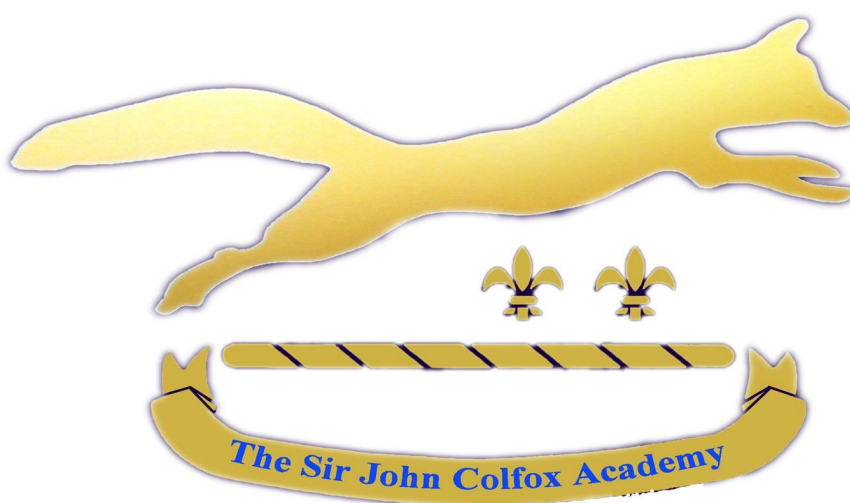


The Sir John Colfox Academy Homework Booklet

Year 9

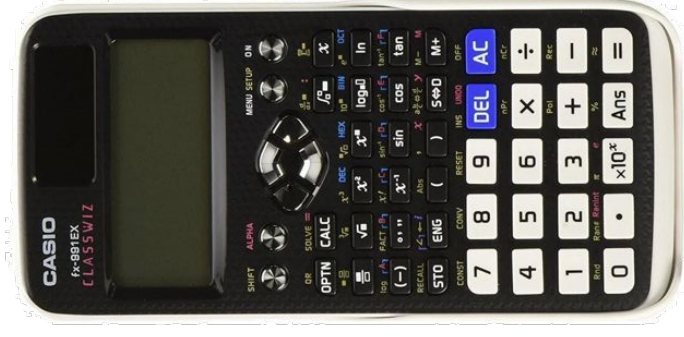


Name: _____

Tutor Group: _____

Bring this booklet to school with you **every day**.

School Equipment



These items of equipment should be brought to school every day.

Principles of homework

Homework is an essential part of learning for all students at The Sir John Colfox Academy. It supports the teaching and learning happens in the classroom, as well as helping to reinforce key learning from previous topics or years. It also helps to build routines and habits that will be needed for successful revision in Key Stage 4. We believe that meaningful homework is underpinned by the following principles.

- We value quality rather than quantity, so that a small number of things are done well.
- Homework is regular and specific, so that you know when to expect it and what to do.
- It is time limited, so that you are developing good study habits without being overwhelmed.
- It develops independent study habits and metacognitive skills so that students can work with increasing independence as they move through school and into adult life.

Homework expectations

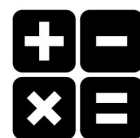
	T	On Time	Follow the homework schedule so that you know when each piece of homework will be checked by your teacher.
	A	Accurate	Take care over your work. Use the correct spelling, punctuation and grammar. Be specific. Use subject specific vocabulary.
	N	Neat	Present your work neatly. Write in pen and draw in pencil. Use a ruler if needed.
	C	Complete	Make sure the task(s) or questions are finished in full. No blanks. No missed questions.

Support with homework

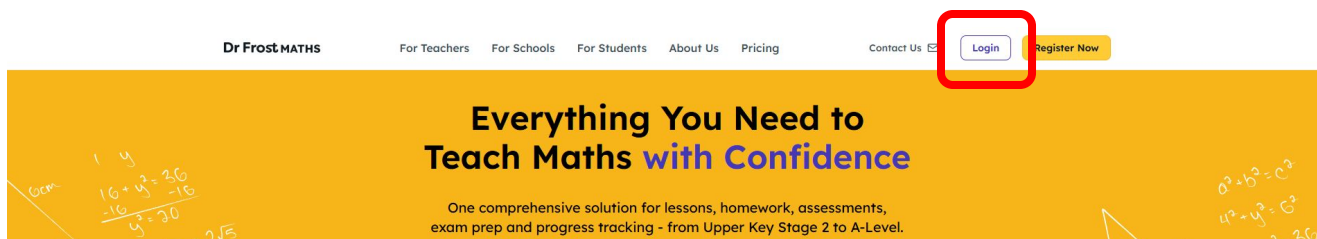
If you need help with your homework, you can:

- ✓ Speak to your class teacher.
- ✓ Speak to your tutor.
- ✓ Come to homework club in the library until 4:30 every Monday to Thursday
- ✓ SEN Homework club runs in the SEN room until 4:30 every Monday to Thursday.

Dr Frost - Maths



Visit <https://www.drfrost.org/> and click “Login” at the top of the page



Click “Log in with Google”

[← Home](#)

Dr Frost MATHS

Login to continue your mathematical journey!

Email or username

Password

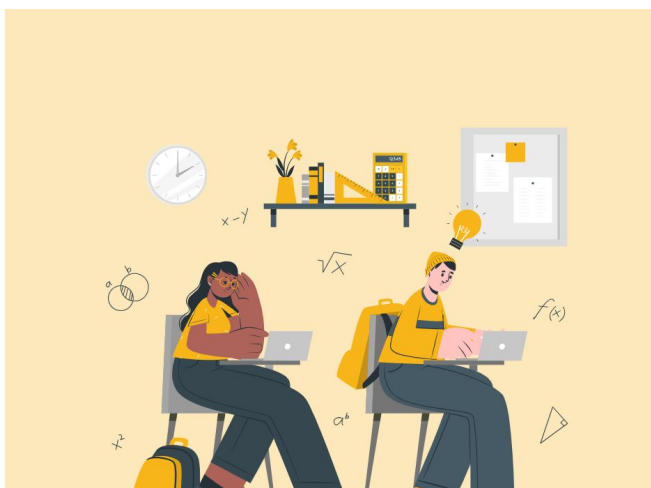
[Having trouble logging in?](#)

Login

OR

 Login with Google

 Login with Microsoft



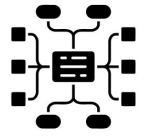
You then use your school email address and the password you use in the computer room e.g.

Username: 26exampleanne@sirjohncolfox.org

Password: The same as you use to log into the computers at school.

Your tasks will appear on the left-hand side of the screen.

Mind Maps



A mind map is a way of organising information using keywords, colours, pictures and branches. Start with the main topic in the centre of the page and draw lines outwards for different ideas or sub-topics. Add key facts, images and links between ideas. Mind maps help you see how information fits together and make it easier to remember. They are especially useful when revising a topic with lots of information. When creating a mind map, try to use short keywords instead of full sentences. This helps your brain focus on the most important information and makes revision quicker.

