



BRIDGEWATER

HIGH SCHOOL

YEAR 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 30th 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. Teachers will confirm the exact date of each assessment with pupils and post this on Satchel 1. |
|--------------------------------|--|
| Geography | 26 th January- 6 th February |
| French | 2 nd -13 th February |
| German | 2 nd -13 th February |
| Religious Studies | 2 nd -13 th February |
| Dance | 2 nd -13 th February |
| Drama | 2 nd -13 th February |
| IT | 2 nd -13 th February |
| PE | 9 th -13 th February |
| English | 9 th -13 th February |
| Music | 9 th -27 th February |
| Maths | 23 rd February -6 th March |
| History | 23 rd February -6 th March |
| Food & Nutrition | 23 rd February -6 th March |
| Science | 2 nd -6 th March |
| Design & Technology | 9 th -20 th March |
| Art & Design | 9 th -20 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 | Game Over |

| Task | Learning Focus | Activity/Resource |
|------|-------------------------------|---|
| 1 | Theatre in Education | Your performance will be in the style of 'Theatre in Education'. This style of theatre is used to inform young audiences about a particular danger or concern. This is performed using a moral storytelling technique. |
| 2 | Commissioned – Online Safety | This is when a particular company pays a theatre company to create a performance with a particular theme, in this instance, Online Safety. The theatre company will handle writing and rehearsing the show, ready for school audiences. |
| 3 | Drama techniques | These can range from Narration to break the fourth wall and communicate directly to the audience, or stylistic techniques such as freeze frames, mime, or flashbacks. |
| 4 | Audience appropriate – Year 7 | The commissioned theatre company must ensure the performance is appropriate for their target audience. For example, Year 4 might have a focus on road safety, where a Year 10 might have the dangers of drugs. The assessment will have a Year 7 target audience. |

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 |

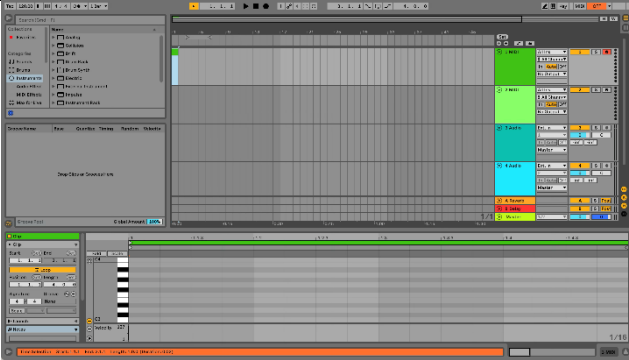
| Task | Learning Focus | Activity/Resource |
|------|--|--|
| 1 | To develop observation tonal drawing skills of Landscape drawing | Read the instructions in this table and look through the PPTX (LINK TO THE PPTX IN THE BOX BELOW). |
| 2 | Developing drawing skills | On paper practice drawing landscapes 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 • 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 clouds and sky with a pencil and eraser \(6 mins\)](#) * clouds
[Mark Making Practice](#)
[Holding a pencil](#)

Year 9 Spring Assessments

| 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 | <p>Quiz</p> <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 <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? |  <p>Satchel One – Will share a revision booklet</p> |

