

## Work to be Completed During the School Closure Years 7-10

This is a copy of the instructions provided for pupils so they can complete work at home over the next two weeks.

Most pupils have been provided with a folder containing these instructions, resources and an exercise book to complete some of the work in.

If your child has been absent from school and you have not managed to collect their work packs over the last few days, there are plenty of activities that are detailed within these instructions to be completed online.

# Year 9 GCSE Art, Craft & Design

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed to the best of your ability.

You are expected to complete 2 tasks per week and spend around 1-2 hours for each task.

If you have any queries regarding any of the tasks, please email your class tutor.

[gwalker@allsaintschs.org.uk](mailto:gwalker@allsaintschs.org.uk)

[rrooney@allsaintschs.org.uk](mailto:rrooney@allsaintschs.org.uk)

[arudd@allsaintschs.org.uk](mailto:arudd@allsaintschs.org.uk)

In addition you can also visit the following website (KS4)

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

and complete a range of further activities.



## Year 9 – Business Studies

You must ensure that you are completing all work to the best of your ability. Work provided will cover topics that you have recently studied and topics to be covered at a later date. You must attempt all work as this will be checked and knowledge on past work will be tested upon return to school.

Following work must be completed:

1. Use the key word sheet to learn all key words (these include some that you have covered previously and key words that will be crucial in the future)
  - a. Read through the key words, cover them to try and memorise them, try and write them down in your text book
2. You have been provided with different cash flow forecast, these must be completed. You have been provided with a formula sheet to assist you with this. **Additional guidance and PowerPoints are provided on Google Classroom.**
3. Students should then attempt the profit and loss worksheets, formula sheets have been provided. You have been provided with a formula sheet to assist you with this. **Additional guidance and PowerPoints are provided on Google Classroom.**

Students must then complete

1. Write notes using the pages from the text book
2. Answer the questions at the end of the topic

All students will also have access to revision materials and worksheets on Google Classroom (Class code: ckhr3ea). For further help and guidance on any work, students can contact either Miss Black ([sblack@allsaintschs.org.uk](mailto:sblack@allsaintschs.org.uk)) or Miss Deboe ([mdeboe@allsaintschs.org.uk](mailto:mdeboe@allsaintschs.org.uk)).

## Year 9 Computer Science

### **Online Work**

Your teacher has set work on Google Classroom. You can use your school email and password to access it from home.

You should be working through Seneca Learning for theory or Code HS for programming.

### **Paper-based Work**

If you do not have access to a computer or the internet, there is a revision workbook that you should be going through.

Try making a mind map or flashcards for the key points in the revision booklet and answer the questions at the end.

## **Year 9 Engineering**

It is essential that you use the time productively to ensure that you embed your understanding of Materials and processes related to engineering.

Using the knowledge organisers and photocopied information provided, create detailed, well presented and comprehensive mind maps/revision cards relating to the following:

- Ferrous and Non-Ferrous metals including Alloys
- Thermo and Thermosetting Polymers include Bio Polymers

You must provide the following information:

- Examples of each type
- Properties
- The main differences between Ferrous and Non-Ferrous metals including Alloys
- The main differences between Thermo Polymers and Thermosetting Polymers including Bio Polymers
- Different Methods of shaping and forming metals and polymers e.g. Die Casting, Stamping and Punching, Turning, Drilling, Milling, Forging, Injection moulding, Vacuum Forming, compression moulding, etc.
- Permanent and Non-Permanent joining methods

Use extended research to enable you to find out as much information as possible.

English Year 9- March 2020

1. Poetry Anthology

You will be focusing on the war poems:

The Manhunt  
The Soldier  
A Wife in London  
Dulce et Decorum Est  
Mametz Wood

You have all been invited to join a Google classroom where you can access powerpoints to support you. The code to join is : ewqoznx

You must complete all of the tasks in the workbook you have been given.

There are youtube clips of each of the poems being read by some very famous faces that you can watch.

2. Transactional Writing

You must complete each of the transactional tasks in the booklet.

## **Year 9 Food**

### **Hospitality and Catering**

Using the knowledge organisers provided, create a detailed and comprehensive mind map demonstrating the function of nutrients within the body. You must include all of the macro and micro nutrients and what happens if there is an excess or deficiency of nutrients in the body.

Use the supporting information provided to help you with your revision notes and mind maps.

