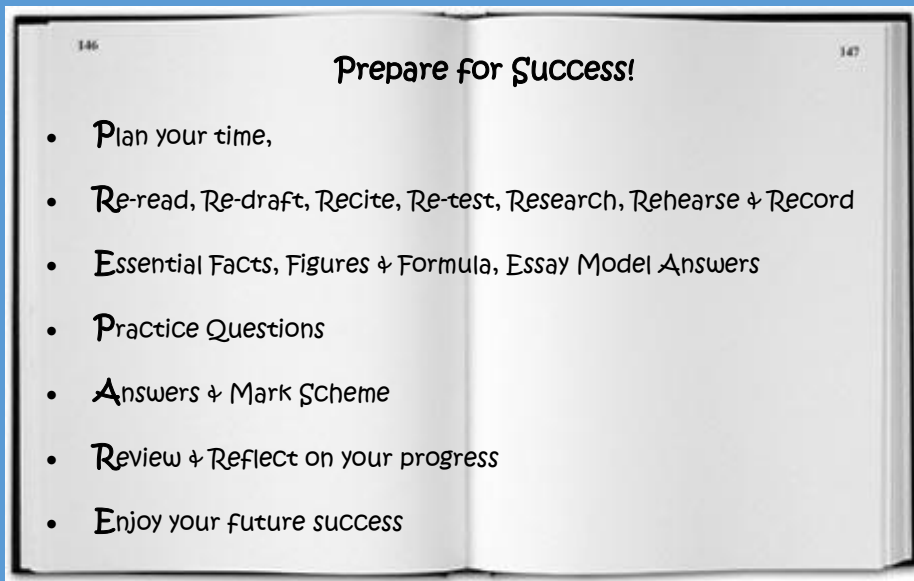




Shenfield High School



- Plan your time,
- Re-read, Re-draft, Recite, Re-test, Research, Rehearse & Record
- Essential Facts, Figures & Formula, Essay Model Answers
- Practice Questions
- Answers & Mark Scheme
- Review & Reflect on your progress
- Enjoy your future success

PREP Newsletter Year 10 Autumn Term 1



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**evise & Reflect on your progress
- **E**njoy your future success

Types of PREP

- **EduLink PREP** – This is curriculum aligned work that has a deadline. This is work set by the class teacher that will need to be handed-in or completed for a certain lesson. This will be recorded on EduLink, but should also be handwritten in student planners.
- **Wider PREP** – This is on the PREP newsletter each half term and is there to broaden understanding, deepen knowledge and improve the hinterland. We want students to explore their subjects in greater detail and be inspired. The wider PREP is linked to 'C Points' which will be awarded for completion. Students can only be 'Exceeding' for Attitude to Learning if they complete Wider PREP on a regular basis.
- **Super-Curricular** – Supported through the PREP Newsletter and House competitions. This is a way to direct parents to additional learning opportunities such as historical sites, museums, galleries, theatre, media, tv etc that can help to cement a fuller understanding of the curriculum. There are many ways to learn and these provide one of the most active ways to improve learning.

Attitude to Learning Score includes PREP

Attitude to Learning Overview

	Behaviour	Effort	PREP
Exceeding Expectations	Highly motivated, engaged and mature approach to classroom learning.	Consistently working to the best of their ability, striving to learn more and improve.	Regularly completes Wider PREP from the PREP Newsletter.
Meeting Expectations	Hardworking and committed approach to classroom learning.	Work hard to complete all tasks within the lesson.	Has completed EduLink PREP, by the deadline set, to a good standard.
Occasionally Below Expectations	Sometimes distracted and does not meet the expectations of the classroom.	Work is sometimes incomplete or not given the care and attention required.	Has missed the EduLink PREP deadline and/or the PREP lacks care and attention.
Consistently Below Expectations	Poorly motivated and often distracting others. Does not meet classroom expectations consistently.	Work is often incomplete or not given the care and attention that is required.	Has consistently missed EduLink PREP deadlines and/or the PREP consistently lacks care and attention.

A French Bulldog with brown and white fur is wearing gold-rimmed glasses and is positioned behind an open book. The background is a light gray surface covered with various colorful, hand-drawn educational icons such as a rocket, microscope, globe, paint palette, and books. The word "PREP" is written in large, bold, blue capital letters at the top left, followed by the text "is not optional" and "It's a way of life..." in white with black outlines. In the bottom right corner, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed in white.


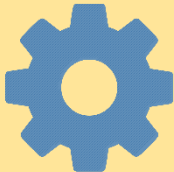

PREP is not optional
It's a way of life...


