

Y9 Guide for Term 6 Home Learning

The Remote Curriculum for Parents and Students

Y9 English

What will students learn and be able to do?

We want students to have a secure knowledge of the conventions of tragedy and understand how 'Macbeth' as a play fits this genre. Further study of Macbeth is continued in Y11 and this fundamental knowledge will be returned to in Y11.

We also want students to understand Romanticism as a movement and some of the works that emerged from this time period. Students should be able to make links between their contextual knowledge of the time and the text being studied. This will then stand them in good stead for their study of both Frankenstein and poetry in year 10.

Core knowledge

- Tragedy and its conventions.
- The Gothic genre
- Plot of Macbeth
- Romanticism as a movement
- Key Romantic poets and poems

Core skills

- Applying context to a text accurately
- Analytical writing on both *Macbeth* and Romantic poems.

Overview of tasks

Wk 1 – Macbeth act 5 – annotate scene and understand the plot – apply tragedy

Wk 2 – Approaching an extract question and final revision card making– formative assessment

Wk 3 – Introduction to Romanticism – movements, contextual knowledge, key Romantics

Wk 4 – Blake & London (London creative)

Wk 5 – Shelley & Ozymandias

Wk 6 – Wordsworth & Prelude

Wk 7 – Multiple-Choice Quiz on Romanticism as a movement and key poetry knowledge. Romanticism BIG Ideas across all poems.

Wk 8 – Romanticism revision board and KS4 reading prep list.

How will this be assessed?

- Teacher assessment of final written summative essay on Macbeth
- Google form multiple choice assessment on knowledge of Romanticism

Further support - where can students look for more information on the topic?

- In English books
- Their English teacher via Google Classroom or email
- Jonathan Bate' lecture on origins of Romanticism: <https://www.gresham.ac.uk/lectures-and-events/origins-of-romanticism>
- Wider reading by Romantic authors: *Frankenstein*, *Rime of the Ancient Mariner*, Jane Austen.

Enrichment - where can students look to explore this content further?

Use some of the resources and links in the Enrichment package to learn more Romanticism as a movement

EXPLORE THE BRITISH LIBRARY start with <https://www.bl.uk/romantics-and-victorians>

Y9 Maths

What will students learn and be able to do?

The purpose of this term's work is to prepare students for starting the GCSE course. The exact topics studied this term will depend on which maths class your child is in but the main areas of study are as follows.

- Area (rectangles, compound shapes, triangles, parallelograms, trapeziums, circles)
- Solving equations (linear and quadratic)
- Algebraic manipulation, including substituting, expanding, simplifying and factorising
- Working with money
- Fractions, Decimals and Percentages

Overview of tasks

Weeks 1-6 - Tasks set on Hegarty Maths on the topics above, depending on maths group
Week 7-8 – Assessment and feedback

How will this be assessed?

Tasks, which are set on [hegartymaths.com](https://www.hegartymaths.com), comprise of an instructional video and a quiz. Students receive a score for each quiz.

In week 7, students will complete an online assessment on the topics they have studied this year.

Further support - where can students look for more information on the topic?

Their maths teacher via Google Classroom or email

Videos on Hegarty Maths explain content but students can also look on

- <https://www.mymaths.co.uk/>
- <https://corbettmaths.com/>

Enrichment - where can students look to explore this content further?

- <https://parallel.org.uk/>
- <https://nrich.maths.org/>
- <https://brilliant.org/>

Y9 Science

What will students learn and be able to do?

Core knowledge

- Key terms and meanings needed for GCSE Practicals
- Biology - Cells
- Chemistry – The Earth's Atmosphere and Resources.
- Physics - Waves

Core skills

- Pre-learning the skills required for GCSE practicals:
 - Planning
 - Presenting results
 - Graph analysis
 - Writing Conclusions
 - Evaluating Evidence
- Learning how write scientific responses

Overview of tasks

Each week students will be set three assignments; each assignment consists of a

- video to teach the knowledge and skills
- PowerPoint
- short task

Assignment 3 contains a short set of questions from Educake, which assesses the learning for each week and teachers feedback on the work submitted.

