

## Year 9 – Autumn Term Homework Overview 2011-12

### ART

Homework for Art is set once a fortnight.

<b>YEAR 9 HOMEWORK – REFLECTIVE SURFACES</b>	
Homework 1	Find an example of a piece of artwork that includes a reflection. Glue a copy if the found image into sketchbook and label with name of artist and title of work.  Write about the way you think this piece of artwork has been produced. Consider presentation.
Homework 2	Find an object with a reflective surface and draw it including what you see in the reflection. Shade using pencil only.
Homework 3	Take a small section of your previous homework, enlarge it to virtually fill the page and then colour using coloured pencils.

<b>YEAR 9 HOMEWORK – FRUIT – MEDIA INVESTIGATIONS</b>	
Homework 1	Fill your page with a pencil drawing of a piece of fruit cut in half and positioned so that you can see the inside flesh and the outside skin. Shade using pencil in a full range of tones.
Homework 2	Draw same composition as previous homework but this time colour in unrealistic colours using coloured pencil.
Homework 3	Produce a collage of an interesting section of fruit using things you can find at home: lentils, rice, tissue paper, kitchen roll, paints, pencils, felt tips, coloured paper etc.
Homework 4	Find a painting of fruit by an artist. Glue in an image of it and write about what you see and how the picture has been produced. Include the Artist's name and title of the painting.
Homework 5	Draw an apple to fill a whole page of your book and then divide your page into 4 sections. In each section, use a different family of colours in your own chosen media. (e.g. 1 = range of reds, 2 = greens, etc.,)
Homework 6	Choose any object and draw it using only a biro pen, create tone by scribbling, crosshatching and dots.
Homework 7	Find an example of a piece of artwork created in collage or mixed media on the internet or in a book, copy it, glue into book and explain how you think it has been made and what with.
Homework 8	Write a sentence on each of the media you have been in exploring throughout the fruit project. Explain each material's good and bad points. Describe the way you used it in your investigations.(Pencil, pen, coloured pencils, oil pastels, watercolour paints)

YEAR 9 HOMEWORK –POP ART	
Homework 1	Produce a visual ‘mind map’ of the term ‘Pop Art’, using words and images. Carry out research and include in your mind map, names of relevant artists and key words/terms that relate to Pop Art e.g. <b>brand, popular culture, modern, media, icon etc.</b> You <u>must</u> include pictures and use colour to reflect the theme.
Homework 2	Find an example of a collage by Richard Hamilton, print it off in colour and stick it in. Include 5 facts about the artist and describe how he has produced the artwork and your own opinion of it.
Homework 3	Look in newspapers for ‘eye-catching’ headlines that you think reflect the period we live in. They may relate to current events or issues in which you have a particular interest. Cut them out or rip them and stick them in so they overlap. Include enough to fill a whole page.
Homework 4	Produce an observational drawing of an empty and <b>slightly crushed</b> fizzy drinks can (or crumpled crisp packet etc.) Look carefully at the creases and draw as accurately as possible using pencil to fill the page. Then add colour using coloured pencils.
Homework 5	Find a good quality photograph of a favourite celebrity or icon. Produce a ‘Pop Art’ style version of the image by simplifying the facial features and only drawing outlines (very little detail). Add simple, bold colour using coloured pencils and go over outlines in black. Write the name of the celebrity as your title.

YEAR 9 HOMEWORK – SGRAFFITO POTS	
Homework 1	Research the term “ <b>Sgraffito</b> ”. Write a description and include an image that illustrates it.
Homework 2	Draw accurately and shade to emphasize the 3D form, an object which contains an <b>ellipse</b> found at home (e.g. a vase, a bottle etc.), Position yourself looking slightly down on the object.
Homework 3	Looking at patterns found around your home on fabrics, tiles, carpets, etc., select and draw sections in both strip and individual form.
Homework 4	Combine your previous 3D object drawing with your home found patterns placing the patterns on selected areas of your re-drawn form. Colour using coloured pencils.

## BUSINESS ENTERPRISE

Week	w/b	Homework
1	06.09.11	Homework: Produce a brainstorm on a sheet of A4 about products/services that might sell well to students
3	19.09.11	Homework: Research and record the costs of the resources the team will need.
5	03.10.11	Homework: Come up with ideas on how best to package your products considering Food Hygiene.
7	17.10.11	Homework: to begin purchasing necessary items.
8	31.10.11	Homework: Bring in items for production and marketing materials next week.
10	14.11.11	Making promotional materials and products.
12	28.11.11	What is money – Worksheet
14	12.12.11	Research the Cambridge Building Society. What interest do they pay on some of their accounts?

