



Opportunity
Community
Courage

Year 9

Homework Booklet

Autumn Term 1 · 2026–27

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Name

Tutor group



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YEAR 9 HOMEWORK · AUTUMN TERM 1

My Homework Tracker

Tick each piece of homework when it is complete

Homework	Week 1 w/c ____	Week 2 w/c ____	Week 3 w/c ____	Week 4 w/c ____	Week 5 w/c ____	Week 6 w/c ____	Week 7 w/c ____
Maths — Sparx							
Maths — TTRS							
English task							
French spellings							
History							
Art							
Food & DT							

Deadlines to remember

Parent / carer comment

Signed: _____ Date: _____

Consistency builds success. **A little every week** makes a big difference — be proud of your progress!



COMPLETE YOUR HOMEWORK **EVERY WEEK**



BE ORGANISED, **BE PREPARED**



BE PROUD OF **YOUR PROGRESS**



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YEAR 9 HOMEWORK · AUTUMN TERM 1

Welcome

Your homework for Autumn Term 1 — all in one place

This booklet holds every Year 9 homework task for the first half of the Autumn Term. Keep it in your bag, bring it to lessons and use it to plan your week. Your teachers will tell you deadlines — write them on the tracker at the front so you never miss one.

What's in this booklet

Subject	What you'll do	How often	How	Page
● Tracker	Tick off every homework each week	Every week	In this booklet	2
● Maths	Sparx Maths + Times Tables Rock Stars	Every week	Online	4
● English	<i>The Empress</i> homework menu	One task a week	Book / paper	5
● French	Holiday spellings — one set a week	Weekly test in class	Learn & self-test	6
● History	MAIN causes of WWI mind map	One task this half term	Paper or digital	8
● Art	Jamie Lee Reardin-style character	One task	Paper or a cup	9
● Food & DT	Autumn Design Project	One project	Photo to teacher	10

Consistency is the key

Small amounts of work, done **every week**, build knowledge that lasts. Homework is how you practise what you learn in lessons so that it sticks.



Same time, every week

Pick regular homework slots — for example, Maths on Monday, French spellings on Wednesday.



Bring your booklet

Teachers may check your progress in lessons, so keep it neat and with you.



Stuck? Ask early

Speak to your teacher before the deadline, or use homework club. Asking for help is courageous!

Before you hand it in

- ☐ I answered every part of the task.
- ☐ I explained my ideas, not just described them.
- ☐ I checked my spelling and key vocabulary.
- ☐ My work is neat and has my name on it.

My homework logins

Sparx Maths

Username: _____

School: Sir William Stanier School

Times Tables Rock Stars

Username: _____

Rock name: _____

Keep your passwords private — never write them in this booklet.



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Maths

Sparx Maths — weekly homework

Complete your Sparx Maths homework every week. Your teacher sets it online to support and consolidate your learning. These are the topics you will cover this term — the codes (e.g. U888) match the Sparx videos.

FRACTIONS, DECIMALS & PERCENTAGES REVIEW

1

- Converting between fractions, decimals and percentages (U888)
- Ordering fractions, decimals and percentages (U594)
- Fractions of amounts without a calculator (U881)
- Fractions of amounts with a calculator (U916)
- Percentages of amounts without a calculator (U554)
- Percentages of amounts with a calculator (U349)

PERCENTAGE CHANGE

2

- Percentage change without a calculator (U773)
- Percentage change with a calculator (U671)
- Finding original values in percentage calculations (U286)
- Finding the percentage an amount has been changed by (U278)
- Simple interest calculations (U533)

THEORETICAL & EXPERIMENTAL PROBABILITY

3

- Expected results from repeated experiments (U166)
- Calculating experimental probabilities (U580)
- Frequency trees (U280)

CALCULATIONS WITH STANDARD FORM

4

- Multiplying and dividing numbers in standard form (U264)
- Adding and subtracting numbers in standard form (U290)
- Standard form with a calculator (U161)

LINEAR INEQUALITIES

5

- Solving inequalities with the unknown on both sides (U738)
- Solving double inequalities (U145)
- Constructing and solving inequalities (U337)

