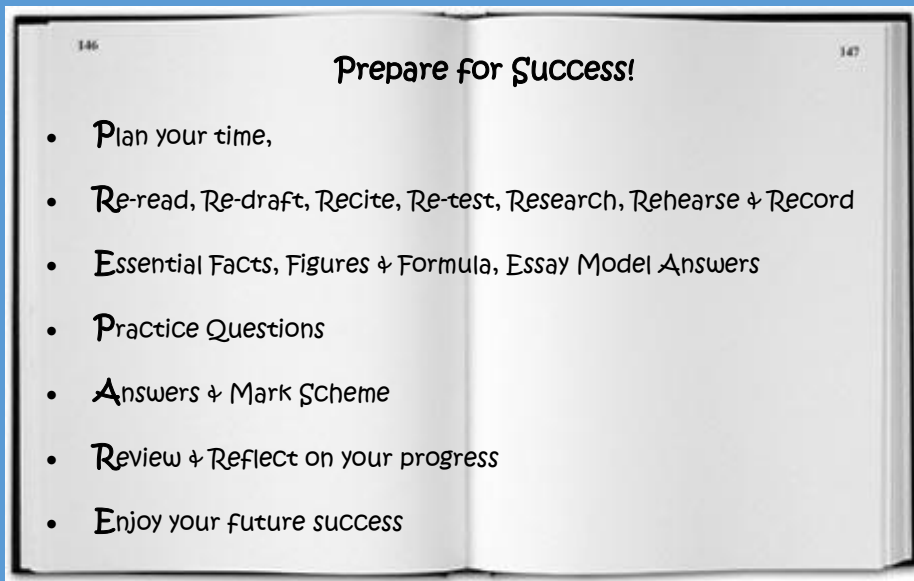




Shenfield High School



PREP

Newsletter

Year 10

Autumn Term 2



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:

- 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

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


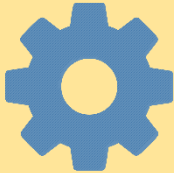

Attitude to Learning Overview


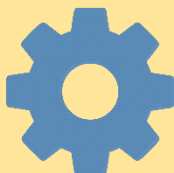

	Behaviour	Effort	PREP
Exceeding Expectations	Highly motivated, engaged and mature approach to classroom learning.	Consistently working to the best of their ability, striving to learn more and improve.	Regularly completes Wider PREP from the PREP Newsletter.
Meeting Expectations	Hardworking and committed 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.

[illegible]A French Bulldog wearing gold-rimmed glasses is sitting on a large open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, paint palette, scissors, and a potted plant. The word 'PREP' is written in large, bold, blue letters at the top left, followed by the text 'is not optional' and 'It's a way of life...' in white. At the bottom right, the hashtags '#PREP4Success' and '#Burning4Learning' are displayed.

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

#PREP4Success
#Burning4Learning

English	Language Paper 1	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Watch a Mr Bruff video on YouTube based on how to approach Paper 1 to consolidate your understanding. • Join the Creative Writing group at school to support you with your writing. • Create a revision podcast that will help you revise this in Y11. • Attend KS4 English club for extra help and support.
		 KS4 Credit Task	Find a picture that inspires you to write a story. This can be one that you've taken yourself or one from the internet. Create a detailed story plan around your picture where you should craft your ideas. Try to add in some ideas for language and structure for effect.	
		 KS4 Credit Task	Question 2 on this paper will be exploring language. Select a key speech from 'An Inspector Calls' and answer the following question: 'How does Priestley use language to interest his reader?' Remember to quote, identify a language/structure technique and zoom in. Aim to write two paragraphs.	
		 KS4 Credit Task	Make your own revision guide for Paper 1. Include: how to approach each question, which assessment objectives are needed in your response, hints and tips from your teacher, useful video links for revision and sample paragraphs.	