## DRAMA

Drama is predominantly a practical based subject in KS3.

Units to be studied in Year 9:

- Soap opera unit
- Commedia Dell arte unit

Homework will include – Group feedback, researching Commedia, watching soap operas, writing scripts, character creating.

## ENGLISH

### The Modern Novel – English Project



Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

- **Francis Bacon**

#### Introduction

Your task is to produce a project folder about a book you have read and enjoyed.

The deadline for this project is \_\_\_\_\_ You will not be given any other English homework in this time, but I will from time to time check the progress of your work.

Your homework days are .....**Week A** and .....**Week B**. During this time you will share your ideas with each other and assess each other's work and I will check the progress of your project and help if need be.

Below are the assessment foci that you will need to concentrate on when doing your project. Your project is going to be divided into sections, and it is up to you to do the research.

- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Organise whole texts effectively, sequencing and structuring
- Write imaginative, interesting and thoughtful texts

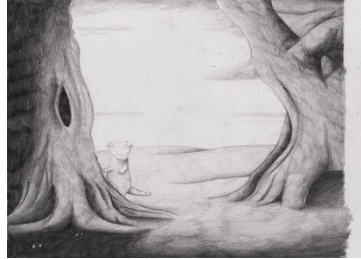
#### Section One: The Novel

In this section, you have to pick out a paragraph or short passage of your favourite novel and then either draw an illustration or find one from a famous artist that you think best goes with your passage.

You then have to write between 250-400 words on the following:

- explain what the context of the passage is,

- explain why you have chosen that particular passage and what it means to you
- explain why you chose that picture and why you think it links with your chosen passage.



The books that help you the most are those which make you think the most.  
 - **Theodore Parker**

**Section Two: A Book review**

In this section, you will need to write a book review on a book you have recently read. In order to do this successfully you will need to use the words from the following word banks.

SEQUENCE		
In the end	Initially	Finally
Eventually	First	Once
Succeeding	Firstly	Secondly
Following	Then	Next
Since	So far	Subsequently
Prior to	After	Meanwhile
Previously	Afterwards	At length
Later	At last	
To begin with	Lastly	

SUMMARY		
In brief	In all	In summary
In short	Overall	To sum up
Throughout		

First, write a brief summary of what your book is about, try to make it sound interesting because you need to get people to read this book.

Next, describe in detail what the main character is like, and get some quotes from the book to support your opinion.

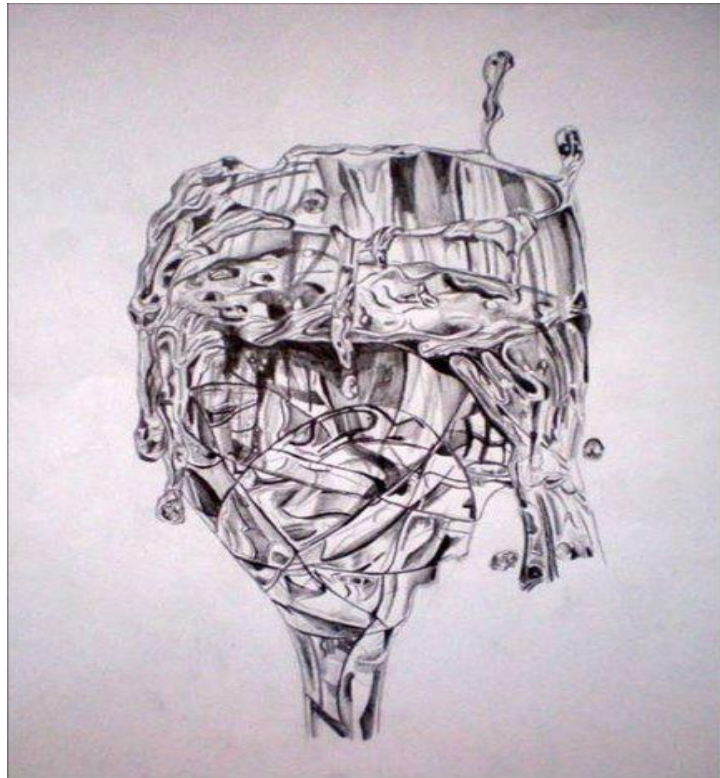
Then, pick out the best bit, explain to your readers why this bit was so good, and explain how the author helped to make it so good with the way he either structured the story or used language in a clever way. Do not forget to give examples from the book to support your opinion.

Finally, say who you would recommend the book to and why.

