

Year 9 Work Spalding High School
Work for Phase 4 - 1st June to 12th June

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:

2 lessons plus homework time.

You have been sent the visualisation voice memo to reflect on your **development piece**. Please listen carefully to instructions on it and reflect on your work so far using it and make specific action points for the way forward in your project. You need to record your reaction to the task in your reflective journal and then present your ideas/ next steps in your sketchbook visually on a double page and also record how well you are doing in your AO's like you normally do – recording **specifically** what you need to do to improve your work. You need to fill in your points in the tracking grid in your books. You will also have received your teachers' feedback which will help. You could also include plan drawings of refinements to your work and how you are going to improve- anything visual to help and inspire you and also how you can use the artist's work and ideas/ other research to help. If your development piece is not in your sketch book or even if it is it may help to put a photo in the middle of your page for reference. Consider your media and how well you have taken risks.

Well done all of you – keep up the good work!

Biology:

Y9 Biology, Chemistry and Physics are now setting work independently, NO ROTA. You have work to cover three lessons for each.

Please follow the instructions from your specific teacher carefully, completing every task they have set using the suggested resources, and anything else you find useful to help you with the work. Documents on the VLE will be in the Biology section, in the Year 9 folder, in a folder with your teacher's name on it. The theme of this phase of work is revision and your teacher has selected activities that will most benefit you. Ensure you do the correct tasks and email your specific teacher with any queries as soon as you can please, so they can help you do the best you can. In Phase 5, you will revise content from Topics 3 and 4 on disease at the start, ready for the Y9 Test 2 assessment at the end (THIS IS NOT AN END OF YEAR EXAM).

Mrs Waldron's groups:

1. Examination questions feedback and 'take 2.'

Your marked examination questions will be returned to you by email after half term, along with an audio feedback file.

- a) Carefully read the written feedback on your marked work
- b) Listen to the audio feedback file
- c) Complete a 'take 2' on your TWO questions most in need of improvement.
- d) Check your answers with the mark-scheme on the VLE.

2. Genetic crosses revision and practice

- a) Read through the inheritance topic in your exercise book from earlier in the year.
- b) Watch the following short BBC Bitesize film to revise genetic crosses:
www.bbc.co.uk/bitesize/guides/z2rm3k7 (click on the video link or navigate to page 4 and the film will be there - *Greg Foot explains gene inheritance using cats.*)
- c) Complete the sheet of genetics practice problems on the VLE (or attached to the email)
- d) Mark your answers using the answer sheet on the VLE.

3. Sex linked genetic disorders revision and practice

- a) Watch the following AmoebaSisters explanation of sex-linked genetic disorders: youtu.be/h2xufrHWG3E
- b) Complete the sheet of practice problems on the VLE (or attached to the email)
- c) Mark your answers using the answer sheet on the VLE.

Mr Wright's groups:

Please ensure all previous work from phases 1-3 is up to date and I have your exam questions. You can complete the work below as a poster, leaflet, spider diagram etc. –whatever is best for your own revision material.

1. Cell Structure

- a) What are the 3 main differences between plant and animal cells?
- b) What's the difference between a eukaryotic and prokaryotic cell? What cell types go into these 2 categories?
- c) Go to www.thenational.academy/year-9/science/eukaryotes-and-prokaryotes-year-9-wk1-1. Watch the video on Eukaryotic and Prokaryotic cells on p3 of the lesson and look at the power point on p4, which has Q's and A's that make good revision material. Add any extra detail into the comparison of cells that you have come across - set out in a table as in the power point on activity tab 4. Complete the exit quiz on p5.

2. Inheritance

- a) Watch the video at www.thenational.academy/year-9/science/cell-division-year-9-wk4-2#slide-3 (up to 4 mins 55).
- b) Go to www.bbc.co.uk/bitesize/articles/zbnhnr; read through the information, watch the 2 videos and complete the 2 activities. The worksheet for the 2nd one can be found on the VLE or attached to my email.
- c) Ensure the Genetics Practice Problems and X-linked diseases worksheets done previously in Topic 2 lessons are completed, then mark your answers using the answer sheets on the VLE. Add in any corrections required please.
- d) Read p62-63 from the textbook online at www.pearson.com/uk/learners/secondary-students-and-parents.html – scroll down to Free e-book access, select View e-books, select Edexcel GCSE (9-1) Sciences icon, then the Biology textbook icon. An image of these pages, plus those below, will also be available on the VLE. Review your Mendel classwork and add in any details you think are missing, including the use of Punnett squares.
- e) Complete the Genes, Alleles & Pea Pods worksheet and the Genetics: X-linked genes worksheet on the VLE/email.