Mathematics	Angle Geometry/Probability/Data handling	Wider PREP		Super-Curricular Activities
		 <p>KS4 Credit Task</p>	<p>Mrs Ballington's Excellence Challenge:</p> <p><u>In Rugby what is the highest score that can be made in only one way?</u></p> <ul style="list-style-type: none"> Rugby scores are either 3 (a kick), 5 (a try) or 7 (a try and conversion). For example, the score of 14 can only be made two ways (2 tries and 2 conversions OR 3 kicks and a try) and the score of 7 can only be made one way (try and conversion). What is the highest score that can be made in only one way? 	
		 <p>KS4 Credit Task</p>	<p>Mrs Toshniwal's Excellence Challenge:</p> <p>Maths Rap/Song</p> <p>Write and record a short rap or portion of a song with lyrics about your favourite maths topic and email to Mrs Toshniwal.</p>	
		 <p>KS4 Credit Task</p>	<p>Mr Miller's Excellence Challenge:</p> <p>1996 Puzzle</p> <p>Use the numerals 1, 9, 9 and 6 exactly in that order to make the following numbers: 28, 32, 35, 38, 72, 73, 76, 77, 100 and 1000 You can use the mathematical symbols +, -, ×, /, √, ^ (exponent symbol) and brackets.</p>	

Visit the Wonderlab at the Science Museum in London

"This unmissable interactive experience will ignite your curiosity, fuel your imagination, and inspire you to see the world around you in new and exciting ways."

[Wonderlab: The Equinor Gallery | Science Museum](#)

Advent

As we get closer to Christmas, see if you can complete the daily tasks on this interactive advent calendar!

[Advent Calendar 2021 - Secondary \(maths.org\)](#)

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

Take a virtual Tour!

VIRTUAL TOUR OF THE SCIENCE MUSEUM

<https://www.sciencemuseum.org.uk/virtual-tour-science-museum>

Chelmsford Science Festival

October 12th - 18th



Visit Mars!

<https://accessmars.withgoogle.com/>



Live Stream or go to an in person event!






<https://www.rigb.org/whats-on?type=6,7,26,25>




Netflix Documentaries


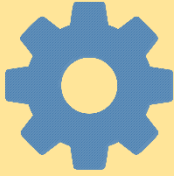

- *Our Planet*
- *72 Dangerous Animals*
- *Unnatural Selection*
- *Explained*




SCIENCE PREP Drop-In Timetable


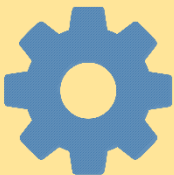
	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Break time					
Lunchtime	Science KS3 & KS4 (Science Office) Triple Science KS4 (Mr Hall)	Science KS3 (Science Office)	Science KS3 & KS4 (Science Office)	Science KS3 & KS4 (Science Office)	Science KS3 & KS4 (Science Office)
After School	Chemistry (Mr Richards & Mrs Helim)	Biology (Mr Fletcher S12 & Mrs Masters)			Physics (Dr Pope)


Art	Natural Forms Project	Wider PREP		Super-Curricular Activities <ul style="list-style-type: none"> Visit the National Gallery and explore their collection of works related to Natural Forms: <p>The National Gallery Trafalgar Square London WC2N 5DN</p> Visit an exhibition of the work of Maria Bartuszova, who makes sculptures inspired by natural forms, at the Tate Modern 20 Sept-16 April. Watch this video on mixed media art https://www.youtube.com/watch?v=0DEdbj3e7O0 Watch this video from mixed media artist Blythe Scott about her Art Practice: https://www.youtube.com/watch?v=p5_oOuzpAUQ
		 KS4 Credit Task	<p>[HI] Take at least 5 new photos relating to natural forms.</p> <p>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 natural forms to photograph.</p>	
		 KS4 Credit Task	<p>[HI] Make three plans (A4 in size) from the photos you have taken. For these plans you need to focus on a mixed media approach: using more than one medium on the piece. Try using different combinations for each plan e.g., watercolour and pen, pencil and acrylic, collage, and charcoal.</p>	
		 KS4 Credit Task	<p>[HI] Complete a mixed media piece, following what you have learned from completing your plans. Make sure you have considered composition- the page shouldn't have blank spaces, colour and technique. Complete this as an A3 piece.</p>	

