

Year 9 Work Spalding High School
Work for Phase 5 – 15th June to 26th 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:

In response to the next steps you identified in your visualisation task you now need to move forward working on those tasks. You should also have feedback from your teachers on your work so far. The bigger picture is that you will be continuing to work on your project until the end of the year including a final piece and an evaluation and marking page.

So how do you get there? - well if you look at your AOs on your tracking grids to remind you that you need to show;

- How your ideas have developed through the project and how you have used your understanding of artists' work and other research to help develop your ideas and experiments.
- Your experiments and how they are moving your project forward- you should keep experimenting until you know what you want to do for your final piece by making constant refinements to your work and building your skills.
- You need to fully record your journey in order so everything that you look at, **think** (in terms of ideas and reflections) and explore need to be in your books and also you need to get visual recording through photos, drawings etc. to help make your work. (don't miss anything out)
- And then you need to produce a final piece... which is basically your 'ta-dah' moment!!

Your sketch book should be your visual journey and your workbook/reflective journal should hold the information and structure behind your ideas and your reflections on your progress.

You basically have the rest of the term to complete this work and so you need to try and structure your time working towards your next development piece or making it. Keep reflecting and using your research.

Email your teacher if you have any problems. We may set up some zoom sessions for you going forward.

Biology:

You have 3 hours allocated for Biology this phase; we would like you to initially spend an hour revising the content from Topic 3 Communicable Diseases (covered in lessons) and an hour revising the content from Topic 4 Non-Communicable Diseases (mostly covered during closure) please. Both of the Topic Checklists are available on the VLE in the Biology section, Year 9 folder, in the relevant Topic folder as a Word document, for you to go through alongside your classwork/homework in your exercise book, relevant pages in your textbook/revision guides and any other resources you want to use.

For the final hour you need to leave 20 minutes to complete the timed short answer Test located in Section 1 of the KS3 Science section on the VLE, and can spend the remaining time revising whatever you think needs it most from Topics 3 and/or 4. You can spend longer revising if you wish! The Test can only be attempted once between 9am Monday the 15th of June and 8pm Sunday the 28th of June, so you must ensure you are prepared before you open it up please. You should complete it without any resources to hand, so it is a true reflection of what you have learned (know and understand) and remembered. Your teacher will be able to then target genuinely weaker areas in future tasks, so it is beneficial to be honest and do your absolute best with the responses you submit please.

Business Studies:

Mr Blackbourn 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 sent your test into your teacher for marking, you will get feedback on this in due course. The new topic will be Earth Science, which involves looking at the origins and current composition of the Earth's atmosphere, and the importance of oxygen, its preparation and how it is tested for. All the details, including sheets and PowerPoints will be posted on the VLE.

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:

Access the VLE to **study the works of Pixar, Apple and Raymond Loewy**

Create a report on how one or more of these have made an impact on modern phone design

Continue using **Onshape**

Also on the VLE are instructions for **submitting work to the VLE**. We are looking forward to seeing:

By **20th June**

A photograph of your home-made prototype from phase 3 (May 4th-15th)

And a photograph **or** word document of your answer from last phase 4 (June 1st-12th) on "the environmental, social and economic issues that relate to the manufacture of polymers"

And **by 26th June** a photo **or** PowerPoint **or** word document showing how Pixar, Apple or Loewy impacted phone design.

If you have been able to use Onshape I would love to hear how you are getting on:

Jason.martindale@spaldinghigh.lincs.sch.uk

Drama:

Topic: Live Theatre evaluation and activities

Type: Link to performance and activities sheet

Work will be emailed to students

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. Please check your email regularly.

AQA Power and Conflict Anthology: My Last Duchess, Robert Browning

Listen to the poem: <https://www.youtube.com/watch?v=RbTHQjobJIM>

Read and annotate your anthology. Use this website to help you; <https://literarydevices.net/my-last-duchess/>

1. In what way is she 'on the wall'?
2. What is implied by 'last'?
3. Explain how the Duke's power shown twice at lines 9 – 11.
4. What does the Duke imply about his last duchess between lines 13 – 23?
5. According to the Duke, what things pleased his last duchess?
6. How did the Duchess respond to these things?
7. According to the Duke, in what way did his last Duchess show a lack of respect for him?
8. What did the Duke expect from his Duchess?
9. What does the Duke mean when he says he never 'stoops'?
10. What 'commands' did the Duke give?
11. Which word (line 52) further illustrates the Duke's lack of respect for women?
"At starting, is my object. Nay, we'll go" Line 52
Explain.
12. What tone of voice does the Duke speak in at the end?

