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| **Subject** | **Workbook** | **Online** |
| **Art** | STAGE 3 - INDUSTRIAL ART PROJECT - THE POST IMPRESSIONIST - Find as much information and images on the following artists. a) Paul Gauguin b) Fauvism c) Vincent Van Gogh d) Augustus Mack. You can watch programmes on you tube or your tv if it is a smart one. Things like the BBC and other catch up services have lots in the art sections on these artists. Art books are also a major information resource. Why not join a library on line or pop down to a library if they are open now.This work task is supported by resources in 'Google classroom', Video links, image examples. <https://classroom.google.com> **Class code:** ugeghoj or email [art@aspire.fcat.org.uk](mailto:art@aspire.fcat.org.uk) | |
| **Business** | From the revision book, read pg. 50 - 54, making relevant notes, completing revision activities and answering questions. | Assignments titled: Quality Control & Case Study - Cream of the Crop on Google Classroom. <https://classroom.google.com> |
| **Digital Technologies** | From the revision book, read pg. 44 - 48, making relevant notes, completing revision activities and answering questions  or 6 of the tasks from [www.idea.org.uk](http://www.idea.org.uk) use **Organiser Code:** TeamA1 | We need to start doing a mock Controlled Assessment in preperation for when we are back in school doing to real one. Therefore, on <https://classroom.google.com> read through the task and complete the Planning section of the Project Report and make any changes to the previous sections. Use the notes to help you. . 6 of the tasks from [www.idea.org.uk](http://www.idea.org.uk) use **Organiser code:** TeamA1 |
| **English** | Section 4 of workbook- Writing Creative and Non Fiction  Read pages 58-65 and make notes  Write a review on the last film that you watched. Use the notes from page 63 to guide you | <https://www.bbc.co.uk/bitesize/dailylessons> <https://classroom.google.com>  Mrs. Morgan 9x1 **Class code:** vvytvf4  Mrs. Johnson 9x2 **Class code:** 45qs3r7  Ms. Taylor 9x3 **Class code:** uuz2x44  Mrs. Gregory 9y1 **Class code:** 66sxpay  Mr. Turley 9y2 **Class code:** eptqbls |
| **Geography** | Use the GCSE 9-1 Geography AQA Revision Guide.  Focus for this week: The Thar Desert, India  1. Read pages 47 to 49 and make notes on paper.  2.Test your understanding by completing the ‘over to you’ tasks at the bottom of page 47, 48 and 49.  3. Answer the following questions on paper, in detail, using what you have learnt from pages 47-9:  • Describe the location of the world’s hot deserts using figure 1 on page 47.  • Describe and explain how desert plants adapt to the conditions of hot deserts (page 47).  • Describe the location of the Thar Desert using the map at the top of page 48.  • The Thar Desert has many challenges. Explain WHY extreme temperatures are such a challenge (page 49).  • The Thar Desert has many challenges. Explain WHY water supply is such a challenge (page 49).  • The Thar Desert has many challenges. Explain WHY accessibility is such a challenge (page 49).  • Despite the challenges of the Thar Desert, it also has many opportunities. Describe and explain these economic opportunities (page 48).  • ‘The challenges of hot deserts outweigh the opportunities of hot deserts’. To what extent do you agree with this statement (use pages 48-9 and use lots of examples and detail). | <https://classroom.google.com> **Class code:** joyitax  The focus this week is ‘The Thar Desert, India’. Read the information in the GCSE 9-1 Geography AQA Revision Guide pages 47-49 to help you to answer the questions on the Google Slideshow.  Have a go at the Seneca ‘Geography: AQA GCSE’ learning pages entitled: ‘2.3. Hot Deserts’: <https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240>  Complete the BBC Bitesize lesson on ‘Hot Deserts’: <https://www.bbc.co.uk/bitesize/guides/zpnq6fr/revision/1>  Watch ‘Planet Earth 2: Deserts’ on the BBC iplayer: <https://www.bbc.co.uk/iplayer/episode/b084ftll/planet-earth-ii-4-deserts> |