The topics to be studied are:

Wk 1 – Physics and Biology Practical Pre-learning

Wk 2 – Biology Practical Pre-learning and Feedback and Practice of GCSE Practical Pre-learning skills.

Wk 3 – Physics Waves

Wk 4 – Physics Waves

Wk 5 – Chemistry Earth's Atmosphere and Resources

Wk 6 – Chemistry Earth's Atmosphere and Resources and Biology Cells

Wk 7 – Biology Cells

Wk 8 – Biology Cells

How will this be assessed?

Assessment and feedback is ongoing. Students will complete a short weekly test on Educake. Students are given feedback on the work previously completed and are given a further task to assess their improvement after feedback.

Further support - where can students look for more information on the topic?

Their teacher via Google Classroom or email

Free Science lessons https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw

BBC Teach <https://www.bbc.co.uk/teach/secondary/zkqp47h>

BBC Bitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Seneca Learning <https://senecalearning.com/en-GB/>

Oak National Academy <https://www.thenational.academy/>

Enrichment - where can students look to explore this content further?

There are competitions and enrichment opportunities under the Competitions in students' Google classroom.

Also, these sites are valuable:

New Scientist Website <https://www.newscientist.com/>

NASA website <https://www.nasa.gov/kidsclub/index.html>

List of Good Science Websites <https://interestingengineering.com/11-of-the-best-science-websites-for-interactive-learning>

Y9 Computing Introduction

What will students learn and be able to do?

Core knowledge

- Key terminology for computer science
 - Algorithms
 - Control / Program flow
 - Programming constructs
 - Sequence
 - Selection
 - Condition
- Terminology - 1D arrays
- Terminology - Linear and binary search algorithms
- Programming For loops
- Programming If statements

Core skills

- Ability to write simple algorithms
- Some awareness of basic pseudocode to show selection
- Being able to work in an online IDE (repl.it)
- Understanding an array in python
- Looping through an array in python
- Searching for an item in an array in python (coding the linear search algorithm)

Overview of tasks

Wk 1 - intro to algorithms (in real life - not programming) and sequence programming construct.

Wk 2 - how selection can improve the (control) flow of an algorithm. Including basic pseudocode of selection using conditions.

Wk 3 - Learning how to log on to an online IDE (repl.it) and create simple sequence and selection programs

Wk 4 - Learning what linear and binary search algorithms and practicing how to walk through a 1D array to show the steps of each algorithm.

Wk 5 - Learning what an array is and coding an array. Learning to use a for loop through a 1D array in python.

Wk 6 - Learning how to code the linear search algorithm in python using count controlled (for) loops and selection.

Wk 7 - End of unit assessment. Testing understanding of sequence, selection, iteration, arrays and programming syntax.

Wk 8 - Intro to a 2D array and finding data within it.

How will this be assessed?

The students will be given work to do on Google Classroom. This will be seen by the teachers and in week 1 and 2 whole-class feedback will be given on common errors / mistakes / misunderstandings.

In week 3-6 students will be creating their own code in an online IDE (coding environment) and they can share their code with the teachers. This will allow us to see any syntax errors.. However coding at this level is easily self-assessed, if the code works the syntax is correct.

Week 7 will be a final google form that will give an end final mark.

Further support - where can students look for more information on the topic?

BBC Bitesize covers all of the terminology that we will be covering.

Enrichments - where can students look to explore this content further?

BBC Bitesize also goes into more depth on these terms and the topic of programming. Any further research online should be done with caution because there is so much, much higher level, content available that it could make it more complicated and overwhelming.

Y9 Engineering Introduction

What will students learn and be able to do?

Students will gain an awareness and overview of the ranging engineering world, and be inspired by current case studies. They will build their engineering vocabulary so that they can confidently talk about materials and their basic properties. They will be able to identify and select from a range of engineering tools.

Topics will include:

- The Engineered World
- Metalworking Tools
- Basic Material Properties

Core knowledge

- The Engineered World
- Basic Metalworking Tools
- Material Properties

Core skills

- Describe the industry.
- Identification of materials and engineering tools
- Selection of materials and tools
- Extension - develop software skills.

Overview of tasks

Research case studies in specific fields of engineering.

Complete Google quizzes on

- The Engineered World
- Metalworking Tools
- Basic material Properties

Extension

Trying Google Sketchup 3D CAD modelling on the cloud

How will this be assessed?

- Google multiple choice form on core knowledge.
- Whole class formative assessment from teacher

Further support - where can students look for more information on the topic?

- Links to documentaries
- Modelled guides.
- Their teacher.
- Case studies on engineering.

Enrichment - where can students look to explore this content further?

- [Youtube channels such as 'Colin Furze', 'Engineering explained' and 'Real engineering'](#)
- [Youtube channels on using Google sketchup](#)
- Online encyclopaedia sources

Y9 Citizenship

What will students learn and be able to do?

This term pupils will continue to work on their Active citizenship projects. This element of the course requires students to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection. This project will then be written about in Paper 1 of their exams, which they will sit in Y10.

The aim of this project is to understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions.

Traditionally the work towards this project would be showcased at the 'Y9 advocacy fair'. What is important is that pupils have a project to discuss in their first exam. So the research and links to citizenship are a crucial part and elements they are often asked questions on.

Core knowledge

- How to gather primary and secondary research
- Be able to evaluate the successes and limitations of different methods of campaigning

Core skills

- Advocacy
- Research
- Communication
- Evaluation

Overview of tasks

Wk 1 Primary research (Stage 2)

Wk 2 Planning citizenship actions (Stage 3)

Wk 3 Taking action/ creating resources (Stage 4)

Wk 4 Taking action/ creating resources (Stage 4)

Wk 5 Planning exam questions

Wk 6 Writing exam questions (Formative assessment)

Wk 7 Showcase work and getting feedback (stage 5)

Wk 8 Reflection and evaluation of project (Stage 6)

How will this be assessed?

- Whole class formative assessment from teacher using Paper 1 exam style questions
- Teacher assessment of exam question answers

Further support - where can students look for more information on the topic?

-Their citizenship teacher

-Google classroom documents and slides

-Course outline on AQA website: <https://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100/subject-content/active-citizenship>

Enrichment - where can students look to explore this content further?

Getting your voice heard:

<https://www.parliament.uk/about/how/publications1/getting-your-voice-heard/>

How to run a great campaign:

<https://home.38degrees.org.uk/cby-tips/>

Y9 Cycle Maintenance Introduction

What will students learn and be able to do?

Students will be given a foundation to the cycle world, opening their eyes to the vast variety of cycles and types of riding. Students will be taught cycle related vocabulary so that they can confidently engage in the subject. They will be taught basic maintenance skills that mean they can clean and inspect their bike so that it is ride ready.

Core knowledge

- Industry awareness
- Cycle nomenclature
- Basic maintenance

Core skills

- Inspecting their bike
- Cleaning their bike correctly.
- Basic maintenance skills

Overview of tasks

Wk 1 - Activities exploring a range of cycle disciplines. Broaden their outlook on a growing industry.

Wk 2 - Frames - giving students the vocabulary to correctly name parts of the bike, in order to be able to engage in cycle conversation confidently.

Wk 3 - M-Check - students being able to give a quick safety check of their bike ahead of any ride.

Wk 4 - How to properly clean their bike, in order to maintain the performance and prolong the life of their bike

Wk 5 - How to fix a puncture.

How will this be assessed?

- Google multiple choice forms
- Vocabulary exercises
- Teacher assessment.

Further support - where can students look for more information on the topic?

[PARK TOOL - website and videos](#)

[Made good -](#)

[GCN youtube how to guides.](#)

Enrichment - where can students look to explore this content further?

