The Sir John Colfox Academy Homework Booklet

Year 9
Autumn 2

Name: _____

Tutor Group: _____

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

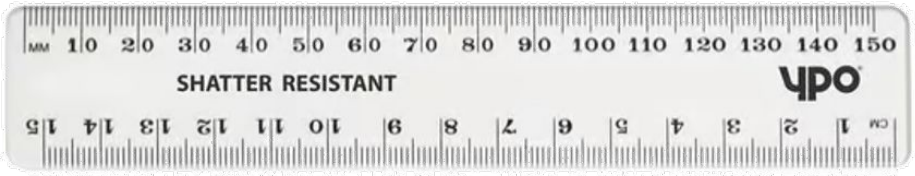
School Equipment













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 that 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.

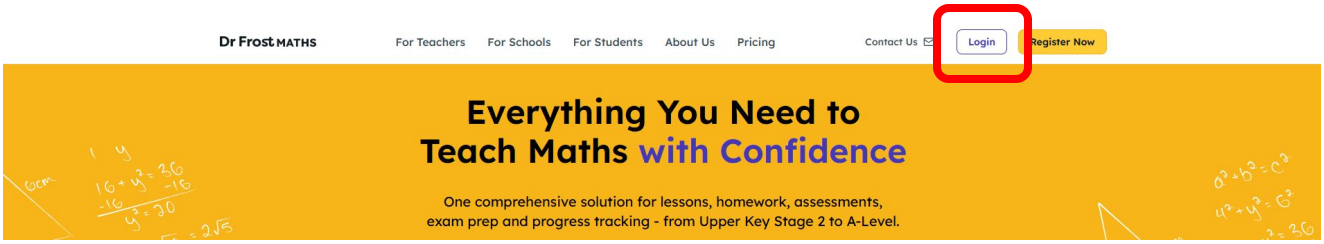
Support with homework

If you need help with your homework, you can:

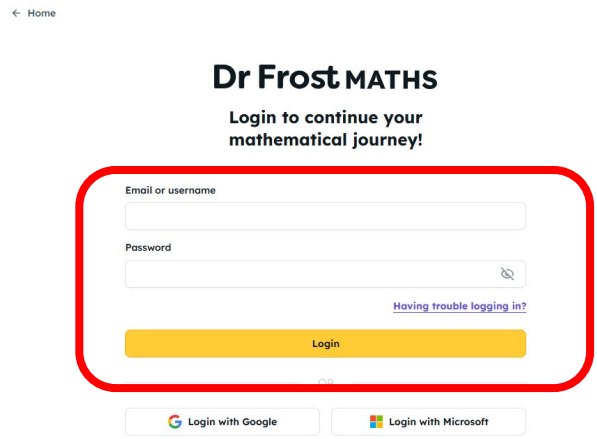
- ✔ Speak to your class teacher.
- ✔ Speak to your tutor.
- ✔ Come to homework club in the library until 4:30 every Monday to Thursday
- ✔ SEN Homework club runs in the SEN room until 4:30 every Monday to Thursday.

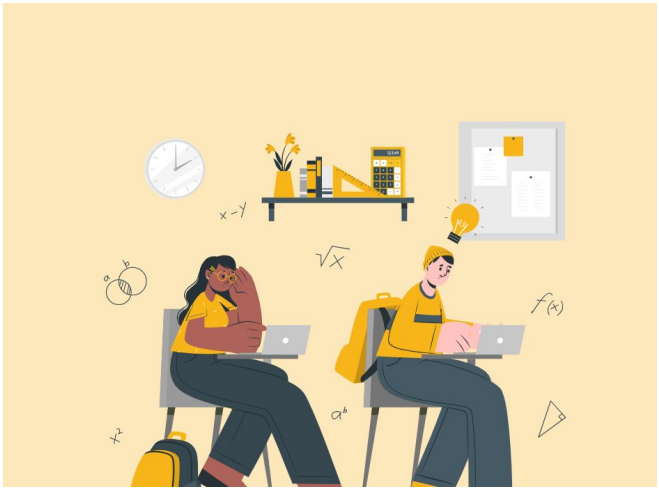
Dr Frost - Maths

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



Click “Log in with Google”





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

Username: 24Smitha@colfox.dorset.sch.uk

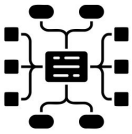
Password: Whatever you have changed it to. .

You may have already changed your username to be your Google email.

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

Please see your class teacher if you have forgotten your login details.

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 2				
Week	**Maths**	**English**	**Science**	**History, Geography and MFL**
9th Nov	Dr Frost Task 1	Flashcards	Mind-Map - Energy Finish any gaps from last half-term's booklet.	History Task 1
	Due Weds 18th Nov	Due first lesson of w/c 16/11	Due first lesson of w/c 16/11	Due first lesson of w/c 16/11
16th Nov	Dr Frost Task 2	Dual Coding	Mind-Map - Energy	Geography Task 1
	Due Weds 25th Nov	Due first lesson of w/c 23/11	Due first lesson of w/c 23/11	Due first lesson of w/c 23/11
23rd Nov	Dr Frost Task 3	Summarising	Questions - Energy	MFL Task 1
	Due Weds 2nd Dec	Due first lesson of w/c 30/11	Due first lesson of w/c 30/11	Due first lesson of w/c 30/11
30th Nov	Dr Frost Task 4	Look, Cover, Write, Check	Mind map - Acids, alkalis and reactions	History Task 2
	Due Weds 9th Dec	Due first lesson of w/c 7/12	Due first lesson of w/c 7/12	Due first lesson of w/c 7/12
7th Dec	Dr Frost Task 5	Mind-map	Questions - Acids, alkalis and reactions	Geography Task 2
	Due Weds 16th Dec	Due first lesson of w/c 14/12	Due first lesson of w/c 14/12	Due first lesson of w/c 14/12

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

Maths

Three topics will be covered this half term:

- Topic 4: Whole Numbers and Decimals
- Topci 5: Area
- Topic 6: Equations

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.

