

## **Year 9 Summer work**

This academic year has presented unique challenges for year 9 and we would like to take this opportunity to thank you for everything you have done to support their learning over the course of the year as well as praise their incredible resilience. The most important thing for your son to do over the Summer holidays is to take a break and relax in order to recharge for the challenges of year 10! However, we understand that as you read through his report there might be a couple of subject areas where he would benefit from completing outstanding assignments or consolidation work. Below are suggestions of some optional supplementary consolidation work for his subjects or avenues for exploring particular areas of interest. There is no expectation that your son will complete any particular sections of this work. Instead, please use this as a starting point for conversations with your son about areas of his subject knowledge he might want to improve or extend. We know we all naturally want to practice what we are already good at and would encourage your son to push himself out of his comfort zone.

### **Ancient History**

Students could spend some time revising the period study of Persia and Greece in Part one of their textbook, using their notes, resources from the Microsoft Team including powerpoints and knowledge organisers, and practising their knowledge by revising some Kahoot quizzes. If they want a challenge, they could read 'Persian Fire' by Tom Holland or look forward to the Roman side of the course by reading Richard Miles' 'Carthage must be destroyed'. They could also watch the BBC Four Documentary "[The Art of Persia](#)", learn about [the Punic wars](#) or watch [this documentary](#) on Alexander the Great.

### **Art**

In Year 10 your child will be starting their GCSE coursework with a project that is based around an extended series of short practical tasks that will lead them through different media, techniques, and critical references. Improving their confidence and competence in these areas will help prepare them for the projects following, where they can use the skills, knowledge, and understanding learnt earlier in the course.

If your child wishes to continue to work on their art practice over the Summer, we would suggest that they continue to work on their skills of analysis by drawing from first-hand observation, or produce their work in response to one of the books suggested below. Visiting live art and other curated collections where possible is also recommended, for example in museums, galleries, or other institutions, so that they can see that Art is not just about painting and drawing, and that there are lots of exciting artists, designers, and makers to inspire them in their own work.

So that they are well prepared, we would suggest pupils are equipped with the items from the list below so that they can continue their artwork independently in addition to the tools and materials available within the Art department – these are suggestions but not requirements.

If your child receives help with the cost of school (Pupil Premium), or times are tight at home, please contact the Head of Art Ms A Creegan at: [acreegan@reading-school.co.uk](mailto:acreegan@reading-school.co.uk) who will be happy to help with regards helping you obtain appropriate items.

- Graphite pencils in a range of grades, e.g. F, HB, B, 2B\*, 4B
- Pencil sharpener\*
- Eraser (hard, plastic or natural rubber)\*

- A set of good quality, blendable coloured pencils, e.g. Derwent (Artist, Coloursoft), Faber-Castell (Classic, Polychromos), Caran d'Ache
- Paintbrushes to use with watercolours\* – short handled, a range of sizes (e.g. 1, 4, 6), round with synthetic bristles (e.g. nylon)
- Set of quality waterproof or water-resistant fineliners in different nib widths, e.g. Sakura Pigma Micron
- Glue stick (Pritt Stick)
- Pair of scissors (rounded ends preferred)
- Set of basic watercolours\* – pans/blocks rather than tubes
- A named pencil case, pencil roll, or tube (e.g. poster tube cut down to size) to store these items in your schoolbag securely and separately from other stationary (there are sewing patterns available online for pencil cases and rolls if you'd like to DIY)
- Access to colour printing (e.g. at home or via the LRC)

\*Available to buy from the department

#### Suggested online suppliers

- [artesaver.co.uk](http://artesaver.co.uk)
- [jacksonsart.com](http://jacksonsart.com)
- [cultpens.com](http://cultpens.com)

#### Suggested books

- How to be an Explorer of the World, The Pocket Scavenger, Wreck This Journal – Keri Smith
- ...isms: Understanding Art – Stephen Little
- Understanding Modern Art New Edition (Isms) – Sam Phillips
- The Art Book, The 20th Century Art Book, The Photo Book, The Fashion Book – Phaidon Press  
Drawing Projects: An Exploration of the Language of Drawing – Mick Maslen, Jack Southern

### **Biology**

Over the academic year pupils in year 9 Biology have worked on the topics of inheritance and variation, behaviour, food and digestion, cells, ecosystems and the environment. They have covered the following parts of the OCR Gateway Science Biology A GCSE specification B5.1a-c,j,k,B6.2c,d, B2.1a,B1.2f,g,B1.3 d-f, B1.1a-c,B4.1a-j, B6.1a-c. The key concepts they have covered in year 9 include:

Cells – including detailed structure and types

Exchange and transport – including diffusion, osmosis, digestive system

Biochemistry – including enzymes

Genetics – including genetic crosses

Biodiversity – including interdependence and the environment

Ecosystems – including sampling and the carbon and nitrogen cycles

All of these topics are in the textbook provided by the school Complete Biology for Cambridge secondary 1 (Oxford ISBN: 978-019-839021-3) and online kerboodle GCSE textbook which will be replaced with the GCSE textbook once the correct book issued to your Son is returned/replaced. In year 10 we will revisit the key biochemical concepts of photosynthesis and respiration (year 8), exchange in animal & plant transport, communication & homeostasis in the nervous and endocrine system.