FACTORISING & SOLVING QUADRATICS

6

- Factorising quadratics of the form $x^2 + bx + c$ (U178)
- Factorising the difference of two squares (U963)
- Factorising to solve $x^2 + bx + c = 0$ (U228)

REARRANGING FORMULAE

7

- Changing the subject of a formula with one step (U675)
- Changing the subject of a formula with two or more steps (U181)

CONSTRUCTING BISECTORS & PERPENDICULAR LINES

8

- Constructing bisectors of angles (U787)
- Constructing perpendicular bisectors and lines (U245)

CIRCLES & CYLINDERS

9

- Finding the arc length of sectors (U221)
- Finding the area of sectors (U373)
- Finding the surface area of cylinders (U464)
- Finding the volume of cylinders (U915)

Times Tables Rock Stars

Spend a few minutes each week practising your multiplication and division facts. Improve your fluency, take on challenges and missions, and compete in tournaments and league tables. **A few minutes each day makes a big difference!**



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English

The Empress by Tanika Gupta — homework menu

POWER

HIERARCHY

RESPONSIBILITY

BELONGING

🕒 **One task a week**
Choose ONE each week.

★ **Any order**
Choose the tasks that interest you.

🏆 **Go deeper**
Understand the play and its context.

KNOW

Build your world

1 The British Empire

Find out what the British Empire was. Explain what an empire is, name three countries Britain controlled and explain why Britain wanted an empire.

☐ Done

2 Britain and India

Create a short timeline showing five important moments in the relationship between Britain and India, from the East India Company to Indian independence.

☐ Done

3 Victorian Hierarchy

Create a social hierarchy for Victorian Britain: the monarchy, aristocracy, middle classes, working classes and servants. Then explain: where might Indian people living in Britain have fitted into this hierarchy?

☐ Done

4 Real People, Fictional Story

Choose Queen Victoria, Abdul Karim, Dadabhai Naoroji or Mohandas Gandhi. Create a short profile explaining who they were, why they are remembered and how they connect to British-Indian history.

☐ Done

WORDS

Build your vocabulary

5 Power Vocabulary

Learn and use: **power, authority, status, privilege, oppression, exploitation, prejudice, discrimination, resistance, inequality**. Write an accurate definition and sentence for each.

☐ Done

6 Colonial Vocabulary

Learn and use: **empire, colony, imperialism, colonialism, colonise, subject, independence, exploitation**. Then explain the difference between an empire and a colony.

☐ Done

7 Analytical Vocabulary

Learn these analytical verbs: **presents, portrays, establishes, emphasises, suggests, implies, reveals, reflects, challenges, criticises**. Write five sentences about an imaginary character using five different verbs.

☐ Done

8 Hierarchy of Words

Put these words on a scale from least to most powerful: **influence, control, authority, dominance, power, command, status, privilege**. Explain three of your decisions.

☐ Done

THINK

Explore the big ideas

9 What Gives Someone Power?

Rank these from most to least important in giving someone power: wealth, race, gender, job, education, social class, reputation, relationships. Explain your top three choices.

☐ Done

10 Is Hierarchy Always Wrong?

"Any society in which some people have more power than others is unfair." Decide how far you agree. Give reasons and consider an alternative point of view.

☐ Done

11 Who Is Responsible?

A worker is being badly treated. Who is responsible for changing the situation: the worker, their employer, the government, other workers or ordinary members of society? Rank them and justify your top choice.

☐ Done

12 What Does It Mean to Belong?

Complete the statement *"A person belongs somewhere when..."* in at least five different ways. Then decide which factor matters most and explain why.

☐ Done

CONNECT & CREATE

Apply the ideas

13 A Voice from the Empire

Imagine you are travelling from India to Britain in the Victorian era. Write a diary entry describing your arrival. Consider expectations, uncertainty, power and belonging.

☐ Done

14 Two Perspectives

The British Empire is expanding. Write two short accounts of the same event: one from a British official and one from someone living in a colonised country. How might they see it differently?

