



### Strood Academy Year 9 Distance Learning Resources

In this document there is a summary for each subject regarding the content of work teachers are setting and also links to useful resources. Students in year 9 should follow the timetable below as subjects will be setting work for each lesson:

	M	T	W	T	F
1	Opt A	Sci	Sci	Sci	Sci
2	Eng	Eng	Eng	Eng	Opt A
3	Ma	Opt C	Ma	Ma	Ma
4	Opt B	Revision/recall	Opt B	Opt C	Revision/recall

- **Reading 15 mins** in the day: GLT reading programme online reading programme. Please encourage students to listen to books below on Youtube and if possible complete the short quiz attached under each video clip link.

**Year 9-The middle of nowhere**

[https://www.youtube.com/playlist?list=PLfWw\\_AneGN0zwPv\\_-HAYMH1SjjHEyTyvH](https://www.youtube.com/playlist?list=PLfWw_AneGN0zwPv_-HAYMH1SjjHEyTyvH)

Alternatively

- **MyON reading library** please spend 15 mins reading material of your choice from <http://myon.co.uk>  
Individual logins are available for students via their English google classrooms, please contact your English teacher if there are any problems. There will be further guidance on texts and activities to complete from your class teachers in the coming weeks
- **Physical activity 30 mins** Joe Wicks PE lesson to get you active, keep you healthy and fit, please encourage students to get involved!  
<https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI>

Year 9 Tutors

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T15 Mrs Ahern and Mrs Bigwood  
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Subject	Online Platform and topics being covered	Other online resources	Notes and Guidance
<b>English</b>	<p>H1 <a href="#">oyxibgw</a>  H2 <a href="#">ibf7c3w</a>  H3 <a href="#">rbtrtsk</a>  T1 <a href="#">2zmlh3w</a>  T2 <a href="#">dfxw7ff</a>  T3 <a href="#">gyfeeh6</a>  V1 <a href="#">qpn2gez</a>  V2 <a href="#">q5bpg5j</a>  V3 <a href="#">3dxwg7p</a></p> <p><b>Module 5: Creative Writing</b>  Students will be completing a mixture of reading and writing tasks using a variety of stimuli. Students will be reading some short stories, and writing their own pieces influenced by what they have read. We will work on writing techniques such as incorporating similes, metaphors and personification. We will also place a specific focus on the development of our vocabulary, and attempt to use this in our own writing.</p> <p><b>Module 6: Shakespeare</b></p>	<p>BBC Bitesize:  <a href="https://www.bbc.co.uk/bitesize/subjects/zckw2hv">https://www.bbc.co.uk/bitesize/subjects/zckw2hv</a>  Sparknotes - No Fear Shakespeare:  <a href="https://www.sparknotes.com/shakespeare/">https://www.sparknotes.com/shakespeare/</a>  Seneca Learning:  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p>	<p>Head of English - Miss Sims  <a href="mailto:alex.sims@stroodacademy.org">alex.sims@stroodacademy.org</a></p> <p>Second in Charge of English - Miss Melton  <a href="mailto:alice.melton@stroodacademy.org">alice.melton@stroodacademy.org</a></p> <p>Second in Charge of English - Mr Young  <a href="mailto:aaron.young@stroodacademy.org">aaron.young@stroodacademy.org</a></p>

	<p>Students will enjoy taking a creative approach as they experience some classic Shakespeare. We will look at over 15 different Shakespearean plays and consider the links between these plays. Students will have opportunities for both analysis and creativity.</p>		
<p><b>Maths</b></p>	<p>H1 hagsmgea  H2 hazlet4  H3 fw4neiq  T1 uwdset6  T2 37faqzu  T3 w2kyrs6  V1 qyul4xy  V2 lcb2pdx  V3 cdazlxn</p> <p>Topics Covered:</p> <p><u>Set 1</u></p> <ul style="list-style-type: none"> <li>● Revision of Term 4 topics</li> <li>● Introduction to Probability</li> <li>● Probability of an event not occurring Mutually exclusive outcomes</li> <li>● Two way Table Combined events Frequency Tree</li> <li>● Venn Diagrams</li> <li>● Data Collection</li> <li>● Tally Charts, Pictograms</li> <li>● Bar Charts and Dual Bar Charts</li> <li>● Pie Charts</li> <li>● Frequency Polygons</li> <li>● Scatter Diagrams</li> <li>● Recap of averages</li> <li>● Estimated mean</li> <li>● Stem and Leaf Diagrams</li> <li>● Multiplying &amp; Dividing (with decimals) Fractions</li> </ul>	<p>MyMaths</p> <ul style="list-style-type: none"> <li>● <a href="#">httpschool</a> username and password:</li> </ul> <p>Maths Watch:</p> <ul style="list-style-type: none"> <li>● <a href="https://vle.mathswatch.co.uk">https://vle.mathswatch.co.uk</a></li> </ul> <p>Hegartymaths</p> <ul style="list-style-type: none"> <li>● <a href="http://hegartymaths.com">hegartymaths.com</a></li> </ul>	<p>Head of Faculty - Mr Ravenwood  <a href="mailto:mark.ravenwood@stroodacademy.org">mark.ravenwood@stroodacademy.org</a></p> <p>Head of Mathematics - Miss McDonell  <a href="mailto:loren.mcdonell@stroodacademy.org">loren.mcdonell@stroodacademy.org</a></p> <p>All work will be set on the Google Classrooms and will consist of videos to watch, ppts to read and complete the questions on or online tasks on MathsWatch, Hegerty Maths or MyMaths which students should complete on the relevant website or Google Forms for students to fill in.</p> <p>If students are answering questions on paper they should attach pictures of these to the Google Classroom Assignments.</p> <p>If any student can not access any of the resources for any reason, including not knowing their logins or passwords they should contact their class teacher to obtain this information.</p>

