

Oak Academy – Year 9

Maths

| <u>Lesson Title</u> | <u>URL</u> |
|---|---|
| The case of 30 and 60 degrees | https://teachers.thenational.academy/lessons/the-case-of-30-and-60-degrees-6mrk2c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The sine ratio | https://teachers.thenational.academy/lessons/the-sine-ratio-61jpcr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The sine and cosine ratios | https://teachers.thenational.academy/lessons/the-sine-and-cosine-ratios-60wk4d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The sine and cosine ratios for 30 and 60 degrees | https://teachers.thenational.academy/lessons/the-sine-and-cosine-ratios-for-30-and-60-degrees-60r3ed?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Finding missing sides using sine and cosine for any angle | https://teachers.thenational.academy/lessons/finding-missing-sides-using-sine-and-cosine-for-any-angle-cv3ac?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Using inverse sine and cosine to find missing angles | https://teachers.thenational.academy/lessons/using-inverse-sine-and-cosine-to-find-missing-angles-60v6cr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Sine and cosine graphs | https://teachers.thenational.academy/lessons/sine-and-cosine-graphs-c8v36t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

English

| Lesson Title | URL |
|--|---|
| Approaches to reading unseen fiction texts | https://teachers.thenational.academy/lessons/approaches-to-reading-unseen-fiction-texts-70t62e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Character types and function | https://teachers.thenational.academy/lessons/character-types-and-function-6gu38c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Analysing language: Selecting evidence | https://teachers.thenational.academy/lessons/analysing-language-selecting-evidence-70rk0t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Analysing language: Analytical writing | https://teachers.thenational.academy/lessons/analysing-language-analytical-writing-6ctpcc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Examining structural choices | https://teachers.thenational.academy/lessons/examining-structural-choices-6ctk6t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Unseen Fiction Texts: Pre-1900 | https://teachers.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Mary/Eve Dichotomy | https://teachers.thenational.academy/lessons/maryeve-dichotomy-6dhkad?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Thinking about space: Where do women belong? | https://teachers.thenational.academy/lessons/thinking-about-space-where-do-women-belong-6wvp8d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Responding to evaluation questions | https://teachers.thenational.academy/lessons/responding-to-evaluation-questions-6hh6cr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Evaluation: Writing it up | https://teachers.thenational.academy/lessons/evaluation-writing-it-up-6guked?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Reading skills: Unseen fiction – Cold Mountain | https://teachers.thenational.academy/lessons/reading-skills-unseen-fiction-cold-mountain-64r3ed?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Journeys in literature: Cold Mountain | https://teachers.thenational.academy/lessons/journeys-in-literature-cold-mountain-c5hkge?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

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| Descriptive detail: Close analysis | https://teachers.thenational.academy/lessons/descriptive-detail-close-analysis-cnj30c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Descriptive writing: Planning techniques | https://teachers.thenational.academy/lessons/descriptive-writing-planning-techniques-69j6cc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Descriptive writing: Slow write | https://teachers.thenational.academy/lessons/descriptive-writing-slow-write-6cwp4t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Reading skills: Samphire | https://teachers.thenational.academy/lessons/reading-skills-samphire-c4tkjt?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Reading skills: Samphire (Part 2) | https://teachers.thenational.academy/lessons/reading-skills-samphire-part-2-cdgp8t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Narrative writing: What makes a good opening? | https://teachers.thenational.academy/lessons/narrative-writing-what-makes-a-good-opening-6mu6ce?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Narrative writing: Creating movement in our writing | https://teachers.thenational.academy/lessons/narrative-writing-creating-movement-in-our-writing-69hp4r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Narrative writing: Effective endings | https://teachers.thenational.academy/lessons/narrative-writing-effective-endings-cgrp2c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Reading skills: Pre-1900 unseen fiction - Heart of Darkness | https://teachers.thenational.academy/lessons/reading-skills-pre-1900-unseen-fiction-heart-of-darkness-6rr3jc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Writing skills: Responding to a setting stimulus image | https://teachers.thenational.academy/lessons/writing-skills-responding-to-a-setting-stimulus-image-cmrkct?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Writing skills: Responding to a person stimulus image | https://teachers.thenational.academy/lessons/writing-skills-responding-to-a-person-stimulus-image-crw32c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Writing skills: Using symbolism | https://teachers.thenational.academy/lessons/writing-skills-using-symbolism-6di6cc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

