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:

**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
Exposure:
https://classroom.thenational.academy/lessons/exposure-part-1-ccwp4d
Year 9: Half Term 2 Home Learning

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/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-23-64w66r
https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-33-6xj6cd
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
Year 9: Half Term 2 Home Learning

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

Geography

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

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Define the term natural hazard and give examples</td>
</tr>
<tr>
<td>Distinguish between atmospheric/meteorological and tectonic/geological</td>
</tr>
<tr>
<td>Identify and discuss the factors that affect the risk from natural hazards e.g. wealth</td>
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<tr>
<td>Explain the theory of plate tectonics with at least 2 pieces of evidence</td>
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<tr>
<td>Describe and explain the global distribution of earthquakes and volcanoes</td>
</tr>
<tr>
<td>Define the terms Pacific Ring of Fire &amp; Mid-Atlantic Ridge</td>
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<tr>
<td>Explain how physical processes operate at destructive plate margins for earthquakes and volcanoes to occur</td>
</tr>
<tr>
<td>Explain how physical processes operate at a constructive plate margin</td>
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<tr>
<td>Explain how violent earthquakes occur at conservative plate margins</td>
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</table>
### Year 9: Half Term 2 Home Learning

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Identify and assess the risk from the primary and secondary impacts of tectonic hazards</td>
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<tr>
<td>Discuss the immediate and long-term responses to a tectonic hazard</td>
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<tr>
<td>Explain at least 5 reasons why people continue to live in areas that suffer from tectonic hazards</td>
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<tr>
<td>Describe how monitoring, prediction, protection and planning can reduce the risks from tectonic hazards</td>
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<tr>
<td>Use <strong>named examples</strong> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth</td>
<td></td>
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</tbody>
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**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/what-were-the-consequences-of-soviet-expansion-into-eastern-europe-c8r36r)
- [https://classroom.thenational.academy/lessons/what-was-the-berlin-blockade-c9jp4r](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](https://classroom.thenational.academy/lessons/why-did-the-cold-war-come-to-an-end-6wvp8t)