

## Year 9 - Summer term workbook 3- Catch-up work.

*See times suggested as a guide.*

*If there is no suggested time, then try to spend between 40 minutes and 1 hour.*

**Good Luck and do your best!**

We would advise pupils to focus on all core areas (English, Maths Science, RE and also the subject areas which they have chosen as their options).

### English

- Write a speech about something significant or something funny that has happened in your life. The speech should last 2 mins. Try and use emotive language. (30 minutes per day over 5 days)
  - Read a newspaper/magazine article about the Black Lives Matter movement, try and pick out all the language devices used. Answer the following question - 'How does the writer use language to evoke the reader's emotions?' (30 minutes per day over 5 days)
  - Research the Black Lives Matter movement - write your own opinion piece explaining why this is taking place and how young people can make a difference. Use DAFOREST techniques. (1 hour per day over 5 days)
  - Write your own short story about a teenager trying to change the world (this can be about any topic you want, e.g. climate change, poverty, racism, crime etc. (30 minutes over 3 days)
  - Create a poster detailing everything you have done since being at home. Include pictures, sophisticated vocabulary, interesting adjectives and verbs. (30 minutes over 3 days)
  - Write a poem detailing your feelings about everything happening in the world right now (Coronavirus, Black Lives Matter, poverty, Brexit, School closures). (1 hour over 2 days)
- Year 9 Mrs Doyle's Group
- What does the word, summarise mean? (spend 15 minutes making sure you understand this word properly)
  - Write four sentences using the word 'summarise'. (spend 20 minutes on this)

<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Write a summary of four nursery rhymes. For example, Humpty Dumpty summary...It is about an egg on a wall that falls off and breaks. (Spend 1 hour on this)</li> <li>• What does the word compare mean? (spend 15 minutes learning and understanding this word)</li> <li>• Write four sentences using the word 'compare' (spend 20 minutes on this)</li> <li>• Compare the differences between the game of cricket and the game of football. How are they different? Think of at least five differences and put this all into a paragraph. Remember to use full stops and capital letters. (spend 30 minutes on this)</li> <li>• 'Homelessness is a problem in Birmingham', what is your opinion on this statement?</li> <li>• Write five ideas that agree with this statement. Next, write three ideas that disagree with this statement. Make sure you write in full sentences and your handwriting is neat. (spend 45 minutes on this task)</li> <li>• Write a letter to Mr Crehan telling him how you feel about the issue of homelessness. Make sure you include how things can be improved. You must read your work back making sure it is clear. Check your spelling. (spend one hour on this task)</li> </ul>
<p><b>Maths</b></p>	<p>We know that some of you do not have access to the internet or to an electronic device such as a laptop at home. If this is the case please, complete the following tasks on paper and keep in a file for your return to school;</p> <ol style="list-style-type: none"> <li>1) Write out your times tables up to 12 x 12. Focus on learning your 6s, 7s, 8s, 9s and 12s. These are the hardest times tables to memorise but once you know them, they will help you with division, ratio, fractions and even solving equations. You should be able to answer any times table question in a split second!</li> <li>2) Write out the square numbers up to 20x 20. Eg 1x1 = 1, 2x2= 4, 3x3 = 9 etc. Learn these twenty square numbers. It is a very valuable skill to have. Can you then work backwards? Eg <math>\sqrt{121} = 11</math></li> <li>3) Produce a poster that will help you remember all of the metric units of measurement and how to convert between them eg to convert cm into metres we divide by 100 etc. Can you think of any ways to help you remember this?</li> </ol>

**Maths**

4) Look for any examples in real life of averages being used. What are the three types of average? Can you work each out? Can you think of times when each average could be used and times when they can't be used? Write up all of your findings and thoughts.  
Mathswatch

Your teachers have looked at the most important topics that were due to be covered this term and have set you tasks that match up to these topics on mathswatch. There is a video attached to each task so please watch this first. They are designed to help you answer the questions independently.

Log in to mathswatch during the times that you would normally have your Maths lesson and work through the topics in the order that they are written in the table. Your teacher will be keeping an eye on the work that you have completed and how you are getting on with it. If you do not know your mathswatch login, please email Mrs McCarthy and she will email it to you. Her email address is [amccarthy@holytrc.bham.sch.uk](mailto:amccarthy@holytrc.bham.sch.uk).

***Good luck and remember, all we ever ask is that you try your best.***

Stay safe, Mrs Henvey

Mathswatch work:

9A Angles, Pythagoras and Trigonometry, Percentages, Probability, Working with data

9S Angles in a triangle and quadrilateral, Angles on a parallel line, Diving into a given ratio, Ratio problems, Speed/distance/time

9P Charts & Graphs, Angles, Ratio & Proportion, Probability, Area & Volume

9I Charts & Graphs, Angles, Ratio & Proportion, Probability, Area & Volume

9R Bar Charts, Naming angles, Angles on a straight line and around a point, Writing numbers in a ratio, Simplifying Ratio, Dividing in a given ratio

9E Multiplication by 2,3,4,5,10, Division by 2,3,4,5,10, Ratio and Angle facts

**Science**

These questions are based on B5 (Biology – Communicable diseases) of the AQA specification:

1. Create a poster which defines what is meant by good health. This poster must also include at least three different factors that can cause ill health. Give an example of ill health that each factor can produce. You may include diagrams/drawing to support your answer. (Suggested time for this activity is 60 minutes).

2. Discuss the similarities and differences between tobacco mosaic virus in plants and measles in people. This should be answered like a six mark extended piece of writing. Before you answer this question, you may wish to do a little research to learn this topic area. (Suggested time to include research time for this activity is approximately 60 minutes). The following links can help you with this task: <https://www.bbc.co.uk/bitesize/guides/z3tgw6f/revision/1>

<https://www.farmersweekly.co.za/crops/field-crops/tobacco-mosaic-virus-symptoms-transmission-management/>

<https://www.nhs.uk/conditions/measles/>

<https://www.bbc.co.uk/bitesize/guides/zcqs2nb/revision/2>

These questions are based on C5 (Chemistry – Chemical changes) of the AQA specification:

3. Create a storyboard which describes and explains how to make a copper salt from sulphuric acid and copper oxide. In your storyboard you must include diagrams of practical equipment needed to make this salt, safety considerations as well as a word equation for the reaction that takes place. If you want to challenge yourself, you may wish to include the balanced symbol equation. (Suggested time for this activity is approximately 60 minutes). The following links will support you with this activity:

<https://www.bbc.co.uk/bitesize/guides/zysdgdgm/revision/3>

4. Using your KS3 Science knowledge, can you explain in the form of a poster, to a new year 7 pupil, what a neutralisation reaction is? Can you also explain the pH scale (what does this look like? Why is it useful?). Please include a word equation for the neutralisation reaction you have chosen. (Suggested time for this activity is 60 minutes).

These questions are based on P5 (Physics – Electricity in the home) of the AQA specification:

5. The National Grid transfers the electricity made in the power stations to your home. Describe the different stages of the National Grid. You can use diagrams to help you. As a challenge, explain how step up and step down transformers change current and voltage of electricity and why are transformers so important to the National Grid. (Suggested time for this activity, with potential for researching this task first is 60 minutes)

6. Create a table that shows the advantages and disadvantages of having the National Grid. Additionally, one of the biggest disadvantages of the National Grid is the visual pollution

<b>Science</b>	<p>caused by the miles of cables and pylons spread across the countryside. It has been suggested that all the pylons and cables should be buried underground. Create another table that shows the advantages and disadvantages of removing all the pylons and burying the cables underground. Can you suggest any alternatives to burying the cables? (Suggested time for this activity is 60 minutes). You may use the following link to help you:  <a href="https://www.bbc.co.uk/bitesize/guides/z3xv97h/revision/4">https://www.bbc.co.uk/bitesize/guides/z3xv97h/revision/4</a>  <a href="https://revisionworld.com/gcse-revision/physics/electricity/electricity-matters">https://revisionworld.com/gcse-revision/physics/electricity/electricity-matters</a>  <a href="https://www.bbc.co.uk/news/business-29989654">https://www.bbc.co.uk/news/business-29989654</a></p>
<b>Religious Education</b>	RE – see separate Year 9 RE pack
<b>MFL</b>	<p>MFL To help prepare you for your GCSE studies, please use linguascope, duolingo and reverso to learn and reinforce vocabulary on the following topics. You can create word documents or PowerPoints to record this vocabulary and then use Quizlet to help memorise it.</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Descriptions - hair, eyes, personality</li> <li>• Countries</li> <li>• School</li> </ul> <p>Use GCSE bitesize to help revise the following tenses:</p> <ul style="list-style-type: none"> <li>• present tense</li> <li>• future tense</li> <li>• preterite tense</li> </ul>
<b>Humanities</b>	<p>Humanities Challenge Project</p> <p>This task is related to your experiences during lockdown. You are to create a time capsule that you can keep / bury (whatever you like really!) that outlines your lockdown experiences. This time capsule is something you can open in 10-20 years time or any date of your choice. This situation will go down as one of the most unprecedented events in History. Your time capsule could include:</p> <ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Newspaper cuttings or stories that have been significant</li> <li>• Diary entry – highs and lows of lockdown</li> <li>• Handprints</li> <li>• Paintings</li> <li>• Photographs</li> <li>• Anything you like really! Just have fun with it!</li> </ul>
<b>History</b>	See separate work book – Civil Rights Booklet

<b>Geography</b>	See separate workbook – Year 9 Thar Desert Project
<b>Computer Science</b>	<p>Online safety questions</p> <p>1) What is malware?  a) A program that installs and runs on a computer without the user's knowledge  b) Hardware that controls a computer without the user's knowledge  c) Faulty software</p> <p>2) What is a virus?  a) A program that makes the user feel unwell  b) A program which replicates itself and spreads to other computers via attachments  c) A program that stops a computer from working</p> <p>3) What is spyware?  a) A program which replicates itself and spreads to other computers via attachments  b) Hardware that controls a computer without the user's knowledge  c) A program which monitors computer activity in an attempt to steal passwords or financial information</p> <p>4) What should be used to remove malware from a computer?  a) Anti-virus software  b) A firewall  c) A filter</p> <p>5) What is phishing?  a) Sending a program which replicates itself and spreads to other computers via attachments  b) Sending an email designed to trick the recipient into giving away personal information  c) Controlling a computer without the user's knowledge</p> <p>6. What is a troll?  a) A person who leaves distasteful messages on someone's social media account  b) Someone who sends a virus  c) Someone who spies on a computer</p> <p>7) What is used to prevent unauthorised communications from a computer?  a) Anti-virus software  b) A filter  c) A firewall</p> <p>8) Which of the following is a simple way to stay safe online?  a) Don't connect the computer to the internet  b) Don't give out personal information  c) Don't leave the computer on overnight</p>

<p><b>Computer Science</b></p>	<p>9) Which of the following helps to safeguard against phishing?  a) A firewall  b) Not following links from an email  c) Anti-virus software</p> <p>10) Which of the following is a way to help keep a computer free of malware?  a) A firewall  b) A filter  c) Not opening emails from unknown or unfamiliar sources</p> <p>11) Design a poster that demonstrates how to stay safe online, use all the information that you know and illustrate it within the poster.</p> <p>12) Design a school web page to help young students to be able to navigate around and find information about online safety.</p>
<p><b>Art</b></p>	<p>This work is especially important for those taking Art GCSE</p> <p>Hobbies and Interests</p> <p>1 Create a mind map on the Title " Hobbies and Interests" ( Your project can be on anything, it could be based on Music, Culture, Food.... The list is endless, choose something you enjoy.</p> <p>2 Look on the internet for 3/5 artists that you like the style of and will be able to work in the style of. Look at illustration x. This has some interesting artists. The theme does not need to directly link with all of the artists. So, if your topic is Grime music, the artist does not need to have produced their work on that theme.</p> <p>3 Try to take some photographs of your chosen theme, think about what you can take photographs of. Example: Music, take photos of CD's, any instruments, phone, buds....</p> <p>4 You will need to collect images from the internet that link to your theme, save them onto your area. Try to get good quality ones.</p> <p>5 Start to draw from your photos or the internet, add base tone and develop tonal range. Look on the internet for tutorials on step by step guides. Try to build a collection of good quality tonal pieces.</p> <p>6 Develop drawings with cross hatching, biro, colour blending, again look at some step by step guides.</p>

<p><b>Music</b></p>	<p>Please check your school email address for examples, further resources and tips. Please email me any work or performances you complete - I would love to see / hear it! phancock@holycrc.bham.sch.uk</p> <p>For those who are taking GCSE music next year:</p> <ol style="list-style-type: none"> <li>1. Start finding pieces of music that you would like to learn to play. Listen to the pieces and also try to find lead sheets or sheet music for them.</li> <li>2. Keep a weekly listening diary which includes: Title, name of composer or performer, style/genre, tempo, dynamics, instruments, say whether you liked the piece or not and justify it with a musical reason. Aim to listen to 2 pieces of music a week for your diary. 1 piece should be something you would listen to anyway, and the 2nd should be something new from one of these styles: musical theatre, classical, jazz, bhangra, rock. (30 minutes per week)</li> <li>3. Create a body percussion piece: draw out a 4 or 8 beat grid and then make up symbols for different parts of your body (e.g. circle is a stamp, cross is a clap, triangle is a knee slap). Then experiment with putting different symbols into the grid and play the rhythms you created. (15-20 minutes) There will be a video demonstration on the website.</li> <li>4. Extension - turn your body percussion symbols into musical notation using crotchets, quavers and semiquavers (5 minutes)</li> </ol> <p>NOTE: all these tasks can be repeated multiple times with different pieces of music. Task 4 is something you could be doing weekly, not just a one off piece of work.</p> <p>See also Body percussion demo on school website if you have access</p>
<p><b>PE</b></p>	<p>Complete the following exercises 1-3 times during a week</p> <p>Week 1.</p> <ul style="list-style-type: none"> <li>-10min speed walk</li> <li>-Complete 40 seconds of each of the following exercises with a 20 second rest between each exercise.</li> </ul> <p>star jumps, squats, plank, crunches, lunges, press ups, high knees, bicycle crunches, calf raises.</p> <ul style="list-style-type: none"> <li>-2min walk</li> </ul> <p>Week 2 &amp;3.</p> <ul style="list-style-type: none"> <li>-12min speed walk</li> <li>-Complete 60 seconds of each of the following exercises with a 30 second rest between each exercise.</li> </ul>

	<p>star jumps, squats, plank, crunches, lunges, press ups, high knees, bicycle crunches, calf raises. -2min walk</p> <p>Week 4. -15min speed walk -Complete 60 seconds of each of the following exercises with a 20 second rest between each exercise. star jumps, squats, plank, crunches, lunges, press ups, high knees bicycle crunches, calf raises. -2min walk</p> <p>Use the separate file called 'PE exercise guide' to help you improve your technique.</p>
<b>PSD</b>	See the separate PSD work pack 'Motivation'