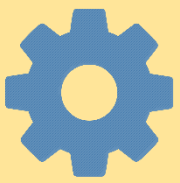

#PREP4Success
#Burning4Learning

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

#PREP4Success
#Burning4Learning

English	An Inspector Calls	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Go and watch a performance of 'An Inspector Calls' at the Theatre. • It would be hugely beneficial to watch any live performance of a play! • Watch the film 'Suffragette' to support your contextual awareness. • Watch any series set in the Edwardian era.
		 KS4 Credit Task	Create a revision card for each of the characters in the play. (Mr Birling, Mrs Birling, Sheila, Eric, Gerald, Eva). Include: links to context, 4 key quotations, links to structure (do they progress or develop?) and Priestley's intentions when building this character.	
		 KS4 Credit Task	Write an essay response to the following: How does Priestley present Eva Smith in the play 'An Inspector Calls?' Ensure that you consider language, structure and context within your work.	
		 KS4 Credit Task	Complete some further wider reading around the context of the play and make your own revision document. This could be on Word/PowerPoint/a podcast. Share your findings with your class teacher.	

Mathematics	Indices/Formula/Equations	Wider PREP		Super-Curricular Activities
		 <p>KS4 Credit Task</p>	<p>Mr Dennehy's Excellence Challenge:</p> <p><u>Maths: Discovered or Created?</u></p> <p>Watch the video below and think of three examples that support the argument that maths was invented and three examples that support the argument that that maths was discovered.</p> <p>TED ED "Is math discovered or invented? - Jeff Dekofsky"</p> <p>(https://www.youtube.com/watch?v=X_xR5Kes4Rs)</p>	
		 <p>KS4 Credit Task</p>	<p>Mr Russell's Excellence Challenge:</p> <p><u>Where in the world? [Elon Musk's favourite interview questions]</u></p> <ul style="list-style-type: none"> You're standing on the surface of the Earth. You walk one-mile south, one-mile west and one-mile north. You end up exactly where you started. Where are you? Use a short paragraph or diagram to explain your answer and return to Mr Russel. 	
		 <p>KS4 Credit Task</p>	<p>Mr Drew's Excellence Challenge:</p> <p><u>Write a Haiku about a maths topic.</u></p> <p>Example 1: <i>Triangles are shapes They have sharp, pointy edges Don't let them poke you.</i></p> <p>Example 2: <i>Limit of a curve. Tangent at infinity. Straight line asymptote.</i></p>	

Super-Curricular Activities

- Visit the Royal Observatory in Greenwich, London. Home of Greenwich Mean Time (GMT), the Prime Meridian of the world and London's Planetarium.
<https://www.rmg.co.uk/royal-observatory>
- Learn how Binary Code works
<https://ed.ted.com/lessons/how-exactly-does-binary-code-work-jose-americano-n-l-f-freitas>

Science

Organic chemistry-Inheritance and Variation-Electromagnets

Wider PREP



Watch ONE set of these 3 videos

Chemistry

<https://www.youtube.com/watch?v=XXncE3cZ4H8>

<https://www.youtube.com/watch?v=3I7yCkSXPos&list=PL9IouNCPbCxVDcgWiviYYWj0xKMPXTd8s&index=4>

<https://www.youtube.com/watch?v=CjmriZq5xRo>

Biology

https://www.youtube.com/watch?v=LgLkt02HI9s&list=PLKw0ZzfWn1yvc_FuLQgk1115cU4Y2OTxe&index=1

<https://www.youtube.com/watch?v=Fh9b6a-3DLO>

<https://www.youtube.com/watch?v=i9zj9V8OWRk>

Physics

<https://www.youtube.com/watch?v=dMbWkodL12I>

https://www.youtube.com/watch?v=79_SF5AZtzo

<https://www.youtube.com/watch?v=mnigg3MGsIY>

You are then going to review these videos and the way the information is delivered. Did the video keep your interest? If so how? if not, why not? What was the most interesting part of the video? Overall which video do you consider to be the best? And why?



Make your own SHORT (no more than 2mins) video of the same topic considering what you liked and didn't like about how the information was presented in the 3 example videos. You can show this to your teacher and discuss any challenges or difficulties you found.

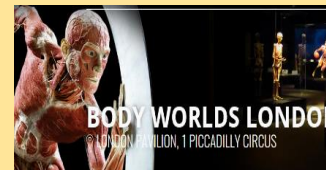


Find someone to compare your reviews to. How are your opinions of the videos different or similar? Use this to suggest ways the examples videos could be better.

Super-Curricular Activities

Check out these places to visit.

Body Worlds London



Duxford Museum Cambridge




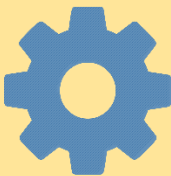

The Science Museum






Fancy a night in front of the box?