Flashcards



Flashcards are small cards used to test your memory. On one side, write a question, keyword or topic. On the other side, write the answer or explanation. Once you have made your cards, test yourself by looking at one side and trying to remember what is on the other. Flashcards are useful because they help you practise retrieving information from your memory, which strengthens learning. Keep reviewing cards regularly, especially the ones you find difficult. You can use flashcards for vocabulary, dates, formulas, definitions and key facts in almost any subject.

Dual Coding



Dual coding is a technique that combines words and pictures to help you learn. Instead of only reading notes, add diagrams, symbols, timelines, charts or simple drawings to represent the information. Using both visual and written information can make ideas easier to understand and remember. The pictures do not need to be artistic – simple sketches are often best. For example, you could draw something that represents a key idea – a smiley face for happy, a heart to represent love, etc . The aim is to help your brain make stronger connections between ideas by presenting information in more than one way.

Summarising



Summarising means reducing information to its most important points. After reading a text, write a short explanation using your own words. Focus on the key ideas rather than copying everything. A good summary is clear, accurate and much shorter than the original information. This technique helps you check your understanding and identify what is most important. You could summarise a chapter, lesson notes or a revision topic. If you can explain something simply, it is often a sign that you understand it well.

Look/Cover/Write/Check



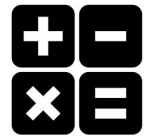
“Look, Cover, Write, Check” is a simple method for learning facts, spellings, vocabulary and key information. First, look carefully at the information you want to learn. Next, cover it so you cannot see it. Then write it down from memory. Finally, check your answer against the original and correct any mistakes. Repeat the process until you can remember the information accurately. This technique works because it makes your brain actively recall information rather than just reading it. Regular practice can improve memory and help information stay in your long-term memory.

Homework Timetable

Homework Timetable – Half Term 1					
Week beginning	Maths	English	Science	Geography / History / MFL	
14 th September	Dr Frost Task 1	Mind map	Cells Mind Map	Geography Task 1	
	Due Weds 23/09	Due first lesson of w/c 21/09	Due first lesson of w/c 21/09	Due first lesson of w/c 21/09	
	Dr Frost Task 2	Flashcards	Cells Mind Map	History Task 1 – Key Terms	
21 st September	Due Weds 30/09	Due first lesson of w/c 28/09	Due first lesson of w/c 28/09	Due first lesson of w/c 28/09	
	Dr Frost Task 3	Dual Coding	Cells - Questions	MFL Task 1	
	Due Weds 7/10	Due first lesson of w/c 05/10	Due first lesson of w/c 05/10	Due first lesson of w/c 05/10	
5 th October	Dr Frost Task 4	Summarising	Atoms Mind Map	Geography Task 2	
	Due Weds 14/10	Due first lesson of w/c 12/10	Due first lesson of w/c 12/10	Due first lesson of w/c 12/10	
	Dr Frost Task 5	Look, Cover, Write, Check	Atoms Mind Map	History Task 2 - Rasputin	
12 th October	Due Weds 21/10	Due first lesson of w/c 19/10	Due first lesson of w/c 19/10	Due first lesson of w/c 19/10	
	Dr Frost Task 6	Mind Map	Atoms - Questions	MFL Task 2	
	Due 4/11	Due first lesson of w/c 02/11	Due first lesson of w/c 02/11	Due first lesson of w/c 02/11	

Tick off each task to keep track of what you have done.

Maths



Three topics will be covered this half term:

- Topic 1: Powers and roots
- Topic 2: Pythagoras' theorem (and trigonometry)
- Topic 3: Expressions

All the key facts listed here need to be learnt off by heart. You may also be ***extending** your knowledge, this will be pointed out by your teacher in lessons if so.

Core Knowledge for Topic 1: Powers and roots

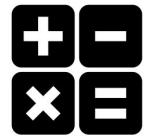
When adding a negative number move ...	down the number line
When subtracting a negative number move ...	up the number line
What is a negative $\times$ negative?	Positive
What is a negative $\times$ positive?	Negative
List the first 5 square numbers	1, 4, 9, 16, 25
List the first 3 cube numbers	1, 8, 27
How do you calculate 2^5 ?	$2 \times 2 \times 2 \times 2 \times 2$
What is the symbol for square root ?	$\sqrt{\square}$
What is the symbol for cube root ?	$\sqrt[3]{\square}$
When multiplying with the same base, what happens to the indices?	We add them
If a power is raised to another power, what happens to the indices?	We multiply them
When dividing with the same base, what happens to the indices?	We subtract them
Anything to the power 0 equals...	1
A negative index results in...	the reciprocal of the positive index
What are reciprocals ?	Pairs of numbers that multiply to make 1

Core Knowledge for Topic 1: Powers and roots

Anything to the power 0 equals...	1
A negative index results in...	the reciprocal of the positive index
What are reciprocals ?	Pairs of numbers that multiply to make 1
What is the reciprocal of $\frac{a}{b}$?	$\frac{b}{a}$
How do you multiply a number by 10?	Move the digits one place to the left
How do you divide a number by 10?	Move the digits one place to the right
When multiplying or dividing by 100...	move 2 places
When multiplying or dividing by 1000...	move 3 places
Multiplying a number by 0.1 makes it...	10 times smaller
Dividing a number by 0.1 makes it...	10 times larger
List the powers of 10 from 10^3 to 10^0	$10^3 = 1000$, $10^2 = 100$, $10^1 = 10$, $10^0 = 1$
A number in standard form is...	$a \times 10^n$
In standard form, a must be ...	greater than 1 and less than 10
Write 81,900 in standard form	8.19×10^4
Write 0.0092 in standard form	9.2×10^{-3}
In standard form, which number is bigger?	The one with the largest power of 10
Write 63×10^4 in standard form	6.3×10^5
Calculate $(12 \times 10^5) \div (2 \times 10^3)$	6×10^2

*Extended Knowledge for Topic 1: Powers and roots

In the term 4^7 , what is the base ?	4
In the term 4^7 , what is the index ?	7
When multiplying with the same base, what happens to the indices?	We add them.
When dividing with the same base, what happens to the indices?	We subtract them.
Simplify $(7^2)^{10}$	7^{20}
In a fraction, if the denominator gets bigger, the answer gets...	smaller
In a fraction, if the denominator changes, the answer changes..	in the opposite way
In a fraction, if the denominator changes, the answer changes..	in the opposite way
In a fraction, if the numerator changes, the answer changes...	in the same way
A number in standard form is ...	$a \times 10^n$
In standard form, a must be ...	greater than 1 and less than 10
A number in ordinary form is ..	an integer or a decimal
To multiply two numbers in standard form ...	multiply the a 's and add the powers of 10
Calculate $(12 \times 10^5) \div (2 \times 10^3)$	6×10^2
To add numbers in standard form ...	convert to ordinary form and then add