Extending Knowledge for Topic 4: Whole Numbers and Decimals

Round 2150 to the **nearest hundred**.	2200
Round 0.7418 to **1 decimal place.**	0.7
Round 954 to **1 significant figure**.	1000
What is the **2nd significant figure** in the number 0.04317?	3
What is an **error interval**?	The range of values a quantity could have been before rounding.
58.6 is measured to 1 decimal place. What is the error interval?	$58.55 \leq x < 58.65$
How do we **estimate**?	Round each number to 1 significant figure.
What is an **overestimate**?	When our estimate is more than the actual answer would be.
What is an **error interval**?	The range of values a measure could have been before rounding.
What is a **lower bound**?	The lowest value in the error interval.
What is an **upper bound**?	The top value in the error interval.

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Core Knowledge for Topic 4: Whole Numbers and Decimals

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What is the **2nd significant figure** in the number 0.04317?	3
What is an **error interval**?	The range of values a quantity could have been before rounding.
58.6 is measured to 1 decimal place. What is the error interval?	$58.55 \leq x < 58.65$
What do **multiples of 10** have in common?	Always have a last digit of 0
List all the **factors** of 8	1, 2, 4, 8

Maths

Extending Knowledge for Topic 5: Area

What is the radius of a circle?	Distance from centre to circumference
How is the diameter calculated?	Double the radius
What is the formula for the area of a circle?	$A = \pi \times r^2$
How is the arc length of a semi circle found?	$\frac{\pi \times \text{Diameter}}{2}$
To find the arc length of a quarter circle.....	$\frac{\pi \times \text{Diameter}}{4}$
What is the **perimeter** of a sector?	Arc Length + 2 × Radius
How is the area of a sector found?	$\frac{\theta}{360} \times \pi \times \text{Radius}^2$
How is the length of an arc found?	$\frac{\theta}{360} \times \pi \times \text{Diameter}$

Maths

Core Knowledge for Topic 5: Area

What is the perimeter of a shape?	The total length of all of its sides
What is a shape's area?	The amount of space inside it
List the 3 main units of area.	mm^2, cm^2 and m^2
Area of a square or rectangle = ...	**Length × Width**
Area of a triangle = ...	$\frac{1}{2}$ **× Base × Perpendicular Height**
What does **perpendicular** mean?	Two lines that meet at a right angle (90°)
How is the area of a compound shape found?	Adding together the separate areas
How is the area of a shaded region found?	Subtracting unwanted area from the total
Why is a square a regular shape?	All sides are equal and all angles are equal
Area of a parallelogram = ...	**Base × Perpendicular Height**
Area of a trapezium = ...	$\frac{1}{2}(a + b)h$
What is the radius of a circle?	Distance from centre to circumference
How is the diameter calculated?	Double the radius
What is the formula for the area of a circle?	$A = \pi \times r^2$

Maths

Extending Knowledge for Topic 6: Equation

learn by heart

How are linear equations solved?	Apply **inverse operations** to both sides.
Solve: $x^2 = 9$	$x = 3$ or -3
What would be the first step in solving: $4x - 3 = 19$	Add 3 to both sides.
What would be the first step in solving: $3y^2 = 12$	Divide both sides by 3
What would be the first step in solving: $\frac{t - 7}{3} = 2$	Multiply both sides by 3
What would be the first step in solving: $\frac{n}{3} + 2 = 6$	Subtract 2 from both sides.
What would be the first step in solving: $3x + 10 = 4x + 4$	Subtract $3x$ or 4 from both sides.
What are **simultaneous equations**?	A pair of equations with two variables.
What does the **elimination** method for solving simultaneous equations involve?	Adding or subtracting to **eliminate** an unknown.
If solving simultaneous equations by elimation, before adding or subtracting we need...	the coefficients of an unknown to be equal.
If the coefficients of an unknown are not equal, how do we make them equal?	One or more equations need to be multiplied.
When solving simultaneous equations, when do we **add the equations**?	If matching coefficients have **different signs**.
How can we use a graph to solve simultaneous equations?	Find the coordinates of the points where the graphs cross
Two graphs cross at (1, 3). How do you show the solutions to the simultaneous equations?	$x = 1, y = 3$

Maths

Core Knowledge for Topic 6: Equation

learn by heart

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Year 9 Knowledge Organiser: Identities & Context for Poetry

Identity	• the fact of being, or feeling that you are, a particular type of person, organization, etc. • the qualities that make a person, organization, etc. different from others
Context	• the situation within which something exists or happens, and that can help explain it: • the influences and events related to a particular event or situation

Social: aspects of society and its structure

Cultural: aspects of culture – ways of living, beliefs and values of groups of people

Political: the way political issues are reflected

Historical: aspects of the society and culture at the time when texts are set, and written

Explore .....