Netflix Documentaries


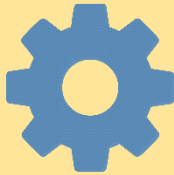

- *Our Planet*
- *72 Dangerous Animals*
- *Unnatural Selection Explained*

Art	Natural Forms Project	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Visit an Exhibition of art: V&A: Beatrix Potter, Drawn to Nature, ends 8th January 2023 Visit an exhibition of the work of Maria Bartuszo, who makes sculptures inspired by natural forms, at the Tate Modern 20 Sept-16 April. Read this Guide from BBC bitesize on how to write about Art https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4 Watch this video as a reminder on how to add tone and depth when drawing a natural form. https://www.youtube.com/watch?v=qaSenXdnaGw
		 KS4 Credit Task	<p>[HI] Take at least 10 photos relating to natural forms to work from to form the basis of the project. When taking your photo's, you need to consider, composition, colour and texture. Think about possible locations near to where you live or school etc, that could offer you a range of objects to photograph.</p>	
		 KS4 Credit Task	<p>[HI] Make three pieces (A4 or A3 in size) from the photos you have taken. You need to begin to explore different media and techniques for these pieces so consider carefully how you will approach them. You can paint or draw, using pastels, pencil, acrylic etc.</p>	
		 KS4 Credit Task	<p>[HI] Research an artist who explores Natural Forms in their work. You could start by looking on some Gallery websites to find relevant artists. Try: tate.org.uk or nationalgallery.org.uk</p> <p>Here is some guidance for writing about art: Always write in full sentences and include visual examples of the work of the artist you are discussing.</p> <ul style="list-style-type: none"> Name of the artist Title of the work (if known) Year of the work (if known) Why have you chosen to look at the work? What drew your attention to it? Is the work linked to an art style e.g. Impressionism, Fauvism etc. How can you tell it is linked to a style? 	

			<ul style="list-style-type: none">• Discuss what is in the picture. Remember key areas to discuss such as, composition, texture, tone, colour, detail, pattern, foreground, middle ground, background.• What do you think the artists' intention was when they created this piece?• Describe the mood of the piece• Discuss your likes and dislikes of the work• How is the work similar to your own piece inspired by this artist?• Do you intend to explore this style any further, perhaps for a final piece? Explain.	
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OCR Enterprise and Marketing	Unit R068 : Topic Area 1 – Market Research	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Watch a documentary about an entrepreneur of your choice – Click HERE • Interview a family member or friend that runs their own business. Discuss the risks and rewards they've experienced • Read the article about the importance of Market Research for starting a successful enterprise – Click Here • Read the article about the importance of Market Research in maintaining a successful product/brand. In particular how did research help LEGO? Click Here • Listen to an appropriate podcast on business enterprise – Click HERE
		 KS4 Credit Task	<p>[R4A] Revision Resource – you will need to create a support resource to help you with an upcoming controlled coursework assessment. Your teacher will help you in class with the structure and expectations.</p>	
		 KS4 Credit Task	<p>[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business/product/service. This research could be either primary or secondary. You will need to bring your findings to your next lesson.</p>	
		 KS4 Credit Task	<p>[IA] Internal Assessment – you will complete multiple tasks set as PREP on Edulink. It is essential that these tasks are completed, as they will be support materials that you can use in your controlled coursework assessment.</p>	

GCSE Business	Topic 1.1 Enterprise and entrepreneurship	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Visit the Taking Care of Business: Migrant Entrepreneurs and the Making of Modern Britain - Click HERE • Watch a documentary about an entrepreneur of your choice and identify the risk and rewards they experienced – Click HERE • Interview a family member or friend that runs their own business. Discuss the risks and rewards they've experienced • Consider what business you could open now – Click HERE • Listen to an appropriate podcast on business enterprise – Click HERE
		 KS4 Credit Task	[R4A] Revision Resource – you will need to create a revision resource to help you with an upcoming assessment. Your teacher will help you in class with the structure and expectations. There is also resources in the student drive available to support revision that you can engage with independently.	
		 KS4 Credit Task	[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	
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Computer Science	Data storage - numbers	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Visit Bletchley Park - https://bletchleypark.org.uk/ Visit the Centre for Computing History http://www.computinghistory.org.uk/ There is a plethora of Computer Science based films and documentaries across the common streaming services. Suggestions include: The Imitation Game, The Social Dilemma, The Social Network and The Great Hack (age restrictions apply. Consult parents or carers before watching)
		 KS4 Credit Task	<ul style="list-style-type: none"> Use YouTube to learn how to add 3 or more binary numbers together. Create a set of instructions to explain how to do so, with an example 	
		 KS4 Credit Task	<ul style="list-style-type: none"> Use YouTube to learn how to convert 4 and 5 digit denary numbers into binary. Create a set of instructions to explain how to do so, with an example 	
		 KS4 Credit Task	<ul style="list-style-type: none"> Use YouTube to learn how to convert Hexadecimal numbers that are larger than 2 digits into denary. Create a set of instructions to explain how to do so, with an example 	