- Percentage increase and decrease  
Converting FDP
- Ratio - sharing
- Direct proportion
- Exchange rates
- Expanding double brackets
- Sequences
- Equations
- Transformations - translation, rotation  
Transformations - reflection,  
enlargement Angles in polygons
- Angles in parallel lines
- Area and circumference of 2D  
shapes Volume of prisms
- Probability
- Data representation

Set 2 and 3

- order positive and negative integers  
and decimal numbers
- apply the four operations to positive  
and negative integers and decimal  
numbers
- place value
- powers and indices
- positive and negative number  
operations
- round numbers to a given accuracy  
(integers and decimals)
- estimate the answer to calculations  
by rounding
- multiples
- Factors prime numbers
- prime factors
- LCM
- fraction of an amount
- add and subtract fractions
- multiply fractions

	<ul style="list-style-type: none"> <li>• divide fractions</li> <li>• mixed to improper fractions</li> <li>• percentage of an amount</li> <li>• percentage increase decrease by given amount</li> <li>• convert f.d.p</li> <li>• order f.d.p.</li> <li>• simplify ratio</li> <li>• divide number into given ratio</li> <li>• find value, give ratio parts</li> <li>• direct proportion</li> <li>• best buys</li> <li>• algebra expanding single brackets expand 2 brackets</li> <li>• factorise into brackets</li> </ul>		
<b>Science</b>	<p>Google Classroom Codes:</p> <p>Year 9 Science Home Learning - <b>ayez7es</b> (9tSc2, 9hSc2, 9vSc3, Biology and Physics set 1)</p> <p>Chemistry 9hSc1: <b>3crzdv5</b> Chemistry 9vSc1: <b>pjumywg</b> Chemistry 9tSc1: <b>c7rvhm5</b> 9tSc3: <b>guwsaky</b> 9hSc3: <b>zcdz4ny</b> 9vSc2: <b>ivhcu3k</b></p> <p><b>Topics Covered:</b> <b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Structure of cells</li> <li>• Specialised cells</li> <li>• Microscopes &amp; Calculations</li> <li>• Diffusion, Osmosis and Active Transport</li> <li>• Enzymes</li> <li>• Cell Division</li> </ul>	<ul style="list-style-type: none"> <li>• <i>BBC bitesize:</i> <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></li> <li>• <i>Seneca</i></li> <li>• <i>Freesciencelessons.co.uk</i></li> <li>• <i>Primrose kitten on youtube.</i></li> <li>• <i>Malmesbury Science for required practicals- again on youtube.</i></li> </ul>	<p>Head of Faculty - Mrs Laura Barter - <a href="mailto:laura.barter@stroodacademy.org">laura.barter@stroodacademy.org</a></p> <p>Head of Science - Miss Sarah Ryder - <a href="mailto:sarah.ryder@stroodacademy.org">sarah.ryder@stroodacademy.org</a></p> <p>Work is set on the google classroom with the instructions. Work will consist of videos, powerpoints and research tasks for students to complete.</p> <p>Work set is based around topics that have already been taught since September to assist students to develop their memory. Students, however, may find that some new content is embedded where appropriate to keep them engaged.</p> <p>If students cannot access their google classroom, please contact the class</p>

