**Work set for Year 9**

Each subject has set tasks for you to complete, mainly based on your subject knowledge organisers which are all on the school website under the study support – homework tabs: <https://www.nottinghamfreeschool.co.uk/page.php?d=homework&p=year9to11>:

Key knowledge organisers have also been included in this pack.

You will be expected to show these tasks to your class teachers when you return to school. If you finish these, then complete the extension tasks or work on other knowledge organisers on the website.

They have given you some suggested ways to complete these; you may choose a different method, however, you must use a variety and not just copy the knowledge organiser work. You have some templates and flashcards to use if needed – all work should be in your blue study book. You can work on paper if this becomes full.

Tick each task when complete – there are extension tasks to choose from if you finish the set work.

**English**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1  Mr Cleveley  9a2  Miss Furlong  9b1  Mr Sadler-Penn  9b2  Miss Grant | **Lord of The Flies –** create mind maps oranother recall strategy on the main areas of the KO: Plot summary, Characters, themes, context, symbols, key quotations. Don’t forget to test yourself using your LOTF KO Tests booklet!!  Create a timeline of the plot and add on key events with any important quotations from the novel.  Read as much of the novel as you can. There is an audiobook on youtube if you do not have access to a copy of the text  A link can be found here: <https://www.youtube.com/watch?v=fDb-4m4O9QE> |  |
| **Extension activities if you want to do extra:**   * BBC Bitesize Lord of the Flies: <https://www.bbc.co.uk/bitesize/topics/zwt9mnb> * Paper 2 Language Use this link to find past exam papers and mark schemes for our exam board: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources> * Complete at least one full practice paper 2 and use the mark scheme to assess it. | |  |

**Maths**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1  Mr Landa | Individual tasks will be set on Hegarty Maths by your class teacher  Complete the Higher Paper 1 and 2 in your packs |  |
| 9a2  Miss Carter | Individual tasks will be set on Hegarty Maths by your class teacher  Complete the Foundation Paper 1 and 2 in your packs |  |
| 9b1  Dr Whotton | Individual tasks will be set on Hegarty Maths by your class teacher  Complete the Foundation Paper 1 and 2 in your packs |  |
| 9b2  Mr Downer | Individual tasks will be set on Hegarty Maths by your class teacher  Complete the Foundation Paper 1 and 2 in your packs |  |
| **Extension activities if you want to do extra:**   * BBC Bitesize KS4 Maths <https://www.bbc.co.uk/bitesize/examspecs/z8sg6fr> * Maths Made Easy <https://mathsmadeeasy.co.uk/gcse-maths-revision/> * Scroll down for the full list of topics or use the search tool. | |  |

**Science**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9a1  Mr Stewardson  Mrs Machan  Mr Strachan | **Biology** Mr Stewardson – **(B4) Organisation (II)** - create a mind map (with diagrams where relevant) to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘organisation II’ section on Seneca AQA Biology GCSE higher. (BBC bitesize and youtube are great resources to use)  **Chemistry** Mr Strachan – **Chemistry C5 Chemical Changes KO** - create a mind map (with diagrams where relevant) to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘organisation II’ section on Seneca AQA Chemistry GCSE higher. (BBC bitesize and youtube are great resources to use)  **Physics** Mrs Machan – **P5 –Electricity**- create a mind map to summarise key areas. Test yourself using the core questions Complete the assignments set on Seneca learning by assigning to the class 9a1 Physics – code: slvj0vdtd0 |  |
| 9a2  Mr Stewardson  Mr Strachan  Mrs Johal | **Biology** Mr Stewardson – **same as above**  **Chemistry** Mr Strachan – **same as above**  **Physics** Mrs Johal – **P4 Electric circuits** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘electricity’ section on Seneca AQA Physics GCSE higher. |  |

