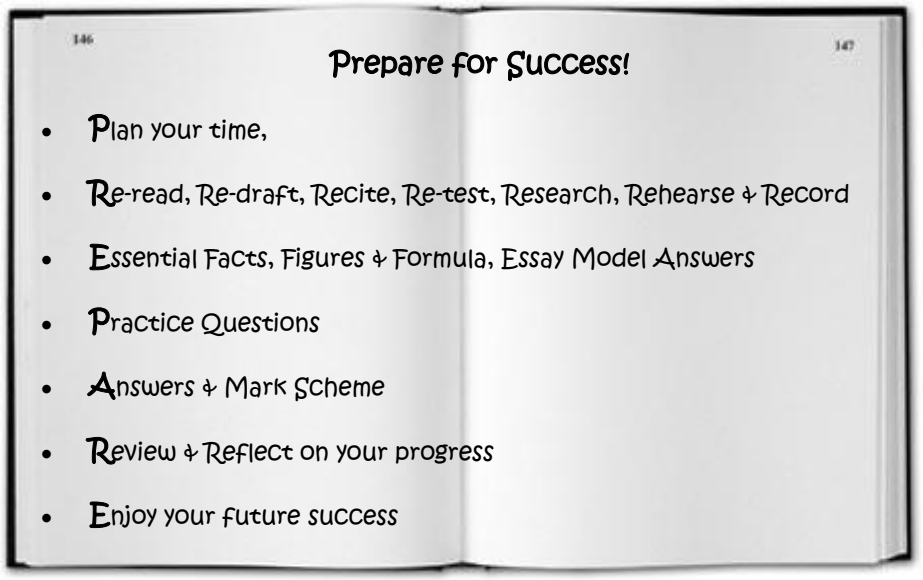
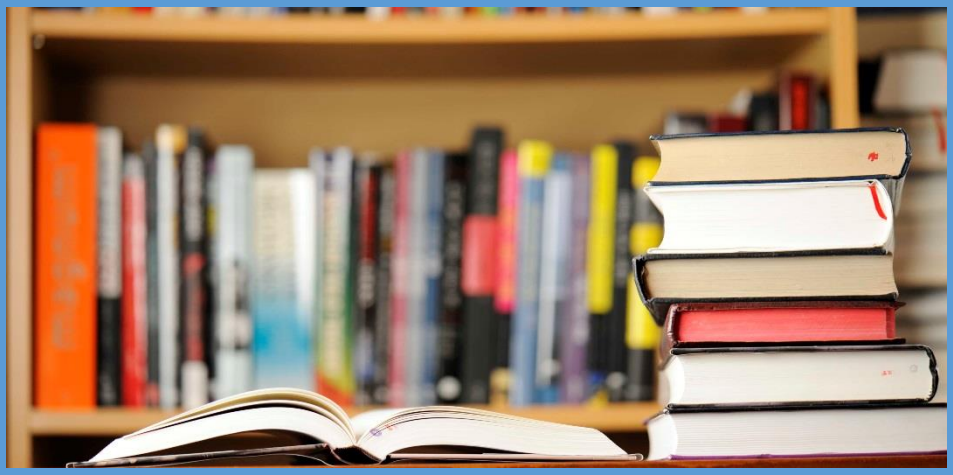


PREP Newsletter Year 10 Autumn Term 1



Shenfield High School

What is 'PREP'?

'PREP' is what we do with the information we have learnt during the school day and how we prepare for the next day of learning. Evidence suggests that we only retain 50% of the information we learnt yesterday and after a week, we only retain 10%. The only way we can move the information we have learnt into the long-term memory is through re-visiting the information 4 or 5 times over a number of weeks.

In order to improve learning retention we are encouraging students to 'PREP' each evening after school. The focus of the time should be on the learning from the day and learning from the previous week, month and/or year.

'PREP' is short for PREPARE:

- **P**lan your time,
- **R**e-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- **E**ssential Facts, Figures & Formula, Essay Model Answers
- **P**ractice Questions
- **A**nswers & Mark Scheme
- **R**eview & Reflect on your progress
- **E**njoy your future success

Each department has uploaded Go4Schools and the X: Student Drive with resources, practice questions and the answers.

Students should use the resources to PREP each evening and review any areas that they still don't understand. If students require feedback, help or guidance with their prep, they are encouraged to visit their teacher in a PREP Drop-In time.

The PREP Drop-In Timetable is available on our website and in this Newsletter.

Regular 'PREP' will lead to successful exam and assessment results.

How to use this Newsletter

Each subject has an explanation of the key assessment areas and where to find the resources for their subject. There are also extra websites, books, APPs, links and Super Curricular opportunities listed if you would like to look at a subject in greater depth.

The final part of the newsletter is filled with tips and strategies on how to 'PREP' successfully.

- Improving Memory Skills & Understanding PREP
- Fun Ways to PREP

All the tools, strategies and games listed can be applied to almost any subject. It is important to use the strategies to improve understanding and information retention before you have a go at practice questions. It is essential to have the knowledge first, before you apply it to an exam/assessment situation.

Don't try and tackle all the resources at once. Students will be guided by their teachers through explanations and feedback from assessments. There is a curriculum map on our website if you would like to look ahead and start looking at the next topic.

It is important the students find the right PREP strategy for them and use them consistently.

We hope you find this newsletter useful and welcome any feedback on how we can improve it.

PREP is not optional
It's a way of life...
#PREP4Success
#Burning4Learning

Year 10 - PREP Guide – Half Term 1

Subject	Topic	PREP Tasks	Further Research /Reading
English	**An Inspector Calls**	1. Re-read key scenes from the play and make notes. An easy way to do this is to identify a main character (Mr Birling/Mickey) or a key theme (responsibility/class) and go back to scenes that include them. The most successful pupils will have re-read sections of the play THREE times. 2. Create flashcards of the big ideas from each act (limit it to 6 per act so as not to confuse). Choose some key quotations which illustrate these ideas, along with supporting analysis notes. 3. Re-read your class notes. Turn them into revision posters or flashcards – put them around your room. 4. Use Seneca learning to revise the plot, characters, key themes, and ideas from your text. Use the quizzing and self-test function to self-assess your revision. 	Research the time period in which 'An Inspector Calls' is set -1912- and the time period in which it is written- 1945. Consider the following issues: life in the Edwardian period, the class system and the roles of men and women. **Super-Curricular Visits** Any opportunity to see the plays performed on stage (or ANY play for that matter) would be hugely beneficial. **Media & Other Links** An Inspector Calls - Film (2017) An Inspector Calls (BBC version) BBC Bitesize Click Revision Videos Seneca Learning Seneca Learning- Quotation Revision An Inspector Calls revision videos from Mr Bruff Blood Brothers Stage Play (2014) Blood Brothers - Making a Scene BBC Teach Seneca Learning BBC Bitesize

