

YEAR 9 WORKING FROM HOME #5

We understand it is different and difficult to work at home however, it is important that you try your best to keep on top of your studies. You should be aiming for around 3 hours work each day. Any issues, please email your personal tutor or subject teacher. You can log onto your Academy email via vpn.madeleyacademy.com

If you need any help and support, please contact your Year Manager Mr Williams
dwilliams@madeleyacademy.com

2 Excellent Resources to help you:

| BBC BITESIZE DAILY LESSONS | OAK ACADEMY ONLINE LESSONS |
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| <p>BBC Bitesize is <u>broadcasting daily lessons</u> and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the <u>red button on your TV</u>.</p> <p>Weeks 13/14 = Shakespeare fortnight Week 14 = Science and Creative week</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>BBC Bitesize Daily Lesson Schedule available here: https://www.bbc.co.uk/bitesize/articles/znbnscw?dm_i=3YNL,14FJQ,2M6RHG,3Y9FW,1</p> | <p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p>https://www.thenational.academy/online-classroom/subjects/#subjects</p> |

Fun Activities / Resources:

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| https://stories.audible.com/start-listen | Free stories to listen to – all ages |
| https://www.bighistoryproject.com/home | Interesting activities on Science, History and Geography |
| https://blockly.games/ | Free computer programming |
| https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges | Earn a Blue Peter Badge |
| https://achemicalorthodoxy.wordpress.com/2019/03/13/all-the-slop-you-need/ | Free Chemistry and Physics resources |
| https://www.crestawards.org/ | Science awards you can complete at home |
| https://www.futurelearn.com/ | Access to lots of new courses – learn new skills |

The links below will enable you to complete work at home which is in line with what you would normally be studying. Each of the links in the tables contain a lot of resources including notes, tasks and quizzes. There is also summer recap work at the end. Students should work in their exercise books and stick in any relevant print outs. Any problems – any issues, contact the staff or Mr Williams via email. Don't forget to watch Mr Williams's video message to you available on the Academy website from 6 July.

Year 9 Week 13 29 June 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | <p>Diffusion and osmosis</p> <p>Watch this lesson on diffusion completing any activities as you go through; https://classroom.thenational.academy/lessons/diffusion-226c0e</p> <p>Now watch this lesson on Osmosis https://classroom.thenational.academy/lessons/osmosis-required-practical</p> <p>Now produce two Factsheets, one for Diffusion and one for Osmosis. Use your knowledge from the lessons above and the information in your textbook to help you. Make sure your factsheets have diagrams, examples of diffusion or osmosis and a description. Keep these factsheets safe, diffusion and osmosis are very important topics in Biology that you will need to understand.</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mathswatch.co.uk using their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>An Inspector Calls (J.B Priestley)</p> <p>WRITING TASKS (You should have done the reading work to understand the play in Week 10 and 11)</p> <ul style="list-style-type: none"> • Here is the link to the film version again: https://www.youtube.com/watch?v=zXT0FgfrQWM If you would like a go of reading it or finding certain scenes to answer the tasks below, here is a PDF link: https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf • Task One: Write a newspaper article which outlines one of the Birling family scandals. Remember, all Mr & Mrs Birling are concerned about is their reputation. You should consider the context of the era – remember that it was frowned upon for the upper and lower classes to have a relationship, the higher classes stereotypically mistreated the poor and consider how women of the era were treated too. Write a newspaper article, including a headline, which reports on one of the following: <ul style="list-style-type: none"> - Businessman Mr Birling sacking Eva (resulting in her suicide) - Wealthy, high-class and well-known Gerald having an affair with a lower-class woman, Eva (resulting in her suicide) - Eric stealing from Mr Birling’s business accounts to fund Eva (remember, he got her pregnant too) - Think of one of your own. • Extension: Write a second newspaper article. |

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| | <ul style="list-style-type: none"> • Task Two: Eva keeps a diary which Inspector Google refers to throughout the play. The audience never get to read any of this. Write a 2 page, detailed diary entry as if you were Eva to outline the following: <ul style="list-style-type: none"> - Why you asked Mr Birling for more money and how the strike failed. - How you enjoyed your job at Millwards so much but now you are out of work again - Meeting Gerald and how that relationship ended - Meeting Eric, finding out you were pregnant and how that relationship ended. - Think of any more of your own ideas. • Extension: Include reference to the context of the era throughout – how women and the lower classes were treated unfairly. |
| Geography | <p>Use Bitesize – AQA (this is the exam board) GCSE Geography https://www.bbc.co.uk/bitesize/guides/zwhgwxs/revision/1 (there are x2 pages)</p> <ol style="list-style-type: none"> 1. Explain the term <i>development gap</i>. 2. Describe 6 methods to reduce the development gap. 3. Use the example of the Maldives to explain how tourism can reduce the development gap. <p>Do the test.</p> |
| History | <p>Since the school has been closed, you have recapped Crime & Punishment and elements of Elizabethan section 1. These last three weeks are recapping section 2 of Elizabeth – The Catholic Threat.</p> <p>https://drive.google.com/file/d/1ABgOKsCR_Bey9Apu1TE_iDWAIWq8EZP/view?usp=sharing</p> <p>Complete the booklet on Elizabeth’s Laws and English Catholics from the link above. Remember to download the document by clicking the downward arrow and then saving the document on your computer.</p> |
| French | <p>Bonjour year 9! Click on the Google drive link below and open the week 13 document. Complete all activities. https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing</p> <p>Next, go to www.languagenut.com and complete the tasks set for you. Well done to those of you who have already made your way on to the leader board!</p> |
| DT | <p>Follow link below to Mini Project on modifying products.</p> <p>Look at slide 2 and answer the questions about each of the modified products: What has been done? Why? Pro’s or cons? For each of the modified products. <i>Hint – these modified designs are supposed to solve problems in the real world – how useful, (or not) do you think they are?</i></p> <p>https://drive.google.com/file/d/1RCTTuKgMZ58LOjatAvKUB84Vk3w7hTML/view?usp=sharing</p> |
| Music | <p>Performing: Continue to practice your solo or ensemble performance piece, aiming for total accuracy all the way through. Perform this to at least one other person.</p> <p>Composing: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to ‘Composing’ then ‘Song Maker’. Complete the ‘Introduction’ and the first three lessons up to ‘steps and thirds’.</p> |

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| | <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Following Music'. Complete the lessons and tests for 'Music Reading' 1, 2 and 3.</p> |
| PE | <p>Year 9 BTEC Sport students - Well done to those of you that are completing the tasks on theeverlearner.com - we are able to see who is completing the work.</p> <p>You should continue to complete the work that is set weekly by Mr Tisdale on www.theeverlearner.com - you can even do this on your phone!</p> <p>Your everlearner password has been emailed to your school email address that you can access with your school login.</p> <p>Once on the website click the bell (notifications) and then you will see that the instructions for the assignment (most likely watch the lesson and then complete the checkpoint). Alternatively, you can go to the Physical Education section where you can work through the lessons in sequential order.</p> <p>You can also have a go at the checkpoints here if you click on the checkpoint after you have finished the lesson.</p> <p><u>If you have no computer access at all, complete these tasks instead:</u></p> <p>Describe four tactics for both football and badminton. Make sure you explain when it is used and how it is applied within a game situation.</p> <p>You can use the lists below to help:</p> <p>Football: Park the bus, Five seconds of fury (high press), Wing play, long throw, Free kicks, Corners, Man marking, Zonal marking, Formations (4-4-2, 4-3-3, 3-5-2), Tika Taka, Counter attack.</p> <p>Badminton: Hitting the four corners (tiring opponent), Disguised serve, Series of attacking shots, doubles formation, Central base position, Building shots, Hitting to the middle, Using attacking shots, Low serve, Serving/Playing to opponents weakness (could be back hand or tempting them to play a smash in a poor position).</p> |
| Art | <p>Artists have regularly used their art to tell their or someone else's story. Art can be used as a form of activism.</p> <p>Look at the work of the Singh Twins, Jean Michel Basquiat, and Keith Haring. Then answer the following questions.</p> <p>What is activism? What issues does their art highlight? What media do they use? Why do you think it is important for artists to highlight issues that they feel strongly about? Does it help highlight the issue if artists produce work about it?</p> <p>What issues do you feel strongly about? Think about what is in the news at the moment or that you see happening first hand (maybe at school or where you live)</p> <p>Find another artists that uses art as a form of activism. What are they highlighting in their work? Why do you feel strongly about this work?</p> |
| Business | <p>Students have all been posted a substantial revision booklet covering all topics. This week, please complete Topics 1-5 from booklet.</p> <p>Any issues please contact Mr Craig acraig@madeleyacademy.com</p> |
| ICT | <p>2 week's work:</p> <p>From the Madeley academy webpage you can access Planet E-Stream to watch videos/films.</p> <p>https://estream.madeleyacademy.com/Login.aspx?SourceURL=/&br=507</p> |

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| | <p>1) Log in Using your school login details. 2) Search for Educating Yorkshire. 3) Watch any episode and answer the following questions. You may want to screenshot images to support the statements that you are saying.</p> <ul style="list-style-type: none"> • Describe the Educating Yorkshire briefly • What genre is it? Explain this genre. • Casting (Who plays/presents the main role(s) is there a benefit of this person playing the role? (popularity, ethnicity) from this who is the intended audience? • Intended primary audience (Demographic -Male/female, age, ethnicity, psychometric – explorer etc.) • Secondary audience? • What narrative (story) does the film/tv show follow? Is this traditional for the genre. Think is it linear/non linear. • Is there a narrator, is there humour? Is the narration objective or subjective. • Does the tv show link to any other media product(s)? • Production <ul style="list-style-type: none"> What shots are used within the film? What lighting techniques and sound is used within the tv show? Any special effects used?. |
| Construction | <p>Revision booklet 1 and 2 Use vpn.madeleyacademy.com link to access the O Drive resources O:\Subjects\Construction\Year 9 Summer Work Any problems with this – please email Mr Dew pdew@madeleyacademy.com Please check your emails on a regular basis for updates throughout the summer.</p> <p>There will be a new socrative test set each week, please login and complete: https://b.socrative.com/login/student/ room name BRICKS1 Mr Dew will be checking these to assess your progress.</p> |
| Hair & B | <p>This week's task is to investigate hair removal methods. These are</p> <ul style="list-style-type: none"> * Depilatory Cream, * Hot wax, * Sugar Paste, * Tweezing * Epilation * Laser <p>Look at the method, the products and tools required, how effective the method is, the cost and the need to repeat. You can work alone or if you have a way of safely working together online you could do the project together. You can submit the work however you prefer e.g. leaflet, PowerPoint etc. You may find it useful to look online, especially on Youtube for leg waxing or eyebrow waxing to better understand the different methods.</p> |
| Hospitality | <p>Use the following link to complete the first activity under the section energy needs: https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/ 4. Health and wellbeing: Let's talk about energy! Using the Energy needs worksheet, look at the people on the sheet and make a note of how much energy you think they will need. You can get someone in your family to help!</p> |
| Health & SC | Continue working on Facebook pages of PIES across the life stages |
| Dance | <u>Choreographic Skills Key Terms</u> |

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| | <p>Y9 – Hello fantastic year 9 Dancers! You have covered a lot of different topics and key knowledge so far, big well done! To prepare for year 10 please can you complete the tasks below. Key information and further details to support the tasks will be sent to your Madeley Academy student emails. Please check your student emails before completing the tasks below. Please learn the below choreographic skills. Log onto your email via vpn.madeleyacademy.com</p> <p>Aim to know which key terms belong in each category. E.g. TRAVEL is in ACTION CONTENT, PATHWAYS is in SPATIAL CONTENT. To show your understanding, please make a 'Choreographic Skills Key Terms Leaflet' OR 'Choreographic Skills Key Terms Snap Cards'. In addition each of the key terms definitions and images will be sent to your Madeley Academy student email address to help support your further understanding in a document called 'Choreographic Content Key Words and Definitions Sheet'.</p> <p>The Choreographic Skills Categories and Key Terms are:</p> <p>Action content (travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transference of weight) Spatial Content (pathways, levels, directions, size of movement, patterns, spatial design) Dynamic Content (fast/slow, sudden/sustained, acceleration/ deceleration, strong/ light, direct/ indirect, flowing/abrupt) Relationship Content (lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations) Structure (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions) Choreographic Devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison, canon) Aural Settings (song, instrumental, orchestral, spoken word, silence, natural sound, body percussion) Performance Environments (proscenium arch, end stage, site-sensitive, in-the-round)</p> |
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| ONLINE LESSONS | <p>https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects</p> <p>Watch Mr Williams's video message on the Academy website.</p> |
| Science | <p>Groups Watch the following lessons on groups within the periodic table completing any activities as you go through; https://classroom.thenational.academy/lessons/metals-and-non-metals https://classroom.thenational.academy/lessons/trends-in-group-7-elements</p> <p>Now complete this worksheet on halogens; https://drive.google.com/file/d/16MSNmVMWKia4wu6cBRN82DyVsfZ-1GNI/view?usp=sharing</p> |

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| | Here's some more facts to help you complete the worksheet; https://drive.google.com/file/d/1_DJPmfH0E6xTQndcAxtBMQBjI74mEQr6/view?usp=sharing |
| Maths | Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mathswatch.co.uk using their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com |
| English | <p>Animal Farm (George Orwell) WRITING TASKS (You should have done the reading work to understand the novella in Week 12)</p> <ul style="list-style-type: none"> Here is the link to the film version again: https://www.youtube.com/watch?v=cGzRf0Ow1qU We don't read the whole novella in Year 9, but you could purchase it and have a go if you want to! Task One: Watch this clip from the BBC education website, where 'LIT P.D' interrogate the 'characters' of Animal Farm. https://www.bbc.co.uk/teach/class-clips-video/english-literature-gcse-national-5-lit-pd-animal-farm-characters/z4tmnrd You must pay close attention - you will be on their team for this task! Choose a character from the list below, and write a set of interview questions as if you were on the LIT P.D team, and answers as if the character has answered them <i>in detail</i>. Try to encompass their personality traits and include any knowledge of the Russian Revolution/novella that you already know. Extension: Include direct quotations from the novella and write a detailed interview for 3 or more characters. <u>Ideas:</u> Old Major – What do you have against humans? Napoleon – What are your motives for getting rid of the humans? Why have you become so evil? Mollie – Why do you not participate in any of the battles? Why did you choose to go off with the humans? The Puppies – Why do you carry out the evil deeds that Napoleon orders? |
| Geography | Use Bitesize – AQA (this is the exam board) GCSE Geography https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/1 (there are x7 pages) <ol style="list-style-type: none"> 1. Explain the term globalisation. 2. Describe how the UK economy has changed over time. 3. Make notes on changing industry: examples London SIP and Elmbridge, Surrey. 4. Discuss new developments in infrastructure. 5. What is the north-south divide in UK? 6. The place of the UK in the wider world – describe. <p>Do the <i>test</i>.</p> |
| History | https://drive.google.com/file/d/1sB5N7fN7xMKDkZRYebEmpS3aH9LhbO9hi/view?usp=sharing |

