



Required Further Learning Summer 1

YEAR 9

NAME: _____

Why am I required to complete this Further Learning?

The new 9-1 GCSEs require you to improve your knowledge retention and your skills. To do this, you need to be working independently to help build your confidence and ability in these areas.

Who will give me feedback on my Further Learning?

Your teacher may give you individual feedback, or you may go over the answers as a whole class. If you are using an online system, you will get feedback through this (e.g. Hegarty Maths).

What do I do if I'm stuck?

It's important that you deal with this before the deadline date. There are a number of options for you if you are struggling with your Further Learning:

- Speak to someone from your class/year group who is completing the same task and ask for their support
- Use the internet
- Ask your parents or carers
- Speak to a teacher from the subject during your Flexible Learning time
- Ask your teacher

How can I check my progress with Further Learning?

Your progress will be reported home once a half term on your Progress Report. You can then have a discussion with your parents or carers and your coach, to ensure that you have everything you need to be able to complete your Further Learning.

How will I be rewarded for completing Further Learning?

- Making progress in your subjects that you are developing independence in
- You will be entered in a prize draw every half term when you hand in a Further Learning tracker
- Your teacher or coach may also choose to reward you for excellent effort with Further Learning (Purple Slip, CfL Sticker, EPraise Points)

Where is my Maths Required Further Learning?

You will be completing the tasks set by your teacher on **Hegarty Maths**.

Where is my Science Required Further Learning?

You will be completing the tasks set by your teacher on **Educake**.

Name:

English Further Learning: this will help you to **analyse** an **unseen poem**.

Tattoos by Brian Patten

No doubt in her youth
The many tattoos on my grandmother's arms
Were bold and clear:
No gave-marls or burst blood vessels sullied
the breast of the blue-bird that flew
upwards from her wrist-bone;
On her biceps
The sails on the three-decked galleon were not yellow or
wrinkled,
And each angry thorn on the blue-stemmed rose was
needle-sharp,
Its folded petals unblurred by time.
A child, I studied those tattoos intently-
Back then they seemed mysterious as runes to me.
But all those tribal decorations went the way of her own
bravado.
Ageing, the colours faded,
And her world shrank to a small island in the brain,
A tumour on which memory was shipwrecked
Till finally that galleon came to rest
One fathom down beneath Liverpool clay
Its sails deflated, the blue-bird mute,
The rose gone to seed.

Poem Dictionary:

- Sullied: spoiled the quality of
- Galleon: a large sailing ship
- Runes: can mean ancient letters of the alphabet, or small, magical rocks
- One fathom: a unit of length measuring six feet (usually used to measure how deep water is)

1. Briefly explain what you think the poem is about:

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2. Can you find evidence that the speaker of the poem admires their grandmother?

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3. Can you find evidence that the speaker of the poem feels sorrowful about their grandmother as she gets older?

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4. What do you think the grandmother's fading tattoos represent?

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5. What does the word "bravado" suggest about the type of woman the grandmother was when she was younger?

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6. Can you find evidence that the speaker is fascinated by their grandmother?

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7. What does the metaphor "memory was shipwrecked" suggest about the narrator's grandmother?

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8. At line 17, the line lengths start to become shorter. What might this show about the grandmother's life?

