



BRIDGEWATER

HIGH SCHOOL

Yr 9 BITESIZE TASK REVISION PLAN

Year 9 Spring Assessments

In each academic subject, students will complete an Assessment which will be staggered throughout the Spring Term and take place in normal classrooms. Please see the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. Students will sit their subject assessments in classrooms during a timetabled slot.

Assessments offer students and staff the opportunity to assess how well taught material has been embedded in the long- term memory. Knowledge and understanding from prior learning can enable future learning to be built upon at greater depth. Identifying weaker areas of remembered content aids our staff in building retrieval activities in their forthcoming curriculum.

Students and parents will receive feedback after the assessments have been marked by our staff. You will receive a full report by email in the week commencing 31st March. The report will contain the Assessment Mark as well as an indicator of effort, progress and any concerns.

This information pack provides independent revision activities for each academic subject. We strongly encourage your child to make use of this information.

Subject	Timetable Assessments for each subject will take place during a two -week Assessment Window to ensure all pupils can take their assessment. They will take place in the first lesson during the Assessment Window and teachers will confirm the exact date of each assessment with pupils and post this on Satchel 1.
Food Science	27 th January-7 th February
Music IT Food French German Dance Drama	3 rd – 14 th February
History	10 th -28 th February
English Maths	10 th – 14 th February
Science Religious Studies Design & Technology- Product Design Geography	24 th February- 7 th March
PE Art & Design	10 th – 21 st March
Design &Technology Graphics	17 th -28 th March

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Dance: Dance Appreciation Comparison	45 Minutes	Students own performance of their choreography showing a comparison and their own version of 3 professional dance pieces Assessment focus: Choreography

Task	Learning Focus	Activity/Resource
1	To develop knowledge of 3 professional works	Use of Knowledge organiser in booklet/ conduct independent research/ use of YouTube links below. Youth by Bonnie Su Rise up by Andra Jay and Jay Kim I won't complain by Larkin Poynton
2	To develop movement memory and accuracy of the teacher taught sections	Use of systematic repetition as a rehearsal strategy at home Create 2 different systems, e.g. Memory, timing Rehearse it multiple times alternating between focusing on each system
3	With a group, create a short section of choreography to represent each work's creative intention (stimuli)	Use of Knowledge organiser Prior knowledge Independent planning prior to lessons
4	To develop contemporary dance style	Use of YouTube: https://youtu.be/GK7q-LBC36g?si=UHK4BIurhVQbyryV
5	To develop the use of choreography tools in own choreography sections: Uses of canon, levels, directions, formations, pathways.	Use of Knowledge organiser Prior knowledge Independent planning prior to lessons Use of independent research of other dance works for ideas

KEY INDEPENDENT ONLINE RESOURCES

Use of videos of the following works:

Rise up: <https://www.youtube.com/watch?v=DgjJju5L7qQ>

Youth: <https://youtu.be/09yJUYDrBzg?si=yupALfKPy4zILSBn>

I won't complain: <https://youtu.be/BD-z8ZqVpP8?si=qYdm-Ajufmq40tJe>

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Drama	1 hour practical lesson	Values

Task	Learning Focus	Activity/Resource
1	School value - Kindness	Being friendly, generous and respectful towards others.
2	School value - Pride	Having an admiration for your own achievements, skills, work and talents.
3	School value - Integrity	Being honest and having strong morals. Doing the right thing when no one is watching.
4	School value - Collaboration	Working together with others to achieve a goal.
5	School value - Precision	Planning and organisation to achieve accuracy.
6	School value - Inclusivity	Treating everyone equally and respectfully.
7	To develop voice and movement to embody a role(s) within a performance that highlights one or more of the school values.	Use the prior rehearsal lesson to work collaboratively to create appropriate scenes to convey the chosen value(s).