	<ul style="list-style-type: none"> <li>● Growth in Animals and Plants</li> <li>● Stem Cells</li> <li>● Nervous System</li> <li>● Neurotransmission Speeds</li> <li>● Structure of DNA</li> <li>● Meiosis</li> <li>● Inheritance</li> <li>● Sex Determination</li> <li>● Variation</li> <li>● Mutations</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>● Atomic Structure</li> <li>● Isotopes</li> <li>● Relative Atomic Mass</li> <li>● Periodic Table</li> <li>● Electronic Configuration</li> <li>● Ionic Bonds</li> <li>● Ionic Compounds</li> <li>● Ionic Lattices</li> <li>● Covalent Bonds</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>● Vectors &amp; Scalars</li> <li>● Calculating Speed</li> <li>● Velocity - Time Graphs</li> <li>● Acceleration Calculations</li> <li>● Free Fall</li> <li>● Newton's 1st Law</li> <li>● Resultant Forces</li> <li>● Mass &amp; Weight</li> <li>● Newton's 2nd Law</li> <li>● Newton's 3rd Law</li> <li>● Stopping Distances</li> <li>● Crash Hazard</li> </ul>		<p>teacher in the first instant. If this is not successful please contact any of the staff members listed above.</p>
<p><b>Spanish</b></p>	<p><u>Google Classroom</u>  9B- w5a7dhv (Mr. Rojas)</p> <p>9C - e7wg3cq (Mr. Garcia)</p>	<ul style="list-style-type: none"> <li>● Music in spanish</li> <li>● <a href="https://sites.google.com/view/amigolatinouk/home">https://sites.google.com/view/amigolatinouk/home</a></li> <li>● Listening Practice</li> </ul>	<p><u>Head of department:</u>  Geraldine Ahern  <a href="mailto:geraldine.ahern@stroodacademy.org">geraldine.ahern@stroodacademy.org</a></p>



	<p><b>Module 4:</b> Topic- Free time activities, music, cinema and Tv.</p> <ul style="list-style-type: none"> <li>• Role play, photo cards,</li> <li>• consolidation of present tense including irregular verbs, salir, querer, preferir.</li> <li>• Types of instruments,</li> <li>• types of movies and what it is about.</li> <li>• Future tense,</li> <li>• simple adverbs.</li> <li>• Clauses introduced by cuando and si.... Easter celebrations, festival theme.</li> </ul> <p><b>Module 5:</b> Topic- Food, Eating out and Sport.</p> <ul style="list-style-type: none"> <li>• Opinions,</li> <li>• activities present perfect,</li> <li>• adverbs,</li> <li>• comparisons,</li> <li>• food opinions,</li> <li>• ordering food vocabulary formal/informal, sport link to tenses,</li> <li>• frequency adverbs,</li> <li>• verbs ending</li> </ul> <p><b>Module 6:</b> Topic - customs and festivals</p> <ul style="list-style-type: none"> <li>• Festivals and traditions,</li> <li>• activities,</li> <li>• costumes,</li> <li>• food,</li> <li>• varied tenses and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://lyricstraining.com/">https://lyricstraining.com/</a></li> <li>• Seneca</li> <li>• <a href="https://www.senecalearning.com/en-GB/">https://www.senecalearning.com/en-GB/</a></li> <li>• Kerboodle GCSE AQA</li> <li>• <a href="http://www.kerboodle.com/">http://www.kerboodle.com/</a></li> <li>• GCSE AQA Exam Papers</li> <li>• <a href="https://www.exampro.co.uk/">https://www.exampro.co.uk/</a></li> <li>• Visual context</li> <li>• <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> </ul>	<p>Y9 Spanish teachers: Carlos Rojas <a href="mailto:carlos.rojas@stroodacademy.org">carlos.rojas@stroodacademy.org</a></p> <p>Ruben Garcia <a href="mailto:ruben.garcia@stroodacademy.org">ruben.garcia@stroodacademy.org</a></p> <p>All work is uploaded to the Spanish Google Classrooms every week. (Mon-Weds 9B &amp; Tues-Thurs 9C)</p> <p>Students can complete their work on-line or in paper and submit it to the GoogleClassroom.</p>
<p><b>Health &amp; social care</b></p>	<p>Google Classroom Codes:</p>	<p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/guide">https://www.bbc.co.uk/bitesize/guide</a></p>	<p>Head of Faculty - Mrs Laura Barter - <a href="mailto:laura.barter@stroodacademy.org">laura.barter@stroodacademy.org</a></p>

	<p>9A - m6zroht 9B - oczazfp</p> <p>Topics Covered:</p> <p>Students have been completing a mixture of project work linked in to the effect of COVID-19 on the NHS and recapping content previously taught on:</p> <p>Physical Development Intellectual Development Emotional Development Social Development Life Stages</p>	<p><a href="https://www.stroodacademy.org/s/zxj87hv/revision/1">s/zxj87hv/revision/1</a></p>	<p>Head of Science - Miss Sarah Ryder - <a href="mailto:sarah.ryder@stroodacademy.org">sarah.ryder@stroodacademy.org</a></p> <p>Health &amp; Social Care Teacher - Mrs Kimberley Doley - <a href="mailto:kimberley.doley@stroodacademy.org">kimberley.doley@stroodacademy.org</a></p> <p>Work is set on the google classroom with the instructions. Work will consist of videos, powerpoints and research tasks for students to complete. Project work will be embedded in some of the topics and students will be given longer to complete with guidance set by the teachers.</p> <p>Work set is based around topics that have already been taught since September to assist students to develop their memory. Students, however, may find that some new content is embedded where appropriate to keep them engaged.</p> <p>If students cannot access their google classroom, please contact the class teacher in the first instant. If this is not successful please contact any of the staff members listed above.</p>
<p><b>Geography</b></p>	<p><b>OVERVIEW:</b> In Module 4 &amp; 5 students are focusing on coastal processes and the management of the vulnerable coastline. In Module 6 students learn about disparities in development and uneven distribution of wealth</p> <p><b>MODULE 4:</b> <b>Landscapes and Physical Processes</b> Waves</p>	<p>BBC Bitesize home learning <a href="https://www.bbc.co.uk/bitesize/tags/zbjrj6/year-9-and-s3-lessons/1">https://www.bbc.co.uk/bitesize/tags/zbjrj6/year-9-and-s3-lessons/1</a></p> <p>Seneca Learning <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p>Geographical Association lessons ideas <a href="https://www.geography.org.uk/teachi">https://www.geography.org.uk/teachi</a></p>	<p><b>Contacts:</b></p> <p>Head of Faculty: <a href="mailto:christopher.simmons@stroodacademy.org">christopher.simmons@stroodacademy.org</a></p> <p>Y9 Geography teachers: <a href="mailto:aleksandra.rogala@stroogacademy.org">aleksandra.rogala@stroogacademy.org</a> <a href="mailto:devon.costen@stroodacademy.org">devon.costen@stroodacademy.org</a> <a href="mailto:jonathan.newman@stroodacademy.org">jonathan.newman@stroodacademy.org</a></p>

