

# Year 9

## **Chilton Trinity**

### Home Learning Booklet





# This booklet is designed to help you plan your Home Learning

## Why Home Learning?

These tasks will:

Reinforce the learning happening in your classroom

Allow you to learn to work independently

Allow you to work at your own pace

Develop your organisational skills

Let you 'use' your knowledge, skills and understanding

## What is Home Learning?

Home Learning will include:-

**Extended Projects** over approximately 4 weeks where you will research and present your work. They will complement the work happening in the class. You will be able to use your skills and knowledge

**Learning information for a test** eg Vocabulary in French

**Practising and applying techniques** you have learned, eg solving problems in Maths or writing a description using adjectives in English

**Organisation for the next lesson** eg Preparing ingredients for food lessons

**Research for your topic** eg Collecting pictures, collecting examples of science and technology around the home

**Revisiting your classwork** eg reading your notes, completing

## How long will it take?

Your teacher will give you deadlines for your extended projects - a little work every week will be better than 4/5 hours the night before it is due!

For weekly homework you should expect to spend at least 45 minutes per subject. You will remember what the task is about if you revisit it soon after the lesson. The same night is usually best!

## How will the work be checked?

Your teacher will give feedback — a written or verbal comment — throughout a project to give you an idea of how to improve. At the end, you will be told whether you are on target or have achieved the learning objective and usually a “next steps” comment which you **MUST** act upon. House points will always be available and awarded to those who complete their homework well.

# Handy Tips

## For students and parents

Opportunity Club is open most days before and after school in the library if you need any support or to do some research.

Find a tidy place to work - a messy desk can be a distraction.

Turn off the TV.

Use your planner and notes to help you understand the task.

Organise your time - check the due dates for homework and do the ones to be handed in first - first!

Get into a routine e.g. get home and have a break then sit down to work every day. Little and often is better than hours and hours all at once!

Keep a copy of tasks and deadlines on view so that all can help check what is to be done.

Remember if you need help just ask!!

# English

English homework will be linked to the topic or unit being studied and will involve at least 1.5 hours of extra study per week. There will be some short tasks that build on the learning in the lesson or prepare for learning through research.

There will also be some longer Independent Learning Assignments or ILAs which will involve students creating a project, presentation, or booklet over a number of weeks.

The Year 9 curriculum prepares students for the the style of working incorporated in the new English Language and English Literature GCSE Specifications.

## **The topics or units for year 9 are:**

### **Prose study – ‘Stone Cold’, ‘Curious Incident of the Dog in the Night-time’ or ‘Waiting for J.J.’ (issue based novel):**

Likely home learning:

- Writing of a diary entry as a character from the novel
- Writing in the role of a character e.g. letters, diaries
- Describing of the feelings of a homeless person
- Analysing narrative and language techniques
- Developing the use of complex sentences

### **Independent Reading and Research:**

Likely home learning:

- ILA (Independent Learning Assignment): research and preparation of a homework project on a charity of own choice for a GCSE style speaking and listening presentation

**Media** – incorporates the skills required for Unit 1: English Today Reading and Writing Controlled Assessments at GCSE.

Likely home learning:

- Collecting and analysing advertisements from magazines; the Internet; newspapers, etc.
- Comparing and contrasting media texts and use of connectives
- Applying elements of advertising in preparation for the Controlled Assessment under exam conditions
- ILA: designing effective advertising campaigns aimed at specific target audiences

**Shakespeare** - theme based unit studying the play 'Much Ado About Nothing' and adaptations:

Likely home learning:

- Analysing Shakespeare's language
- Comparing Shakespeare's characterisations
- Theme tracking tasks using Point Evidence Explanation
- Creating comparisons between 'Much Ado About Nothing' and the adaptations in preparation for the Controlled Assessment
- ILA: Project on Shakespeare's stagecraft and theatricality

**Anthology Poems and Unseen Poetry Analysis:**

Likely home learning:

- Analysis of a collection of poems;
- Analysis of unseen poetry;
- Comparisons of anthology and unseen poems
- Revising the Anthology Poems
- Exam style questions in preparation for Year 9 examination

**GCSE study of the novel 'Of Mice and Men'** (a cross-over English Language and English Literature GCSE text)

Likely home learning:

- Closely analysing language techniques
- Analysing characterisations
- Exploring themes
- Comparing settings
- Preparing for Speaking and Listening Role Play for GCSE drama focused task
- ILA: Reading and research on 'The American Depression'

# Maths

Mathematics homework in year 9 will be linked to the textbooks C1 and C2.