Continue to create an overview grid for the poems you have studied

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

Dear Students,

We, your teachers are missing you and we regularly meet to plan the work to help you continue to progress and enjoy your German studies. When we see you in Year 10 you will have the opportunity to show us all the work neatly set out and marked in your books.

All of the work for this phase can be done with your text book, exercise book, rough book and a dictionary. You will be emailed answers to all of the exercises on **Wednesday 24 June** so that you can mark your work but be honest and don't look at these until you have completed the work!

***When you have marked your work please email us a photo of your marked answers for p84 ex 3 by Friday 26 June.** This helps us to see how you are getting on and keeps communication open.

1. P80 - Comparing primary and secondary school. Read the sentences carefully in ex 1 and make a note in rough of which are in the present tense and which are in the imperfect (past) tense. Then decide which refer to primary school and which to secondary.

2. P80 ex 2 in neat and also translate each completed sentence so you can check to see if they make logical sense. Again be very careful with the verbs, which tense are they?
3. P90 write up grammar notes on **The superlative** in green grammar book (if you have filled your book do this neatly on paper which you can stick in when you get a new book) and do ex 2 underneath.
4. Ex 5 p81 look at the picture and work out who is who from what they look like/what they are holding. Tip – the name of the person begins with the same letter as the superlative adjective. Don't forget to use 'die' if a girl and 'der' if it is a boy e.g. Gabi war die Größte – Gabi was the tallest (girl) Florian war der Frechste – Florian was the cheekiest (boy). Write down your answers in rough.
5. Look at the vocab given ex 1 p84 for the fairy tale. Then read it and see if you can guess which famous film, listed in ex 2, that is from. Note - This story is in the imperfect tense.
6. P84 Ex 3 match the imperfect verbs 1-9 to their infinitive a-i. Write them out in pairs and translate them. Eg *1 war = was/used to be* goes with *b sein = to be*. * See comment above, to be emailed.
7. Ex 4 re- read the text in ex 1 and look up 5 words you don't know the meaning of and write them out in English and German in neat.
8. Ex 5 find adjectives in the fairy tale for the five people (note, when writing the adjective separately you don't need an ending) Write your answers in neat in German and English.
9. P86-87 read the blue box before you read the story. In rough write down all the imperfect tense verbs you can find. Then complete ex 2 vocabulary, ex 3 vocabulary, verbs in different tenses, ex 4 reading exercise in English, ex 5 reading exercise in German and ex 6 translation- choose one of the paragraphs and translate into English all in rough.

For the rest of your lesson time please complete as much as you can from:

P89 ex 3, p126 ex 1,2,3,4 p127 ex 1,2 all in rough.

History:

Go to the VLE and open up the file and complete the tasks on the sheet. Make sure you meet the essay deadline as explained in the instructions. Any issues in completing this work or meeting this deadline should be reported to your History teacher as soon as you can.

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 and UPTO stage 18. Do not let your vocab go rusty.
4. DERIVATION worksheet on vocab from stage 18. The answers will be posted for self-marking at the end of phase 5.
5. MULTI-CULTURALISM in Alexandria. Access the PowerPoint on the VLE. Questions and quiz included. Read through CLCII pp86-89 to understand the racial tension.

6. LANGUAGE: STAGE 18 Murder in Alexandria – adjectival agreement. Access the worksheet and complete the VLE exercise.
7. LANGUAGE: STAGE 18 TABERNA p95 – follow the story amidst the turmoil of the city. VLE activity on the story to highlight aspects of grammar. Translate the story and **EMAIL ME** your translation.
8. LANGUAGE: IN OFFICINA EUTYCHI p96. Comprehension questions to understand the story.
9. Optional EXTENSION An extra story to read through – not in the ex-book – a strange story about a glass ornament that Clemens recognises!

