

**Please remember for Science you are on a rota and this should continue – You need to do 4 lessons in the first week of the current subject you are studying and then next week 3 lessons of the next subject on your rotation.**

**Art:**

Continue to develop your ideas through making connections with artist's work and other research connected to your theme and ideas. Ensure that you have researched and written about at least one artist whose work really inspires you and explain how you are making connections with their work including images of their work. Your teacher will have discussed the stages of creative journey with you so you need to continue to record using drawing and other things, use research and info to help develop ideas, experiment with media and processes, reflecting in your journal and refining through more experiments. Make sure you record everything in your sketchbook and RJ. If you need any help please email your teacher on the school email. [Elizabeth.kelleher@spaldinghigh.lincs.sch.uk](mailto:Elizabeth.kelleher@spaldinghigh.lincs.sch.uk) or [Lucy.Neal@spaldinghigh.lincs.sch.uk](mailto:Lucy.Neal@spaldinghigh.lincs.sch.uk) or [Melanie.Wilkins@spaldinghigh.lincs.sch.uk](mailto:Melanie.Wilkins@spaldinghigh.lincs.sch.uk)

**Biology:**

Topic 4 – Non-communicable diseases

Research and produce three A4 factsheets that could be displayed in a GP surgery on the effects of:

1. Lack of exercise and diet on obesity
2. Alcohol on liver diseases
3. Smoking on cardiovascular diseases

Each factsheet must include:

- Clear and accurate information that you can understand (so that the general public would be able to understand it too)
- Diagrams, graphs or tables of figures to show national and global data

**Chemistry:**

Pick a topic in Chemistry that you have completed in Year 9 from Topic 1 States of Matter and separation, and Topic 2 Atomic structure and the periodic table. Use revision books, bitesize website, or other suitable on-line resources to create revision notes on the topic that you can use to help for the summer exams.

**Computer Science:**

Programming assessment. Use the challenges that we have learnt so far and the PowerPoints to support you in the assessment. You can use the online Python environment if you do not have access to python at home. This is linked on the VLE, there is also a link to the official Python IDLE download.

Complete the History of Computing Assessment.

**Design Technology:**

Fizzy drinks promotion competition: 3 hours:

Collect liquid containers from around the home.

Analyse: materials, information that is communicated, whether you can physically see the contents, whether the materials are recyclable, how easy it is to use, how easy it is to transport, form and function

Research famous fizzy drink brands: their branding, logo etc. and their container designs:

List a range of ideas for flavours of a fizzy drink

Come up with a range of name ideas of a new brand for one flavour

Design a logo for your new brand

Design a container for your new fizzy drink: incorporate your logo, show what information would be on it, whether the materials are recyclable etc.

**Drama:**

Drama keywords investigation. Complete an A4 research mind map of **FOUR** of the following drama terms, giving definitions and examples. Make this an eye-catching document that can be put on display.

- CATHARSIS
- INTERNAL MONOLOGUE
- PROXEMICS
- DRAMATIC IRONY
- HUBRIS
- PATHOS
- EMPATHY
- ARISTOTLE'S *UNITIES*
- Any questions? – email [tanwen.fisk@spaldinghigh.lincs.sch.uk](mailto:tanwen.fisk@spaldinghigh.lincs.sch.uk)

**English:**

Objective: Explore and understand the genre and language of 19<sup>th</sup> century Literature.

Outcome: To consolidate understanding of the genre by producing a quote and note study guide for the novella/ short story *The Red Room* and /or *The Signal Man* (both texts in the class anthology). Set-up a 'Quote and Note' study guide using either A4 or using a pocket notebook/ jotter– that shows a summary, a who's who character list, plot overview, a themes and ideas section, then a section about how this text fits with the tradition of 19<sup>th</sup> century writing and historical context. Include and analyse any key quotes for each section of your guide. Make them attractive and an essential guide to the short story/ novella. These 'Quote and Note trails' will be peer assessed and teacher evaluated on return to school.

**Food and Nutrition:**

Y9 Food Safety and Hygiene Project .Using the internet - Select **2** of the following pathogenic bacteria – Salmonella, Campylobacter, E. Coli, Listeria. Produce an A4 poster for each including the following

- Which foods the bacteria is found in ( e.g. raw chicken , soft cheese)
- Source of bacteria ( where it comes from , e.g. sewage, unclean water )
- The symptoms of the food poisoning
- The personal hygiene rules food handlers should follow to prevent contaminating food.
- The critical temperatures to store these foods at and the critical cooking temperatures to destroy the pathogens.
- Use colour and scientific and subject specific terminology.

We shall be using these to create a display. Excellents will be awarded for the most accurate posters! Thank you, Ms Busby.

**French:**

This is an opportunity to revise all the work covered this year in both textbooks.  
Finish off all incomplete worksheets and do all corrections in both books.

<https://languagesonline.org.uk/Hotpotatoes/frenchindex.html>

Quick linksFirst Year Learning

Unité 1 (all can be done)

Unité 2 (all can be done)

Unité 3 (1 to 11 and 18 to 35)

Unité 4 (all can be done)

Unité 5 (all can be done)

Grammar

-ER verbs for beginners

Adjectives

Contact: Mrs Barats: [florence.barats@spaldinghigh.linc.sch.uk](mailto:florence.barats@spaldinghigh.linc.sch.uk)

## Geography:

You should work through the Ecosystem work you have undertaken this year. Check that everything is complete and that you understand it all! Then complete the revision booklet on the VLE.

