

Year 9 Work Spalding High School
Work for Phase 6 – 29th June to 21st July

From this point onwards, Year 9 students will only be expected to complete work for their compulsory subjects and their GCSE options choices. The compulsory subjects are English, Mathematics, Biology, Chemistry, Physics, a language (for the great majority this will be their designated language studied since Year 7), Religious Studies and Geography or History.

Art:

In this last phase you will be making your final piece. This should reflect your ideas, artist's connections, skills and take any form you like. You can use any media but it should be reflected in your experiments and development pieces. This need to be your best work to date so work hard have fun. Because the time is short put it all into making your final piece and don't worry about an evaluation. As soon as all your work is finished please add it to your word document and send it to your art teacher. Have fun and we look forwards to teaching you next year in GCSE!

Biology:

We are going to start the next GCSE topic. This topic is in both Combined and Separate Science Biology; so it is important for you all to complete it thoroughly.

Topic 5 – Respiration and Photosynthesis

Mr Wright and Mrs Waldron will organise a Zoom lesson during the week from Monday 29th June – Friday 3rd July to introduce the topic of respiration. Look out for an email to invite you to the Zoom.

Following the lesson, you will need to complete the activities listed below. All sheets are on the VLE in the Year 9 Biology, Respiration folder, along with the PowerPoint. If you cannot access the VLE, your teacher can email you copies, just let them know.

1. Complete the sheet 'Comparing breathed-in and breathed-out air.'
2. Write out the word and balanced chemical equation for aerobic respiration (see the PowerPoint from the lesson.)
3. Read the sheet 'cellular respiration' and answer the questions.
4. What are the differences between prokaryotic and eukaryotic cells? (Look back at your work from earlier this year and the PowerPoint from the lesson.) You have read that in eukaryotic cells respiration takes place in mitochondria. Where does it take place in prokaryotic cells?
5. Anaerobic respiration: Complete the BBC Bitesize daily lesson on anaerobic respiration: www.bbc.co.uk/bitesize/articles/znstwnb. Make notes on the lesson, including the equation for anaerobic respiration in muscle cells and a table to compare aerobic and anaerobic respiration.
6. Read the sheet 'exercise and anaerobic respiration' and answer the questions.
7. Write out the equations for anaerobic respiration in plant and yeast cells (See the PowerPoint from the lesson.)
8. Your work will be checked by your Biology teacher in September so it is important that it is completed in full.

This is the end of your Biology work for the year – well done! Now is the time to make sure that you have **completed** and **understood** all of the work, especially the work you have been completing at home. Please contact your teacher if you have any questions or missing work.

Business Studies:

Mr Blackburn will send a bulletin to all pupils who have chosen Business for GCSE. Please continue to check your school email each day.

Chemistry:

Please make sure that you have completed and marked your exam questions (mark scheme will have been emailed to you) and send the marks back to your teacher.

Then review your work so far since the start of the school closure and your teacher will send you an end of term assessment at the start of the final week. This will need to be completed and sent back to your teacher for marking.

Please email Dr Wardell if there are any issues with the Chemistry work: ian.wardell@spaldinghigh.lincs.sch.uk.

Computer Science:

Unless you have chosen Computer Science then there is no work for you. Those that have, please see the email you have been sent and the submission for the work you have been investigating on the GCSE page on the VLE.

Design Technology:

See VLE presentation: Create a mock Kickstarter web page to entice investment for your phone design. Include onshape/ prototype images etc. and even video if you can. (If you do not have access to IT equipment then this should still be done by hand on paper.)

If you can get access to a PC Use 2D design to create laser cutting layer patterns for a more professional prototype. You can download the software for free at: <https://www.techsoft.co.uk/adverts/coronavirus-covid-19-student-request>.

Of course you may not have access to a computer that you can put the software on. In that case I would like you to access the presentation and watch the Zoe Laughlin "How to make the toothbrush" video. Answer questions FROM THREE PAGES: YOUR CHOICE. You may find it easier to write the questions out, then watch the video. If you have time, then feel free to answer questions from another page. Upload photos or word document of your work to the VLE, please.

Questions: Jason.martindale@spaldinghigh.lincs.sch.uk

Drama:

Topic: The Tempest

Type: PowerPoint

Work will be emailed to students.

To be submitted by July 21st

English:

Seneca Learning - signup using the class code your teacher has emailed you and complete the learning and any assignments due by 20.07.20. Seneca provides your teacher with both a class overview as well as individual student insights allowing them to email feedback. Please check your email regularly.