OCR Enterprise and Marketing	Unit R068 : Topic Area 1 – Develop a product proposal	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Using examples of different packaging, show how a business segments the market Create a timeline to show how the design of trainers has changed of the past 30 years. Watch the video about designing a pair of trainers. What key ideas can you take from this to help you design a successful pair of trainers? Click HERE Watch the video about the production of backpacks. Click HERE Create a poster to show the production process for a pair of trainers. At each stage explain how value is added to the product.
		 KS4 Credit Task	[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.	
		 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/product/service. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	
		 KS4 Credit Task	[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.	

GCSE Business	Topic 1.2 Spotting a business opportunity	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Visit the Museum of Brands - Click HERE Watch the new report on Tesco's research into the American market. Then using your own research of what happened since, evaluate the importance of market research – Click HERE Conduct the role of a mystery shopper in a local shop and explain the benefits and drawbacks of this research method. Consider how market research has evolved using technology – Click HERE Listen to an appropriate podcast on market research – Click HERE Using examples of different packaging, show how a business segments the market. Evaluate how ecommerce has impacted an industry of your choice – 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.	
		 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.	

Computer Science	Programming fundamentals	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: <ul style="list-style-type: none"> The Imitation Game The Social Dilemma The Social Network and The Great Hack Age restrictions apply. Consult parents or carers before watching.
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Use Python to create a programme that asks a user their age, and then checks if they are 65 years of age, or over, so they can collect their pension. <p>(You can use Python from home by google searching "repl.it")</p>	
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Use Python to create a programme that asks a user to enter a number 9 times, and then adds up all of the entries and outputs it. <p>(You can use Python from home by google searching "repl.it")</p>	
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Use Python to create a programme that asks a user to enter a 6 names to go on to a VIP guest list. Store these names in either an array, or a separate file. <p>(You can use Python from home by google searching "repl.it")</p>	

GCSE DRAMA	Component 2: Devising	Wider PREP		Super-Curricular Activities
		 KS4 Credit Task	<p>[R4A] [HI] Researching our new set text – “Things I Know to be True”</p> <ul style="list-style-type: none"> You may want to start by watching the production on Digital Theatre plus When was it written? Who wrote it? How are Frantic Assembly involved with the play? Where is the play set? What is the basic plot line? Who are the main characters? What are the main themes of the play? 	<p>Watch as much Live Theatre/ streamed live theatre as you can. Below are two streaming services you can access.</p> <p>Digital Theatre Details: https://edu.digitaltheatreplus.com/</p> <p>Login: student.Shenfield password: dt123</p> <p>Drama online Library Details: https://www.dramaonlinelibrary.com/ Username: 97QG8Dg)y+ Password: 2He(6Ed%rV</p>
		 KS4 Credit Task	<p>[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.</p> <ul style="list-style-type: none"> Digital Theatre – Billy the Kid Digital Theatre -Frankenstein Digital Theatre- Things I Know to be True <p>Once you have watched one production, answer the following questions in your book:</p> <ul style="list-style-type: none"> 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. 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 on The Paper Birds</p> <p>There is plenty of information on their own website or search The Paper Birds on Digital Theatre to access resources</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 	
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PERFORMING ARTS TECH AWARD

Unit 2: Creating

Wider PREP



[R4A] [HI] Research your target audience

For your current mock Comp 3, you could complete the following research in order to further develop your practical work.

- Create questionnaires for your target audience. What are the issues in their local community? What do they like/dislike about their local community
- Read through the responses and create a short presentation which analyses the responses.

Make a plan on how you will use these responses to inform and develop your practical work.



[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)
- Describe a key moment which had an impact on you. Why did it have an impact on you?