# Year 9 – Geography School Closure Work

## 1. Knowledge Organisers

Using the page of the Knowledge Organiser that is shown below (you will receive a separate copy of this), complete the following activities:

- Copy out each table from the page into your exercise books.
- For each section, you will draw a sketch to accompany the information.

**What is a biome?**  
An ecosystem in which organisms interact with each other and with their environment.

**Biomes & Climate**  
Biomes are defined by their climate, which determines the types of plants and animals that can survive there.

**Major Biomes**

Biome	Location	Temperature	Rainfall	Plants	Animals
Tropical Rainforest	Equatorial regions (e.g. Amazon, Congo, SE Asia)	Hot and wet year-round	High (2000mm+)	Tropical rainforest trees with dense canopy	Large mammals (jaguars, monkeys), birds, insects
Tropical Monsoon	Between the equator and the tropics (e.g. India, SE Asia)	Hot with a distinct wet season	High (1500-2000mm)	Tropical rainforest trees with some deciduous trees	Large mammals (elephants, tigers), birds, insects
Tropical Savanna	Between the tropics and the equator (e.g. Africa, South America, Australia)	Hot with a distinct wet season	Low to medium (500-1500mm)	Tropical grasses and scattered trees	Large mammals (zebras, giraffes, lions), birds, insects
Temperate Rainforest	Between 40° and 60° latitude (e.g. Pacific Northwest, SE Asia)	Mild and wet year-round	High (2000mm+)	Deciduous and coniferous trees	Large mammals (bears, deer), birds, insects
Temperate Deciduous Forest	Between 40° and 60° latitude (e.g. North America, Europe)	Mild with a distinct wet season	Medium (500-1500mm)	Deciduous trees with broad leaves	Large mammals (bears, deer), birds, insects
Temperate Grassland	Between 40° and 60° latitude (e.g. North America, Europe)	Mild with a distinct wet season	Low to medium (500-1500mm)	Grass and scattered trees	Large mammals (bears, deer), birds, insects
Temperate Desert	Between 30° and 40° latitude (e.g. Africa, Australia)	Hot and dry year-round	Low (less than 250mm)	Scattered trees and shrubs	Large mammals (lions, zebras), birds, insects
Temperate Coniferous Forest	Between 40° and 60° latitude (e.g. North America, Europe)	Mild and wet year-round	High (2000mm+)	Coniferous trees with needle leaves	Large mammals (bears, deer), birds, insects

**Unit 1b The Living World**

**Biomes & Climate**  
Biomes are defined by their climate, which determines the types of plants and animals that can survive there.

**Major Biomes**

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**Tropical Rainforests Case Study Amazon**

**Amazon Rainforest**  
The Amazon rainforest is the largest tropical rainforest in the world, covering 5.5 million square kilometres across nine South American countries.

**Climate**  
The Amazon rainforest has a hot and wet climate, with temperatures between 25°C and 30°C and high rainfall (2000mm+).

**Vegetation**  
The Amazon rainforest is home to a vast array of plant species, including tropical rainforest trees with dense canopy.

**Animals**  
The Amazon rainforest is home to a vast array of animal species, including large mammals (jaguars, monkeys), birds, and insects.

**Human Impact**  
The Amazon rainforest is under threat from deforestation, which is caused by logging, agriculture, and mining.

**Conservation**  
The Amazon rainforest is a UNESCO World Heritage Site and is protected by the Brazilian government.

**Hot Desert Case Study Australian Outback**

**Outback**  
The Australian Outback is a vast, arid region covering much of the central and western parts of Australia.

**Climate**  
The Australian Outback has a hot and dry climate, with temperatures between 25°C and 30°C and low rainfall (less than 250mm).

**Vegetation**  
The Australian Outback is home to a vast array of plant species, including desert shrubs and grasses.

**Animals**  
The Australian Outback is home to a vast array of animal species, including large mammals (kangaroos, emus), birds, and insects.

**Human Impact**  
The Australian Outback is under threat from land clearing, which is caused by agriculture and mining.

**Conservation**  
The Australian Outback is a UNESCO World Heritage Site and is protected by the Australian government.

## 2. Google Classroom

You have been invited to collaborate in a Google Classroom. You will need to check your school email account and sign in. You can contact your class teacher and ask any questions about any work you need to complete on this platform. Your teacher will share a range of resources, including revision materials, news articles, mini-documentaries and further online learning platforms.

Your first task will be to sign into Seneca Learning. The link for this is in your class area on Google Classroom. You will be set regular assignments on this platform, of which your teacher will monitor the completion.

