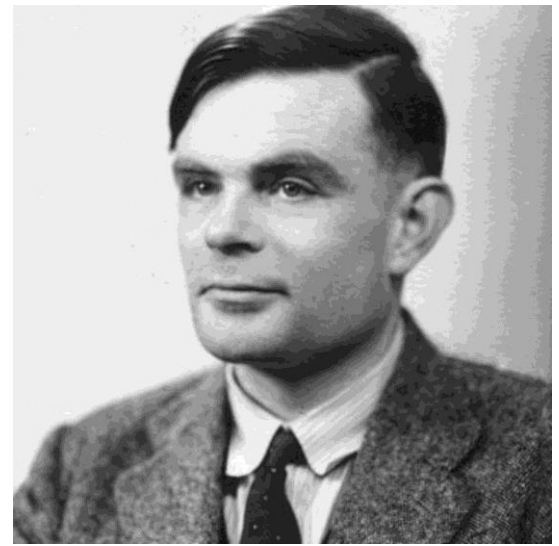


Pre- Learning

Year: 9

Pre-Learning

Subject: Computing



Year: 9

Research into the 4 famous computer scientists listed below. Complete the table by explaining what time period they were alive between and what they were responsible for inventing:

| Name of Scientist | Time Period | Invention |
|---------------------|-------------|-----------|
| Charles Babbage | | |
| Alan Turing | | |
| George Boole | | |
| Sir Tim Berners-Lee | | |

To achieve **exceptional**, see if you can explain the impact that their invention has had on our daily lives and what other inventions they have led to.