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| | Complete the booklet on Priests and Spies from the link above. Remember to download the document by clicking the downward arrow and then saving the document on your computer. |
| French | <p>Bonjour year 9! Click on the Google drive link below and open the week 14 document. Complete all activities. https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing</p> <p>Next, go to www.languagenut.com and complete the tasks set for you.</p> |
| DT | <p>Follow link below to Mini Project on modifying products. You do not need to print the templates – it can be done on plain paper.</p> <p>Complete the design tasks on slide 3. Chose an existing product that you think you could improve by modifying it, (remember to look at the example modifications on slide 2 to give you a start point. Ask a member of your household for their ideas / thoughts, (getting feedback from clients is a big thing in your final GCSE project).</p> <p>https://drive.google.com/file/d/1RCTTuKgMZ58LOjatAvKUB84Vk3w7hTML/view?usp=sharing</p> |
| Music | <p>Performing: Continue to practice your solo or ensemble performance piece, aiming for total accuracy and fluency all the way through. Perform this to at least two other people.</p> <p>Composing: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Composing' then 'Song Maker'. Complete the next three lessons up to 'repeated notes'.</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Following Music'. Complete the lessons and tests for 'Music Reading' 4 and 5.</p> |
| PE | <p>Year 9 BTEC Sport students - Well done to those of you that are completing the tasks on theeverlearner.com - we are able to see who is completing the work.</p> <p>You should continue to complete the work that is set weekly by Mr Tisdale on www.theeverlearner.com - you can even do this on your phone!</p> <p>Your everlearner password has been emailed to your school email address that you can access with your school login.</p> <p>Once on the website click the bell (notifications) and then you will see that the instructions for the assignment (most likely watch the lesson and then complete the checkpoint). Alternatively, you can go to the Physical Education section where you can work through the lessons in sequential order. You can also have a go at the checkpoints here if you click on the checkpoint after you have finished the lesson.</p> <p><u>If you have no computer access at all, complete these tasks instead:</u> Describe four tactics for both football and badminton. Make sure you explain when it is used and how it is applied within a game situation. You can use the lists below to help: Football: Park the bus, Five seconds of fury (high press), Wing play, long throw, Free kicks, Corners, Man marking, Zonal marking, Formations (4-4-2, 4-3-3, 3-5-2), Tika Taka, Counter attack.</p> |

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| | Badminton: Hitting the four corners (tiring opponent), Disguised serve, Series of attacking shots, doubles formation, Central base position, Building shots, Hitting to the middle, Using attacking shots, Low serve, Serving/Playing to opponents weakness (could be back hand or tempting them to play a smash in a poor position). |
| Art | Find an image online or create your own photo. It could be an image from the news, for example to do with Coronavirus or the BLM protests. Or it could be a photo that shows an issue that you feel strongly about, such as pollution or litter in your local area. Draw this image. Produce at least 2 drawings. You could use different media in each drawing, or you could do a close up view of a part of the image that you think is particularly powerful. You could do drawings of 2 different photos. |
| Business | Students have all been posted a substantial revision booklet covering all topics. This week, please complete Topics 6-8 from booklet. Any issues please contact Mr Craig acraig@madeleyacademy.com |
| ICT | From the Madeley academy webpage you can access Planet E-Stream to watch videos/films. https://estream.madeleyacademy.com/Login.aspx?SourceURL=/&br=507 1) Log in Using your school login details. 2) Search for Educating Yorkshire. 3) Watch any episode and answer the following questions. You may want to screenshot images to support the statements that you are saying. <ul style="list-style-type: none"> • Describe the Educating Yorkshire briefly • What genre is it? Explain this genre. • Casting (Who plays/presents the main role(s) is there a benefit of this person playing the role? (popularity, ethnicity) from this who is the intended audience? • Intended primary audience (Demographic -Male/female, age, ethnicity, psychometric – explorer etc.) • Secondary audience? • What narrative (story) does the film/tv show follow? Is this traditional for the genre. Think is it linear/non linear. • Is there a narrator, is there humour? Is the narration objective or subjective. • Does the tv show link to any other media product(s)? • Production <ul style="list-style-type: none"> What shots are used within the film? What lighting techniques and sound is used within the tv show? Any special effects used?. |
| Construction | Revision booklet 3 and 4 Use vpn.madeleyacademy.com link to access the O Drive resources O:\Subjects\Construction\Year 9 Summer Work Any problems with this – please email Mr Dew pdew@madeleyacademy.com There will be a new socrative test set each week, please login and complete: https://b.socrative.com/login/student/ room name BRICKS1 Please check your emails on a regular basis for updates throughout the summer. Log onto your email via vpn.madeleyacademy.com |
| Hair & B | Complete the Mock Exam paper which has been sent to your school email address. Your answers should be returned to Mrs Timmins via email on ltimmins@madeleyacademy.com |

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| | Any issues, or if you cannot access your email please use the above contact to arrange an alternative |
| Hospitality | 6. Food, Cooking and Health and wellbeing: View the Healthier cooking presentation to find out more about incorporating healthy eating recommendations when planning, cooking and serving a meal or menu. Create a menu for a day and identify at least two ways each dish could be prepared or cooked to make it healthier, e.g. poaching eggs for breakfast rather than frying or cooking vegetables in a microwave in a small amount of water rather than boiling on the hob. |
| Health & SC | Start completing the 'life events' grid that you have been emailed Vpn.madeleyacademy.com to log onto your emails |
| Dance | <u>Features of Production</u> Features of Production are the key elements that make up a Dance production. The Features of Production are; Costume (what the dancers wear to perform in), Lighting (illuminates the dancers so the audience can see them), Aural Setting (the music, words, song, natural sound and found sound the dancers dance to) and Set/Staging (where the dancer performers and the props they may use). Please read the ' Features of Production ' document that will be sent to your Madeley Academy student email and create a ' Features of Production Poster '. Please make sure you include all 4 features of production (costume, lighting, set/staging and aural setting), the acronyms for each feature of production and what each word in the acronym means. E.G. Set/Staging, SPIL, P stands for PROP, a prop in dance means a portable (moveable) object, this can include stools, tables, suitcases, coats and skateboards. |

Year 9 Week 15 13 July 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | Gravitational potential energy and Kinetic energy Watch the following two lessons on Gravitational potential energy and Kinetic energy completing any tasks as you go through; https://classroom.thenational.academy/lessons/gravitational-potential-energy https://classroom.thenational.academy/lessons/kinetic-energy Produce two fact sheets, one on Gravitational potential energy and one for Kinetic energy. Keep these safe for future use. Make sure you have the equation and units on your factsheets and well as a description of what each energy is. Now have a go at this worksheet, the answers are at the end so you can self-assess your work; https://drive.google.com/file/d/1fOCaKOY5HJZe9R0NleKBmnwxJImVBDmH/view?usp=sharing |
| Maths | Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mathswatch.co.uk using their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their |

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| | progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com |
| English | <p>Animal Farm (George Orwell) WRITING TASKS</p> <ul style="list-style-type: none"> • Task One: Imagine you are one of the 'good' main characters who has just witnessed the executions of innocent animals under Napoleon's regime. You could pick Boxer, Benjamin or Clover for example. Write a 2 page, detailed diary entry/monologue in which you reveal your thoughts about what you have witnessed and your feelings about what has happened to the Rebellion. You could include direct quotations from the novella and ensure you refer to any context you know from Week 12. • Extension: Write a second diary entry/monologue from of the 'bad' main characters – you could pick one of the pigs. Consider how their feelings towards the executions would be different. • Task Two: Research and understand the term anthropomorphism. Animal Farm has been written to expose the lies and deceit of Stalin during the Russian Revolution. Write your own short story, using anthropomorphism, where you replace characters with animals. Try to include a moral or a story from history that you can write about. You could draw a cover and write a blurb in the Orwell style too! • Extension: Think carefully about the animals you have used to represent certain people – write a commentary (explanation) about why you chose each one, considering the metaphorical meanings. |
| Geography | Use Bitesize – AQA (this is the exam board) GCSE Geography https://www.bbc.co.uk/bitesize/guides/zwf92p3/revision/1 (there are x6 pages) Case study: Rapid economic development case study: India – make notes on the growth of industry in India. |
| History | https://drive.google.com/file/d/1_MrpZ5kd4H5GyyYQOYh1LGxzurhAV1Zv/view?usp=sharing Complete the booklet on Mary Queen of Scots, the Catholic Plots and the Spanish Armada from the link above. Remember to download the document by clicking the downward arrow and then saving the document on your computer. |
| French | Bonjour year 9! Click on the Google drive link below and open the week 15 document. Complete all activities. https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing Next, go to www.languagenut.com and complete the tasks set for you. |
| DT | Follow link below to Mini Project on modifying products. You do not need to print the templates – it can be done on plain paper. Complete a developed design idea (slide 4) showing your final proposal for a modified product. Be sure to include detailed annotation to explain the idea / materials / client / manufacture. Once done, complete evaluation of your idea on slide 5. https://drive.google.com/file/d/1RCTTuKgMZ58LOjatAvKUB84Vk3w7hTML/view?usp=sharing |
| Music | Performing: Continue to practice your solo or ensemble performance piece, aiming for a confident delivery and good communication all the way through. |

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| | <p>Record this on whatever device you have available at home (mobile phone/laptop/tablet etc...) and send this to kchambers@madeleyacademy.com for feedback.</p> <p>Composing: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Composing' then 'Song Maker'. Complete the final three lessons up to 'parallel thirds'.</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Following Music'. Complete the lessons and tests for 'Music Reading' 6 and 7.</p> |
| PE | <p>Year 9 BTEC Sport students - Well done to those of you that are completing the tasks on theeverlearner.com - we are able to see who is completing the work.</p> <p>You should continue to complete the work that is set weekly by Mr Tisdale on www.theeverlearner.com - you can even do this on your phone!</p> <p>Your everlearner password has been emailed to your school email address that you can access with your school login.</p> <p>Once on the website click the bell (notifications) and then you will see that the instructions for the assignment (most likely watch the lesson and then complete the checkpoint). Alternatively, you can go to the Physical Education section where you can work through the lessons in sequential order.</p> <p>You can also have a go at the checkpoints here if you click on the checkpoint after you have finished the lesson.</p> <p><u>If you have no computer access at all, complete these tasks instead:</u></p> <p>Describe four tactics for both football and badminton.</p> <p>Make sure you explain when it is used and how it is applied within a game situation.</p> <p>You can use the lists below to help:</p> <p>Football: Park the bus, Five seconds of fury (high press), Wing play, long throw, Free kicks, Corners, Man marking, Zonal marking, Formations (4-4-2, 4-3-3, 3-5-2), Tika Taka, Counter attack.</p> <p>Badminton: Hitting the four corners (tiring opponent), Disguised serve, Series of attacking shots, doubles formation, Central base position, Building shots, Hitting to the middle, Using attacking shots, Low serve, Serving/Playing to opponents weakness (could be back hand or tempting them to play a smash in a poor position).</p> |
| Art | <p>Develop your favourite image. The Singh twins use a combination of digital art work, painting and collage to create their images. You could do this too. Use media that you have available. You could create a collage, a painting, a piece of digital artwork. Think about the impact of your work, how you will make people notice it and care about your message? Could you include text to highlight the message?</p> <p>https://www.pinterest.com/search/pins/?rs=ac&len=2&q=activism%20art&eq=activism%20a&etslf=10433</p> <p>https://www.thisiscolossal.com/2020/06/adrian-brandon-stolen/</p> <p>Here are some examples of activism art for you to look at.</p> |
| Business | <p>Students have all been posted a substantial revision booklet covering all topics. This week, please complete Topics 9 and the socrative test from the booklet. Any issues please contact Mr Craig acraig@madeleyacademy.com</p> |
| ICT | <p>Using the same points from last week, review Spiderman 2 or Captain America: A Winter Solider.</p> |

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| | (Both are accessible from Planet E-Stream . https://estream.madeleyacademy.com/Login.aspx?SourceURL=/&br=507). |
| Construction | Revision booklet 5 and 6 Use vpn.madeleyacademy.com link to access the O Drive resources O:\Subjects\Construction\Year 9 Summer Work Any problems with this – please email Mr Dew pdew@madeleyacademy.com There will be a new socrative test set each week, please login and complete: https://b.socrative.com/login/student/ room name BRICKS1 Please check your emails on a regular basis for updates throughout the summer. |
| Hair & B | Produce an information poster/leaflet/article/format of choice on the following: <ul style="list-style-type: none"> • Milia • Comedone • Pustule • Impetigo • Tinea Capita • Acne Vulgaris • Papule • Broken Capillary • Seborrhea • Folliculitis <p>Include what you would see (extend your vocabulary here to describe it), if it is contagious, how it may affect the skin or hair.</p> <p>Extension – what skin or hair type is it commonly found on, explain your answers in detail applying your knowledge of skin and hair appendages. Discuss hair and beauty products that may benefit the concern. If it is contagious, discuss the implications.</p> <p>This Summer Project can be returned via email or handed in on your first lesson back with me if you choose to produce a paper copy. If you are struggling then please email me, I'm here to help. ltimmins@madeleyacademy.com</p> |
| Hospitality | 4. Food, Cooking and Health and wellbeing: Many people like take-away meals or having food delivered, but these can sometimes be high in fat, salt and sugar. Why not plan and make a healthier option 'fake-away' meal that you could enjoy at home with your family? There are lots of recipes here to choose from or find one in a recipe book or magazine. Use Explore food to calculate the energy and nutrients provided by the meal. |
| Health & SC | Complete the life events grid |
| Dance | <u>The Anthology 6 Set Works Features of Production</u> Now you have an understanding of each of the 'Features of Production' from last weeks activity, please complete the 4 '6 Set Works Features of Production Activity Sheets' that will be sent to your Madeley Academy student email address. You will need to use the 4 'Set Works Features of Production Key Knowledge Sheets' to complete this task, which will also be sent to your Madeley Academy student email address. |

SUMMER RECAP We are looking forward to you returning in September and to help you revise the work you have done at home, each subject has focused on the key areas and topics that you should recap over the summer. This is not new work – it is a recap of key topics to build your confidence and check your knowledge.

