



Required Further Learning Autumn 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 and Educake).

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.

Where is my Maths Required Further Learning?

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

Where is my English and Science Required Further Learning?

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

When do I need to complete my Further Learning by?

Different subjects will ask you to complete your Further Learning by different dates. Use the timetable below to help you stay organised:

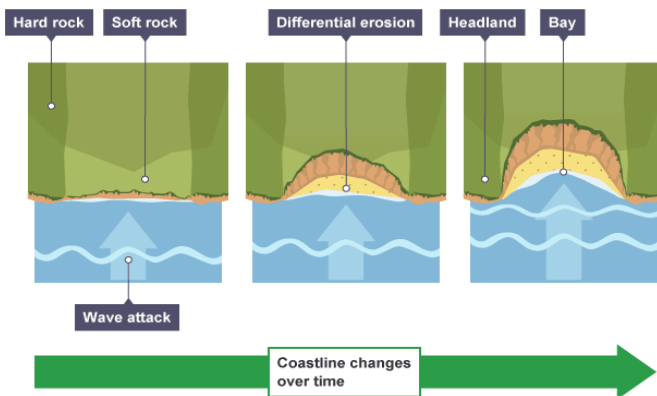
Further Learning I am required to complete	When is this Further Learning due in?
Geography	
History	
French	
Spanish	
Religious Studies	

Name: _____

Year 9 Geography FL: Coastal landscapes in the UK

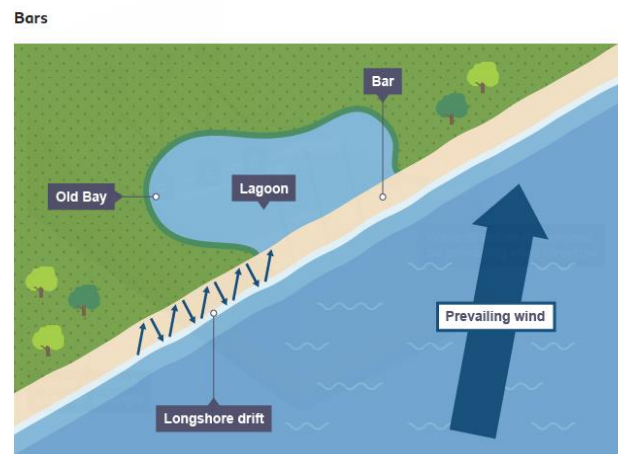
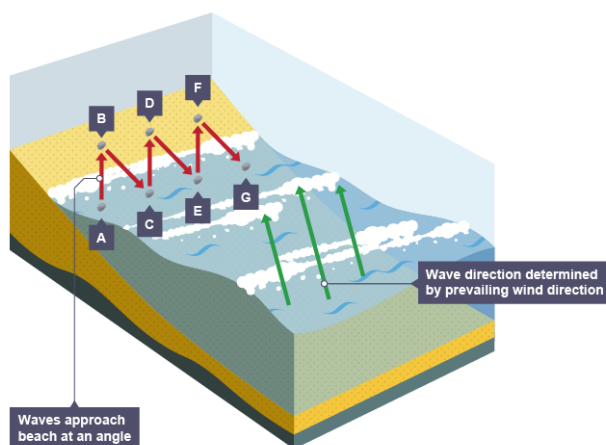
Erosional feature - Headlands and Bays

Cliffs along the coastline do not erode at the same pace. When a stretch of coastline is formed from different types of rock, headlands and bays can form. **Destructive** waves have as strong backwash. They attack the UK's coastline mostly in stormy weather increasing the processes of erosion such as, **hydraulic action** and **abrasion**. Bands of less resistant rock (soft rock) such as clay and sand are weaker therefore they can erode quickly. This process forms a bay. A **bay** is an inlet of the sea where the land curves inwards, usually with a beach. More resistant rock (hard rock) such as chalk is more resistant to the processes of erosion. When the soft rock is eroded inwards, the hard rock sticks out into the sea, forming a **headland**.



Depositional feature – Bar

Sediment is carried by the waves along the coastline. The movement of the material in a zigzag motion is known as **Longshore Drift**. Waves approach the coast at an angle because of the direction of **prevailing wind**. The **swash** will carry material towards the beach at an angle. The **backwash** then flows back to the sea, down the slope of the beach. If deposition occurs across a bay a bar is formed.