	<p>Landforms of Deposition (sand dunes, beaches, bar, spits and tombolos) Cliff landforms (headlands and bays, wave cut platforms, caves, sea arches, stacks and stumps)</p> <p><b>MODULE 5: Coastal Management</b> Intertidal zone and Storm surges Shoreline management plans Thames Gateway LECZ and Maldives</p> <p><b>MODULE 6: Development and Resource Issues</b> Development gap Globalisation MNC - Nike Tourism</p> <p><b>Classroom codes:</b> 9A-gg1 uxyt24m Mrs Rogala 9A-gg2 a4wjyp2 Mr Newman 9B-gg1 edgxcse Mrs Rogala 9C-gg1 6uqwabv Miss Costen</p>	<p><a href="https://www.rgs.org/secondary-and-post-16-resources">ng-resources/Secondary-and-post-16-resources</a></p> <p>On-line quizzes <a href="https://online.seterra.com/">https://online.seterra.com/</a></p> <p>Royal Geographical Society home learning lessons <a href="https://www.rgs.org/geography/">https://www.rgs.org/geography/</a></p> <p>3d Geography website <a href="https://www.3dgeography.co.uk/coastal-geography">https://www.3dgeography.co.uk/coastal-geography</a></p> <p>Geography quizzes <a href="https://www.geoguessr.com/">https://www.geoguessr.com/</a></p>	<p>All work is uploaded to the Geography Google Classroom every week. Students can complete their work on-line or in paper and submit it to the GoogleClassroom.</p>
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<p><b>History</b></p>	<p><b>Google Class Code:</b>  Ms Rees: 9A-Hi1 + 9B-Hi1: oyc43j3  Mr Newman: 9CHI2: rrykdvm  Mr Swan: 9CHI2: yidckfs</p> <p>Term 4 Topics:  - The League of Nations</p> <p>Term 5 Topics:  - The Manchurian Crisis  - The Abyssinian Crisis  - The Road to War</p> <p>Term 6 Topics  - Hitler's foreign policy  - Rearmament  - Reoccupation of the Rhineland  - Anschluss  - Sudeten Crisis  - Appeasement  - The Road to WW2</p>	<p>BBC Bitesize League of Nations  <a href="https://www.bbc.co.uk/bitesize/guides/z98xj6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z98xj6f/revision/1</a></p> <p>BBC Manchurian and Abyssinian Crisis  <a href="https://www.bbc.co.uk/bitesize/guides/z3x3nbk/revision/2">https://www.bbc.co.uk/bitesize/guides/z3x3nbk/revision/2</a></p> <p>Appeasement  <a href="https://www.bbc.co.uk/bitesize/guides/ztydcwx/revision/1">https://www.bbc.co.uk/bitesize/guides/ztydcwx/revision/1</a></p> <p>Hitler's Foreign Policy  <a href="https://www.bbc.co.uk/bitesize/guides/z2hymsg/revision/7">https://www.bbc.co.uk/bitesize/guides/z2hymsg/revision/7</a></p> <p>Mr Alsopp's AQA History Podcast  <a href="https://www.youtube.com/user/mrallsop">https://www.youtube.com/user/mrallsop</a></p>	<p>Head of Faculty:  <a href="mailto:christopher.simmons@stroodacademy.org">christopher.simmons@stroodacademy.org</a></p> <p>Head of History:  <a href="mailto:bradley.lembo@stroodacademy.org">bradley.lembo@stroodacademy.org</a></p> <p>All work is uploaded to the History Google Classroom every week. Students can complete their work on-line or in paper and submit it to the GoogleClassroom.</p> <p>Year 9 History Teachers:  Ms Rees: <a href="mailto:jemima.rees@stroodacademy.org">jemima.rees@stroodacademy.org</a>  Mr Swan: <a href="mailto:derek.swan@stroodacademy.org">derek.swan@stroodacademy.org</a>  Mr Newman: <a href="mailto:jonathan.newman@stroodacademy.org">jonathan.newman@stroodacademy.org</a></p>
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<b>3D Design Technology</b>	<p><b>Overview:</b> Students are focussing on the project theme of 'Surface Design'. The modules have been broken down into different assessment objectives to support them in completing a unit of coursework. Coursework equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p><b>Outline:</b> Module 4: Artist Research Module 5: Artist inspired outcomes Module 6: Independent projects</p> <p><b>Classroom codes:</b> 9A Td: offqmde 9c Td: 2wqmtg</p>	<p><b>Online resources:</b></p> <p>Seneca Learning: <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><a href="http://www.technologystudent.com/despro_fish/NEW_GCSE3.html">http://www.technologystudent.com/despro_fish/NEW_GCSE3.html</a></p> <p>How It's Made YouTube: <a href="https://www.youtube.com/channel/UCWBkudOTaVbvkcBc0pyZFMA">https://www.youtube.com/channel/UCWBkudOTaVbvkcBc0pyZFMA</a></p> <p>Engineer Guy Youtube: <a href="https://www.youtube.com/user/engineerguyvideo">https://www.youtube.com/user/engineerguyvideo</a></p>	<p><b>Contacts:</b> Head of Faculty: <a href="mailto:Heidi.beard@stroodacademy.org">Heidi.beard@stroodacademy.org</a> Head of Design and Food : <a href="mailto:Harkirat.janagel@stroodacademy.org">Harkirat.janagel@stroodacademy.org</a></p> <p>3D teachers: <a href="mailto:Diane.giles@stroodacademy.org">Diane.giles@stroodacademy.org</a> <a href="mailto:tegan.denchfield@stroodacademy.org">tegan.denchfield@stroodacademy.org</a></p> <p>Students can complete their work in a variety of ways. Google docs would be the most beneficial way of completing work to ensure no work is misplaced and so Strood Academy staff can have access to mark and direct students on a prompt one to one basis.</p>
<b>Food</b>	<p><b>Overview:</b> Students to be focussing on the new unit of the new course : Hospitality and Catering units have been split into modules 5&amp;6.</p> <p><b>Outline:</b> <b>Module 5</b> 1. Nutrients booklet 2. micro/macro nutrients 3. Energy requirements 4. Hydration</p> <p><b>Module 6:</b> 1)Introduction to hospitality as an industry 2)Structure of Hospitality Industry 3) Job Requirements in hospitality industry</p> <p><b>Classroom code:</b> <b>9A/FD1: xecwx7v</b></p>	<p><b>Online resources.</b></p> <p><b>Seneca Learning:</b> <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></p> <p><b>Youtube hospitality industry help:</b> <a href="https://www.youtube.com/channel/UCeTYKHd3gRzwl_xdP7husQ">https://www.youtube.com/channel/UCeTYKHd3gRzwl_xdP7husQ</a></p> <p><b>BBC Bitesize:</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zbtvxyc">https://www.bbc.co.uk/bitesize/subjects/zbtvxyc</a></p>	<p>Head of Faculty: <a href="mailto:Heidi.beard@stroodacademy.org">Heidi.beard@stroodacademy.org</a> Head of Design and Food: <a href="mailto:Harkirat.janagel@stroodacademy.org">Harkirat.janagel@stroodacademy.org</a></p> <p>Food teachers: <a href="mailto:lavern.greenaway@stroodaademy.org">lavern.greenaway@stroodaademy.org</a> Ruth.croft@stroodacademy.org</p> <p>Students can complete their work in a variety of ways. Google docs would be the most beneficial way of completing work to ensure no work is misplaced and so Strood Academy staff can have access to mark and direct students on a prompt one to one basis.</p>