1) Your son should complete any remaining assignments on teams. Some assignments will be set for over summer.

2) We suggest your son reviews Chapter 5,7,8,15,16,17 in the textbook provided

3) We suggest your Son reviews the self-evaluation sheets in their book as to what they need to improve

### **Chemistry**

During this period of remote learning your son has been studying types of chemical reactions and energetics. To consolidate this learning over the summer he could do the following:

- Revise the definitions of Redox reactions and recap how to identify which species is being oxidised and reduced.
- Explain to a family member why a combustion is exothermic by talking about bond breaking and bond making.
- Practice bond energy calculations, some guidance and test questions can be found [here](#).
- They should then attempt to complete the revision questions that will be posted to their Chemistry team.

### **Compsci**

In preparation for an exciting and informative year ahead your son could consider trying out some of the activities listed below:

Review the AQA 8525 GCSE Computer Science specification and research some of the fascinating topics listed [here](#).

Explore writing in assemble language, which are the mnemonics of machine code that processors run. Try out a simulator [here](#).

There are also competitions that are run each year. Consider joining one of those listed below. Exercises and details can be found on the following websites:

- [https://challenge.bebbras.uk/index.php?action=user\\_competitions](https://challenge.bebbras.uk/index.php?action=user_competitions)

- <https://joincyberdiscovery.com/>
- <https://www.paconsulting.com/events/raspberry-pi-competition-uk/>
- <https://www.teentech.com/>

Teachers will be online during the summer and students are welcome to ask for ideas and support as they make progress.

### **Drama**

Over the summer we would encourage the boys to review their Devising Logs to prepare for final drafts, have them discuss with you their process, individual challenges and goals for the piece. Additionally it would be very useful to prepare 2nd drafts of their The Woman in Black essays on sound and lighting, again discussion with family about the effects of these techniques would enrich their discursive skills.

### **Economics**

During the period of remote learning we have covered two important topics- labour markets and financial markets. To help reinforce and consolidate this learning your son might usefully outline for you how economics explains the fact that footballers earn more than nurses, give you a summary of why the main financial institutions in the UK are important to everyone and/or explain some of the reasons for the financial 'crash' that happened in 2008/9.

Going forward into year 10, we will be studying the main macro-economic objectives of government, namely economic growth, unemployment, inflation and the deficit (or surplus) on the Balance of Payments. To prepare himself for this, he might usefully read Part 3.1 on Economic Growth in his GCSE book. In addition, he should check the economy section of the [BBC news website](#) regularly and make a list of any articles that relate to 'GDP', 'the economic recovery', 'contraction', 'recession' or 'austerity', as Britain's economic prospects are going to be the focus of much discussion in the news media over the coming months.

There will also be some interesting commentary in the Financial Times and the Economist both of which are available on-line free through the [LRC](#).

### **English**

From September 2020 you will be following two GCSE specifications: OCR English Language (J351) and OCR English Literature (J352). You can find more details about these courses, and the new model of GCSE study, at the OCR English website (<http://www.ocr.org.uk/qualifications/by-subject/english/>).

There will be no written coursework and both courses will be assessed in the summer of 2022 by terminal, closed-book, examinations.

In order to prepare for the start of the GCSE English Literature course in September 2020 it would be really helpful if you own a copy of the three examined texts and have read the two novels: a list of these texts and their recommended editions is included below. It would also improve your understanding if you read around one of the English Literature examination topics ('Dystopia'), so to this end we have provided a further list of recommended associated texts.

Compulsory texts for GCSE English Literature examination (with ISBNs of recommended editions for purchase):

"The War Of The Worlds": HG Wells (any edition, although this seems to be the cheapest: Collins Classics 9780008190019)

"Never Let Me Go": Kazuo Ishiguro (Faber And Faber 9780571258093)

"Macbeth": William Shakespeare (RSC Schools 9780198364832 or Oxford School 9780198364832)

Kindle or e-reader versions are not recommended because you will be encouraged to make notes in hard copies of these three texts.