Subject	Topic	PREP Tasks		Further Research /Reading
Mathematics	**Indices Formulae**	*Checkpoint* PREP tasks are set on a two weekly basis and provide exam style practice and feedback. Classroom teachers may set further PREP tasks at their discretion. The best place for additional PREP for Mathematics is **www.hegartymaths.com**, with online tutorials and practice questions. The best practice is to watch and make notes on the video in your Maths PREP book, then copy and complete the quiz questions, self-assessing using the online feedback.		**1. nRich website** Shifting Times Tables https://nrich.maths.org/6713 Polygon Rings https://nrich.maths.org/11231 **2. www.parallel.org.uk** Have a look at www.parallel.org.uk by Simon Singh - weekly maths challenges – just 15 minutes of interesting, fun, and challenging material: mystery and history, activities and oddities, puzzles and problems. **3. Books to Read** The Magic of Pineapples: A Brain Tingling Adventure Through Amazing Mathematics by William Emeny
		[R4A] Indices Find multiples, factors and primes. (clips 33, 27, 28) Use powers, find cube root. (clip 100) Index notation, simplify and solve linear equations. (clip 105) Use index laws and derive expressions (clip 107) Express numbers as a product of prime factors. (clip 29) Find the Highest Common Factor (clip 32) Standard form. (clips 122, 123) Using standard form to order numbers. (clip 124) Calculations with standard form (clip 126) Fractional and Negative Indices (clip 110)	**[R4A] Formulae** Change the subject of a formula. (clip 281) Substitute into expressions. (clip 782) Substitute manipulate expressions and formulae. (clip 279) Derive an equation to solve a word problem. (clip 176) Derive equation to find perimeter of a triangle. (clip 552) Change the subject. (clip 284) Change the subject where subject appears twice. (clip 286) Adding algebraic fractions. (clip 172)	**Media & Other Links** **[ER] Fractions, Decimals and Percentages** Funny Fractions and Ford Circles – Numberphile https://www.youtube.com/watch?v=0hlvhQZIOQw **[ER] Simplifying and Substituting** Algebra Basics: What Is Algebra? - Math Antics https://www.youtube.com/watch?v=NybHckSEQBI **[ER] Probability** Consecutive Coin Flips - Numberphile https://www.youtube.com/watch?v=SDw2Pu0-H4g

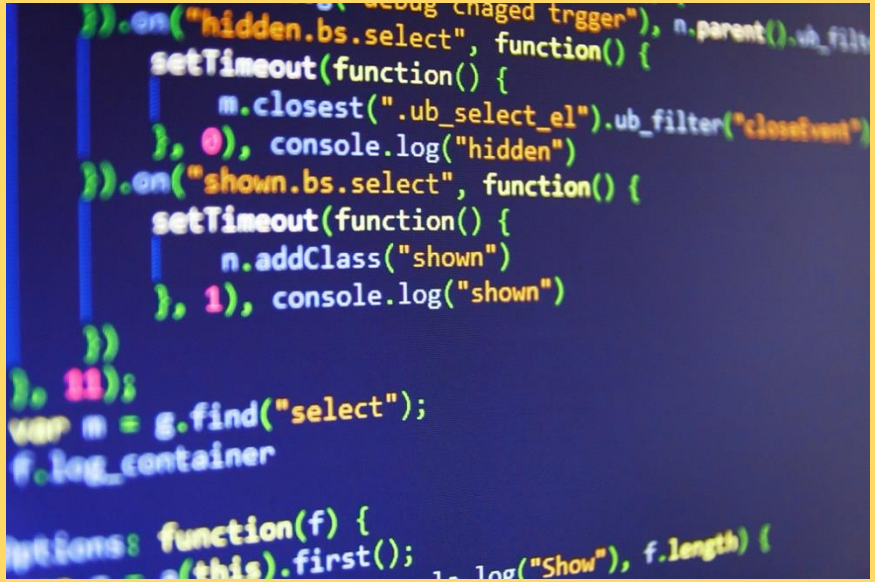
Subject	Topic	PREP Tasks	Further Research /Reading
Science	**Biology: Organisation** **Chemistry: Bonding, Structures, and the properties of matter** **Physics: Particle Model of the Atom**	• Students will be issued with PREP on a week-by-week basis via their Go4School account. This will be subject specific and will relate to the content that is being covered in lessons during that week. • Students are advised to download the PREP work (normally consisting of a 2 or 3 A4 pages) print it off (reduced to A5 size to save paper) and complete the work set. • Students should print off and attempt this PREP work as soon as they can access it and bring any issues they are having with the PREP to the attention of their teacher or to the PREP drop-in sessions. In addition to the PREP that is set weekly students are also encouraged to investigate the additional PREP work for each subject shown below: - Biology Try the retrieval roulette questions and daily revision tasks that are in the student area. Chemistry Command words are the words and phrases used in exams that tell students how they should answer a question. Study the meaning of the words on the command words sheet on the student drive. Complete the accompanying worksheet to test your understanding. Physics Students can use the materials given to them on their Prep4Sept flash drive including flash cards they can use them to aid in the recall of key terms unit and equations. There are also recall questions and exam style questions they can try on the student drive with the answers available so work can be checked.	Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker, can you find better? **Super-Curricular Activities** Visit the Body Worlds Exhibition in London, virtually of course

Subject	Topic	PREP Tasks	Further Research /Reading
Art and Textiles	**Autumn Term**	**Natural Forms Project** **To be completed at home and in class.** **Students must spend at least 3 hours on each task.** Complete: [HI] • 6 x Observational drawings of things related to your 'Natural Form' project. (3 x grey pencil studies and x coloured studies using a media of your choice.) Textile student's drawings can be more linear but should still include a lot of detail. Complete; [HI] • 2 x Artist research pages (use the 'writing about artists' worksheet to help). You must research two, natural form artists whose work inspires you and use the worksheet to write about their work. Explore their drawing/ painting technique in your own way by drawing from one of your own photos and adding colour using their techniques. ***The guide for writing about art and artists is found in the school computer mainframe: student resources (X:)/expressive arts/art/general/artist writing guidance.***	Many artists have been inspired by Nature and the world around us. Below are just a few who captured it beautifully. Research the following Artists: 1. Georgia O'Keeffe 2. Claude Monet 3. Vincent Van Gogh 4. Paul Cezanne 5. Amiria Gale 6. Andy Goldsworthy 7. William Morris **Super-Curricular Visits** Brentwood and surrounds provide excellent resource for photographing your own images to use in this project. Try a few artists' styles and pick the technique you prefer to create your own unique picture. Find out more at: http://www.wmgallery.org.uk/ https://www.nationalgallery.org.uk/ https://www.vam.ac.uk/ **Media & Other Links** Artists research links: https://www.youtube.com/watch?v=aRmDkH__SLk https://www.youtube.com/watch?v=r9O1c6Not6U https://www.youtube.com/watch?v=FPDH8yCnlk0