WHAT	What is the writer saying about life? Identity??
HOW	What methods are they using to convey their ideas?
WHY	Why is the writer saying this? Why is the writer expressing ideas in this manner/ tone? Why should it matter to us?

Some examples of poetic methods

- Enjambment
- Caesura
- Regular stanza
- Irregular stanza
- Rhythm
- Rhyme
- Simile
- Metaphor
- Alliteration
- Sibilance
- Assonance
- Verse
- Free verse
- Repetition
- Blank verse
- Volta
- Juxtaposition
- End stopped
- Personification
- Allusion
- First person
- Third person
- Rhyming couplet
- Rhetorical question
- Oxymoron
- Stanza
- Symbolism
- Anaphora
- In media-res

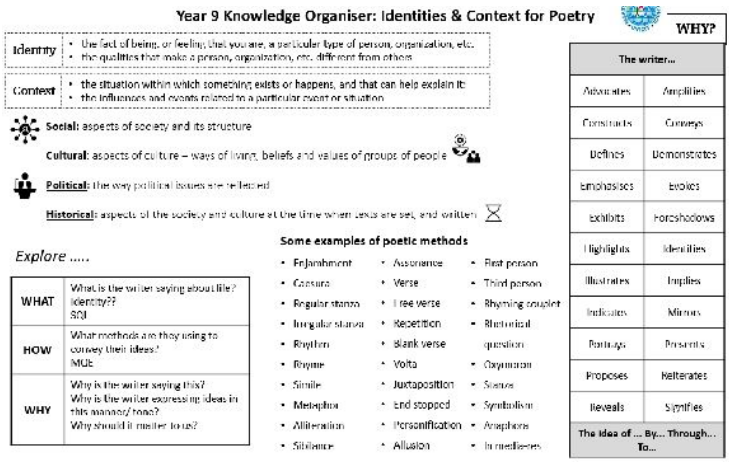
WHY?

The writer…	
Advocates	Amplifies
Constructs	Conveys
Defines	Demonstrates
Emphasises	Evokes
Exhibits	Foreshadows
Highlights	Identifies
Illustrates	Implies
Indicates	Mirrors
Portrays	Presents
Proposes	Reiterates
Reveals	Signifies
The idea of … By… Through… To…	

Imtiaz Dharker, 'The Right Word' (2006) • Dharker was born in the Punjab, Pakistan in 1954. • She grew up in Glasgow in a Lahori household -her family moved when she was less than one year old. • Now divides her time between India, Wales and London. • She describes herself as a Scottish Muslim Calvinist, adopted by India and married into Wales. --- • The poem is set against the sensitive post-9/11 backdrop of political and religious tensions	**Benjamin Zephaniah, 'The British' (2003)** • Zephaniah was born 15th April 1958 Birmingham. • Died 7th December 2023 • Struggled at school due to dyslexia and left school at 13 years old. • Got involved with street gangs and at 14 years old, Benjamin was sent to Borstal • Spent 2 years in prison for gang related offences. Whilst in prison, he decided to change his life. • He moved to London in 1979 (aged 22) and published his first poetry collection in 1980 • Has spoken a lot about his personal experiences of anti-Black racism in Britain Rejected an OBE, "Me? I thought, OBE me? Up yours, I thought. I get angry when I hear that word 'empire'; it reminds me of slavery…"	**Edward Kamau Braithwaite , 'Limbo' (1973)** • Braithwaite is a Caribbean writer. Born 1930, died 2020. --- • In the 18th Century several European countries invaded the West Indies and established colonies. • Slaves were captured in Africa and brought to the islands to work on sugar plantations. • Many of them died on the journey across the Atlantic. • An estimated 15 million Africans were transported to the Americas before 1540 and 1850 • 20% of those in the holds of the slave ships died before they even reached their destination. • Britain banned the slave trade in 1807 • Slavery was eventually abolished in the US in 1865.	**John Agard, Checking Out Me History, 2007** • Born 21st June 1949 in Guyana • Worked as a teacher, sub-editor, and journalist in Guyana before moving to the UK. • Emigrated to the UK in 1977 with his partner, fellow poet Grace Nichols. • Worked for the Commonwealth Institute and the National Maritime Museum, traveling around British schools to promote Caribbean culture, poetry, and performance art. • Won the Queen's Gold Medal for Poetry in 2012 for his contribution to British literature.
Elizabeth Brewster, Where I Come From (2000) • Brewster, born in 1922 in small llogging town of Chipman, New Brunswick, Canada. • Iimpoverished background • Dropped out of public school at a young age because she did not have warm clothing to wear during the winter. • On the strength of her intelligence and self-education, however, she attended the University of New Brunswick from 1942–46. • New Brunswick, is on the eastern seaboard of the North American continent. It is Canada's only officially bilingual province.	**Moniza Alvi, 'Presents from my Aunts in Pakistan' (1993)** • Moniza Alvi was born in Lahore, Pakistan, to a Pakistani father and a British mother. • Her father moved to Hatfield, Hertfordshire, in England when she was a few months old. • She did not revisit Pakistan until after the publication of one of her first books of poems. • Alvi said: 'If I think about my work as a whole, I can see that there is a theme of a split, a split I try to mend"	**Grace Nichols "Island Man" (1984)** • Grace Nichols was born in 1950 in Georgetown, Guyana • She lived in a village on the coast until her family moved to the city when she was eight years old • She took a Diploma in Communications and subsequently worked as a teacher (1967–70), as a journalist and in government information services. • She immigrated to the UK in 1977	**Sujata Blatt, Search for my Tongue, 1988** • Born 6th May 1956 in Ahmedabad, Gujarat, India. • Grew up speaking Gujarati as her first language • Emigrated to the USA in 1968 (aged 12) with her famil • Studied in the USA, earning a Master of Fine Arts in Creative Writing at the University of Iowa. • Has in India, the US, Canada, and later moved to Bremen, Germany, where she lives with her German husband and daughter. • Identifies as being multilingual