Suggested selection of 'Dystopia' genre and related texts for wider reading:

- "The Territory" (series): Sarah Govett
- "The Wind Singer" (series): William Nicholson
- "The Rain" (series): Virginia Bergin
- "The Knife Of Never Letting Go" (series): Patrick Ness
- "Wool" (series): Hugh Howey
- "The Maze Runner" (series): James Dashner
- "The Hunger Games" (series): Suzanne Collins
- "Divergent" (series): Veronica Roth
- "The Giver" (series): Lois Lowry
- "Breathe" (series): Sarah Crossan
- "The One Hundred" (series): Kass Morgan
- "The Dark Wild" (series): Piers Torday
- "The Fifth Wave" (series): Rick Yancey
  
- "1984": George Orwell
- "Brave New World": Aldous Huxley
- "A Clockwork Orange": Anthony Burgess
- "The Handmaid's Tale": Margaret Atwood
- "Noughts and Crosses": Malorie Blackman
- "Fahrenheit 451": Ray Bradbury
- "The Guardians": John Christopher
- "The Day Of The Triffids": John Wyndham
- "V For Vendetta": Alan Moore and David Lloyd
- "Logan's Run": William F Nolan

- “The Road”: Cormac McCarthy
- “The Circle”: David Eggers
- “Vox”: Christina Dalcher
- “Neverwhere”: Neil Gaiman

## **Floreat**

Building on the Easter Enrichment Programme, the Floreat team have designed your task for the summer to develop your attributes of commitment, organisation and planning, as this one will require lots of practice, perseverance and patience!

The Challenge: Design, construct and test your own Marble Run.

- Can start and finish wherever you like (tip: use potential energy!);
- Can use any sort of small ball (golf ball / bouncy ball) instead of a marble;
- Feel free to use multiple balls, as long as the ‘run’ is continuous in some way;
- Submissions judged on creativity of construction, not just length
- Possible equipment (but go way beyond this and be creative!): furniture, pipes, books, tape, LEGO, wood, cardboard boxes, tape, cereal boxes, tubes.
- Must be under 1 minute long – send videos/links in to [communications@reading-school.co.uk](mailto:communications@reading-school.co.uk) or Tweet @readingsch or @FloreatReading with #RSEnrichment

## **French**

Here is a list of suggested activities to consolidate Y9 students’ French skills and start Y10 confidently. They are free to pick and choose which topics to focus on.

- It is very much recommended for students to go over specific grammar points (especially tenses: present, perfect, imperfect, near future, simple future). Grammar resources are available on Teams under “Summer Work” as well as online links. To stretch themselves and ensure they fully understand a specific grammar point, it is advised they try and teach it to a parents, sibling, guardian, etc.
- Consolidating vocabulary covered over the course of Year 9 would also be very beneficial. Students were provided with a document under “Summer Work” in Teams outlining a suggested schedule of vocabulary revision, as well as a full list of said vocabulary including links to the Quizlet vocab learning website and BBC bitesize practice materials.

It is recommended to first revise the vocabulary (on Quizlet or their physical vocab booklets) and then put their knowledge in practice (through the BBC bitesize activities focusing on Reading and Listening questions).

- More recreational resources (films, music...) are encouraged if students wish to stretch their skills and enjoy the cultural input. Some suitable resources are available to stretch the most confident linguists who want a challenge on the @RSmfl Twitter under #GCSEfrench.

## **Geography**

Year 9 have just finished studying about the urban challenges in Bristol. Students should review their notes and use recorded lesson and class material from Teams and SharePoint to consolidate their notes. Students should also look ahead to September. They should do some research into how sustainable living is being made possible in Freiburg, Germany and how transport around London has been made sustainable.

Away from your specification we would like you to explore the world around you. If you visit any new places this holidays we would like you to explore the geography of them: Why was it built here? What are the population demographics? What are the landscape features like hills or rivers? Are the shops large chain shops or individually owned shops? The options are endless! You can discuss this with your family and maybe teach them some Geography too!

## German

Student who study German will be following the AQA GCSE specification for German. You can find more details about the structure of the course and the assessments [here](#).

In order to ensure maximum success in German in Year 10, all students could benefit during the holiday from a revision of the work undertaken throughout the year in Year 9. This is useful so that key grammar and vocabulary necessary for success at GCSE level are not forgotten over the long summer break. To help reinforce and consolidate his learning, after some revision, your son might usefully explain to you the patterns for the 5 key tenses: present, future, perfect past, imperfect past, conditional. It is when explaining that we really understand. Other topics your son could revisit include:

The vocabulary at the end of all chapters in Zoom 2

Revise Grammar from these chapters and there are more explanations in the back of both Zoom books including:

- Cases: accusative and dative case
- Prepositions with cases
- Adjective endings in different cases
- Conditional tense
- Word order: use of weil and wenn
- Perfect past tense, incl. past participles of 30+ most common verbs (Quizlet)
- Imperfect tense
- Possessive adjectives / pronouns
- Question words (W)
- Modal verbs and their conjugation
- Present tense of regular and irregular verbs
- Noun plural
- Use of um ... zu + infinitive

The most effective and enjoyable way to keep a language alive is to do short, regular sessions using the Zoom 2 textbook on Kerboodle, then Quizlet, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and other interactive websites too.