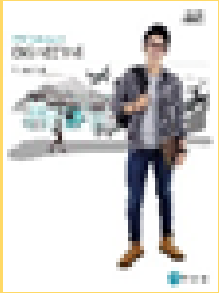
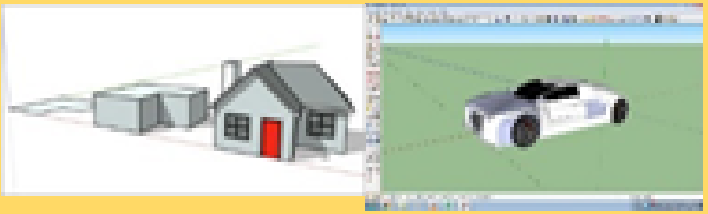
Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Business	**Component 1: Exploring Enterprises Criteria A**	(R4A) Create a poster to describe the key features of sole traders, partnerships and private limited companies (Ltd.'s). (R4A) Design your own customer service guide for training new employees, based on your own customer service experiences. Give examples of consistent and reliable customer service. Explain why this ensures customers are satisfied. (RT) Research the different ways that two different enterprises handle customer complaints and problems. (RT) Research an entrepreneur that you are interested in e.g., Richard Branson, Debrorah Meadon, Peter Jones etc. What are the key characteristics and skills that have helped to make the successful? (R4A) Design a poster describing the needs and expectations of three different types of customers. Explain how a company of your choice meets the needs and expectations of these three different customers. (R4A) Choose three markets and describe how each market can be segmented e.g., shampoo market– make sure you give examples of products that are sold in each segment. (R4A) Choose two business in the same market and describe what their unique selling point (USP) is and the market segment you think they are targeting. Which business is more successful? Make sure you have evidence to support why and give your reason for why it is more successful. (ER) Read through the glossary key terms for Criteria A – highlight key words you are not sure of. Make a revision spider diagram of these words for you to use as revision tool.	• Class notes • BBC news or other current affairs programmes • Newspapers or online news sites • BBC Bitesize **Super-Curricular Activities** Interview your friends and family member's examples of situations of where they have had to make a complaint and how it was dealt with. Evaluate how the situations were dealt with and explain how you would deal with them if they happened again. **Media & Other Links** • Tricky Business • The Apprentice • Dragons' Den

Subject	Topic	PREP Tasks	Further Research /Reading

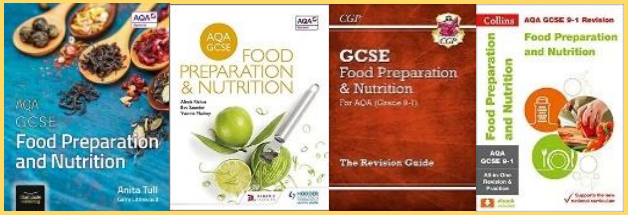
GCSE Business	Topic 1.1 Enterprise and entrepreneurship	Prep for in class assessments:
		• [R4A] Classroom assessments will occur throughout the term to check understanding of theory and assessment technique. The dates of these assessments will be placed onto edulink. Students should be using their classroom notes and assessment books as their main source of information. Results, including an average score will then be entered onto edulink to illustrate relative performance. The following prep tasks will support revision for an assessment and consolidate past theory:
		• [ER] Read your class notes and additional theory presentations on theme 1 topics.
		• [ER] Use revision cards or the mind maps on the student drive to consolidate your learning of application and analysis
		• [ER] Review your current understanding of theme 1 through the following resources
		• [ER] Practise theme 1 by:
		  • MCQ via kahoot or the documents on the student drive
		  • Using flashcards
		  • Practicing answer technique by completing specification questions
		
		Tasks to help develop understanding of topic 1.1
		Task 1
		[RT] Watch a short clip on The Cambridge Satchel Company on YouTube. Research how three business have come about.
		
		Task 2
		[HI] Research the history of Lucozade. There are some videos on YouTube to help you get started (one for you to start with). Produce a timeline of Lucozade products and at key stages identify the reasons WHY the change occurred and HOW the idea came about.
		
		Task 3
		[RT] Research an entrepreneur of your choice, identifying the risks and rewards they've encountered through running businesses.
		
		Task 4
		[HI] Select a product of your choice and describe how YOU would add value to the product. Then explain why consumers would be prepared to pay the price for the product you have developed. This should be a new/improved product rather than analysing an existing product.
			• Class notes.
			• Theme 1 revision guide.
			• BBC news business.
			• Newspapers
			
			Super-Curricular Activities
			
			Start your own business! In HOUSE groups (from across any of the three classes). Formulate a business idea and complete the business proposal document. This can be obtained from your teacher.
			
			Media & Other Links
			
			• Tricky Business
			• The Apprentice
			• Dragons' Den
			• Gym Shark
			• Gym Shark
			• The Rise and Fall in GAP

Subject	Topic	PREP Tasks	Further Research /Reading
Computer Science	**2.2.1 Programming fundamentals**	During Half Term 2, we will begin to look at programming fundamentals, exploring sequence, selection, and iteration, and begin to produce our own programmes **<u>Task: [ER]</u>** • Familiarise yourself with Python fundamentals, utilising **Craig n Dave videos**, **learnpython.org tutorials** (www.learnpython.org) and/or the **Learn Python** course on codecademy.com (www.codecademy.com/learn/learn-python).  	• **Cambridge GCSE Computing Online (Massive Online Open Course)** www.cambridgegcsecomputing.org • **Crash Course: Computer Science (YouTube)** www.youtube.com *(search for: crash course computer science)* • **Python Tutorials** www.learnpython.org • **Learn Python Course** www.codecademy.com/learn/learn-python • **Clever Programmer: Learn Python Programming (YouTube)** www.youtube.com *(search for: clever programmer python)* **Super-Curricular Visits** The National Museum of Computing at Bletchley Park is a great place to find out about the history of Computer Science and Cryptography. www.tnmoc.org bletchleypark.org.uk **Centre For Computing History** Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them. **Media & Other Links** • Seneca: www.senecalearning.com • Google Classroom: classroom.google.com

Subject	Topic	PREP Tasks	Further Research /Reading
Drama	**Practitioners & Noughts and Crosses**	**[HI]** Write an assignment of at least 500 words that describes how you might apply some of the techniques of two drama practitioners (Stanislavski, Brecht, Meyerhold, Berkoff, Artaud) to acting ONE of the characters from Noughts and Crosses. Pick at least TWO scenes to refer to in your writing. This assignment will be direct practise for the kinds of questions you will get in your AQA Component 1: Section B. **[RT]** Noughts and Crosses, the play, is based on a series of novels for teenagers of the same name by British author Malorie Blackman. Research Malorie Blackman, her life and experience of racism, and why she wrote the novels. Be prepared to bring and discuss what you find to class. **[HI]** Write a detailed description of the **production values/design aspects** for the opening of the play (i.e., staging, set, lighting, sound, costume and props), dedicating at least half an A4 sheet to each design aspect. Remember to **justify** your choices and to be prepared to discuss this in class. Think about the following when detailing your design choices: • What **period** is the play set in (if any)? How might this impact your choices? • What **place** is the play set in? Is it a real or imagined place? How might this affect your choices? • The opening of a play sets the tone for everything that follows - what **impact** and **atmosphere** do you want to set up for the audience? • What kind of **staging** would you use e.g., 'in the round', 'thrust', 'promenade', 'end-on', 'traverse'? Why? • What would be your set? • What would the lighting be for the opening of the play? Why? • Would you use any sound/music? Why? • What costumes would the characters in the opening scene be wearing? • Would there be any props? • **You should include photos from the internet/magazines/newspapers that give an impression of the kinds of lighting/set/costume/staging/props you mention** • You could also include outlines/sketches of any set or costume ideas	Watch this famous documentary about anti-racism campaigner Jane Elliott's famous 'Brown Eyes – Blue Eyes' experiment and consider the following questions. https://www.youtube.com/watch?v=jPZEJHJPwIw • What happens, even in this 'fictional' experiment, to the participants? How do the blue-eyed students feel being on the receiving end of prejudice? How would you feel if you were one of the blue-eyed students? • Do you see racism around you in your life? Do you experience any yourself? What impact does this have on you? • If you could change one thing about what racism you see (if any) or experience (if any), what would it be? **Media & Other Links** Here are some more (shorter) video clips around the subject of racism. Think about the experiences and points of view talked about in the videos – how do they make you feel? And what are the differing points of view? Who do you think is right (or wrong) – or it more complex than simply right or wrong? Debate: Is the UK racist? https://www.youtube.com/watch?v=C9ctDHvWJr8 Martin Luther King debates Malcolm X: https://www.youtube.com/watch?v=h4PqLKWuwyU Toni Morrison on writing about race: https://www.youtube.com/watch?v=-Kgq3F8wbYA Muhammad Ali on Parkinson: https://www.youtube.com/watch?v=HqiWFLsgVi4