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| 9b1  Mr Phillips  Mrs Machan  Miss Dickon | **Biology** Mr Phillips - **B4 - Organising animals and plants:** make sure that you learn all of the key terms and definitions (using your preferred revision methods e.g. mind mapping, clock learning etc.). Make flashcards to summarise key points. You could log on to <https://tinycards.duolingo.com/> to make your flashcards.  **Chemistry** Mrs Machan – **C6 –Chemical reactions**- create a mind map to summarise key areas. Test yourself using the core questions  Complete the assignments set on Seneca learning by assigning to the class 9b1 Chemistry – code: uoc8wwtajm  **Physics** Miss Dickon – **P4 Electric circuits** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘electricity’ section on Seneca AQA Physics GCSE foundation. |  |
| 9b2  Mr Phillips  Mrs Johal  Miss Dickon | **Biology** Mr Phillips – **same as above**  **Chemistry** Mrs Johal – **C5 Chemical changes** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘Chemical changes’ section on Seneca AQA Chemistry GCSE foundation.  **Physics** Miss Dickon – **P4 Electric circuits** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘electricity’ section on Seneca AQA Physics GCSE foundation. |  |
| **Extension activities if you want to do extra:**   * **Physics** – **P5 Electricity in the home** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘Electricity’ section on Seneca AQA Physics GCSE Higher or foundation. * **Chemistry** – **C6 Electrolysis** - create a mind map to summarise key areas, memorise all keywords and definitions using flash cards. Test yourself using the ‘Chemical changes’ section on Seneca AQA Chemistry GCSE Higher or foundation. | |  |

**Philosophy & Ethics**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9B Full Course  Mrs Inglis | 1. **Crime and Punishment KO**   Flashcards on teachings on the whole KO   1. **Human Rights and Social Justice KO (in pack)**   Section1: Mind map in prejudice and discrimination in religion  Section 3: Flashcards on human rights |  |
| Short Course | **War, Peace and Justice KO**  Peace and Justice: Flashcards on key terms and teachings  Violence and violent protest: Flashcards on key terms and teachings  Just War Holy War: Mind map on each |  |
| **Extension activities if you want to do extra:**   * Full Course: Look up the Declaration of Human Rights * Short Course: Research an example of a Holy war | |  |

**History**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9A  Miss Harmer-Weston | Modern Public Health Timeline: Read and create a mindmap of the important features. Identify the FACTORS that are important to Modern Day Medicine and create flashcards for these.  Then move to Normans, Anglo-Saxon Society KO. Read through the slides and then create a leaflet that is advertising an exclusive experience to time travel to Anglo-Saxon times. Use a computer programme or pen/colouring pencils and be as creative as you like ☺ |  |
| 9B  Miss Heathcote | Modern Public Health Timeline: Read and create a mindmap of the important features. Identify the FACTORS that are important to Modern Day Medicine and create flashcards for these.  Then move to Normans, Anglo-Saxon Society KO. Read through the slides and then create a leaflet that is advertising an exclusive experience to time travel to Anglo-Saxon times. Use a computer programme or pen/colouring pencils and be as creative as you like ☺ |  |
| **Extension activities if you want to do extra:**   * 16 mark Factor Q: Has government been the main factor leading to improvements in public health since 1250? Pupils need to consider the following: the creation of the NHS in 1946, the role of individuals such as John Snow in the Victorian Age, and one other factor of their choosing. 3 X PEEL + a conclusion. | |  |

**Geography**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9A  Miss Detton | Resource Management Unit – Human Geography KO pages 14 –19. A variety of activities are applicable here such as: posters, mind maps, flashcards, look cover write and check and general notes. |  |
| 9B  Miss Detton | Resource Management Unit – Human Geography KO pages 14 –19. A variety of activities are applicable here such as: posters, mind maps, flashcards, look cover write and check and general notes. |  |
| 9D  Mr Hurst | Resource Management Unit – Human Geography KO pages 14 –19. A variety of activities are applicable here such as: posters, mind maps, flashcards, look cover write and check and general notes. |  |
| **Extension activities if you want to do extra:**   * See BBC bitesize – GCSE, GEOGRAPHY, AQA: complete the reading and quizzes. | |  |

