

Year 9: Half Term 2 Home Learning

Use these links alongside the lesson work set by your class teachers on ClassCharts.

Maths - See separate Maths booklet

English

Seneca Learning

Some teachers set specific courses and modules through their own seneca classrooms with students, however all students are free to sign up to the Bingley Grammar English Literature class by following the link below or logging in and entering the following code which allows them to access the entire course: **2b70w22oak**

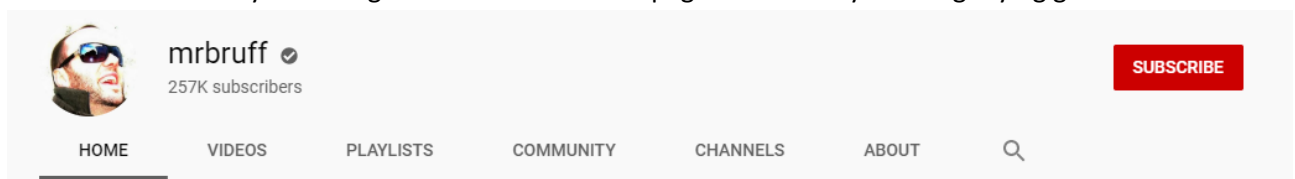
<https://app.senecalearning.com/dashboard/join-class/2b70w22oak>

Mr. Bruff's YouTube Channel

Students can view Mr. Bruff's content by searching what they are studying. This will support them in their understanding of taught content. You can view his channel homepage here:

<https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>

Search his content by accessing the search tool on his page indicated by the magnifying glass icon.



Genius Poetry Annotations

For students studying or revising poetry, Genius allows you to read detailed annotations of specific lines of poems by clicking on different quotations. You can access this by typing the name of the poem being studied followed by 'Genius.' (e.g. *Genius 'Extract from the Prelude'*)

There is an example of how this works at the following link:

<https://genius.com/William-wordsworth-extract-from-the-prelude-annotated>

Oak Academy Videos

An Inspector Calls Lessons:

<https://classroom.thenational.academy/units/an-inspector-calls-923e>

War Poetry (year 9 poems only)

Charge of the Light Brigade:

<https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-1-6wv6cc>

And

<https://classroom.thenational.academy/lessons/charge-of-the-light-brigade-part-2-cgrkjd>

Exposure:

<https://classroom.thenational.academy/lessons/exposure-part-1-ccwp4d>

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And

<https://classroom.thenational.academy/lessons/exposure-part-2-68u62r>

Poppies:

<https://classroom.thenational.academy/lessons/poppies-part-1-6dgk0d>

And

<https://classroom.thenational.academy/lessons/poppies-part-2-6xjk4c>

Computer Science

Theory (Data Representation):

<https://classroom.thenational.academy/units/representations-from-clay-to-silicon-274a>

Programming (Python Basics): <https://classroom.thenational.academy/units/intro-to-python-programming-9c22>

Spanish - Jobs and Future Plans

<https://classroom.thenational.academy/lessons/describing-what-people-do-and-are-going-to-do-part-12-c4ukjd>

<https://classroom.thenational.academy/lessons/describing-what-people-do-and-are-going-to-do-part-22-60up4c>

<https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-13-cmu3ad>

<https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-23-6ww66t>

<https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-33-c8up4r>

<https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-13-cdj6ae>

<https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-23-64w66r>

<https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-33-6xi6cd>

<https://classroom.thenational.academy/lessons/guided-writing-foundation-crt38c>

French - Jobs and Future Plans

<https://classroom.thenational.academy/units/year-9-unit-3-d71f>

<https://classroom.thenational.academy/units/year-9-unit-4-8c4f>

<https://classroom.thenational.academy/lessons/discussing-career-choices-part-13-6wwk6d>

<https://classroom.thenational.academy/lessons/discussing-career-choices-part-23-70tkge>

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<https://classroom.thenational.academy/lessons/discussing-career-choices-part-33-ccu32c>

<https://classroom.thenational.academy/lessons/talking-about-future-plans-part-14-6crkjc>

<https://classroom.thenational.academy/lessons/talking-about-future-plans-part-24-65k64d>

<https://classroom.thenational.academy/lessons/talking-about-future-plans-part-34-75j3er>

<https://classroom.thenational.academy/lessons/talking-about-future-plans-part-44-71k3ee>

<https://classroom.thenational.academy/lessons/guided-writing-foundation-work-and-future-plans-65h3cr>

Geography

Tectonic hazards - <https://classroom.thenational.academy/units/tectonic-hazards-5ad7>

Define the term natural hazard and give examples

Distinguish between atmospheric/meteorological and tectonic/geological

Identify and discuss the factors that affect the risk from natural hazards e.g. wealth

Explain the theory of plate tectonics with at least 2 pieces of evidence

Describe and explain the global distribution of earthquakes and volcanoes

Define the terms Pacific Ring of Fire & Mid-Atlantic Ridge

Explain how physical processes operate at destructive plate margins for earthquakes and volcanoes to occur

Explain how physical processes operate at a constructive plate margin

Explain how violent earthquakes occur at conservative plate margins

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Identify and assess the risk from the primary and secondary impacts of tectonic hazards

Discuss the immediate and long-term responses to a tectonic hazard

Explain at least 5 reasons why people continue to live in areas that suffer from tectonic hazards

Describe how monitoring, prediction, protection and planning can reduce the risks from tectonic hazards

Use **named examples** to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth

History - End of WWII and The Cold War

<https://classroom.thenational.academy/lessons/what-were-the-consequences-of-soviet-expansion-into-eastern-europe-c8r36r>

<https://classroom.thenational.academy/lessons/how-did-the-arms-race-increase-tensions-c8upac>

<https://classroom.thenational.academy/lessons/what-was-the-berlin-blockade-c9jp4r>

<https://classroom.thenational.academy/lessons/why-did-the-cold-war-come-to-an-end-6wvp8t>