KEY INDEPENDENT ONLINE RESOURCES

Working collaboratively - [Bing Videos](#)
 Engaging the audience: [Bing Videos](#)
 Practicing at home - Acting tips and skills: [Bing Videos](#)

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Art & Design	45 minutes	Landscapes

Task	Learning Focus	Activity/Resource
1	To develop observation tonal drawing skills of Landscape drawing	Read the instructions in this table and look through the PPTX (LINK TO THE PPTX IN THE BOX BELOW.
2	Developing drawing skills	On paper practice drawing landscapes using pencil – select one of the landscape photos from the PDF to copy.
3	Developing drawing skills – understanding how to draw with your eraser	Practice using an eraser to rub in highlights and areas of lighter cloud in the sky
4	Developing blending skills	Use a Q-Tip (cotton bud), tissue, kitchen roll, cloth or your finger to soften and blend the pencil to achieve softer effects in your drawing
	Explore holding the pencil	<p>When drawing remember that you can hold your pencil at different points and in different positions to create a wider range of mark making and tonal effects.</p> <ul style="list-style-type: none"> • Try holding your pencil higher up when sketching for a lighter drawing. • Use the side of the lead when mapping in light and mid tone for a softer effect. • Use a sharp pencil for harsh lines and detail. • Use a blunt pencil for larger softer areas of tone.
	Learning to refine your work	<p>Refine means to work back into your work to improve/polish it. On completing your practice drawings spend some time working back into it to see if you can:</p> <ul style="list-style-type: none"> • sharpen it up

Year 9 Spring Assessments

- clean up any areas where you have gone over the edges
- Add more light
- Make any areas darker
- Add more detail

KEY INDEPENDENT ONLINE RESOURCES

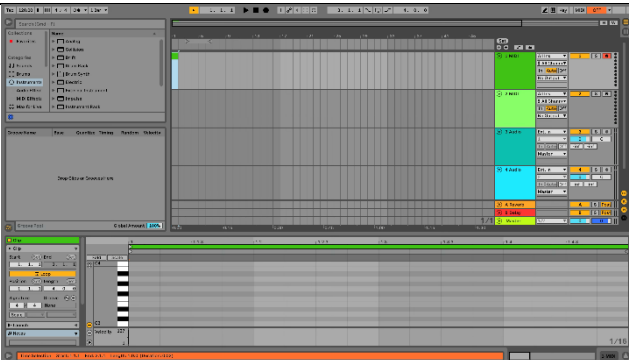
[How to draw clouds using a pencil and eraser](#)

[How to draw colouds and sky with a pencil and eraser \(6 mins\)](#) * clouds

[Mark Making Practice](#)

[Holding a pencil](#)

SUBJECT	TIME	PAPER/TOPIC DETAILS
Music	PART 1 20-30 Minute Listening test PART 2 In lesson performance	OPTION 1 – Ableton OPTION 2 – Ed Sheeran

Task	Learning Focus	Activity Resource
OPTION 1 - Ableton		
1	Quiz <ul style="list-style-type: none"> - Shortcuts <ul style="list-style-type: none"> ○ Control S – Save ○ Control C – Copy ○ Control V – Paste ○ B – Brings up the pencil - Things you can do when you right click <ul style="list-style-type: none"> ○ Consolidate a track – groups the bars together ○ Duplicate a track ○ Copy ○ Paste ○ Insert a MIDI track - How to save a file 	 <p>Satchel One – Will share a revision booklet</p>