Please feel free to contribute to the Google Classroom with any resources you feel are helpful.

## 3. Geography in the News

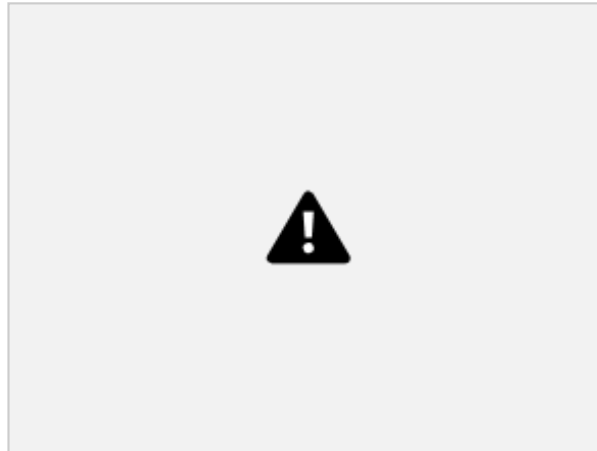


**You are to complete independent research into the wildfires in Australia.**

**Geographical Questions** - To get started, create geographical questions you will research about the wildfires. Need help? Take a look here:

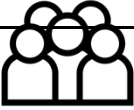


[www.internetgeography.net/asking-geographical-questions/](http://www.internetgeography.net/asking-geographical-questions/)

What caused the wildfires?



**The Facts** – Research the wildfires and answer your geographical questions.

**The Impacts** – What are the social, economic and environmental impacts of the wildfires?

 Social Impacts	 Economic Impacts	 Environmental Impacts

**The Links** - <https://www.internetgeography.net/homework/synoptic-links-in-geography/>

How does this article link to what you have previously studied in geography and/or what you already know? How does this link to other aspects of geography?

**The next level** – The Australian Government has every right to be a climate change sceptic. To what extent do you agree with this statement?

# Year 9 GCSE Graphic Communication

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed to the best of your ability.

You are expected to complete 2 tasks per week and spend around 1-2 hours for each task.

If you have any queries regarding any of the tasks, please email your class tutor.

[gwalker@allsaintschs.org.uk](mailto:gwalker@allsaintschs.org.uk)

[rrooney@allsaintschs.org.uk](mailto:rrooney@allsaintschs.org.uk)

[arudd@allsaintschs.org.uk](mailto:arudd@allsaintschs.org.uk)

In addition you can also visit the following website (KS4)

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

and complete a range of further activities.



## Health and Social Care Instructions Year 9

Year 9 it is really important that we keep up with our learning and get ready for our first big assignment. We have finished our booklets on growth and development, infancy and working our way through early childhood. As you know we have to learn about all the life stages so we expect you to complete all the booklets that I have prepared for you.

You have been given access to Google Classroom and all booklets will be available to you there. The code is **yj3lhrf** You can also contact me for anything at all relating to the work on [kwoosey@allsaintschs.org.uk](mailto:kwoosey@allsaintschs.org.uk). Don't worry if you don't have access to Google Classroom as we have also printed the powerpoint out for you.

### Instructions:

1. Complete any outstanding work from early childhood
2. Complete the adolescence work in the exercise book you have been given - think about how you are experiencing adolescence and the changes your body is going through and record this in your booklet.
3. Complete the early adulthood booklet

Good luck, try your best!

## **History Instructions – Year 9**

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

You have also been given access to a Google Classroom (Class Code: [cdzm4iw](#)) where you can access resources to support with this. You can also contact Mr Bowie via e-mail [sbowie@allsaintschs.org.uk](mailto:sbowie@allsaintschs.org.uk) or Mrs Towler [ktowler@allsaintschs.org.uk](mailto:ktowler@allsaintschs.org.uk). Do not worry if you cannot access the Google Classroom as all of the resources have also been provided on paper.

1. The first priority is the photocopied textbook chapters. This is the booklet, with the first page entitled 'What did Hitler want?' (In all this comprises of pages 54-87.)
  - a. Take notes from each page.
  - b. Complete all questions and tasks throughout.
2. Once you have completed all of the above, you have also been given a photocopy of the revision guide chapter, which covers the entire Conflict and Tension 1918-1939 course.
  - a. Convert every page into revision notes / mind maps
  - b. Complete all of the revision tasks
3. In addition to the above, you can also use Seneca Learning to complete additional revision.