Week 1: Mindmap

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



Year 9 Knowledge Organiser: Identities & Context for Poetry

Identity
- The fact of being, or feeling, that you are, a particular type of person, organization, etc.
- the qualities that make a person, organization, etc. different from others

Context
- the situation within which something exists or happens, and that can help explain it
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Social: aspects of society and its structure

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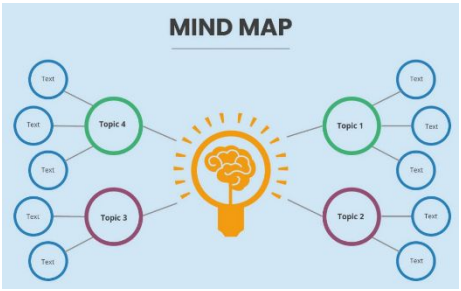
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WHY?

The writer...	
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Highlights	Identifies
Illustrates	Implies
Indicates	Mirrors
Portrays	Presents
Proposes	Reiterates
Reveals	Signifies

The idea of ... By... Through... To...

- 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.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines

Task 1: Create 8 flashcards – 1 for each of the poems you will study (p2 of the knowledge organiser).

Have the **poet's name and poem on one side** and **contextual information on the other side**. Do not copy word for word – reduce information!

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

Extension: Add extra information you can find out about each of the poets.

Imtiaz Dharker, 'The Right Word' (2006)

- Dharker was born in the Punjab, Pakistan in 1954.
- She grew up in Glasgow in a Lahori household -her family moved when she was less than one year old.
- Now divides her time between India, Wales and London.
- She describes herself as a Scottish Muslim Calvinist, adopted by India and married into Wales.

- The poem is set against the sensitive post-9/11 backdrop of political and religious tensions

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- He moved to London in 1979 (aged 22) and published his first poetry collection in 1980
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- Braithwaite is a Caribbean writer. Born 1930, died 2020.

- In the 18th Century several European countries invaded the West Indies and established colonies.
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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 information of that poet.

EXTENSION task: Put a flag on your card to represent which country/ countries they link to.

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 following topics in 30 words or less.
Extension task: Draw images to represent the topics below.

The difference between: political, social, historical and cultural context (P1 of KO)

Word count:___

Context about Benjamin Zephaniah.

Word count:___

Context about the poem: Limbo.

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.

Look and Say		***Write – without looking!***	***Check! Did you get it right?***
Identity	***Now cover up look and say column!***		
Context			
Social			
Cultural			
Political			
Historical			
Emphasises			
Illustrates			
Reiterates			
Enjambment			

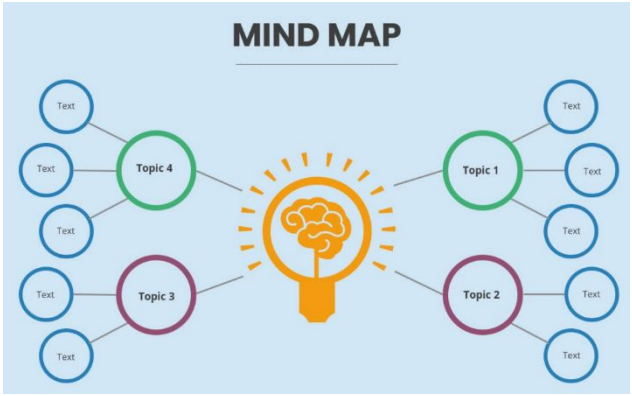
Look and Say		***Write – without looking!***	***Check! Did you get it right?***
Identity			
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Context			
Social			
Cultural	***Now cover up look and say column!***		
Political			
Historical			
Emphasises			
Illustrates			
Reiterates			
Enjambment			

Week 6: Mind map, dual code, summarising

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

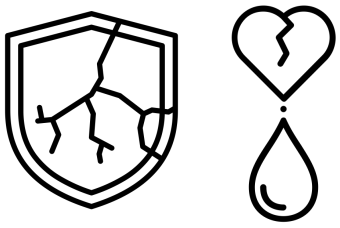
Use colour, dual coding, summarising and all the skills you have learned this half term.





- 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.

- 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.



Your showcase mind map: Poetry and contexts

Seen by teacher?

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.