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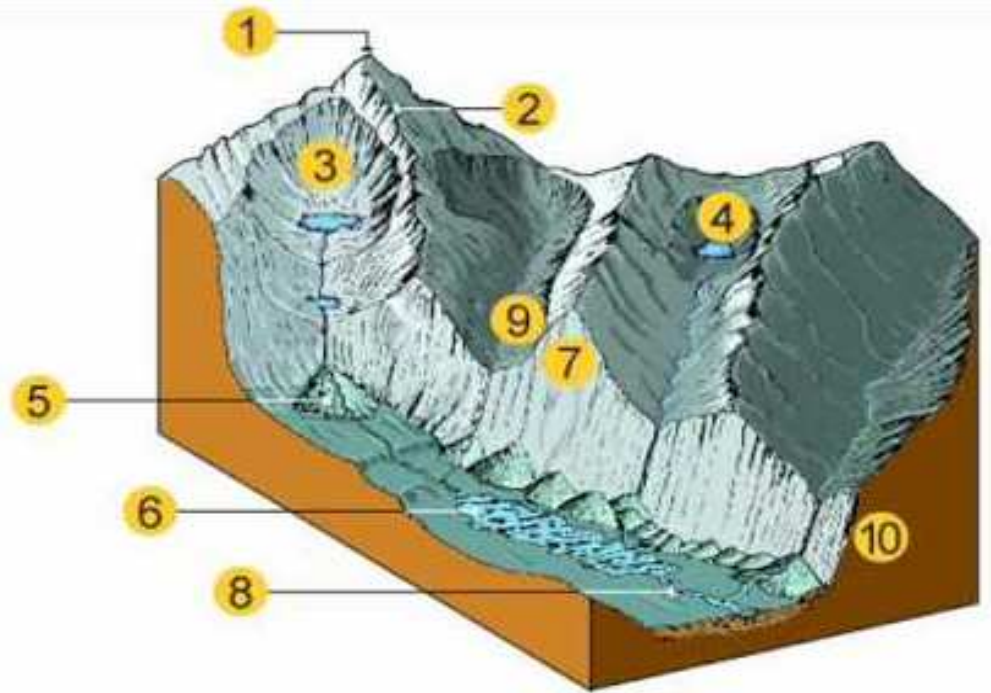
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Name: _____

Geography Further Learning: Glacial Landforms

Question 1 – Label the glacial features

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Question 2 – Add the key words letter to the correct definition (Chanting)

- | | | |
|------------------------|---------------------------------------|---|
| a. Corrie | <input checked="" type="checkbox"/> C | A knife-edge ridge |
| b. Glacial trough | <input type="checkbox"/> | A long-thin lake found in a glacial trough |
| c. Arête | <input type="checkbox"/> | A stream occupying a glacial valley |
| d. Truncated spur | <input type="checkbox"/> | A rock formation created by a passing glacier |
| e. Hanging valley | <input type="checkbox"/> | An egg-shaped hill |
| f. Erratic's | <input type="checkbox"/> | A u-shaped valley formed by a glacier |
| g. Pyramidal peak | <input type="checkbox"/> | Steep cliffs found on the valley side |
| h. Drumlin | <input type="checkbox"/> | A small glacier joins a larger glacier |
| i. Moraine | <input type="checkbox"/> | A large boulder deposited by a glacier |
| j. Ribbon lake | <input type="checkbox"/> | Unsorted glacial fill deposited by a glacier |
| k. Tarn or Corrie lake | <input type="checkbox"/> | A sharp pointed mountain peak |
| l. Roche Moutonnee | <input type="checkbox"/> | An arm-chair shaped hollow |
| m. Misfit stream | <input type="checkbox"/> | A lake found in a corrie |

Question 3 – Explain the formation of a corrie and how it changes over time. (6 Marks)

Diagram

Question 4 – Explain the formation of glacial moraines (6 Marks)

Name:

History Further Learning

Read the following information and complete the activities below.

WHY EXPLORATION?

Trade was the driving force behind voyages of exploration. Undermining Spain's position in the New World was another important reason for voyages of exploration, especially as Anglo-Spanish were getting worse.

New technology made ships more capable of undertaking longer journeys. This also led to more accurate maps and navigation. Printing enabled the reproduction of standardised maps, navigations manuals and accounts of the fabulous riches to be found in the New World.

Some of these facts might have been *indirect* reasons why exploration under Elizabeth I increased. Can you think how the reasons below made Tudor exploration possible? *EG, Elizabeth was well known for choosing wise women and men to help her make decisions. They might have advised her to increase exploration to increase trade with other countries.*

- Elizabeth had a 'moderate' approach to religious policy. She wanted Catholics and Protestants to live in peace at home

IMPACT FOR EXPLORATION:

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- There was a poverty problem in England as well as a population crisis.

IMPACT FOR EXPLORATION:

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- She established herself as a strong Queen by fending off various plots from the Irish, the North and the Spanish

IMPACT FOR EXPLORATION:

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- Elizabeth never got married but many powerful men from Europe showed an interest in marrying her, and some felt she needed to marry to consolidate power.