## **Year 9 Work to Complete**

### **Task 1:**

During your time off, it is important that you are working on fluency questions and practising various topics to consolidate the maths that you have been learning. In order to make this possible you need to complete a Mini Test 40 Question worksheet from the booklet.

Full working out must be shown in your exercise books.  
An answer booklet is also attached and it is important that you mark what you have answered and make corrections where needed.

There are 10 of these in total so that one can be completed each day.

### **Task 2**

Complete a Mathswatch Quiz online using your login details  
**Username:** ib1234@allsaintschs (Using your unique login details)  
**Password:** mathswatch

Any questions that you are struggling to complete, watch the mathswatch video, making notes where needs be

### **Task 3**

Knowledge Organisers: These can still be completed on the required dates, making full notes and using your purple pens in order to make corrections

If you have any issues, please do not hesitate to contact your maths teacher

[ibrennan@allsaintschs.org.uk](mailto:ibrennan@allsaintschs.org.uk)  
[lgould@allsaintschs.org.uk](mailto:lgould@allsaintschs.org.uk)  
[mlieblingdavis@allsaintschs.org.uk](mailto:mlieblingdavis@allsaintschs.org.uk)  
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[dhenderson@allsaintschs.org.uk](mailto:dhenderson@allsaintschs.org.uk)  
[cgraham@allsaintschs.org.uk](mailto:cgraham@allsaintschs.org.uk)  
[cowen@allsaintschs.org.uk](mailto:cowen@allsaintschs.org.uk)

## Online Work

Your teacher has set work on Google Classroom. You can use your school email and password to access it from home.

## Paper-based Work

If you do not have access to a computer or the internet, please do any of the following pieces of work - you do not have to do them all (unless you are very bored) choose the one that is easiest for you to complete at home:

**1. Storyboard** Create a storyboard (draw it in your book) for your favourite film scene or TV episode. You won't be able to complete an entire film or TV episode but try to cover the main points in the plot.

- You should aim to have about 10 storyboard images.
- Each image should try to show the camera angle and shot (e.g. close up, high shot)
- You should have some descriptive text to say what is happening.

**This does not have to be done in colour.**

**2. Mood Board** Create a mood board in your book for your favourite film, TV show or song/band. You can hand draw the mood board and label what images you would include. This can be done in your exercise book - it does not have to include actual images or cut out pieces.

**3. Script** If you watch a film, TV show or music video while you are not in school, try and write a short script for a small scene. Include characters, camera angles, props, location etc. If there is no dialogue, remember to include what the characters are doing.

## **Religious Education Instructions – Year 9**

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

You have also been given access to a Google Classroom where you can access resources to support with this. You can also contact Mr Hayes via e-mail [dhayes@allsaintschs.org.uk](mailto:dhayes@allsaintschs.org.uk) .

Do not worry if you cannot access the Google Classroom as all of the resources have also been provided on paper.

1. The first priority is complete the Beliefs and teachings Booklet in the following order:

The Sacraments

Forms of popular piety

Pilgrimage

Catholic social teaching

Catholic mission and evangelisation

2. Learn and use the key words from the Year 9 Knowledge Organiser.

## Year 9 Combined Science Contingency Plans

### Task 1 - Cornell Notes (written task).

You have been provided with a revision booklet that will be provided by the year team. This is a revision based task that will require you to make notes from a series of videos that cover all of the combined science you have already studied. For each lesson you are required to make a complete set of notes for each page of each booklet.

WAGOLL

This is an example of how your work should be set out.



energy efficiency

Progression questions

- What does efficiency mean?
- How do we calculate the efficiency of an energy transfer?

https://youtu.be/71ov\_mxAQ

Question or Prompt	Notes / Diagrams / Examples
What is energy efficiency?	most devices are not 100% efficient - lamp → light - useful energy → heat - not useful energy
How do you calculate efficiency?	<b>EFFICIENCY</b> the proportion of energy supplied that has a useful energy output = actual = percentage  efficiency = $\frac{\text{useful energy}}{\text{total energy}}$  <b>Example</b> 300 150 225 $\frac{150}{300} = 0.5$ $\frac{225}{300} = 0.75$ 0.75 = 75 0.5 = 50 50% more efficient  getting the numbers the wrong way round, getting the larger on the top
Summary	efficiency is calculated by dividing the useful output by total output. efficiency is within devices but no device is 100% efficient. some waste energy is dissipated.