	<p>9B/FD1: 36py13d</p>		
<p><b>Dance</b></p>	<p><b>Overview:</b> In Terms 5 &amp; 6 students will be working on their C1 unit. In this component of the qualification students will develop their understanding of Dance by examining the work of existing practitioners and the processes used to create performance.</p> <p>Students should experience a range of work across the discipline of dance by viewing recorded and/or live work.</p> <p><b>Focus:</b> <i>A Linha Curva &amp; Emancipation of Expressionism.</i></p> <p><b>Google Classroom Code:</b> oyrhuyq</p>	<p><b>Online Resources:</b></p> <p><b>A Linha Curva:</b>  <a href="https://www.youtube.com/watch?v=_yqDn_20PQ">https://www.youtube.com/watch?v=_yqDn_20PQ</a> (work in full)</p> <p><a href="https://www.youtube.com/watch?v=Y5BICdz5Huo">https://www.youtube.com/watch?v=Y5BICdz5Huo</a> (Capoeira Basics)</p> <p><a href="https://www.youtube.com/watch?v=h1i8uaQRFqU">https://www.youtube.com/watch?v=h1i8uaQRFqU</a> (Body Conditioning)</p> <p><a href="https://www.rambert.org.uk/">https://www.rambert.org.uk/</a> (Rambert Online Classes)</p> <p><b>Emancipation of Expressionism:</b></p> <p><a href="https://www.youtube.com/watch?v=p1thJqQrxYk">https://www.youtube.com/watch?v=p1thJqQrxYk</a> (work in full)</p>	<p><b>Contacts:</b></p> <p>Head of Faculty:  <a href="mailto:lee.cogger@stroodacademy.org">lee.cogger@stroodacademy.org</a></p> <p>Head of Performing Arts &amp; Teacher of Dance:  <a href="mailto:louiza.philippou@stroodacademy.org">louiza.philippou@stroodacademy.org</a></p> <p>Students are asked to submit their work in their C1 folders on GoogleDrive (a method that was used prior distance learning). Work set will be a mixture of theory and practical.</p> <p>Every week on Google Classroom, new videos, tutorials, interviews, choreography and articles will be uploaded.</p>