IMPACT FOR EXPLORATION:

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Complete the gaps to create a biography for Walter Raleigh



Born in c. 1554 to a _____ family in Devon.

A landed gentleman, poet and a _____.

At Court, he rose rapidly becoming a favourite of Elizabeth I.

According to myth he once gallantly laid his cloak over a _____ for Elizabeth to walk over.

Elizabeth I granted him a Royal _____ so he could explore new lands. He played a key role in exploring the New World and _____ North America.

He is reputed to have introduced _____ and _____ to England.

He was knighted in 1585, was an MP for Devonshire in 1585 and 1586, for Dorset in 1597 and for Cornwall in 1601.

Dismissed from Court in _____ when he secretly married a lady-in-waiting, Elizabeth Throckmorton, without the Queen's permission.

Fell from grace, imprisoned in the Tower of London but released by _____.

Served as Governor of _____ from 1600 to 1603.

Imprisoned by James I in the Tower of London but he was released to lead another expedition.

Eventually executed in _____.

Can you add any other information?

Name:

French Further Learning

Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

1. Fill in the "**Anglais**" column with the English translation.
2. Study the spelling and meaning of the French and say it out loud.
3. Cover the "**Français**" and "**anglais**" columns. Write the French from memory in the "**cover, write**" column, without looking.
4. If you have learnt the word correctly tick the "**check**" column... if not, repeat the process, writing the word out again on a separate piece of paper.

Français (Look, Say)	Anglais	Cover, write	Check
J'ai mal			
Le corps			
Le ventre			
La gorge			
Le bras			
Le pied			
La tête			
L'oreille			
La jambe			
L'estomac			
La main			
Les yeux			
Le nez			
Les dents			
Les cheveux			
Les doigts			
La bouche			
Se ressembler à			
Se faire opérer			
Se casser			
Un rhume			
Prendre froid			
Prendre des kilos			
Je ne peux pas			
Je dois			
Prendre de l'aspirine			
Des pastilles			
Du sirop			

Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

1. Fill in the “**inglés**” column with the English translation.
2. Study the spelling and meaning of the Spanish and say it out loud.
3. Cover the “**español**” and “**inglés**” columns. Write the Spanish from memory in the “**cover, write**” column, without looking.
4. If you have learnt the word correctly tick the “**check**” column... if not, repeat the process, writing the word out again on a separate piece of paper.
5. **Write whether the word is a VERB (V), NOUN (N), or ADJECTIVE (A) in the last column.**

español	inglés	Cover, write	Check	V/N/A?
hay				
Mucho/a/os/as				
el medioambiente				
la contaminación				
la basura				
sucio/a/os/as				
limpio/a/os/as				
el trafico				
las fabricas				
los atascos				
conducir				
viajar				
plantar				
arboles				
reducir				
usar				
un barrio industrial				
una ciudad turística				
una ciudad histórica				
proteger				
reciclar				
el papel				
el vidrio				
comprar				
productos ecológicos				

Describing a Photo

Write 4 simple sentences to describe the photo:

Use

1. _____

2. _____

3. _____

4. _____ /8



Reading

Me llamo Ramón. **Me preocupa** mucho el medio ambiente, y **por eso** soy miembro de un grupo ecologista. Creo que tenemos que cambiar nuestra **manera de vivir**. Me gusta mucho **la lectura** y todos los días escribo un blog **sobre** el medio ambiente.

Vivo en una ciudad **donde** hay mucha contaminación. Hay mucho tráfico, y **lo malo es** que también hay mucha basura. No hay ni árboles, ni espacios verdes, ¡es **una pena!**

Deberíamos mejorar nuestro entorno. Deberíamos **construir** áreas de **ocio** con árboles para los jóvenes.

Me gustaría mejorar la red de transporte público, así **habría** menos coches y menos contaminación. Un sistema de **alquiler** de bicicletas **sería** una idea muy buena. También construiría **casas sostenibles**, es importante para nuestro futuro.