- [PARK TOOL - website and videos](#)
- [Made good -](#)
- [GCN youtube how to guides.](#)
- [British Cycling website](#)

Y9 French Introduction

What will students learn and be able to do?

In Year 9 French, we want our students to familiarise themselves with the topic of Identity. In this topic, students will be able to talk about their personality, describe their relationships with friends and relatives, describe their interests in music, clothes, sport and leisure in general.

This topic is new but revisits many areas of language that they have already learnt. It gives opportunities for revision and extension and is good preparation for their first term in the Year 10 GCSE course.

Core knowledge

- Musical tastes
- Opinions and justifications- present tense of -er verbs
- Describing themselves and using adjectives.
- Talking about relationships and using reflexive verbs.

Core skills

- Learning new items of vocabulary
- Expressing opinions
- Using reflexive verbs and adjectives
- Understand people talking about themselves, their relationships with others, describing their hobbies and interests.

Overview of tasks

Wk 3: Learn the vocabulary of music and musical tastes

Wk 4: Express opinions about leisure and interests

Wk 5: Describe what sort of person you are

Wk 6 Describe your relationships with friends and relatives

Wk 7: Talk about what you are passionate about

Wk 8: General revision for GCSE

How will this be assessed?

1. A formative assessment at the end of the third fortnight
2. A paragraph to submit at the end of Week 7 for your teacher to mark and feedback on.

Further support - where can students look for more information on the topic?

You Tube clips

BBC bitesize

Quizlet

My personality:: <https://quizlet.com/gb/382533223/studio-2-rouge-module-31-mon-caractere-flash-cards/>

Relationships: <https://quizlet.com/209564499/on-se-dit-tout-flash-cards/>

Musical tastes: <https://quizlet.com/gb/500455944/quelle-musique-ecoutes-tu-flash-cards/>

Your passion: <https://quizlet.com/nz/237699950/de-quoi-es-tu-fan-flash-cards/>

Languages Online for grammar input

Enrichments - where can students look to explore this content further?

If you want a taster of the summer in the south of France, watch these clips from the lovely BBC2 series Vingt Minutes. This is the story of a very successful school exchange between Michael, an Irish boy, and a French girl.

<https://www.bbc.co.uk/programmes/b0077wh2/clips>

Y9 German Introduction

What will students learn and be able to do?

Year 9 – 10 German – Auf in die Schule!

For the remainder of Term 6, students will prepare for their first Year 10 GCSE topic of school by revising and embedding topic relevant language already covered during their first three years of German learning. Students will revisit school subjects in German, express opinions and justify them, refresh number skills and telling the time, and describe what they wear to school. They will consolidate their knowledge of present tense verbs in German.

This topic will set students up to make a confident start to their GCSE studies.

Core knowledge

- School subjects
- Expressions of opinion
- Using the present tense of regular verbs
- Using the present tense of some irregular verbs
- Describing what you wear to school
- Numbers and telling the time

Core skills

- Learning vocabulary
- Expressing opinions
- Using verbs
- Telling the time
- Applying adjective endings

Overview of tasks

Wk 1: Revise vocabulary of school subjects and how to give opinions about them.

Wk 2: Use present tense verbs to say what you do at school

Wk 3: Practise telling the time

Wk 4: Describe what you wear to school

Wk 5: Embed and extend the whole topic with a set of revision tasks

How will this be assessed?

There will be three assignments set in Google Classroom to submit to the teachers.

1. Google forms to fill in at the end of Week 2
2. A formative assessment at the end of Week 4
3. A paragraph to submit at the end of Week 5 for your teacher to mark and feedback on.

Further support - where can students look for more information on the topic?

You Tube clips

Telling the time in German

<https://www.youtube.com/watch?v=Axsm6x3Cij8>

Numbers 1-100 in German

<https://www.youtube.com/watch?v=GMtITBD7Vds&t=6s>

BBC bitesize – telling the time in German

<https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zrqs2sq>

BBC bitesize – the present tense in German

<https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zbbn7nb>

Y9 Geography Introduction

What will students learn and be able to do?