Year 9 Spring Assessments

	<ul style="list-style-type: none"> ○ Control S ○ File, Save Live Set - BPM – Beats per minute <ul style="list-style-type: none"> ○ This changes the tempo (speed) of a piece of music. - How do you create a new clip? - How do you arm a track? - How do you extend the length of a clip? - How do you change the sound of a track? - How do you add a new track? - How do you undo? - How do you enter MIDI data? - What does MIDI stand for? - What does DAW stand for? 	
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2	<p>PRACTICAL</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="background-color: #f4a460; text-align: center;">ABLETON</td> <td>ARRANGMENT/SESSION</td> <td>Identify and switch between both in multi-track</td> </tr> <tr> <td></td> <td>TRACKS</td> <td>Create, duplicate and rename audio/MIDI clips</td> </tr> <tr> <td></td> <td>BROWSER</td> <td>Find and load instruments/samples/effects</td> </tr> <tr> <td></td> <td>CLIPS</td> <td>Create and launch clips</td> </tr> <tr> <td></td> <td>PROJECT</td> <td>I can save and locate my file efficiently & export</td> </tr> <tr> <td></td> <td>CLIPS +</td> <td>I can record the MIDI keyboard and edit on the piano roll</td> </tr> <tr> <td style="background-color: #90ee90; text-align: center;">MIDI</td> <td>NOTE MANIPULATION</td> <td>I can extend bar lengths, quantize my notes</td> </tr> <tr> <td></td> <td>MIDI EFFECTS</td> <td>I can apply MIDI effects (arpeggiator/delay)</td> </tr> <tr> <td></td> <td>VELOCITY</td> <td>I understand and can adjust velocity</td> </tr> <tr> <td></td> <td>CHORD PROGRESSION</td> <td>I can enter chords in time</td> </tr> <tr> <td style="background-color: #66b3ff; text-align: center;">COMPOSITION</td> <td>DRUM BEAT</td> <td>I can use the drum rack to create a beat</td> </tr> <tr> <td></td> <td>AUDIO & MIDI EFFECTS</td> <td>I can use Audio/MIDI effects well</td> </tr> <tr> <td></td> <td>AUTOMATION</td> <td>I understand and can draw/edit automation</td> </tr> <tr> <td></td> <td>TEXTURE</td> <td>I can use the clips to change texture and create a mix</td> </tr> <tr> <td></td> <td>MIXING & BALANCING</td> <td>I can balance track volumes utilising panning</td> </tr> </table>	ABLETON	ARRANGMENT/SESSION	Identify and switch between both in multi-track		TRACKS	Create, duplicate and rename audio/MIDI clips		BROWSER	Find and load instruments/samples/effects		CLIPS	Create and launch clips		PROJECT	I can save and locate my file efficiently & export		CLIPS +	I can record the MIDI keyboard and edit on the piano roll	MIDI	NOTE MANIPULATION	I can extend bar lengths, quantize my notes		MIDI EFFECTS	I can apply MIDI effects (arpeggiator/delay)		VELOCITY	I understand and can adjust velocity		CHORD PROGRESSION	I can enter chords in time	COMPOSITION	DRUM BEAT	I can use the drum rack to create a beat		AUDIO & MIDI EFFECTS	I can use Audio/MIDI effects well		AUTOMATION	I understand and can draw/edit automation		TEXTURE	I can use the clips to change texture and create a mix		MIXING & BALANCING	I can balance track volumes utilising panning	All in lesson.
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OPTION 2 – Ed Sheeran

Year 9 Spring Assessments

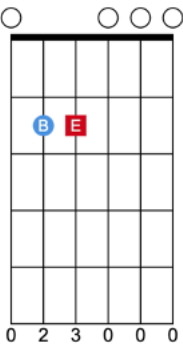
Listening

- Guitar Anatomy
- Bass Guitar anatomy
- Guitar String names
 - Ears
 - Big
 - Grow
 - Donkeys
 - And
 - Elephants
- Fret names (Up to and including fret 5)
- Piano Geography
- Chords Piano
 - Bm – B D F#
 - Em – E G B
 - G Major – G B D
 - A Major – A C# E
- Chord formula
- **MAJOR** chord - Root – up 4 – up 3
- **MINOR** chord - Root – up 3 – up 4
- Inversions
- Chords Guitar
- Bm

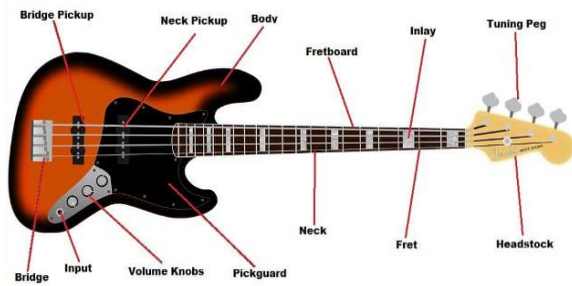
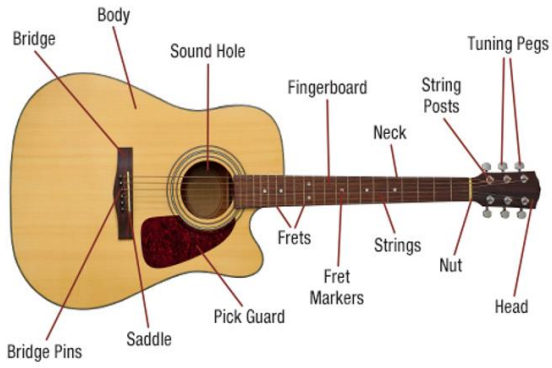
1