The topics throughout the year will be as follows:

- Applying Mathematics to Solving Problems
- Numbers and the Number System
- Calculations
- Algebra
- Shape Space and Measures
- Handling Data

Sometimes a task will be set, but once a fortnight students are assessed on an aspect of the work and so should be revising what they have learnt in class when no formal task has been set.

Students should make use of **mymaths** website to help with revising topics and going over the learning of the lesson. They will have been introduced to this whilst at school.

Parents may find it useful to know -  
school login is: **chilton**  
password: **ruler**

# Science

HOME LEARNING in Science will take the form of Independent learning assignments or ILAs. For these assignments students will be given a booklet which contains a checklist of tasks. The Science teacher will be able to check the tasks as the student moves through the list, but they must make sure they spread the work over the weeks. No student could complete the whole assignment in a night.

The format that the finished ILA takes is entirely up to your child. For example, it can be a written report for a Science journal, a booklet, poster, factsheet, radio report, TV news report or PowerPoint. The choice is theirs.

## **Autumn term**

**Title or content of this term's work:** Rock Hunting ILA

**Description:** Students are to imagine they are Bridgwater's Geologist and plan a trip for local residents around the town. They should show different building stone to tell the public about different rock-types and how they were formed. They need to plan their route so that it takes in at least five buildings which are made from interesting stone. At least three of the rock types should contain fossils. They should produce a **Guide** that would take the public around the route they have planned. Finally they need to research and write a **Report** recording and explaining how the rocks on their trip were formed, this must include pictures and text. The **Guide** should be a one page document that the public could take with them on the walk, whilst the **Report** could be completed as a PowerPoint presentation that the public can access once they get home to find out more.

## **Spring term**

**Title of this term's work:** BTEC or GCSE based tasks.

Weekly and some longer assignments.

## **Summer term**

Title of this term's work: BTEC or GCSE based tasks.

Weekly and some longer assignments.

**The checklist for the tasks in the ILAs is available from the Website. Students can see a copy of the booklet on Fronter. Homework Club for Science every Thursday lunchtime in A7**

Useful sites for research:

<http://www.geolsoc.org.uk/gsl/education/resources/rockcycle>

[http://www.bbc.co.uk/schools/gcsebitesize/geography/rocks\\_landscapes/](http://www.bbc.co.uk/schools/gcsebitesize/geography/rocks_landscapes/)

# Drama

The following homeworks are explained in the students' Drama Booklet. The page numbers relate to the corresponding pages of the booklet.

## **Autumn Term**

- Traffic Lights (pages 9 + 10)
- Baseline written (12)
- Unit 1 Evaluation (27, 28, 29, 30, 31)
- Ongoing Year 9 Autumn project – producing their own horror film in groups (10 weeks to complete)

## **Spring Term**

- Learning lines, rehearsing, writing own scenes
- Unit 2 Evaluation (43, 44, 45, 46, 47)

## **Summer Term**

- Unit 3 Evaluation (59, 60, 61, 62)

# Design Technology

## Food

### **Specialist Diet:**

- From the demo – explain what could be added to develop and make healthier
- Pasta Sauce Evaluation
- Questionnaire/Interview questions to be used for next lesson
- Complete design for 2 course meal
- Evaluation and testing of products

### **Raising Agents:**

- Write up your conclusions—what have you learnt today about different types of raising agent. (worksheet)
- Explain savoury, Roulade, Aeration and Identify mechanical and chemical raising agents in the whisked sponge
- Identify the raising agents in a sticky toffee pudding. Advantages and disadvantages of bought and homemade products.
- Define the following terms - Knock back, Shape, Prove, Bake

# Textiles

## **Mobile Phone Cover:**

- Research task – draw and measure your mobile phone or ipod (or a family members)
- Research – what techniques could be added to your design?
- Complete final design with annotation
- Plan for making (and finish pattern)
- Diary of making
- Diary of making
- Evaluation of product

## **Hat Project:**

- Complete designs
- Designing a leaflet on Fleece fabric
- Environment worksheet
- Step by step of making
- Evaluation

# Resistant Materials

## **Clock Project:**

- Do a moodboard – a page of images that describe your target audience
- Complete the detailed product analysis – looking at different types of clocks
- Complete your page of initial designs
- Worksheet on Materials
- Worksheet on processes
- Diary of making
- Diary of making
- Diary of making
- Step by step of 'how I made my clock' using the diary
- Evaluation