**Art**

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| **Class**  **Teacher** | **Further Art studies of Natural Form** | **Tick when complete** |
| 9C  Mrs Wilken | * Using natural forms around your house and/or garden create a series of at least 4 good quality drawings using whatever materials are available to you. |  |
| **Extension activities if you want to do extra:**   * If you are able to research then find a natural form artist that you like and present a page on them with information, your opinion and how they inspire you. * Then create at least one response to their work. | |  |

**Spanish**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9B, 9C  Mrs Barrett  9D  Mr Payan Sanchez | KO 3 Quizlet: <https://quizlet.com/_5kxhyx?x=1jqt&i=191fbz>  **Vocab Quizlets:**  What is he/she like as a person: <https://quizlet.com/_4ish32?x=1jqt&i=191fbz>  What is a good friend like: <https://quizlet.com/_4isi7t?x=1jqt&i=191fbz>  What apps do you use?:  <https://quizlet.com/_4dynl1?x=1jqt&i=191fbz>  What are you doing?:  <https://quizlet.com/_4dypn7?x=1jqt&i=191fbz>  Reading:  <https://quizlet.com/_4fc655?x=1jqt&i=191fbz> |  |
| **Extension activities if you want to do extra:**   * Practise ‘KO 4 Free time’ Quizlet: <https://quizlet.com/_5kxgvb?x=1jqt&i=191fbz> * Practise ‘KO 5 Cities’ Quizlet: <https://quizlet.com/_5kmmnr?x=1jqt&i=191fbz> * Practise Seneca GCSE Spanish [www.senecalearning.com](http://www.senecalearning.com) * Practise your speaking flash cards * Do some Spanish writing and email it to your teacher * Revise previous KOs and sections of vocabulary (listed on pink sheet given to you) * Complete the Edexcel exam questions pack given to you * Complex structures Quizlet: <https://quizlet.com/_5tdr6k?x=1jqt&i=191fbz> * Link words/connectives Quizlet: <https://quizlet.com/_5tdsme?x=1jqt&i=191fbz> * Key verbs practice: <https://quizlet.com/_4f3njh?x=1jqt&i=191fbz> | |  |

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9B  Miss Cockayne | Requirements of a design specification: Use page one to make a product analysis based on products you have in the home.  Page two: clock learning page on manufacturing considerations.  Page three: create flashcards that you can use for revision |  |
| **Extension activities if you want to do extra:**   * Create some paper/card models of bike lights | |  |

**Food**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9D  Miss Radford | Food skills 1- create flash cards with all the key food skills, you can help at home by practicing some of these skills and cooking dishes.  Food skills 2- Mind map all the key words and definitions. Find recipes that demonstrate these skills. |  |
| **Extension activities if you want to do extra:**   * Seneca: AQA food preparation and nutrition | |  |

**Music**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9D  Miss Wilson | Bach – Brandenburg Concerto KO – Use a mind map based around the DRSMITTTH  Dynamics, Rhythm and Structure – Look, Cover, Write, Check/Flashcards  Melody, Instrumentation and Tempo – Look, Cover, Write, Check/Flashcards  Texture, Tonality and Harmony - Look, Cover, Write, Check/Flashcards |  |
| **Extension activities if you want to do extra:**   * Listen to all the set works (These can be found on the website) and listen to music that relates to the set works. This can be practice for your unfamiliar listening. Compare the music to the set works. What links can you make to the set works? * Senaca Learning – Look at the information on Seneca based around Brandenburg Concerto. | |  |