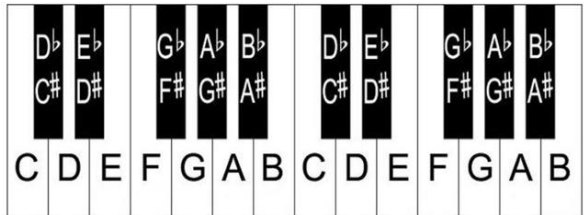
- Em



- G



Frets ▶	1	2	3	4	5
E	F	F#	G	G#	A
B	C	C#	D	D#	E
G	G#	A	A#	B	C
D	D#	E	F	F#	G
A	A#	B	C	C#	D
E	F	F#	G	G#	A
▲ Open strings	1	2	3	4	5



Year 9 Spring Assessments

- A

- X 0 1 2 3 0

INVERSIONS

D Minor

E Minor

A Minor

Bm Em

G A

Satchel One – Will share revision booklet

2

PERFORMANCE

GUITAR	CHORDS 1 and 2	Can I play Bm and Em?
	CHORDS 3 and 4	Can I play G major and A major?
	SIMPLE PATTERN	Can I strum a simple crotchet/minim ps
	DIFFICULT PATTERN	Can I strum the actual pattern?
PIANO	SOUNDED	Do I sound the notes when I play
	CHORD 1 and 2	Can I play Bm and Em?
	CHORD 3 and 4	Can I play G major and A major?
	WITH LEFT HAND	Can I play chords in right hand with bass note
	CORRECT FINGERS	Can I play the chords with correct fing
ENSEMBLE	RIFF W/ROOT	Can I play the riff in the right hand with bass
	TIMING	Am I in time with my group?
	DYNAMICS	Are there loud and quiet sections
	MELODY	Is the melody in time
	LEADERSHIP	Have I taken opportunities to be a lea
TEAMWORK	Have we communicated and collaborated s	

All in lesson.

KEY INDEPENDENT ONLINE RESOURCES

Revision booklets will be on Satchel One

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
French	40 minutes	Topic: School and Future Plans Questions are on everything that has been covered in year 9 so far this term. The paper is made up of: 12 match up questions – 12 marks 10 mark gap fill 3 translation sentences into English from French 2 translation sentences into French from English

Task	Learning Focus	Activity/Resource
1	Time phrases	RAG rate Knowledge Organisers Use vocabulary flashcards Brain dump all the ones you know
2	Opinion phrases	Use flashcards of vocabulary and self/peer test Check and cover Brain dump
3	Comparative phrases	RAG rate Knowledge Organisers Create vocabulary flashcards
4	Adjectives	RAG rate Knowledge Organisers Create vocabulary flashcards
5	Frequency phrases	Create vocabulary flashcards Self-test (and use Languagenut on current module)
6	Verb phrases (online use)	Create vocabulary flashcards Self-test (and use Languagenut on current module)
7	Reasons for finding Apps useful	Create vocabulary flashcards Self-test (and use Languagenut on current module)
8	Translation Practice	Cover previous translation challenges and re-do without knowledge organiser Use sentence builder section of Languagenut

KEY INDEPENDENT ONLINE RESOURCES

Language Nut activities <https://www.languagenut.com>

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Geography	30 minutes	Questions based on Year 9 Earthquakes topic

Task	Learning Focus	Activity/Resource
1	What is an Earthquake?	Draw and label a diagram of an earthquake. Use the link to help.
2	The causes of an Earthquake. Plate tectonics and its role.	Draw cartoons on the types of plate movement and give examples (watch video on link to help)
3	How do we Measure an Earthquake	Make a list of the differences between the Richter Scale vs Mercalli Scale. Use https://www.diffen.com/difference/Mercalli_Scale_vs_Richter_Scale to help you
4	The impacts (effects) of an Earthquake. Know the difference between primary and secondary effects.	Review 10 effects of an earthquake caught on video. Make sure you can describe and explain what it is like to be caught in an earthquake. https://www.youtube.com/watch?v=4qTmPWJbvfA
5	How can people prepare for an earthquake?	Describe the principles of Prepare, Predict, Protect , and how they help with an earthquake giving examples. Again, use your notes and the link to help Link (Username: pupil Password: appleton)
6	A case study: 1995 Kobe Earthquake ***	Produce a revision clock for the Kobe earthquake with the following headings: causes, primary effect, secondary effects, short term responses, long term responses, additional facts and figures. https://www.coolgeography.co.uk/gcsen/Kobe_Earthquake.php ***