AQA GCSE Drama

Component 2: Devising

Wider PREP



[R4A] [HI] Researching/ Watching the work of Professionals

- Research what “Verbatim” means, and what a verbatim theatre performance entails.
- Research the Verbatim Theatre Company “The Paper Birds”. Who are they? What do they write/ perform about?
- Go to Digital Theatre (link opposite) and search “Mobile” by The Paper Birds. You will also find a research pack to go with this, you may need to search for it. It will help explain what the play is about. Read it before you watch the production!
- After watching, answer the following questions:
 - ✓ The name of the production and the Theatre Company
 - ✓ The basic plot (a couple of sentences)
 - ✓ Describe a key moment which had an impact on you
 - ✓ Explain how you can ADAPT what you saw in that key moment for YOUR current performance
 - ✓ Explain the impact you want to have on the audience.



[R4A] [HI] Researching/ Watching the work of Professionals

Log onto Digital Theatre/ Drama Online Library (links opposite). Choose 3 professional productions to watch. I have listed a few suggestions below. You may choose your own productions. Some do contain strong language and adult themes, but are all educational and KS4 appropriate.

- Digital Theatre – Billy the Kid
- Digital Theatre -Frankenstein
- Drama Online Library- One Man Two Guvnors
- Drama Online Library- Treasure Island
- Drama Online Library- Macbeth

Once you have watched one production, answer the following questions in your book:

- The name of the production and the Theatre Company
- The basic plot (a couple of sentences)

Super-Curricular Activities

Watch as much Live Theatre/ streamed live theatre as you can. Below are two streaming services you can access.

Digital Theatre Details:

<https://edu.digitaltheatreplus.com/>


Login: student.Shenfield
password: dt123

Drama online Library Details:

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

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

			<ul style="list-style-type: none"> • Describe a key moment which had an impact on you. Why did it have an impact on you? • Explain how you can ADAPT what you saw in that key moment for YOUR current performance • Explain the impact you want to have on the audience. 	
		 <p>KS4 Credit Task</p>	<p>Create a “Theatre Practitioner” fact file. Use the following website to help you research 3 different Practitioners and their work within the Theatre. You will need to write up the research into your own words.</p> <p>https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/1</p> <ul style="list-style-type: none"> • Basic information. • Their ideas/theories on Theatre (what were their “methods” or beliefs on how Theatre should be performed? They may have a unique acting “system” or a set of “techniques” that is unique to their style of Theatre) • Any other interesting information. 	

WJEC TECH AWARD Performing Arts

Unit 2: Creating

Wider PREP



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Super-Curricular Activities

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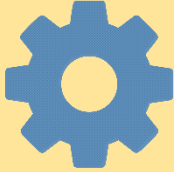

Drama online Library Details:




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

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

			<ul style="list-style-type: none"> • The basic plot (a couple of sentences) • Describe a key moment which had an impact on you. Why did it have an impact on you? • Explain how you can ADAPT what you saw in that key moment for YOUR current performance • Explain the impact you want to have on the audience. 	
		 <p>KS4 Credit Task</p>	<p>[R4A] [HI] Create a “Theatre Practitioner” fact file.</p> <p>Use the following website to help you research 3 different Practitioners and their work within the Theatre. You will need to write up the research into your own words.</p> <p>https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/1</p> <ul style="list-style-type: none"> • Basic information. • Their ideas/theories on Theatre (what were their “methods” or beliefs on how Theatre should be performed? They may have a unique acting “system” or a set of “techniques” that is unique to their style of Theatre) • Any other interesting information. 	

Engineering	Engineering project 1	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Events given by the royal society or engineers can be found here. Check out Engineering in action for details on events near you Check out these videos on how engineering products can be made.
		 KS4 Credit Task	[HI] Watch this video on the types of engineer that there are here , pick 5 modern engineering products (eg a car, a computer etc) make a list of the types of engineer who will combine to produce that product and explain their individual roles in producing that product	
		 KS4 Credit Task	[HI] Pick an everyday object from around your house, draw that object using both isometric and orthographic display, ensure that you have a title box!	
		 KS4 Credit Task	[HI] Watch this video on the structure of metals, write down the most useful engineering metals and their properties. Explain what alloys are, why we produce them and give the most common alloys engineers use.	