## German:

### To complete:

Stimmt 3 text book – continue working to the end of ‘Ambitionen’ chapter 3 p61 – reading and writing exercises in rough

P67 Wiederholung ex 3 and ex 4 in neat

P72-73 Projektzone – ex 1,2,3 written out in full in neat

Learn all vocabulary for chapter 3 from your text book p70-71

### Optional:-

<https://quizlet.com/en-gb>

Using the search button:

Stimmt 3 Kapitel 1 (All the work available can be used)

Stimmt 3 Kapitel 2 (All the work available can be used)

Stimmt 3 Kapitel 3 (All the work available can be used)

## History:

Daily Life in Nazi Germany

You are to carry out independent research, using whatever resources you have available, to create a booklet that considers the following aspects of daily life for a range of different people in Nazi Germany:

1. What was life like for women?
2. What was life like for the young?
3. What was life like for workers?
4. What was life like for ethnic minorities?

## Latin:

Use <https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html> to review the vocab for the WJEC exam. Do some research online about the roman leisure and entertainment topics – if possible watch *Pompeii* as it features gladiators – make a list of anything you think contradicts with what you’ve learnt. Make a kahoot quiz on one of the leisure topics.

LANG/GRAMMAR – translate the next story – using the CIVIS -1-8 /SENATRIX 1-12 /IMPERATRIX 1-16 / DEA 1-20 levels. If stuck copy out all the verbs and translate them as accurately as possible.

## Maths:

All students in Y9 have MyMaths accounts, and around half the school are on Dr Frost.

- Log on to your MyMaths account, and your Dr Frost Maths account if you have one.
- Complete any work that has been set by your teacher. If you finish, or if no work is showing yet, use either of these two websites to complete independent practice.

## Music:

Produce an A4 sized information sheet which advertises one of the projects we have done so far in Y9 – In at the Deep End, Word-Up or Song-Writing (like the ones already on my wall). The sheet should contain information about what happened in the project, what the key elements of the project were, relevant pictures, and your own personal feelings/feedback about your chosen project. The sheet needs to be good enough and informative enough to be displayed on the music room wall.

## Physics:

Complete parts of the work below not currently studied in lessons.

**A)** Use revision guide/textbook/this [BBC Bitesize link 1](#) and [link 2](#) to research the definitions, equations and units of work done, power and efficiency.

Complete the experiments described below to **measure your work done and power**. In your books or on paper describe the 3 experiments, write down all your measurements and show full calculations.

- 1) **Step on and off a step 20 times.** Measure the height of the step and times by 20 to get the distance - find your weight (mass in kg x 10) for the force and time how long it took you to complete the action. Use this to calculate your work and power. If you can't find your weight use 500N.
- 2) **Walk upstairs.** Measure the height of one step and times by the number of steps to get the distance - find your weight (mass in kg x 10) for the force and time how long it took you to complete the action. Use this to calculate your work and power. If you can't find your weight use 500N.
- 3) **Lift a 1kg object 5 times.** Pick up a 1kg bag of sugar (10N) 5 times. Measure how far you lift it and times by 5 to get the height. Time how long it took you to complete the action. Use this to calculate your work and power.
- B)** 1) Follow this link [BBC bitesize energy stores](#) and make notes on stores/pathways/systems/transfer diagrams/conservation of energy - you can then complete the first part of the quiz.
- 2) Find 10 examples around your home and write down the energy transfers (identify the starting and end stores plus the pathways).

#### RS:

Mini project – You have learnt a lot about Guru Nanak and Guru Gobind Singh.

Carry out some of your own research into the lives of some of the other Sikh Gurus – e.g. Guru Arjan would be a good Guru to choose and Guru Amar Das, although you could take your research wider

Then answer the question – “Guru Nanak is the most important Sikh Guru”. Discuss 15

Remember that you must consider different points of view in your answer E.g. Some Sikhs would think . . . because Other Sikhs might disagree because . . . In conclusion, I think . . . because . . .

If possible word process your work or if this is not possible work in your book or on file paper

#### Spanish:

Research project: please research the differences between the Spanish school system and our school system. Include subjects, uniform, facilities, etc. Prepare a scrapbook or a presentation of your choice showcasing your findings. The majority of your work will be in English as opposed to Spanish. However, you should include a list of at least 20 words or phrases in Spanish and English relating to this topic. Please also include at least one sentence in Spanish giving your opinion on which system you prefer and why.

[Victoria.hickman@spaldinghigh.lincs.sch.uk](mailto:Victoria.hickman@spaldinghigh.lincs.sch.uk)

Contact Mrs Hickman if you have any questions about the work.

#### Textiles:

Contextual challenge: Designer influence.

Design and make a paper prototype of a bag that meets an identified need for your target group and reflects the influence of a designer of your choice.

Complete the following tasks:

- Analysis of task using mind maps to identify a need for a bag (i.e. beach bag, school bag, festival bag) and possible design features that you would include.
- Research existing bag products using internet research, magazines, catalogues, books. Collate the research to share with peers.
- Sketch a range of initial ideas annotating design features, fabrics, techniques etc.

**Work hard and email your teacher if you need any help!**

