

Year 9 Homework Booklet

English Term 1: Conflict

Name: _____

Form: _____

Class Teacher: _____

Homework due on: _____

Each week your English teacher will set one activity from this booklet for you to complete.

The activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which activity to complete.

The homework set is designed to complement and consolidate your inclass learning.

Term 1 – Conflict – Contents

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Task 1: Key Terms

Complete the tables on the next 3 pages to show your understanding of the key concepts for this term

Define it	Draw it
Synonyms	Use it in a sentence
Antonyms	

Heroism

Task 1: Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Sacrifice

Antonyms

Task 1: Key Terms

TEACHER EFFORT GRADE

Excellent

Good

Satisfactory

Poor

Define it

Draw it

Synonyms

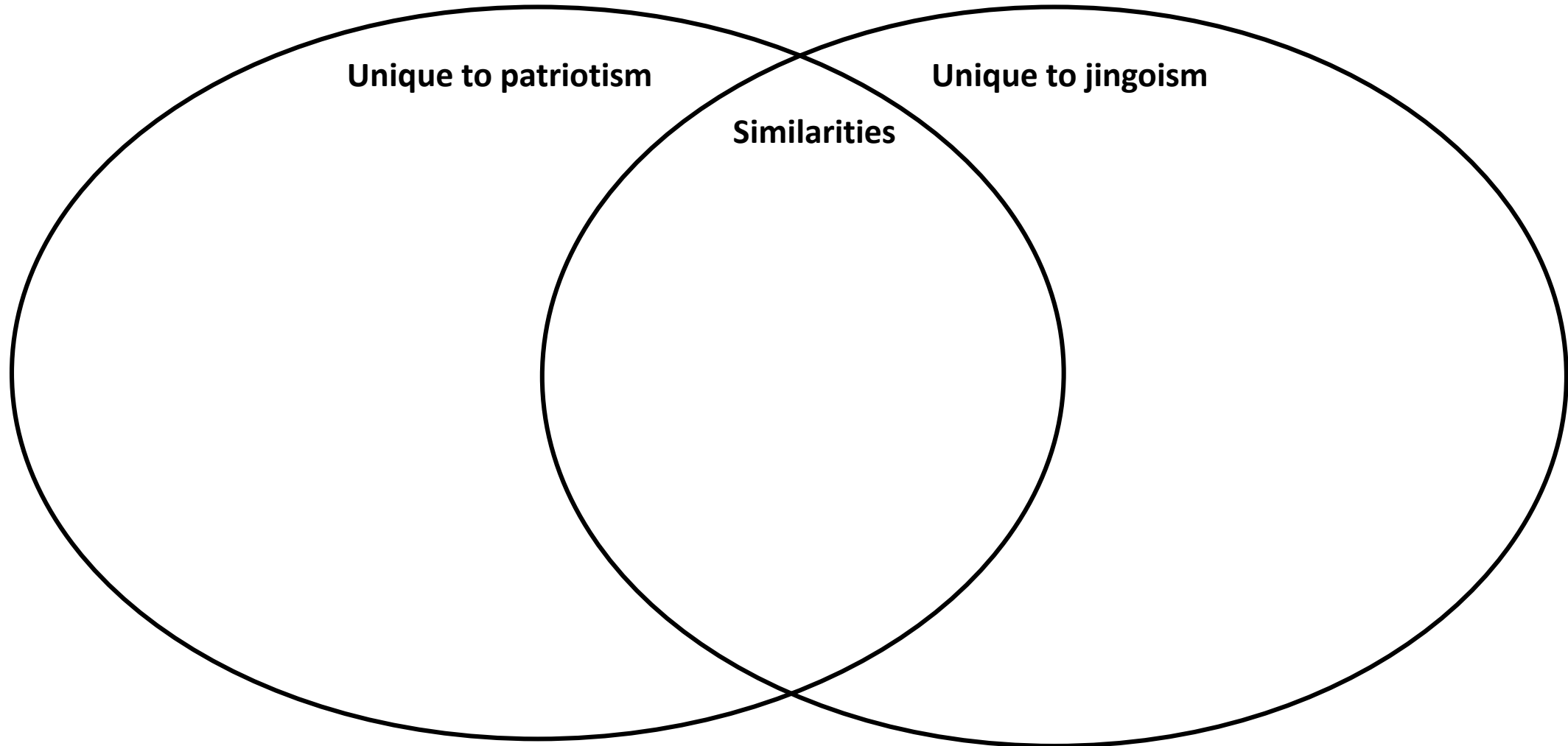
Remembrance

Use it in a sentence

Antonyms

Task 2: Jingoism vs. Patriotism

Use the internet to research the difference between jingoism and patriotism. Then use that research to fill in the Venn diagram and complete the task on page 7.