Expected Questions

- 1 – What is a destructive wave? _____
- 2 – What is hydraulic action? _____
- 3 – What is a bay? _____
- 4 – What is a headland? _____
- 5 – What is longshore drift? _____
- 6 – What is swash and backwash? _____

Big Question – Explain the formation of headlands and bays OR the formation of a bar.

Expected: You briefly describe how the landform is created using some key words

Embedded: You explain how the landform is created using key words

Exceptional: You add facts and figures to your answer and name real life examples (case studies) You can also draw a labelled diagram to illustrate your understanding.

PQE: Explain the physical processes that produce distinctive coastal and glacial landforms

Emerging: Expected: Embedded: Exceptional:

Year 9 History Further Learning – The situation for African Americans in the USA

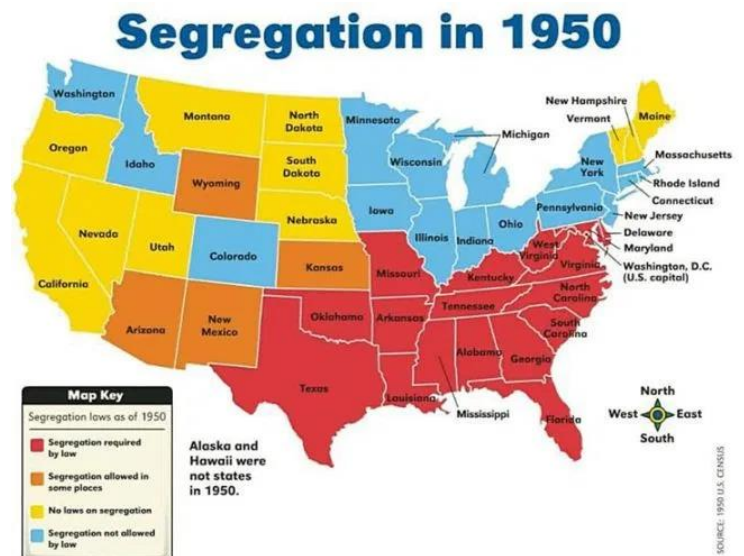
Slavery existed in the United States from **1619 to 1865**. The **13th Amendment**, signed after the **Civil War**, ended slavery in the USA and freed approximately **3.9 million people**. However, this did not lead to equality. The Southern states where slavery had existed began to introduce laws to ensure that black people were not treated equally. These were known as the **Jim Crow laws**. Black people were also prevented from being able to **vote** by these laws.

Segregation was also introduced to keep black and white people **separate but equal**. The black facilities were usually in poor condition and not given as much funding as white facilities, leading to further inequality.

Black people were also **economically** worse off. They were forced into lower paying jobs. Many black people in the South were forced to become **sharecroppers**, working the land for a share of the crop they grew, rather than money. Many fell into **debt** and **poverty**.

In the years following the First World War, many black people began to **migrate** to the cities of the North where they felt there were more opportunities. Cities like Chicago, New York and Detroit developed large black populations. However, while there was no formal segregation in the North, black people still faced **discrimination** and **racism**.

Another threat to black Americans was the **Ku Klux Klan**. This was a racist organisation set up after the Civil War to **intimidate** black people. They used violence to prevent black Americans from voting or gaining high positions in society. Some members of the KKK were in the police or justice system which meant it was very difficult for them to be stopped. 3,446 African Americans were lynched between 1882-1968. Many **lynchings** however were not recorded.



Source A – An interview given in 1991 by William Patrick Murphy, a white man who grew up in segregated Tennessee.

You'd go in the stores and here was a water fountain with a sign "White Only" or a restroom (toilet). And maybe there wouldn't be any water fountain or restroom for black people. And I grew up under that system, and I never gave it much of a thought until long after I became an adult. I guess I first began to think about it, maybe, when I was in the Navy during World War II, and then when I was in law school. And I guess it's fair to say that by the time I started teaching at Ole Miss (the University of Mississippi) I had come to the conclusion in my own mind that segregation was wrong and that something ought to be done about it, and not just segregation but racial injustice across the board. My God, I was thirty years old before I really began to rethink all these things that I had grown up taking for granted.