*Extended Knowledge for Topic 1: Powers and roots

A negative times a negative is a ...	positive
To find the product of two numbers ...	multiply them together
What is the symbol for square root?	$\sqrt{\quad}$
What is the symbol for cube root?	$\sqrt[3]{\quad}$
Give two examples of irrational numbers.	π and any surd, e.g. $\sqrt{7}$
Simplify $\sqrt{a} \times \sqrt{b}$	$\sqrt{ab}$
Simplify $\sqrt{a} \times \sqrt{a}$	a
To simplify a surd we must remove ...	the highest square factor
Simplify $\sqrt{7} + \sqrt{7}$	$2\sqrt{7}$
What are reciprocals ?	Pairs of numbers that multiply to make 1
What is the reciprocal of $\frac{a}{b}$?	$\frac{b}{a}$
How do we evaluate a negative index?	Take the reciprocal of the positive index
Anything to the power 0 equals...	1
An index of $\frac{1}{2}$ is the same as ...	square rooting
An index of $\frac{1}{3}$ is the same as...	cube rooting
An index of $\frac{2}{3}$ means...	cube root and then square

Core Knowledge for Topic 2: Pythagoras' Theorem

What is the hypotenuse ?	The longest side in a right angled triangle
What is Pythagoras' Theorem ?	$a^2 + b^2 = c^2$, where c is the hypotenuse
Using Pythagoras, to find the hypotenuse...	add $a^2 + b^2$ then $\sqrt{\quad}$
Using Pythagoras, to find a shorter side...	subtract $c^2 - a^2$ then $\sqrt{\quad}$
What is a Pythagorean Triple ?	A set of 3 integers that follow $a^2 + b^2 = c^2$
The Converse of Pythagoras' Theorem is...	if $a^2 + b^2 = c^2$ then a triangle is right angled
Where is the Hypotenuse located?	Opposite the right angle
Where is the Opposite located?	Opposite the angle to be used
Where is the Adjacent located?	Next to the angle to be used

*Extended Knowledge for Topic 2: (Trigonometry)

How can we find a horizontal distance?	Look at the difference in the x coordinates
How can we find a vertical distance?	Look at the difference in the y coordinates
How can we find a diagonal distance?	Use Pythagoras
What is the formula involving sine?	$\sin\theta = \frac{\text{opposite}}{\text{hypotenuse}}$
What is the formula involving cosine?	$\cos\theta = \frac{\text{adjacent}}{\text{hypotenuse}}$
What is the formula involving tan?	$\tan\theta = \frac{\text{opposite}}{\text{adjacent}}$
To calculate an angle using trigonometry...	use the inverse sin, cos or tan functions
If $\cos(x) = 0.4$, how is x calculated?	$\cos^{-1}(0.4)$

Core Knowledge for Topic 3: Expressions

One or more numbers or letters that are multiplied or divided are called...	terms
One or more terms that are added or subtracted are called...	expressions
Two expressions or numbers separated by an equals sign are called...	equations
Equations that are always true are called...	identities
A rule written as an equation is called a...	formula
An equation can also be...	an identity or a formula
Draw the 4 inequality symbols	$< > \leq \geq$
What do like terms have?	Same letters with the same powers
When do we need like terms to simplify?	When adding and subtracting
$3a$ and $2b$ are examples of...	unlike terms
What does ut mean?	u multiplied by t
What does $\frac{u}{t}$ mean?	u divided by t
How can t be written using a power?	t^1
To multiply powers of the same base...	add the indices
Simplify $2w^2 \times 4w$	$8w^3$
If a power is raised to another power...	multiply the indices
To divide powers of the same base...	subtract the indices

Core Knowledge for Topic 3: Expressions

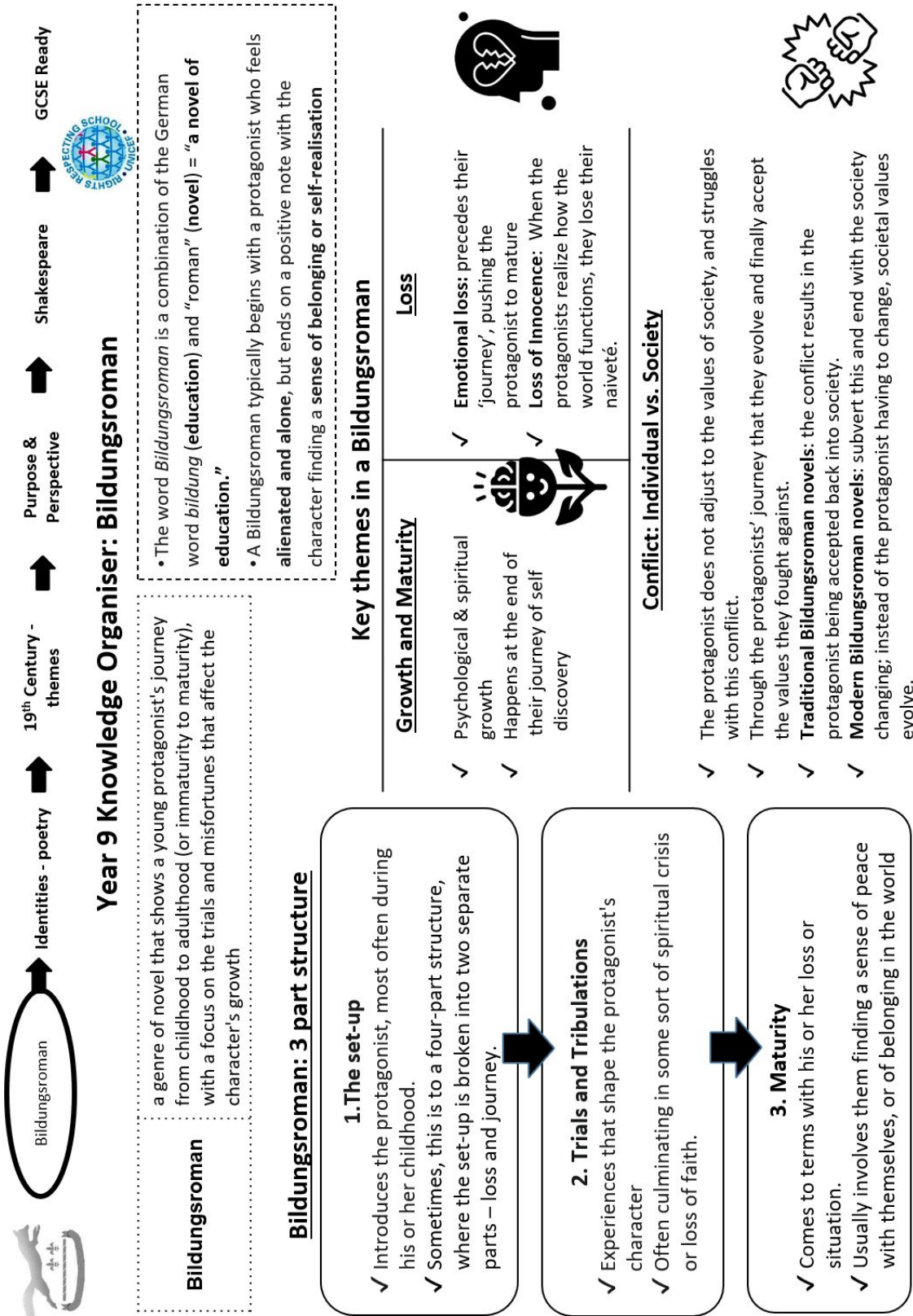
To expand a bracket means...	remove the brackets
How do you expand a bracket?	Multiply each inside term by the outside term
To expand $-(y - 7)$ the inside needs to be...	multiplied by -1
Expand and simplify $3(x + 3y) + 2(4x - y)$	$11x + 7y$
What is the reverse process to expanding?	Factorising
What does factorise mean?	Put the brackets in
When factorising, what goes on the outside?	Highest Common Factor (HCF)
Will the HCF just be a number?	Not always - could include letters
When factorising, what goes on the inside?	The original expression divided by the HCF
Factorise fully $8h^2 + 4h$	$4h(2h + 1)$