Subject	Topic	PREP Tasks	Further Research /Reading
Engineering	**Component 2: Investigating an Engineering Product**	Students need to have a good understanding of the different engineering materials and the techniques involved in the manufacture of engineering products. They should understand the requirements for the following processes: • Shaping, • Cutting, • Joining, • Shaping We have gone through these in lessons but there are many applications of these processes in many different sectors. Check out some of the following programs and see how using these different techniques can yield some amazing results. • How it's made, • Forged in Fire Check out the "DMAX" and "Quest TV" channel for programs like "Abandoned Engineering" and "SUV Super build" for an amazing insight into the automation required to produce some of today's cars.	The BTEC engineering book, available at all good book stores  **Super-Curricular Visits** Check out Engineering in action for details on events near you: https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/ Engineering in ACTION **Media & Other Links** Google Sketch is a skill, don't let it go rusty. Pick a product and challenge yourself to make the closest replica you can.  QUEST TV have a YouTube channel https://www.youtube.com/user/ukquesttv

Subject	Topic	PREP Tasks	Further Research /Reading
Film Studies	**Introduction to film studies**	{ER} The focus for this first half term is understanding the key elements of film studies. The emphasis for prep at home should thus be focused on students taking notes on the following areas of film studies: • Mise en scene • Sound • Cinematography • Editing The PowerPoints to do all this prep can be found on the school's student resources drive under the heading 'Introduction to Film Prep' {R4A} In terms of assessment, your film studies teacher will set you an essay on mise en scene and sound to do with a scene from the Disney Pixar film Up. Details of this assessments can be found on Edulink and on an email sent to all students 	Find out more about the structure of the film industry, especially American Film and mainstream/Independent film by reading the following pages on BBC BiteSize https://www.bbc.com/bitesize/guides/z9hrwxs/revision/1 **Super-Curricular Visits** Harry Potter Tour https://www.wbstudiotour.co.uk/ London Film Museum – James Bond exhibition http://londonfilmmuseum.com/ **Media & Other Links** Please continue to revise the following film terms **Mise en Scene** https://www.youtube.com/watch?v=wFiP-E1zTRc **Sound** https://www.youtube.com/watch?v=2kW9_SyjlBM **Editing** https://www.youtube.com/watch?v=zoj2nIulQDQ **Cinematography** https://www.youtube.com/watch?v=9LkKgoq584M **History of Film Studies** https://www.youtube.com/watch?v=AhIbI_URhco

Subject	Topic	PREP Tasks	Further Research /Reading
Food, Preparation & Nutrition	**Health and Safety, Protein**	[RT] Research Food safety and the Law – What is due diligence? What is the Food Safety Act 1990? What is HACCAP? What are the Food labelling regulations? What is the role of an EHO? [RT] Create a knowledge organiser of the key protein areas we will cover this term: Eggs, HBV/LBV, deficiencies and excess, sources and nutritional functions, chemical properties, meat, climate change, protein alternatives, beans/pulses, fish, and religion. [RT] Students need to have a good understanding of the 12 different technical skills required for their practical dishes throughout the course. They should understand the following areas. 1. General practice skills 2. Knife Skills 3. Preparing fruit and vegetables 4. Use of a cooker 5. Use of equipment 6. Cooking methods 7. Prepare, shape and combine 8. Sauce making 9. Tenderise and marinate 10. Dough 11. Raising agents 12. Setting mixtures This could be done by annotating recipes found online to show how these skills can be applied and combined.	A variety of GCSE Food, Preparation & Nutrition textbooks are available at all good book stores  **Super-Curricular Activities** Create your own knowledge organisers for 'functions of ingredients'.. Food a Fact of Life has some examples **Media & Other Links** For an interactive revision guide which covers all the AQA specification, come join our class on Seneca (*senecalearning.com* – class code **0wnfe1ioj4**)

Subject	Topic	PREP Tasks	Further Research /Reading
Geography	**Development Dynamics**	Use the key word list to make yourself comfortable with the range of new terms used in class – this can be found on the student drive in the revision folder or by using the link on Go4Schools. Use this test if you like; https://www.bbc.com/bitesize/guides/zq8gj6f/test Make revision cards on Keywords. Study an atlas to compound your locational knowledge of Geography – especially the location of key economic players around the world including India, China, USA, and UK. Case study materials can be found in the revision folder on the student drive/ link on Go4Schools. Use these to create posters/notes that will help you consolidate what you have learnt in class. Attempt the questions attached to each topic. Make revision cards on each of the case studies, for example India/Malawi. Use Go4Schools revision link to attempt 3-, 4- and 8-marks questions. Use your teachers! We are available to help you so come and find us if you have a question, we're not that scary really.	• Listen to the Economics with subtitles radio programs – link on Go4Schools • How does Urbanisation link to other subjects you study? • Read Prisoners of Geography by Tim Marshall **Super-Curricular Activities** Think about how Globalisation impacts on your life – what would be the impact of not using things from other countries, could you do it? **Media & Other Links** • Don't panic Hans Rosling shows the facts about population and development https://www.youtube.com/watch?v=FACK2knC08E • BBC bitesize on development https://www.bbc.com/bitesize/topics/z3j4rdm • Watch the 'Mandela: Long Walk to Freedom', shows some of the legacy of colonial conquest. • 'Zulu' and'Ghandi' also show some of this but are older films. • Slum Dog Millionaire and Lion are films that show life in Indian slums is like.

Subject	Topic	PREP Tasks	Further Research /Reading
Health & Social Care	Component 1: Human Lifespan Development	[RT] Design a poster/table that includes each of the main life stages and include the age ranges for each: • Infancy • Early childhood • Adolescence • Early adulthood • Middle adulthood • Later adulthood Either draw or use and print an image from the internet that represents each life stage. [RT] Research your own development or another family member. Find out when you are they first walked, was able to ride a bike and read a book. You may what to find out other milestones you or they achieved. [RT] Draw a large 'pie' shape and divide it into four equal pieces. Write one area of development in each quarter. Identify two or three examples of how a person develops in each area. [RT] For emotional development write or type a list of these key terms: • Bonding and attachment, • Independence • Self-esteem, • Security, • Contentment, • Self-image • Then give a definition for each. [HI] Design a game or activity that would help promote language development (communication) for children aged 3-5 years old. [RT] Research a genetically inherited disease, for example Cystic Fibrosis or Sickle Cell Anaemia and describe how it can affect an individual's PIES (Physical, Intellectual, Emotional and Social development).	[RT] Research the effects of the Menopause https://www.nutrition.org.uk/healthyliving/lifestages/menopause.html [RT] Use the website below – Age UK to read about the illnesses and conditions that can occur in later adulthood. https://www.ageuk.org.uk/information-advice/health-wellbeing/conditions-illnesses/ **Media & Other Links** [RT] A video clip that demonstrates the difference between gross and fine motor skills in adults and gives descriptions/differences between each aspect of physical development. www.youtube.com/watch?v=MyJzoXqfVx4 [RT] Video clip that detail infant observation, including gross and fine motor skills. www.youtube.com/playlist?list=PL7914115EB65911A5 [RT] '*Kevin Becomes a Teenager: BBC Comedy*' a video clip that shows the change in behaviour/attitudes as Kevin reaches 13 years: www.youtube.com/watch?v=dLuEY6jN6gY [RT] Stages of Play video, which refer to Social Development in children. Stages of Play - YouTube [RT] Intellectual development 0-2 years. Lucille - Piaget's sensorimotor - YouTube

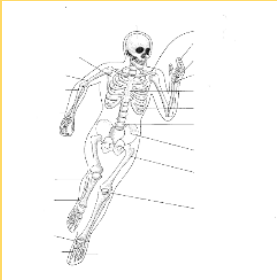
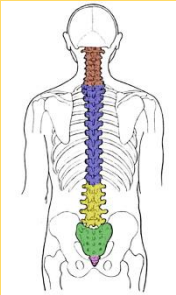
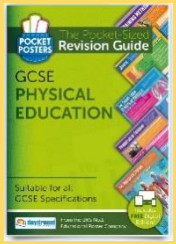
Subject	Topic	PREP Tasks	Further Research /Reading
History	**Medicine Through Time:** Medieval and Renaissance Medicine **Henry VIII:** Challenges in 1509 and the rise to power of Thomas Wolsey	[ER] Revise **Medieval Medicine**. Create a spider diagram, PowerPoint Presentation, or revision cards about: - What people believed caused disease - How people tried to prevent disease - How people tried to treat disease - Case Study: The Black Death [ER] Revise **Renaissance Medicine**. Create a spider diagram, PowerPoint Presentation, or revision cards about: - What people believed caused disease - How people tried to prevent disease - How people tried to treat disease - Case Study: The Great Plague of 1665 [ER] How much progress was there in medicine between the Medieval period and the Renaissance? Fill in the table below to record your ideas: [RT] Create fact files about each of Henry VIII's wives. When and where were they born? Why did Henry marry them? What happened to them and why? [RT] Create a timeline of Henry VIII's life. Identify areas of success and failure for Henry. Which events are most important? Why? [HI] Complete exam questions for Medicine Through Time and Henry VIII and His Ministers. These can be found on Edulink. Bring in any that you complete for marking. We may also set PREP tasks in addition to those listed when necessary.	Research: • Hippocrates, Galen, Andreas Vesalius, William Harvey, and Thomas Sydenham - Why were they significant in the development of medicine? What were their limitations? • Henry VII - How did he become King? • Henry VIII's childhood - How prepared was he to become King in 1509? • Thomas Wolsey - Why did he rise to and fall from power? • Catherine of Aragon - How powerful was she? Reading: • BBC History Magazine • History Today Magazine **Super-Curricular Visits** For Medicine Through Time, when it is safe to do so, you could visit: • The Old Operating Theatre (by London Bridge) • The Science Museum in London For Henry VIII, when it is safe to do so, you could visit: • Hampton Court Palace • The Tower of London • Hever Castle • National Portrait Gallery Many of the above also offer virtual tours on their websites **Media & Other Links** **(Exam board)** www.edexcel.com **(Medicine revision clips)** https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcrsF_9zJ8AqMTFZycm46Ks4DdSaLM

	Medieval	Renaissance	Extent of change
Causes			
Prevention			
Treatment			
Government response			

Subject	Topic	PREP Tasks	Further Research /Reading
MFL Spanish	**Module 1 – ¡Desconéctate!: Discussing holidays and weather** **Module 2 - Mi vida en el insti: Talking about school life**	Learn the vocabulary associated with each of these units – this can be found on Quizlet using the following link; www.quizlet.com/ashaunak This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises. Work through your Grammar and Translation Workbooks completing the sections that are advised in your lessons by your respective class teacher to ensure that your knowledge of grammatical concepts and structures is secure and consolidated. You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link: www.languagesonline.org Revise for End of Module Assessment for Module 1 and Module 2 using your class notes and the revision checklist for this unit. This will have been given to you by your Spanish teacher and can also be found in Go4Schools. Find an article on the internet about anything that you are particularly interested in (e.g., sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions. Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles. You could even try this with your games console e.g., PlayStation or Xbox, but remember how to change it back to English when you need to!	Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students' learning… Some favourite story books are available in Spanish too! Spanish newspapers online; - www.elpais.com - www.marca.com - www.20minutos.es - www.bbc.com/mundo **Super-Curricular Activities** Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take a copy of the home! **Media & Other Links** • www.quizlet.com/ashaunak • www.languagesonline.org • www.collinsdictionary.com/spanish • Duolingo (app) - aim for 10-15 minutes/daily. It's a mix of writing, translating, practicing different vocab and listening – all in one! It gets competitive and fun. • Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3) • www.language-gym.com/#!/ to practise verbs in all tenses • BBC Bitesize for Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
Music GCSE	**The Orchestra / Performance**	**Instruments of the Orchestra** Make sure you know all the orchestral families and the main instruments in each section. Strings Woodwind Brass Percussion **Preparation for first Solo performance recording** - This needs to be a piece that you can plan on your instrument - Try to prepare a backing track / accompaniment if possible (ask Mrs Sands if you're unsure about this) - Prepare copy of the sheet music / chords / lead sheet to give in 	Choose a famous composer such as Bach, Mozart, or Beethoven. Research some famous pieces, when they were written and note the instruments used watch videos of the pieces being performed. **Super-Curricular Activities** https://www.royalalberthall.com/ 'What's On' https://cadoganhall.com/whats-on/ **Media & Other Links** https://www.youtube.com/watch?v=Sr-l2m8twX0 Introduction to instruments of the Orchestra https://www.youtube.com/watch?v=J1p5zOM96f0&list=PLLOWIcNr60myVt6bFpNZBsPTCMzmbMB8e Selection videos from Bill Bailey concert – Remarkable guide to the Orchestra

