



# Wigston Academy

Responsibility Ambition Resilience Engagement Respect

Year 9



Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

	23.02.26	02.03.26	09.03.26	16.03.26	23.03.26
<b>Maths</b> <a href="#">Oak National Academy</a>  <a href="#">Sparx Maths</a>	<a href="#">Pythagoras Theorem</a> Lessons 1-3  Independent learning Pythagoras	<a href="#">Pythagoras Theorem</a> Lessons 12-14  Independent learning Pythagoras	<a href="#">Pythagoras Theorem</a> Lessons 15-16  Independent learning Pythagoras	<a href="#">Ratio</a> Lessons 1-3  Independent learning Probability	<a href="#">Ratio</a> Lessons 4-6  Independent learning Probability
<b>English</b> Oak National Academy	<a href="#">Macbeth   Shakespeare Learning Zone</a>  Complete Level One of the exploration of the text	<a href="#">Macbeth   Shakespeare Learning Zone</a>  Complete Level One of the exploration of the text	<a href="#">Macbeth   Shakespeare Learning Zone</a>  Complete Level One of the exploration of the text	<a href="#">Macbeth Contextual Analysis - Shakespeare lesson</a>  <a href="#">Macbeth: Summary (Memorise &amp; Recall)</a>  Watch and make notes	Revise your notes from previous lessons and then work through the quizzes here to test your knowledge.  <a href="#">Macbeth - GCSE English Literature - BBC Bitesize</a>
<b>Languages French</b>	<a href="#">Talk about what you do and where you do it Part 1</a>  <a href="#">Talk about what you do and where you do it Part 1</a>	<a href="#">Ask questions part 1</a>  <a href="#">Ask questions Part 2</a>	<a href="#">Use question words Part 1</a>  <a href="#">Use question words Part 2</a>	<a href="#">Say what people don't do Part 1</a>  <a href="#">Say what people don't do Part 2</a>	<a href="#">Express future intentions Part 1</a>  <a href="#">Express future intentions Part 1</a>

<b>Languages Spanish</b>	Talking about wanting – <a href="#">Part 1</a>	Talking about wanting <a href="#">Part 2</a>	Talking about events in the past and present – <a href="#">Part 1</a>	Talking about events in the past and present – <a href="#">Part 2</a>	Saying what other people do <a href="#">Part 1</a>
<b>Science</b>	<a href="#">Changes in energy stores</a>  <a href="#">Conservation of energy</a>  <a href="#">Energy and work</a>	<a href="#">Gravitational potential energy</a>  <a href="#">Kinetic energy and elastic energy stores</a>  <a href="#">Energy dissipation</a>	<a href="#">Energy and efficiency</a>  <a href="#">Electrical appliances</a>  <a href="#">Energy and Power</a>	<a href="#">Revision</a>  <a href="#">Energy transfer by conduction</a>  <a href="#">Specific heat capacity</a>	<a href="#">Metals</a>  <a href="#">Revision</a>
<b>Humanities Geography</b> Oak Academy	<a href="#">BBC Bitesize Case study: Iceland's Eyjafjallajokull volcano</a>	Allied Learning Continuity Oak <a href="#">How can we measure and predict earthquakes?</a>  <a href="#">How can we predict and prepare for volcanic eruptions?</a>	BBC Bitesize Tectonics Revision <a href="#">Plate Tectonics</a> <a href="#">Volcanoes</a> <a href="#">Earthquakes</a> <a href="#">Tsunamis</a>	Allied Learning Continuity Oak <a href="#">Where is Russia?</a>  <a href="#">Russia's population</a>	Allied Learning Continuity Oak <a href="#">Russia's biomes</a> <a href="#">Russia Climate</a>
<b>Humanities History</b> Oak Academy, YouTube, BBC Bitesize	What was life like in Nazi Germany and the Soviet Union? Oak Academy: How were people controlled in totalitarian states?  <a href="#">Lesson 3 - Persecution in the Soviet Union and Germany</a>	Oak Academy: Propaganda and Cults of personality  In this lesson, we will learn how propaganda was used in Germany and the Soviet Union to create cults of personality for Hitler and Stalin. We will learn how these methods were used by the leaders to gain greater	Oak Academy: What was the Holocaust?  <a href="#">Lesson 1: No true witness</a>  In this lesson, we will learn about what happened during the Holocaust. We will learn what a genocide is, and then learn about the genocide that	Oak Academy: How did Jewish people resist the Holocaust?  <a href="#">Lesson 1: What counts as resistance?</a>  In this lesson, we will think about why Jewish resistance to the Holocaust isn't widely studied and what counts as resistance.	Oak Academy: How did Jewish people resist the Holocaust?  <a href="#">Lesson 2: Non-violent Jewish resistance</a>  In this lesson, we will think about how Jewish people found ways to keep their life as normal as

		control over people's lives.  <a href="#">Stalin</a> <a href="#">Hitler</a>	happened at Auschwitz-Birkenau.		they could as a way of resisting.
<b>Optional History Easter Work/Revision 30.03 – 10.04</b>	Oak Academy: How did Jewish people resist the Holocaust?  <a href="#">Lesson 3: Violent Jewish resistance</a>  In this lesson, we will think about how some Jewish people organised violent uprisings against the Nazis.	<a href="#">Persecution of Jews in Germany, 1933 – 1939</a>  BBC Bitesize, KS3			
<b>Performance Studies (Dance)</b> All resources and instructions will be on <a href="#">Satchel:One</a>	Research contemporary dance and create an information sheet based around the key features of this style.	Create a fact file titled 'the life of Martha Graham' Detailing her significance to 20 <sup>th</sup> Century dance	<a href="#">Emancipation of Expressionism (youtube.com)</a>  Watch this piece of dance and create a review. What was your opinion and why? Describe the mood/set/lighting/costume etc What do you think the key themes are	Research 'boy blue entertainment' and create a mind map of information about them	Create a factfile on choreographer Itzik Gali
<b>Performance Studies (Drama)</b>	Explore the resources found <a href="#">here</a> . Create a	Explore the resources <a href="#">found here</a> . Create a minimum of 3	Explore the resources <a href="#">found here</a> . Create a minimum of 3	Take part in <a href="#">this workshop</a> and then write a paragraph about	Write a diary entry for a character from the play DNA

	minimum of 3 flashcards about DNA	flashcards about DNA and a character description for two characters in DNA	flashcards about DNA and the themes and issues found in the play.	the key movements used in the workshop.	
<b>Performance Studies (Music)</b>	<a href="#">Blues: Intro and context</a>	<a href="#">Blues: Verse and Bass line</a>	<a href="#">Blues: Chords and Duet task</a>	<a href="#">Blues: Shuffle Blues patterns</a>	<a href="#">Blues: Shuffle Blues patterns and chords</a>
<b>PE</b>	<a href="#">New Age Kurling – At Home</a>	<a href="#">Sitting Volleyball – At Home</a>	<a href="#">Boccia – At Home</a>	<a href="#">Wheelchair Basketball – At Home</a>	<a href="#">Indoor Golf</a>
<b>Computing Data Science</b>	<a href="#">Delving into data science</a>	<a href="#">Global Data</a>	<a href="#">Statistical state of mind</a>	<a href="#">Data for action</a>	Assessment on Class teams
<b>ADT</b>	<a href="#">Fibres and Fabrics. Textiles</a>	<a href="#">Future food.</a>	<a href="#">The world of design</a>	<a href="#">Technical drawing</a>	<a href="#">Technical textiles.</a>