*Extended Knowledge for Topic 3: Expressions

What is a coefficient ?	The number in front of the variable
In the term $3a^6$, what is the coefficient?	3
Simplify $3a^{10} \times 5a^4$	$15a^{14}$
What happens when we raise a base with an index, to a second index?	The indices are multiplied
Simplify $(4a^3)^2$	$16a^6$
To expand a bracket means...	remove the brackets
How do expand a bracket?	multiply the term outside the bracket by each term inside the bracket
To expand double brackets ...	draw a grid
When we expand $(x + 7)(x - 7)$ the result is called ...	the difference of two squares (DOTS)
To expand three brackets ...	start by multiplying the first two
What is an expression ?	one or more terms added or subtracted
What is an equation ?	two expressions separated by an equals sign
What is an identity ?	Two expressions that are always equal
What is the symbol for an identity?	$\equiv$
What does factorise mean?	Put the brackets in
How do we factorise?	Find the highest common factor of the terms and write it at the front of the bracket

*Extended Knowledge for Topic 3: Expressions

What is a quadratic ?	An expression containing x^2 and no higher powers
What is the general form of a quadratic expression?	$ax^2 + bx + c$
Factorise $x^2 + 7x + 12$	$(x + 3)(x + 4)$
What method can we use to factorise a quadratic where $a > 1$?	AC method - Split the Middle
Factorise $x^2 - 100$	$(x + 10)(x - 10)$
Write an expression for an even number	$2n$
Write an expression for an odd number	$2n + 1$ or $2n - 1$
Odd $\times$ Odd =	Odd
Odd + Odd =	Even
What does consecutive mean?	One after another
Write an expression for the sum of 3 consecutive integers	$n + (n + 1) + (n + 2)$
What is a counter example ?	A single example that proves something is false
Write an expression for the sum of two consecutive square numbers.	$n^2 + (n + 1)^2$



Great Expectations, Charles Dickens	
- Published in book form 1861, serialised 1860-1861 1st person narrative - Tells the story of an orphan nicknamed Pip who encounters a mysterious benefactor and rises in society - Set in Kent and London in the mid-19th century - Full of interesting and contrasting characters – caricatures - Structured in 3 'stages' representing Pip's 'expectations' - Follows Pip from living with his sister, to his life in London and those he meets and what he learns	



The protagonist experiencing a physical journey on a boat could be argued this physical journey is symbolic of, and reinforces, the 'spiritual' journey they have made.

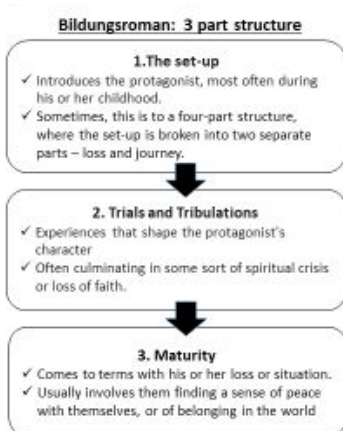
Other types of Bildungsroman novels

- ❖ **Entwicklungsroman:** A novel of development; differs from bildungsroman in that it does not necessarily involve the process of growing up.
- ❖ **Erziehungsroman:** A novel of education; emphasis on schooling and knowledge, whether academic or otherwise.
- ❖ **Zeitroman:** A novel that considers the evolution of the protagonist's socio-cultural atmosphere and era along with his own personal development

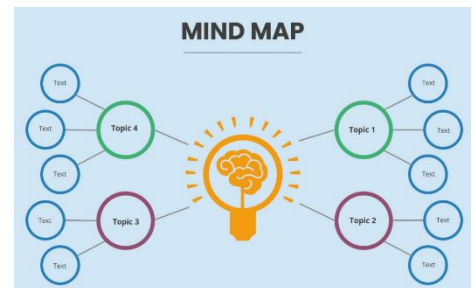
Key Characters	
Pip - Ambitious - Naïve - Regretful - Idealistic - Impressionable 	Joe Gargery - Gentle - Patient - Humble - Loyal - Forgiving 
Mrs Joe Gargery - Harsh - Domineering - Resentful - Strict - Irritable 	Miss Havisham - Vengeful - Eccentric - Manipulative - Bitter - Wealthy 
Estella - Beautiful - Proud - Cold - Detached - Haughty 	Herbert Pocket - Cheerful - Optimistic - Amiable - Generous - Ambitious 
Jaggers - Shrewd - Authoritative - Intimidating - Cunning - Professional 	Magwitch - Resilient - Resourceful - Rough - Determined - Benevolent 

CORE task: Turn the following sections of your Knowledge Organiser into a mind map below.

EXTENSION task: Why do you think Bildungsroman is a popular choice of genre? Can you think of any famous Bildungsroman novels?



- Think carefully about how to organise the information (bigger version on your KO).



Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.

CORE task: Create 10 flashcards – 1 for each of the following words that are on the Knowledge Organiser. Use the given definitions below.

Get card from your teacher if you need. A flashcard should be no smaller than a quarter of A4 (if making your own).

Bildungsroman	Novel of education; journey from childhood to adulthood	• Have the key word on one side – clearly written – quite big!
Conflict	Struggle; clash	
Caricatures	Cartoon; exaggeration	
Maturity	Adulthood; fully grown; developed	• Have the definition on the other side – clearly written.
Tribulations	Troubles; problems/ misfortunes; sufferings	
Spiritual	relating to deep feelings and beliefs	• Practise using them!
Psychological	Emotional; inner mind;	
Protagonist	Central character	
Benevolent	Kind; generous; giving	
Alienated	Separate; isolated	

EXTENSION task: Add an example to the definition side of your card.