Pre-Learning

Subject: Drama

Year: 9

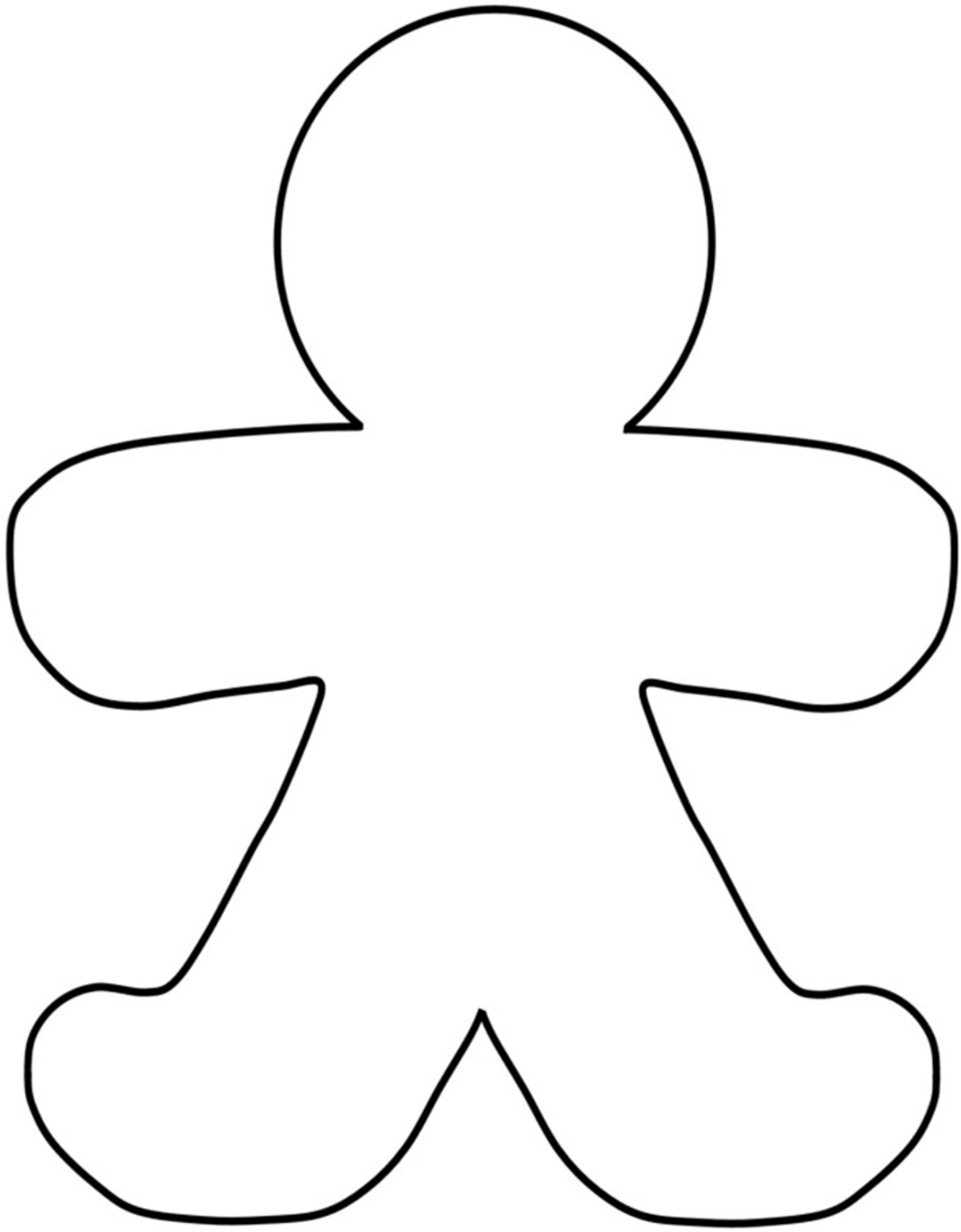


Using this picture come up with a performance idea. Explain how you got your idea and ensure you write about what happens in each scene.

Use a storyboard template to create your scenes and a Roll on the wall template to develop characters.

Think about:

Style, Genre, Characters, conventions, props, staging.



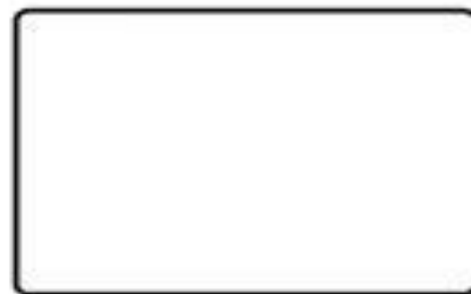
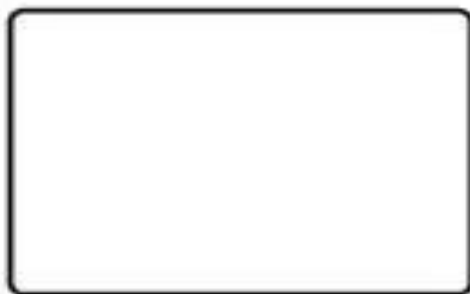
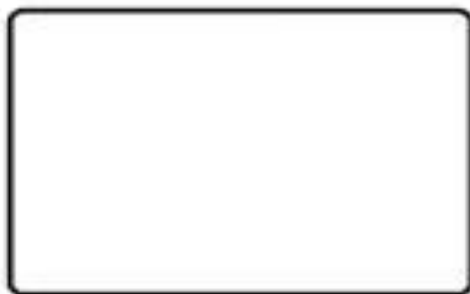
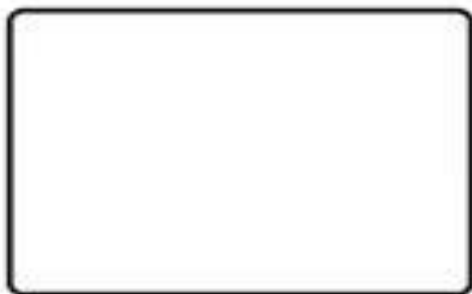
Project Name: _____

Page: _____ of _____

By: _____

Date: _____





Pre-Learning

Subject: English

Year: 9

The following articles will help you with the work we are studying next term. We will be reading a play called DNA by Denis Kelly. The play focusses on a group of teenagers and explores the interactions between adolescent boys and girls. Please read the articles below. If you do not understand any words then please highlight them, try to research their meanings, or ask your teacher in September!

Article One: Bonobos and their social behaviour

SOCIAL ORGANIZATION AND BEHAVIOR

Bonobos live in fission-fusion social groups where a large community of individuals separate into smaller groups, or parties, of variable size and composition. These "unit-groups" range from lone individuals to groups of 20 or more bonobos (Badrian et al. 1984; White 1988, 1996). These groups are patrilineal and the unit group is multi-male/multi-female, though the ratio of males to females is variable. At seven to nine years old, females emigrate from their natal groups to another group where they spend much time trying to initiate social interactions with dominant older adult females (Furuichi 1989). It is important for young, immigrant females to develop relationships with other females in their new groups because this is one of the strongest relationships in bonobo society. Unlike chimpanzees, females tend to have more cohesion with other females than with males, though there is evidence that as group size increases, cohesion between males and females increases (White 1988; 1996). Females obtain rank as they age and have offspring, especially males. Their sons often have corroborating rank as they mature and as the adult female becomes more central to the group (White 1996).