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| English | <ol style="list-style-type: none"> 1. Revise and learn detailed character profiles and the plot of Animal Farm (George Orwell) and An Inspector Calls (J.B Priestley). 2. Revise and learn detailed character profiles and the plot of Jekyll and Hyde (Robert Louis Stevenson) and A Christmas Carol (Charles Dickens). 3. Revise and learn detailed character profiles and the plot of Macbeth (Shakespeare). 4. Revise poetic devices and how they are used in poetry for effect. 5. Revise the varying sentence openers and lengths and how they are used in writing for effect. |
| Maths | <ol style="list-style-type: none"> 1. Solving equations 2. Fractions, decimals and percentages 3. Averages and range 4. Sequences 5. Angle facts <p>Mathswatch tasks will be set to help students revise these topics</p> |
| Science | <p>5 things you should know / topics you should revise over the summer break:</p> <ol style="list-style-type: none"> 1. Specific heat capacity 2. Exothermic and endothermic reactions 3. Microscopes and cells 4. Electron configuration 5. Density |
| DT | <ol style="list-style-type: none"> 1. The vacuum forming process. Be able to explain it, draw a diagram of the stages and give examples of products made that way. 2. The injection moulding process. Be able to explain it, draw a diagram of the stages and give examples of products made that way. 3. Stages of production. What is meant by one off, batch, mass and continuous production. You should be able to give examples for each. 4. Smart materials. What are they? Name two examples where specific smart materials are used in a real-world product. 5. Non-ferrous, ferrous and alloys. Be able to name two specific examples of each, what they are used to manufacture and what specific properties each metal has that makes it suitable for the chosen application. |
| History | <ol style="list-style-type: none"> 1. The different crimes, punishments and examples of law and order in the four different time periods. 2. How changes in society impacted both crime and punishment 3. The structure of exam questions for Crime & Punishment, in particular 18 mark questions. 4. How Elizabeth set up her government 5. The extent of the Catholic threat to Elizabeth |
| Geography | <p><i>Make revision notes/mind-maps/revision cards on.....</i></p> <ol style="list-style-type: none"> 1. Characteristics of development. 2. Differences between HIC and LIC. 3. Factors affecting development. 4. The development gap. 5. UK changing economy. |

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| French | <ol style="list-style-type: none"> 1. Know vocabulary for Theme 5 – the environment and big events (www.languagenut.com / https://quizlet.com/ehaig10/folders/madeley-year-9/sets) 2. Know vocabulary for Theme 1 - hobbies (www.languagenut.com / https://quizlet.com/ehaig10/folders/madeley-year-9/sets) 3. Be confident using the past, present, future and conditional tense (www.languagenut.com) 4. Practise your speaking skills – try reading your written answers out loud and learning them. IPALMS – you should know this and be able to use it with confidence |
| HSC | <p>5 things you should know / topics you should revise over the summer break:</p> <ol style="list-style-type: none"> 1. Physical development in 3 life stages (those chosen for your Facebook project) 2. Intellectual development in 3 life stages 3. Emotional development in 3 life stages 4. Social development in 3 life stages 5. Positive and negative impact of at least 3 life events |
| ICT | <ol style="list-style-type: none"> 1. Primary and Secondary Audience profiles 2. Beliefs/Ideologies of audiences 3. Stylistic Codes 4. Framing / Angles 5. Lighting Techniques |
| Construction | <ol style="list-style-type: none"> 1. What are the 4 main types of foundation / research where each one is used? 2. What is meant by the term traditional construction / research other methods of construction over the last 100 years, has it changed? 3. Research what is meant by the UK's infrastructure / How does our country's infrastructure economically benefit the UK? 4. Name 5 different careers in construction, use an example from each level, i.e. trade operative to Architect. Remember there are many job types in between / research each job and describe. 5. Name 5 activities carried out by the construction industry / research how each activity is carried out. <p>Please email any queries to pdew@madeleyacademy.com</p> |
| Dance | <p>The 'Key Knowledge Sheets' for the 5 topics to revise over the summer break in preparation for GCSE Dance in year 10 will be emailed to your Madeley Academy student email address. Vpn.madeleyacademy.com to log onto your email Please use the 'Key Knowledge Sheets' to create revision resources that work for you. This may be; posters, leaflets, booklets, revision cards, quizzes, word searches, knowledge organisers or PowerPoints.</p> <ol style="list-style-type: none"> 1. Safe Working Practice: 'Safe Practice Preparation for Performance' (warming up, cooling down, nutrition and hydration) and 'Safe Practice During Performance' (safe execution, appropriate dancewear including footwear, hairstyle and no jewellery) 2. Performance Skills: Physical Skills, Technical Skills, Mental Skills and Expressive Skills |
| BTEC Sport | <ol style="list-style-type: none"> 1. Revisit physical components of fitness 2. Revisit skill related components of fitness 3. Revisit exercise intensity |
| Hospitality | <ol style="list-style-type: none"> 1. The Eatwell guide- looking at examples within each category 2. Basic preparation techniques- peeling, chopping, weighing 3. Basic cooking skills- baking, pan frying, boiling, roasting, 4. Identifying information on food packaging. |

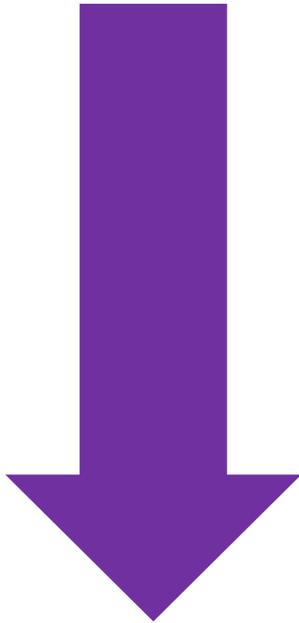
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| | 5. Review email for weekly recipe update. |
| Music | <ol style="list-style-type: none"> 1. What are the 8 Edexcel GCSE Music Set Works and what can you find out about them? 2. Baroque/Classical/Romantic/Modern (C20th) music styles and their features. 3. Key terms to describe musical features under each of the musical elements. 4. How to compose using notation software (practice with Musescore!) 5. Practice your performance pieces – a lot!!! |
| Art | <p>5 things you should know / topics you should revise over the summer break:</p> <ol style="list-style-type: none"> 1. You will be starting your GCSE coursework in year 10. You will need to think of your own title. Think of things that interest you. It could be based on portrait, landscape or still life. It could be a project about a hobby or interest. You could create a portrait on something that you feel strongly about in current affairs. Here is a website that could help with ideas https://theartyteacher.com/art-themes-to-explore-in-gcse-igcse/ 2. When you have decided on a theme for your project. Collect primary source images to work from. Try to take your own photos, the more you have, the more ideas you can explore in your project. 3. Practice your drawing. It's really important that you keep practicing. Remember to experiment with your style of drawing too. It could be shaded tonal drawing, continuous line, and quick study sketches from different angles. 4. Use different media to draw with. Think about what you have available to you. It could be pencil, pencil crayon, charcoal, chalk, pen, biro, coffee can be used to paint with, even old eye shadow you don't use anymore. 5. Research artists. This will help to inspire you with your own ideas. Find styles that you like and would like to have a go at. It will also help me if I know the style of art that interests you. I will be able to guide you more effectively to create art that inspires and excites you. <p>Please feel free to keep in contact with me by email on sillewellyn@madeleyacademy.com if you would like challenges, activities, feedback or advice over the summer.</p> |
| Hair & B | <p>5 things you should know / topics you should revise over the summer break:</p> <ol style="list-style-type: none"> 1. To be able to name (All) and describe (Most and Some) the 5 sections of the Epidermis 2. To be able to label (All) and describe (Most and Some) the Appendages of the Dermis 3. To be able to state (All) and describe (Most and Some) 5 Common Hair types 4. To be able to state (All) and describe (Most and Some) 5 Common Skin types 5. To state the difference between a product function and a product effect (All) and offer examples of each for 5 different products (Most and Some) |
| Business | <p>Using the revision book that was posted to you, complete the Exam technique section from workbook and complete the mock exam ready for the 1st lesson back in September. Any issues contact Mr Craig acraig@madeleyacademy.com</p> <p>You will be expected to bring this exam to the first lesson back in September.</p> |

Fun Activities / Resources:

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| https://stories.audible.com/start-listen | Free stories to listen to – all ages |
| https://www.bighistoryproject.com/home | Interesting activities on Science, History and Geography |
| https://blockly.games/ | Free computer programming |
| https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges | Earn a Blue Peter Badge |

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| https://achemicalorthodoxy.wordpress.com/2019/03/13/all-the-slop-you-need/ | Free Chemistry and Physics resources |
| https://www.crestawards.org/ | Science awards you can complete at home |
| https://www.futurelearn.com/ | Access to lots of new courses – learn new skills |

Work from
previous
weeks



YEAR 9 WORKING FROM HOME #4

We understand it is different and difficult to work at home however, it is important that you try your best to keep on top of your studies. You should be aiming for around 3 hours work each day. Any issues, please email your personal tutor or subject teacher.

If you need any help and support, please contact your Year Manager Mr Williams
dwilliams@madeleyacademy.com

2 Excellent Resources to help you:

| BBC BITESIZE DAILY LESSONS | OAK ACADEMY ONLINE LESSONS |
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| <p>BBC Bitesize is <u>broadcasting daily lessons</u> and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the <u>red button on your TV</u>.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>BBC Bitesize Daily Lesson Schedule available here: https://www.bbc.co.uk/bitesize/articles/znbnscw?dm_i=3YNL,14FJQ,2M6RHG,3Y9FW,1</p> | <p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p>https://www.thenational.academy/online-classroom/subjects/#subjects</p> |

Some fun things to try:

Cooking & Food: there are a huge range of activities, videos and recipes that you can do.
<https://www.foodafactoflife.org.uk/>

Keep up with the news and quiz on your reading comprehension with MyOn News:
<https://readon.myon.co.uk/news/index.html?edition=838>

Ideas to boost your reading skills with The Zone:

https://literacytrust.org.uk/family-zone/zone-in/?mc_cid=383185cec8&mc_eid=1e0832323d

The University of Wolverhampton is offering a **poetry competition** - deadline is the 12th June. Please see the link for details and where to submit your entries:

<https://www.staffs.ac.uk/schools-colleges/pdf/poetry-project-2020.pdf>

Your English teachers would also be interested to see any entries you make!

The links below will enable you to complete work at home which is in line with what you would normally be studying. Each of the links in the tables contain a lot of resources including notes, tasks and quizzes. Students should work in their exercise books and stick in any relevant print outs. Any problems – any issues, contact the staff or Mr Williams via email.

Year 9 Week 10 8 June 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | <p>Microscopes and Magnification</p> <p>Carrying on from your work on Eukaryotic and Prokaryotic cells watch this lesson on Microscopes;</p> <p>https://www.thenational.academy/year-9/science/microscopes-year-9-wk1-3</p> <p>There's some more information on microscopes here (Pages 1, 2 and 6);</p> <p>https://www.bbc.co.uk/bitesize/guides/zqgx8mn/revision/1</p> <p>Now complete this worksheet to check your understanding;</p> <p>https://drive.google.com/file/d/1BHHwnC6ni2UwAPoERHaNwl34C_v1USO7/view?usp=sharing</p> <p>Answers are here;</p> <p>https://drive.google.com/file/d/1QagYal3ulk79E1CXTIRw1uA3WJI5nl-/view?usp=sharing</p> <p>Now watch the video on a lesson on the magnification calculation (you will need a calculator);</p> <p>https://www.thenational.academy/year-9/science/calculating-magnification-year-9-wk1-4#slide-3</p> <p>There's some more help here (pages 7 and 8);</p> <p>https://www.bbc.co.uk/bitesize/guides/zqgx8mn/revision/7</p> <p>Now complete this worksheet on magnification practice (you will need to print it out to answer questions 6 and 7 as you need to measure the image yourself with a ruler. You can leave these questions if you do not have a printer);</p> <p>https://drive.google.com/file/d/1W-3kjd9poeUXkQqon8VAHxsDlveJ7g9K/view?usp=sharing</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mymaths.co.uk using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>An Inspector Calls (a play)</p> <p>TASK ONE:</p> <p>Here is the link to <u>watch the film</u> version of the play.</p> <p>https://www.youtube.com/watch?v=zXTOfgrQWM</p> <p>If you would like a go of reading it or finding certain scenes to answer the tasks below, here is a PDF link:</p> <p>https://www.brookfield.hants.sch.uk/subpage-content/content-pdfs/exams11/English/Modern%20Text/An%20Inspector%20Calls_text.pdf</p> |