☐ Done

15 The Power Lens

Choose a film, novel, TV programme or story you know well. Identify who has power, who lacks power, how power is maintained and whether that changes. Explain your ideas.

☐ Done

16 Four Lenses Challenge

Choose a story, film or real-world situation. Apply all four lenses: **Power** — who has it? **Hierarchy** — who is above or below whom? **Responsibility** — who should act? **Belonging** — who is included or excluded?

☐ Done

Different places. Different rules. But whose story gets told? Choose ONE task each week and tick it off when it's done. Knowledge + vocabulary + thinking + creativity = **confidence**.

Look • Say • Cover • Write • Check. Learn one set each week. Practise saying each phrase aloud, cover the French, write it from memory, then check your accents (é, è, ê, à, ç) — they count! Tick ✓ each phrase once you can spell it.

Set 1 Where I go on holiday

Test date: _____ Score: ____/10

Français	English	✓
1 normalement	normally	
2 je vais en vacances	I go on holiday	
3 en France	to France	
4 en Angleterre	to England	
5 en Écosse	to Scotland	
6 en Espagne	to Spain	
7 en Pologne	to Poland	
8 en Irlande	to Ireland	
9 aux États-Unis	to the United States	
10 au pays de Galles	to Wales	

Set 2 How I travel & who with

Test date: _____ Score: ____/10

Français	English	✓
1 je voyage	I travel	
2 en avion	by plane	
3 en voiture	by car	
4 en bateau	by boat	
5 en car	by coach	
6 en train	by train	
7 avec ma famille	with my family	
8 avec mes parents	with my parents	
9 avec mes grands-parents	with my grandparents	
10 avec mes amis	with my friends	

Set 3 Where I stay

Test date: _____ Score: ____/10

Français	English	✓
1 je loge	I stay	
2 on loge	we stay	
3 dans une caravane	in a caravan	
4 dans un camping	in a campsite	
5 dans la maison de ma famille	in my family's house	
6 dans un appartement de vacances	in a holiday flat	
7 au centre-ville	in the town centre	
8 à la montagne	in the mountains	
9 à la campagne	in the countryside	
10 au bord de la mer	at the seaside	

Set 4 Opinions & activities

Test date: _____ Score: ____/10

Français	English	✓
1 en vacances	on holiday	
2 j'aime	I like	
3 j'adore	I love	
4 je n'aime pas	I don't like	
5 je déteste	I hate	
6 acheter des souvenirs	buying souvenirs	
7 faire du vélo	going cycling	
8 aller à la plage	going to the beach	
9 bronzer	sunbathing	
10 faire du shopping	going shopping	

Set 5 Activities & opinions

Test date: _____ Score: ____ /10

Français	English	✓
1 faire du sport	doing sport	
2 faire du tourisme	going sightseeing	
3 aller à un parc d'attractions	going to a theme park	
4 sortir en ville	going into town	
5 parce que c'est	because it is	
6 amusant	fun	
7 intéressant	interesting	
8 passionnant	exciting	
9 génial	great	
10 ennuyeux	boring	

Set 6 Revision mix 1

Test date: _____ Score: ____ /10

Français	English	✓
1 avec mon collègue	with my school	
2 fatigant	tiring	
3 nul	rubbish	
4 au pays de Galles	to Wales	
5 en voiture	by car	
6 dans une caravane	in a caravan	
7 à la montagne	in the mountains	
8 aller à la plage	going to the beach	
9 dans un appartement de vacances	in a holiday flat	
10 au bord de la mer	at the seaside	

Set 7 Revision mix 2

Test date: _____ Score: ____ /10

Français	English	✓
1 aux États-Unis	to the United States	
2 aller à un parc d'attractions	going to a theme park	
3 dans un camping	in a campsite	
4 en train	by train	
5 en Pologne	to Poland	
6 génial	great	
7 ennuyeux	boring	
8 acheter des souvenirs	buying souvenirs	
9 en Espagne	to Spain	
10 j'aime	I like	

Set 8 Revision mix 3

Test date: _____ Score: ____ /10

Français	English	✓
1 dans un appartement de vacances	in a holiday flat	
2 je déteste	I hate	
3 au centre-ville	in the town centre	
4 bronzer	sunbathing	
5 fatigant	tiring	
6 parce que c'est	because it is	
7 sortir en ville	going into town	
8 passionnant	exciting	
9 amusant	fun	
10 à la campagne	in the countryside	

Challenge: use your sets to write three sentences about a holiday — where you go, how you travel, and what you think of it using *parce que c'est...*



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YEAR 9 HOMEWORK · AUTUMN TERM 1

History

Enquiry: Why was there tension in Europe in the 1900s?