Specified work to be submitted by 26th 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:

Topic focus: Algebra 2

We will be continuing and consolidating last phase's work on algebra this fortnight. 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 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:

Begin making a list of the technical words, plus their definition, that you came across in the 'Killer Queen' Bitesize project. Then use this link from Bitesize about the history of British pop music – Listen to all the examples in the link and then make a timeline as the website suggests at the bottom.

<https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrrnpg8>

One of the GCSE Music areas of study is pop music, so this work will be very useful – again, keep adding words to your list along with a definition.

I'd also like you to keep working on your Bandlab pieces, and submit them when finished so I can give feedback.

Physical Education:

You will have received an email from Miss Pascoe via your school email account explaining 'The Everlearner' GCSE PE platform. You will be set video lessons to watch and you should make good notes on these video lessons. You will also be asked to complete the checkpoint test at the end of each topic. Please keep checking your e-mails for further information/tasks from Miss Pascoe.

Physics:

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

Topic - Energy Resources

The checklist for this unit is on the VLE for you to use and check your progress. If you cannot access the VLE, your teacher can email you copies of this or any other document in this work.

Use your revision guide/textbook/internet/BBC Bitesize link [Resources P1 and P2 needed](#) to make notes and complete the tasks given.

1. Define renewable and non-renewable energy resources – put the different resources into a table, showing which are renewable and which are non-renewable.
2. Complete the research task on the VLE – you can use your own format or use the writing frame.
3. Complete the worksheet on energy uses graphs – on the VLE.

Mrs Gregory's PowerPoint slides have also been put onto the VLE as an extra resource.

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:

Continue to complete all work in your exercise book, under the KLOs provided. Record new vocab in your vocab book. If you are able to print the worksheets and vocab sheets that is great, but you don't have to. If you do, worksheets go in your exercise book, vocab sheets go in your vocab book. If you don't print them, please complete the work in your exercise book, clearly labelling all exercises with pages, references etc. Use a different colour to mark your work and complete corrections/Take Two.

1. Check your emails. I will send you links to the Kerboodle book for each of the lessons below. You should already have logged onto Kerboodle using the individual log in I emailed you during Phase 4.
2. **Lesson 1:** "KLO: to talk about family members and describing people". When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme.
3. **Homework 1:** learn all of the vocab in 1.1G, then ask a friend to give you a FaceTime/phone call to test you. Spanish into English, so for meanings only. Let me know your marks.
4. **Lessons 2-3:** Once you have completed marking lesson 1, let me know and I will send you the link on Kerboodle for the task "KLO: to talk about friends". When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme.
5. **Homework 2:** Learn all of the vocab in 1.1F, then ask a friend to give you a FaceTime/phone call to test you. Spanish into English, so for meanings only. Let me know your marks.
6. **Lessons 4-5:** Once you have completed marking lessons 2-3 and completed the vocab tests, let me know and I will send you the link on Kerboodle for the task "KLO: to describe relationships." When complete, send me pictures if you can of the work for confirmation and I will send you the mark scheme. You will need to send me the 90-word piece to mark.
7. **Extension work** – I will email you some Seneca exercises to complete, if you are interested. This is optional.

Textiles:

Task 1 Technical principles

Investigate the practical application of the fibres (cotton, wool, silk, polyester) researched in the previous task completed.

Look for examples of clothing and fashion accessories at home in cupboards, drawers, wardrobes. Find the care label which will indicate the fibre content of the product. From this, and using your research information, suggest what properties of the fibre are important to the product i.e. why it has been used. Present your research in the form of a chart using 'fibre', 'properties' and 'common uses' as headings.

Task 2 Design and making principles

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

Investigate and analyse what is currently available and what is recommended for home-made face coverings.

Consider different shapes, fabrics, fastenings, sizes, target groups, special design features i.e. clear Perspex over mouth area.

Present your work with mind maps, images, analysis of existing products.

I would like to mark and assess this work and so please email by Friday 26th June.

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