Students will complete a series of lessons giving them vital map skills which are a core part of the Geography Curriculum throughout GCSE.

Students will then apply these skills in the context of GCSE exam questions which will mean they are well equipped to start Y10 with their GCSE course full time.

These skills will then be referred to throughout Y10 and Y11 during the different topics that we study, and they will be assessed in all three papers at the GCSE at the end of Year 11, so it is really important to master these now.

Core knowledge

- What Ordnance Survey Maps are and their relevance
- How Grid References, Scales, Contour Lines and Direction work on Ordnance Survey Maps
- How aerial and satellite images can be used in conjunction with maps

Core skills

- Comparative writing
- Using evidence to back up points (PEE paragraphs)
- OS Map skills
- GCSE exam style questions

Overview of tasks

Wk 1 – Ordnance Survey Maps and why they are useful

Wk 2 – Grid References and Scale and Distance

Wk 3 – Using Direction on Maps and Contour Lines (GCSE Style Questions)

Wk 4 – Aerial and Satellite Images with Maps (GCSE Style Questions)

Wk 5 – Map Skills based challenges

How will this be assessed?

- Self assessment with teacher oversight of exam skills exercises
- Teacher assessed exam style GCSE questions

Further support - where can students look for more information on the topic?

- The Oak National Academy – where students will be using some of the resources - <https://classroom.thenational.academy/subjects-by-year/year-7/subjects/geography/#subjects>
- There is an excellent summary of the skills at this website - <https://www.bbc.co.uk/bitesize/guides/z9cp7hv/revision/1>

Enrichment - where can students look to explore this content further?

Enter the Royal Geographical Society Young Geographer of the Year 2020 - OPTIONAL EXTENSION TASK that is set in your Google Classroom. Ask your geography teacher if you are unsure.

Y9 History Introduction

What will students learn and be able to do?

Students will complete their study of World War Two, learning about the war in the Pacific Theatre and about the eventual success of the Allies.

Students will then study the Holocaust through a guided reading of 'Night', a book by Holocaust survivor Elie Wiesel.

Core knowledge

Pearl Harbour and the consequences for the wider World War
The main turning points in the defeat of Nazi Germany and then Japan
The background and context of the Holocaust
The life and experiences of Elie Wiesel and other victims of the Holocaust

Core skills

- Historical causes and consequences
- Historical significance
- Historical writing

Overview of tasks

Wk 1 – The war in the Pacific
Wk 2 – The end of the Second World War
Wk 3 – The Holocaust: Background and Context
Wk 4 – The Holocaust: Elie Wiesel reading project
Wk 5 – The Holocaust: Elie Wiesel reading project
Wk 6 – The Holocaust: Elie Wiesel reading project
Wk 7 – Review and revision of Y9 topics
Wk 8 – Review and revision of Y9 topics

How will this be assessed?

- Google multiple choice form on core knowledge of Y9
- Teacher assessment of written task

Further support - where can students look for more information on the topic?

- Their teacher via Google Classroom or email
- Various resources on Elie Wiesel and his book 'Night': <http://www.readwritethink.org/classroom-resources/calendar-activities/elie-wiesel-born-september-20706.html>

Enrichment - where can students look to explore this content further?

Imperial War Museum resources on the Second World War: <https://www.iwm.org.uk/history/second-world-war>

Y9 Hospitality and Catering Introduction

What will students learn and be able to do?

Students opting Hospitality and Catering as a subject will gain a good foundation of knowledge, understanding and skills that are required by the hospitality and catering industry. Students will have the opportunity to develop a variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication and problem solving.

Core knowledge

- Types of catering establishment.
- Needs and requirements of customers.
- Nutritional needs at different life stages.
- Menu planning.

Core skills

- Understanding of meeting different catering establishment needs.
- Knowledge of special dietary needs.
- Knowledge of dietary needs of different life stages - adolescence.
- Menu development.
- Dish development.

Overview of tasks

Week 3 - Explore the requirements of different catering establishments using the school canteen as an introduction.

Week 4 - Explore special dietary needs

Week 5 - Explore further the special dietary needs of adolescence.

Week 6 - Menu development.

Week 7 - Catering for special dietary needs - vegetarian dishes.

Week 8 - Dish development.

How will this be assessed?

- Whole class formative assessment from teacher
- Teacher assessment of creative response.

Further support - where can students look for more information on the topic?

Their food teacher

www.foodafactoflife.org.uk

Enrichment - where can students look to explore this content further?

Any food/cookery programme on Iplayer/Channel4.

Recipe books and make some of the dishes if you are able to.

Y9 Music Introduction

What will students learn and be able to do?	
Core knowledge <ul style="list-style-type: none">• Listening• Notation practice• Composition.	Core skills <ul style="list-style-type: none">• Identifying and practising rhythmic and melodic notation.• Recognising the steps to build a melody-and-accompaniment composition.• Composing a melody-and-accompaniment composition.
Overview of tasks Wk 3 - Rhythmic Notation identification and composition Wk 4 - Melodic Notation identification and composition Wk 5 - Triadic identification and composition Wk 6 - Texture identification and composition Wk 7 - Phrasing and structure identification and composition	
How will this be assessed? <ul style="list-style-type: none">• Whole class feedback from the teacher.	
Further support - where can students look for more information on the topic? Any from this youtube playlist relevant to the week: https://www.youtube.com/playlist?list=PL5j5H06QkhxE0RK-Ormp3zqf5SGJ28zsj Support with note reading: https://www.youtube.com/watch?v=WRBXSmwTTBs&list=PL5j5H06QkhxFDSobvB5rE3zEFz5f5r6l3	
Enrichments - where can students look to explore this content further? Advanced Music Theory reference/tasks: Wk 3: https://www.teoria.com/en/exercises/rr.php Wk 4: https://www.teoria.com/en/exercises/clef.php Wk 5: https://www.teoria.com/en/exercises/c3c.php Wk 6: https://www.bbc.co.uk/bitesize/guides/z23cb82/revision/1 Wk 7: https://www.teoria.com/en/tutorials/forms/phrases/02-phrase.php Further advanced compositional writing tips https://www.youtube.com/watch?v=cDuA6RcMDw0&t=121s	

Y9 Sports Studies Introduction

What will students learn and be able to do?	
Core knowledge <ul style="list-style-type: none">Name and location of major bonesName and location of two joints in the bodyName and location of the muscle groupsApply muscle groups to sporting examples	Core skills <ul style="list-style-type: none">Pronunciation of key termsIdentify bones and muscles from a diagramApply knowledge to a practical setting
Overview of tasks <p>Wk 1 – The skeletal system (name and location of major bones) Wk 2 – The muscular system (Name and location of the muscle groups) Wk 3 – Components of Fitness Wk 4 – Analysing your components of fitness Wk 5 – Evaluating results and using activity data.</p>	
How will this be assessed? <p>Google Form Quiz in Week 3. Work set will be marked individually and feedback will be given to the whole cohort.</p>	
Further support - where can students look for more information on the topic? <p>Pearson provide a useful website for core knowledge of anatomy and physiology: https://www.gcseperevision.co.uk/topics/applied-anatomy-physiology</p>	
Enrichment - where can students look to explore this content further? <p>BBC Bitesize has useful revision resources for Sports Science. https://www.bbc.co.uk/bitesize/guides/zxc34j6/revision/1 https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1 https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1</p> <p>Sports Studies is especially good for enrichment within sport – this can be the student’s own sport or work on strength or skill. Student can aim to get better at a particular strength or skill and record their improvements. For example, basketball shots on target from alternate positions, minutes in plank, speed in running.</p> <p>Follow us for updates on Twitter @CherwellPE</p>	