		<a href="http://boyblueent.com/">http://boyblueent.com/</a> (BoyBlue Company tutorials, interviews & resources).	
<b>Art</b>	<p><b>Overview:</b> Students are focussing on the project theme of 'Natural Forms'. The modules have been broken down into different assessment objectives to support them in completing a unit of coursework. Coursework equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p><b>Outline:</b> Module 4: Artist Research Module 5: Artist inspired outcomes Module 6: Independent projects</p> <p><b>Classroom codes:</b> 9A/Af1: piea6ox 9B/Af1: piea6ox</p>	<p><b>Exemplar Natural Form sketchbooks</b></p> <p><a href="https://www.youtube.com/watch?v=7SysYtzN7co">https://www.youtube.com/watch?v=7SysYtzN7co</a></p> <p><a href="https://www.youtube.com/watch?v=Yx10E6sxVyQ">https://www.youtube.com/watch?v=Yx10E6sxVyQ</a></p> <p><a href="https://www.youtube.com/watch?v=hcZzxIB9oU8">https://www.youtube.com/watch?v=hcZzxIB9oU8</a></p>	<p>Head of Faculty: <a href="mailto:Heidi.beard@stroodacademy.org">Heidi.beard@stroodacademy.org</a></p> <p>Head of Art: <a href="mailto:Marissa.blackman@stroodacademy.org">Marissa.blackman@stroodacademy.org</a></p> <p>Art Teachers: <a href="mailto:Fenella.ross-elmer@stroodacademy.org">Fenella.ross-elmer@stroodacademy.org</a></p> <p>Students can complete their work in a variety of ways. Google docs can be a very beneficial way of completing artist research as it will ensure no work is misplaced and Strood Academy staff can have access to mark and direct students on a prompt one to one basis.</p> <p>Students can also complete their work in a creative manner such as drawing, painting and sketching. We suggest students work in a broad range of mediums to develop their skill and ability.</p>
<b>Enterprise</b>	<p><b>Google Classroom codes</b> 9C1 - zpxvwl7 - CEL &amp; WMI 9C2 - l6o434e - AOK</p> <p>Students has been working on Component 2</p> <p><b>Learning Aim A:</b> <b>Planning a micro-enterprise</b> activity. You need to prepare a comprehensive and realistic plan for a micro-enterprise activity, supported by clear individual research and valid reasons for your choices. **(Assignment Brief in Google classroom)</p>	<p>All information and resources required are in their Google classrooms</p>	<p><b>Subject Leader:</b> <a href="mailto:wilma.millar@stroodacademy.org">wilma.millar@stroodacademy.org</a></p> <p><b>Business and IT teacher:</b> <a href="mailto:carmi.eloff@stroodacademy.org">carmi.eloff@stroodacademy.org</a></p> <p><b>IT teacher:</b> <a href="mailto:abimbola.okuble@stroodacademy.org">abimbola.okuble@stroodacademy.org</a></p>

	<p><b>Learning Aim B: Pitch the plan</b></p> <p>Now that you have prepared your plan, you will need to make a 'pitch', individually explaining your idea to an audience of tutors, other learners and possibly other staff members.</p> <p>The pitch must:</p> <ul style="list-style-type: none"> <li>• be a summary of the final plan</li> <li>• clearly show all key elements of the plan in a local sequence.</li> </ul> <p><b>Term 6</b></p> <p>Ideally if we are back in school the students will continue to pitch their presentations to us or we might need to find an alternative method to present it maybe through Google MEET.</p> <p><b>Learning Aim C: Reviewing success</b></p> <p>Now you have completed stage one and two, the final stage is to review the success of your pitch and suggest improvements.</p> <p>You must prepare a <b>written review</b> that evaluates the success of the plan and pitch and recommends how improvements to both the plan and pitch could be made.</p> <p>Your review will be based on your opinions, supported by the feedback you received from the audience, for example tutors, other learners, and local entrepreneurs.</p>		
Photography	<p><b>Overview:</b> Students are focussing on the project theme</p>	<p><b>Exemplar sketchbooks:</b></p>	<p>Head of Faculty: <a href="mailto:Heidi.beard@stroodacademy.org">Heidi.beard@stroodacademy.org</a></p>