## **Graphic Merchandise:**

- Collect packaging from home to use in the lesson
- Sketch your logo design in neat
- Bring in an existing graphic product of your choice
- Environment worksheet x 2 week homework
- Finish final design for packaging
- Evaluation

## **Electronics – Steady Hand Game:**

- Research on how electronics are used in the modern world
- Draw and describe the vacuum forming process
- Soldering safety poster
- Draw in neat your circuit and explain the components used
- Final design of the game
- Evaluation

# Geography

## Autumn

### **Tectonics**

Tasks and worksheets will be set weekly by each Geography teacher to help develop students' understanding of tectonics and the role it plays in our past, present and future. Students will also revise spellings and the meaning of keywords to aid the completion of their mid term assessment, which will in turn guide teaching and prepare students for their end of unit assessment.

### **Crime**

Students will be expected to complete work set weekly that develops their understanding of the link between crime and Geography. This understanding will enable students to identify patterns of crime in their local area. Most tasks set will allow pupils to evaluate, predict and assess the role town planning has on different types of crime.

## Spring

### **Population**

This topic requires pupils to have a good understanding of continents, countries, capitals and oceans. Therefore home learning set during this topic is revision around world maps. This will allow students to appreciate factors that affect world population.

## Summer

### **Fair Trade**

All students will be expected to complete tasks set around a piece of coursework. This coursework will allow pupils to investigate the advantages, disadvantages and popularity of Fair Trade. It will also require them to use and apply both primary and secondary investigation methods and will give students the opportunity to complete questionnaires that they create and carry out interviews.

# History

History homework will be linked to the unit being studied and will involve at least 30-40 minutes of extra study per week. There will be some short tasks that build on the learning in the lesson or prepare for learning through research.

There will also be some longer Independent Learning Assignments or ILAs which will involve students creating a project, presentation, or booklet over a number of weeks.

## **The topics for year 9 are:**

### **Workhouses**

Likely home learning:

- Independent Learning Assignment or ILA on Bridgwater Workhouse. Students present their research in booklet form with sources, pictures and their own descriptions and explanations of what life was like, why the workhouse existed, who ended up there and what was done about them.

### **World War I**

Likely home learning:

- ILA on World War I – working as pairs or individuals research the War and present a range of information including weaponry, key battles, the structure of the armed forces, maps and personal accounts from WW1

### **Elizabeth I and Empires**

Likely home learning:

- Independent Learning Assignment or ILA: Design a board game based on the idea of building an Empire.

## **Slave Trade**

Likely home learning:

Researching background material using internet or Library

Showing understanding of sources related to the topic in written form

Completing worksheets which build on the learning in the lesson

## **The French Revolution**

Likely home learning:

Researching background material using internet or Library

Showing understanding of sources related to the topic in written form

Completing worksheets which build on the learning in the lesson

The following websites are reliable sources of factual information:

[http://www.bbc.co.uk/schools/websites/11\\_16/site/history.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/history.shtml)

<http://www.schoolhistory.co.uk>

<http://www.channel4learning.com>

<http://www.activehistory.co.uk>





## Year 9 Home Learning Timetable

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>C Half</b>					
<b>9A</b>	DT	QV	DT	Drama	Maths
	Music	German/French	Art	English	Geography
	Science	History	French/German		ICT
<b>9J</b>	Art	QV	DT	English	Music
	Science	German/French	Drama	ICT	Maths
	DT	History	French/German		Geography
<b>9H</b>	Science	ICT	DT	History	Art
	DT	German/French	Drama	English	QV
		Geography	French/German	Music	Maths
<b>9PE</b>	Music	History	DT	Geography	Maths
	Science	German/French	French/German	English	QV
	DT	Art	Drama	ICT	
<b>T Half</b>					
<b>9B</b>	English	QV	Geography	Music	Maths
	DT	ICT	History	French/Spanish	Drama
	Art	Spanish/French	DT		Science
<b>9C</b>	English	ICT	Music	French/Spanish	Maths
	DT	Geography	History	Art	Drama
	QV	Spanish/French	DT		Science
<b>9T</b>	English	ICT	QV	French/Spanish	Maths
	DT	History	Art	Geography	Science
	Drama	Spanish/French	DT		Music