(Use the link below to show how to take Cornell notes)

[https://www.youtube.com/watch?time\\_continue=117&v=ErSjc1PEGKE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=117&v=ErSjc1PEGKE&feature=emb_logo)

### Task 2 - Tassomai (online)

You should aim to complete 500 questions a week on Tassomai.



Username - your e-mail address

Password - your password to log on to the school chromebook



### Task 3 - Seneca Learning (online)

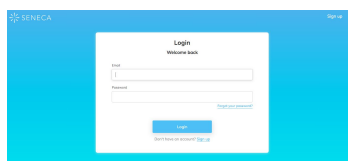
You have been set some assignments to complete on Seneca learning. Below are step by step guidelines on how to access the work.

#### Step by Step Guide To Access Seneca intervention Work

##### **Step 1:**

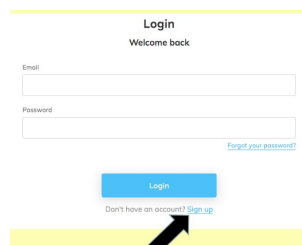
Go to

<https://app.senecalearning.com/login>



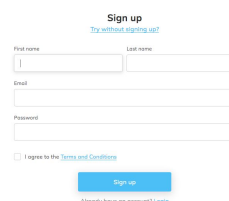
##### **Step 2**

Click on sign up



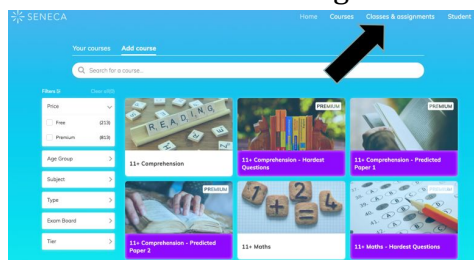
##### **Step 3**

Type in details. Your child can input their school email address.



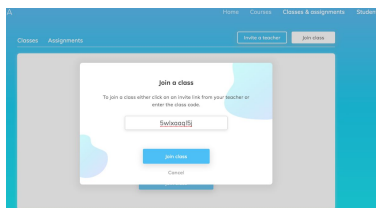
##### **Step 4**

Click on courses and assignments



##### **Step 5**

Click on join a class and type in the following code **y742ydtih**

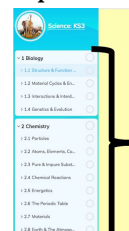


##### **Step 6**

Click on Science KS3



Your child can start working through the tasks by clicking on each topic



## Year 9 Separate Science Contingency Plans

### Task 1 - Cornell Notes (written task).

You have been provided with a revision booklet that will be provided by the year team. This is a revision based task that will require you to make notes from a series of videos that cover all of the combined science you have already studied. For each lesson you are required to make a complete set of notes for each page of each booklet.

WAGOLL

This is an example of how your work should be set out.



energy efficiency	
<p>Progression questions</p> <ul style="list-style-type: none"><li>What does efficiency mean?</li><li>How do we calculate the efficiency of an energy transfer?</li></ul> <p><a href="https://youtu.be/7h0r_mxAQ">https://youtu.be/7h0r_mxAQ</a></p>	
Question or Prompt	Notes / Diagrams / Examples
What is energy efficiency?	most devices are not 100% efficient - lamp → light - useful energy → heat - not useful energy
How do you calculate efficiency?	<p><b>EFFICIENCY</b></p> <p>the proportion of energy supplied that has a useful energy output</p> <p>• decimal</p> <p>• percentage</p> <p><math display="block">\text{efficiency} = \frac{\text{useful energy}}{\text{total energy}}</math></p> <p><b>Example</b></p> <p>300 J</p> <p>45 J      225 J</p> <p><math>\frac{45}{300} = 0.15</math>      <math>\frac{225}{300} = 0.75</math></p> <p>0.15 = 15%      0.75 = 75%</p> <p>5x more efficient</p> <p>getting the numbers the wrong way round, getting one larger on the top</p>
Summary	efficiency is calculated by dividing the useful output by total output. efficiency is within devices but no device is 100% efficient. some wasted energy is dissipated.

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### Task 2 - Flipped Learning - exam papers.

You will be provided with a complete past paper for each of your separate science exams. It is our expectation that you use the revision guide you will be provided free of charge to attempt the questions on the paper. There will be a few parts of the paper that you have not yet been taught but this is an opportunity to research the topics before they are taught by your teacher after Easter.

### Task 3 - Tassomai (online)

You should aim to complete 500 questions a week on Tassomai.