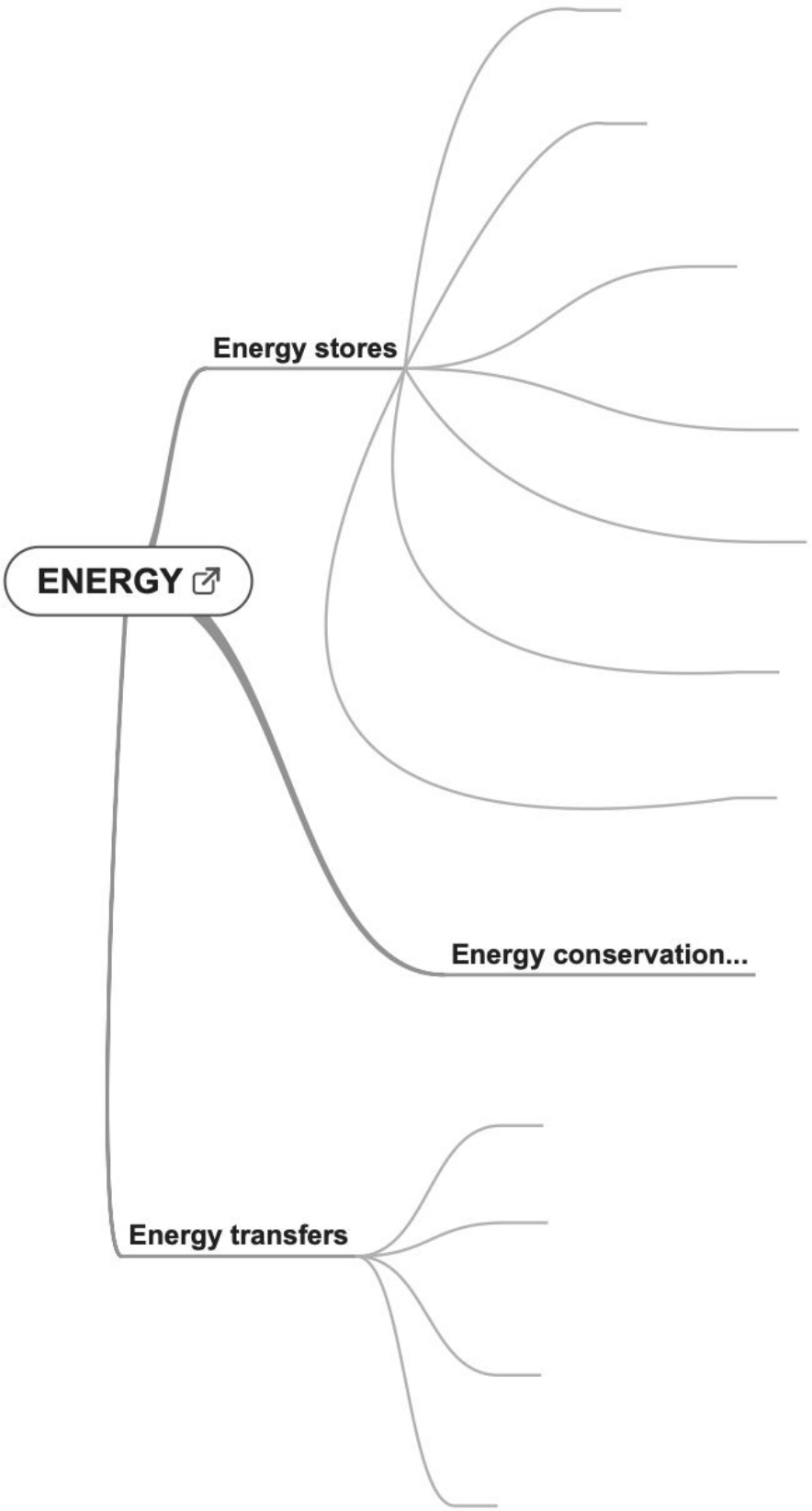
2. Check your understanding of this topic by answering the 'Check your understanding' questions (3rd week).

There are two topics each half-term.

This half-term they are:

1. Energy
2. Acids, alkalis and chemical reactions.

Science
Energy | mind-map



Science
Energy | check your understanding

<table>
<tr>
<td>Write down the 7 stores of energy and give an example of something that has that energy.
The first store has been done for you.
1.Kinetic | moving things (e.g., a car).

2.

3.

4.

5.

6.

7.</td>
<td>Write down the four ways that energy can be transferred.
1.

2.

3.

4.</td>
</tr>
<tr>
<td>Write down the energy stores that are making each of these things work.
e.g., Bunsen burner | Chemical and thermal energy.
1.Electric motor