Year 9 Spring Assessments

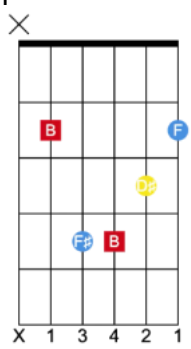
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|---|--|---------------------------|---|--|---------|---|--|-------|---|--|---------|-------------------------|--|---------|--|------|-------------------|---|--|--------------|---|--|----------|--|--|-------------------|--------------------------------------|--|-----------|----------------------------|-------------|----------------------|--|--|------------|-----------------------------------|--|---------|---|--|--------------------|--|--|--|---|----------------|
| 2 | <p>PRACTICAL</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="background-color: #f4a460;">ABLETON</td> <td>ARRANGMENT/SESSION TRACKS</td> <td>Identify and switch between both in multi-track</td> </tr> <tr> <td></td> <td>BROWSER</td> <td>Create, duplicate and rename audio/MIDI</td> </tr> <tr> <td></td> <td>CLIPS</td> <td>Find and load instruments/samples/effects</td> </tr> <tr> <td></td> <td>PROJECT</td> <td>Create and launch clips</td> </tr> <tr> <td></td> <td>CLIPS +</td> <td>I can save and locate my file efficiently & export</td> </tr> <tr> <td style="background-color: #90ee90;">MIDI</td> <td>NOTE MANIPULATION</td> <td>I can record the MIDI keyboard and edit on timeline</td> </tr> <tr> <td></td> <td>MIDI EFFECTS</td> <td>I can extend bar lengths, quantize my notes</td> </tr> <tr> <td></td> <td>VELOCITY</td> <td>I can apply MIDI effects (arpeggiator/delay)</td> </tr> <tr> <td></td> <td>CHORD PROGRESSION</td> <td>I understand and can adjust velocity</td> </tr> <tr> <td></td> <td>DRUM BEAT</td> <td>I can enter chords in time</td> </tr> <tr> <td style="background-color: #8a2be2;">COMPOSITION</td> <td>AUDIO & MIDI EFFECTS</td> <td>I can use the drum rack to create a beat</td> </tr> <tr> <td></td> <td>AUTOMATION</td> <td>I can use Audio/MIDI effects well</td> </tr> <tr> <td></td> <td>TEXTURE</td> <td>I understand and can draw/edit automation</td> </tr> <tr> <td></td> <td>MIXING & BALANCING</td> <td>I can use the clips to change texture and create a mix</td> </tr> <tr> <td></td> <td></td> <td>I can balance track volumes utilising panning</td> </tr> </table> | ABLETON | ARRANGMENT/SESSION TRACKS | Identify and switch between both in multi-track | | BROWSER | Create, duplicate and rename audio/MIDI | | CLIPS | Find and load instruments/samples/effects | | PROJECT | Create and launch clips | | CLIPS + | I can save and locate my file efficiently & export | MIDI | NOTE MANIPULATION | I can record the MIDI keyboard and edit on timeline | | MIDI EFFECTS | I can extend bar lengths, quantize my notes | | VELOCITY | I can apply MIDI effects (arpeggiator/delay) | | CHORD PROGRESSION | I understand and can adjust velocity | | DRUM BEAT | I can enter chords in time | COMPOSITION | AUDIO & MIDI EFFECTS | I can use the drum rack to create a beat | | AUTOMATION | I can use Audio/MIDI effects well | | TEXTURE | I understand and can draw/edit automation | | MIXING & BALANCING | I can use the clips to change texture and create a mix | | | I can balance track volumes utilising panning | All in lesson. |
| ABLETON | ARRANGMENT/SESSION TRACKS | Identify and switch between both in multi-track | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | BROWSER | Create, duplicate and rename audio/MIDI | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CLIPS | Find and load instruments/samples/effects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PROJECT | Create and launch clips | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CLIPS + | I can save and locate my file efficiently & export | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MIDI | NOTE MANIPULATION | I can record the MIDI keyboard and edit on timeline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MIDI EFFECTS | I can extend bar lengths, quantize my notes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | VELOCITY | I can apply MIDI effects (arpeggiator/delay) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CHORD PROGRESSION | I understand and can adjust velocity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DRUM BEAT | I can enter chords in time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| COMPOSITION | AUDIO & MIDI EFFECTS | I can use the drum rack to create a beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AUTOMATION | I can use Audio/MIDI effects well | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | TEXTURE | I understand and can draw/edit automation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MIXING & BALANCING | I can use the clips to change texture and create a mix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | I can balance track volumes utilising panning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

OPTION 2 – Ed Sheeran

1

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



| | | | | | |
|-------------------|----|----|----|----|---|
| 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

- G
0 2 3 0 0 0

- A
2 3 0 0 0 4

- A
X 0 1 2 3 0

| | | | | | | | | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---|---|---|---|
| D ^b | E ^b | G ^b | A ^b | B ^b | D ^b | E ^b | G ^b | A ^b | B ^b | | | | |
| C [#] | D [#] | F [#] | G [#] | A [#] | C [#] | D [#] | F [#] | G [#] | A [#] | | | | |
| C | D | E | F | G | A | B | C | D | E | F | G | A | B |

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 pattern? |
| | 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 notes? |
| | CORRECT FINGERS | Can I play the chords with correct fingering? |
| ENSEMBLE | RIFF W/ROOT | Can I play the riff in the right hand with bass notes? |
| | 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 leader? |
| | TEAMWORK | Have we communicated and collaborated successfully? |

All in lesson.

KEY INDEPENDENT ONLINE RESOURCES

Revision booklets will be on Satchel One

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|--|------------|--|
| French These are suggested tasks to help revision – work out which ones you need to do to target gaps in your knowledge | 40 minutes | Topic: Use of new technology 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 Linguagenut on current module) |
| 6 | Verb phrases (online use) | Create vocabulary flashcards Self-test (and use Linguagenut on current module) Use ne...pas and ne...jamais with verbs – practice writing negative sentences (eg. I don't use; I don't watch; I don't like etc) |
| 7 | Reasons for finding Apps useful | (Combines with comparative work) Create vocabulary flashcards Self-test (and use Linguagenut on current module) |
| 8 | Translation Practice | Cover previous translation challenges and re-do without knowledge organiser Use sentence builder section of Linguagenut |

KEY INDEPENDENT ONLINE RESOURCES

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

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|---|------------|---|
| German These are suggested tasks to help revision – work out which ones you need to do to target gaps in your knowledge | 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. | 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

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|------------------|-------------------|---|
| Geography | 30 minutes | Questions based on Year 9 Volcanic topic |

| Task | Learning Focus | Activity/Resource |
|------|--|---|
| 1 | The parts of a volcano How the shape of a volcano is linked to its characteristics | Draw and label a diagram of a volcano. BBC Bitesize – Volcano Structure... Shield vs Composite volcanoes |
| 2 | Causes/signs, effects and responses to a Volcanic eruption. | Can you list 3 of each? Responses to volcanoes (Immediate and long-term) |
| 3 | What it is like to be in an eruption Describing a volcanic Eruption | Primary and secondary effects... |
| 4 | Case study of Mt St Helens | Case study PDF link Username:pupil Password:appleton |
| 5 | What benefits are gained from living near volcanoes | Watch the video Produce a mind map of all the reasons why people "risk" living near a volcano. |
| 6 | What problems do they cause (Primary and Secondary Effects / Short and long-term responses) | Summary video of Volcanoes - causes, impact and mitigation |

KEY INDEPENDENT ONLINE RESOURCES

[BHS VLE – review your lessons on volcanoes...](#) (Username: **pupil** Password: **appleton**)
[KS3 Bitesize – Volcano Test questions...](#)
[The Advantages and Disadvantages of living near Volcanoes](#)

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 6. Grandfather clause |
| 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 2</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 Human Rights 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 different beliefs on religion, human rights and social justice in Christianity and Islam | Use the Cornell method explained in class to take notes on the following GCSE pod which will also be on Satchel One |
| 2 | Understanding Human Rights | Use the Cornell method explained in class to take notes on the following video which will also be on Satchel One |
| 3 | Understanding Christian views on wealth and poverty | Use the Cornell method explained in class to take notes on the following video which will also be on Satchel One |

KEY INDEPENDENT ONLINE RESOURCES

<https://members.gcsepod.com/shared/podcasts/title/13011/79262>

<https://members.gcsepod.com/shared/podcasts/title/13012/79257>

<https://members.gcsepod.com/shared/podcasts/title/13014/79253>

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-</p> <p>Selection - Selection in programming - KS3 Computer Science Revision - BBC Bitesize</p> <p>Iteration - Iteration in programming - KS3 Computer Science Revision - BBC Bitesize</p> <p>Count-controlled loops - Iteration in programming - KS3 Computer Science Revision - BBC Bitesize</p> |
|--|

Year 9 Spring Assessments

[Condition-controlled loops - using WHILE - Iteration in programming - KS3 Computer Science Revision - BBC Bitesize](#)

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|--|---------|--|
| Design & Technology- Graphics-Charity Box | 40 mins | 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 Industrial processes - papers and boards and their properties / printing and cutting processes |

| 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

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|---|---------|---|
| Design & Technology- Graphic Design- Drawing and Communication | 30 mins | Short questions about Drawing styles – isometric/1pt and 2pt perspective / orthographic (how to draw and why they would be used). A drawing question |

Task

| Task | Learning Focus | Activity/Resource |
|----------|--|--|
| 1 | The 5 different drawing styles and their rules. Define design fixation | Make flashcards on the 5 different drawing styles – make sure you can identify the differences between them and why/how they would be used. https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/4 https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/6 |
| 2 | Assessment revision | At home revise all resources you have made in previous weeks - you should practise 1 point, 2 point and isometric drawing. |
| 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

| | | |
|--|--------|--|
| <h2 style="margin: 0;">Design & Technology- Product Design-</h2> | 40mins | <p>Section A: Multiple Choice recall questions</p> <p>Section B: Mixture of multiple choice and longer answers on Inspiring Design Project (Biomimicry, Smart & Modern Materials)</p> <p>Section C: Inspiring Design extended answers on Sources of Inspiration and the product they have inspired.</p> |
|--|--------|--|