AQA Power and Conflict Anthology: 'Storm on the Island' Seamus Heaney

Read and annotate your anthology. Use this YouTube clip from Mr Bruff to help you https://www.youtube.com/watch?v=Sgsu_WgO9GY

Then respond to these questions, these will demonstrate your understanding of the poem, language, form and structure:

1. Where does the speaker of the poem live? What are they preparing for? What technique is used to show unity and strength? (1)
2. How do they build their houses? Why? What does it tell us about the storm? How does the speaker feel about the approaching storm? (1/2)
3. What is not on the island? What does this tell us about it? How does the speaker try to see this negative as a positive? (4-5)
4. Where is onomatopoeia used on line 7? What does this tell us about the storm?
5. Is the tone of line 7 formal or informal? What is the speaker trying to get the reader to understand?
6. The sound of the wind through the leaves is compared to a chorus. What is a chorus? How does this show the power of the storm? (7-10)
7. What is the storm being compared to on line 10? How does this show the storm's power?
8. What makes the storm even scarier? (11)
9. Why might the sea hitting 'down on the cliffs' be comforting and not scary? (12-13)
10. What is the sea compared to? What does this tell us about it? (13)
11. What powerful verbs are used to describe the sea? (13-15)
12. Why is it that the sea is not comforting anymore? (15)
13. What is the sea compared to? What does this tell us about it? (15/ 16)
14. What words are used in the semantic field of war? What do these words tell us about the storm? What is it compared to and why? (17/18)
15. What is the scariest thing about the storm in a way? (19)

Use this lesson from BBC Daily Lessons:

<https://www.bbc.co.uk/bitesize/articles/zbjw7nb>

Selecting the right quotations is important in both GCSE English Literature and GCSE English Language. When you respond to any reading question about poetry you will need to back up your own thoughts and opinions with a reference or a quotation. Quotations should be kept **short and to the point**. Using just a few words is more powerful than copying out chunks of text: it shows you are being selective in what you say. Watch the BBC video so you know exactly how to use and punctuate quotes in your essays then complete the activities.

Use the PowerPoint which is on the VLE and will be emailed to you to guide your learning.

Have a go at creating an essay style response: "Compare the ways poets present the power of the natural world in 'Storm on the Island' and in one other poem from 'Power and conflict'"

Please email to your teacher on or before 20.07.2020

Continue to create an overview grid for the poems you have studied: Please email photo evidence of your grid or an electronic copy

Poem	Who is speaking?	What happens?	Themes?	Language Techniques?
------	------------------	---------------	---------	----------------------

Accelerated Reader Awards – keep reading. Additional, Reading comprehensions on VLE

Food and Nutrition:

Please check your school email as work will be sent to you by Ms Busby.

Geography:

All work for the next rotation can be found on the Geography area of the VLE. Please read the instructions carefully about how to complete the work set. Please check your email daily and contact Mrs Bennett, Miss Lee or Mrs Rogers if anything is unclear.

German:

Gut gemacht die 9. Klasse – wir haben es fast geschafft! ☑

You will receive the last phase of work for this term by email as a PowerPoint presentation for you to copy up or print out with answers to the grammar exercises so **you must please read your school emails**.

Numbers 1, 2, and 3, are copying up/printing out grammar slides with a practice exercise.

Most of you will have completed no. 1 and no. 3 already so check your grammar books carefully!

The fourth and final task will be a good indication of your progress this year so this is your chance to shine! **Read the instructions and the question carefully in the email before you start.**

Please email your 16 marks answer set out clearly in four short paragraphs, preferably as a word document or written in the body of your email, to your teacher by Tues 21st July. If you have your work ready before this date, please email it to us sooner!

Mariana.almasi@spaldinghigh.lincs.sch.uk

Dawn.bushell@spaldinghigh.lincs.sch.uk

Katie.carthy@spaldinghigh.lincs.sch.uk

Sally.knowles@spaldinghigh.lincs.sch.uk

History:

Based on the feedback on your Cycle 5 essays, you should rewrite a small section of your work. Next, open the scanned resource on the VLE. Read ALL pages and complete the following:

- [Q1-3, p.219](#)
- [Q1 and Q2, p.225](#)
- [Q1-4, p.228](#)
- **“The main reason why there was a Cold War was Stalin’s fears about America.” How far do you agree?**
This should be completed as a full essay looking at both sides of the argument and reaching a clear conclusion. Email this to your History teacher no later than **Friday 17th July.**

Latin:

4 lessons plus homework

1. Keep checking your emails for any updates.
2. Use the www.cambridgescp.com for online sorting activities to review grammar and to use the dictionary for help translating.
3. VOCAB – use the vocab checker on www.cambridgescp.com or <https://www.exams.cambridgescp.com/files/cscp/wjec18vocab/index.html> and make sure you do IN stage 18 (20 words) and UPTO stage 18 (30 words). Do not let your vocab go rusty.
4. **Clemens tabernarius** – comprehension. Complete this on the VLE and note down your scores.
5. **pro taberna Clementis** p102– translation. Worksheet on the VLE with sections of this story to translate. Email me your translations.
6. Word search on the VLE stage 18 vocab.
7. Optional EXTENSION - An extra story to read through – not in the ex-book – a strange story about a glass ornament that Clemens recognises!

Any queries email Mrs Jones: Charlotte.jones@spaldinghigh.lincs.sch.uk

Maths:

Topic focus: Algebra consolidation; Length, area and volume

In this final phase we will consolidate the chapter 8 algebra work and move on to chapter 9 on length, area and volume. Check your school email account regularly for details from your individual class teacher and complete any

work set on MyMaths or Dr Frost Maths, or use relevant pages in your CGP book. Chapter 9 in your homework book also has extra practice questions, as does mathsgenie.co.uk. Remember there are online lessons on both platforms and many videos on Dr Frost that can help. If you finish, use your notebook to look back at previous topics and consolidate these. Keep practising your numeracy – there are lots of games to practise times tables and key skills. You would normally have 7 maths lessons and 2 maths homeworks in a fortnight so make sure you are spending a suitable amount of time on your maths.

Calculate the circumference and area of a circle.
Calculate the area of a parallelogram.
Calculate the area of a trapezium.
Calculate the length of an arc.
Calculate the area and angle of a sector.
Calculate the volume of a prism.
Calculate the volume and surface area of a cylinder.
Calculate the volume of a pyramid.
Calculate the volume and surface area of a cone.
Calculate the volume and surface area of a sphere.

Music:

Make sure the Bandlab songs are finished and submitted via Bandlab and also that the listening exercises are completed along with the list of technical words and definitions.

Once your Bandlab work is completed, you can start work on a different composition on Bandlab – but this time working on your own, not in groups. The piece should be based on one of the following options:

- The Rock 'n' Roll style of the 50s and 60s – research such artists as Elvis Presley and the Beatles
- A Pop Ballad – research singers like Adele.
- A Rock Anthem – research bands such as Guns N' Roses

When you have chosen an option, listen to as many examples as you can on YouTube so you can become familiar with the style.

Physical Education:

Miss Pascoe will set further video lessons for you to watch via 'The Everlearner' platform. Please ensure you make good notes on these video lessons and complete the checkpoint tests at the end of each topic. Please keep checking your e-mails for further information from Miss Pascoe.

Physics:

Topic - Energy Resources

All documents for this phase of work are on the VLE for you to use, in a folder called **generating electricity 2**. If you cannot access the VLE, your teacher can email you copies of these documents.

Use your Phase 5 work to complete the following tasks:

1. Check your answers to the worksheet on energy uses graphs – on the VLE.
2. Complete the exam questions. The answers to these will be emailed out to you in the second week of Phase 6 and you will need to mark your answers and send your teacher your mark.

Remember to ask for help and advice from your teachers by email.

RS:

Please check your school email as work will be sent to you by your RS teacher. If for any reason this work should not arrive in your inbox, please email your teacher using your school email account. If you need any further help or support with the work set, please contact your subject teacher.

Spanish:

All instructions will continue to be emailed to you individually as you complete tasks. Check emails and respond; don't be afraid to ask for help. I am only ever an email or a phone call away, Mrs Hickman.

1. Complete the phase 4 grammar work and send me your marks if you haven't already.
2. Complete the phase 5 work on family and relationships.
3. Phase 6: complete the DIRT/Take two of your phase 5 written work once you have received your work back from me. Complete family and relationships revision tasks. Complete the speaking questions on family and relationships.

Textiles:

Design and making principles

Context: Face coverings are increasingly being worn as the current pandemic continues.

Task 1

Log into the following V&A website where you will find a fascinating collection of blogs about 'pandemic objects'. There is one to find about face coverings and I would like you to read this. You may find several others interesting to read as well.

<https://www.vam.ac.uk/blog/pandemic-objects>

Task2

Sketch a range of initial ideas and include detail of materials used, dimensions, target group etc. Gather feedback from others and evaluate your ideas for their effectiveness.

Task 3

Choose one target group and produce a final design that meets all of their needs. Model your design in paper or fabric. You could even make your face covering as a final product.

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