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


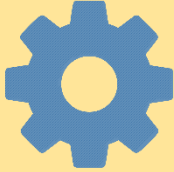

Drama online Library Details:




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

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

			<ul style="list-style-type: none"> • 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 – YEAR 10	ATTACK THE BLOCK / BRITISH FILM	Wider PREP		Super-Curricular Activities
		 KS4 Credit Task	(HI) Watch this following visual essay How Camera Movement creates meaning in Attack the Block - YouTube on cinematography. As you watch please note down the different aspects of camera movements used in Attack The Block. Once complete, please hand in a one page summary of your understanding of camera movements based on the video to your teacher.	Stranger Things Experience Stranger Things: The Experience - London (strangerthings-experience.com) Jurassic World: The Exhibition Jurassic World: The Exhibition. London Tickets Fever (feverup.com) Harry Potter Tour https://www.wbstudiotour.co.uk/ Radio 4 Film Show https://www.bbc.co.uk/programmes/b006r5jt General Revision Videos 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=zoi2nlulQDQ 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 knowledge of how the director of Attack the Block planned on creating the monsters please watch this Attack The Block Behind The Scenes Creature Feature - YouTube and for the credit please see your teacher at an end of a lesson to discuss your understanding of the clip and how the director planned on making the monsters scary in the film.	
		 KS4 Credit Task	(HI) To make sure you have an understanding of the film Attack the Block please watch this clip John Boyega, Joe Cornish and Jodie Whittaker on Attack The Block Film4 Interview Special Archives - YouTube of the main actors being interviewed about their role in the film and then write a one page summary of what you have learnt from watching this video in terms of their approach to the film.	

GCSE Food Preparation and Nutrition

AQA 3.2.1.1 Macronutrients - Protein

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

[RT] https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-43/protein.pdf

Design a set of flash cards about Protein, use the link above and other research you have found about Protein. Answer the following questions:
What are the functions of protein?
What food contain protein?
What is the recommended daily amount for different group of people like pre-school children and those aged over 75.

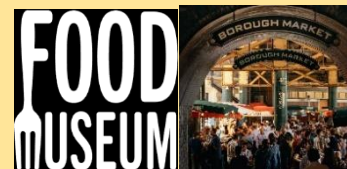


KS4 Credit Task

[HI] Find the Eggs PREP Resources on the student drive.
Student (x) drive/Food/Work/Year 10/Year 10 PREP
Use the Eggs PowerPoint and complete the Eggs production worksheet. You could design and information sheet all about eggs or a mind map. For example, their nutritional value, where they come from and egg production in the UK.

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.









- Visit: <https://boroughmarket.org.uk/our-story/>
- 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_GNzvnIN1E
- Fish cakes
- <https://www.youtube.com/watch?v=xEGFcisC4c0>
- Ravioli
- <https://www.youtube.com/watch?v=JuJNWpK0fI4>


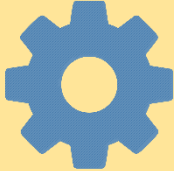

Testing for Protein Video:

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

Geography	The UKs Evolving Physical Landscape	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Keep an eye on your local rivers. Did you even know they were there? Are they flooding, why? Going to the coast? See how it changes between winter and summer. BBC bitesize on this topic https://www.bbc.com/bitesize/topics/zskbv4j Time for Geography Home A great place to watch videos about the things we're coving in class.
		 KS4 Credit Task	[ER] Study an atlas to compound your locational knowledge of UK Geography – especially the location of key physical areas, major rivers, distinctive coastlines and major cities.	
		 KS4 Credit Task	[ER] Sketch a map of the UK and its major physical features eg, upland areas, rivers, lakes and National Parks. Even better if you can, add on major population centres as well!	
		 KS4 Credit Task	[ER] 'GPE is the reason rivers flow to the sea' What does this mean and can you explain it? Do some research and write an explanation to show your teacher.	