KEY INDEPENDENT ONLINE RESOURCES

[BHS VLE – review your lessons on earthquakes...](#) (Username: **pupil** Password: **appleton**)
[KS3 Bitesize – Earthquakes Revision...](#)
[KS3 Bitesize – Earthquake Test questions...](#)

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
History	40 minutes	Knowledge recall] Source utility Extended writing

Task	Learning Focus	Activity/Resource
1	To understand key terms/knowledge. <i>Use your knowledge organiser.</i>	Define what these key terms mean. Then look cover write check them. <ol style="list-style-type: none"> 1. Segregation 2. Lynching 3. Jim Crow Laws 4. Civil Rights Act 1964 5. Voting Rights Act 1965
2	To understand how Civil Rights were achieved in America.	To create a mind map of how Civil Rights were achieved. Use the revision guide/your books to help. Topics to include: <ol style="list-style-type: none"> 1. Martin Luther King Jr. 2. Rosa Parks 3. March on Birmingham 4. March on Washington 5. March on Selma 6. Malcom X 7. SNCC 8. NAACP 9. Little Rock 9 10. Black Panthers <p><i>A few days later try to recreate the same mind-map without using any resources. Compare with your previous mind map and add in any missing details in a different colour.</i></p>
3	To evaluate the impact of the Civil Rights movement.	Which moment (from the above) was most significant in helping achieve Civil Rights? Why? Write a PEA paragraph justifying your opinion.
4	To explain how discrimination has had an impact on 'peoples' over time.	<i>Using the revision guide. Slide 3.</i> Create 5 flashcards (<i>where you name the group who has been discriminated against on one side and then give detail/information on the other</i>). Groups to include: <ol style="list-style-type: none"> 1. Peasants in Medieval England 2. Native Americans 3. Women in Elizabethan England 4. Transatlantic Slavery 5. Women in Victorian England (Pre-getting the vote).

KEY INDEPENDENT ONLINE RESOURCES

[The fight for equality in the 1950s and 1960s - The civil rights movement in America - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)
[The Fight Against Segregation in Birmingham | Black American Heroes \(youtube.com\)](#)
[History Specials: King Leads the March on Washington | History \(youtube.com\)](#)
[March from Selma to Montgomery | American Freedom Stories | Biography \(youtube.com\)](#)
[Selma to Montgomery March - MLK, Purpose & Distance | HISTORY](#)

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Religious Education	40 minutes	Religion and Suffering assessment = 25 marks Questions are on everything on this unit. Each paper is made up of: 5 multiple choice questions = 5 marks 5 keywords and definitions = 5 marks Extended writing = 15 marks

Task	Learning Focus	Activity/Resource
1	Understanding how the problem of evil challenges religious belief	Use the Cornell method explained in class to take notes on the following GCSE pod which will also be on Satchel One https://members.gcsepod.com/shared/podcasts/title/12357/76103
2	Understanding Christian responses to the problem of evil	Use the Cornell method explained in class to take notes on the following video which will also be on Satchel One https://www.youtube.com/watch?v=9AzNEG1GB-k
3	Understanding how the story of Job relates to the problem of evil and suffering	Use the Cornell method explained in class to take notes on the following video which will also be on Satchel One https://www.youtube.com/watch?v=GswSg2ohqmA

KEY INDEPENDENT ONLINE RESOURCES

<https://members.gcsepod.com/shared/podcasts/title/12357/76103>

<https://www.youtube.com/watch?v=9AzNEG1GB-k>

<https://www.youtube.com/watch?v=GswSg2ohqmA>

These clips will be attached as a download on Satchel One

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<h2>Computing & IT</h2>	40 minutes	<p>Questions are mostly based on everything that has been covered in the .2 programming unit, but there will be 10 x MCQ's based on the previous term's unit.</p> <p>30 multiple choice questions – 30 marks. 1 extended writing question – 10 marks. No calculators.</p>

