get it from and what happens if we don't get enough.
<b>3</b>	The Eatwell Guide	Watch the following videos and make notes. <a href="#">What is The Eatwell Guide</a> <a href="#">Beans pulses fish eggs meat The Eatwell Guide</a> <a href="#">Potatoes bread rice pasta - The Eatwell Guide</a> <a href="#">Dairy and alternatives The Eatwell Guide</a> <a href="#">Oils and spreads The Eatwell Guide</a> <a href="#">Fruit and vegetables The Eatwell Guide</a>
<b>4</b>	Hygiene	Watch the videos on the 4C's of Food safety: <a href="#">GCSE Design and Technology: The causes of food poisoning - BBC Teach</a>
<b>5</b>	Knowledge organiser revision	Make flash cards /mid map on your Health, safety and hygiene, Eatwell Guide and Nutrients knowledge organisers
<b>KEY INDEPENDENT ONLINE RESOURCES</b>		