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	**Unit 1 – The Music Industry**	GarageBand Do some research into what GarageBand is… You have all used it previously and already this year but are you aware of everything that it is capable of? Write out a list of features that are available. The following website might be a good place to start: https://www.apple.com/uk/mac/garageband/ BandLab Do some research into what BandLab is… You have all used it previously during Lockdown if you completed the remote learning work but are you aware of everything that it is capable of? Write out a list of features that are available. The following website might be a good place to start: Remixing… Pick one of your favourite songs – you may pick more if you want. List down all the features of the song that stand out to you. Also think about the structure (verse, chorus, bridge etc.). What instruments do you hear? Research and listen to at least three different remixes (if possible) of your favourite song and think about the following questions: - What features are carried over from the original song? - Is the structure the same? - Are there any new features? If so, what are they? Do you prefer the original or the remixed version and why?	Using the 'Working in the Music Industry' book and the descriptions from class, start learning the roles of the different jobs in the Music Industry. Remember that this links to Section A of your written exam in January 2023! **Super-Curricular Activities** Find out about the most underrated yet critical roles in the music industry. http://www.thebigmusicproject.co.uk/five-underrated-yet-crucial-roles-music-industry/ **Media & Other Links** Purchase the suggested reading book from Amazon: Working in the Music Industry – Anna Britten Working in the Music Industry – Anna Britten - Amazon UK **Watch** the following link regarding different **Job Roles** in the Music Industry: https://www.youtube.com/watch?v=CTCxnFgQPsM **Watch** the following link regarding different **Record Companies/Labels** in the Music Industry: https://www.youtube.com/watch?v=qWeqZr-kvWA

Subject	Topic	PREP Tasks	Further Research /Reading
PE	**Theory: Anatomy & Physiology**	**<u>Component 1 – Anatomy & Physiology</u>** **<u>Topic Areas: Skeletal System</u>** **<u>[ER] The Skeleton</u>** Label all the skeletal bones, highlight the joints in the body, using the anatomical names. Classify the bones into 4 categories.  **<u>[ER] Functions of the Skeleton</u>** Create a mind map including all the functions of the skeleton, write all you can remember and link to each function. **<u>[ER] The Vertebral Column]</u>** Label the vertebral column and create an acronym to help you remember the different sections.  **<u>[ER] Movement</u>** Create a flow diagram which shows the possible movements at each joint in the body. Include a sporting example for each. **<u>[ER] Voluntary Muscles</u>** Label the muscles found in the body. Highlight the antagonistic muscle pairs. Can you state the movement because of each muscle contracting? **<u>[PQ]</u>** Evaluate the importance of Type 1 and type 2a muscle fibres for a marathon runner. (9 Marks) **[HI]** See Edulink weekly for these tasks	<u>Research</u> 1.Cardiovascular System 2. Vascular Shunt Mechanism **Super-Curricular Visits** Go and watch live sporting events to understand the rules and tactics used during the game. Attend at least one extra-curricular club at school. **Media & Other Links** https://www.bbc.co.uk/bitesize/examspecs/zxbg39q Purchase via Amazon GCSE PE Pocket Posters App (free version) (full version small cost £3.49 then a book & app are provided)  **<u>Apple Store App</u>** BBC Bitesize App (free) GCSE PE Pocket Posters (trial version or purchase book & digital copy through amazon £3.49)

Subject	Topic	PREP Tasks	Further Research /Reading
Performing Arts	**Component 1 – Exploring the Performing Arts**	**<u>[ER] Task 1:</u>** **Using the Drama Glossary in your student handbook-** Learn how to spell and look up the definition for each of the Drama key words/terms you have been asked to focus on during lesson. • This task will be continuous throughout the half term • Be ready to have your understanding of these key words/terms tested in class. You need to know these very well if you want to be successful in the Pre-Mock. **<u>[IA] Task 2 Logbook Coursework:</u>** [IA] You will be exploring during lesson *Curious Incident of the Dog in the Night-Time.* You must continue to research into the play and develop notes and reflections on them. You will be set coursework to complete you MUST use this addition PREP research and work to support your coursework. Ensure have detailed notes and research on the following for each play: 'IT'S SAID' : 'Issues, Themes, Style, Adapters Intentions, Direction' -What is the style of the play and how is it conveyed? - What techniques are used? -What skills do the actors use during the performance -What skills are essential to the rehearsal process? -What is the overall effect and purpose? -What are the main themes/issues addressed? -What challenges does the play present to an actor and director? -Remember to find similarities and contrasts between the plays studied and highlight the different skills required by each play of an actor and a director. **<u>Task Three Theatre Roles & Responsibilities</u>** **<u>[HI]</u>** Use the links below AND YOUR OWN RESEARCH to learn about the non-performer theatre roles.	BBC Bitesize – Theatre Roles: https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1 Who Works in a Theatre? http://www.theatrestrust.org.uk/discover-theatres/theatre-faqs/253-who-works-in-a-theatre Techniques, Practitioners, Video Links - BBC Two - The Curious Incident of the Dog in the Night-Time: From Page to Stage – Clips **Frantic Assembly** – https://www.youtube.com/user/franticassembly **National Theatre** - https://www.youtube.com/user/ntdiscovertheatre **Media & Other Links** PLAYWRIGHT: https://getintotheatre.org/blog/what-does-a-playwright-theatre-writer-do SET DESIGNER: https://getintotheatre.org/blog/what-does-a-set-designer-do-in-theatre? COSTUME DESIGNER:

		• Create a separate fact sheet for each role. Your fact sheet needs to include information on: -Main Responsibilities -Skills -What other roles they work closely with (e.g director, actor etc) Give examples for scenes from the production -Examples of successful people in these roles & work they have done specifically for THE PLAY DO NOT COPY! This is plagiarism! You must put your findings into your own words. CAN YOU MAKE LINKS TO THE PLAYS WE ARE STUDYING? E.G What would the lighting designer had to specifically think about when designing the lights for Curious Incident?	https://getintotheatre.org/blog/what-does-a-theatre-costume-designer LIGHTING DESIGNER: https://getintotheatre.org/blog/what-does-a-theatre-lighting-designer-do PRODUCTION MANAGER: https://getintotheatre.org/blog/what-does-a-theatre-production-manager-do STAGE MANAGER: https://getintotheatre.org/blog/what-does-a-stage-manager-do-theatre SOUND TECHNICIAN: https://getintotheatre.org/blog/what-does-a-sound-technician-do-in-theatre? LIGHTING TECHNICIAN: https://getintotheatre.org/blog/what-does-a-theatre-lighting-technician-do

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	**Key concepts and processes of cultural transmission**	Create a revision resource that helps you to remember the definition of the key terms covered in the course so far: Culture, norms, values, roles, status, identity, sanctions, cultural diversity Choose any situation, for example a sociology lesson, a supermarket, a doctors surgery, and write a list of eight norms of behaviour for the situation Can you find examples of real-life cases that have involved the nature/nurture debate? Write a summary of the case including the arguments to show that behaviour was a result or nature and the arguments that show that behaviour was a result of nurture Create a collage that represents cultural diversity in Britain today Access the GCSE Sociology paper from 2019 and answer questions 1,2 and 3. These questions relate to the topic that we are covering in class currently (Key concepts and processes of cultural transmission) https://pastpapers.download.wjec.co.uk/s19-5200-01.pdf Access the mark scheme for the paper above and check your own answers. Try to apply the mark scheme to your own answers. Once you have done this, you can show your responses to your teacher who will further mark your work and check your own understanding of the mark scheme https://pastpapers.download.wjec.co.uk/s19-C200U10-1%20EDUQAS%20GCSE%20Sociology%20-%20Comp%201%20MS%20S19.pdf	Read chapter 1 (pages 6-30) of WJEC Eduqas GCSE Sociology by Steve Tivey and Marion Davies **Super-Curricular Visits** You could visit V&A Museum of Childhood Cambridge Heath Road London E2 9PA United Kingdom Nearest tube: Bethnal Green on the Central Line **Media & Other Links** The following is a documentary about gender neutral socialisation in schools https://www.youtube.com/watch?v=3Y4lgKnmWSk The following documentary explores the socialisation of 4 and 5 year olds. How many concepts can you apply to the behaviour of the children? https://www.channel4.com/programmes/the-secret-life-of-4-and-5-year-olds

Improving Memory Skills & Understanding PREP

1. Self-Testing

Self-testing is an effective tool if you have a large amount of information to learn for an assessment or exam.