Film Studies	INTRO TO FILM/KEY ELEMENTS	Wider PREP		Super-Curricular Activities
		 KS4 Credit Task	(HI) Watch this following visual essay How to read mise en scène Visual film analysis explained! - YouTube on mise en scene. As you watch please note down the different aspects of mise en scene and a summary of how film directors use them in film. Once complete, please hand in a one page summary of your understanding of mise en scene based on the video.	Find out more about the structure of the film industry, especially American Film by reading the following pages on BBC BiteSize https://www.bbc.com/bitesize/guides/z9hrwx/revision/1 Harry Potter Tour https://www.wbstudiotour.co.uk/ Radio 4 Film Show https://www.bbc.co.uk/programmes/b006r5jt 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=zoj2nlulQDQ Cinematography https://www.youtube.com/watch?v=9LkKgoq584M History of Film Studies https://www.youtube.com/watch?v=Ahlbl_URhco
		 KS4 Credit Task	(HI) To reinforce your wider knowledge of how directors use mise en scene please watch this BBC iPlayer - Inside Cinema - Shorts: 1. Women in Red clip of the importance of the red dress in cinema history and think about how the red dress reinforces stereotypes about how women are perceived in society. For the credit please see your teacher at an end of a lesson to discuss your understanding of the clip.	
		 KS4 Credit Task	(HI) For a more independent task, please research how to set out a screenplay to film industry standard. See if you can find an example of a first page of a screenplay which uses this format – Print this one page and hand it to your film studies teacher and as you do please discuss with them what are the features of a screenplay.	

GCSE Food Preparation and Nutrition

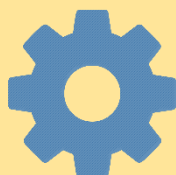
AQA 3.4 Food Safety

Wider PREP



KS4 Credit Task

[HI] To build your confidence in the kitchen help prepare, cook and plate up family dishes at home. You can email any photos to c.dyke@shenfield.essex.sch.uk



KS4 Credit Task

[HI] Design a personal hygiene poster for T55 – food practical room. Use the information from the Food Standard Agency website to help you.
<https://www.food.gov.uk/business-guidance/personal-hygiene#:~:text=When%20preparing%20or%20handling%20food,sneeze%2C%20eat%20or%20chew%20gum>



KS4 Credit Task

[RT] Research the following questions about food poisoning

- 1) True or false? Food which is contaminated with food poisoning micro-organisms can look, taste and smell normal.
- 2) Name two high-risk foods in terms of food poisoning.
- 3) List three groups of people who are more at risk of food poisoning.
- 4) List the four requirements that bacteria have in order to multiply and grow.
- 5) Identify eleven common factors that can lead to food poisoning.


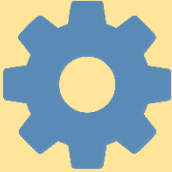

Super-Curricular Activities


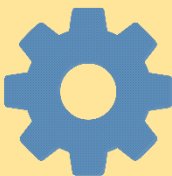

- Visit a restaurant and carry out a sensory analysis on the dishes. Give a score from 0-5 regarding: Texture, flavour, taste, appearance and smell.
- Visit the Food Museum in Suffolk
<https://foodmuseum.org.uk/about/>
Their mission is to connect people with where our food comes from and the impact of our choices: past, present and future.



Watch YouTube for dishes that include complex skills

- Cheese Souffle
- <https://www.youtube.com/watch?v=a2i61-Cb2Ko>
- Chicken and Mushroom Pie
- <https://www.youtube.com/watch?v=sH17OpJ5kAg>
- Cottage/Shepherd's Pie with pipped potato
- https://www.youtube.com/watch?v=M_GNznvIN1E
- Fish cakes
- <https://www.youtube.com/watch?v=xEGFcisC4c0>
- Ravioli
- <https://www.youtube.com/watch?v=JuJNWpK0fI4>

Geography	Development Dynamics	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Read the book Prisoners of Geography by Tim Marshall – a great insight into geopolitics. • Go to https://www.gapminder.org/dollar-street and explore different communities around the world. • Don't panic Hans Rosling shows the facts about population and development https://www.youtube.com/watch?v=FACK2knC08E • Visit the British Museum to see artefacts from throughout the British Empire, and consider the implications of their being in the UK.
		 KS4 Credit Task	[ER] Create a resource about India. Its current development indicators, key demographic information, key cultural information, key physical features and key locational information. Show your teachers this, but keep as part of your revision resources.	
		 KS4 Credit Task	[ER] Create a keyword revision resource you could use to test a friend or classmate ahead of an assessment.	
		 KS4 Credit Task	[PQ] Use the revision materials link on EduLink to find a practice question to complete and hand in to your teacher.	

Health and Social Care	Year 10 Component 1 LAA	Wider PREP		<u>Super-Curricular Activities</u> Try to arrange to meet at least one person from each age range to see if you can identify what you have learnt and see this in 'real life'. Does what they look like, how they act and what they do match what you have learnt in class?
		 KS4 Credit Task	<ul style="list-style-type: none"> • 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.	
		 KS4 Credit Task	<ul style="list-style-type: none"> • 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. 	
		 KS4 Credit Task	- Create a poster on one of the following Physical Factors: Sickle Cell Anaemia Cystic Fibrosis Muscular Dystrophy	

History

Medieval and Renaissance Medicine

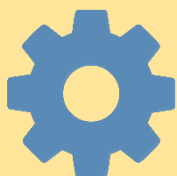
Wider PREP



KS4 Credit Task

[PQ] Answer this 4-mark exam question:

Explain one way in which approaches to the treatment of disease were different in the 13th and 17th centuries.