### Section Three: Creative

Create your own story based on one of the characters. You must pick a scene from your class novel and write it from a different perspective than the one used in the novel. Ask your teacher if you are unsure. Alternatively, this could be done as a piece of speaking and listening, as long as you thoroughly prepare and speak as if you actually were that character.

Your story should be between 500-800 words long.



## GEOGRAPHY

Students can expect to be set homework three times each fortnight. All homework activities have been listed, but students will only be set 3/4 each fortnight.

Lesson:	Homework:
1 Population Change and Growth	
2 Population Growth and Decline	In 250 words pupils are to explain what they think are the problems of uncontrolled population growth
3 Where does everyone live?	
4 Managing Population Control – Case Study Kerala, India	Complete India Population fact file using CIA website
5 What is a Population Pyramid?	Draw a population pyramid for a country of your choice. Data from spread sheet
6 Why do people move from place to another?	
7 Migration to the UK	Read article “Migration in UK”
8 Migration from Mexico to the United States	
9 Migration from Mexico to the United States	Complete assessment task Mexico/ Poland
10 Europe’s Ageing population	
11 A new earth by 2050 - The End of Civilisation	Choose ONE of the following options and complete the task on A4 paper:  Create a POSTER and identify ways that we can save the Earth we have.  Create an ADVERT and identify what we would need to survive on a new Earth.
12 What are the Benefits to a growing population	
13 Rural depopulation	Revise for test
14 End of Unit Assessment	

## HISTORY

Year 9 - Unit 1 - Who were the Native Peoples of North America? (Chronological Understanding)		
1	First Americans?	Research 5 facts on Christopher Columbus
2	Where did they come from?	Explain the movement of the indigenous people of the America over time as if you were reporting to Archaeologists.
3	From Arctic to Desert	Think about what invention has affected your lifestyle and explain how.
4	Beliefs and Lifestyle	Research and answer: How helpful were Medicine Men in keeping the tribe fit and healthy?
5	Warfare	Preparing for war was more important than actually fighting it.' Do you agree with this statement? Create a balanced answer.
6	Little Bighorn	Design your own memorial showing what happened at the Battle of Little Bighorn.
7	The end of the Indians?	Research one of the following tribes and create a fact file on them: Sioux/Comanche/Mandan

Year 9 - Unit 2 - What are the Causes of the 1WW? (Cause and Consequence)		
1	Imperialism	Find the definitions to the following words: Imperialism/Militarism/Alliance/Assassination/The Great War.
2	Militarism	Find 5 facts about the Dreadnought Battleship
3	Alliances	Explain why Britain chose to make alliances with France and Russia and not Germany and Italy. (Think about who has the most power!)
4	Murder in Sarajevo	Explain why Britain would have been worried about the events in Sarajevo
5	Slide into War	Write a paragraph explaining which of the following 4 MAIN causes was the most important in the outbreak of war.
6	Causes of the 1WW	No Homework as Assessment lesson

Year 9 - Unit 3 - What were the consequences of trench warfare? (Cause and Consequence)		
1	Race to the Sea	Draw or print a picture of a trench and label it to show what it is made up of.
2	Trench Warfare	Answer this question: 'Would you have liked to have fought in the trenches?'
3	Soldiers at War	Write a letter from the trenches describing your environment and how you feel about fighting.
4	First Day at the Somme	Write your own diary entries of how you felt before and after the first day at the Somme.
5	FMH - Hero or Villain?	Complete research on the Battle of the Somme using the following: When? /Why? /Who?/Where?/How?
6	Reactions to the War	Find a poem about WW1 and summarise what it says
7	Changing Europe	Describe the consequences of the Great War in terms of the impact it had on both countries and individuals.

## ICT

In Year 9, homework is set every other week by the OCR course teacher and every other week by the KS3 course teacher.

### OCR Lessons

Week Commencing	Details – SAM Learning Task
19 Sept	Draft analysis of graphics found on a website
3 Oct	Design of new sets of graphics
17 Oct	Your use of Technology – Research 1 : Communication & Entertainment
7 Nov	Your use of Technology – Research 2 : Mobile access & Internet
21 Nov	Your use of technology – Compilation & Presentation 1
5 Dec	Your use of technology – Compilation & Presentation 2

### Key Stage 3 Course

Week Commencing	Details (SAM Learning)
26 Sept	Presentations» Presentation Advanced
10 Oct	Digital Communication» Computer Laws
31 Oct	Digital Communication» Email Features
14 Nov	Digital Communication» Security
28 Nov	Digital Communication» The Internet 1
12 Dec	Digital Communication» The Internet 2

## **LANGUAGES**

Homework is broadly set once per week. Homework will be based on the following areas/topics:

Set 1 GCSE Students should expect past GCSE papers in place of / in addition to some of the work listed below.