3. Meiosis & Natural Selection

- a) Read p52-53 from the textbook online/on the VLE. Review previous classwork on Meiosis, and add in any details you think are missing. If you want, answer the Q's from these pages.
- b) Complete the Divide the Cell worksheet on the VLE/email. You haven't covered Mitosis yet, but you can complete the Meiosis aspect of the Q then check your answers lower down the sheet.
- c) Using what you know about the process of evolution from previous classwork, draw a simple flow diagram explaining how mice can become resistant to rodenticide.

Business Studies:

Mr Blackburn will contact all pupils who have chosen Business for GCSE this week. Please continue to check your school email each day.

Chemistry:

If you have not started the Periodic Table CAT then complete it and send to your teacher to mark. The answers to the workbook questions, which were set, I will provide answers for and put them onto the VLE. If you cannot access the VLE for any reason email me below and I will send you them directly. Review, and revise the work that you have

done on periodic table and metallic bonding during the first week in preparation for a test during the 2nd week. **This will have to be done under as near normal conditions as possible, and then send a scan of your work to your teacher to be marked.**

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

Computer Science:

New Computer Scientists - welcome, very happy to have you on board. We are going to start with something fun and a chance to go (pretend) shopping. I would like you to identify the 15 components needed to build a computer (we did a bit about this in year 8). Once you have identified them, I would like you to go online and get full details about each item - for example:

CPU - Intel Core i5 3600k 3.7Ghz, socket LGA1151, 6 Cores, 6 Threads, 9mb Cache

Please provide a short bit of information about what each of the elements of the component means - example: 3.7Ghz is the clock speed, this means it does 3.7billion calculations a second.

Finally get the price and add up how much you would have spent if you had just bought that computer. When you send me the details (through the VLE which I will make available in a short while), we will have a little award for the overall "best machine".

Best machine criteria:

- all parts are compatible with each other
- the system would turn on and load to a desktop
- you have ways of actually using the system
- it isn't necessarily the most expensive but the best all round system.

Have fun finding out.

Design Technology:

See the PowerPoint/pdf on the VLE (work for school closure folder) to:

1. Answer the essay question on the impacts on society of plastics use; and,
2. Begin some computer aided design.

Drama:

You will be emailed a PowerPoint exploring devising drama. Work through the activities on paper or word process them. Please could you email me the finished work / take photographs of it so that I can see what you have done. Thank you.

English:

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

Explore and understand Extract from *The Prelude* (Wordsworth)

1. Read and annotate the poem:
2. Explain how, at lines 365-367, Wordsworth uses **verbs** and **adjectives** to portray the beauty of the lake.
3. Select and **adjective** that shows how Wordsworth initially felt as he rowed out in the stolen boat.
4. Explain which **words** show Wordsworth's determination

5. Select an **adverb** that conveys Wordsworth's passion for rowing out and a **verb** that conveys his strength. Explain what might be giving him the strength
6. A **volta** is a turning point. Which **phrase** best signifies the **volta** in terms of description? Explain what the **adjectives** in this phrase suggests about the peak.
7. What **image** does Wordsworth's use of **personification** convey about the peak?
8. How does the **verb** 'towered' strengthen this image?
9. From line 385 select an **adjective** that portrays what effect this image had on Wordsworth.
10. Select two more adjectives (from lines 389-9) that reinforce the effect on Wordsworth.
11. Select a **phrase** that shows the prolonged effect the image of this peak had on Wordsworth.
12. Write an essay Response 1-2 sides of A4 to the following question:

Overall, what do you think Wordsworth is saying about the power of nature?

Write in PEE / PEACE paragraph making sure you select apt quotes and 'analyse'(explore) the language techniques that have been used

Start to create an overview grid for the poems you have studied:

Poem	Who is speaking?	What happens?	Themes?	Language Techniques?
Ozymandias (Shelley)				
London (Blake)				
Extract from <i>The Prelude</i> (Wordsworth)				

Complete the BBC Daily lesson on how poets create meanings: <https://www.bbc.co.uk/bitesize/articles/zrkhpg8>

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

Food and Nutrition:

ONLY THOSE PROGRESSING TO Y10 GCSE ARE TO COMPLETE THIS WORK PLEASE.