Task 2: Jingoism vs. Patriotism

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Decide if you think the quote is **jingoist** or **patriotic**. Explain why.

Quote	Jingoism or patriotism	Why?
"The 'patriot' is the man who supports his country, right or wrong, in every conflict. And that means he supports the crimes of his country when it commits them."		
"We love our country for its virtues, and we are not ashamed to fight for it when it is threatened."		
"Our history is one of steady progress towards a more free, more just and more tolerant society. We are not perfect, but we are always striving to be better."		

Task 3: Rupert Brooke - research

Use the internet to research and fill in the poet profile on Rupert Brooke.

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

	Most famous poems	<p>Why do some people say that his poems are naïve and idealised? Write a paragraph explaining why</p> <p><i>Some say that Rupert Brooke's poems are idealised because</i> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Date of birth		
Date of death		

Task 4: Poppies

Use the internet to find out why the poppy became a symbol of remembrance.

In your own words write a paragraph of 4-6 sentences explaining why. Consider:

- Where did poppies grow?
- What poem is famously associated with the poppy?
- What do the poppy's colour and fragility represent?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a thin black border around its edges.

Task 4: Poppies

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Draw an image of a poppy at the centre of this box. Around the picture, mind map symbols, ideas or themes that are linked to the image (e.g. sacrifice)



Task 5: Siegfried Sassoon- research

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Use the internet to research and fill in the poet profile on Siegfried Sassoon.

	Most famous poems	Why do you think Siegfried Sassoon's poetry is celebrated in comparison to Rupert Brooke's <i>Siegfried Sassoon's poetry is celebrated in comparison to Rupert Brooke's because</i> _____
Date of birth		_____
Date of death		_____

Task 6: The Trenches

Read the paragraph and answer
the questions that follow

Life in the trenches during World War I was incredibly difficult and dangerous. Soldiers lived in narrow ditches dug into the ground, often for weeks or even months at a time. These trenches were usually muddy and wet, especially in winter, and they were often infested with rats and lice, which made diseases common. Constant shelling and sniper fire meant that death was always a threat, even when there wasn't a major battle happening. The smell in the trenches was terrible – a mix of mud, rotting food, unwashed bodies, and explosives. Sleep was hard to come by, often broken by alarms or enemy attacks. While soldiers developed strong bonds with their comrades, the endless waiting, fear, and discomfort took a huge toll on their physical and mental health.

1. According to the paragraph, what were two common problems that made trenches an unhealthy place to live?

2. Besides mud and water, what creatures often infested the trenches?

3. What two constant dangers did soldiers face, even when not in a major battle?

4. Why was sleep difficult for soldiers in the trenches?

5. What positive aspect of trench life is mentioned, despite all the hardships?

Task 6: The Trenches

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Around this image, mind map the dangers soldiers faced during WW1 from the paragraph and then use the internet to research extra dangers that soldiers in WW1 faced.



Task 7: Pacifism

Complete the table to show your understanding of the key concepts for this term

Define it	Draw it
Synonyms	Use it in a sentence
Antonyms	

Pacifism

Task 7: Pacifism

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

<p>Give 3 reasons that someone might become a pacifist. (Use the internet to help if you are struggling.)</p>	<p>Research a real life pacifist movement. It can be a historical or current movement.</p>
	<p>Name of the movement</p>
	<p>Examples of a specific action they have taken <i>You could write about a protest they arranged, how many people attended, where it happened and what happened as a result.</i></p>

Task 8: The Troubles

Read the text below and answer the questions on the next pages.

The Troubles: A Brief Context for 'Belfast Confetti'

"The Troubles" refers to a period of conflict and violence in Northern Ireland, lasting around 30 years (late 1960s to 1998). To understand poems like "Belfast Confetti," it's helpful to know some key facts.