### **Higher Sets**

Week:

- 1 Shopping & money
- 2 Fashion & trends
- 3 Clothes and colours
- 4 New technologies
- 5 Consolidation of weeks 1-4 and preparation for Speaking Assessment
- 6 Preparation for Speaking Assessment

Half Term

- 1 Describing your house
- 2 Furniture of the home and garden
- 3 Describing the local area
- 4 Festivals
- 5 Foreign Culture and Festivals
- 6 Preparation for Writing Assessment

### **Lower Sets**

Week:

1. Television
2. Cinema
3. Describing Yourself
4. Hobbies vocabulary
5. Using the past tense
6. Preparation for Speaking Assessment

Half Term

- 1 Using the immediate future
- 2 Practising using the immediate future
- 3 Future Careers and Job Titles
- 4 Advantages of language learning
- 5 Revision of weeks 1-4
- 6 Preparation for Written Assessment

## MATHS

Year half	Week A	Week B
9X	Friday	Thursday
9Y	Friday	Friday

The information above shows the days when maths home works will be set. If there are any variations, your child will be informed.

Staff will inform pupils when the work is due in. Most tasks will be due the following week, however some tasks will task longer. Please see your child's planner for exact details of the work set and the deadline.

Pupils will be set one piece of maths homework every week. This may be paper based, an online activity or a mixture of both.

If your child is unable to complete a maths homework for any reason, please write a note in their planner to inform their maths teacher.

If your child does fail to complete a maths homework, they will be given an opportunity to bring it to their teacher the following morning. If they fail to do this, the KS co-ordinator will write to inform you.

If your child needs any further resources or support, please encourage them to see their maths teacher before the work is due.

## MUSIC

The teaching groups have only (3rd week of term been settled/sorted).

First homework (1<sup>st</sup> 'proper' lesson) – to read (with parents) the Specifications/Schemes of Work for the year and to return with questions or enquiries.

Subsequent Homework (at an indeterminate time) – preparation related to the tasks in the specifications – 'Composing 1' and 'Performing 1'

## PHYSICAL EDUCATION

The sporting activities that will be studied during the autumn term are:-

Boys – Football/Badminton & Rugby/Trampolining

Girls – Netball/Touch Rugby & Football/Badminton

Students will be assessed at the end of each half term. There is no homework for Key Stage 3 Physical Education. However, with the current concerns over Health and Well-being there is a strong agenda to support out of school exercise.

The following piece is taken from [www.nhs.uk](http://www.nhs.uk)

Children and young people aged 5 to 18 should do at least 60 minutes (one hour) of aerobic activity every day. This should include a mix of:

- **moderate-intensity activities:** this means your child is working hard enough to raise their heart rate and break a sweat, and
- **vigorous-intensity activities:** this means they're breathing hard and fast, and their heart rate has gone up quite a bit

As part of your child's 60 or more minutes, they should also do activities that strengthen their muscles and bones.

## RELIGIOUS EDUCATION

Homework for Personal and Social Development is set once a fortnight.

### Learning Questions and Homework tasks for this unit:

YEAR 9 AUTUMN TERM	UNIT 1: JUSTICE	Lesson 1. What skills do I need to practice in order to reach the next level in R.E.? Homework: Discuss with family/friends the statement given and create a piece of writing about it practicing the skills used in this week's lesson.
		Lesson 2. Why do we need laws and justice? No homework this week
		Lesson 3. What are the different theories of punishment? What are their strengths and weaknesses? Homework: Evaluate: Punishment should only be for the purpose of reforming the wrongdoer.
		Lesson 4. What do religions say about punishment and justice? No homework this week
		Lesson 5. What are the religious and non-religious arguments surrounding capital punishment? Should capital punishment be reintroduced in the UK? (research) Homework: Evaluate: No religious person can agree with the death penalty.
		Lesson 6. What are the religious and non-religious arguments surrounding capital punishment? Should capital punishment be reintroduced in the UK? (debate) No homework this week
		Lesson 7. How important is forgiveness? How realistic are religious teachings about forgiveness? Homework: Research – find examples of situations that could be changed by forgiveness.