Those of you who studied F&N in rotation 1 will already have completed this.

Please ensure you check that all sections in your booklet are fully completed to P29.

IF YOU ARE ABLE TO COOK, please make the Tuscan Bean soup P32 and the Herb Focaccia P33. Adapt your recipes if an ingredient is unavailable, but be sensible. Take a photograph and email it to yourself at school and we shall print them out upon our return.

Then, using www.foodfactoflife.org.uk/resources/explorefood analyse your recipe. The soup and bread serves 2. Complete P34, including the question 1 – 5. You may find the BRITISH NUTRITIONAL FOUNDATION website useful in your preparation for answering the questions. I have sent everyone a booklet through the post. You may have already received it but **please DO NOT start working on it yet**. I shall be giving you details and guidance in the next phase of work to be set.

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:

The work for these two weeks will be emailed to you (see basic instructions below) and will include extra help and self-mark slides so you **must** please read your school emails. If you have any queries at all or if you are unsure about any of the work please email Frau Carthy or your German teacher ☺

- We continue work on the **Imperfect tense** and will be using certain pages of **Chapter 4 Die Kindheit** - don't forget to use the double spread on p92-3 to help with vocab.
 - Remember **Date and Title in German** for each exercise you complete and read instructions carefully to see which book to do your work in.
 - Work through the ppt (work through the PDF) in **presentation mode** following all of the instructions on each slide.
1. In **rough**, slide 4 Was passt zusammen (mark it using answers)
 2. Just read through slides 8-9 to recap what you learnt in Phase 3
 3. **PPT Slide 11** – in **yellow books**, match up the 2 halves of the sentence and translate.
 4. **PPT Slide 13** – recap modal verbs
 5. **PPT Slide 14** – in **yellow books** complete the paragraph with modal verbs in imperfect tense – mark it using slide 15
 6. **PPT Slide 16** – Copy the text in German (or print if you prefer) into your **yellow book** and underline/highlight **all** the verbs (they are all imperfect tense) and **translate the whole text into English** - mark it using slides 17 and 18
 7. **PPT Slides 20-29** Read the PPT slides and stick/copy up Slides 22-24 into **grammar book** with the heading **Imperfect Tense Part Three: Regular Verbs** then stick/copy up Slides 25-28 into **grammar book** with the heading **Imperfect Tense Part Four: Irregular Verbs**
 8. **PPT Slide 30** – complete the verb table in **grammar book** and mark it using slide 31
 9. **PPT Slides 32-37** complete exercises using Imperfect tense, writing them **in full in yellow books** and mark them carefully using all of the answers.
 10. **Slides 38-53 using Stimmt 3 p 82-83** Work through the reading and listening exercises **in rough** and mark the work using the answers on the slides.
- We will come back to p80-81 of Stimmt 3 at a later date so don't worry, we've not forgotten!
 - Use a dictionary to look up any words you don't know. Here are good online ones:
 - <https://www.leo.org/german-english>
 - <https://www.collinsdictionary.com/dictionary/english-german>

History:

Go to the VLE and complete the work booklet on the Holocaust. Complete online or print off and complete by hand.

Latin:

4 lessons plus homework.

- 1) Check your emails for any updates.
- 2) Use the www.cambridgescp.com for online activities to review grammar / dictionary.
- 3) **ad templum p81-82** translation (set last phase). Please email you translation in if you haven't done so already.
- 4) STAGE 17 Language: p83 Exercise 3 first of all revise the modal verbs in the box at the top – these are in the present tense. Make sure you remember the different subject endings! Then on the VLE do exercise “**modal verb gap fill**” I can see your attempts and score on this. In your ex book/word doc write down the correct missing verb and then translate the whole sentence. Email me your answers for checking.
- 5) STAGE 17 grammar check worksheet on the VLE. Please print / copy and complete. Answers will also be on the VLE for you to self-mark.
- 6) 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 17 and UPTO stage 17. Do not let your vocab go rusty. Language awareness quiz on the VLE looking at derivations with vocab from stage 17.