KS4 Credit Task

[ER] How much progress was there in medicine between the Medieval period and the Renaissance? Fill out the table below then discuss with your teacher:

	Medieval	Renaissance	Extent of change
Causes			
Prevention			
Treatment			
Government response			



KS4 Credit Task


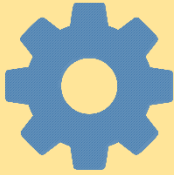

[ER] Create revision materials for Medieval Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about:


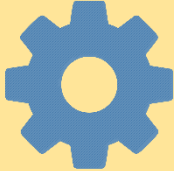

- What people believed caused disease
- How people tried to prevent disease
- How people tried to treat disease
- Case Study: The Black Death


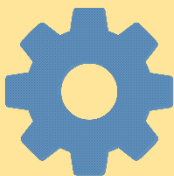

Discuss with your teacher any challenges you are facing with the content studied so far and/or anything you are finding particularly interesting.


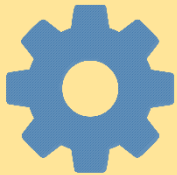

Super-Curricular Activities


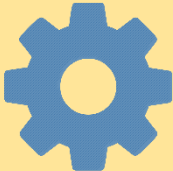

- Museum of London for medicine and life in Medieval England – Click [HERE](#)
- Royal Pharmaceutical Society Museum – Click [HERE](#)
- Learn about life in Medieval Europe at the British Museum – Click [HERE](#)
- Read 'Blood and Guts: a short history of medicine' – Click [Here](#)
- 'The worst jobs in history' (including a Medieval doctor) – [YouTube Link](#)
- Speak to your teacher about the books and magazines available to read in the department.


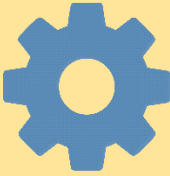

MFL French	Module 1 – Qui suis-je?	Wider PREP		<u>Super-Curricular Activities</u>
		 KS4 Credit Task	<u>VOCAB FOCUS:</u> <ul style="list-style-type: none"> Learn the vocabulary associated with each of this Module – this can be found on Quizlet using the following link; www.quizlet.com/kshaunak <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p>Download and show your teacher your results and scores for extra KS4 Credits!</p>	
		 KS4 Credit Task	<u>GRAMMAR FOCUS:</u> <ul style="list-style-type: none"> 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. 	
		 KS4 Credit Task	<u>SKILLS FOCUS – LISTENING AND READING:</u> <ul style="list-style-type: none"> 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. 	

MFL Spanish	Module 1: ¡Desconéctate!	Wider PREP		<u>Super-Curricular Activities</u>
		 KS4 Credit Task	<u>VOCAB FOCUS:</u> <ul style="list-style-type: none"> Learn the vocabulary associated with each of this Module – this can be found on Quizlet using the following link; www.quizlet.com/ashaunak <p>This will allow you to practise your vocabulary learning by means of various interactive games and self-testing exercises.</p> <p>Download and show your teacher your results and scores for extra KS4 Credits!</p>	
		 KS4 Credit Task	<u>GRAMMAR FOCUS:</u> <ul style="list-style-type: none"> 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. 	
		 KS4 Credit Task	<u>SKILLS FOCUS – LISTENING AND READING:</u> <ul style="list-style-type: none"> 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. 	

Music	The Concerto Through Time	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • London Symphony Orchestra – Concert Diary – Click HERE • London Philharmonia – Concert Diary – Click HERE • Watch Mozart's Piano Concerto No.12 HERE. • The Concert is a Conversation – Oscar Nominated Op-Doc – watch it HERE • The Making of a Concerto – watch HERE
		 KS4 Credit Task	<p>[HI] Listen and watch Mozart's Clarinet Concerto in A Major all the way through (31 Minutes) Click HERE. As you listen write about how Mozart has used melody, texture and dynamics. Did the piece of music keep your interest? If so, how? If not, why not? How did the orchestra work with the clarinet so it could be heard? What else did you notice when you watched it? How did the audience respond in between movements?</p>	
		 KS4 Credit Task	<p>[HI] Download Musescore or use Sibelius in a music classroom to compose an 8 bar introduction to your own concert. There should be a minimum of 20 instrument parts. Hand in the file or print out to your teacher and discuss the challenges you encountered during the process.</p>	
		 KS4 Credit Task	<p>[HI] Learn how to play a movement from a concert on your own instrument or on a keyboard app. Then, perform what you can do to a teacher and discuss what you discovered through undertaking this activity.</p>	