Username - your e-mail address

Password - your password to log on to the school chromebook

### Task 3 - Seneca Learning (online)

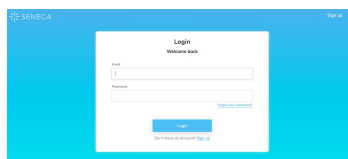
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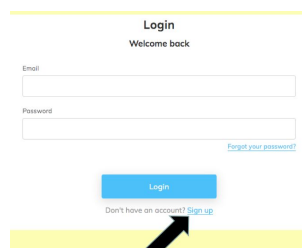
Go to

<https://app.senecalearning.com/login>



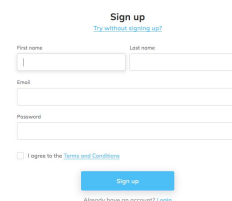
#### **Step 2**

Click on sign up



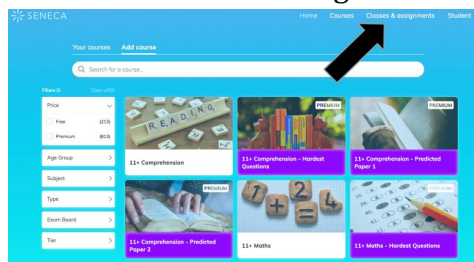
#### **Step 3**

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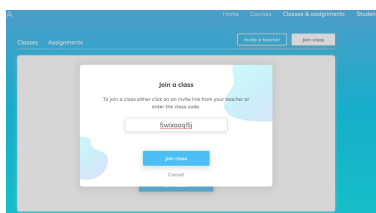
#### **Step 4**

Click on courses and assignments



#### **Step 5**

Click on join a class and type in the following code **y742ydqth**

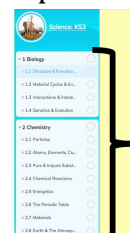


#### **Step 6**

Click on Science KS3



Your child can start working through the tasks by clicking on each topic



## **Year 9 Sports Studies Instructions**

Your class teacher will have given you paper copies of material that will help you complete R053, LO4. This can be completed online and is a **priority**.

In addition to this your year team have also provided you with a paper copy of information for R051. With this resource you should :

- Take notes on the role of sport in promoting values
- Convert the information into mind maps

Your class teachers are contactable by email at the following addresses:

[mcummings@allsaintschs.org.uk](mailto:mcummings@allsaintschs.org.uk)

[jstandley@allsaintschs.org.uk](mailto:jstandley@allsaintschs.org.uk)

[pjohnson@allsaintschs.org.uk](mailto:pjohnson@allsaintschs.org.uk)

[vwinstanley@allsaintschs.org.uk](mailto:vwinstanley@allsaintschs.org.uk)

Please check your school email accounts regularly so that you are updated on current expectations and are shared with any additional resources you may need.

# Year 9 GCSE Textile Design

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed to the best of your ability.

You are expected to complete 2 tasks per week and spend around 1-2 hours for each task.

If you have any queries regarding any of the tasks, please email your class tutor.

[gwalker@allsaintschs.org.uk](mailto:gwalker@allsaintschs.org.uk)

[rrooney@allsaintschs.org.uk](mailto:rrooney@allsaintschs.org.uk)

[arudd@allsaintschs.org.uk](mailto:arudd@allsaintschs.org.uk)

In addition you can also visit the following website (KS4)

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

and complete a range of further activities.



## Year 9 Travel and Tourism Work

Please see work and activities listed below. Please work through these in order, as appropriate.

1. Complete research and a brochure / leaflet on the types of UK holiday destinations listed below
  - One seaside destination = Blackpool, Newquay, Rhyl
  - One city destination = Liverpool, London, Cardiff
  - One countryside destination = Lake District, Scottish Highlands, Devon

For each brochure please include information about visitor attractions, sightseeing, types of accommodation, how to get there (transport links), natural features and arts and entertainment.

Use the websites listed below to help you:

<https://www.visitblackpool.com/>

<https://www.visitnewquay.org/>

<https://www.visitwales.com/destinations/north-wales/north-east-wales/things-do-prestatyn-and-rhyl>

<https://www.visitliverpool.com/>

<https://www.visitlondon.com/>

<https://www.visitcardiff.com/>

<https://www.lakedistrict.gov.uk/visiting>

<https://www.visitscotland.com/destinations-maps/highlands/>

<https://www.visitdevon.co.uk/>

<https://www.wikihow.com/Make-Brochures-on-Microsoft-Word>