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| | <p>TASK TWO: CONTEXT: After watching and/or reading the play, watch this short context and background (the history behind the play and the writer) and answer the following questions in detail, with examples from the play to support your ideas: https://www.youtube.com/watch?v=3fXw8lWWtIA MAKE NOTES AS YOU ARE WATCHING.</p> <ol style="list-style-type: none"> 1. A) When was the play set? B) What did J.B Priestly want to show, through the play, about society after the World Wars? 2. A) Describe the Birling family – What type of life did they live? How were they privileged? B) Why was a family like this ‘flourishing’ before WW1? 3. A) Describe a person like Edna (the maid) or Eva (the victim) – What type of life did they live? How were they discriminated against? B) Describe the type of jobs that lower-class men & women would have to do and the conditions they lived and worked in. 4. How were women treated differently in this era? Give examples from the play too. 5. What do you learn about the playwright J.B Priestley in the video? Why do you think he chose to write a play like An Inspector Calls? What was his message through this play? <p>TASK THREE: Write down whether you agree or disagree with these statements and explain why:</p> <ol style="list-style-type: none"> 1. <i>‘Society is perfect; it cannot get any better’</i> 2. <i>‘We don’t live alone, we live in a community’</i> 3. <i>‘We are responsible for each other’</i> 4. <i>‘Everyone should look after themselves’</i> 5. <i>‘What we all say and do affects the lives of others’</i> |
| <p>Geography</p> | <p>‘The Changing Economic World’ <i>STARTED Feb 2020 *To Continue</i> Use Bitesize – AQA (this is the exam board) GCSE Geography RECAP https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/1 pages 1-4. Read and make notes on (1) classifying countries (2) measures of development (3) Demographic Transition Model (4) Factors influencing development. *Include diagrams as needed. THEN do the <i>Test</i>.</p> |
| <p>History</p> | <p>https://drive.google.com/open?id=1bCJYFvSBUETvyeZ2uBFvDOEEAjG5WkRb</p> <p>This week’s task is on Modern Britain 1900 to present. Remember to click on the link and then download (click downward arrow on the top right) or save the document first.</p> <p>https://drive.google.com/open?id=1bBW-XS9G2JjBktY8sHIT0cFZI1-V1wt</p> <p>The link above contains overview tasks that will help you summarise your revision on Crime and Punishment. If you would like to write up the 18 mark question, please feel free to email them to your teacher to mark.</p> |
| <p>French</p> | <p>Bonjour year 9! Click on the google drive link below and open the week 10 Video PowerPoint for the first half of your work. The second half of your work you will do on Language Nut, the link to the website is below or you can download the app. You will find your log in details in the year 9 folder with the lesson, as well as any extra resources needed for the lesson.</p> |

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| | <p>https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing</p> <p>https://www.languagenut.com/en-gb/</p> <p>Extra resources</p> <p>https://www.duolingo.com/</p> <p>https://linguacuisine.com/</p> |
| DT | <p>Complete the questions on slides 1-5 on the link below. The questions are about the planet, resources and the environment. They can be completed with paper and pen or emailed back to asmith@madeleyacademy.com.</p> <p>https://drive.google.com/file/d/1DE1xPsebswzhLzF227MdXEWpvuEjpnPr/view?usp=sharing</p> |
| Music | <p>Performing: Continue to work on your solo performance. If it is finished, move on to a different piece, or find an ensemble piece you would like to perform as part of a group. Spend some time each week learning your part and practising your performance.</p> <p>Composing: Write a set of lyrics for the chorus of a song with the title 'Keep it Together'. The song can be in any style. Aim to include repetition to make it memorable.</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Woodwind'. Complete the lessons and tests on woodwind instruments.</p> |
| PE | <p>Year 9 BTEC Sport students should continue to complete work set by Mr Tisdale on www.everlearner.com</p> <p>Your everlearner password has been emailed to your school email address that you can now access with your school login. Emails can be accessed by going onto the school webpage and clicking on the tab 'webmail'. Students will then log in using their normal school computer username and password.</p> <p>If you are having any difficulties with accessing or navigating the site please email Mr Tisdale: atisdale@madeleyacademy.com</p> |
| Art | <p>Please feel free to email on slewellyn@madeleyacademy.com if you would like additional guidance or would like to send me examples of your work. If you want additional or alternative daily art challenges, I am happy to provide them on a one to one basis.</p> <p>You are going to be looking at the subject of still life and using a group of objects to create a composition.</p> <p>Look at still life compositions online to inspire you. Create a still life composition on a table of at least 3 objects. Don't use objects with lots of fiddly detail, but think about how the height, width, colour and placement of the objects work together to create an effective composition.</p> <p>When you are happy with your still life. Draw at least 3 drawings of it. If you find it hard to draw from what is in front of you, take photos and draw from these. You could use pencil, pen, charcoal. Pastel, whatever you have available to draw with. Think about techniques we used in class to create a variety of drawings (observational detailed drawing, continuous line, quick timed drawings, pointillism drawings, drawing with only straight lines, using mark making like Vincent Van Gogh's drawings)</p> |

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| Business | <p>3 weeks work: https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic/item/242-activities-topic-finance#sources-of-finance</p> <p>Students to use the link above and complete all activities from the costs and revenue, sources of finance, breakeven and cash flow sections.</p> |
| ICT | <p>Stylistic Codes Media products can be produced in a particular way in order to create different effects. Producers can change things for every scene. Research and make notes on the following terms.</p> <ul style="list-style-type: none"> • Colour • Framing and angles • Movement • Composition and navigation • Mise en scène • Lighting • Editing of moving image and/or sound • Sound <p>There is also a YouTube channel (created by Mr Waterson) to assist you in starting this task, videos will be added regularly to help you. Remember to subscribe to see when the new videos are added. https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</p> |
| Construction | <p>Task 1 You have been tasked with designing a 4 bedroom house that will be situated in a village that was constructed in the 1920's. Think about your design and explain what features from your previous research you are going to use and explain why.</p> |
| Hair & B | <p>https://www.youtube.com/watch?v=1AtxV3M7Jlg What are the top tips offered in this video? What is a trade test? Why are flat shoes recommended? What makeup recommendations are given. Why? What nail advice is given? How is discrimination evident in the video? What body language is recommended and why? What is good teamwork? Watch to the end Pretend you are writing to me as a beauty therapist who has been working for 2 years in a salon or spa. Write me a statement to apply for a job which includes your own strengths and weaknesses. Pick two of the example interview questions and answer them in your statement using your own words.</p> |
| Hospitality | <p>Click on to the Licenced to cook website following this link: https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</p> <p>Scroll to the heading 'Energy and nutrients'. Complete activities 4,5 and 6.</p> |
| Health & SC | <p>https://mcusercontent.com/5edc7f4f08ea35cadfe6465b7/files/a97db8d1-762b-4744-84b0-0ad6a760ce9d/Key_Worker_KS3_Activity.pdf</p> |
| Dance | <p>Using the 'key words/ key language and definitions Resource' (posted the week of the 20th March) in the homework resource packs, please complete the below weekly tasks. Alternatively, the terms and definitions can also be found by</p> |

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| | <p>searching each term individually on the following website: https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>Task1: Please create a revision resource for the 'Physical Skills' terms and definitions. This could be in the form of revision cards, a poster, spider diagram or table. Please consider adding images, creating acronyms or rhymes to support you in remembering the terms and definitions. The Physical Skills terms are: posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.</p> <p>Task 2: Following task 1 please revise the physical terms and definitions, and keep a record of which ones you can remember.</p> |
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Year 9 Week 11 15 June 2020

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| ONLINE LESSONS | <p>https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects</p> |
| Science | <p>Electron Configuration and the periodic Table Watch this lesson on Electronic configuration; https://www.thenational.academy/year-9/science/electron-configuration-year-9-wk5-1#slide-1 There's more information if you need it here; https://www.bbc.co.uk/bitesize/guides/zp7wrwx/revision/3 Have a go at completing this worksheet which asks for the electron configuration of the first 20 elements; https://drive.google.com/file/d/1PUV9dB_J5LW10nz8U439MUoLgyfZAZdU/view?usp=sharing</p> <p>Watch this lesson on Trends in the periodic table; https://www.thenational.academy/year-9/science/periodic-table-trends-year-9-wk5-2#slide-1 There's lots more information on the BBC bitesize site; https://www.bbc.co.uk/bitesize/guides/zcwvpbk/revision/1 Now have a go at this activity to check your understanding; https://drive.google.com/file/d/1f_ZgIQ2den1zUnRsaC39Yq8YY6Kz_mm6/view?usp=sharing</p> <p>Check your answers here; https://drive.google.com/file/d/1E0-hPZV335JvNFkksz2uZxy2sue2xRgM/view?usp=sharing</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mymaths.co.uk using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> |

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| | <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>An Inspector Calls TASK ONE: Create a detailed character profile for the main characters of the play. You can do some online research to get some more information too. You can use this link to make notes from BBC Bitesize revision page: https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1 Extend: Put the characters in order of who you think is the most powerful to the least powerful with an explanation of why for each.</p> <p>TASK TWO: In Act 1 Mr Birling gives a short speech to Gerald and Eric:</p> <p><i>“But this is the point. I don't want to lecture you two young fellows again. But what so many of you don't seem to understand now, when things are so much easier, is that a man has to make his own way – has to look after himself – and his family too, of course, when he has one – and so long as he does that he won't come to much harm. But the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive – community and all that nonsense. But take my word for it, you youngsters – and I've learnt in the good hard school of experience – that a man has to mind his own business and look after himself and his own – and –”</i></p> <p>Copy and paste this onto a word document and annotate (make notes) about what Mr Birling's view is of society. Extend: Can you identify and analyse any language and structural features too?</p> <p>TASK THREE: Write a mini-essay to answer the following question: In the extract, what are Mr Birlings views about social responsibility (looking out for one another) and community? Use P.E.E.E.L structure if you need a frame. Extend: Make links to the context you learnt last week – how does his class and gender show in his views?</p> |
| Geography | <p>Comparing Levels of Development</p> <ol style="list-style-type: none"> 1. Define the term LIC. What is a LIC? Select a LIC (of your choice) – research and find out about the country – focus on how developed it is – find out about its development indicators to include GNI; life expectancy; infant mortality; birth rate; death rate; literacy rate; access to clean water etc. Describe its level of development – refer to its development indicators. 2. Define the term HIC. What is a HIC? Select a HIC (of your choice) – research and find out about the country – focus on how developed it is – find out about its development indicators to include GNI; life expectancy; infant mortality; birth rate; death rate; literacy rate; access to clean water etc. Describe its level of development – refer to its development indicators. 3. Compare development in your HIC and LIC (1 page). Eg. In (name of HIC) life expectancy is much higher than in (name of LIC) - quote the figures – because..... |

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| History | <p>https://drive.google.com/open?id=13Z0z4nf1OczmTtsLric6sq-QCKTDLy-2</p> <p>https://drive.google.com/open?id=1yIGctXKanogiosPmw8ZfGyJ42oTwd-I0 – knowledge organiser</p> <p>These links above include a booklet that covers the first part of the first topic of Elizabeth – Elizabethan Government and Control. Remember to click the downward arrow on the top right to download the document first.</p> |
| French | <p>Bonjour year 9! Click on the link below and open the week 11 Video PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website.</p> <p>https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing</p> <p>https://www.languagenut.com/en-gb/</p> |
| DT | <p>Complete the questions on slides 6-10 on the link below. The questions are about culture, electronics and automation – you will need to do some research. They can be completed with paper and pen or emailed back to asmith@madeleyacademy.com.</p> <p>https://drive.google.com/file/d/1DE1xPsebswzhLzF227MdXEWpvuEjpnPr/view?usp=sharing</p> |
| Music | <p>Performing: Continue to work on your solo performance. If it is finished, move on to a different piece, or find an ensemble piece you would like to perform as part of a group. Spend some time each week learning your part and practising your performance. Composing: Write a set of lyrics for at least one verse of a song with the title ‘Keep it Together’. Aim to have roughly equal phrases for each line and follow the natural rhythms of speech with your lyrics. Can you think of a melody for your lyrics? memorable.</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to ‘Lessons’ then ‘Brass’. Complete the lessons and tests on brass instruments.</p> |
| PE | <p>Year 9 BTEC Sport students should continue to complete work set by Mr Tisdale on www.everlearner.com</p> <p>Your everlearner password has been emailed to your school email address that you can now access with your school login. Emails can be accessed by going onto the school webpage and clicking on the tab ‘webmail’. Students will then log in using their normal school computer username and password.</p> <p>If you are having any difficulties with accessing or navigating the site please email Mr Tisdale: atisdale@madeleyacademy.com</p> |
| Art | <p>Have a look at Ben Nicholson’s still life paintings online. You are going to create an abstract piece of artwork based on one of your still life drawings.</p> <p>Here is an example https://www.tate.org.uk/art/artworks/nicholson-1945-still-life-n05626</p> <p>Or you can type Ben Nicholson still life paintings into Google images search.</p> <p>Look at how he simplifies the shapes and overlaps them. He flattens the objects and focusses on how the shapes and colours work together.</p> <p>You could produce a collage of your still life inspired by Ben Nicholson’s work, using coloured paper to show the different shapes.</p> <p>You could use mixed media such as paint, collage and pastel to show different textures.</p> |

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| Business | <p>3 weeks work: https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic/item/242-activities-topic-finance#sources-of-finance</p> <p>Students to use the link above and complete all activities from the costs and revenue, sources of finance, breakeven and cash flow sections.</p> | | | | | | | | | | | | |
| ICT | <p>Framing and Angles Now we are going to look at camera angles in more detail. Look at the following angles, find out which each one is and an example to show how each one is used:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Long shot</td> <td style="width: 50%;">Close up</td> </tr> <tr> <td>Medium long shot</td> <td>Extreme close up</td> </tr> <tr> <td>Medium close up</td> <td>Medium shot</td> </tr> <tr> <td>Overhead/high angle</td> <td>Over shoulder</td> </tr> <tr> <td>Point of view</td> <td>Straight-on</td> </tr> <tr> <td>Low</td> <td>High</td> </tr> </table> <p>There is also a YouTube channel (created by Mr Waterson) to assist you in starting this task, videos will be added regularly to help you. Remember to subscribe to see when the new videos are added. https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</p> | Long shot | Close up | Medium long shot | Extreme close up | Medium close up | Medium shot | Overhead/high angle | Over shoulder | Point of view | Straight-on | Low | High |
| Long shot | Close up | | | | | | | | | | | | |
| Medium long shot | Extreme close up | | | | | | | | | | | | |
| Medium close up | Medium shot | | | | | | | | | | | | |
| Overhead/high angle | Over shoulder | | | | | | | | | | | | |
| Point of view | Straight-on | | | | | | | | | | | | |
| Low | High | | | | | | | | | | | | |
| Construction | <p>Task 2 The interior of the house should suit modern day living so you need to describe the interior and justify why you are including this feature in your design, think how many people would be likely to live in a house of this size.</p> | | | | | | | | | | | | |
| Hair & B | <p>https://www.youtube.com/watch?v=kVq3X7wckV4 (up to 15 minutes is enough but you can watch to the end if you wish) Make notes as you watch. Use your notes from the video clip to write an informative piece advising your reader on all the points you have learnt about becoming a Beauty Therapist.</p> | | | | | | | | | | | | |
| Hospitality | <p>Click on to the Licenced to cook website following this link: https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</p> <p>Scroll to the heading 'Food Choice'. Complete activity 4. You can either illustrate your planned 'fake away' meal on a PPP or cook it for your family if you are able to.</p> | | | | | | | | | | | | |
| Health & SC | <p>Continue with facebook celebrity PIES activity</p> | | | | | | | | | | | | |
| Dance | <p>Using the 'key words/ key language and definitions Resource' (posted the week of the 20th March) in the homework resource packs, please complete the below weekly tasks. Alternatively, the terms and definitions can also be found by searching each term individually on the following website: https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>Task 1: Please create a revision resource for the 'Technical Skills' terms and definitions. This could be in the form of revision cards, a poster, spider diagram or table. Please consider adding images, creating acronyms or rhymes to support you in remembering the terms or definitions. The Technical Skills terms are: action (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> | | | | | | | | | | | | |

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| | <p>dynamics (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>spatial (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>relationship (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p> <p>timing, rhythmic, movement in a stylistically accurate way.</p> <p>Task 2: Following task 1 please revise the technical terms and definitions, and keep a record of which ones you can remember.</p> |
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Year 9 Week 12 22 June 2020

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| ONLINE LESSONS | <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>https://www.thenational.academy/online-classroom/subjects/#subjects</p> |
| Science | <p>Density and Changing State; Work through this lesson on Density; https://www.thenational.academy/year-9/science/density-year-9-wk3-1#slide-1 There's more information here if you need it (Pages 2,3 and 4); https://www.bbc.co.uk/bitesize/guides/zxgp7p3/revision/2 Now have a go at some Density calculations; https://drive.google.com/file/d/1gcnUO3q12dk9lpyoGybcwYGP4Qwuvdog/view?usp=sharing Check your answers here; https://drive.google.com/file/d/1OoazAejQXEbl53opwud-prz0ANVazoUI/view?usp=sharing</p> <p>Work through this lesson on changing state; https://www.thenational.academy/year-9/science/changing-state-year-9-wk3-3 There's more information if you need it here; https://www.bbc.co.uk/bitesize/guides/zgtwrwx/revision/1 Now finish by completing this worksheet (Mark scheme at the end to self-assess your answers); https://drive.google.com/file/d/1OUi6mSWjkZqn6iaOJr99G2q5GsraaxQz/view?usp=sharing</p> |
| Maths | <p>NEW: Mathswatch</p> <p>Students have now received log in details and guidance on how to access Mathswatch (it was in the letter with the pack delivered to your house)</p> <p>When students log in to their Mathswatch account they will find tasks, set by their class teacher, to complete. Accompanying each task is a video, which will support students, develop knowledge to complete the tasks.</p> |

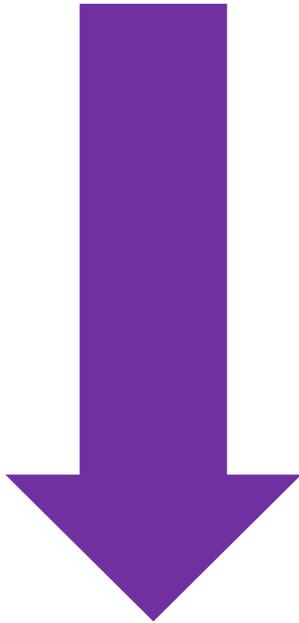
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| | <p>Staff will continue monitor their progress on set tasks. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Animal Farm (a novella)</p> <p><u>TASK ONE:</u> Here is the link to <u>watch the film</u> version of the novella. https://www.youtube.com/watch?v=cGzRf0Ow1qU We don't read the whole novella in Year 9, but you could purchase it and have a go if you want to!</p> <p><u>TASK TWO: CONTEXT</u> After watching and/or reading the novella, watch these short context and background (the history behind the play and the writer) and answer the following questions <u>in detail, with examples from the film/novella to support your ideas:</u> https://www.youtube.com/watch?v=SIZ8i9UUQMI https://www.youtube.com/watch?v=67bVJWqzYKE</p> <ol style="list-style-type: none"> 1. What is a dictator? What are the traits of a dictator? Can you think of any examples of a dictator that you may have learnt about in History? 2. What is Animal Farm an allegory of? What have you learnt about the historical context it represents? 3. What does the name change from 'Manor Farm' to 'Animal Farm' represent in history? What does the 'Animal Farm' represent for the animals in the novella? 4. What have you learnt about George Orwell, the author? 5. What were George Orwell's motives for writing this novella? What was his message to the readers about leadership and power? <p><u>TASK THREE:</u></p> <p>What is a hierarchy? What are the traits of someone at the top of the hierarchy? What are the traits of someone at the bottom of the hierarchy?</p> <p>Create a detailed character profile for the main characters of the novella. You can do some online research to get some more information too. Make sure you identify who each character represents of the Russian Revolution. You can use this link to make notes from BBC Bitesize revision page: https://www.bbc.co.uk/bitesize/guides/zcb8p39/revision/1</p> <p>Extend: Put the characters in a hierarchy of who you think is the most powerful to the least powerful with an explanation of why for each.</p> <p><u>TASK FOUR:</u> Here is a link to Old Major's speech at the start of the play: https://www.seymour.k12.wi.us/faculty/skaminski/AFMajorsSpeech.pdf</p> <p>Write a mini-essay to answer the following question: In the extract, what are Old Majors views about the difference between humans and animals? Use P.E.E.E.L structure if you need a frame. Extend: Make links to the context you learnt earlier in the week.</p> |

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| Geography | <p>TASK 1: Explain how the following affect development (give examples where you can): Extreme Climate; Debt; Natural Hazards; Civil War; Natural Resources.</p> <p>TASK 2: Explain the <i>Cycle of Poverty</i> https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/4</p> <p>TASK 3: Find out what <i>colonisation</i> means. How did this affect development in different countries?</p> <p>TASK 4: Watch the video called 'Geography and Economic Growth' http://www.coolgeography.co.uk/gcsen/EW_Causes_Uneven_development.php</p> <p>TASK 5: Try to explain why some countries are rich and others poor. https://www.bbc.co.uk/bitesize/guides/z838xsg/revision/5</p> |
| History | <p>https://drive.google.com/open?id=1_RqkVzsvxR6r16JuN6hNPj9fGI5evy26</p> <p>These links above include a booklet that covers the first topic of Elizabeth – Elizabethan Government and Control. This booklet is the second half for you to complete. Remember to click the downward arrow on the top right to download the document first.</p> |
| French | <p>Bonjour year 9! Click on the link below and open the week 12 Video PowerPoint for the first half of your work. The second half of your work you will do on the LanguageNut website.</p> <p>https://drive.google.com/drive/folders/1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g?usp=sharing https://www.languagenut.com/en-gb/</p> |
| DT | <p>Complete the questions on slides 11-15 on the link below. The questions are about materials. They can be completed with paper and pen or emailed back to asmith@madeleyacademy.com.</p> <p>https://drive.google.com/file/d/1DE1xPsebswzhLzF227MdXEWpvuEjpnPr/view?usp=sharing</p> |
| Music | <p>Performing: Continue to work on your solo performance. If it is finished, move on to a different piece, or find an ensemble piece you would like to perform as part of a group. Spend some time each week learning your part and practising your performance. Make an audio recording of your performance piece(s) on whatever device you have at home. Send this to kchambers@madeleyacademy.com</p> <p>Composing: Finish writing the lyrics for your song with the title 'Keep it Together'. Aim to include repeated choruses to make it memorable and at least one contrasting section (a bridge, perhaps?) Can you put think of a melody for your lyrics? Can you include chords? Feel free to send me any of your ideas for some feedback.</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Percussion' and 'Strings'. Complete the lessons and tests on both of these instrument groups.</p> |
| PE | <p>Year 9 BTEC Sport students should continue to complete work set by Mr Tisdale on www.everlearner.com</p> <p>Your everlearner password has been emailed to your school email address that you can now access with your school login. Emails can be accessed by going onto the school webpage and clicking on the tab 'webmail'. Students will then log in using their normal school computer username and password.</p> <p>If you are having any difficulties with accessing or navigating the site please email Mr Tisdale: atisdale@madeleyacademy.com</p> |

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| Art | <p>You are going to create an abstract sculpture out of card. Have a look at Pablo Picasso's card sculptures on google images.</p> <p>https://www.artcampla.com/new-blog/picasso-style-paper-sculpture</p> <p>You can either follow the link above to create a portrait card sculpture in his style, or you could follow the example of his card guitars and create a still life sculpture.</p> <p>It can be as abstract or realistic as you like. The aim is to use materials that you have at home, card, string etc. and develop skills in constructing artworks in 3D. You will need to think creatively, and problem solve to create a unique sculpture.</p> <p>The best sculpture will win a pack of artists colouring pencils. Email me photos of your work.</p> |
| Business | <p>3 weeks work:</p> <p>https://www.businessed.co.uk/index.php/home/activities/l2-activities-topic/item/242-activities-topic-finance#sources-of-finance</p> <p>Students to use the link above and complete all activities from the costs and revenue, sources of finance, breakeven and cash flow sections.</p> |
| ICT | <p>From the Madeley academy webpage you can access Planet E-Stream to watch videos/films.</p> <p>https://estream.madeleyacademy.com/Login.aspx?SourceURL=/&br=507</p> <p>1) Log in Using your school login details. 2) Search for Blue Planet. 3) Watch any episode and answer the following questions. You may want to screenshot images to support the statements that you are saying.</p> <ul style="list-style-type: none"> • Describe the Blue planet two briefly • What genre is it? Explain this genre. • Casting (Who plays/presents the main role(s) is there a benefit of this person playing the role? (popularity, ethnicity) from this who is the intended audience? • Intended primary audience (Demographic -Male/female, age, ethnicity, psychometric – explorer etc.) • Secondary audience? • What narrative (story) does the film/tv show follow? Is this traditional for the genre. Think is it linear/non linear. • Is there a narrator, is there humour? Is the narration objective or subjective. • Does the tv show link to any other media product(s)? • Production <ul style="list-style-type: none"> What shots are used within the film? What lighting techniques and sound is used within the tv show? Any special effects used?. |
| Construction | <p>Task 3</p> <p>Sketch both the exterior of the property annotating your sketches, the interior sketches should be in proportion using 1cm for 1metre, what different materials or influence from other eras will you use?</p> |

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| Hair & B | <p>https://www.youtube.com/watch?v=mWBGjuoSgFo</p> <p>Watch this video – we have done this before! You will be thing ‘I know some of this’!</p> <p>Write down key points for revision and add to what you already know. You will have a test on this when we return so it’s worth using your time to learn it better now.</p> <p>You need to know:</p> <ul style="list-style-type: none"> • The 3 layers • The sections of each layer <p>You might be able to describe parts found within the layers</p> |
| Hospitality | <p>Click on to the Licenced to cook website following this link:</p> <p>https://www.foodafactoflife.org.uk/remote-learning/activities-and-ideas-at-home/wave-5-activities-and-ideas-18520/</p> <p>Scroll to the heading ‘Food Choice’. Complete activity 6. When you have designed your healthy menu why not try cooking one of the dishes.</p> |
| Health & SC | <p>Continue with facebook celebrity PIES activity</p> |
| Dance | <p>Using the ‘key words/ key language and definitions Resource’ (posted the week of the 20th March) in the homework resource packs, please complete the below weekly tasks. Alternatively, the terms and definitions can also be found by searching each term individually on the following website:</p> <p>https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary</p> <p>Task1: Please create a revision resource for the ‘Expressive Skills’ terms and definitions. This could be in the form of revision cards, a poster, spider diagram or table. Please consider adding images, creating acronyms or rhymes to support you in remembering the terms or definitions.</p> <p>The Expressive Skills terms are: projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, choreographic intent (including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</p> <p>Task 2: Following task 1 please revise the expressive skills terms and definitions, and keep a record of which ones you can remember.</p> |

Work from
previous
weeks



YEAR 9 WORKING FROM HOME #3

We understand it is different and difficult to work at home however, it is important that you try your best to keep on top of your studies.

You should be aiming for around 3 hours work each day. Any issues, please email your personal tutor or subject teacher.

If you need any help and support, please contact your Year Manager Mr Williams
dwilliams@madeleyacademy.com

2 Excellent Resources to help you:

| BBC BITESIZE DAILY LESSONS | OAK ACADEMY ONLINE LESSONS |
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| <p>BBC Bitesize is broadcasting daily lessons and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects. These are also on BBC iplayer and available on the red button on your TV.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>BBC Bitesize Daily Lesson Schedule available here: https://www.bbc.co.uk/bitesize/articles/znbnscw?dm_i=3YNL,14FJQ,2M6RHG,3Y9FW,1</p> | <p>The National Oak Academy has lessons and resources for each Year Group on specific subjects:</p> <p>https://www.thenational.academy/online-classroom/subjects/#subjects</p> |

The links below will enable you to complete work at home which is in line with what you would normally be studying. Each of the links in the tables contain a lot of resources including notes, tasks and quizzes. Students should work in their exercise books and stick in any relevant print outs. Any problems – any issues, contact the staff via email.

Keep fit by following Joe Wicks on Youtube **“The Body Coach”**
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>

and T&W Aspirations classes on Facebook and Youtube

| aspirations Facebook Fitness Programme | | | | | | |
|--|---------------------------|----------------------------|----------------------|-------------------------------|---------------|------------------------|
| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 10.30 - 11am | 10.30 - 11am | 10.30 - 11am | 10.30 - 11am | 10.30 - 11am | 11 - 11.30am | 10.30 - 11am |
| Yoga (Pre-record) | Body Balance - Nina | Body Conditioning - Rachel | Step - Sue | Body Balance - Rachel | CxWorx - Nina | Dance Aerobics - Jemma |
| 12.30 - 1pm | 12.30 - 1pm | 12.30 - 1pm | 12.30 - 1pm | 12.30 - 1pm | | 11.30 - 12noon |
| Low Impact Aerobics - Sue | CxWorx - Mel | Pilates (Pre-record) | Combat - Sandra | Low Impact Aerobics - Annette | | Pilates (Pre-record) |
| 6 - 6.45pm | 6.30 - 7pm | 6 - 6.30pm | 6 - 6.30pm | | | |
| Body Attack - Mel | Legs Burns and Tums - Sue | Body Combat - Danni | Grit - Mel | | | |
| 7.30 - 8pm | | 7.30 - 8pm | 7 - 7.30pm | | | |
| Body Combat - Robin | | Aerotone - Del | Pilates (Pre-record) | | | |

Year 9 Week 7 11 May 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | <p>Lesson Title – Eukaryotic and prokaryotic cells</p> <p><i>Activities;</i> Complete this lesson on Eukaryotic and prokaryotic cells from the National Oak Academy. Work through each activity watching the video and completing the tasks. https://www.thenational.academy/year-9/science/eukaryotes-and-prokaryotes-year-9-wk1-1/ Read the information from this website completing the quiz at the end https://www.bbc.co.uk/bitesize/guides/zqgx8mn/revision/1 <i>Consolidation activity;</i> Complete the following worksheet https://drive.google.com/file/d/19Kg0kWMGTyTvnlgRWjg1xHzzaU2zWshu/view?usp=sharing</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mymaths.co.uk using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Read and make notes on the 5 sections of 'Fiction Writing' which will help you understand how to write a fictional story. Complete each quiz at the end of each section too. https://www.bbc.co.uk/bitesize/topics/zn8tkmn</p> <p>Watch this clip of a scene from Harry Potter. Brainstorm the description of the following: Dementor, the Setting, Character's reaction, and Harry's emotions. https://www.youtube.com/watch?v=VKhEFVAoScI</p> <p>You are going to write this scene from Harry's perspective as a descriptive short story. Paragraph 1: Set the scene Paragraph 2: The Dementor approaches Paragraph 3: The Dementor strikes.</p> |
| Geography | <p>2 weeks work:</p> <p>We have studied the Tropical Rainforest in Term 1 in Geography. Using your own knowledge and understanding, plus additional research, produce a presentation about what is happening to the Tropical Rainforest. Include:</p> <ul style="list-style-type: none"> • Description of the Rainforest – location, climate, vegetation, animals. • Explain why the rainforest is important. • Describe what is happening to the Rainforest – DEFORESTATION. Include facts and figures. Explain why it is being cut down. |

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| | <ul style="list-style-type: none"> Discuss, with examples, how the Rainforest can be managed. Examples could include <i>sustainable forestry, ecotourism....</i> <p>Your presentation should pick out key points, include details such as facts and figures, and include images and pictures to make it interesting (Avoid just writing).</p> |
| History | <p>Earlier this year you all completed your learning of Crime and Punishment 1250 to present. The topic was split into four time periods:</p> <ol style="list-style-type: none"> 1. Medieval 1250-1500 2. Early Modern Britain 1500-1750 3. Industrial Britain 1750-1900 4. Modern Britain 1900 to present <p>Within each time period the key aspects are crime, law and order and punishment.</p> <p>Each week you will complete a booklet that recaps each time period. This week you will be revising Medieval Britain 1250-1500.</p> <p>https://drive.google.com/open?id=1ofmH16Ymtz1osx21ja1DltScCXnRlii2</p> <p>https://drive.google.com/open?id=1tk-pe_faFiIC0IfP0arS1aNVxXD0KCDj</p> <p>Click on the first link and download (click downward arrow on the top right) or save the document first. The second link is a knowledge organiser that includes all the knowledge you need to know.</p> |
| French | <p>Follow the link below and complete all of the activities on the 'Week 7' Power Point.</p> <p>Please email me your answers to the written question on slide 11. Merci 😊</p> <p>ehaig@madeleyacademy.com</p> <p>https://drive.google.com/open?id=1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g</p> |
| DT | <p>Choose three of the ICONIC designs from the document found at the web address below.</p> <p>Take notes about each and present either in information or poster form, (be sure to include relevant diagrams).</p> <p>Once you have completed the first task, choose your personal favourite of the three ICONIC designs and design a new gaming chair in it's style.</p> <p>Be sure to fully explain your design idea with notes that include: Materials / Manufacture / Information about the iconic product it is designed upon / how the user would interact with the product, (ergonomics).</p> <p>http://www.technologystudent.com/prddes1/iconic_exer1.html</p> |
| Music | <p>Performing: Listen back to a recording of your solo performance piece. How could it be improved? Work on perfecting any mistakes and learning any new parts.</p> <p>Composing: Visit https://learningmusic.ableton.com/ and complete the 'basslines' section</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Basics'. Complete the three sections on 'pitch', 'speed' and 'volume'.</p> |
| PE | <p>Watch the Introduction to unit 1: https://www.youtube.com/watch?v=6zgKnUHnix4</p> <p>Physical components of fitness https://www.youtube.com/watch?v=KycE8YJeaEI</p> |

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| | <p>Task:</p> <p>Write down a definition for each of the 6 Physical components of fitness and at least 2 examples of sports people who would need large amounts of each component of fitness</p> |
| Art | <p>Research the artist Andy Warhol https://www.tate.org.uk/whats-on/tate-modern/exhibition/andy-warhol/exhibition-guide use this link to find out information about him. Look at images of his work. In particular, his portraits of Marilyn Monroe and prints of the soup cans. Create a research page about Warhol. Include information about him, his influences, his style of art and how it developed through his life. Describe what you think about his work.</p> |
| Business | <p>https://www.tutor2u.net/business/blog/edexcel-gcse-business-key-terms-glossary</p> <p>Students to create a free account and download so they can revise these key terms. Learn the key terms and ask someone to test you on them.</p> |
| ICT | <p>All the lessons are available on Mr Waterson's YouTube Channel. The videos give you information, tells you what to research, sets tasks and allows you to take part in quizzes. https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</p> <p>Every product is aimed at a specific audience, lets look more into audiences. We have two audience types: Primary Audience and Secondary Audience. Use this link to look at the different audience types and make notes. The video covers topics we have looked at in previous lessons. https://www.bbc.co.uk/bitesize/guides/zy24p39/video</p> |
| Construction | <p>Task 2</p> <p>Now research similar sized properties in different areas of the UK, does the price change? Explain why you think it has a different value. Research what the Olympic Games that was hosted by the UK in 2012 has done for London in regards to housing and the regeneration of the area the Olympic park was built.</p> |
| Hair & B | <ol style="list-style-type: none"> 1. Select one hair, one beauty and one makeup product that have an ingredient list on. 2. Write a list of five of the ingredients for each product.(3 lists, 15 ingredients overall) 3. Select one ingredient from each of your lists and research what it does <i>(Try to pick words you can easily read, spell and pronounce)</i> |
| Hospitality | <p>Click on to the Licenced to cook website following this link: https://www.foodafactoflife.org.uk/remote-learning/wave-1-activities-and-ideas-30320/ Scroll to the heading 'worksheet activities' and watch the Eatwell Guide videos. Create a menu that reflects the Eatwell guide using the menu planner worksheet provided via the link.</p> |
| Health & SC | <p>Nightingale Hospital project – Use the power point at the following address to research more about the role of Nightingale Hospitals during coronavirus https://docs.google.com/presentation/d/1smvallmP05Yet2i0QRuLDp-_7x5y_wKSyyPmpU8jrLI/edit</p> |

Year 9 Week 8 18 May 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | <p>Lesson title – Exothermic and Endothermic reactions</p> <p>Watch the video on BBC bitesize https://www.bbc.co.uk/bitesize/guides/z2b2k2p/video</p> <p>Then complete the revision section, making notes on the key information you have come across https://www.bbc.co.uk/bitesize/guides/z2b2k2p/revision/1</p> <p>Complete the test to check your understanding. https://www.bbc.co.uk/bitesize/guides/z2b2k2p/test</p> <p><i>Consolidate your learning;</i></p> <p>To consolidate your learning finish this worksheet on Exo and Endothermic reactions; https://drive.google.com/file/d/1c1TgWslWumEX229Deop35y5efR41z5Js/view?usp=sharing</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mymaths.co.uk using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Complete the BBC Bitesize daily lesson about pathetic fallacy and metaphors. Watch the clips, make notes and complete the 3 activities. https://www.bbc.co.uk/bitesize/articles/zddbqwx</p> <p>Watch this clip of a scene from The Hunger Games. Brainstorm the description of the following: Setting, Katniss, Katniss' emotions and a fight scene. https://www.youtube.com/watch?v=anqr5AdYB4</p> <p>You are going to write this scene from Katniss' perspective as a descriptive short story.</p> <p>Paragraph 1: Set the scene Paragraph 2: The emotions of Katniss as the timer counts down. Paragraph 3: Jumping off the podium and trying to get items.</p> |
| Geography | <p>2 weeks work:</p> <p>We have studied the Tropical Rainforest in Term 1 in Geography. Using your own knowledge and understanding, plus additional research, produce a presentation about what is happening to the Tropical Rainforest.</p> <p>Include:</p> <ul style="list-style-type: none"> • Description of the Rainforest – location, climate, vegetation, animals. • Explain why the rainforest is important. • Describe what is happening to the Rainforest – DEFORESTATION. Include facts and figures. Explain why it is being cut down. • Discuss, with examples, how the Rainforest can be managed. Examples could include <i>sustainable forestry, ecotourism....</i> |

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| | Your presentation should pick out key points, include details such as facts and figures, and include images and pictures to make it interesting (Avoid just writing). |
| History | <p>This week's task is on Early Modern Britain 1500-1750. Remember to click on the link and then download (click downward arrow on the top right) or save the document first.</p> <p>https://drive.google.com/open?id=1NcVa8Kyt_ZwhFT7CuAORArTnbUYSCf6s</p> <p>https://drive.google.com/open?id=1L0RJT8Wr2S5oICRIzcJwZPHKR_b3fHfG</p> |
| French | <p>Follow the link below and complete all of the activities on the 'Week 8' Power Point.</p> <p>Please email me your answers to the written question on slide 11. Merci ☺</p> <p>ehaig@madeleyacademy.com</p> <p>https://drive.google.com/open?id=1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g</p> |
| DT | <p>2 weeks work:</p> <p>The work of famous designers is a big part of the theory work you need to know about for the final DT exam.</p> <p>Follow the link below to an online booklet about famous designers that you need to know about for our course. Complete the exercises on paper and be sure to click on the red links that take you to information pages to assist with completing the tasks.</p> <p>http://www.technologystudent.com/pdf15/designers_booklet2.pdf</p> |
| Music | <p>Performing: Listen back to your recording of your solo performance piece. How could it be improved? Work on perfecting any mistakes and learning any new parts.</p> <p>Composing: Visit https://learningmusic.ableton.com/ and complete the 'melodies' section</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Music Technology'. Complete the first two sections on 'filters' and 'reverb and delay'.</p> |
| PE | <p>Skill related components of fitness:</p> <p>https://www.youtube.com/watch?v=nJleyUBesi8</p> <p>Task:</p> <p>Write down a definition for each of the 5 Skill related components of fitness and at least 2 examples of sports people who would need large amounts of each component of fitness</p> |
| Art | <p>Create a pop art style self-portrait. Take a photo of yourself or use a photo that you already have (if you don't want to do a self portrait, you can use a photo of a family member, friend or a famous person). Draw out or trace your image 4 times as a basic line drawing. Use bright colours to add colour to different sections. You could use colouring pencils or pens.</p> |
| Business | <p>2 weeks work:</p> <p>https://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-5-understanding-external-influences-on-business</p> <p>Students to make notes on the 5 drop down sections.</p> |
| ICT | <p>All the lessons are available on Mr Waterson's YouTube Channel. The videos give you information, tells you what to research, sets tasks and allows you to take part in quizzes. https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</p> |

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| | <p>or your primary audience, you will need to explain who they are in terms of:</p> <ul style="list-style-type: none"> • Age • Gender • Culture • Beliefs • Earnings <p><u>Earnings</u> ACORN is an Organisation which segments audiences in terms of earnings. Try to rank the earnings of the following job types in order from the lowest earnings to the highest:</p> <ul style="list-style-type: none"> • Unskilled manual workers • High ranking managers (CEOs, Lawyers, doctors) • Skilled manual workers (Carpenters, electricians) • Unemployed or low income casual workers, Children • Middle managers or public service managers <p>Research these explaining what each of these are. Try to find the corresponding letter for each category. E.g. A – High Ranking Managers.</p> |
| Construction | <p>Task 3 Research different house styles since the 1600s to the present day, describe each style of property making sure you include the dates they were popular between. Describe why you think the styles have changed, what was the biggest change between each property? Which period of housing construction did you prefer? Explain why.</p> |
| Hair & B | <ol style="list-style-type: none"> 1. Watch a YouTube tutorial for a hair style, a makeover or a face-paint of your choice. 2. Create an instruction story board, to draw and/or describe each step. 3. You must have a minimum of 6 steps on your storyboard <p>Ext – Try following your steps on someone else and see if they work! Review your attempt and say what you would change or alter</p> |
| Hospitality | <p>Following the same link as for week 7, scroll to heading 'cooking'. Attempt task 5 showing your skills in dicing and onion using the bridge and claw method. Video your skills practice. As suggested, use the onions to produce a family meal.</p> |
| Health & SC | <p>Continue with Nightingale Hospital project using this link to help you: https://www.youtube.com/watch?v=6ggg - kLppc&fbclid=IwAR0mwfNoQNJwnR1YASE_mXXc7jxmf1sYIYSbWdxvL9FbdqRL1V MQgA7Usec – The Wow Show (Health Careers Special)</p> |