At its core, The Troubles involved two main groups with different ideas about Northern Ireland's future, often simplified as a religious conflict but more about **political identity** and **loyalty**:

- Republicans/Nationalists (mostly Catholic)**: Wanted Northern Ireland to leave the UK and join a united Ireland.

- Loyalists/Unionists (mostly Protestant)**: Wanted Northern Ireland to remain part of the United Kingdom.

The conflict wasn't a traditional war. It involved **paramilitary violence** from groups like the IRA (Republican) and UVF/UDA (Loyalist), using bombings and shootings. The British Army was also present.

Crucially, **ordinary civilians were caught in the middle**. Daily life, especially in Belfast, was unpredictable and dangerous due to bombs, riots, and violence. There were many **civilian casualties** from both communities. Streets could suddenly become scenes of chaos.

The conflict ended with the **Good Friday Agreement** in 1998, a peace agreement that set up a power-sharing government, aiming to stop the violence.

Understanding these divisions, the constant threat of violence, and its impact on everyday life helps us appreciate the imagery and emotions in "Belfast Confetti."

Task 8: The Troubles

1. What period of time does "The Troubles" refer to in Northern Ireland?

2. What were the two main groups involved in The Troubles, and what did each group generally want for Northern Ireland?

3. Why is it important to remember that The Troubles were about "political identity and loyalty" rather than just religion?

Task 8: The Troubles

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

4. How did the conflict affect ordinary people (civilians) in Northern Ireland? Give two examples of how their lives might have been impacted.

5. What was the Good Friday Agreement, and what was its main purpose?

6. Considering what you've read, why might a poet use words that suggest chaos or confusion when describing a street scene in Belfast during The Troubles?

Task 9: Out of the Blue

Fill in the table below and write a short paragraph to the question on the next page

Should poets write about real-life tragedies?

You need 4 reasons each side (use the internet to help if needed)

Yes, they should	No, they shouldn't

Task 9: Out of the Blue

TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Use the table from the previous page to write a short paragraph to the question below

Should poets write about real-life tragedies?

Task 10: Letter writing

Use the internet to complete research and fill in this table.

1. What does censored mean?	3. List 3 dangers soldiers faced on a daily basis.	5. What information did the government censor in soldiers letters?
2. List 5 conditions soldiers faced in the Trenches.		
	4. List 3 activities soldiers could do to keep themselves entertained in their free time.	

Task 10: Letter writing

1. Write a letter from a soldier that includes parts which would likely be censored (e.g. graphic details, low morale).
2. Then cross out or black out those lines — just as a censor might have.
3. A partner in the lesson is going to try to work out what you had originally written!

Task 10: Letter writing

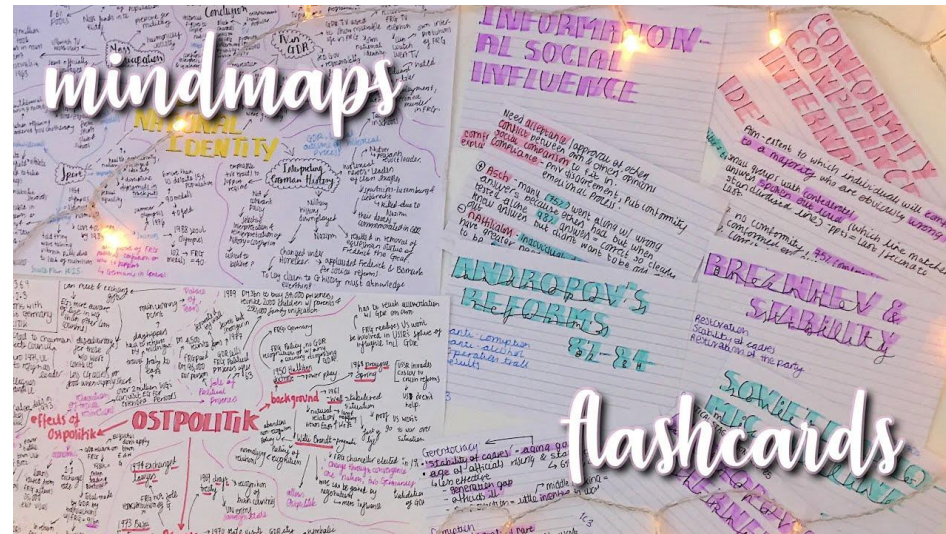
TEACHER EFFORT GRADE	
Excellent	
Good	
Satisfactory	
Poor	

Handwriting practice lines for letter writing.