UNIT 2: RIGHTS + RESPONSIBILITIES	Lesson 8. How well can we apply and evaluate religious teachings about forgiveness and punishment? (assessment week 1) No homework this week
	Lesson 9. How well can we apply and evaluate religious teachings about forgiveness and punishment? (assessment week 2) Homework: Evaluate this statement – ‘There is nothing that is unforgiveable.’
	Lesson 1. What makes a stable society? Where does religion fit into this? No homework this week
	Lesson 2. What are our human rights? Why are human rights important for Christians? How could human rights laws cause problems for Christians? (1) Homework: Is it ok to allow people to opt out of some human rights? Explain both sides of the argument.
	Lesson 3. What are our human rights? Why are human rights important for Christians? How could human rights laws cause problems for Christians? (2) No homework this week
	Lesson 4. Why bother to vote? Homework: Evaluate: ‘Everyone over the age of 18 has a responsibility to vote in elections.’
	Lesson 5. Why should we be involved in world affairs? No homework this week

## SCIENCE

Homework for Biology, Chemistry and Physics is set once a week.

Year 9 are following the GCSE course. They have different teachers for different topics and several topics will be running at the same time. There are a total of six units. We have purchased an online homework package which is yet to be published which will provide additional homework, however, until we can access this we have a schedule of homework using Sam learning – the homework will depend on the unit currently being studied – student will know this

**Go to SAM learning and select the following options** GCSE/ Science/ GCSE Science Courses / OCR /OCR Science Final Exam 2013/ Twenty First Century Science A

### Sam Learning Module B1

- |           |  |
|-----------|--|
| Lesson 2  | Sam learning Module B1: You and Your Genes – 3 tests on inheritance  |
| Lesson 4  | Sam learning Module B1: You and Your Genes 3 tests on genetic crosses  |
| Lesson 6  | Some people think that it is okay to do research on stem cells from embryos.<br><br>Some people think it is wrong. Explain what a stem cell is. Give at least two reasons for each side. |
| Lesson 8  | Sheet AB1.26 Huntingtons disorder.   |
| Lesson 10 | Research what is a designer baby? What is a saviour sibling?   |

Choose one of these to debate whether you think it is a good idea or not.  
Try to include arguments for and against and then your own opinion.

Lesson 12 Sam Learning Module B1: You and Your Genes- 3 tests on genes in control

### **Sam Learning Module P1**

Lesson 2 Sam learning Module P1 Earth and space

Lesson 4 Sam learning Module P1 Objects in the nights sky

Lesson 6 Sam learning Module P1 Stars and Galaxies

Lesson 8 Sam learning Module P1 How do we Know

Lesson 10 Sam learning Module P1 Moving Continents

### **Sam Learning Module C1**

Lesson3 Sam learning Module C1 Chemicals in the air

Lesson 6 Sam learning Module C1 Pollutants

Lesson 9 Sam learning Module C1 Pollution and the environment

Lesson 12 Sam learning Module C1 Choices

<b>TECHNOLOGY</b>			
Food	Restaurant Task	<p><b>Project Overview:</b> This project is about exploring food from different countries, working as part of a team and developing self-management skills. This involves working as part of a team and taking on responsibilities for completing tasks which are both food and non-food based in order to present 'their' restaurant at the end of the project. This project is a competition.</p> <p>During this project, you will complete research, designing, planning, making and evaluation in order to make progress towards achieving your level.</p> <p>To be successful in this task homework will be required in order to fulfil criteria for level achievement.</p> <p>On occasion, lesson timing may alter, based upon teachers discretion.</p>	Homework in this task is self-set and monitored by the teacher. In order to complete all elements of the task it will be necessary to complete homework. In addition, homework will include bringing ingredients for practical lessons.
Food	Cup cakes	To learn cake decorating through designing and making cup cakes	Complete production sheet. Bring ingredients in for next week Mood board Cup cake designs, cake decorations, colour scheme.
Textiles	Recycling Project	<p><b>About this unit:</b> Students will design and make a product using recycled materials.</p> <p>Students will develop their design and making skills.</p> <p>Students will increase their knowledge Of the characteristics of fabrics.</p> <p>Students will understand why recycling is important and how recycled fabrics can be used.</p> <p>Students will develop their practical skills.</p> <p>Students will use a range of decorative techniques.</p>	Homework in this task is self-set and monitored by the teacher. In order to complete all elements of the task it will be necessary to complete homework. This will involve research, planning records and evaluations.
Resistant Materials	Storage box	Produce a completed wooden storage box facility by using jointing techniques of finger joints & dovetail joints.	Homework in this task is self-set and monitored by the teacher. In order to complete all elements of the task it will be necessary to complete homework. This will involve research, planning records and evaluations.
	Electronics	Producing an electronic styleophone using a 555 timing chip in a stable	Homework will be mainly research into the history of electronics and the value of electronics in our society.