- 7) The Seven Wonders of the Ancient World – cultural knowledge. Access and watch the PowerPoint on the VLE which has an embedded video link on slide 3. Creative background and research task is on Slide 5.
- 8) STAGE 18 adjective revision. Read through the notes on pages 100-101 in the textbook first. PowerPoint on the VLE to accompany the adjective worksheet on the VLE. Use the PowerPoint to help select the correct adjective (answers come up on the following slide) Then translate the sentences and email them to me either word doc/pic of your ex book for marking.

All work to be submitted by 12th June. Early submissions gratefully received!

Extension: duolingo has added Latin to its courses – keep working on this.

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

Maths:

Check your school email account 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 8 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.

Recognise expressions, equations, formulae and identities.
Substitute into, manipulate and simplify algebraic expressions.
Factorise an algebraic expression.
Expand two binomials to obtain a quadratic expression.
Expand the square of a binomial.
Expand more than two binomials.
Factorise a quadratic expression of the form $x^2 + ax + b$ into two linear brackets.
Factorise a quadratic expression of the form $ax^2 + bx + c$ into two linear brackets.
Change the subject of a formula.

Music:

Continue working with Bandlab to finish off your second song/instrumental. Then we are going to move on to a listening exercise using the BBC Bitesize resources. This is looking at the song 'Killer Queen' by Queen – the website will go through everything to do with the song and then there's a short test at the end. There are lots of technical musical words but they are highlighted and you can click on them to understand what they mean. Make sure you know what they all mean before you attempt the test at the end. Here's the link:

<https://www.bbc.co.uk/bitesize/guides/zdm26yc/revision/1>

Physics:

Y9 Biology, Chemistry and Physics are now setting work independently, NO ROTA. You have work to cover three lessons for each.

You have two lessons to revise the last 2 topics for a test that will be sent at the start of the second week (with instructions of how to complete it).

Revision

- Use your checklists to guide you through your revision.
- You may complete revision in your normal way but remember BBC Bitesize and your revision guides can help.
- If you wish to complete exam style questions you can use the following BBC Bitesize links or pages from the workbooks you have for the course.

Link	Conservation of Energy exam q	
Page 1	Multiple choice q	Do Q1 only
Page 2	1 or 2 mark Q's	Do Q1 and Q2
Page 3	3 or 4 mark q's	Do Q1 only
Page 4	Maths q's	Do Q3 only
Page 5	6 mark q's	Do Q 2 and Q3

Link	Work, Power and Efficiency exam q	
Page 1	Multiple choice q	Do Q2 only
Page 2	1 or 2 mark Q's	Do Q1 and Q2
Page 3	3 or 4 mark q's	Do Q1, Q2 and Q3
Page 4	Maths q's	Do Q3 only
Page 5	6 mark q's	Do Q1, Q 2 and Q3

Link	Specific Heat Capacity exam q	
Page 4	Maths q's	Do Q1 only
Page 6	6 mark q's	Do Q1 only

You can also use these chapters in the work book (use the contents page to find the correct pages) – do the answers in pencil so you can reuse them again for further revision in Y10 and Y11

- Energy Stores
- Transferring Energy Efficiently
- Reducing Unwanted Energy Transfers
- Energy Transfers and Systems
- Work Done and Power
- Specific Heat Capacity

Remember you may email Mrs Gregory or Mrs Haunch with any questions you have.

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:

Welcome to GCSE Spanish! Please check your emails for updates from me.

1. <https://www.thenational.academy/online-classroom/year-9/spanish#subjects> – Please complete Lessons 1-6 covering the basics.
2. GCSE foundation grammar practice - Please complete in your grammar book. I will email you the mark scheme to mark your work once you have finished it. I would advise you do a page at a time, then mark it, correct it using a different colour and then work through the remaining activities. Please email me your marks for each section, once completed. I will give you instructions on when to do this in my email.

Textiles:

Task 1- Complete and submit your entry for the 'Young Fashion Designer UK' competition. Remember that the deadline is Friday 5th June. Be massively creative. Good luck.

Task 2 - Specialist technical principles – Sources and origins

We will begin our GCSE work by learning how textile fibres are obtained from animal, chemical and vegetable sources.

Research and produce a fact sheet for each of the following natural fibres:

- Cotton (natural cellulose fibre)
- Wool (natural protein fibre)
- Silk (natural protein fibre)
- Polyester (oil based chemical fibre)

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