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

CORE task: Go back to your flashcards from last week. Add (at least 1) image to the key word side(dual code) that will help prompt you for the definition of that word.

EXTENSION task: Write a question under your word and image that could only be answered using this word.

Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

CORE task: Summarise the 'Great Expectations' box (on 2nd page of KO) AND the key themes (on 1st page of KO) in 50 words or less.

EXTENSION task: Research Oliver Twist and David Copperfield by Charles Dickens. How do they fit the Bildungsroman genre? What links can you make between them and Great Expectations?

Great Expectations box:

Word count: _____

Key themes:

Word count: _____

Week 5: Look, cover, write, check

CORE task: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this **THREE TIMES THIS WEEK** (in the booklet) and then there will be a spelling test in class.

EXTENSION task: Write 10 sentences (1 sentence per word) applying that word to what you have been learning this term. Be as detailed and thorough as possible.

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman	<i>Now cover up look and say column!</i>		
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

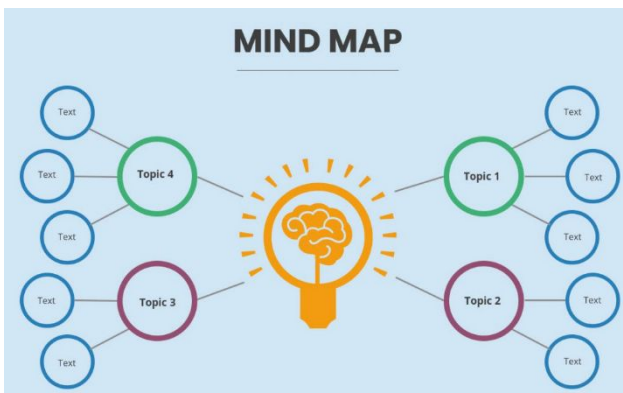
<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman	<i>Now cover up look and say column!</i>		
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Bildungsroman	<i>Now cover up look and say column!</i>		
Conflict			
Caricatures			
Maturity			
Tribulations			
Spiritual			
Psychological			
Protagonist			
Benevolent			
Alienated			

Week 6: Mind map, dual code, summarising

CORE task: Create a mind map that showcases the **WHOLE** Knowledge Organiser.

Use colour, dual coding, summarising and all the skills you have learned this half term.



- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.



Science



Science helps us explain how the world around us works.

So, when you learn science, you learn explanations (or theories) of why things happen in nature. For example, you learn about how forces can explain why things move or how ideas about atoms help us explain what happens when in a chemical reaction.

But before you can understand these scientific explanations (or theories), you need to understand the key ideas. For example, you need to know that a force is a push or a pull or a bit about what atoms look like.

The homework in science reminds you of the key ideas you need to understand to learn the explanations you are studying in science this term. You will have been taught these topics before. So, this is a recap.

To do this, your science teachers expect you to:

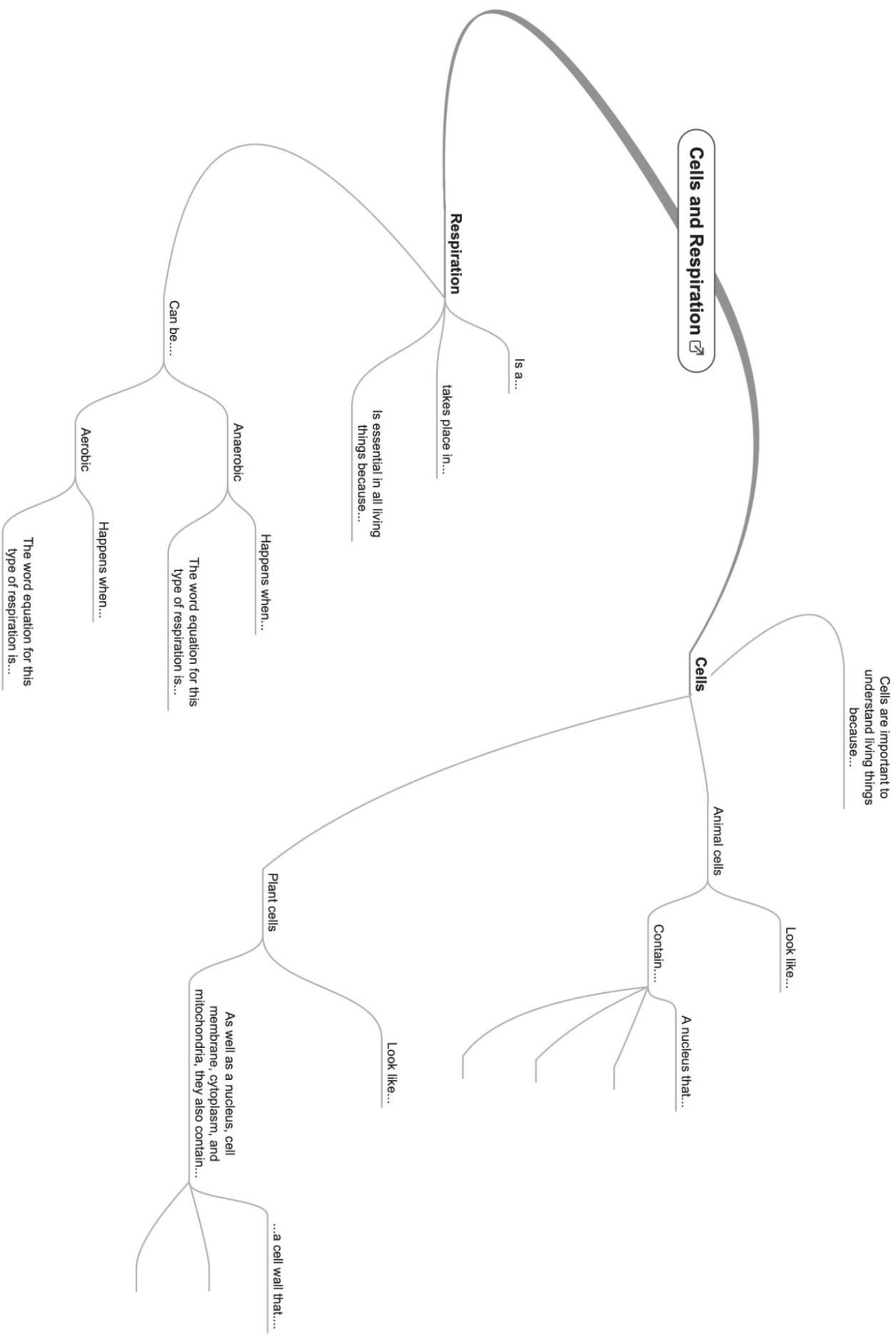
1. Complete the mind-map for the topic using the handout you have been given (1st and 2nd week). The branches you have been given are just a starting point. You are free to add lots more detail. But remember, don't become a human photocopier! You need to summarise or select the information you want to add.
2. Check your understanding of this topic by answering the 'Check your understanding' questions (3rd week).