1) Annotate the text. What do the words in bold mean? /16 _____

2) What is Ramón worried about? _____

3) What does he do every day? _____

4) What is the town where he lives like? _____

5) What would Ramón do to improve the town? _____ /21

Writing – your town and the environment. Write 40-90 words.

- ¿qué hay en tu pueblo?
- ¿Cuál es tu opinión sobre el medioambiente?
- ¿crees que es importante reciclar?
- ¿Cómo vas a proteger el medioambiente en el futuro? /16

Total /40

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RE Further Learning

Read about the three conflicts, and complete the profiles that follow.

1) The Crusades

Three major religious groups all claimed Jerusalem in the land of Palestine as their holy city.

To Christians, it was the place where Jesus was crucified and ascended to heaven

To Muslims, it was the place where Muhammad ascended to heaven

To Jews, it was the site of the ancient temple built by Solomon

In 600 CE, Arabs entered the city and took control.

The Arabs allowed Christian and Jewish pilgrims to visit Jerusalem. In fact, Jews and Christians could live in Palestine as long as they paid their taxes like everyone else.

The First Crusade:

The Problem: Around 1095, a new group of Arabs took control of Jerusalem. They closed the city to Jewish and Christian pilgrims.

The Solution: The Pope acted. He called for a crusade - a volunteer army whose goal was to retake Jerusalem. Many people volunteered. About 30,000 men left Western Europe to fight in Jerusalem.

For knights, this was a chance to use their fighting skills, something they enjoyed and did well. They were delighted to have such a worthy battle to fight.

For peasants, this was a chance to escape from their dreary life in the feudal system. The pope promised that if they died while fighting a holy crusade, they would automatically be welcomed into heaven.

For others, it was a chance to have an adventure, and perhaps even to get rich.

Sign of the Crusade - The Red Cross: Each crusader had a huge red cross, made out of fabric, stitched onto their shirts or armor. It made all crusaders, irrespective of rank or background, appear to be a unified army. It reminded the crusaders that they were fighting a holy cause. The red cross was added to flags and banners

The Results:

After about two years of harsh traveling, hunger, disease, freezing weather, and quarrels amongst themselves, the crusaders finally arrived in Jerusalem. After a two-month siege of the city, the city fell. The crusaders had won back Jerusalem. Some men stayed. Some headed home. Those who returned brought back new foods and new forms of culture.

More Crusades: It was a short victory. Less than 50 years later, Muslims once again conquered Jerusalem. Again the pope called for a crusade to take back the city.

The Second Crusade lasted from 1147-1149. It was not successful.

The Third Crusade lasted from 1189-1192. It was not successful.

The Fourth Crusade lasted from 1202-1204. Instead of attacking Jerusalem, the crusaders attacked Constantinople. They stole statues, money, paintings and jewelry. They burned libraries. They destroyed churches. Their ridiculous excuse was that they needed money to defend Constantinople from the same fate as Jerusalem, as well as to fund the rescue of Jerusalem. The people of Constantinople did not find this excuse acceptable, and they were filled with hatred for the west.

The Children's Crusade in 1212 was a terrible tragedy. Many thousands of French and German children died trying to reach Jerusalem. They believed God would help them because they were children. Many died of hunger. Other froze to death. When the survivors reached the Mediterranean Sea, they expected the waters to part and let them pass. When this did not happen, those who were left returned dismally home.

Over the next 70 years, there were several other crusade attempts, but they were motivated more by personal gain than by religious purpose. None succeeded. By 1291, 200 years after the first crusade, European leaders lost interest. Western Europe never admitted defeat. They simply stopped asking for new crusaders.

2) Bosnian War (1992-1995)

Essentially, the Bosnian war was fought because Serbs and Croats living in Bosnia wanted to cut off Bosnian territory for Serbia and Croatia respectively. There were several other factors in addition to **ethnic tensions**. The Nationalist leader of Serbia, Slobodan Milosevic, was pushing for what he called a "Greater Serbia". The Bosnian Croats and Muslims, fearing that Milosevic would try to take their land, called for Bosnian independence.

Just before the war began, Radovan Karadzic created an army within Bosnia with the support of Milosevic in Belgrade. In 1992, under Karadzic's leadership, Bosnian Serbs began a policy of "cleansing" large areas of Bosnia of non-Serbs. After the war, a tribunal declared that the "cleansing" was actually **genocide**, and convicted Karadzic and his military commander of war crimes.

On April 6, 1992, the Bosnian Serbs began their siege of Sarajevo. Muslim, Croat, and Serb residents opposed to a Greater Serbia were cut off from food, utilities, and communication. For three years, food was scarce and the average weight loss per person was more than 30 pounds. More than 12,000 residents of Sarajevo were killed during the 43 months of siege. Throughout Bosnia, Bosnian Serb nationalists and the JNA began a program of **ethnic cleansing** in order to create a "pure" Serbian territory.. Entire villages were destroyed and thousands of Bosnians were driven from their homes, held in detention camps, raped, tortured, deported, or killed. Rape was a military tactic to destroy the bonds of families and communities. An international arms embargo was in effect throughout the war, preventing the Bosnian government from obtaining the heavy artillery and arms that it needed to fight the more sophisticated arsenals of the Serbian and Croatian armies.

3) The War in The Congo

Mobile phones fuel Congo conflict

Mobile phones may have revolutionized the way we communicate, but in Central Africa their biggest legacy is war.

Nearly 3 million people have died in Congo in a four-year war over coltan, a heat-resistant mineral ore widely used in mobile phones, laptops and Playstations. Eighty per cent of the world's coltan reserves are in the Democratic Republic of Congo.

The mountainous jungle area where the coltan is mined is the battleground of what has been grimly dubbed "Africa's first World War," pitting Congolese forces against those of six neighbouring countries and numerous armed factions.

The victims are mostly civilians. Starvation and disease have killed hundreds of thousands and the fighting has displaced 2 million people from their homes.

Often dismissed as an ethnic war, the conflict is really over natural resources sought by foreign corporations -- diamonds, tin, copper, gold, but mostly coltan.

At stake for the multitude of heavily armed militias and governments is a cut of the high-tech boom of the 1990s, which sent the price of coltan skyrocketing to peak at US\$400 per kilo. Coltan -- short for colombo-tantalite -- is refined into tantalum, a "magic powder" essential to many electronic devices.

The war started in 1998 when Congolese rebel forces, backed by Rwanda and Uganda, seized eastern Congo and moved into strategic mining areas, attacking villages along the way.

The Rwandan Army was soon making an estimated US\$20 million a month from coltan mining.

A May 2002 report from the United Nations Security Council said the huge coltan profits are fuelling the war and allowing "a large number" of government officials, rebels and foreigners "to amass as much wealth as possible."

The fighting rages on despite peace treaties signed in the summer of 2002. The peace process was started after the assassination of Congolese President Laurent Kabila in January 2001 and pressure from South Africa. But not all sides signed on. While foreign troops have officially withdrawn, internal factions remain at war.

Name:

RE Further Learning: Causes of War Profile

Complete the profile, based on the information you have read about one of the conflicts.

1) Name of Conflict:

Background Information:

Reasons for going to war:

Why you think this is the reason:

2) Name of Conflict:

Background Information:

Reasons for going to war:

Why you think this is the reason:

3) Name of Conflict:

Background Information:

Reasons for going to war:

Why you think this is the reason:



Educake

Science Online Further Learning

Go to www.educake.co.uk.

Use the **username** and **password** provided by your teacher to **login** to the website.

Complete the quizzes. Record your results in the table below:

As a minimum, complete the **required further learning quizzes** to achieve a 2.

Go beyond that and complete **additional further learning** quizzes to achieve a 1.

Year 9 Required Further Learning

	Name of Quiz	Percentage Achieved
1	RFL - Respiration - Biology	
2	RFL - Motion - Physics	
3	RFL - Chromatography - Chemistry	

Year 9 Additional Further Learning

	Name of Quiz	Percentage Achieved
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Help, I'm stuck on a question!

Click on  to find useful websites to support you with the quiz.

Help, I don't know my username or password!

Find your science teacher and they can reset it for you.