Source B – From a speech given by James Eastland on 27th May 1954. He was a US Senator for Mississippi (a southern state) and a supporter of segregation.

The southern institution of racial segregation was the correct, self evident truth. Separation promotes racial harmony. It permits each race to follow its own pursuits, and its own civilisation. Segregation is not discrimination. Segregation is not a badge of racial inferiority, and that it is not recognised by both races in the Southern states. In fact, segregation is desired and supported by the vast majority of the members of both races in the South, who live side by side under harmonious conditions.

Questions

Write a definition for these keywords:

Segregation	
Sharecropping	
Ku Klux Klan	
Lynching	

Complete the spider diagram to show the different ways that African Americans were **discriminated** against in the USA.



Read Source A and Source B then choose your task:

Expected: What can we learn from the sources about the situation for black Americans in the South?

Embedded: What can you infer from these sources about white people's views on segregation?

Exceptional: How useful are sources A and B for an enquiry into segregation in the USA?

Emerging: Expected: Embedded: Exceptional:

Year 9 French Further Learning



Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

1. Study the French word and say it out loud.
2. Cover the “**Français**” and “**anglais**” columns.
3. In pencil, write the word in the “**cover, write**” column, without looking.
4. Tick the “**check**” column if you have learnt the word correctly... if not, rub out what you have written, and repeat the process.

Français (Look, Say)	Anglais	Cover, write	Check
La maison			
Une pièce			
J'habite			
La cuisine			
La salle de bains			
Le salon			
Les toilettes / Le WC			
Ma chambre			
La chambre de mes parents			
La chambre de mon frère			
Le couloir			
La terrasse			
Le garage			
Le jardin			
La salle à manger			
Le jardin			
Au rez de chaussée			
Au premier étage			
Au deuxième étage			
En haut			
En bas			
Le grenier			
Le sous sol			
La cave			
Spacieux			
Ordonné			
Desordonné			
Lumineux			
Joli			
Sale			
Proper			
Sombre			
Miniscule			
Moche			

Complete the translation task appropriate to your level:

Expected

J'habite à Leeds, dans une grand maison près du centre-ville. J'habite avec mes parents et ma petite sœur, mais avant j'habitais avec mes grands-parents.

Embedded

À mon avis, mon quartier est très cool, car il y a beaucoup de choses à faire. Avant, j'habitais dans un petit village à la campagne et c'était ennuyeux, puisqu'il n'y avait pas de centre sportif, ou de centre commercial. À l'avenir, je voudrais habiter dans une grande ville car j'adore les villes.

Exceptional

Chez moi, nous avons quatre chambres et deux salles de bains. Ma chambre est plus grande que la chambre de ma sœur, et plus propre aussi. Je préférerais habiter dans un appartement avec une seule chambre, mais avec une cuisine grande et lumineuse. J'aimerais aussi avoir un salon avec des canapés vraiment luxueux, et une télé immense. Je pense que je vais habiter à Paris à l'avenir, parce que les apparts à Paris sont supers.

Skill	Expected	Embedded	Exceptional
Translation	You can translate a short paragraph accurately into English with 2 tenses .	You can translate a short paragraph into English with 3 tenses with some success .	You can translate a paragraph into English with 3 tenses successfully .

Emerging: Expected: Embedded: Exceptional:

Year 9 Spanish Further Learning Autumn 1

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.

español (Look, Say)	inglés	Cover, write	Check
la ropa			
la moda			
llevar			
una camisa			
una camiseta			
una falda			
una camisa			
una camiseta			
una chaqueta			
una gorra			
una corbata			
una sudadera			
una bolsa			
un jersey			
un abrigo			
un vestido			
un sombrero			
un traje			
unos tacones			
unos zapatos			
unas zapatillas de deporte			
unos calcetines			

español	inglés	Cover, write	Check
unas gafas de sol			
un reloj			
las joyas			
unas medias			
sacar			
quitar			
vestirse			
ponerse casual			
a la moda			
clásico			
rayado			
floreado			
sencillo			
de puntos			
el estilo			
la talla			

Translate the following sentences into English:

1. Normalmente, los fines de semana llevo una sudadera rosa y una gorra verde.

2. A veces mis amigos y yo llevamos unos pantalones azules

3. Cuando hace sol salgo con mis amigos y siempre llevamos ropa cómoda, pero el fin de semana que viene voy a llevar mi vestido preferido porque vamos a ir de fiesta.