2.A petrol engine car

3.A mobile phone

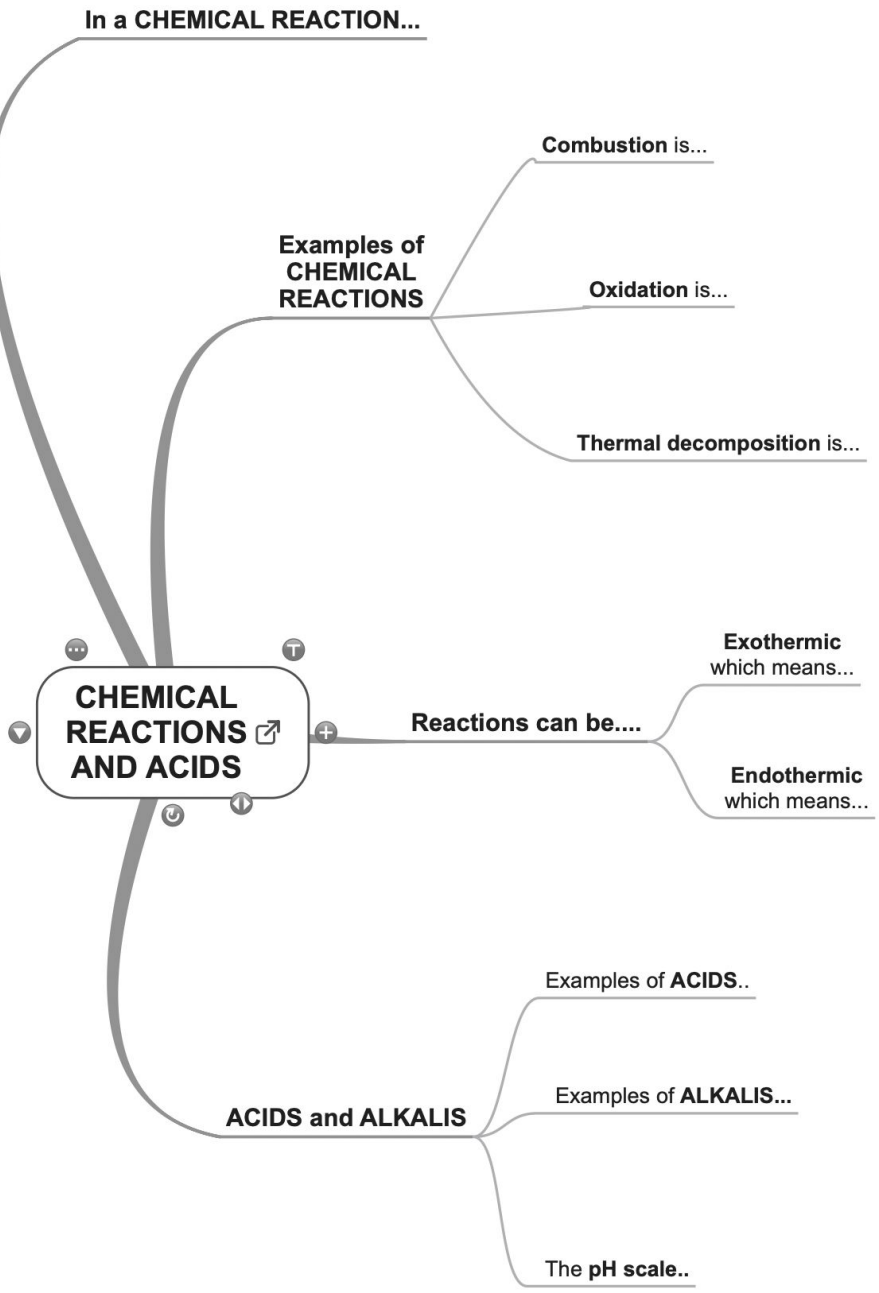
4.A wind-up toy</td>
<td rowspan="2">In each of these examples, describe how energy is transferred.

1.Electric motor

2.A burning fuel

3.A falling ball</td>
</tr>
<tr>
<td>A tennis ball is dropped from 1m. Just dropped and not thrown. It bounces but only reaches 0.8m. Use what you know about energy transfers to explain why the ball bounces to only 0.8m rather than back up to 1m.</td>
</tr>
</table>

Science
Acids, alkalis and chemical reactions | mind-map



Science
Acids, alkalis and chemical reactions | check your understanding

<table>
<tr><td>What colour does universal indicator turn in a strong acid?</td><td>What colour does universal indicator turn in a strong alkali?</td><td>What colour does universal indicator turn in a neutral substance?</td></tr>
<tr><td rowspan="3">For each of the chemical, write down what pH they could be:

1.Hydrochloric acid

2.Washing up liquid

3.Rainwater

4.Sodium hydroxide

5.Citric acid

6.Soap flakes

7.Sulphuric acid</td><td colspan="2">Some universal indicator was added to sodium hydroxide It turned purple.
Then hydrochloric acid was then added slowly to the sodium hydroxide.
What happens to the colour of the universal indicator and why?</td></tr>
<tr><td colspan="2">Look at this symbol equation for a chemical reaction between zinc and copper sulphate

$Zn+CuSO_4 \rightarrow ZnSO_4+Cu$

What chemicals are the reactant in this reaction?

What chemicals are the products in this reaction?

In all chemical reactions new substances (chemicals) are made. By writing about what happens to the atoms in a reaction (for example in the reaction between zinc and copper sulphate), explain how new chemical are make in a chemical reaction.</td></tr>
<tr><td>Why doesn’t the mass change in a chemical reaction?</td></tr>
</table>

History

Homework 1: Due on

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
Militarism	The belief that a country should maintain a strong military and use it to defend national interests
Arms Race	A competition between nations for developing the most / best weapons
Imperialism	Extending a countries power or influence through taking over other countries, usually as part of an empire.
Alliances	A union formed for mutual benefit, especially between countries or organisations.
Nationalism	People living in a country being willing to support and defend it if it comes under attack because they are proud of.
Micro	Small causes or consequences
Macro	Large causes of consequences
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Trench Warfare	A type of combat where the opposing troops fight from trenches facing each other.