| **History** | Mr Carter's Classes: Read and make notes on pages 52-53 of the revision guide on Germany's war economy and the impact of Total War. Key questions to focus on: What was the Four Year Plan? How did the outbreak of war change the economy? How was daily life affected by the war? What was Total War? How did things change for Germans as war went on? What was the impact of the bombing of Germany?  Miss Martin's class- Workbooks make detailed notes on the start of German Expansion | Mr Carter's Classes: <https://www.bbc.co.uk/bitesize/articles/zbtbrj6> . This is a link to a third online lesson about Weimar Germany. This is to further revise this topic. Google Classroom tasks on Germany's War Economy and the Impact of Total War.. <https://classroom.google.com> **Class code:** 27lkyuf.  Miss Martin's class-  <https://classroom.google.com> **Class code:** cznagve complete weekly test and complete all tasks on powerpoint The Outbreak of War. |
| **Maths** | Higher - Complete questions on Simplifying and Manipulating surds in Maths Booklet  Foundation - Complete Solving Equations in Maths Booklet | Higher - Surds. Google Classroom Code: olh4qki  Foundation - Solving Equations . <https://classroom.google.com/> **Class Code:** 7ayhu2c or email [maths@aspire.fcat.org.uk](mailto:maths@aspire.fcat.org.uk) |
| **MFL** | Workbook: Section 4 Technology. Using the CD in the workbook, complete the listening questions on page 43 (transcript at back of book for support) and the reading questions on page 45 | Complete the weekly tasks in the Year 9 French <https://classroom.google.com/> **Class Code:** 7d4h3pt |
| **Performing Arts** | On your yellow or purple slides there is a section at the beginning that asks for types of theatre research. Research the types of theatre that are there. For acting, some of these include Naturalism, Epic Theatre, Melodrama, etc. For Musical Theatre some include Concept Musical, Book Musical, etc. Try a few of these per week. Do not copy and paste information from the internet. You must understand what these types of theatre are before you write about them. | |
| **PE** | Use the revision pack provided by your teacher and revise the skeleton unit. Can you make your own information sheet on the skeleton including the following - functions, types of bones, types of joint, types of movement, postural defects. Email a picture of your work to [pe@aspire.fcat.org.uk](mailto:pe@aspire.fcat.org.uk) for teacher feedback | Use the following link to revise the skeleton section on bbc bitesize and test yourself with the online quiz. <https://www.bbc.co.uk/bitesize/guides/zkpv4wx/revision/1> . Produce a PowerPoint presentation using the information you have learnt and email to [pe@aspire.fcat.org.uk](mailto:pe@aspire.fcat.org.uk) for teacher feedback. |
| **RE** | Page 18 and 19 of the revision guide. Why do Christians believe Jesus had risen from the dead? What is the ascention and why is it important for Christians? What are the diffrent Christian views on resurrection? | https://www.thenational.academy/year-9/religion/tawhid-year-9-wk4-1 Complete the slideshow on Islamic beliefs, <https://classroom.google.com> **Class code:** nsyzdb3 |
| **Science** | Biology Unit 3 - Infection and response. Revise pages 40 - 44. Then practise sections on page 60. Finally review your understanding on pages 80 and 81.  Biology Unit 4 - Bioenergetics Revise pages 46 and 48 Practise sections on pages 61 Review your learning on pages 82 Create a poster on the differences and similarities of respiration and photosynthesis | Biology Unit 4 - Bioenergetics <https://classroom.google.com> **Class code:** qj2gasu and complete the lessons being set daily consisting of a Power Point, Specification and exam questions/answers. Then complete the daily quiz and corresponding unit on [https://senecalearning.com/en-GB/](https://senecalearning.com/en-GB/a)  **Seneca code:** o8lbtw6oxo  BBC bitesize <https://www.bbc.co.uk/bitesize/topics/zgr997h> |
| **Technology** | Write a weekly food journal describing different food you have eaten throughout that week. Focus on the following points to help you describe meals; taste, texture, appearance, smell and sound. If you're describing meals that you made or helped to make, you can describe the processes used too. | Weekly Catering work on <https://classroom.google.com> **Class code:** jkyifgo |
| **CEIAG** |  | Complete activity 'Exploring Industries' activities on <https://track.startprofile.com/> |
| **PHSE** | Aspire Challenge 100! How many can you do in a week? | This week's story and video <https://www.blackpoolaspireacademy.co.uk/pshe> |