	<p>of '. The modules have been broken down into different assessment objectives to support them in completing a unit of coursework. Coursework equates to 60% of their final GCSE Grade so it is essential work is completed to the best of their ability and is written in their own words.</p> <p><b>Outline:</b> Module 4: Introduction to photography Module 5: Surfaces Module 6: Architecture</p> <p><b>Classroom codes:</b> 9B Pt: tuxblqv 9c Pt: byld2hm</p>	<p><a href="https://www.youtube.com/watch?v=SUSRI3PwGE4">https://www.youtube.com/watch?v=SUSRI3PwGE4</a></p> <p><a href="https://www.youtube.com/watch?v=wopJr2kvpQ">https://www.youtube.com/watch?v=wopJr2kvpQ</a></p>	<p>Head of Art and Photography: <a href="mailto:Marissa.blackman@stroodacademy.org">Marissa.blackman@stroodacademy.org</a></p> <p>Photography teachers: <a href="mailto:Fenella.ross-elmer@stroodacademy.org">Fenella.ross-elmer@stroodacademy.org</a> <a href="mailto:Tegan.denchfield@stroodacademy.org">Tegan.denchfield@stroodacademy.org</a></p> <p>Students can complete their work in a variety of ways. Google docs would be the most beneficial way of completing work to ensure no work is misplaced and so Strood Academy staff can have access to mark and direct students on a prompt one to one basis. When it comes to recording images and taking photographs we encourage students to use a digital camera but a mobile phone will suffice. Please ensure all work is relevant to the project and 'snaps and selfies' are not included.</p>
<p><b>Media Studies</b></p>	<p>GC codes: 2lfr16u - year 9 options A and B</p> <p>Module 5 and module 6</p> <p>In this this module students will cover a range of skills</p> <p>This specification enables learners to develop a range of skills in both analysing and creating media products. In analysing the media, learners will:</p> <ul style="list-style-type: none"> <li>• demonstrate skills of enquiry, critical thinking and analysis</li> </ul>		<p>Subject Leader: <a href="mailto:amanda.perrior@stroodacademy.org">amanda.perrior@stroodacademy.org</a></p> <p>Year 9,10 and 12 teacher: <a href="mailto:david.rees@stroodacademy.org">david.rees@stroodacademy.org</a></p>

	<ul style="list-style-type: none"> <li>• analyse and compare how media products construct and communicate meaning and generate intended interpretations and responses</li> <li>• respond through discursive writing to show knowledge and understanding of media issues</li> <li>• use specialist subject-specific terminology appropriately. In creating a media production, learners will: <ul style="list-style-type: none"> <li>• develop practical and decision-making skills</li> <li>• apply knowledge and understanding of media language and representation to a media production</li> <li>• use media language to express and communicate meaning to an intended audience</li> </ul> </li> </ul>		
<b>ICT</b>	<p><b>Overview</b></p> <p>students are learning about the different user interfaces and how it meets the needs of users.</p> <p>As the starter, pupils are expected to differentiate between interfaces and come up with the different devices that each interface is used for.</p> <p>User interface project Part A- students issued with assignment brief and expected to choose any two interfaces- GUI, Menu, CLI and Text. The report to be handed in will evidence the effectiveness of the interface</p>	<p><a href="https://drive.google.com/open?id=1f u-Ky7YedZ2NIngV68vX7X-Q3La4hwXx&amp;authuser=3">https://drive.google.com/open?id=1f u-Ky7YedZ2NIngV68vX7X-Q3La4hwXx&amp;authuser=3</a></p> <p><a href="https://drive.google.com/open?id=1u sXlqx2kTa8nlqWNSRPODuINcVO6ahIK&amp;authuser=3">https://drive.google.com/open?id=1u sXlqx2kTa8nlqWNSRPODuINcVO6ahIK&amp;authuser=3</a></p> <p><a href="https://www.bbc.co.uk/search?filter=bitesize&amp;scope=bitesize&amp;q=user+interf aces">https://www.bbc.co.uk/search?filter=bitesize&amp;scope=bitesize&amp;q=user+interf aces</a></p> <p><a href="https://www.usability.gov/what-and-why/user-interface-design.html">https://www.usability.gov/what-and-why/user-interface-design.html</a></p>	<p><b>Subject Leader:</b> <a href="mailto:wilma.millar@stroodacademy.org">wilma.millar@stroodacademy.org</a></p> <p><b>Business and IT teacher:</b> <a href="mailto:carmi.eloff@stroodacademy.org">carmi.eloff@stroodacademy.org</a></p> <p><b>IT teacher:</b> <a href="mailto:abimbola.okuble@stroodacademy.org">abimbola.okuble@stroodacademy.org</a></p>

on the devices chosen- Handheld, computer, home entertainment and domestic appliances.