HALF TERM 25 MAY ☺ **Fun things to try:**

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| <p>A National Writing Competition https://www.walterscottprize.co.uk/young-walter-scott-prize/how-to-enter/</p> <p>Telford and Wrekin Library's Online Books/ Libby App: https://www.telford.gov.uk/info/20407/digital-library/667/ebooks-and-audio-catalogue</p> <p>Anxious about the lockdown? https://youngminds.org.uk/?gclid=EA1aIQobChMI1tWR45ah6QIVTe3tCh3JMAGpEAAyASAAEgKsffD_BwE</p> | <p>Help the World Food Programme https://freerice.com/ - students make a difference by practicing their maths, chemistry, anatomy, geography, foreign language, vocabulary, grammar, humanities. "For each answer they get right, 10 grains of rice is donated through the World Food Programme to help end hunger."</p> <p>Build your own computer games https://www.kodugamelab.com/ - Build Games. Play Games. Share Games</p> |
| <p>Listen to this thought provoking story... https://www.youtube.com/watch?v=bea4jCAkXsl</p> | <p>Emotional wellbeing lesson - https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382</p> |
| <p>Medical Mavericks Live assemblies - https://www.facebook.com/MedicalMavericks/videos/263561504650346/</p> | <p>Get Cooking – 10 easy recipes https://www.bbc.co.uk/food/collections/10_easy_recipes_for_kids</p> |
| <p>Music Fun Activities https://www.games.co.uk/games/music https://learningmusic.ableton.com/ https://www.incredibox.com/</p> | <p>Science Fun Ideas https://www.stem.org.uk/home-learning#educational-family-activities British science week booklet https://www.britishscienceweek.org/app/uploads/2020/01/BSA_BSW_secondary_1119v13.pdf</p> |
| <p>Art Activities https://artprof.org/art-dares/ https://pallant.org.uk/learn-with-us/creative-activities-at-home/ https://www.tate.org.uk/kids/make</p> | <p>How its made Youtube page for 'How it's Made' Browse through the 'How it's Made' Youtube Channel. https://www.youtube.com/channel/UCWBkudOTaVbvkcBc0pyZFMA/videos</p> |
| <p>Lots of quizzes www.funquizzes.uk</p> | <p>History Games: https://schoolhistory.co.uk/games/ - Website with lots of History games on.</p> |

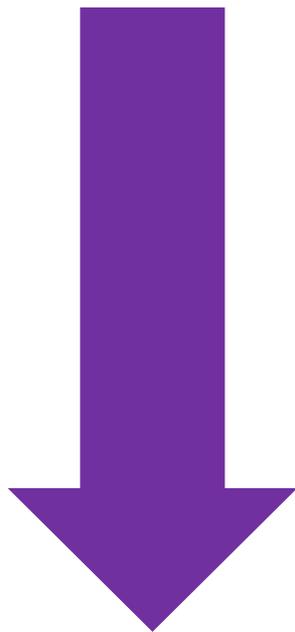
Year 9 Week 9 1 June 2020

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| ONLINE LESSONS | https://www.bbc.co.uk/bitesize/dailylessons https://www.thenational.academy/online-classroom/subjects/#subjects |
| Science | <p>Lesson title – Specific heat capacity and latent heat</p> <p>Watch this video on Specific heat capacity https://www.youtube.com/watch?v=TqJFIBODrjM</p> <p>Read through pages 4 and 5 from BBC Bitesize then complete the test. https://www.bbc.co.uk/bitesize/guides/zcpwrwx/revision/3</p> <p>Now Consolidate your learning by completing the worksheets https://drive.google.com/file/d/1Ymec_gadV9sOXZ81pc1NZMA8XdXw9bpZ/view?usp=sharing</p> <p>and https://drive.google.com/file/d/1v8Ww-hUt9OqwRQrQaf_SpNiir49I9Gq3/view?usp=sharing</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to mymaths.co.uk using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Staff can monitor their progress on this. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Read and make notes, watch the video and take the test on ‘Creative and Narrative Writing’ https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1</p> <p>Use all of this knowledge to write your own short story:</p> <p><i>Write about a time that you, or someone you know, went on an adventure. Your response can be real or imagined.</i></p> <p>You could google the word ‘adventure’ if you need some inspiration from images. You can base it on Hunger Games or Harry Potter, or completely make it up.</p> |
| Geography | <p>Produce a (large) mind-map about the impact of Climate Change on the UK. https://www.cpre.org.uk/what-we-care-about/climate-change-and-energy/climate-emergency https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/3 https://geography-revision.co.uk/gcse/weather-climate/the-effects-of-climate-change/</p> |
| History | <p>This week’s task is on Industrial Britain 1750-1900. Remember to click on the link and then download (click downward arrow on the top right) or save the document first.</p> <p>https://drive.google.com/open?id=1Yg8fdXfdm2j7xonPqRFL24U3kdo9jClr</p> <p>https://drive.google.com/open?id=1VpAy7t3ZTLZY6Yslahi86VqbS83xPlpq</p> |

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| French | <p>Follow the link below and complete all of the activities on the 'Week 9' Power Point.</p> <p>Please email me your answers to the written question on slide 11. Merci 😊</p> <p>ehaig@madeleyacademy.com</p> <p>https://drive.google.com/open?id=1i0Tz2DwtgQlfaD9-OiG7xXKRJOvo0k7g</p> |
| DT | <p>2 weeks work:</p> <p>The work of famous designers is a big part of the theory work you need to know about for the final DT exam.</p> <p>Follow the link below to an online booklet about famous designers that you need to know about for our course. Complete the exercises on paper and be sure to click on the red links that take you to information pages to assist with completing the tasks.</p> <p>http://www.technologystudent.com/pdf15/designers_booklet2.pdf</p> |
| Music | <p>Performing: Make a recording of your solo performance piece on whatever device you have at home. Send this to kchambers@madeleyacademy.com</p> <p>Composing: Visit https://learningmusic.ableton.com/ and complete the 'song structures' section</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Music Technology'. Complete the final three sections on 'compression', 'modulation effects' and 'other effects'.</p> |
| PE | <p>Exercise Intensity:</p> <p>https://www.youtube.com/watch?v=0EemXPwV1vM</p> <p>Task:</p> <p>Calculate your own maximum heart rate</p> <p>Calculate your:</p> <p>Warm up/cool down zone</p> <p>Fat burning zone</p> <p>Aerobic training zone</p> <p>Anaerobic training zone</p> <p>Draw out and explain the Borg Scale (Rate of Perceived Exertion)</p> |
| Art | <p>Draw an item of food that you have in your house in a Pop Art style. You could be influenced by Warhol's work and draw a can of soup or a banana. Think about the features of Pop Art, bright colour, strong line.</p> |
| Business | <p>2 weeks work:</p> <p>https://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-5-understanding-external-influences-on-business</p> <p>Students to make notes on the 5 drop down sections.</p> |
| ICT | <p>All the lessons are available on Mr Waterson's YouTube Channel. The videos give you information, tells you what to research, sets tasks and allows you to take part in quizzes. https://www.youtube.com/channel/UCVBZTUBYxTxO6BkijLsbbMw</p> <p><u>Beliefs/Ideologies</u></p> <p>Below is a list of different ideologies used to describe an audience, explain each of these and find an image which shows that characteristic.</p> <p>(BBC Bitesize has some good ideas - https://www.bbc.co.uk/bitesize/topics/zcjt82p)</p> <ul style="list-style-type: none"> • Mainstream • Aspirers • Succeeders |

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| | <ul style="list-style-type: none"> • Resigned • Explorers • Strugglers • Reformers <p>Now that you have looked at audiences have a go at the test from the link in week 4. Have you watched the video's on Mr Waterson's YouTube channel? Why not have a go at the Socrative Tests mentioned in the Videos.</p> <p>Room names: YR9SECTORS YR9AUDIENCE</p> |
| Construction | <p>Task 4</p> <p>Research different types of mortgage, explain the difference between them. Find a house on the Rightmove website for sale in your local area, calculate the deposit amount required should you wish to buy that particular house? What is the different between a house that is rented and a house that has a mortgage?</p> |
| Hair & B | <p>1. Research these words and find out what they mean. Preservation, Stability, Compatibility, Effectiveness EXT - Write a paragraph using the words to describe how they can be related to one of your products from Wk7.</p> <p>2. Research these words and find out what they mean. Outline, Describe, Function, Effect Give me a written example of how <i>Function and Effect</i> could be used to outline one of your products from Wk 7 EXT - Give me a written example of how <i>Function and Effect</i> could be used to describe one of your products from Wk 7</p> |
| Hospitality | <p>Following the same link as week 7, scroll to the heading 'Interactive games and quizzes'. Complete activity 5 and find out the importance of being active. Complete the multiple choice quiz.</p> |
| Health & SC | <p>Continue Nightingale project and finish off Facebook page for BTEC assignment task. (Celebrity PIES across the life stages)</p> |

Work from
previous
weeks



YEAR 9 WORKING FROM HOME #2

Fun things to try:

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| Virtual Tours & Webcams at Edinburgh Zoo – they have Pandas! https://www.edinburghzoo.org.uk/webcams/ | Virtual Disney Rollercoaster Rides https://www.youtube.com/channel/UCYyJUEtYv-ZW7BgjhP3UbTg Free Audio Books for children www.audible.co.uk |
| Virtual Tour of the Natural History Museum https://www.nhm.ac.uk/visit/virtual-museum.html | Get Cooking – 10 easy recipes https://www.bbc.co.uk/food/collections/10_easy_recipes_for_kids |
| “The Body Coach” https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ | Computer Coding Challenges Puzzles and coding challenges for all https://www.tynker.com/hour-of-code/ |
| Arts & Crafts Projects https://www.creativebug.com/ https://www.youtube.com/watch?v=A_WCJ1bX6II | Free Daily Story by David Walliams https://www.worldofdavidwalliams.com/elevenses/ |
| FREE E READING – ACCELERATED READER PROGRAMME https://readon.myon.co.uk/?mkt_tok=eyJpIjoiWkdRMlpHTXhaREprWXpReilsInQiOiJJRkN0R2hFbnVPSUVJYmR0dHSHFLdJ4NW1RYVwvbk5IMitBTfG0bDlobzBwU1V3UW1BM01XWEx1TTloQV0cIUamQ3SmpvekZaSFAreXU3NmQxK3NIOWpyb3NxZWgxWkEifQ%3D%3D | Mr Merrick’s Vocabulary Quizzes https://www.jetpunk.com/series/79157/tutor-vocabulary-quizzes Wordsearch (Confidence) New: Sudoku (with Words!) |

In school time, you should be aiming for at least 3 hours work each day.

BBC Bitesize is broadcasting daily lessons starting 20 April and these would be really useful to take part in. Daily lessons and podcasts for all ages on lots of subjects – tune in

BBC Bitesize Daily programmes will be available on any TV via the Red Button and online on any device on BBC iPlayer with teachers, experts and famous faces covering what each age group should be learning that day.

Bitesize Daily Lessons will offer a tailored learning experience for every age group. These will be available via the BBC Bitesize website and will deliver a newly created Maths and English lesson every day, as well as a lesson in another curriculum topic, for each year group. We hope this content will be a useful resource for teachers.

BBC Bitesize Daily Lesson Schedule available here:

https://www.bbc.co.uk/bitesize/articles/znbnscw?dm_i=3YNL,14FJQ,2M6RHG,3Y9FW,1

The links below will enable you to complete work at home which is in line with what you would normally be studying. Each of the links in the tables contain a lot of resources including notes, tasks and quizzes. Students should work in their exercise books and stick in any relevant print outs. Any problems – just move on as there’s lots to do here

Year 9 20 April 2020 WEEK 4**NEW: see BBC Bitesize Daily Lessons**

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| Science | <p>Mitosis and cell specialisation Revise Mitosis using the link below. Produce a poster showing the main stages. Then read through the information on cell specialisation and produce a leaflet of the 6 specialised cells described starting with sperm cells. Complete the quiz when done. https://www.bbc.co.uk/bitesize/guides/zq29y4j/revision/1</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to https://www.mymaths.co.uk/ using the Academy login details; Academy Login: madeleyacademy Academy password: heptagon Students will then use their personal login details, which they have all been given, to access the work they have been set each week. Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Read and make notes on the 5 sections of 'Critical Reading' which will help you understand how to analyse a text. Complete each quiz at the end of each section too. https://www.bbc.co.uk/bitesize/topics/zfdh8xs</p> |
| Geography | <p>Telford is now 50. From its humble beginnings as a few small market towns and villages of Madeley, Wellington & Dawley, to the large town that is Telford. Research how Telford has grown over this half century from the original towns to the 'sprawling' settlement we now live and work in. Your task is to Write 2 pages predicting how Telford will develop into a 'City', celebrating its 100th birthday in 2068. Think about: How is the city powered? Will sea levels have risen? Should certain areas of the Ironbridge Gorge be protected? Why? How? How will the 'city's' transport issues be solved? Will we become sustainable in our way of life? How do we improve the biodiversity in the city? What will happen to the park? Extension: How could Telford become more sustainable?</p> |
| History | <p>This week we ask you to create poster dedicated to one of the following great British people: Freddie Mercury and legacy with gay rights, Princess Diana and her charity work, John Lennon and his legacy with campaigning for peace Annie Lennox and her work with feminist groups Explain why (the chosen person) is/ will be remembered in British history? What impact has (the chosen person) had on British and world history? Extension: explain how their roles changed over time.</p> |
| French | <p>Year 9 – The environment https://quizlet.com/ehaig10/folders/year-9-revision/sets Go to the following website, watch the video and answer the multiple choice questions https://edpuzzle.com/assignments/5e7df1129383633f06f3b71b/watch</p> |

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| | <p>When you have completed the questions go to https://quizlet.com/gb/498868613/gcse-environment-song-flash-cards/ Use the 'learn' feature to practise the key vocabulary. You can create an account for free to track your progress and your best scores on the gravity/match games. https://drive.google.com/file/d/1DRhEvau_gg1R-mmX4EYO5xrAIQH-0Vj8/view?usp=sharing</p> |
| DT | <p>All About Plastic (week 1) Plastics have taken over as the most widely used materials in commercial production. There are so many different varieties with very different properties. Task: 3 weeks to Research Plastics and present your work as an A3 poster.</p> <ul style="list-style-type: none"> • Plastics can be created from two main sources. Natural and Synthetic raw materials. Modern synthetic plastics are mostly synthesised from crude oil, but what were the first 'plastics' made from? Bit of research needed here! Show examples and how they were developed. • Find out the difference between thermoplastics and thermosetting plastics. • How are plastic bottles recycled?.....and what are they turned into? • Draw a diagram to help explain how synthetic plastics are produced from Crude Oil (the main raw materials used). A bit of chemistry here! Also, find out what % of crude oil is used to make plastics? What else is Crude oil used for? Can 'modern' plastics be made from any other materials? Think that oil will run out in years to come! |
| Dance | 2 big projects were set on the last day – you should have all the paperwork that you need – any issues email Miss Freeman |
| Hair & B | <p>C: Create a price list for a salon (Beauty, Hair or both). You must:</p> <ul style="list-style-type: none"> • Use at least 10 treatments in your list • No two treatments can be the same price • Your treatment total must equal £200 <p>Challenge: Create offers in your price list. You could include percentages, product discounts when purchased with treatments or money off incentives.</p> |
| Construction | <p>Task 1, The cost to construct a property for a family to live in is approximately £1,800 - £2,000 per metre squared, this can vary slightly should more or less expensive materials be used. This means that a house that has a floor plan size of 120m²(upstairs and downstairs) would cost £216,000. Measure each room in your house and calculate the area of each room, if you don't have a tape measure then pace out the room as the referee would in a football match (each pace would be approximately a metre). Once you have all the sizes add them together, working on the values highlighted above what is the approximate value of your property? Now go onto the Rightmove website https://www.rightmove.co.uk/ and search for a similar property to the one you live in, in your area, is it of a similar value?</p> |
| Business | <p>Technology and Business https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/3 make notes, watch the video and complete the test – stick it in your book</p> |
| Health & SC | You have been set work to carry on with your facebook template as part of your assignment work – this all counts towards your final marks |
| Hospitality | <p>Change for health - Task 1 Review this lasagne recipe. Indicate the changes you would make to reduce total fat and increase fibre content. Ingredients - Ragu mixture</p> |