Term 1 – Conflict – End of Term Revision 1

To prepare for your assessment, revise the content of the Knowledge Organiser on the next page. Some ideas to help you revise:

- Give the KO to one of your friends or family members and ask them to test you.
- Create flash cards with the topic on one side and what to say about it on the other.
- Create a mindmap with key topics and branches for extra info – include colour & images!
- Create stories, rhymes or mnemonics to help you remember key information.

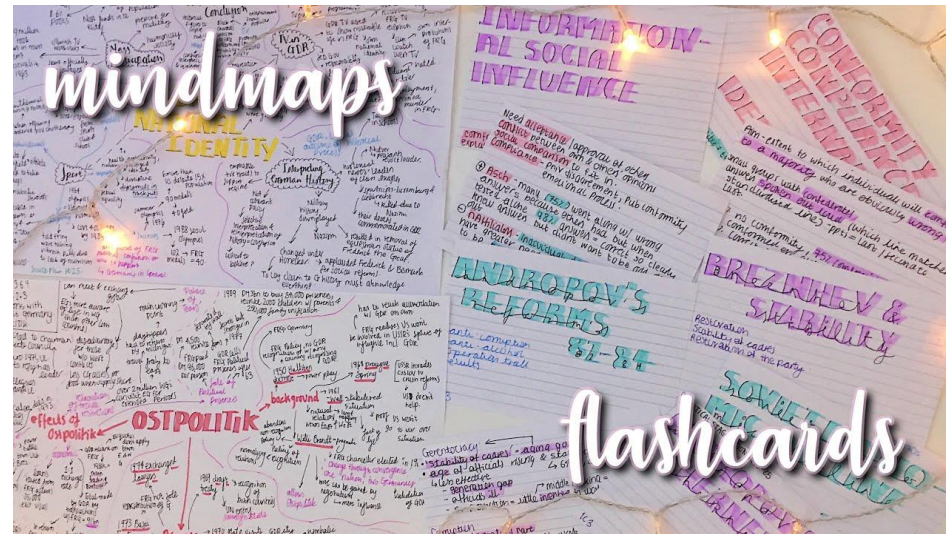


Year 9 Term 1: Conflict		M	Poems
<p>Conflict is an undeniable part of the human experience. Whether it be personal conflict, conflict between individuals or conflict on a global scale.</p> <p>Many of the poems you will study this term deal with the perspectives of those involved in war and the effect this intense conflict has on them as individuals. Conflict may be inevitable in society, however many of these poets question whether war or violence should be.</p> <p>War and poetry have always gone hand in hand. The first great work of poetry that has come down to us, <i>the Iliad</i>, is about nations in conflict. No war however, has produced a greater wealth of English poetry than the First World War.</p>			<p><u>Who's for the Game - Jessie Pope</u> A call-to-arms, a targeted address to young men with the aim of getting them to enlist in the British Army.</p> <p><u>The Soldier - Rupert Brooke</u> Deeply patriotic and idealistic poem that expresses a soldier's love for his homeland—in this case England, which is portrayed as a kind of nurturing paradise.</p> <p><u>In Flanders Fields - John McCrae</u> The poem describes the tragedy of the soldiers' deaths, as well as the ongoing natural beauty that surrounds their graves. It also addresses the question of the next generation's responsibility to carry on the soldiers' battle in war.</p> <p><u>The General - Siegfried Sassoon</u> Sassoon critiques those in charge within this anti-war poem.</p> <p><u>Attack - Siegfried Sassoon</u> The poem offers a bleak and unflinching look at the horrors of combat, making no attempt to mythologise its subject or create a sense of heroism. It describes the moment when soldiers, following the order to "attack," go over the trenches and into the line of enemy fire.</p> <p><u>Anthem for Doomed Youth – Wilfred Owen</u> Written when Owen was in the hospital recovering from injuries and trauma resulting from his military service during World War I. The poem laments the loss of young life in war and describes the sensory horrors of combat. It takes particular issue with the official pomp and ceremony that surrounds war.</p> <p><u>Dulce et Decorum Est - Wilfred Owen</u> He illustrates the brutal everyday struggle of a company of soldiers, focuses on the story of one soldier's agonizing death, and discusses the trauma that this event left behind.</p> <p><u>The Falling Leaves – Margaret Postgate Cole</u> Cole, in her poem, highlights the mass loss of life due to war whilst still trying to honour those who fought.