Key Words

Homework 2: Due on

Create a timeline of the key events below. Use colour and images to help you remember each event.

Key Date	Key Event
28th June 1914	Archduke Franz Ferdinand is shot dead in Bosnia by a Serbian Terrorist.
28th July 1914	Austria-Hungary declare war on Serbia. They are supported by Germany. This angers Russia.
30th July 1914	Russia mobilises her army. This angers Germany.
3rd August 1914	Germany implements the Schlieffen Plan
4th August 1914	Britain declare war on Germany.
Oct 1914-1918	Battles of Ypres.
Feb 1915-Jan 1916	Battle of Gallipoli.
July 1916	Battle of the Somme.
July – Nov 1917	Battle of Passchendaele.



Year 9 **Why did the World go to War?** **Autumn Term 2**

Golden Threads of Learning: Causes and Consequences, Using Evidence

1. Was the Russian Revolution a 'revolution'? **2. Why did the World go to War?** Causes Propaganda Ypres Gallipoli Somme Weapons Passchendaele **3. How did one main ruin a democracy?** **4. When did the tide turn in the Second World War?** **5.** The Holocaust: what was it, who did it affect and how do we remember? **6.** Was life in Mao's china an aMAOzing experience of communism or a fascist regime?

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Key Date	Stages of War
August – Sept 1914	War of Movement
Sept – Nov 1914	Race to the Sea
1915	Stalemate
1916-1918	War of Attrition
11th Nov 1918	End of the War - Armistice

Key People



Franz Ferdinand



Winston Churchill



Kaiser Wilhem II



Lenin



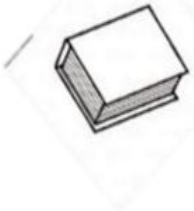
Douglas Haig



Gavrilo Princip

You might like to read...

- War Horse by Michael Morpurgo
- Private Peaceful by Michael Morpurgo
- Soldier Dog by Sam Angus
- A farewell to Arms by Ernest Hemmingway
- Crossing Stones by Helen Frost
- All Quiet on the Western Front by Maria Erich Remarque
- Wings of War by John Wilson



Use the sources to explain why Gallipoli failed?

When assessing sources you need to think about **CAP!**

Content - What is the source useful at showing? Quote from the source.
Accuracy – Is the source accurate? What contextual knowledge agrees?
Provenance – Who produced it? When? Why? Does this make it reliable?

Point Evidence This As a result Link paragraph (with CAP)

The reason why Gallipoli failed is...

This can be from source... (CAP the source) This

resulted in...

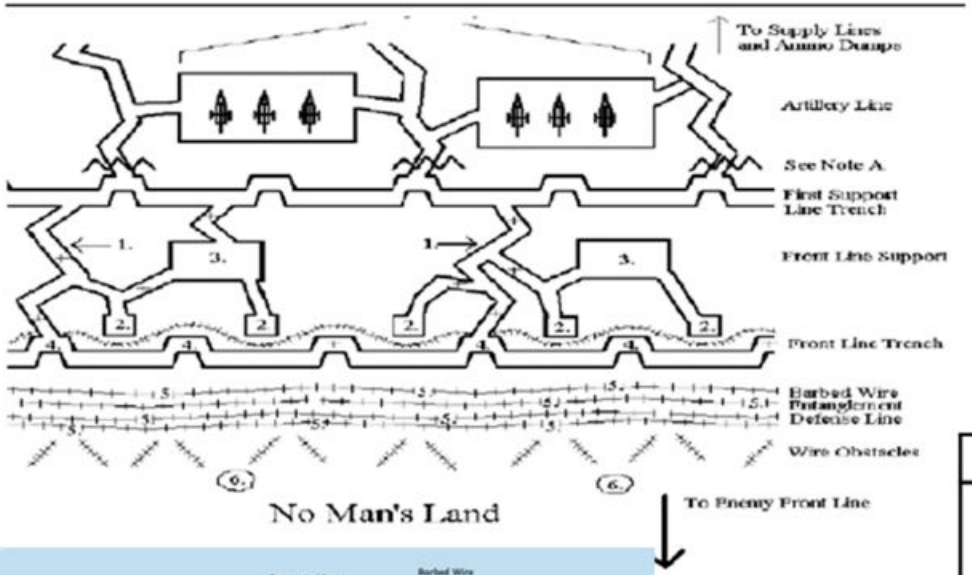
This meant that...

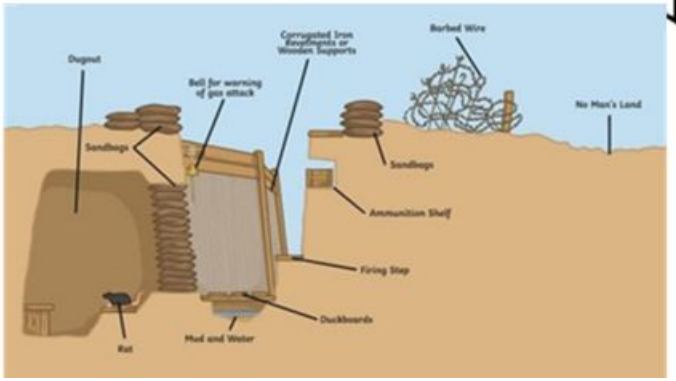
As a result...