Because females within the community are unlikely to be related, it is unusual that female bonobos show such strong affiliation with one another in parties and within communities. Paradoxically, males in bonobo communities are related to one another and show little affiliative behavior (White 1996). The duration and intensity of relationships that develop between male and female bonobos are not simply based on sexual attraction. Adult males and females associate for reasons besides mating that include kinship and rank acquisition (White 1996; Hohmann et al. 1999). Though females emigrate from their natal groups, molecular analyses of the genetic relatedness between community members at the Lomako field site recognized mother-son pairs and adult half-siblings associated more frequently than unrelated

mixed-sex dyads (Hohmann et al. 1999). Males also associate with females for rank acquisition because females dominate the social environment. Females that have strong bonds keep males away from food and often attack males, biting off their fingers and toes (de Waal 1997). If a male is to achieve alpha status in a bonobo group, he must be accepted by the alpha female.

One of the most significant and defining characteristics of bonobo societies is sexual behaviour. Sex serves purposes other than reproduction such as appeasement, affection, social status, reconciliation, excitement, and stress reduction (de Waal 1997). Sex occurs in virtually all partner combinations. Non-reproductive copulation is often seen between males and females as well. While males rarely share food, when subordinate females beg for food from

dominant males, the likelihood that the male will share is greatly increased if they first copulate (Blount 1990). It is important to remember, though, that sex is primarily a function of stress reduction at feeding sites not as currency for food (Blount 1990).

Article Two: Growing up and becoming a teenager.

Social changes and emotional changes: what to expect in adolescence

During adolescence, you'll notice changes in the way your child interacts with family, friends and peers. Every child's social and emotional development is different. Your child's development is shaped by your child's unique combination of genes, brain development, environment, experiences with family and friends, and community and culture.

Social changes and emotional changes show that your child is forming an independent identity and learning to be an adult.

People spend their childhood learning to be like their parents, and their adolescence learning who they are and how they are different from their parents.

– Dr Miriam Kaufman, 2006

Social changes

You might notice that your child is:

- **searching for identity:** young people are busy working out who they are and where they fit in the world. This search can be influenced by gender, peer group, cultural background and family expectations
- seeking more **independence:** this is likely to influence the decisions your child makes and the relationships your child has with family and friends
- seeking more **responsibility**, both at home and at school
- looking for new experiences: the nature of **teenage brain development** means that teenagers are likely to seek out new experiences and engage in more **risk-taking behaviour**. But they're still developing control over their impulses
- thinking more about 'right' and 'wrong': your child will start developing a stronger individual set of values and morals. Teenagers also learn that they're responsible for their own actions, decisions and consequences. They question more things. Your words and actions shape your child's sense of 'right' and 'wrong'
- influenced more by friends, especially when it comes to behaviour, sense of self and self-esteem
- starting to develop and explore a sexual identity: your child might start to have **romantic relationships** or go on 'dates'. These are not necessarily intimate relationships, though. For some young people, intimate or sexual relationships don't occur until later on in life
- communicating in different ways: the internet, mobile phones and social media can significantly influence how your child communicates with friends and learns about the world.

Emotional changes

You might notice that your child:

- **shows strong feelings** and intense emotions at different times. Moods might seem unpredictable. These **emotional ups and downs** can lead to increased conflict. Your child's brain is still learning how to control and express emotions in a grown-up way
- is more sensitive to your emotions: young people get better at reading and processing other people's emotions as they get older. While they're developing these skills, they can sometimes misread facial expressions or body language

- is more self-conscious, especially about physical appearance and changes. Teenage self-esteem is often affected by appearance – or by how teenagers think they look. As they develop, children might compare their bodies with those of friends and peers
- goes through a ‘bulletproof’ stage of thinking and acting as if nothing bad could happen to him. Your child’s decision-making skills are still developing, and your child is still learning about the consequences of actions.

Many people think that adolescence is always a difficult time, and that all teenagers have bad moods and behave in challenging ways. In fact, some studies show that only 5-15% of teenagers go through extreme emotional turmoil, become rebellious or have major conflicts with their parents. Social and emotional changes are part of your child’s journey to adulthood. You have a big role to play in helping your child develop grown-up emotions and social skills.

Changes in relationships

You might notice that your child:

- **wants to spend less time with family** and more time with [friends and peers](#)
- has more arguments with you: some conflict between parents and children during the teenage years is normal, as children seek more independence. It actually shows that your child is maturing. Conflict tends to peak in early adolescence. If you feel like you’re arguing with your child all the time, it might help to know that this isn’t likely to affect your relationship with your child in the longer term
- sees things differently from you: this isn’t because your child wants to upset you. It’s because your child is beginning to think more abstractly and to question different points of view. At the same time, some teenagers find it hard to understand the effects of their behaviour and comments on other people. These skills will develop with time.

Activity - TENSES

Rewrite each of these sentences in the PAST tense:

| PRESENT | PAST |
|--|------|
| I run so quickly I can feel my heart beating in my chest. | |
| Bravely, she looks straight into its eyes. | |
| Unsurprisingly, the girl stands up and walks away. | |
| This argument is so loud! | |
| Steven stops and picks up his dinner plate. | |
| I am genuinely for their safety. I really care about them. | |

Pre-Learning

Subject: History

Year: 9

Task: Students to produce a timeline of events starting from the end of World War One in 1918 to the rise of Hitler on the 29th January 1933.

Summary: Students are to research the events of the aforementioned time period, in particular the Munich Putsch, Gregor Stresemann, Dawes Plan, Locarno Treaty, Ruhr invasion.

History Skill: Continuity and change.

| Expectation | Success criteria |
|-------------|--|
| 0/3 | Students produce a surface level comprehension for Weimar Germany and its lifetime. However, no further research is offered above what is specified in the summary and no links to previous learning. |
| 4/7 | Students explain the wider context of Weimar Germany, detailing the aforementioned features as well as evidence of further research. Clear links and comparisons made between features and their importance. |
| 8/9 | As above, but students evaluate which feature was the most influential in Hitler managing to gain power. All other features evaluated which origin of continuity and change covered. |

GOING FOR GOLD:

“Is there enough evidence to support the theory that there was a ‘Golden Age’ in Germany between 1923-29.” Write a three PEE paragraph response to this statement, showing both sides of the argument as well as a conclusion.

Pre-Learning

Subject: Media Studies

Year 9:

Task 1: Investigate and apply Todorov's Narrative Theory

- Watch the following clip on Youtube
<https://www.youtube.com/watch?v=ko5XG72v7Ss&safe=true>
- Write down the explanation of Todorov's of each part of Todorov's theory
- Now select a movie which you can apply Todorov's theory to. Try to explain what happens in the movie at each stage of Todorov's narrative theory

| | Explanation(Use the Youtube Clip to help you) | Example from your film – explain what happens in your film at each stage. |
|-------------------|---|---|
| Equilibrium | | |
| Disruption | | |
| Recognition | | |
| Attempt To repair | | |
| Recognition | | |

Pre-Learning

Subject: Science

Year: 9

Medical Science project

You can choose any aspect of medicine to study and show how our understanding has changed over time. Example projects could be the: Our understanding of the human body, the fight against disease, developing and testing medicines, surgery and transplants or anything else related to our understanding of health or fitness.

Tasks:

- Research an aspect of Medical science. Collect your research into an organised **research folder** with important aspects highlighted.
- Create a **timeline** showing the **key** developments of understanding and technology in this area. The timeline needs to be detailed and colourful and show how **scientific progress** was made.
- Choose **3** key points on the timeline that you consider the **most** important leaps in understanding. **Explain** why you have chosen these as the key points in this area.
- Choose **one** of these points and produce a **fact-file** on the main scientists involved and how they worked **together** to make the discovery. **How** has their discovery impacted on our lives. Has this discovery lead to any negative effects?
- Where do you think science is moving in the future in this area? **Why** do you think this? How might this affect us and society in future?
- Prepare a short **5 minute** presentation on what you have learnt and the key developments in your area.

Assessment levels

You will be assessed on your project (timeline and factfile), research and presentation. There are three main areas of assessment as detailed in the table below. Students will also assess each others work to establish the most effective ways of presenting their findings.

| LEVEL | Thinking Scientifically | Applications of Science | Communicating |
|--------------------|---|--|--|
| Expected | Identify data or evidence that has been used to develop scientific ideas. | Highlight where scientific ideas have been used | Use scientific language and key words and present the data and ideas correctly. |
| Expected | Recognise scientific questions not yet answered and identify where creative thinking by scientists has helped develop ideas | Link uses of science to the main scientific ideas. Identify how developments and applications have affected society. | Use appropriate language when presenting scientific ideas. Distinguish between opinion and facts. Show how scientists work together and communicate to develop ideas. |
| Embedded | Describe evidence that either supports or refutes an idea and how new ideas have led to changes in existing understanding of science. Explain the relative importance of the discoveries in this area. | Explain how society is affected by scientific ideas and developments. Explain how creative thinking has generated ideas in science. Suggest positive and negative effects of developments. | Effectively present ideas from a range of sources in the most appropriate way. Explain how scientists from different areas have worked together to achieve progress. |
| Exceptional | Explain the processes by which the ideas and evidence collected was accepted or rejected by the scientific community. Explain how scientific evidence and ideas contribute to questions that science may not be able to answer. | Explain how creative thinking can generate new ideas for future research. Suggest ethical and cultural arguments against scientific and technological development | Explain how scientists from a range of backgrounds and specialisms have contributed to scientific developments in the area. Evaluate information from different sources and explain its limitations. |

Pre-Learning

Subject: Business Studies

Year: 9

Research the 4 entrepreneurs in the table below. You must explain what their business idea was (what are they offering?), how they became so successful, and what is their business like still today?



| Name of Entrepreneur | Time Period | Business Idea | How successful are/were they? |
|----------------------|-------------|---------------|-------------------------------|
| Walt Disney | | | |
| Elon Musk | | | |
| Steve Jobs | | | |
| Coco Chanel | | | |

To achieve **exceptional**, see if you can explain the events that led to them setting up their businesses and led to their overall success/

Pre-Learning

Subject: KS3 DT

Year: 9

- Make a mood board about a specific designer or design movement and annotate it.
- Describe the key features of the design movement and use examples to explain what they were inspired by.
- Design a lamp in this style. Annotate key features and where you got your ideas from.

Pre-Learning

Subject: KS3 Food

Year: 9

Research the following technological developments:

- Nutritional modification/fortification
- Additives

Produce information for each one in the form of a mind map.

Add images and make a list of all the foods associated with these developments.

Pre- Learning

Subject: Geography

Year: 9

| Command Word | What does it mean (in your own words) | Write a question that would include your command word. Highlight the command words in your question. | Write a plan for your exam question. Make sure you have 3 paragraphs (e.g. P1 , P2 and P3) |
|-----------------|--|--|--|
| Annotate | <i>Add detailed labels to a diagram, photograph or map to add a description.</i> | <i>Draw an annotated diagram to show the formation of a wave cut platform.</i> | <i>Sequencing question: I need to sequence the formation of a wave cut platform.</i> <ol style="list-style-type: none"> 1. Hydraulic action erodes lines of weakness 2. Wave cut notch created 3. Overhang collapses 4. Process continues again, cliff retreats a wave cut platform is created |
| | | TIP! Create a range of questions from all of your KS3 topics. | |
| Account | | | |
| Compare | | | |

| | | | |
|-----------------|--|--|--|
| Contrast | | | |
| Describe | | | |
| Discuss | | | |
| Evaluate | | | |

| | | | |
|----------------|--|--|--|
| Explain | | | |
| Justify | | | |

Pre-Learning

Subject: French

Year: 9

MasterChef goes European!

You will work in small groups of two or three to complete this task. Your group will be required to research the traditional foods of France and you need to create a research log of everything you find. This will involve stating the source of your information, what you found and the date you found it. You will then use your research to develop a traditional, innovative dish to represent France. You will subsequently be required to produce a list of ingredients, in the target language, and a recipe which should be in the target language as much as possible. The recipe should be presented in a professional way. You need to ensure your dish is able to be made within a budget of £5, therefore you will also need to research the cost of ingredients. You are required to submit your recipe costings with your final recipe.

When you have submitted your recipe, we will then choose the most innovative, realistic and culturally accurate recipes. These teams will be given the opportunity to cook their dish and the final will be judged by a team of staff and a winner will be crowned!

Pre-Learning

Subject: Media Studies

Year 9:

Task 1: Investigate and apply Todorov's Narrative Theory

- Watch the following clip on Youtube
<https://www.youtube.com/watch?v=ko5XG72v7Ss&safe=true>
- Write down the explanation of Todorov's of each part of Todorov's theory
- Now select a movie which you can apply Todorov's theory to. Try to explain what happens in the movie at each stage of Todorov's narrative theory

| | Explanation(Use the Youtube Clip to help you) | Example from your film – explain what happens in your film at each stage. |
|-------------------|---|---|
| Equilibrium | | |
| Disruption | | |
| Recognition | | |
| Attempt To repair | | |
| Recognition | | |