Task	Learning Focus	Activity/Resource
1	To be able to identify and explain how to use Python Interactive and Script mode.	Create a Mind Map that helps explain and identify the differences between Python's Interactive and Script Modes.
2	To be able to apply a variety of programming techniques when using python: List, procedures, loops and functions	Using your knowledge Organisers : Look, cover, write, check the key terms table and Programming in Python table
3	Understand and accurately explain the programming constructs used with in a program	Create Flash Cards for each programming construct. Using the key terms table in your Knowledge Organiser to help
4	Be able to identify Comparison operators used in python	Using your Student Workbook : Look, cover, write, check the comparison operators' table.
5	Describe and explain various errors that can be encountered when programming in Python and how to solve them.	Create Flash Cards for the different types of errors that can occur in python programming. Use this website to help: Errors and documenting code - Writing error-free code - KS3 Computer Science Revision - BBC Bitesize

KEY INDEPENDENT ONLINE RESOURCES

<p>Programming Techniques Revision - What is a procedure? - Procedures and functions - KS3 Computer Science Revision - BBC Bitesize</p> <p>Programming Errors Test Questions - Writing error-free code test questions - KS3 Computer Science - BBC Bitesize</p> <p>Programming Revision- Selection - Selection in programming - KS3 Computer Science Revision - BBC Bitesize Iteration - Iteration in programming - KS3 Computer Science Revision - BBC Bitesize</p>
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Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology- Graphics-Charity Box	40 mins	<p>Questions are on everything that has been covered in year 9 Graphics so far plus, some recall questions from yr7/8 Each paper is made up of: Multi choice questions, 2 or 3 mark questions or drawings, an extended answer question – 6-10 marks</p> <p>Industrial processes - papers and boards and their properties / printing and cutting processes</p>

Task	Learning Focus	Activity/Resource
1	Papers and boards	Make flashcards on different papers and board and their properties and uses https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/2
2	Industrial processes	Make flashcards about the 2 different cutting processes and 2 different printing processes https://www.bbc.co.uk/bitesize/guides/znq8jty/revision/9
3	Papers and boards and industrial processes	Use the flash cards they have produced to revise from and attempt the revision quiz on satchel
4	ABOVE INFO	10mins before the Assessment– complete the Cops and Robbers page in your booklets

KEY INDEPENDENT ONLINE RESOURCES

SUBJECT	TIME	PAPER/TOPIC DETAILS
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Year 9 Spring Assessments

<h2 style="margin: 0;">Design & Technology- Graphic Design- Drawing and Communication</h2>	30 mins	<p>Short questions about Drawing styles – isometric/1pt and 2pt perspective / orthographic (how to draw and why they would be used). A drawing question</p>
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Task

Task	Learning Focus	Activity/Resource
1	The 5 different drawing styles and their rules. Define design fixation	<p>Make flashcards on the 5 different drawing styles – make sure you can identify the differences between them and why/how they would be used.</p> <p>https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4</p> <p>https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6</p>
2	Assessment revision	At home revise all resources you have made in previous weeks
3	Assessment lesson	Before Assessment give 10mins to complete WALKABOUT BINGO – or pupils can do this as part of previous homework.

KEY INDEPENDENT ONLINE RESOURCES

Year 9 Spring Assessments

Design & Technology- Product Design-	40mins	
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Task

Task	Learning Focus	Activity/Resource
1	Biomimicry	Use the Knowledge Organiser to help you write the definition of 'Biomimicry'
2	Smart and Modern Materials	Make a 'Mind Map' showing a range of different smart and modern materials and their uses. Use the link too for more info. https://www.bbc.co.uk/bitesize/guides/zfq8jty/revision/1
3	Anthropometrics and Ergonomics	Use the Knowledge Organiser to write the definition of Anthropometrics and Ergonomics
4	Sustainability	Make 6 flash cards showing the 6R's and their definitions

KEY INDEPENDENT ONLINE RESOURCES

https://www.bbc.co.uk/bitesize/guides/zfq8jty/revision/1

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology (Food)	40 minutes	Food Safety and Nutrients. Knowledge Organiser Test with one longer answer question included.

Task	Learning Focus	Activity/Resource
1	Key Temperatures	Complete the worksheet for key storage temperatures. Handout in class or satchel one
2	Nutrients Recall	Watch the videos and make notes https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/
3	Revise using Knowledge Organiser	Read through the knowledge organiser and test yourself on the key points. Satchel one

KEY INDEPENDENT ONLINE RESOURCES

- https://youtu.be/q9fjY_3sXP4?si=eLXg7sqlu37q5IDq
- <https://youtu.be/flxmB8NKMzE?si=LSc5FL-yJMyKuzNe>
- [British Nutrition Foundation - Homepage](#)
- [The Eatwell Guide - NHS](#)

Year 9 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
English	45 minutes	Pupils will be asked to write a persuasive formal letter to the Prime Minister on the topic of homelessness. They will be given time to plan and prepare before the assessment but will not be able to use their notes during the assessment.

Task	Learning Focus	Activity/Resource
1.	Revising key features of persuasive writing (DAFOREST)	<p>Create a mind map or flash cards to help you learn all of the persuasive techniques in DAFOREST.</p> <ul style="list-style-type: none"> • Direct address • Alliteration • Facts • Opinions • Repetition and rhetorical questions • Emotive language • Statistics • The rule of three <p>Add extra persuasive techniques such as:</p> <ul style="list-style-type: none"> • Hyperbole • Shock tactics
2.	Revise formal letter features	<p>Watch the GCSE Pod formal letter writing advice and make notes/ flash cards or a mind map to learn the layout, main features and key phrases. You can also use your knowledge organiser to add extra information.</p> <p>https://www.gcsepod.com/</p>
3.	Learn how language influences us	<p>Complete week 5 of your homework booklet then reflect on how you can use language to influence your readers.</p>
4	Revision	<p>Revise the format and features of speeches and articles using GCSE Pod and make notes/ flash cards or a mind map to learn the layout, main features and key phrases. You can also use your knowledge organiser to add extra information.</p> <p>https://www.gcsepod.com/</p>

KEY INDEPENDENT ONLINE RESOURCES

Year 9 Spring Assessments

GCSE Pod <https://www.gcsepod.com/>

SUBJECT	TIME	PAPER/TOPIC DETAILS
Mathematics	50 minutes 60 minutes - ADV	Non – Calculator and Calculator sections (total 50 marks). Further Extension section for Advanced cohort (15 marks) Questions are on everything that has been covered by Y9 to date (Autumn & Spring SOW) with emphasis on topics from 3D shapes onward.

<i>Task</i>	Learning Focus	Activity/Resource (Bold topics are advanced only)
1	2D & 3D Shapes	Create a revision poster illustrating the properties of 2D and 3D shapes. Include key terms and formulae for calculating the area and volume of shapes. (See classwork) Sparx M390,M269,M610,M996,M291,M705,M767,M765, M722,M697 ,M534, M661,M936
2	4 Rules of fractions	Be able to calculate using the four rules of fractions. (See classwork) Sparx M835, M601, M157, M197, M110, M265, M336
3	Fraction, Decimals & Percentages	Write a help sheet for a friend which explains how to convert between FDP. (See classwork) Sparx,M264,M553,M235, M476,M533
4	Fraction & Percentages of Amounts	Be able to calculate the percentage and fraction of an amount. (See classwork) Sparx M695,M684,M437,M905, M528
6	Final revision	Carry out final revision by reviewing all resources you have made to date.

KEY INDEPENDENT ONLINE RESOURCES

Year 9 Spring Assessments

Sparx independent learning

Log in to Sparx and use the 'independent learning' tab to search for that topic or Sparx code. This provides a bank of questions on that topic to complete. There are also videos to support each question if needed.