Let's say you had to remember the definition of 20 key words.

Start by writing out five key words and their definitions. Study them for 2 or 3 minutes, then put the sheet away.

On another piece of paper, try to write down the key words and definitions from memory.

If you were not able to recall all 5, then repeat the process again. Study the definitions and re-test.

Once you are able to recall 5 key words and definitions, add another 5 to the original sheet.

Give yourself 4 or 5 minutes to study the 10 key words and definitions. Put the sheet away and re-test but this time with 10.

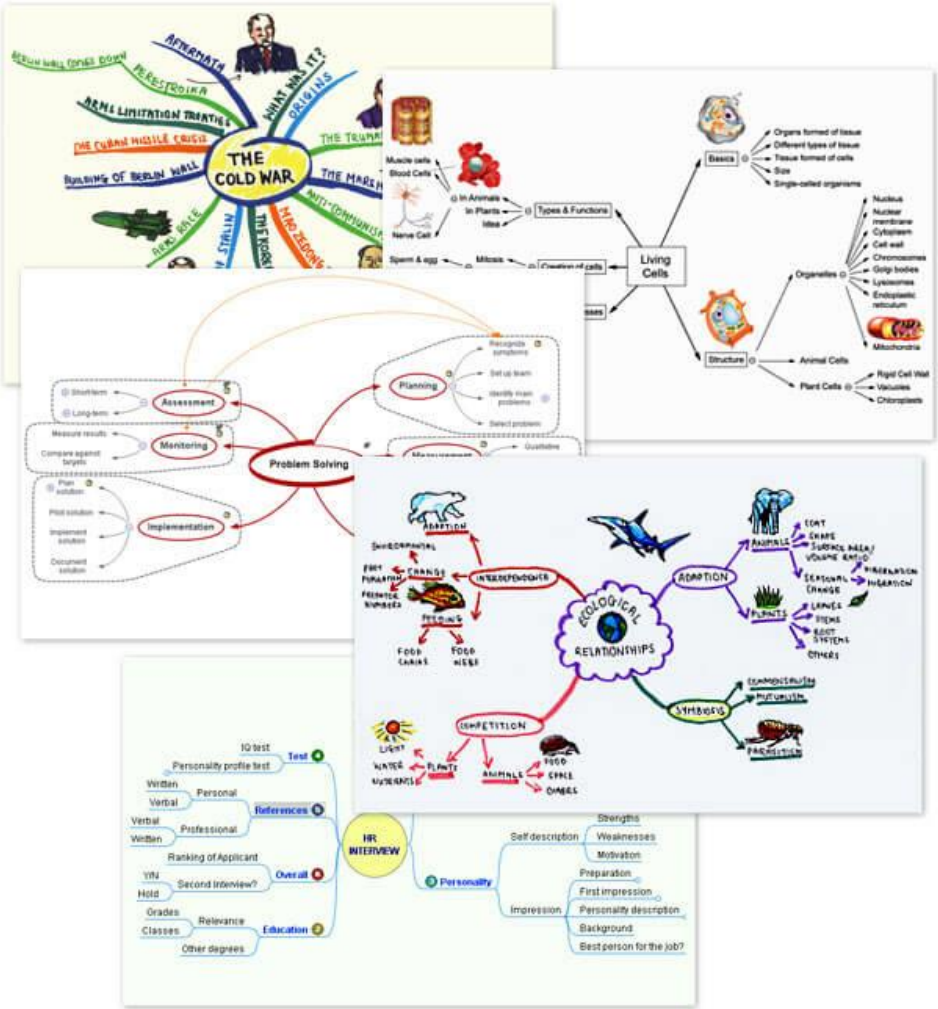
Build this up until you can recall all 20 key words and definitions.

More importantly, re-test yourself a week later. Review your progress and go back to any definitions or words you were unable to write down. Then, re-test yourself a month later with the same words.

The more you re-test, the more you will retain and the easier it becomes.

These techniques could be applied to:

- Key Information for an Essay
- Character names and profiles
- Formula
- Translations
- Case Studies
- Experiment processes
- Arguments or Quotations
- And many more!



2. Mind Mapping

Mind Mapping is a highly effective way of getting information in and out of your brain. Mind Mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas.

All Mind Maps have some things in common. They have a natural organisational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts. Mind Mapping converts a long list of monotonous information into a colourful, memorable and highly organised diagram that works in line with your brain's natural way of doing things.

- Think of your general main theme and write that down in the centre of the page. i.e. Food

- Figure out sub-themes of your main concept and draw branches to them from the centre, beginning to look like a spider web i.e. Meats, Dairy, Breads
- Make sure to use very short phrases or even single words
- Add images to invoke thought or get the message across better
- Try to think of at least two main points for each sub-theme you created and create branches out to those

3. Revision Cards

Revision cards are small handheld cards that contain key information. The cards should have a title at the top with 5 or 6 key words, formula or sentences. Try and keep the colour consistent for each topic e.g. green cards for the Environment.

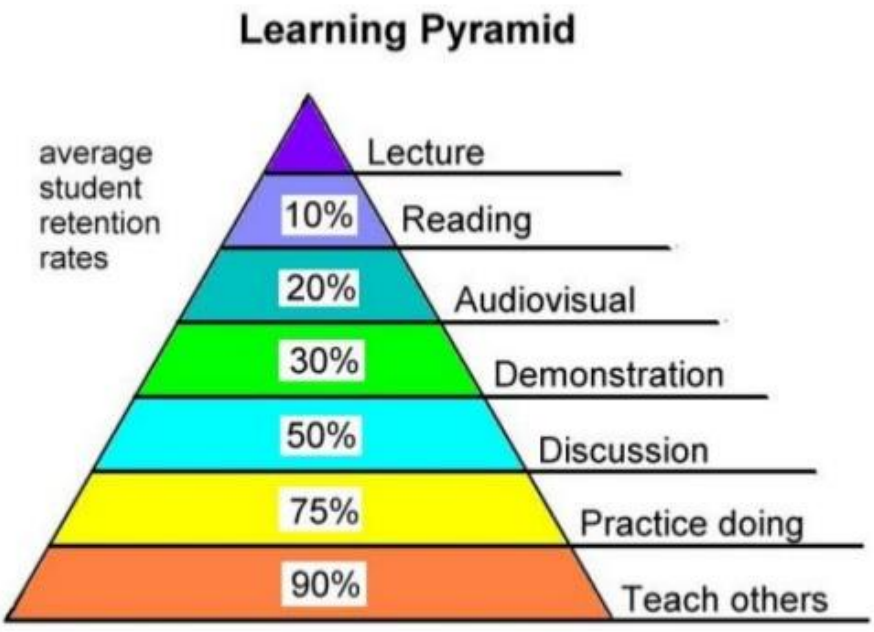
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

4. Complete the Sentence

If you have a large number of facts to learn for an essay, write out ten key sentences you wish to memorise for the essay. Then, on a separate piece of paper, write out the first half of the sentence and leave the other half blank. Take a break, make a cup of tea, then come back and try to complete the sentences from memory.