Health and Social Care	Year 10 Component 1 LAA	Wider PREP		<u>Super-Curricular Activities</u>
		 KS4 Credit Task	<ul style="list-style-type: none"> Design a revision resource for the factors that you have learnt about that can affect you 	
		 KS4 Credit Task	<ul style="list-style-type: none"> Link the factors that you have learnt about to 3 different life stages to show how the correlation between the two things that you have learnt about. 	
		 KS4 Credit Task	<ul style="list-style-type: none"> Create a poster on one of the following how divorce can affect you in 2 different life stages and why this is the case 	

KS4 HISTORY	Henry VIII – The rise and fall of Thomas Wolsey	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Tower of London – Click HERE • Hampton Court Palace – Click HERE • Hever Castle – Click HERE • At the National Portrait Gallery you can view portraits of the Tudors. You can also view the artwork online – Click HERE • Speak to your teacher about the books and magazines available to read in the department
		 Challenge Task	<p>[PQ] Answer this 12 mark exam question:</p> <p>Explain why Henry VIII wanted to annul his marriage to Catherine of Aragon in 1527 [12 marks]</p>	
		 Collaboration Task	<p>[ER] Complete the workbook on Henry VIII and Thomas Wolsey. The reading for this and the workbook are on Edulink. Discuss with your teacher what you found challenging and ask for feedback on the questions you answer.</p>	
		 Contribution Task	<p>[RT] Contribute towards the historical debate on Henry VIII. Create a timeline of Henry VIII's life. Identify areas of success and failure for Henry. Which events are most important? Why?</p>	

GCSE French	Module 1 – Qui suis-je?	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home! Take a look at the labels on your clothes, food items and other items around the home – what does the writing in Spanish say? Can you work it out?
		 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. 	

GCSE Spanish – Year 10

Module 1: ¡Desconéctate!

Wider PREP



VOCAB FOCUS:

- Learn the vocabulary associated with each of this Module – 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.

Download and show your teacher your results and scores for extra KS4 Credits!



GRAMMAR FOCUS:

- 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.



SKILLS FOCUS – LISTENING AND READING:

- 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.

Super-Curricular Activities

- Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!
- Take a look at the labels on your clothes, food items and other items around the home – what does the writing in Spanish say? Can you work it out?

Music

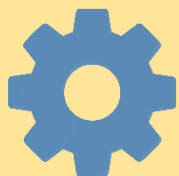
The Concerto Through Time

Wider PREP



KS4 Credit Task

[HI] Listen and watch Mozart's Clarinet Concerto in A Major all the way through (31 Minutes) https://www.youtube.com/watch?v=YT_63UntRJE
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?



KS4 Credit Task

[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.



KS4 Credit Task

[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.




Create your own melody using the given Raga in class. Teach this to members of your family without showing them the notes to play either using a keyboard/piano or an online keyboard. See if they can pass it on to other members of your family.


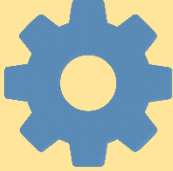

Watch Ravi Shankar here - <https://www.youtube.com/watch?v=p-ijCe1xRWQ>




Watch Zakir Hussain (tabla) here - <https://www.youtube.com/watch?v=O2K0ptoYpuc>

Super-Curricular Activities

- **London Symphony Orchestra** – Concert Diary – Click [HERE](#)
- **London Philharmonia** – Concert Diary – Click [HERE](#)
- **The BBC Proms 2022** – Watch here - <https://www.bbc.co.uk/iplayer/episodes/b007v097/bbc-proms>
- **The Secrets of a Musical Symphony** - https://www.ted.com/talks/hanako_sawada_the_secrets_of_the_world_s_most_famous_symphony
- **The different voices of the cello** - https://www.ted.com/talks/maya_beiser_a_cello_with_many_voices