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| | <p>1 x 15ml spoon oil 450g beef mince 50g streaky bacon, finely chopped 1 red onion, peeled and chopped 2 large garlic cloves, peeled and crushed 1 small sprig fresh thyme 1 x 400g can chopped tomatoes 400ml beef stock 1 x 5ml spoon caster sugar 2 x 15ml spoon tomato purée 1 bay leaf 2 x 15ml spoon freshly chopped flat-leaf parsley 1 x 5ml spoon freshly grated nutmeg Salt and freshly milled black pepper</p> <p>Sauce 25g butter 25g plain flour 425ml whole milk 75g Cheddar, grated 25g Parmesan cheese, grated 1 x 250g fresh lasagne sheets</p> <p>Method</p> <ol style="list-style-type: none"> 1. Heat a large non-stick pan and fry the mince in the oil with the bacon for 3-4 minutes until brown, breaking up any lumps with the back of a spoon. Transfer to a large bowl. Cook the onion, garlic in the same frying pan for 2 minutes. 2. Add the remaining ragù ingredients to the pan with the meat, bring to the boil, reduce the heat, cover and simmer for 1 hour, stirring occasionally. Remove the bay leaf and thyme sprig. 3. Meanwhile, make the cheese sauce; heat the butter in a non-stick pan until foaming then whisk in the flour. Remove the pan from the heat and slowly add the milk, return to the heat and cook until thickened, stirring continuously. Add the cheese and season. 4. Preheat the oven to Gas Mark 5 or 190°C. Place a layer of lasagne sheets in the base of a 25cm/10inch square ovenproof dish. Spoon half the ragù mixture over the pasta then half the cheese sauce. Repeat with another layer of lasagne and ragù, then finish with a final layer of lasagne sheets and sauce. Sprinkle the Parmesan cheese on top. 5. Bake in the oven for 30 minutes. <p>Extension task Explain the health benefits in reducing the total fat and increasing the fibre content of recipes</p> |
| <p>Creative Media</p> | <p><u>Creative Media - Lesson 1</u> Media is split into 3 categories</p> <ul style="list-style-type: none"> • Audio / Moving Image • Publishing • Interactive <p>Research the 3 categories then try and list as many products as possible that can fit into each category.</p> |

Think!

What changes can you make?

What could you add?

Can the cooking method be changed?

What other changes for health could be made to the recipe?

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| Music | <p>Performing: Spend some time practising your solo performance piece.</p> <p>Composing: Visit https://learningmusic.ableton.com/ and complete the 'beats' section</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'History'. Complete the three sections on Baroque, Classical and Romantic periods.</p> |
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Year 9 Week 5 27 April 2020**See BBC Bitesize Daily Lessons**

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| Science | <p>Bonding</p> <p>Read the information on the types of bonding and produce a factsheet on each of the types of bonding; Covalent, Ionic and metallic. Make sure you draw some dot and cross diagrams. Complete the quiz when finished. https://www.bbc.co.uk/bitesize/guides/zqmrstd/revision/1</p> |
| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to https://www.mymaths.co.uk/ using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week.</p> <p>Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Read and make notes on how to annotate a text. https://www.bbc.co.uk/bitesize/guides/zwy9dmn/revision/1</p> <p>Then, open this link to an extract from Harry Potter. Annotate if you can print, or make notes, based on the following question: 'How does the writer use language and structure to show a sense of danger in the extract?' http://www.readwritethink.org/files/resources/lesson_images/lesson1127/HPexcerpt.pdf</p> <p>Write 2-4 paragraphs to answer the question.</p> |
| Geography | <p>In 50 years' time, it's predicted that the earth's climate will be extremely warm. Places such as the Sahara desert will get even bigger and the Tropical Rainforest will become a Savannah with Lions and Tigers</p> <p>Create a sustainable Telford in which future generations can live in in 50 years' time. Write a 2 page report to the local council outlining how you think Telford could become more sustainable. Think about:</p> <p>How is the city powered? What is sea levels rise? Should certain areas be protected? Why? How How do we keep the city looking green? How do we improve biodiversity in the city? Can we reduce famine by producing our own food?</p> |

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| | How can we reduce pollution? |
| History | <p>History is being written daily and a considerable number of key events will occur within the next 50 years.</p> <p>Create a timeline of events that you think will occur over the next 50 years.</p> <p>Research into the key events from the last 50 years, how do you think the next 50 years will be different?</p> <p>Things to consider: Politics, Monarchy, Conflict, Scientific advances, Space Travel, technology</p> <p>Extension: How do you think the current Coronavirus outbreak will affect some of these areas in the next 50 years?</p> |
| French | <p>Find a picture related to helping the environment and do a picture description using IPALMS.</p> <p>I – c’est au sujet de...</p> <p>P – dans l’image il y a...</p> <p>A – ils sont en train de + inf</p> <p>L – la photo a été prise...</p> <p>M – ils sont + adj</p> <p>S – je l’aime car c’est...</p> <p>Revise and test yourself on the IPALMS phrases above. You need to know how to spell and say them all.</p> <p>https://www.bbc.co.uk/bitesize/guides/zjtsd6f/revision/1</p> <p>Work through the activities on tabs 1 and 2</p> |
| DT | <p>Task: a 3 week research project on plastics</p> <p>Check you have completed everything from last week and now add:</p> <ul style="list-style-type: none"> • Many plastic products, like bottles, food trays etc have a symbol that shows what type of plastic it is made from and that it can be re-cycled. Draw, or cut and paste examples and explain what type of plastic relates to each symbol. • Include a Bibliography / Web list – show where you got information from. • What is Polymerisation? Use notes and images to explain your findings. • Note as many plastics as you have on your person/in your school bag on a regular day. Try to identify as many different types as you can. Include a photograph of yourself/school bag with your findings clearly labelled. • Find out what plastic material is used to make one of the following; cycle helmet, school blazer or DVD case. Give a reason WHY the plastic is used for the product – it will have particular properties that make it good for that use.....find out and explain in detail. |
| Dance | 2 big projects set on the last day – you should have all the paperwork that you need – any issues email Miss Freeman |
| Hair & B | <p>Product Research</p> <p>Provide a review of one Hair, one Beauty and one Makeup product</p> <ul style="list-style-type: none"> • Say what the products uses are • Tell me how the product should be used • Suggest the best Hair or Skin type for the product with a justification for your opinion <p>Present your work in a written report. Include pictures if you wish.</p> |
| Construction | <p>Task 2</p> <p>Now research similar sized properties in different areas of the UK, does the price change? Explain why you think it has a different value.</p> |

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| | Research what the Olympic Games that was hosted by the UK in 2012 has done for London in regards to housing and the regeneration of the area the Olympic park was built. |
| Business | The Economy and Business https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/1 make notes, watch the video and complete the test – stick it in your book |
| Health & SC | You have been set work to carry on with your facebook template as part of your assignment work – this all counts towards your final marks |
| Hospitality | Linking back to the lasagne task from last week: Task 2: Draw up a table with 3 columns labelled: THE CHANGE, REASON, EFFECT ON DISH In the table a) list the changes you would make to the lasagne recipe b) give the reason why this would make the dish healthier c) describe the effect on the finished dish (in terms of taste, texture, visual appearance or any other factors e.g. cost, overall appeal) |
| Creative Media | Lesson 2 To find out how we watch/listen to/or read media we create a media dairy. Why? To understand how people consume media and to allow us to promote your own media product. Complete a Media Diary. Maybe get a parent/carer or another member of the family to complete one as well for comparison. Note down any media you consume, the time, duration, and device used for each day for a week. |
| Music | Performing: Spend some time practising your solo performance piece. Composing: Visit https://learningmusic.ableton.com/ and complete the 'notes and scales' section Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to 'Lessons' then 'Groups'. Complete the first four sections on orchestras and jazz bands |

Year 9 Week 6 4 May 2020**see BBC Bitesize Daily Lessons**

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| Science | Electrical Circuits https://www.bbc.co.uk/bitesize/guides/z2v6w6f/revision/1 Read the information on circuit's and complete the following; 1. Produce a set of small cards on circuit symbols. On one side of the card have the name with the diagram on the back. E.g. Write 'Closed switch' on the front of the card, then draw the symbol for the closed switch on the back. Make a card for each of the 14 symbols you need to learn. 2. Produce a poster on parallel and series circuits. Split the page into two with information on each type written in each half 3. Have a look at the animation and practice making some parallel and series circuits. Can you investigate what happens to the voltage and current if you add more lamps? https://www.bbc.co.uk/bitesize/guides/z2v6w6f/revision/1 |
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| Maths | <p>Students have been set specific lessons to complete based on the topics they would have been covering in the academy. Students should log in to https://www.mymaths.co.uk/ using the Academy login details;</p> <p>Academy Login: madeleyacademy Academy password: heptagon</p> <p>Students will then use their personal login details, which they have all been given, to access the work they have been set each week.</p> <p>Any issues with personal login details please contact Miss Kelly (Head of Mathematics) Email; nkelly@madeleyacademy.com</p> |
| English | <p>Look back at your notes from the previous week about how to analyse a text. Then, open this link to an extract from The Hunger Games. Annotate if you can print, or make notes, based on the following question: <i>'How does the writer use language and structure to show a sense of danger in the extract?'</i></p> <p>https://slate.com/technology/2011/07/the-hunger-games-by-suzanne-collins-an-excerpt.html</p> <p>Write 2-4 paragraphs to answer the question.</p> |
| Geography | <p>Create a presentation based on the life and achievements of a geographical explorer.</p> <p>You can research and present your findings in any format that you wish e.g.: Poster, storyboard, video clip, audio clip or extended piece of writing – be creative!</p> <p>Examples are: Roald Amundsen Neil Armstrong Ann Bancroft Daniel Boone Christopher Columbus</p> <p>Extension: are there any areas of the world that are still unexplored?</p> |
| History | <p>This week we will be looking at Memorials-</p> <p>Explaining why you have created the particular memorial. Explaining where you would place the memorial and why.</p> <p>Create a memorial for either Alan Turning or Winston hurchill.</p> <p>This could be a model, a newspaper article, a video clip or a poster. You could even write a poem or a letter – the format is up to you but remember, you are celebrating this person.</p> <p>Extension: explain whether you think their contributions have been properly recognised by society</p> |
| French | <p>https://quizlet.com/gb/498914596/year-9-environment-poster-flash-cards/?new</p> <p>Use the 'learn' feature to practise the key vocabulary.</p> <p>You can create an account for free to track your progress and your best scores on the gravity/match games :)</p> <p>Once you have practised the vocabulary, create a poster about the biggest problems facing the planet and what you can/must do to help. Include personal opinions and time/frequency phrases.</p> |
| DT | <p>Task: a 3 week research project on plastics</p> <p>Check you have completed everything from last week and now add:</p> |

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| | <ul style="list-style-type: none"> • Find out how long Plastic takes to degrade “naturally” and how is this impacting the “food chain”? • Find out how many plastic carrier bags are issued each year in the UK. How long do these take to degrade? • Find examples of plastics in your home. Photograph and label these. • Make a video clip (use a Mobile or a Digital Camera) about Plastics. Submit this on a Pen drive along with your A3 poster. |
| Dance | 2 big projects set on the last day – you should have all the paperwork that you need – any issues email Miss Freeman |
| Hair & B | <p>Find out Hair and Beauty facts about an era of your choice eg. 1980s or 1970s</p> <p>You can present your work in a format of your choice. This could be a poster, a leaflet, a fact file etc.</p> <p>Try to include</p> <ul style="list-style-type: none"> • products used, • styles, • influences (films, books, magazines) • icons from the era <p>Journalist Challenge (If you are able to) you could interview someone using a media device to find out specific information from them about the era you have selected. Write up your interview in the correct format as if it were to be included in a magazine.</p> |
| Construction | <p>Task 3</p> <p>Research different house styles since the 1600’s to the present day, describe each style of property making sure you include the dates they were popular between. Describe why you think the styles have changed, what was the biggest change between each property?</p> <p>Which period of housing construction did you prefer? Explain why.</p> |
| Business | <p>Business Growth</p> <p>https://www.bbc.co.uk/bitesize/guides/z72nt39/revision/1</p> <p>make notes, watch the video and complete the test – stick it in your book</p> |
| Health & SC | You have been set work to carry on with your facebook template as part of your assignment work – this all counts towards your final marks |
| Hospitality | <p>Linking back to the previous lasagne recipe:</p> <p>Use a nutritional analysis programme such as Explore food to calculate the total fat and fibre content of the original and modified recipe.</p> <p>What did you find? Has the fat been reduced? Has the fibre been increased?</p> <p><i>(all the work from the last 3 weeks is needed for your assignment – check its complete and saved)</i></p> |
| Creative Media | <p>Lesson 3 - Consumers can consume (use)/interact with digital media products on either a group or an individual basis.</p> <p>Research both interactions and explain the benefits and limitations for each</p> |
| Music | <p>Performing: Make a recording of your solo performance so far on whatever device you have and send to kchambers@madeleyacademy.com</p> <p>Composing: Visit https://learningmusic.ableton.com/ and complete the ‘chords’ section</p> <p>Appraising: Log into Focus on Sound https://madeley.musicfirst.co.uk/ and go to ‘Lessons’ then ‘Groups’. Complete the final three sections on improvisation, blues bands and chamber music.</p> |