Translate the following sentences into Spanish:

I think that my school uniform is ugly and old-fashioned.

This weekend I am going to buy some new trainers.

Last Monday I wore some blue jeans and a red t-shirt because we went to a museum. However this week I have to wear a blue tie, a white shirt and a black blazer (jacket) for school.




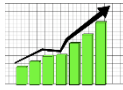






PQE'S - Skill	Expected	Embedded	Exceptional
Comprehension	You can work out the meaning of new words .	You can work out the meaning of sentences which contain new words .	You can work out the meaning of sentences which contain new words , in contexts which are new .
Translation	You can translate a short paragraph accurately into English/TL with 2 tenses .	You can translate a short paragraph into English/TL with 3 tenses with some success .	You can translate a paragraph into English/TL with 3 tenses successfully .

Year 9 Religious Studies Further Learning – The Ten Obligatory Acts

The Ten Obligatory Acts are followed by **Shi'a Muslims**. These combine **four** of the **Five Pillars of Islam** with **jihad**, which applies to all Muslims. It is the final five obligatory acts that distinguish Shi'a and Sunni practice.

Salah – differences between Sunni and Shi'a Islam

There are also some differences between Sunni and Shi'a practices in relation to **Salah**. Shi'a Muslims combine some prayers, such as the midday and afternoon prayers. Therefore, they may only pray **three** times a day. Sunni Muslims only combine prayers if they have a good reason to, for example if they are travelling. Shi'a Muslims also often use **natural elements** when praying. For example, some place a piece of clay at the spot where their head will rest. Additionally, the **movements** that Sunni and Shi'a Muslims make during prayer can differ. For example, Shi'a Muslims pray with their hands by their sides, whereas Sunni Muslims pray with their hands either folded or by their sides.

<p><u>Salah</u> – Praying/ worshiping five times a day</p>  <p>'Keep up regular prayer for prayer is obligatory for the believers at prescribed times' (4:10)</p>	<p><u>Sawm</u> – Fasting from dawn till dusk during Ramadan</p>  <p>'You who believe, fasting is prescribed for you so you may be mindful of God' (2:18)</p>
<p><u>Haji</u> – Pilgrimage to Mecca, at least once in a lifetime</p>  <p>'Pilgrimage to the house is a duty owed to God by people who are able to undertake it' (3:9)</p>	<p><u>Zakah</u> – 2.5% of income be given away</p>  <p>'Whatever you give in charity in your desire for God's approval, will earn multiple rewards' (30:3)</p>
<p><u>Khums</u> – Tax set at 20% for causes narrated by Shi'a Imams</p>  <p>'Know that one-fifth of your battle gains belongs to God and the messenger, to close relatives and orphans, to the needy and travelers' (8:4)</p>	<p><u>Jihad</u> – Striving in the way of Allah</p>  <p>'You who believe be mindful of God and strive for his cause so that you may prosper' (5:3)</p>
<p><u>Amr bil ma'roof</u> - Encouraging good actions</p>  <p>'Be a community that calls for what is good, urges what is right' (3:10)</p>	<p><u>Nahil anil munkar</u> – Discouraging evil actions</p>  <p>'Be a community that... forbids what is wrong' (3:10)</p>
<p><u>Tawalla</u> - Association with good people/ to love those who follow ahl al-bayt</p>  <p>'I ask no reward from you for this, only the affection due to kin' (42:3)</p>	<p><u>Tabarra</u> – Disassociation with bad people/enemies of Allah</p>  <p>'You who believe do not take my enemies and yours as your allies' (6.1)</p>

Tasks

Expected

1. In what way do the Obligatory Acts support Shia Muslims to live a good Muslim life?

2. Which two Acts do you think support Muslims to get closer to Allah?

Embedded

3. Which two Acts do you think help to promote a strong and stable society?

4. Outline three differences between Sunni and Shia Muslims practices.

Exceptional

5. Explain two of the 10 Obligatory Acts followed by Shia Muslims (Exceptional)

PQE: Pupils can identify the different attitudes, including non-religious, towards religious belief and practices.

Emerging: Expected: Embedded: Exceptional:

