

Targeted Home Learning

English KS4

Year 9:

Read the extract and answer the questions.

The following extract is taken from the opening chapter of George Orwell's, *Animal Farm*. In the extract, the leader of the animals, Major, is discussing how the animals will be treated by humans once they have fulfilled their purpose by working on the farm, and what he intends to do to make their lives better.

"And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come—cows, pigs, hens, sheep, everyone. Even the horses and the dogs have no better fate. You, Boxer, the very day that those great muscles of yours lose their power, Jones will sell you to the knacker, who will cut your throat and boil you down for the foxhounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and drowns them in the nearest pond.

"Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious.

1. Highlight one metaphor from paragraph one.
2. Explain the effect of the metaphor. Why does the Old Major use it?
3. In paragraph two, why does Major use rhetorical questions? Be specific in your answer about their intended use.
4. How is the Old Major presented in this extract? Select four quotes to support your answer.
5. How does the structure of the text support the meaning? Focus on the use of complex sentences, exclamatory sentences, interrogative sentences, and the focus of each paragraph.



OVERVIEW

Complete targeted reading practice.

Start by annotating all the words you recognise and the cognates, highlight the key words in the questions and try to predict the answers before you actually answer. Record all new vocabulary in your vocab book. Use www.wordreference.com to look up unknown words. Do not use Google translate.

Task 1: Difficulty Level: Expected

Task Description and resources

Read the text carefully and find the key opinion phrases and other key vocabulary in the text in French then record them in the table.

Task 2: Difficulty Level: Embedded

Task Description and resources

Read the text carefully and find the key connectives and other key vocabulary in the text. Record the French next to the English.

Task 3: Difficulty Level: Exceptional

Task Description and resources

Read the text carefully, annotate the words you recognise and then translate the text into English.

Computing Targeted Home Learning – Year 9

Question 1

Create a mind map for RAM and ROM. This should explain 3 key features describe the purpose of each.

Question 2

Convert the following numbers to an 8 bit binary number:

- 76
- 102
- 93
- 47
- 128

Question 3

Convert the following binary numbers to denary: 10111110, 11000011, 01010101, 10101010

Targeted Home Learning

Food KS3

Year 9:

Plan and produce a two course meal that contains all the nutrients necessary for a balanced diet for a teenager.

Include a menu and recipe cards for your choices and provide a detailed nutritional analysis of the meal with notes on how and why it is suitable for a teenager.

Photograph your evidence.

Targeted Home Learning

Art KS3

Year 9:

Artist links are of high importance and refer to 25% of your overall marks in your GCSE. They bend and shape the way our work develops over the year and are often the missing link we need to create exciting, high quality and different work. Over the half term you will be researching and creating reference sheets relating to an 'Artist Link' that suits, bends or shapes your work. The sheets should be seen as a piece of art work in itself, and display the quality and ability you have as an artist, along with signs of understanding the artists' work; through trying the techniques used and maybe writing a little about it (annotation). Create 'Artist Link' pages (Minimum A3) that shows us what or who the artist is looking at, try the techniques using the same or similar medium (paint, pencil, chalks etc) and write a little about what you think about the work, important or exciting things you find out about them. Most important of all – make the sheets look creative and exciting...experiment!

Targeted Home Learning

DT KS4

Year 9/10:

Nike is producing a revolutionary range of trainers called "Nike Oxygen". Produce some innovative packaging for these trainers that reflects the brand values.



GEOGRAPHY



Tourism

Choose one of the tasks below to recap and revise your knowledge of the tourism topic.

Task 1: Create an annotated sketch of an eco-tourist destination, explaining how each feature reduces the negative impacts of mass tourism (5 marks)

Task 2: Explain the positive and negative impacts of mass tourism on a named area (6 marks)

Task 3: Use a case study to discuss how well an extreme environment is coping with the development of a tourist industry. [8 marks] [SPaG 3 marks]

Demonstrate an understanding of Different Practitioners

Expected: Explain who Bertolt Brecht is and his beliefs about the theatre.

Embedded: As Expected but also describe some of his key techniques and what their purposes are.

Exceptional: As Embedded but also describe a play or performance and what you could add into to turn it into a Brecht style performance.

Remember – Opposite to Stanislavski, Non-naturalistic.

Science



Task A:

Visit the BBC bitesize pages on KS3 “Atoms, Elements and the Periodic Table”

<https://www.bbc.co.uk/education/topics/zstp34j>

Produce revision material on this topic. This could take the form of a revision poster, notes, flash cards or mind-map.

Task B:

Complete the home learning worksheet on Compounds and Mixtures.

A copy of the worksheet will be given to you by your Chemistry teacher.



Qu'est-ce que tu aimes comme films?

1. Moi, bien sûr j'adore les films français parce que
2. j'aime pratiquer mon français. Mon film préféré
3. français s'appelle Taxi 2, car il est plein d'action,
4. marrant, un peu romantique et à mon opinion c'est
5. une bonne histoire intéressante. En plus il y a de
6. belles voitures rapides dans le film et je m'y intéresse
7. énormément. A mon avis il faut regarder un film
8. français en VO, c'est-à-dire en langue française.
9. En ce qui concerne les films anglais, je me passionne
10. pour les films de science-fiction. Je les aime car à
11. l'école j'aimais beaucoup les sciences. La vie dans le
12. futur m'inspire et les effets spéciaux sont toujours
13. magnifiques et géniaux. Cependant, quant à moi
14. de temps en temps il y a un peu trop de violence.



EXPECTED- FIND THESE PHRASES IN THE TEXT

preferred		I am passionate for	
I like		I used to like	
in my opinion	1)	as for me	
	2)	I love	
I am interested		I love them	

embedded- FIND THESE PHRASES IN THE TEXT

<i>of course</i>	<i>a little</i>
<i>because</i>	<i>always</i>
<i>because</i>	<i>one must</i>
<i>moreover</i>	<i>too much</i>
<i>that is to say</i>	<i>a lot</i>
<i>concerning...</i>	<i>the special effects</i>
<i>however</i>	<i>enormously</i>
<i>from time to time</i>	<i>great</i>
<i>there is</i>	<i>it is full of action</i>
<i>it is</i>	<i>a story</i>

Exceptional= translate the text above into English

Targeted Home Learning Year 9: The Civil Rights Movement

CONTEXT

Who were the W.A.S.P.S and KKK? Which other groups can you find which opposed equality in the USA at this time.

Find at least 5 sources about segregation. For each one, what does the source reveal and how useful is it?

Research a key event or turning point in the movement's history. Explain how important it was for raising awareness and changing the rights of Black Americans.

Role of Martin Luther King Jr in securing Civil Rights.

Create a timeline of the Civil Rights Movement. Use different colours for individuals and events. In your opinion, who or what was the most significant aspect of the movement?