**Drama**

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| **Class**  **Teacher** | **CGP STUDY GUIDE BLOOD BROTHERS AND BLOOD BROTHERS TEXT**  **You can write in / highlight your study guides as these are yours to keep.**  **Keep an eye on your school email and website as I will be emailing any amendments/updates/exam questions to you as well as information about additional knowledge organisers that are added to the Drama section of the school website.** | **Tick when complete** |
| 9A  Mrs Clarke | * Read ‘Blood Brothers’ play text from start to finish. ***(Please do not make notes in the school copy – if you buy your own you can annotate that one.)***   It is important you deal with the ***BLOOD BROTHERS*** study book in sections and do any revision questions or tasks that are outlined along the way. This will improve your overall understanding of the play and give you great background knowledge that will be useful for the exam.  Use strategies that will help you remember key information such as mind maps, flashcards, tables of information. ***Do not just copy work out of the book.***   * Complete Introduction **Pages 1-5** of your study book. Do the reading and tasks that are referred to. * **Section One : Context and Themes:**   Britain in the late 20th century (p6-7)  Social class (p8)  Family structure and gender (p10)  Growing up in the late 20th century (p11)  Willy Russell (p12)  The Play on Stage (p13-14)  **PRACTISE QUESTIONS Page 15**   * **Section Two: Playwright’s Techniques:**   Form and Genre (p17)  Structure (p18)  Style (p19)  Mood and atmosphere (p20)  Stage directions (p21)  Speech and language (p22)  **PRACTISE QUESTIONS Page 24**   * **Section Three: Character and Performance (p26-40)**   Create a character profile for each of the main characters, using the study guide to help you.  Mrs Lyons, Mrs Johnstone, Mickey, Edward, Linda, Sammy, The Narrator, Other characters.  **PRACTISE QUESTIONS PAGE 42** |  |
| **Extension activities if you want to do extra:**   * Continue with the study guide to better consolidate your knowledge of the play. | |  |

**GCSE PE**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9A  Mrs Singleton-Jones | *Principles of Training, Methods of Training and Warm Ups + Cool Downs KO*   * Create a mind map of the ‘Principles of Training (SPOR)’ - **Section A** * Add an extension of the mind map to the ‘Overload’ branch, to include ‘FITT’ – **Section A** * Create flashcards to help memorise the 8 ‘Training Methods’ – **Section B** * Create a table with the following headings, to learn the contents and benefits of warm-ups and cool downs – **Section C**   + Contents of a Warm-Up   + Benefits of a Warm-Up   + Contents of a Cool Down   + Benefits of a Cool Down * Highlight each of the benefits of Warm-Ups and Cool Downs with a different colour for each of the body’s systems (recall from previous study) below   + Skeletal System   + Muscular System   + Cardviovascular System   + Respiratory System * Complete the following **revision/learn**sections of our Seneca Learning Class Code (**xti9os6ske**)   + Principles of Training   + Methods of Training   + Warm-Ups and Cool Downs |  |
| **Extension activities if you want to do extra:**  Complete the **test** sections of our Seneca Learning Class Code   * + Principles of Training   + Methods of Training   + Warm-Ups and Cool Downs | |  |

**ICT & Computer Science**

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| **Class**  **Teacher** | **Knowledge Organisers in order with suggested strategies** | **Tick when complete** |
| 9A ICT  Mr Takpaul | LO2 – Target Audience  LO2 – Health and Safety  LO2 – File Types  For each of the above please create a range of **mind maps**, **revision notes and flash cards** that cover the content as this will be required for your exam in the future which is worth 25% of your mark. |  |
| 9C Computer Science  Mr Takpaul | 1.4 Wired and wireless  1.5 The Internet  For each of the above please create a range of **mind maps**, **revision notes and flash cards** that cover the content  Also go back through the 1.1 – 1.3 KOs to make sure you have revised the content we have already gone through |  |
| **Extension activities if you want to do extra:**   * Craig and Dave spec 277 video for 1.1 on Youtube * Craig and Dave spec 277 video for 1.2 on Youtube * Craig and Dave spec 277 video for 1.3 on Youtube * Craig and Dave spec 277 video for 1.4 on Youtube * Craig and Dave spec 277 video for 1.5 on Youtube | |  |