Music Technology	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>	

Physical Education	Fitness & Body Systems- Muscular System	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.
		 KS4 Credit Task	<p>[HI] Watch some LIVE sport or sport on TV, write a summary that explains antagonistic pairs and how it allows the performer in that sport to perform at their best.</p>	
		 KS4 Credit Task	<p>[HI] Create a moving puppet, using card, split pins and string to reflect movements at a joint and contracting muscles. See PE teachers for more guidance or help with resources.</p>	
		 KS4 Credit Task	<p>[HI] Create a revision resource for the Muscular System, using the videos below: Flow Chart, Mind Maps, Flash Cards, Glossary.</p> <p>https://www.youtube.com/watch?v=I0WZ1jkFNiM</p> <p>https://www.youtube.com/watch?v=vTgZ8Suet18</p> <p>https://www.youtube.com/watch?v=Wqe0xIHx17E&t=52s</p> <p>Watch the above two videos and make notes to support you in creating a revision resource for your teacher.</p>	

Sociology	Family	Wider PREP		Super-Curricular Activities
		 <p>KS4 Credit Task</p>	<p>Find statistics on divorce rates in Britain and analyse how they have changed over the past 50 years. Statistics can be found here: https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce#targetText=In%202017%2C%20there%20were%208.4,a%205.6%25%20decrease%20from%202016.</p>	
		 <p>KS4 Credit Task</p>	<p>Research what sociologist George Murdock meant by the 'four functions' of the family.</p>	
		 <p>KS4 Credit Task</p>	<p>Interview your parents or grandparents about what life was like when they were a teenager.</p> <p>Identify differences between their teenage years and your own teenage years.</p> <p>Write a report on your findings.</p>	

Radio 4 podcasts about being a single parent

<https://www.bbc.co.uk/programmes/p04xw9y6>

Fawcett Society report – Parents, Work and Care: Striking the Balance

<https://www.fawcettsociety.org.uk/Handlers/Download.ashx?IDMF=ee914eef-9b45-4f6e-84c5-57c0547727b4>

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.

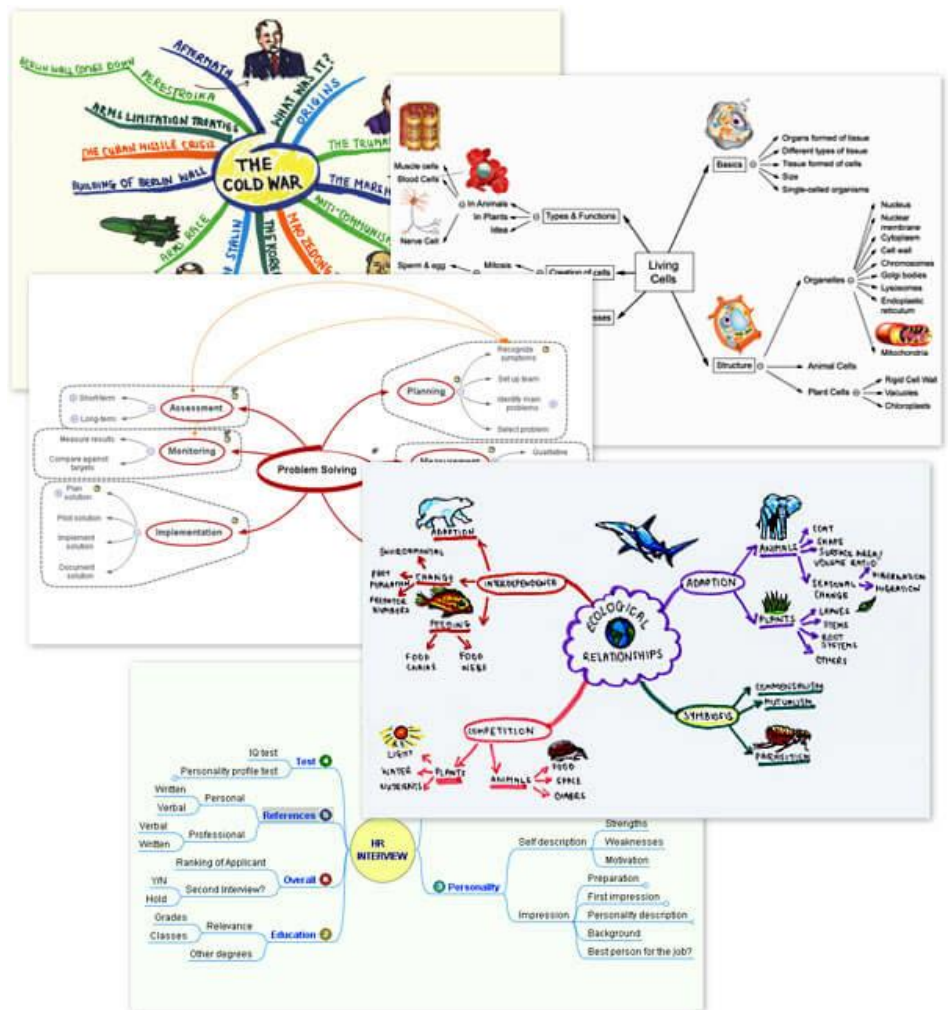
These techniques could be applied to:

- 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.

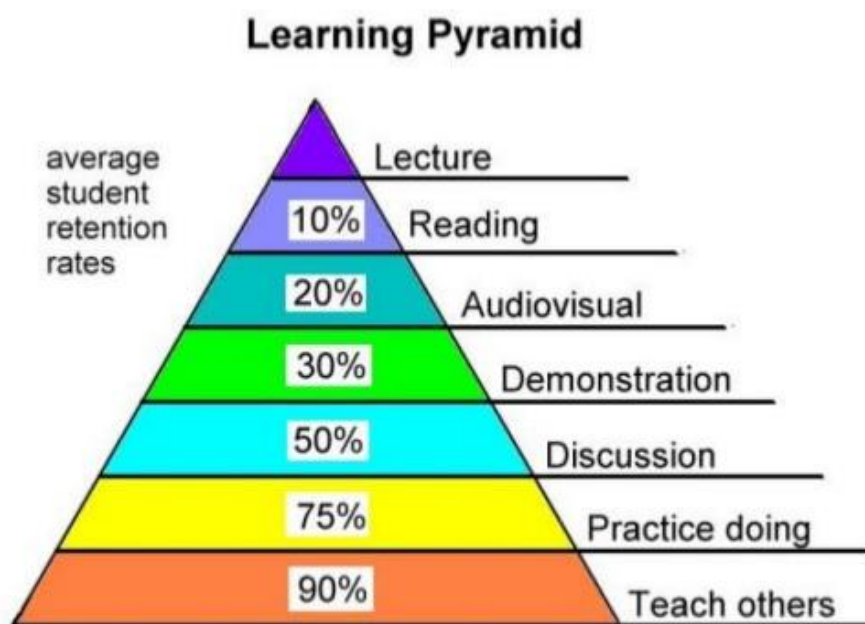
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

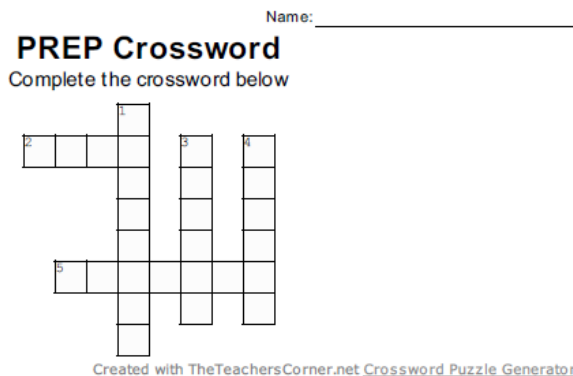
1. Key Words Crossword Puzzle

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:

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.

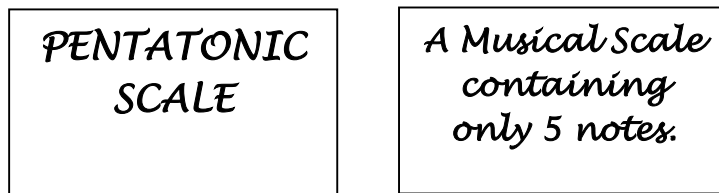
6. Card Matching Game

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!