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

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|---------------------------------------|------------|--|
| Design & Technology (Food) | 40 minutes | Allergies and intolerances, life stages, Vitamins and Minerals, Diet related illness. Knowledge Organiser Test with one longer answer question included. |

| Task | Learning Focus | Activity/Resource |
|------|----------------------------|--|
| 1 | Allergies and Intolerances | Watch the video and create 2 flash cards about allergies and intolerances: https://youtu.be/9yxFjdIO0NA?si=Fg-FDebGHK2THmQT |
| 2 | Vitamins and Minerals | Read your knowledge organiser and create a flash card for each vitamin and mineral to include sources, function excess and deficiency. |
| 3 | Life stages | Read through the information and make notes/mind map of different nutritional needs of each life stage Nutrition for babies, toddlers, children and teenagers - BBC Bitesize |
| 4 | Food Logos | Take pictures of products with and Food Standards Logos on and attach it to satchel one. |
| 5 | Diet related illness | Watch the videos and make notes about the casues and symptoms: Type 2 Diabetes: https://youtu.be/4SZGM_E5cLI?si=a7OripWRXEkdQmCK CHD: https://youtu.be/WKrVxKJVh00?si=jPyzfDk1qMQRUkdz |

KEY INDEPENDENT ONLINE RESOURCES

- Read through the knowledge organiser and test yourself on the key points/make flash cards
- Watch the videos and make notes <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>
- https://youtu.be/q9fjY_3sXP4?si=eLXg7sqIu37q5IDq
- <https://youtu.be/flxmB8NKMzE?si=LSc5FL-yJMyKuzNe>
- [The Eatwell Guide - NHS](#)

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|----------------|---------|---|
| English | 40 mins | Complete a written task using persuasive devices. |

| 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

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

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|--------------------|------------|--|
| Mathematics | 40 minutes | Calculators allowed (40 marks) Questions on everything that has been covered by Y9 to date (Autumn & Spring SOW) with emphasis on topics from Equations onwards |

| <i>Task</i> | Learning Focus | Activity/Resource (Bold topics are advanced only) |
|-------------|------------------------------------|---|
| 1 | Equations, inequalities & Formulae | Sparx Homework 22 |
| 2 | 4 Rules of Fractions Rates | Sparx Homework 23 |
| 3 | Standard Index Form (SIF) | Sparx Homework 24 |

KEY INDEPENDENT ONLINE RESOURCES

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.

Optional Activities – you may wish to produce flash cards, revision posters or crib sheets as part of your revision which can be kept and used when revising for future assessments.

Year 9 Spring Assessments

| SUBJECT | TIME | PAPER/TOPIC DETAILS |
|----------------|------------|--|
| Science | 40 minutes | You will be assessed on topics within the fit & healthy, energy & electricity and metal 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 | 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 |
| 5 | Smoking | Read through the information and complete the activities- Smoking - BBC Bitesize |
| 6 | Aerobic & anaerobic respiration | Read through the information and complete the activities- What is the difference between aerobic and anaerobic respiration? - BBC Bitesize |
| 7 | Circuit symbols | Create a set of flashcards to learn the electrical circuit symbols. Use the bitesize link to help- Electrical circuit symbols - Electric circuits - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize |
| 8 | Calculations | Use the look/cover/write/check method to learn the following calculations- <ul style="list-style-type: none"> • energy transferred = charge flow × potential difference • charge flow = current × time • Energy = Power x time |
| 9 | Energy transfer | Read through the information and complete the activities- Energy stores - Energy - KS3 Physics - BBC Bitesize |

KEY INDEPENDENT ONLINE RESOURCES

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

Year 9 Spring Assessments

| 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 |
|------|--|---|
| | Invasion games Rugby Football Netball Handball Movement skills | Pupils are assessed on their ability <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. |
| | Health and Fitness | Pupils are assessed on their <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 | Pupils are assessed on their ability to <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

BBC Sport <https://www.bbc.co.uk/sport>