Section B- pupils expected to expand on the report by identifying the factors that affect a users choice of interface - focusing on user requirements, ease of use, performance and response times.

The final piece for this section will require pupils to describe the hardware and software used for: touch screen v traditional displays; Input devices i.e. gesture., voices and emerging technologies.

Term 6- pupils will be introduced to alternative designs and Design principles.

Introduction to design principles- pupils will explore principles like visual elements, language, retaining attention etc.

The expectation of pupils is to be able to describe each principle and its application for use. For visual elements aesthetics, looking at colour, font size and style etc. Examples to ensure understanding will be a house style- strood academy logo and house style used to enhance understanding.

Pupils will need to carry out their research of the principles and write their report. This should be based on the assignment brief provided in the classroom. Resources have been provided in the classroom to support pupils with this section.

[https://en.wikipedia.org/wiki/Principles\\_of\\_user\\_interface\\_design](https://en.wikipedia.org/wiki/Principles_of_user_interface_design)

<http://bokardo.com/principles-of-user-interface-design/>

	<p>Alternative design Section C</p> <p>Pupils to expand reports by investigating alternative designs of their interface and how it affects the user.</p> <p>The section will expect students to deep dive into audience accessibility needs- physical, motor and cognitive etc.</p> <p>They will also need to show evidence of demographic and user skills level- novice, intermediate and advanced user skill level when accessing the interface.</p> <p>The final evidence is to discuss speed of accessing the interface, what has been put in place to reduce the time it takes to access the interface- reversal of actions, shortcut keys, placement of regularly used objects etc</p>		
<p><b>PE-GCSE</b></p>	<p>Students are covering components of fitness, methods of training and principles of training. Students have also been given a daily video of elite sporting performance in sports related to their practical assessment. These include handball, netball, badminton and football. This is key as the practical element of the course is worth 40% and with students currently unable to participate in practical lessons, video analysis allows them to analyse key techniques and tactics as well as become familiar with drills that will be used in the practical exam.</p> <p>Link to all lessons  <a href="https://sites.google.com/stroodacademy.org/stroodacademype/gcse/year-9?authuser=0">https://sites.google.com/stroodacademy.org/stroodacademype/gcse/year-9?authuser=0</a></p>	<ul style="list-style-type: none"> <li>• Kahoot quizzes</li> <li>• Seneca  <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></li> <li>• Youtube (for lesson content and for elite level practical sports video analysis)</li> <li>• Google form quizzes</li> <li>• BBC Bitesize  <a href="https://www.bbc.co.uk/bitesize/examspecs/zxbg39q">https://www.bbc.co.uk/bitesize/examspecs/zxbg39q</a></li> </ul>	<p><u>Head of Faculty:</u>  <a href="mailto:lee.cogger@stroodacademy.org">lee.cogger@stroodacademy.org</a></p> <p><u>Class teachers:</u></p> <p>9C - <a href="mailto:thomas.evans@stroodacademy.org">thomas.evans@stroodacademy.org</a></p> <p>9B - <a href="mailto:rachael.walker@stroodacademy.org">rachael.walker@stroodacademy.org</a></p> <p>All work is uploaded to google classroom as well as the Strood online learning portal  <a href="https://sites.google.com/stroodacademy.org/stroodacademype/gcse/year-9?authuser=0">https://sites.google.com/stroodacademy.org/stroodacademype/gcse/year-9?authuser=0</a></p>

Google classroom codes:

9C - dy4tzj6

9B - gh6cmrt

#### Module 4

Components of fitness:

- Health related components
- Skill related components
- Fitness testing

#### Module 5

Methods of training

Continuous methods

- Continuous training
- Fartlek training

Interval methods

- Interval training intro
- Weight/resistance training
- Circuit training (with practical)
- Plyometric training (with practical)

#### Module 6

Principles of training

- SPORAVI
- SMART

**Hospitality & Catering WJEC**

UNIT 1. This is made up of 5 learning outcomes and will cover the following things:

- The Hospitality & Catering environment
- How catering provisions operate
- Meeting Health and Safety requirements
- Know how food can cause ill health
- Propose a hospitality and catering provision to meet requirements.

9A Fd: xecwx7v

9B Fd: 36pyt3d

BBC Bitesize: Home Economics: Food and Nutrition

<https://www.bbc.co.uk/bitesize/subjects/zdn9jhv>

Seneca Learning:

<https://www.senecalearning.com/>

Online Sample AQA revision guide:

[https://www.illuminatepublishing.com/samples/AQA\\_GCSE\\_Food\\_Preparation\\_and\\_Nutrition\\_SRG\\_sample/](https://www.illuminatepublishing.com/samples/AQA_GCSE_Food_Preparation_and_Nutrition_SRG_sample/)

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