This is also supported by source... (CAP the source)

Therefore, the reason why Gallipoli failed is...

The Trench System







Alliances



Triple Alliance: Italy, Austria-Hungary and Germany

Triple Entente: France, Britain and Russia

The MAIN Causes of the First World War

Militarism The build up of soldiers and weapons (otherwise known as an arms race) meant that countries were all ready for war when it did break out. This means they are less likely to avoid war.

Alliances The alliance system meant that countries would be supported by their allies if war were to break out. This made it more likely for a country to be involved in war.

Imperialism The building of an empire by owning and controlling countries who were not as powerful let to some countries resorting to terrorist methods in order to fight back.

Nationalism The people living in a country being proud and willing to defend it made it easier to gather an army to fight in a war.

Geography Task 1 (Due w/c 23 November)

Safari tourism is a vital industry in Kenya, attracting 3.5 million visitors each year and contributing 10% to the country's economy while providing 1.5 million jobs. Tourism also supports wildlife conservation and provides income for local communities like the Maasai, who work as guides, trackers, and lodge staff. However, safari tourism creates significant social, economic and environmental problems:

- **Environmental Damage:** Safari jeeps frequently drive off-road to get closer to wildlife, which crushes vegetation, compacts the soil, and destroys plant life.
- **Unfair profits:** Around 60% of the money spent on safari packages leaves Kenya to foreign businesses, meaning local economies do not get their fair share.
- **Exploitation of indigenous people:** Despite living on the boundary of the reserves, Maasai landowners receive only 5% of the income made from their land. While tourists pay to watch their traditional jumping dance and visit their villages, very little of this profits the local people directly.

Imagine you are a Park Manager in the Maasai Mara Reserve.

TASK 1: *Tick **two** rules from the list below that you would introduce to make tourism more sustainable in Kenya's Savannah.*

- ☐ **Rule A:** Safari jeeps must stay on designated paths at all times or face heavy fines.
- ☐ **Rule B:** Tour companies must hire at least 70% of their staff (guides, lodge workers) from the local Maasai community.
- ☐ **Rule C:** 25% of all safari tour profits must be paid directly to local Maasai landowners.
- ☐ **Rule D:** Tour operators must pay Maasai villagers a fair, set rate for cultural visits and performances.

TASK 2: *Use facts from the box above to explain your decisions.*

Choice 1: Rule ___

What problem does this solve?

_____

How will it help local people or the natural environment in the future?

_____

_____

Choice 2: Rule ___

What problem does this solve?

_____

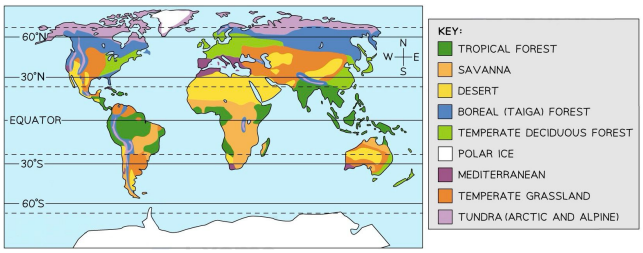
How will it help local people or the natural environment in the future?

_____

_____

Geography Task 2 (Due w/c 14 December)

TASK: *Summarise the key characteristics of the biomes below by completing the information about their location, climate and plant/animal adaptations. For the incomplete sentences, use the word bank to help you.*



WORD BANK

Mid Dry 15 Rainforest 250 Hot 0
Wet Desert High 30 Cancer High
0 Mild Capricorn 4 Summer Wet

Biome	Location	Climate	Plant Adaptation	Animal Adaptation
Tropical Rainforest	Between the Tropic of _____ and the Tropic of _____.	_____ and _____.	**Vines:**	**Spider Monkeys:**
Polar	At extremely _____ latitudes.	Temperatures are almost always below ___°C.	**Lichen:**	**Arctic Fox:**
Tundra	At _____ latitudes.	Temperatures are often below ___°C, but there is a short _____ too.	**Arctic Poppy:**	**Ptarmigan:**
Tropical Grassland (Savannah)	Between _____ and _____ biomes.	They have a _____ season and a _____ season.	**Baobab Tree:**	
Desert	Between __° and ___°N/S of the Equator.	They have less than _____mm of precipitation in a year.	**Thorny Devil:**	**Saguaro Cactus:**
Temperate Deciduous Forest	_____-latitudes.	_____ with _____ seasons.	**Dodders:**	**Goshawks:**

MFL - Spanish

Here are 10 really important words and phrases to learn. Try to memorise them for a test in lesson. A really good way to do this is by writing them in Spanish, covering them up, and trying to write them in English. You could then cover up the English, and then write them in Spanish. This is called ‘look, cover, check’, and is a useful way to practise spelling and memory.

1. A pesar de = despite
2. Aunque = although
3. Pero = and
4. Sin embargo = however
5. Sea como sea = nevertheless
6. Lo bueno es que = the good thing is that
7. Lo malo es que = the bad thing is that
8. Además = also
9. Creo que = I think that
10. Por un lado = on the one hand