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| Writing skills: A writing process | https://teachers.thenational.academy/lessons/writing-skills-a-writing-process-69k3gt?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Who was George Orwell? | https://teachers.thenational.academy/lessons/who-was-george-orwell-6wvkgd?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Orwell's writing | https://teachers.thenational.academy/lessons/orwells-writing-6rwp2r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Allegory | https://teachers.thenational.academy/lessons/allegory-6gu6cd?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Animal Farm as an allegory | https://teachers.thenational.academy/lessons/animal-farm-as-an-allegory-c8vk2c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Introducing Animal Farm | https://teachers.thenational.academy/lessons/introducing-animal-farm-6tjkce?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Old Major's speech | https://teachers.thenational.academy/lessons/old-majors-speech-64wp6d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Tyranny | https://teachers.thenational.academy/lessons/tyranny-74ukjr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The pigs take charge | https://teachers.thenational.academy/lessons/the-pigs-take-charge-6wup4r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The Rebellion | https://teachers.thenational.academy/lessons/the-rebellion-69hp6t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Animalism | https://teachers.thenational.academy/lessons/animalism-crr64d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Snowball and Napoleon | https://teachers.thenational.academy/lessons/snowball-and-napoleon-ctjk8r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Deceit on the farm | https://teachers.thenational.academy/lessons/deceit-on-the-farm-60u3id?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Battle of the Cowshed | https://teachers.thenational.academy/lessons/battle-of-the-cowshed-c8tk2d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

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| The power struggle | https://teachers.thenational.academy/lessons/the-power-struggle-6wt3ce?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Snowball's expulsion | https://teachers.thenational.academy/lessons/snowballs-expulsion-6dk3at?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Naivety and manipulation | https://teachers.thenational.academy/lessons/naivety-and-manipulation-70wkac?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Napoleon and the farmhouse | https://teachers.thenational.academy/lessons/napoleon-and-the-farmhouse-6rv32e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Squealer's rhetoric | https://teachers.thenational.academy/lessons/squealers-rhetoric-c4t6ar?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The executions | https://teachers.thenational.academy/lessons/the-executions-6nk36r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Napoleon's leadership | https://teachers.thenational.academy/lessons/napoleons-leadership-c9k34d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Betrayal | https://teachers.thenational.academy/lessons/betrayal-6tgkcd?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Boxer | https://teachers.thenational.academy/lessons/boxer-60v32c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The power of propaganda | https://teachers.thenational.academy/lessons/the-power-of-propaganda-cmwp2r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Animals or men? | https://teachers.thenational.academy/lessons/animals-or-men-74wk8r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

Science

| Lesson Title | URL |
|--|---|
| Exothermic and endothermic reactions | https://teachers.thenational.academy/lessons/exothermic-and-endothermic-reactions-cgr38e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Combustion | https://teachers.thenational.academy/lessons/combustion-chgk4e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Complete and incomplete combustion | https://teachers.thenational.academy/lessons/complete-and-incomplete-combustion-70ukgc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Thermal decomposition | https://teachers.thenational.academy/lessons/thermal-decomposition-64uk4d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Investigation: Exo vs. Endo | https://teachers.thenational.academy/lessons/investigation-exo-vs-endo-74rkgc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
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| Musculoskeletal system | https://teachers.thenational.academy/lessons/musculoskeletal-system-6tjkg?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Muscles | https://teachers.thenational.academy/lessons/muscles-64v68t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The respiratory system | https://teachers.thenational.academy/lessons/the-respiratory-system-cvk2c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Aerobic respiration | https://teachers.thenational.academy/lessons/aerobic-respiration-crt64e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Breathing | https://teachers.thenational.academy/lessons/breathing-70v6ct?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| The effects of exercise on respiration | https://teachers.thenational.academy/lessons/the-effects-of-exercise-on-respiration-cgrk6t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Anaerobic respiration | https://teachers.thenational.academy/lessons/anaerobic-respiration-6cu3cc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

How does the intensity of exercise affect breathing rate? An investigation

https://teachers.thenational.academy/lessons/how-does-the-intensity-of-exercise-affect-breathing-rate-an-investigation-c8v3ic?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide

Review One

https://teachers.thenational.academy/lessons/review-one-c4r36c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide

Geography

| Lesson | URL |
|--|---|
| How do we classify different types of employment? | https://teachers.thenational.academy/lessons/how-do-we-classify-different-types-of-employment-6rwp6d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| How do employment structures differ around the world? | https://teachers.thenational.academy/lessons/how-do-employment-structures-differ-around-the-world-61jkac?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What are the factors which influence the location of different industries? | https://teachers.thenational.academy/lessons/what-are-the-factors-which-influence-the-location-of-different-industries-6xjk6d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What are quaternary industries? | https://teachers.thenational.academy/lessons/what-are-quaternary-industries-cgu30c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What are the impacts of different industries? | https://teachers.thenational.academy/lessons/what-are-the-impacts-of-different-industries-75i3et?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Why is tourism an important tertiary industry? | https://teachers.thenational.academy/lessons/why-is-tourism-an-important-tertiary-industry-68t32c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| How do the impacts of tourism change over time? | https://teachers.thenational.academy/lessons/how-do-the-impacts-of-tourism-change-over-time-cdk6ar?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What is ecotourism? | https://teachers.thenational.academy/lessons/what-is-ecotourism-ccw64e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Why is tourism a growing industrial sector in Kenya? | https://teachers.thenational.academy/lessons/why-is-tourism-a-growing-industrial-sector-in-kenya-6cw38d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What have been the impacts of tourism in the Maasai Mara National Reserve? | https://teachers.thenational.academy/lessons/what-have-been-the-impacts-of-tourism-in-the-maasai-mara-national-reserve-74r3ee?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

How can tourism in the Maasai Mara National Reserve be managed?

https://teachers.thenational.academy/lessons/how-can-tourism-in-the-maasai-mara-national-reserve-be-managed-65h68c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide

History - Refer to Lessons on Teams

MFL

French

| Lesson | URL |
|--|---|
| Say what you are going to do on a specific day vs daily routine (Part 1/2) | https://teachers.thenational.academy/lessons/say-what-you-are-going-to-do-on-a-specific-day-vs-daily-routine-part-12-6dikge?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Say what you are going to do on a specific day vs daily routine (Part 2/2) | https://teachers.thenational.academy/lessons/say-what-you-are-going-to-do-on-a-specific-day-vs-daily-routine-part-22-68r32c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What is it like? Describe things (Part 1/2) | https://teachers.thenational.academy/lessons/what-is-it-like-describe-things-part-12-ccu34d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| What is it like? Describe things (Part 2/2) | https://teachers.thenational.academy/lessons/what-is-it-like-describe-things-part-22-cdk30d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Talk in the negative (Part 1/2) | https://teachers.thenational.academy/lessons/talk-in-the-negative-part-12-6gwp2t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Talk in the negative (Part 2/2) | https://teachers.thenational.academy/lessons/talk-in-the-negative-part-22-6mrk0d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

Spanish

| Lesson | URL |
|--|---|
| Saying what people do (Part 1/2) | https://teachers.thenational.academy/lessons/saying-what-people-do-part-12-6rwwat?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Saying what people do (Part 2/2) | https://teachers.thenational.academy/lessons/saying-what-people-do-part-22-6wv36r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Celebrating different occasions (Part 1/2) | https://teachers.thenational.academy/lessons/celebrating-different-occasions-part-12-64u3cr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Celebrating different occasions (Part 2/2) | https://teachers.thenational.academy/lessons/celebrating-different-occasions-part-22-cmtp6c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Things you do to and for yourself (Part 1/2) | https://teachers.thenational.academy/lessons/things-you-do-to-and-for-yourself-part-12-6dgk0r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Things you do to and for yourself (Part 2/2) | https://teachers.thenational.academy/lessons/things-you-do-to-and-for-yourself-part-22-71j34t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Talking about festivals (Part 1/2) | https://teachers.thenational.academy/lessons/talking-about-festivals-part-12-6rw38r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Talking about festivals (Part 2/2) | https://teachers.thenational.academy/lessons/talking-about-festivals-part-22-69k36c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

The Arts

Drama

| <u>Lesson Title</u> | <u>URL</u> |
|---|---|
| Use of Posture, Stance and Space in performance | https://teachers.thenational.academy/lessons/use-of-posture-stance-and-space-in-performance-6xh32e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Use of Pace, Pause and Tone in performance | https://teachers.thenational.academy/lessons/use-of-pace-pause-and-tone-in-performance-chj30e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Use of gesture and mannerisms in performance | https://teachers.thenational.academy/lessons/use-of-gesture-and-mannerisms-in-performance-c5jkje?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Naturalism | https://teachers.thenational.academy/lessons/naturalism-chh3jc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Epic Theatre | https://teachers.thenational.academy/lessons/epic-theatre-68v3jt?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Abstract Theatre | https://teachers.thenational.academy/lessons/abstract-theatre-74vkcd?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