## **History**

To help prepare for September, your son may benefit from investing time in some of the following activities, which will help to consolidate the work done in History this past year and give a greater understanding of the wider world:

- Create large timeline of all that has been studied this year – to put everything in its chronological order.
- Read 4 articles – one from each of the time periods on [Our Migration Story](#). To enhance understanding of the wider world.
- Watch the news – to gain an understanding of the wider world today – and see if you can make links to similar events in the past.
- Look over the exam technique for migration – questions are on Kerboodle if you would like to attempt some.

## **Latin**

Consolidation: students could review the language points and vocabulary words listed at the end of Ch6-9 (and the subjunctive from Ch10 if they have done it) to make sure they are confident going into yr10

Extension: students could now be thinking about mastering the GCSE vocabulary list, so a good extension task is to try to learn all the words over the summer (most of these words should have been learned already)

## **Mathematics**

In order to support your son to prepare for the future, he has been given a list of topics that has been studied during the course of the year, both in school and in remote learning. This list can be found in Teams. He has also been set some mymaths tasks that could be used during the summer holidays, if he would like to and is able to, to review topics and improve understanding where needed. The school login details are:

School username: readingsch

school password: subtraction

He will then have an individual login that his teacher will have provided.

## **Music**

Your son could consolidate and revise AoS 2 (The Concerto Through Time). There are lots of quizzes available online that support this. He could also choose a new AoS (not AoS 1 or AoS 2) to begin preliminary exploration. Your son could develop his practical performance skills in readiness for the GCSE element: perhaps he could try recording himself (video and audio) and then reviewing his performance as honestly as possible. He could also continue developing his individual composition skills using Soundtrap or any other suitable online platform.

If allowed, join some online student fora associated with OCR and/or KS4 (GCSE) Music

### **Physics**

Students could review and extend their learning via the Isaac Physics website. Your son will need to:

- Register with the [Isaac Physics](#) website:
- Register as a student at Reading School. Use your name as it will appear on the class register because you may be set work on Isaac Physics during the GCSE course.
- Make a 'Teacher Connection' using the token YWC7MW to join the Year 9 Summer 2020 group. You may need to log out and log in again, select My Account from the menu and then the Teacher Connections tab.
- Several assignments have been set. You are welcome to explore the site to find more problems if you want to and you can email Isaac Physics for advice if you need help.:

### **Religious Studies / Philosophy**

Students will start the new AS-level course in Religious Studies in the new academic year. The students have already done some of the relevant material for the new specification, especially the normative ethical theories of Utilitarianism, Kantian ethics and Aristotle's virtue ethics. Since the start of online learning we have covered some of the material in the new specification, especially the ideas of the ancient philosophers like Plato and Aristotle. We also did some applied ethics on the issue of euthanasia. Students could go over the normative theories we have done earlier in the past academic year and especially with an eye on the different emphases in [the new specification](#). This should prepare them well for the challenges of the specification.

### **Spanish**

Like all languages, your son's knowledge of Spanish would benefit from regular review.

Your son could review the vocabulary he covered in year 9 (the vocabulary book can be downloaded from the vocabulary channel in his Microsoft Team) or the [AQA GCSE Spanish vocabulary list](#).

Your son is advised to look at the grammar points studied during the year which can be found from each unit from the text book Spanish Zoom2 pages 14, 30, 31, 40, 46, 62, 78, 94, 110 & 157 to 169 accessible through <http://www.Kerboodle.com>. Students can also access <http://www.thisislanguange.com> for grammar revision and also for listening practice. For more listening exercises, he could use [www.Kerboodle.com](http://www.Kerboodle.com) >Spanish Zoom2 from unit 0 to unit 3B. In addition, if your son enjoys watching films then, when possible, try to change the setup of languages to Spanish speaking and English subtitles.

For those more enthusiastic and eager to be at an advantage, an extension of knowledge will be highly beneficial. To do this, student can use the resources in Spanish using the website subscription [www.maryglasgowplus.com](http://www.maryglasgowplus.com) and login with the students' code sofa58 magazine "El sol" where they can find fascinating aspects of the Hispanic Culture with a variety of vocabulary. They could also look at the following [BBC website](#).