BTEC Music	The Unit 1 – The Music Business and Industry	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> The Record Label – Click HERE. Recording Audio on a Film Set – Click HERE. Get a head start on learning about the different types of Microphones. Watch HERE. Fly on the wall experience of recording a Film Score. Watch HERE. Behind the scenes footage of recording percussion with Hans Zimmer. Watch HERE.
		 KS4 Credit Task	<p>[HI] Watch the Brief History of Audio Recording and Music Production HERE. You should make notes on any key details that you learn from the video.</p> <p>Watch another History on Audio Recording video HERE.</p> <p>You are to create a timeline on the developments and consider how these developments have made the creation and production easier, or more difficult.</p>	
		 KS4 Credit Task	<p>[HI] Complete at least two of the Nando's activities on the homework sheet. This work should be either emailed to your teacher or printed off and handed in. You can decide which of the activities you complete.</p>	
		 KS4 Credit Task	<p>[HI] Write a job advert for at least two of the job roles you have learnt. The advert should include:</p> <ul style="list-style-type: none"> - The skills required for the job - Takes and roles that are included in the job role. - Type of contract, including the amount of hours worked. <p>This work should be either emailed to your teacher or printed off and handed in.</p>	

PE GCSE	Section 1 - Anatomy and Physiology	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Watch LIVE sporting events to understand the rules and tactics used during the game. • Attend at least one extra-curricular club at school and/or practise a sport outside of school. • https://www.youtube.com/watch?v=Cso5TiWzwsQ Watch the above video, the Everlearner explains the Functions of the Skeletal System, make notes in your green book.
		 KS4 Credit Task	<p>[HI] Watch some LIVE sport or sport on TV, write a summary that explains how the functions of the skeletal system allows the performer in that sport to perform at their best.</p>	
		 KS4 Credit Task	<p>[HI] Create a revision resource for the Skeletal or Muscular System topic area, which you can share with your teacher and peers. Examples could be: Flow charts, Mind Maps, Revision/Flash Cards, Glossary of definitions etc.</p>	
		 KS4 Credit Task	<p>[HI] Mind Map- Functions of the skeletal system</p> <p>https://www.youtube.com/watch?v=Cso5TiWzwsQ</p> <p>https://www.youtube.com/watch?v=Fj04FHQPqCU</p> <p>Watch the above two videos and make notes to support you in creating a mind map for your teacher. Discuss with your teacher any questions you have on this topic area and anything new you learnt.</p>	

Sociology	Key concepts and processes of cultural transmission	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> You could visit: V&A Museum of Childhood Cambridge Heath Road London E2 9PA United Kingdom Nearest tube: Bethnal Green on the Central Line You could watch: https://www.youtube.com/watch?v=3Y4lgKnmWSk The documentary explores the impact of gender neutral socialisation within schools
		 <p>KS4 Credit Task</p>	<p>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 of nature and the arguments that show that behaviour was a result of nurture</p>	
		 <p>KS4 Credit Task</p>	<p>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</p>	
		 <p>KS4 Credit Task</p>	<p>Answer questions 1, 2 and 3 from the practice exam paper and use the mark scheme (located on page 21) to review your answers and make any necessary improvements https://www.edugas.co.uk/umbraco/surface/blobstorage/download?nodeId=13939</p>	

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.

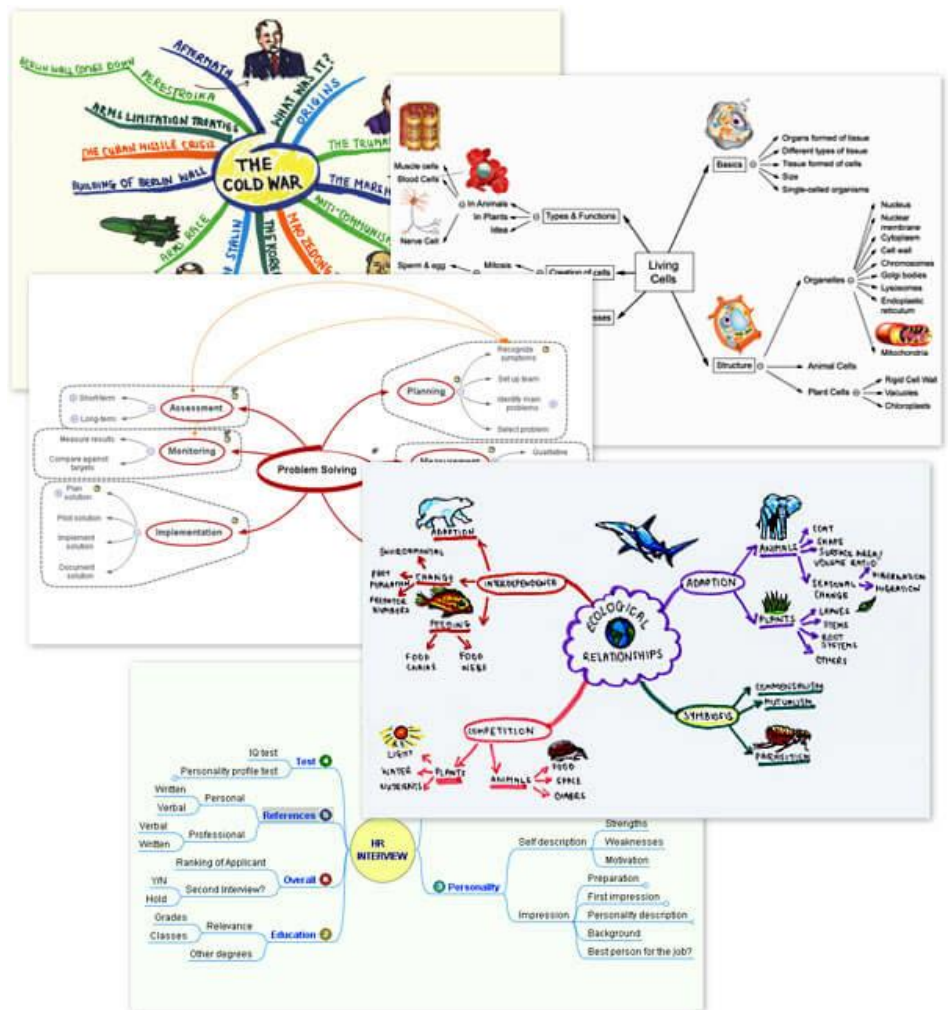
These techniques could be applied to:

- 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.

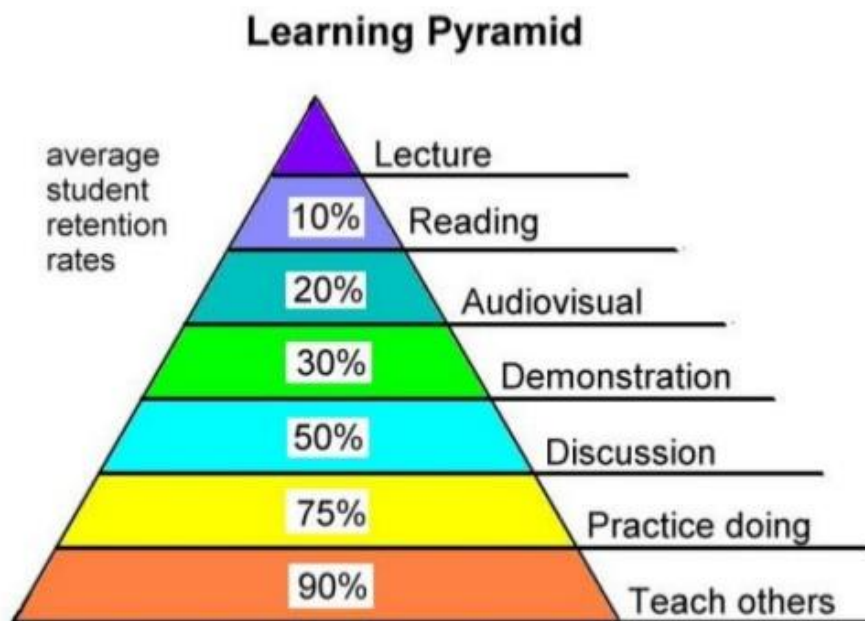
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

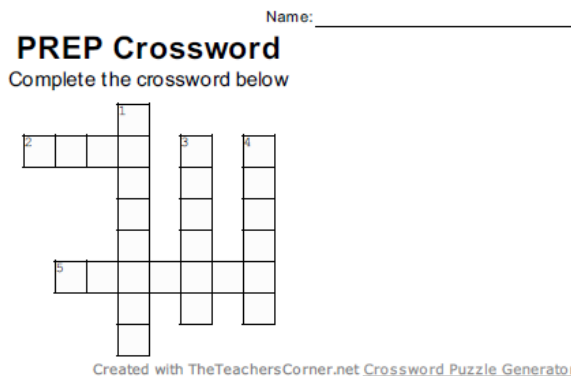
1. Key Words Crossword Puzzle

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

2. What does the 'H' in SHS stand for?
5. What is 'PREP' short for?

DOWN

1. In what year group do you take A Level exams?
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 WORDSEARCH

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.

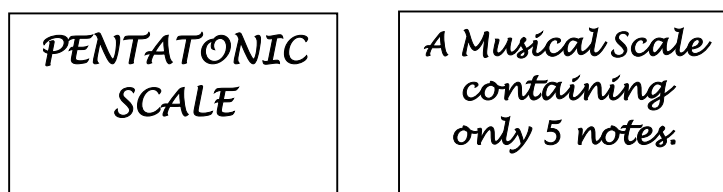
6. Card Matching Game

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:



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!