There are two topics each half-term.

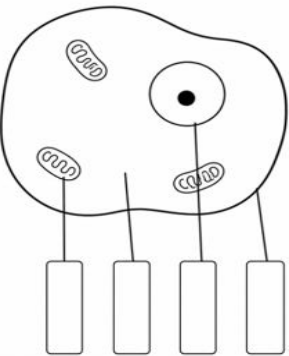
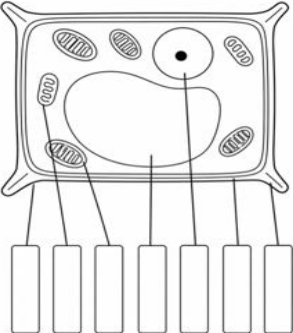
This half-term they are:

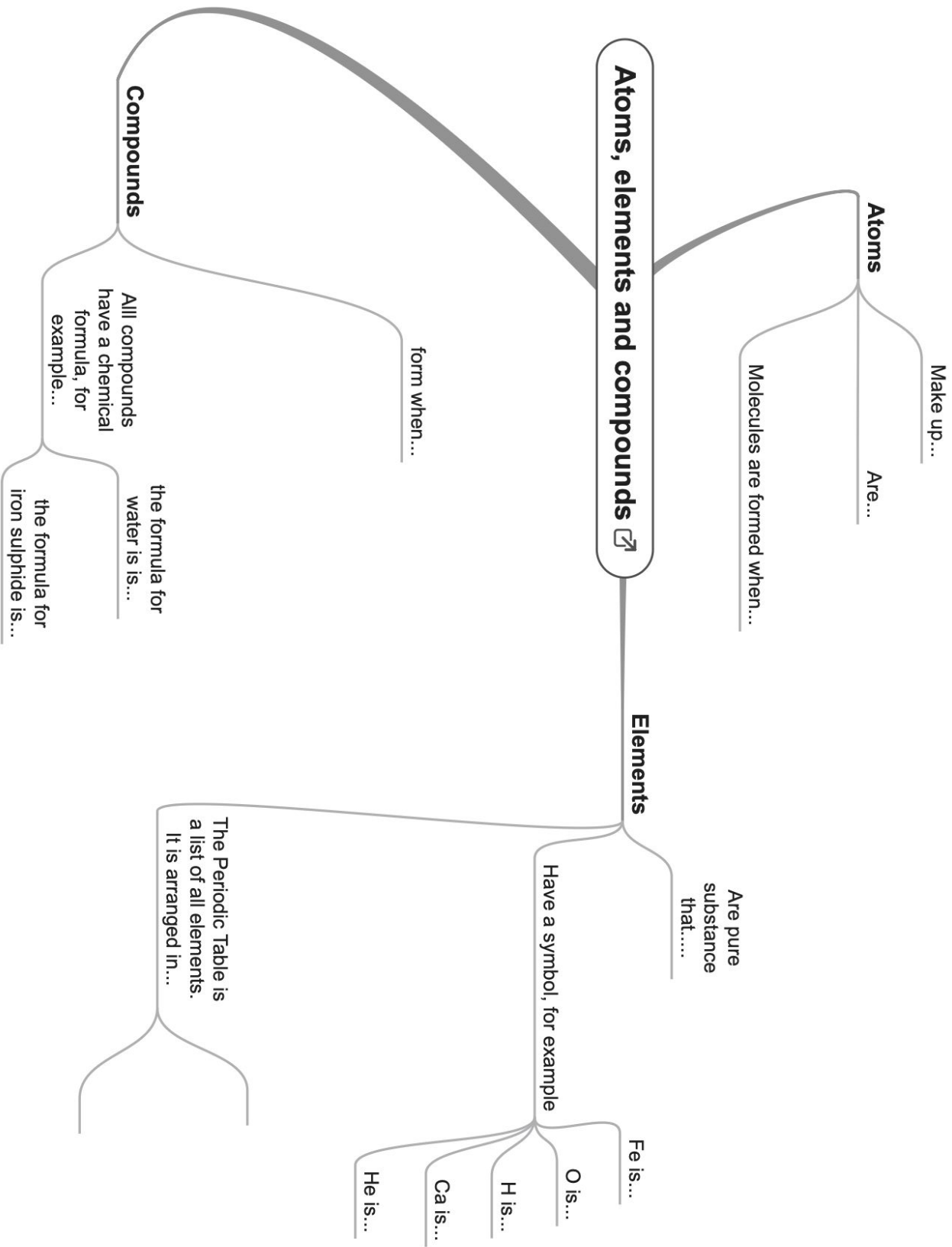
1. Cells and respiration.
2. Atoms, elements and compounds.

Cells and Respiration



Cells and respiration | Test your understanding

Cells			
Label this animal cell. 	Label this plant cell. 	What is the function of the nucleus in cells?	Why do only plant cells have chloroplasts?
Respiration		What is the functions of the cell membrane in cells?	What do plant and animal cells both have mitochondria?
Why do all living things need to respire?	What is the one reactant that is always needed for respiration?	A person runs very fast for two minutes. Explain why their muscles may start to ache.	



Atoms, elements and compounds | Test your understanding

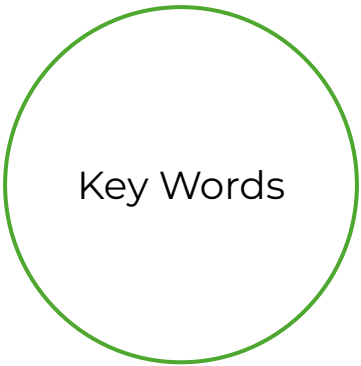
Atoms		Elements	
What is an atom?	What is a molecule?	What is an element?	Make a list of 5 elements and write down their symbol.
Compounds			
What is a compound?	How are compounds formed?	Tasks 1. Sort the substances in the list below into elements in compounds. 2. Use the periodic table to find the names of all the elements. 3. Use the periodic table and the chemical names of compounds to work out what elements make up each of these compounds.	
		• FeS • Cl • Na • NaCl • Cu • CuSO₄ • H₂SO₄ • CO₂ • S • O • H	
The ancient Greeks thought water was an element. But modern scientists have realised that water is a compound. Why is water a compound and not an element?			

History



Task 1: Learn the key words and the definitions below. Create a spider diagram showing the various words, definitions and add an image of your choice to help you remember them.