If you managed to complete all ten, try and add more sentences and repeat the exercise.

TIP: Once you can complete the sentences with ease, test yourself further by trying to write out all the key sentences from memory without the sentence starters!



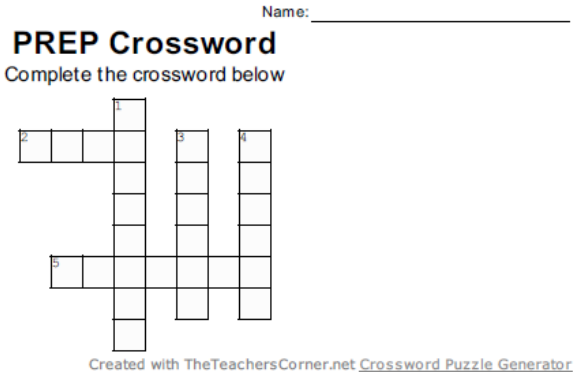
Fun Ways to PREP

1. Key Words Crossword Puzzle

Choose a subject and write down all the key words you need to learn. Find an online Crossword creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the crossword has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!
Here is an example below:



ACROSS	DOWN
2. What does the 'H' in SHS stand for?	1. In what year group do you take A Level exams?
5. What is 'PREP' short for?	3. What is the surname of our Headteacher?
	4. In what Year group do you take GCSE exam?

2. Key Word Pictionary

For this game you will need at least one other person. With a friend or group of friends, decide which subject and set of Key Words you wish to learn or revise. Write them down on individual cards. Try to have a large number so they are not too obvious.

Take it in turns to draw (without using words, symbols or speaking) something that represents the key word you wish to learn.

Want to Make the Game Harder?
The other player who is trying to guess the key word can't say the key word, but must give the correct definition of it!

Here is an example below:

The Easy Answer: **An Atom**

*The Definition Answer:
The smallest particle of a chemical element that can exist.

3. Write a Short Story

If you have a large number of facts, figures or key words to remember, write a short story that you can recite to yourself in the exam. The more interesting and funny your story is, the more likely you are to remember the facts.

Here is an example:
[1].To begin our adventure into storytelling, start by reading the paragraph below, which recounts a brief and chaotic story. Your task is simply to understand what happens:

"A man called Nigel is sat next to his enormous, 300lb pet squid as they travel around in the back of his lime-green limo. They're arguing over what to watch on the limo's TV: Coronation Street, or Sesame Street. It soon turns into a fight, which the squid wins by using its eight limbs to empty eight pepper-grinders on to Nigel's head. Nigel leaps from the car in terror and runs away towards the sea, cleverly heading through a thick yellow field of rapeseed to stop the squid from following. On reaching the beach, he meets Prince Harry, who is celebrating his 25th birthday. Prince Harry persuades Nigel to help him confront two Gallic dancers who have eaten a beautiful "she-swan" (without the Queen's permission). After the attack, Nigel jumps into the sea and swims out towards, as luck would have it, the Lady of Shalott, who is bobbing up and down in a boat made from a giant orange pepper. She invites him on board and they fall in love."

It will have taken you perhaps a minute to read through this. This should demonstrate just how quickly and effortlessly your mind can imagine elaborate scenes it has never encountered before.

Your next step is to see how much of the story you recall. First, close your eyes and repeat the story as well as you can in your head. When you're done, open your eyes and write down all the items you have successfully recalled. This will give you a sense of how many useful memories you can store in around a minute or so. Hopefully you'll have impressed yourself again.

Now, you'll perhaps be wondering what the point of remembering a random list of objects like this might be. But here we can reveal that the story you've learned is not at all random, but in fact encodes the ingredients for a Nigel Slater recipe. Hooray! The 300lb squid represents 300g of squid; the lime-green limo is a lime; Coronation Street stands for coriander; Sesame Street for sesame oil; eight pepper grinders for eight crushed peppercorns; the rapeseed field for rapeseed oil; Prince Harry celebrating his birthday for 25g ginger; two Gallic dancers for two cloves of garlic; the "she-swan" for Szechuan pepper; the sea for salt; the Lady of Shalott for shallots; the orange pepper boat for one large orange pepper.

Have a look over these connections. Your last task is to try to remember the ingredients that correspond to each element in the story. Once you've done that, you're ready to make your squid and pepper stir-fry …

1. https://www.theguardian.com/lifeandstyle/2012/jan/15/story-lines-facts

4. Key Term Word Search

Choose a subject and write down all the key words you need to learn. Find an online Word Search creator, there are a huge number of web sites that can do this for you.

For the clues, write the definition of the key word.

Once the word search has been created, leave it for a few days/weeks. Then, try and complete it. Don't forget to print out the answer sheet so you can self-check the answers!

Here is an example below:

PREP WORDSERACH

Use the definitions to find the key words!

C	B	U	T	D	P	B	G	P	W
H	H	W	T	B	A	K	N	M	G
O	I	M	T	N	L	E	O	C	X
I	G	S	U	E	V	U	X	I	S
V	H	M	H	E	R	M	A	N	I
H	B	R	L	T	L	Y	N	Z	G
W	S	E	P	R	E	P	A	R	E
C	J	E	V	I	K	C	T	U	Z
M	S	M	G	H	T	L	C	Z	N
K	G	S	B	T	B	N	D	D	E

PREPARE HERMAN ELEVEN
THIRTEEN HIGH

1. What is 'PREP' short for?
2. What is the surname of our Headteacher?
3. What year group take their GCSE exams?
4. What year group take their A Level exams?
5. What does the 'H' in SHS stand for?

5. Write a poem
If you have a large number of facts, figures or key words to remember, write a poem that you can re-cite to yourself in the exam. Try and make it rhyme on the key words and throw in their definitions if you can.

6. Card Matching Game
Use revision cards. They must all be the same size and colour. On half the cards, write a key word on each. On the other half of the cards, write their definitions on each.

With a friend, turn all the cards so they face down on the table. Each person takes it in turns to turn over two cards. If they turn over the key word and the correct definition, they get to keep them. If the two cards do not match, they must be turned back and it is the next persons turn. The winner is the person with the most cards at the end.

You not only have to remember where the key words and the definitions are, but match them as well!
Here is an example:

PENTATONIC SCALE	A Musical Scale containing only 5 notes.

7. Name That Tune!
Choose a song from the charts that you know really well and enjoy singing along to.
Now, re-write the lyrics so they contain all the facts and key words you need to remember. Try to keep to the same number of syllables for each line! Then, sing the words out loud as many times as you need to remember the lyrics.

TIP: Go to youtube or karaoke site and use the backing track/instrumental so you can sing your lyrics along to the beat!

8. Alphabet Prep
Challenge yourself to write a key fact, definition or key word for each letter of the alphabet. It works best with a single topic or area. Once you have completed it, memorise it using some of the techniques in this book.

Finally, challenge yourself to recall all the information using the alphabet as your guide and prompt!