Music

| <u>Lesson</u> | <u>URL</u> |
|---|---|
| Understanding how and why fusion music is created | https://teachers.thenational.academy/lessons/understanding-how-and-why-fusion-music-is-created-6cu64d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to perform harmonic and melodic ideas influenced by “Water No Get Enemy” | https://teachers.thenational.academy/lessons/to-be-able-to-perform-harmonic-and-melodic-ideas-influenced-by-water-no-get-enemy-70rk0r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

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| To explore the musical ideas in tango and neotango | https://teachers.thenational.academy/lessons/to-explore-the-musical-ideas-in-tango-and-neotango-c8u3jd?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To understand the role of the musical layers in tango, and the function of chromatic passing notes | https://teachers.thenational.academy/lessons/to-understand-the-role-of-the-musical-layers-in-tango-and-the-function-of-chromatic-passing-notes-6di62t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to improvise an alap on a rag above a drone | https://teachers.thenational.academy/lessons/to-be-able-to-improvise-an-alap-on-a-rag-above-a-drone-ccwpce?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to perform and improvise around a chaal | https://teachers.thenational.academy/lessons/to-be-able-to-perform-and-improvise-around-a-chaal-c4w36r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to perform melodic, harmonic and rhythmic ideas in "Release", and explore the Aeolian mode | https://teachers.thenational.academy/lessons/to-be-able-to-perform-melodic-harmonic-and-rhythmic-ideas-in-release-and-explore-the-aeolian-mode-c4wp4d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to develop melodic, harmonic and rhythmic ideas from the styles or traditions of music studied | https://teachers.thenational.academy/lessons/to-be-able-to-develop-melodic-harmonic-and-rhythmic-ideas-from-the-styles-or-traditions-of-music-studied-74ukgc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to fuse melodic, harmonic and rhythmic ideas from the styles or traditions of music studied (Part 1) | https://teachers.thenational.academy/lessons/to-be-able-to-fuse-melodic-harmonic-and-rhythmic-ideas-from-the-styles-or-traditions-of-music-studied-part-1-chk6ct?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| To be able to fuse melodic, harmonic and rhythmic ideas from the styles or traditions of music studied (Part 2) | https://teachers.thenational.academy/lessons/to-be-able-to-fuse-melodic-harmonic-and-rhythmic-ideas-from-the-styles-or-traditions-of-music-studied-part-2-cgr32t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

Dance

| <u>Lesson Title</u> | <u>URL</u> |
|--|---|
| Safe dance practice and technique | https://teachers.thenational.academy/lessons/safe-dance-practice-and-technique-6djp6c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Working in the style of a professional choreographer | https://teachers.thenational.academy/lessons/working-in-the-style-of-a-professional-choreographer-chk3jr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Creating and developing movement material | https://teachers.thenational.academy/lessons/creating-and-developing-movement-material-60u3cr?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Using improvisation | https://teachers.thenational.academy/lessons/using-improvisation-6mt34e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Exploring choreographic devices | https://teachers.thenational.academy/lessons/exploring-choreographic-devices-6ru34d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| How to use structure and music | https://teachers.thenational.academy/lessons/how-to-use-structure-and-music-cnkh2e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

PSHE

| Lesson Title | URL |
|--|---|
| Criminal behaviours within a relationship | https://teachers.thenational.academy/lessons/criminal-behaviours-within-a-relationship-chh38c?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Controlling behaviour and coercive control | https://teachers.thenational.academy/lessons/controlling-behaviour-and-coercive-control-75hkee?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Sexual harassment | https://teachers.thenational.academy/lessons/sexual-harassment-cmwkjc?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Sexual violence | https://teachers.thenational.academy/lessons/sexual-violence-6wr30r?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

Art

| <u>Lesson Title</u> | <u>URL</u> |
|----------------------------|---|
| | - |
| John Piper (Part 1) | https://teachers.thenational.academy/lessons/john-piper-part-1-6gukec?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| John Piper (Part 2) | https://teachers.thenational.academy/lessons/john-piper-part-2-c5hp6e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Stephen Wiltshire (Part 1) | https://teachers.thenational.academy/lessons/stephen-wiltshire-part-1-6rt32t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |

PE

| <u>Lesson Title</u> | <u>URL</u> |
|---|---|
| Throwing and catching in sport | https://teachers.thenational.academy/lessons/throwing-and-catching-in-sport-6xjk2t?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Maximising hand-eye coordination in sport | https://teachers.thenational.academy/lessons/maximising-hand-eye-coordination-in-sport-crwk2d?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |
| Moving a sporting implement | https://teachers.thenational.academy/lessons/moving-a-sporting-implement-68r68e?utm_campaign=FullCurriculumSheet&utm_medium=document&utm_source=guide |