Key Word	Definition
Democracy	A system of government in which everyone votes the leader or party into power. Values and rights of individuals are respected and in law.
Dictatorship	A system of government in which there is one leader who controls all forms of life. There are no regular elections and if there are, they are corrupt.
Communism	All property is owned by the community and everyone contributes and is looked after by the government.
Capitalism	Privately owned business; little censorship; some more wealthy than others; free voting
Fascism	A form of ultra-national government that maintains power through violence and terror and oppressing minorities.
The Cold War	A state of political hostility between the Soviet Union and the USA. It was characterised by threats, propaganda, and other measures short of open warfare.
Freedom of speech	The power or right to express one's opinions without censorship, restraint, or legal penalty.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Nuclear Weapons	A bomb which uses nuclear energy to cause a deadly explosion which creates radioactive waste.
Tsar / Tsarina	An emperor of Russia.
Duma	An early form of Russian government.



Key Words

History



Task 2: Use the information below to complete the worksheet on Rasputin.

Who was Rasputin?

Rasputin was from Siberia. Although he went to school, he remained illiterate.

He had a reputation for disregarding laws and moral restraints; He was infamous for his drunkenness and for womanising as well as his antisocial behaviour. The name Rasputin is Russian and means "The debauched one".

He was rumoured to be a Khlyst, member of an extreme underground sect that had split from the Orthodox Church.

He failed to become a monk and got married having four children. He later left his family behind and wandered to Greece and Jerusalem, living off donations to the poor. He eventually ended up in St Petersburg with a reputation as a holy man able to heal the sick and predict the future.

Why was he respected by some?

He gained a reputation as a healer, able to perform amazing feats and miracles.

Rasputin came to the attention of the royal family. In April 1907, Alexandra called on him to heal her only son, Alexis. He was suffering from painful bleeding because of an injury. It was not publicly known but Alexis suffered from the blood disease hemophilia. Rasputin succeeded in easing the boy's suffering (probably by his hypnotic powers) and, upon leaving the palace, warned the parents that the destiny of both the child and the dynasty were irrevocably linked to him. In 1912, Rasputin 'cured' Alexis via Telegram.

He was seen by many as a typical peasant.

Why was he hated by many?

- His perceived ability to heal and have immortal life shocked many conservatives in Russia.
- There were many high-ranking officials and ministers such as Stolypin who were jealous in a professional manner.
- There was resentment of his influence over the Tsarina, especially during WWI. After Alexis recovered, Tsarina Alexandra became convinced that Rasputin could control the young boy's illness. While there is still debate over the nature of his powers over the health of Alexis, his influence over the Tsarina was considerable. He advised her on appointments to the government, interfered in important decisions.
- He could do no wrong in the eyes of the Tsarina. Excuses were always made for his excessive and antisocial behaviour. To the Russian people, Rasputin symbolised everything that was wrong with imperial government. The court and the royal family became objects of ridicule, to be despised. Rasputin's murder by royalists at the end of 1916, came too late to undo the damage he had caused.
- The Tsar censored many press reports in an attempt to cover up the lifestyle of Rasputin.

Death

On the night and early morning of the 29-30 December, a group of nobles led by the Husband of the Tsar's niece and the Tsar's first cousin lured Rasputin to Youssupov Palace where they murdered him over fears of his growing power.

Attempt number 1

First, Rasputin's would-be killers invited him for a dinner where he was served cakes laced with cyanide in an attempt to poison him. When this failed, he was given wine with laced with cyanide. However, to the surprise of the dinner guests, Rasputin continued to eat and seemed unaffected by the poison.

Attempt number 2

The assassins now began to panic, how was he still alive? The killers then pulled out a revolver from their pocket and shot him at close range a number of times. They left him for dead and went back home, presuming he must surely be dead by now. However, Rasputin shortly after revived and attempted to leave the royal grounds.

Attempt number 3

The killers then chased after Rasputin and found him near a river, badly injured but still alive. They shot him again then tied and bound him up. Threw him into the freezing river where he sank to the bottom and drowned. The mystic monk was finally dead.

Early Life	Respected by Some	Hated by Others	Death
Identify and highlight 3 facts of Rasputin's early life Rasputin was from Siberia. Although he went to school he remained illiterate. He had a reputation for disregarding laws and moral restraints, He was infamous for his drunkenness and for womanising as well as his antisocial behaviour. The name Rasputin is Russian and means "The debauched one". He was rumoured to be a Khlyst, member of an extreme underground sect that had split from the Orthodox Church. He failed to become a monk and got married having four children. He later left his family behind and wandered to Greece and Jerusalem, living off donations to the poor. He eventually ended up in St Petersburg with a reputation as a holy man able to heal the sick and predict the future. Reduce the information into 10 words to describe Rasputin's early life	Prioritise 4 facts about why he was respected 1. 2. 3. 4. Explain why each one is important in causing Rasputin to gain power or control. 1. 2. 3. 4.	Transform the information on Rasputin into 4 images and 4 sentences	Explain why some wanted Rasputin dead List the events of Rasputin's death Attempt #1. Attempt #2. Attempt #3.



1. Was the Russian Revolution a 'revolution'? Pre 20th Century Tsars Tsar Nicholas II Bloody Sunday Rasputin The Revolution Lenin Stalin 2. Why did the World go to War? 3. How did one man ruin a democracy? 4. When did the tide turn in World War Two? 5. The Holocaust: what was it, who did it affect and how do we remember? 6. Was life in Mao's china an amazing experience of communism or a fascist regime?

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Key Date	Stages of War
1894	Nicholas II becomes Tsar
1905	Bloody Sunday
1917	February Revolution
July 1917	Death of Tsar Nicholas II and Romanov Family
1917	October Revolution results in Lenin leading Russia
1924	Death of Lenin
1928	Stalin becomes leader

Key People



Tsar Ivan the Terrible



Tsar Alexander III



Tsar Nicholas II



Leon Trotsky



Vladimir Lenin



Josef Stalin

You might like to read...

- The Clever Teens Guide to the Russian Revolution by Felix Rhodes
- The Russian Revolution – History Books for Kids Children's History by Baby Professor
- The Tsars Curious Runaways by Robin Scott-Elliott
- Lost Tales – Stories for the Tsars Children by Gleb Botkin, Greg King, Marina Botkin Schweitzer
- Animal Farm by George Orwell
- 1984 by George Orwell

To what extent did Russia change as a result of the revolution?

When assessing change you need to look at how far things have stayed the same as well as have changed between the two time periods – what changed and what continued?



In History we PETAL our paragraphs.

Point, Evidence, This meant that, As a result, Link to the question.

And we SPEND our evidence.

Statistics, Places, Events, Names, Dates.



PETAL paragraph

To an extent politics did change from Tsarist Russia to Communist Russia is... An example of this can be seen...

This meant that...

As a result...

Therefore, one way in which politics changed was...

However, there were also some continuities such as...

An example of this is...

This meant that...

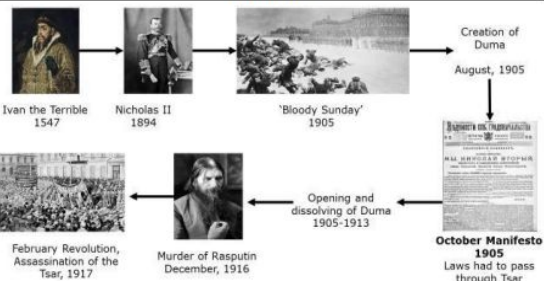
As a result...

Therefore, one way in which politics continued was...

Map of Pre 20th Century Russia



Timeline



The Dumas

First Duma	Second Duma	Third Duma	Fourth Duma
The first Duma was established in May 1906, after the announcement of the Fundamental Laws.	The second Duma was established in February 1907. Following the dissolving of the first Duma, many Kadets were involved in writing the Vyborg Appeal. This criticised the government and demanded the non-payment of taxes.	Established in 1907, this Duma was intended to be much more supportive of the Tsar.	Established in November 1912, the fourth Duma comprised mainly Octoberists on one side and socialists on the other.
It consisted mainly of Kadets and SRs. Hence, it demanded further political reform, including land reform and the release of political prisoners.	In response, these Kadets were made ineligible to vote. This greatly reduced the power of the Kadets.	Arrangements had been made for landowners to have more voting power. This meant only the most affluent third of the population were able to vote in the election.	This made decision-making increasingly difficult.
This was denied by the Tsar. It lasted for just over two months before it was dissolved for passing a vote of 'no confidence' in Prime Minister Ivan Goremykin.	Liberal Octoberists (those who agreed with the October Manifesto) had more influence as did SRs, Bolsheviks and Mensheviks. The second Duma lasted for five months. It was dissolved when members began promoting revolutionary organisations within the army.	The resulting Duma was less radical and more favourable to the government. Prime Minister, Pyotr Stolypin was able to pass considerable land reform. It lasted until mid-1912.	Both groups found it impossible to unite in order to make progress. The Duma was suspended in 1915, by which time Russia was committed to fighting the Austrians and Germans in World War One.

Rasputin

Who was Rasputin?

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Geography



Task 1: Use dual coding to help you remember key geographical terms. Draw a simple diagram, symbol, or sketch to clearly represent each key term in the table on the next page.

Key Term	Definition/Description
Ecosystem	A community of living organisms interacting with one another and their non-living environment, e.g. ponds and hedgerows.
Biome	Large-scale ecosystems that can spread across countries and continents, e.g. tropical rainforests and deserts.
Biotic	Living components of an ecosystem (e.g. humans, plants, animals, bacteria).
Abiotic	Non-living components of an ecosystem (e.g. sunlight, rocks, soil, water).
Food chain	A simple chain to show how energy moves between biotic components.
Food web	Complex webs showing the links between multiple food chains.
Adaptations	The ways that plants and animals adjust to survive in their surroundings.
Producers	Plants that convert energy from the sun into sugars through photosynthesis.
Consumers	Organisms that get their energy from eating plants or animals.
Decomposers	Organisms that break down organic matter in an ecosystem (e.g. worms).
Tropical Rainforests	An area of tall, mostly evergreen trees in warm areas that receive a high amount of rainfall.
Hot Deserts	Dry or arid areas that receive less than 250mm of rain each year.
Tropical Grasslands (Savannah)	Large areas dominated by grasses with few trees – they are warm and have a distinct wet and dry season.
Cold Environments	Regions that experience temperatures at or below 0°C for long periods of time.

	Adaptations		Cold Environments
	Food web		Tropical Grasslands
	Food chain		Hot Deserts
	Abiotic		Tropical Rainforests
	Biotic		Decomposers
	Biome		Consumers
	Ecosystem		Producers

Geography



Task 2: Read the text below about rainforest resources. Complete the table on the next page to make notes on the advantages and disadvantages of using rainforest resources and reach a final conclusion.

Timber

In many rainforests, trees are cut down to produce timber. This is common in places such as Malaysia, where large areas of rainforest are logged to supply wood for furniture and construction. Logging can bring economic benefits, as timber can be sold to generate income and create jobs. It can also improve infrastructure, as roads are built to transport wood. However, logging leads to deforestation, which destroys habitats and reduces biodiversity. Removing trees also means less carbon dioxide is absorbed, contributing to climate change. For local communities, job opportunities may increase, but traditional ways of life can be disrupted.

Commercial Farming (Palm Oil and Cattle Ranching)

Rainforests are often cleared to create farmland. In Malaysia, forests are replaced with palm oil plantations, while in the Amazon, large areas are cleared for cattle ranching. This can provide food products and create employment, helping to boost the economy. Palm oil is widely used in everyday products, and cattle ranching supplies meat for global markets. However, clearing land for farming causes deforestation on a large scale. This leads to loss of biodiversity and damages ecosystems. In some cases, local and indigenous communities are displaced, and soils can become infertile over time, making farming less sustainable in the long term.

Mining (Gold, Iron and Other Minerals)

Rainforests contain valuable minerals such as gold, iron and copper. Mining takes place in regions such as the Amazon rainforest, where these resources are extracted. Mining can create jobs and generate significant income, helping countries develop economically. Minerals are also important for manufacturing and modern technology. However, mining can cause serious environmental damage, including water pollution and destruction of large areas of land. It may also have social impacts, such as forcing local people to leave their homes or exposing workers to unsafe conditions.

Energy Production (Hydroelectric Power)

Large rivers in rainforest regions can be used to produce energy. Hydroelectric power provides a renewable source of energy, which can reduce reliance on fossil fuels and support economic development. It also provides electricity for homes and industries. However, building dams can have major environmental impacts. Large areas of rainforest may be flooded, destroying ecosystems. In the case of the Bakun Dam, local communities were displaced, leading to social challenges.

Medicine and Food Products

Rainforests are a major source of food and medicine. Products such as bananas, cocoa and vanilla come from rainforest regions, and around 25% of modern medicines are derived from rainforest plants. These resources have important social benefits, improving health and providing food for people around the world. They can also support economic growth through trade. However, if rainforests are destroyed, these valuable resources may be lost forever, reducing opportunities for future medical discoveries and food supplies.

	Advantages	Disadvantages
Social		
Economic		
Environmental		

Conclusion: Should we use rainforest resources?

I think we should/should not use rainforest resources.

One reason I think this is...

Someone might disagree with me because...

MFL - Spanish



For 5th October

Go to www.languagenut.com and log in using your username and password.

You have a task about daily routine to complete.

Complete the exercises on www.languagenut.com and fill out the translations below as you are doing the tasks. You will need to learn these for a test in lesson:

Me levanto a las siete = _____

Me ducho y me peino = _____

Voy al instituto = _____

Hago mis deberes = _____

Antes de dormir = _____

For 2nd November

Go to www.languagenut.com and log in using your username and password.

You have a task about jobs to complete.

Complete the exercises on www.languagenut.com and fill out the translations below as you are doing the tasks. You will need to learn these for a test in lesson:

El abogado = _____

El contador = _____

El juez = _____

El granjero = _____

El peluquero = _____