

## Year 9 Remote Learning Overview Week beginning 29<sup>th</sup> June

	Year 9
<b>Maths</b>	<p>Students will be on the second week of their last module for this academic year: <b><u>ANGLES RULES, PYTHAGORAS AND POSSIBLY TRIGONOMETRY MODULE</u></b></p> <p>This module should last the next 3 weeks to the end of terms and there will be small quizzes as we go through the topic so staff can spot problems and gaps. The topics will vary slightly depending on the group students are in and should be moving on to:</p> <ul style="list-style-type: none"> <li>*Angles with parallel lines</li> <li>*Angles in Polygons</li> <li>*Some of the more-straight forward circle theorems</li> <li>*Pythagoras</li> <li>*Trigonometry</li> <li>*Sine rule for Area</li> </ul> <p><b>There will be a Google Classroom QUIZ on Handling Data and Averages available to do from FRIDAY 4<sup>th</sup> JULY</b></p> <p>*Students will be reminded via SMH to check their Google Classroom where there will be instruction for their individual classes.</p>
<b>English</b>	<p>Year 9 continue their work on creative writing. All resources posted on Show My Homework and Google Classrooms.</p>
<b>Science</b>	<p><b>This week we will be continuing the Biology topic B3: Organisation and the digestive system.</b></p> <p><b>Students will work through the lessons – B3.5 Factors affecting enzyme action &amp; B3.6 How the digestive system works, from the kerboodle textbook</b></p> <p>Specific instructions on SMHW and Google Classroom – these are different for different sets. Mark and correct previous work.</p> <p>Read these chapters from the relevant <a href="http://www.kerboodle.com">www.kerboodle.com</a> textbook.</p> <p>Write notes.</p> <p>Answer questions from the textbook.</p> <p>Work through the kerboodle activities (and MyMaths).</p> <p>Watch the freesciencelessons videos from YouTube</p> <p>Work through the <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> activities.</p> <p>Attempt the activities set on <a href="http://www.SAMLearning.com">www.SAMLearning.com</a></p> <p>Complete daily goal on <a href="http://www.tassomai.com">www.tassomai.com</a></p>
<b>History</b>	<p><b>Life in the Camps:</b></p> <p>Students read through power point on life in Nazi death camps.and watch clips. Make a mind map of what Auschwitz was like</p> <p><b>Assessment:</b></p> <p>Read through power point and essay plan. Write essay on why the Holocaust happened, max. 3 paragraphs. Upload to google classrooms so your teacher can give you feedback</p>
<b>Geography</b>	<p>Live progress tutorial on Google Meet followed by Athabasca Tar Sands research task. Your teacher will explain this task in the tutorial. See SMHW for your class meet time. (code to join Year 9 classroom: 6ro2zy4)</p>
<b>Computer Science</b>	<p><b>Computing, ICT and Society Lesson 2:</b></p> <p><b>Computers in Leisure</b></p> <p>Task and instructions will be set on SMHW and students will logon SAMLearning to complete their tasks. Pupils can then ask question in the google classroom if they need help.</p>

<b>French</b>	<p><b>Year 9 French</b></p> <p>Textbook: AQA French Foundation- pages 66- 67 La fete chez nous ( follow on celebrations)</p> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• <u>A</u> powerpoint presentation with correctiosn of every exercises on Kerboodle ( you need to login to kerboodle)</li> <li>• <u>Looking at the reflexive verbs in the perfect tense</u></li> <li>• 3. Work set on Google Classroom and SMHK</li> <li>• 4. Upload screenshots of the work to the teacher for feedback/merits</li> <li>• 5- Use of linguascope/ quizlet, zut, languagesonline is extra</li> </ul>
<b>Spanish</b>	<p><b>Year 9 Spanish</b></p> <p>Text book: AQA Foundation pages 70- 71 Las fiestas del mundo hispano</p> <p><b>Tasks</b></p> <ul style="list-style-type: none"> <li>• A Powerpoint presentation which has modified exercises from the textbook- with reading, listening, writing and grammar activities to be completed. Audio files can be accessed in the Kerboodle online book listed above. Tasks on one page with the answers on the next slide so that students can check their own progress. The last exercise is extended writing to be marked by teacher.</li> <li>• Work set on Google Classroom and SMHK</li> <li>• Upload screenshots of the work in google classroom for the teacher to mark, give feedback and merits</li> <li>• Vocab and verb revision</li> <li>• <u>Extension:</u> Quizlet, linguascope, Spanish Dict</li> </ul>
<b>Art</b>	<p><b>Pop Art.</b></p> <p>Looking at scale and sculpture. How artists use oversized everyday objects to highlight the absurdities of consumer culture. Artists include Claes Oldenburg and Jeff Koons. Please go to Google classrooms for videos and instructions. Please post images of completed work in Google classrooms.</p>
<b>Drama</b>	<p><b>Monologues – Lesson 5</b></p> <p><b>Learning your monologue</b></p> <p>Students watch 2 video clips with advice and tips about learning lines. They then choose which techniques suit them and use these techniques to learn their monologues. All resources and links on SMHW and Google Classroom. Click 'hand in' on Google Classroom once monologue is properly committed to memory!</p>
<b>PE</b>	<p>This week, we would like you to complete the following sections on SAM learning:</p> <ul style="list-style-type: none"> <li>- Effects of Exercise on the Body 'Revise'</li> <li>- Effects of Exercise on the Body A 'Test Questions'</li> <li>- All sections on Hockey</li> </ul> <p>Also you are to hand in your completed PE booklet which you have been working on for the past 4 weeks.</p>

<b>PHSEE</b>	<p>L5 – The Black British Feeling</p> <p>This week students are being asked to watch an online documentary by Nesta McGregor who investigates what's behind the Black Lives Matter protests across Britain, and asks why some black people in the UK still feel racism affects them every day.</p>
<b>REP</b>	<p><b>Theme B – Essay Feedback</b></p> <p>Read through your feedback from your teachers. This will be general strengths/weaknesses of the essays submitted, and some questions for improvement. You need to read through your essay and decide which questions your teacher has asked are relevant to your work, before completing those tasks.</p>
<b>Technology</b>	<p><b>Product design (9.1 &amp; 9.2) – Scales of Production</b></p> <p>Watch the 3 video clips and then complete the summary sheet identifying and explaining the 3 main scales of production. This will be built on next week when we look at Automation in manufacture.</p> <p><b>Textiles (9.4) – Social and Moral Issues in Design</b></p> <p>Watch the video 'Is Fashion Destroying the Planet' linked on Google classroom. Use this information and prior knowledge from year 8/9 D&amp;T to complete the google doc summarising the key elements of the topic</p> <p><b>Food Preparation &amp; Nutrition (9.3) – Food Choice and Food Waste</b></p> <p>Read the google slides explaining the key issues associated with food choice &amp; waste and then complete the google doc explaining the key factors of the topic.</p>
<b>Music</b>	<p><b>Black Music Matters</b></p> <p>A reflection on the influence of black musicians on the music of the 20th century.</p> <p>Follow the PowerPoint slides:</p> <ul style="list-style-type: none"> <li>• consider how many popular music genres are influenced by black musicians.</li> <li>• listen to protest songs of the 1960s and think about their relevance today.</li> <li>• name the musician quiz.</li> </ul> <p>Extension task:</p> <p>Choose some musicians and make some fact files through on-line research.</p> <p>Learning support:</p> <p>Second version of the project available for students who receive learning support or who may find reading and writing difficult.</p> <p>What to hand in.</p> <p>Upload your thoughts about the protest songs and fact files to SMHW and add a comment about how much you enjoyed learning about this subject.</p>