SUBJECT	TIME	PAPER/TOPIC DETAILS
Science	40 minutes	You will be assessed on topics within the genetics, gravity & motion and more chemical reactions units. Questions can be either multiple choice, short answer style or extended response (no more than 6 marks though)

Task	Learning Focus	Activity/Resource
1	Displacement reactions	Read through the information and complete the activities- Displacement reactions guide for KS3 chemistry students - BBC Bitesize
2	Signs of a chemical reaction	Read through the information and complete the activities- What is a chemical reaction? - BBC Bitesize
3	Alkali metals	Watch the video and make notes about what happens when the alkali metals react with water- Alkali Metals Reacting with Water
4	Equations	Read through the information and complete the activities- Balancing equations - Balanced equations - National 5 Chemistry Revision - BBC Bitesize
5	Gas exchange	Use the look/cover/write/check method to learn how the alveoli are adapted to gas exchange. Use the bitesize link to help- Structure and function of the gas exchange system - Respiration and gas exchange - KS3 Biology - BBC Bitesize
6	Smoking	Read through the information and complete the activities- Smoking - BBC Bitesize
7	Aerobic & anaerobic respiration	Read through the information and complete the activities- What is the difference between aerobic and anaerobic respiration? - BBC Bitesize

Year 9 Spring Assessments

8	Circuit symbols	<p>Create a set of flashcards to learn the electrical circuit symbols. Use the bitesize link to help-</p> <p>Electrical circuit symbols - Electric circuits - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</p>
9	Calculations	<p>Use the look/cover/write/check method to learn the following calculations-</p> <ul style="list-style-type: none"> • energy transferred = charge flow × potential difference • charge flow = current × time <p>Energy = Power × time</p>
10	Energy transfer	<p>Read through the information and complete the activities-</p> <p>Energy stores - Energy - KS3 Physics - BBC Bitesize</p>
11	Revision wheel	<p>Create a revision wheel for the topics on the QMA</p>

KEY INDEPENDENT ONLINE RESOURCES

KS3 bitesize- working scientifically- [Working scientifically - KS3 Biology - BBC Bitesize](#)

KS3 bitesize- [KS3 Science - BBC Bitesize](#)

SUBJECT	TIME	PAPER/TOPIC DETAILS
Physical Education		Assessment will be ongoing throughout lessons on each of the practical areas that they study.

Task	Learning Focus	Activity/Resource
	<p>Invasion games</p> <p>Rugby Football Netball Handball Movement skills</p>	<p>Pupils are assessed on their ability</p> <ul style="list-style-type: none"> • to produce the intended skills/techniques with consistency and accuracy. • to perform the skills/techniques in isolation and in a competitive situation • to apply the rules and regulations within a game situation.

Year 9 Spring Assessments

Health and Fitness	<p>Pupils are assessed on their</p> <ul style="list-style-type: none"> • Level of physical performance across the methods of training and a range of different fitness testing. • Ability to demonstrate a range of components of fitness • Ability to demonstrate knowledge and understanding of fitness testing procedures.
Striking Badminton Table tennis	<p>Pupils are assessed on their ability to</p> <ul style="list-style-type: none"> • Demonstrate the intended skills /techniques with consistency and accuracy. • Perform skills in isolation and in a competitive situation. • To apply the rules /regulations within a game

KEY INDEPENDENT ONLINE RESOURCES

SUBJECT	TIME	PAPER/TOPIC DETAILS
German	40 minutes	<p>My Ambitions : the assessment will have 4 sections:</p> <ul style="list-style-type: none"> - Vocabulary match up - Gap fill exercise - Translation Task German to English - Translation Task English to German

Task	Learning Focus	Activity/Resource
1.	Crazy Ambitions using the Conditional Tense	Use your exercise book and Knowledge Organiser to learn key vocabulary
2.	What type of person are you?	Learn key adjectives to describe your personality from your KO
3.	Part-time jobs & Um and zu clauses	Use your KO to learn key vocab and use your exercise book to ensure you understand how to do "In order to" phrases
4.	What you would like to be or do in the future	Use your KO to learn key vocab
5.	Word Order	Ensure you understand "verb must be 2 nd idea" concept – read through your notes to check you understand this

KEY INDEPENDENT ONLINE RESOURCES

www.languagenut - log in and complete relevant sections to support vocab learning & understanding of key Grammar

www.activelearn - log in and work through the relevant revision sections

Year 9 Spring Assessments