Complete **one History homework task this half term**. It helps you answer the enquiry question and practise key historical skills. Your teacher will tell you the deadline. You may complete it by hand or digitally unless told otherwise.

What you will study

- Tensions in Europe before 1914
- Militarism, alliances, imperialism and nationalism
- The assassination of Franz Ferdinand
- Life for soldiers and the Battle of the Somme

Homework: MAIN Mind Map

- Create a **mind map** showing the four **MAIN** causes of WWI.
- Add **one picture or key word** for each cause.
- Put a **star ★** next to the cause you think was **most important**.

Planning grid

Use this to gather your research before you make your final mind map.

M Militarism	A Alliances	I Imperialism	N Nationalism
What does it mean? _____ _____	What does it mean? _____ _____	What does it mean? _____ _____	What does it mean? _____ _____
How did it cause tension? _____ _____	How did it cause tension? _____ _____	How did it cause tension? _____ _____	How did it cause tension? _____ _____
Picture or key word 	Picture or key word 	Picture or key word 	Picture or key word

★ My most important cause was... because...

☐ I used accurate names, dates and evidence.

☐ I explained my ideas rather than only describing.

☐ I answered every part of the task.

☐ I proofread my work and presented it neatly.

Looking ahead — Half Term 2: *How significant were moral choices during twentieth-century conflicts?* (Holocaust rescuer fact file, e.g. Nicholas Winton).

Your task

1. Choose a **celebrity or well-known person** you like.
2. Draw them as a **Jamie Lee Reardin-style character** — with a **long neck** and an **oversized head**.
3. Style their outfit and hair in a fashion-illustration way.
4. Work **on paper**, or find a **coffee cup** to draw on, like the artist has done.

About the artist

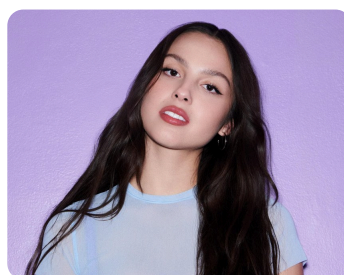
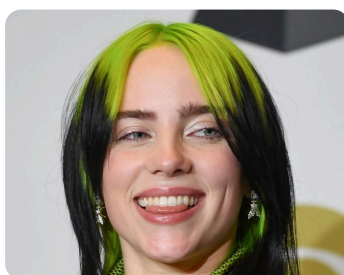
Jamie Lee Reardin was born in Canada and works in Los Angeles. Her art mixes **fashion, fantasy and Goth** — think Tim Burton meets high fashion. She turns characters into elegant figures with **very long necks** and **stick-thin silhouettes**.

Key features: long neck · oversized head · thin body · bold fashion styling

Jamie Lee Reardin's work



Struggling to find an image? Try one of these



Top tip: start with a large oval for the head and a long, thin neck, then add the features — exaggerate the proportions on purpose!



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Food & DT

Autumn Design Project



Designers often get their ideas from the world around them — and Autumn is a colourful, inspirational time of year!

Your task

Create something using the theme of **Autumn**. The material is up to you — it can be **wood**, **metal**, **food** or something you have **upcycled**.

Ideas to inspire you



A warming stew and bread roll for a cold night



An Autumn-themed decorated cupcake



A birdfeeder from recycled materials



Hand-sewn fruits to celebrate Harvest



An animal made from wood

My idea

What will you make, and what materials will you use?

Sketch it



Send a photo of your design to your Food or Design Technology teacher.

Prizes will be awarded for the most creative designs in each year group!



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