</p> <p><u>Vultures - Chinua Achebe</u> The poem is an extended metaphor on the nature of evil. It portrays a picture of a concentration camp commander, but begins with an analogy; a description of a pair of vultures.</p> <p><u>Belfast Confetti - Ciaran Carson</u> In the poem, an unnamed speaker appears to be caught up in a bomb blast and tries to escape. The poem then explores the relationship between violence and language itself.</p> <p><u>Out of the Blue – Simon Armitage</u> Told from the point of view of an English trader working in the North Tower of the World Trade Centre on 9/11, it charts the conflict the speaker feels about jumping from the burning building.</p> <p><u>Home – Warsan Shire</u> Warsan Shire's "Home," though never formally published in a collection of poetry, has reached millions of readers. The poem, which captures the pain and trauma of the refugee experience, is a response to the global refugee crises of the 21st century.</p> <p><u>We Lived Happily During the War - Ilya Kaminsky</u> The poem explores how people can ignore suffering and injustice around them in order to protect their own comfort and happiness.</p> <p><u>The Last Post - Carol Ann Duffy</u> It imagines what would happen if time ran backwards and those killed in the war came back to life; their lives would still be full of possibilities and filled with "love, work, children, talent, English beer, good food."</p>
Context	• Themes		
<p>WWI began on 28 July 1914 and ended on 11 November 1918. It was one of the deadliest conflicts in history; an estimated 9 million people were killed in combat, while over 5 million civilians died from military occupation, bombardment, hunger, and disease.</p> <p>As a group, war poets wrote poems which were often violent and realistic, challenging earlier poetry which largely glorified war. The first-hand experience of war is maybe one reason why there is such a shift in the attitude of poets towards war.</p> <p>The poets of WWI tend to question the reason for war, document the horrors of trench warfare and lament the mass death of their fellow soldiers.</p>	<ul style="list-style-type: none"> • Horror of war • Patriotism • Heroism • Death • Sacrifice • Remembrance • Nationhood • Nature • Loss • Duty and honour • Criticism of leadership • Violence and brutality • Evil • Love • Identity 		
WWI Letters			
<p>During the First World War, letter writing was the main form of communication between soldiers and their loved ones, helping to ease the pain of separation. Soldiers wrote letters in spare moments, sometimes from front line trenches or in the calmer surroundings behind the lines.</p> <p>Censorship dictated what servicemen were permitted to disclose in their letters. However, in practice, men often found ways to impart information, and their letters offer a powerful and highly personal insight into the experience of war. Receiving letters from family and friends was also vital to morale.</p>			

Term 1 – Conflict – End of Term Revision 2

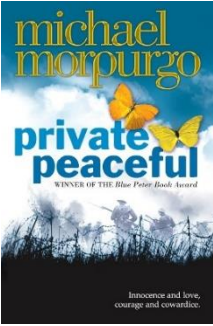
To prepare for your assessment, revise the content of the Knowledge Organiser on the next page. Some ideas to help you revise:

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Recap Y7-8	Writing Rules	Y9 Sentences & Grammar
<p>Subject: Does the action in a sentence or clause</p> <p>Noun types:</p> <ul style="list-style-type: none"> • Concrete – A noun we can see, hear, touch, smell or taste • Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension <p>Verb: a word used to describe an action or state. E.g. Action: The girl was <u>jumping</u>. State: The girl <u>knew</u> the answers.</p> <p>Main clause – A clause which makes sense on its own as a sentence</p> <p>Subordinate clause – A clause which does not make sense on its own as a sentence – it needs a main clause to make it make sense – it starts with a subordinating conjunction.</p> <p>Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so</p> <p>Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if (ISAWAWABUB)</p> <p>Pronouns: words that replace a noun. E.g. he, him, them, us, I</p> <p>Adjectives: a word that describes a noun or pronoun: E.g. "big", "boring", "purple", and "obvious"</p> <p>Adverbs: a word that describes or gives more information about a verb, adjective, adverb, or phrase. E.g. 'cheerfully', 'quickly', 'next week', 'extremely'</p>	<p>Description: PPOSSAM</p> <ul style="list-style-type: none"> • Pathetic fallacy • Paragraphs • Onomatopoeia • Senses • Sentences • Alliteration • Metaphors & similes 	<ul style="list-style-type: none"> • Past participle start (–ed) <i>Covered with the darkness of the forest itself, the bear seemed to carry the weight of the trees on its back.</i> • Present participle start (–ing) <i>Having no possibility of getting back to where I came from, the way ahead seemed suddenly less daunting.</i> • Prepositional Push Off <i>Beneath the thirty or forty feet of the trees' rise, the world seemed to have come to an end.</i> • Lightning List <i>The forest gave me silence, shade, secrets, solitude.</i> • Relentless Rhythm <i>I ran through the trees and over the roots and past the shadows and into the unknown.</i> ❖ Asyndetic listing: A list without conjunctions e.g. 'old, decaying, broken, scratched' ❖ Polysyndetic listing: A list using consistent conjunctions e.g. 'old and decaying and broken and scratched' ❖ Prepositions: A preposition is a word or group of words that is used to show direction, location, time, or to introduce an object.
	<p>Letters:</p> <ul style="list-style-type: none"> • Addresses • Date • Greeting • Paragraphs • Sign off 	<h3>Poetry Terms</h3> <p>Speaker/Persona: the character who tells the story in the poem Stanza: a paragraph in a poem Elegy: a form of poetry in which the speaker expresses grief, sadness, or loss Sonnet: a 14 line poem written in iambic pentameter, rhyming couplet at the end Assonance: repetition of vowel sounds within a tight group of words Plosives: repetition of the p/b/g/d/m sound in words next to each other Fricatives: repetition of the f/th sound in words next to each other Sibilance: repetition of the S sound in words next to each other Enjambment: a run on line in poetry Caesura: punctuation in the middle of a line of poetry Rhyme scheme: pattern of rhyme in a poem Free verse: poem with no regular rhyme scheme Extended metaphor: extends over the course of multiple lines, paragraphs, or stanzas Imagery: visually descriptive or figurative language Iambic pentameter: a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable Meter: the rhythm produced by the arrangement of syllables according to the number and type of beats in each line Rhythm: the beat and pace of a poem</p>
	Perfect Paragraph	
	<ul style="list-style-type: none"> • Answer sentence • Embedded evidence • Inferences • Techniques (language, structure, form) • Effect of techniques • Reader response • Writer's intention • Context 	

Recommended Reading



***Private Peaceful* by Michael Morpurgo**

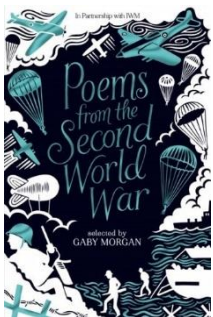
As young Thomas Peaceful looks back over his childhood from the battlefields of the First World War, his memories are full of family life deep in the countryside.

But the clock is ticking, and every moment Tommo spends remembering how things used to be, means another moment closer to something that will change his life for ever.



***Run Rabbit Run* by Barbara Mitchell**

When Lizzie's dad refuses to fight in the Second World War, the police come looking to arrest him. Desperate to stay together, Lizzie and her brother Freddie go on the run with him, hiding from the police in idyllic Whiteway. But when their past catches up with them, they're forced to leave and it becomes more and more difficult to stay together as a family. Will they be able to? And will they ever find a place, like Whiteway, where they will be safe again?



Poems from the Second World War is a moving and powerful collection of poems written by soldiers, nurses, mothers, sweethearts and family and friends who experienced WWII from different standpoints.

Published in association with The Imperial War Museum, which was founded in 1917 to collect and display material relating to the 'Great War', which was still being fought.

If you would prefer to read some non-fiction, these books are available in the school library:

