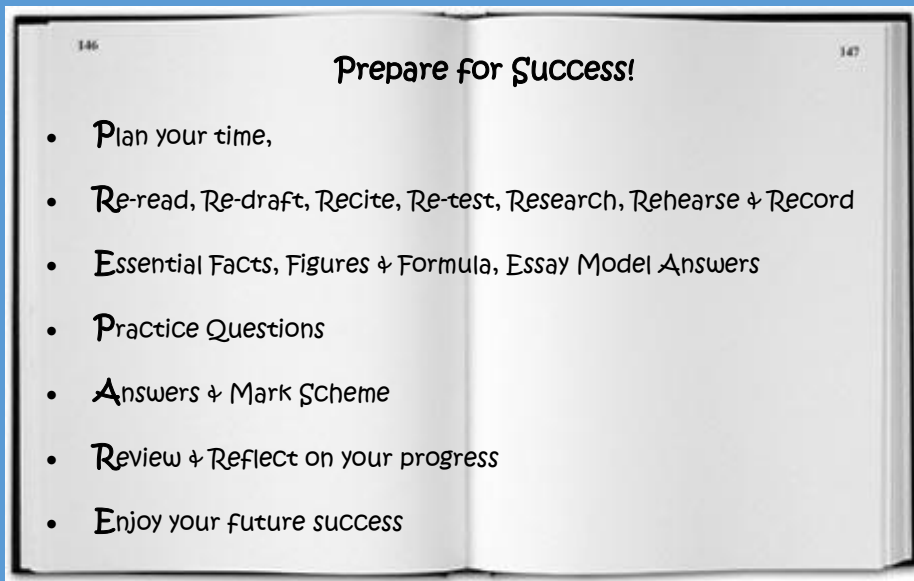




Shenfield High School



PREP Newsletter Year 10 Summer 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:

- **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

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

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

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

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

How to use this Newsletter

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

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

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

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

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

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

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

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




#PREP4Success
#Burning4Learning

Subject	Topic	PREP Tasks	Further Research /Reading
English	Paper 2 - Revision	<ol style="list-style-type: none"> 1. Re-read your exercise books and go over key questions from the exam. Can you improve any of your practice answers based on feedback you received in class? Why not turn your notes for each question into a revision card (s)? 2. Check on Go4Schools for past papers and practice questions. Remember, you do NOT need to do a whole paper. Focus on a question you are unsure about and give that a go. Stick to the timings (some question only allow 10 minutes). Hand any additional work into your class teacher to be marked and receive feedback. 3. Create a revision guide for another pupil coming into Year 10 next year. Think about the key points they need to remember when answering this paper. 4. Have a go at writing your own article, letter or speech on an issue you care about. Perhaps you can explore whether school should start earlier/later, we need to do more to save the environment, Brexit is good/bad, a review of your favourite film/album. The more practice you have at expressing an opinion, the better you will do in Section 2 of the exam. 	<ul style="list-style-type: none"> • Further your reading by looking at newspapers and magazines. Focus on the opinion articles (normally found on the inside pages). There are always good opinion articles on sport, fashion and education. • Discuss current affairs with your family. Seen something in the news that interests you? Talk to them about it – what are their views on the subject? Do you agree? AQA Revision workbook of model answers and practice questions
			Super-Curricular Activities
			Not relevant for this unit of work
			Media & Other Links <ul style="list-style-type: none"> • Watch documentaries on Netflix or any other streaming site. Some good examples are any documentaries by Louis Theroux (his exploration of American Prisons or Scientology are very creepy), The 13th (looking at whether prisons are a new form of slavery) and Bowling for Columbine (looking at school shootings are gun ownership). On Amazon Prime there are number of fascinating sport documentaries that follow famous sports teams such as Liverpool, Manchester City and the LA Raiders. • Mr Bruff online revision guides for AQA paper 2

Subject	Topic	PREP Tasks	Further Research /Reading
Maths	Data Handling and Data Analysis	<p><i>Checkpoint</i> PREP tasks are set on a two weekly basis and provide exam style practice and feedback. Maths Prep tasks are set on a weekly basis at www.sparxmaths.uk.</p> <p>The best place for additional PREP for Mathematics is www.hegartymaths.com, with online tutorials and practice questions. The best practice is to watch and make notes on the video in your Maths PREP book, then copy and complete the quiz questions, self-assessing using the online feedback.</p>	<p>1. [ER] Maths is Everywhere: Get in Shape 2D and 3D shapes</p> <p>https://www.whsmith.co.uk/products/maths-is-everywhere-get-in-shape-2d-and-3d-shapes/rob-colson/paperback/9781445149448.html</p> <p>A fantastic guide to how Maths applies to everyday life! What is the most perfect sphere known in nature? What is pi? Why were the Great Pyramids built in that shape?</p>
		<p>[R4A] Data Handling</p> <p>Pictograms (clip 426)</p> <p>Bar charts (clip 425)</p> <p>Pie charts (clips 427-429)</p> <p>Line graphs (clips 205, 425)</p> <p>Frequency graphs and frequency polygons (clip 441)</p> <p>Histograms (clips 442-448)</p> <p>Sampling (clips 394 – 398)</p>	<p>2. [ER] nRich website</p> <p>Open problems are ‘live’ and pupils are invited to send solutions in, with some being published once the problem is closed.</p> <p>Statistics - Maths of Real Life: https://nrich.maths.org/statistics</p> <p>Graphs Make Sense of Data: https://nrich.maths.org/9274</p> <p>3. www.parallel.org.uk</p> <p>Have a look at www.parallel.org.uk by Simon Singh - weekly maths challenges – just 15 minutes of interesting, fun and challenging material: mystery and history, activities and oddities, puzzles and problems.</p>
		<p>[R4A] Data Analysis</p> <p>Mean, median, mode and range (clips 405, 409, 404 and 410)</p> <p>Finding the mean from frequency tables (clip 417)</p> <p>Calculations involving the mean (clips 407, 408)</p> <p>Mean, median and mode from grouped data (clip 418)</p> <p>Cumulative frequency (clips 437-439)</p> <p>Interquartile range (clip 412)</p>	<p>Media & Other Links</p> <p>[ER] Data Handling</p> <p>The Greatest Ever Infographic - Numberphile https://www.youtube.com/watch?v=3T7jMcstxY0&t=101s</p> <p>[ER] Data Analysis</p> <p>Statistics on Match Day - Numberphile https://www.youtube.com/watch?v=GyN-qpVfOWA</p>

SCIENCE PREP Drop-In Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Break time					
Lunchtime	Science KS3 & KS4 (All Teachers) Triple Science KS4 (Mr Hall)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)	Science KS3 & KS4 (All Teachers)
After School	Chemistry (Mr Richards)	Biology (Mr Fletcher)			Physics (Dr Pope)

Subject	Topic	PREP Tasks	Further Research /Reading
Science	Biology: Immunity Chemistry: Chemical Reactions Physics : Electricity / Atomic Structure	<ul style="list-style-type: none"> Students will be issued with PREP on a week by week basis via their school account. This will be subject specific and will relate to the content that is being covered in lessons during that week. Students are advised to download the PREP work (normally consisting of a 2 or 3 A4 pages) print it off (reduced to A5 size to save paper) and complete the work set. Students should print off and attempt this PREP work as soon as they can access it and bring any issues they are having with the PREP to the attention of their teacher or to the PREP drop in sessions. <p>In addition to the PREP that is set weekly students are also encouraged to investigate the additional PREP work for each subject shown below: -</p> <p style="text-align: center;">Biology</p> <p>Try the retrieval roulette questions and daily revision tasks that are located in the student area.</p> <p style="text-align: center;">Chemistry</p> <p>Command words are the words and phrases used in exams that tell students how they should answer a question. Study the meaning of the words on the command words sheet on the student drive. Complete the accompanying worksheet to test your understanding.</p> <p style="text-align: center;">Physics</p> <p>Students can use the materials given to them on their Prep4Sept flash drive including flash cards they can use them to aid in the recall of key terms unit and equations. There are also recall questions and exam style questions they can try on the student drive with the answers available so work can be checked.</p>	<p>Try and find a YouTube channel that provides tutorials. “Freesciencelessons” is a cracker,</p> <p>Cognito Science is another great resource</p> <p>https://cognitoedu.org/home.html</p> <p>Can you find better?</p>
			<p>Super-Curricular Activities</p> <p>Visit the Body Worlds Exhibition in London</p> 
			<p>Media & Other Links</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Art	Design Ideas	<p style="text-align: center;">Planning and Design for Final Piece</p> <p style="text-align: center;"><u>To be completed at home and in class.</u></p> <p style="text-align: center;"><u>Students must spend at least 3 hours on each task.</u></p> <p>Complete 4 different design ideas to support your final piece (HI)</p> <ul style="list-style-type: none"> Your 4 Design ideas must include a range of materials, e.g pencil, pen, paint, pastel etc. You must consider your composition and what would make it successful, show that you have considered different options and made your composition interesting for the viewer. You must show you understand the techniques you have chosen to use which have been inspired by your artist research. This means you will need to take some time to show your control, detail and texture. You must show you have developed your Drawing skills- evidencing blending, tone and accuracy. <p style="text-align: center;">Your 4 pieces must each be on A3 size paper as a minimum.</p>	<p>Developing ideas - Developing ideas - GCSE Art and Design Revision - BBC Bitesize</p>
			<p>Super-Curricular Visits</p> <p>If you have time, visiting a gallery and seeing professional art up close, can give your ideas and inspiration for your own work</p> <p>https://www.tate.org.uk</p> <p>https://www.nationalgallery.org.uk/</p> <p>https://www.vam.ac.uk/</p>
			<p>Media & Other Links</p> <p>Oil Pastels: https://theartofeducation.edu/2015/05/20/7-distinct-techniques-to-transform-your-oil-pastel-projects/</p> <p>Acrylic Paint: https://www.cowlingandwilcox.com/blog/2019/08/22/amazing-acrylic-painting-techniques/</p> <p>Pen: https://thevirtualinstructor.com/penandink.html</p> <p>Watercolour: https://www.youtube.com/watch?v=BsxQDYknAXs</p> <p>Coloured Pencil: https://www.youtube.com/watch?v=pZrcj6kq0TE</p> <p>Charcoal: https://www.artistsandillustrators.co.uk/how-to/drawing/how-to-draw-with-charcoal/</p>

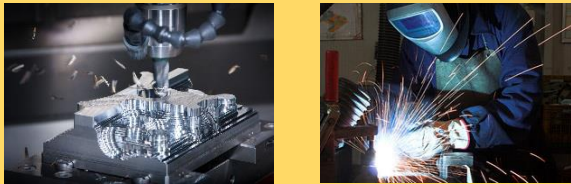



Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Business	Component 1: Criteria B	<ol style="list-style-type: none"> 1. (R4A) Find out about the type of market research reports published by large organisations online by visiting the websites of Mintel and Euromonitor International. 2. (R4A) Dunnhumby is the organisation behind Tesco Clubcard. It does not just work with Tesco, but with other organisations too, using customer data from market research and sales to identify and target their key customers more effectively. Research what the business does and how it can help businesses meet customer needs by visiting the Dunnhumby website. 3. (R4A) Access the Which? Website (www.which.co.uk) and look at the type of market information available there. What type of information is freely available on the site? What kind of reports must be purchased from the site? How could an SME use this information? How would it help that enterprise to meet the needs of its customers more effectively? How do these reports affect customer behaviour? 4. (R4A) Go to the TripAdvisor website (www.tripadvisor.co.uk) Search for a small or medium-sized independent restaurant in your area and look at the ratings for that restaurant. What do the reviews say? Do the opinions of the reviewers affect whether or not you would choose to go there? Why? 5. (R4A) Comparison websites such as www.pricerunner.co.uk, www.travelsupermarket.com and www.moneysupermarket.com have put greater pressure on online retailers to be competitive. Check these out yourself to see how they work. 	<ul style="list-style-type: none"> • Class notes • BBC news or other current affairs programmes • Newspapers or online news sites • BBC Bitesize
			Super-Curricular Activities <ul style="list-style-type: none"> • (R4A) Customers should be told what type of data is being collected about them. Find out what the new General Data Protection Regulation is about and what information businesses can store and use about you. Look on the government website, www.gov.uk/data-protection as a starting point.
			Media & Other Links <ul style="list-style-type: none"> • Tricky Business • The Apprentice • Dragons' Den

Subject	Topic	PREP Tasks	Further Research /Reading
GCSE Business	Topic 1.4 - Making the business effective Topic 1.5 - Understanding external influencing on business	<p><u>Prep for in class assessments:</u></p> <ul style="list-style-type: none"> [R4A] Classroom assessments will occur throughout the term to check understanding of theory and assessment technique. The dates of these assessments will be placed onto Edulink. Students should be using their classroom notes and previous assessments as their main source of information. Results, including an average score, will then be entered onto Edulink to illustrate relative performance. The following PREP tasks will support revision for an assessment and consolidate past theory: [ER] Read your class notes and additional theory presentations on theme 1 topics. [ER] Use revision cards or the mind maps on the student drive to consolidate your learning of theory/content and analysis [ER] Review your current understanding of theme 1 through the following resources [ER] Practise theme 1 MCQ via kahoot or the documents on the student drive [ER] Practise theme 1 revision through the use of flashcards <p><u>Prep for in class theory:</u></p> <p>You will be asked to complete various tasks each half-term which relates to the applied nature of business and the subject content you are currently studying. These will be broken down into different categories such as:</p> <ul style="list-style-type: none"> [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. [RT] Research task – based on the subject content you are exploring in class. 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. [HI] Real life - the subject content you are exploring in class is dynamic in nature and effects businesses differently. It will be happening around you every day. Your teacher will set you task based upon you either experiencing or demonstrating business behaviour. These activities will have an outcome which will be tangible that you'll need to hand in. 	<ul style="list-style-type: none"> Class notes. Theme 1 revision guide. BBC news business. Newspapers
			Super-Curricular Activities <ul style="list-style-type: none"> Observe and apply your business understanding to the changes in your local high street and businesses that operate their, as the economy begins to open up. Include primary research talking to employees or owners of shops like your barber or hairdresser, to understand the financial impact of Covid-19 and what they've done in response once lockdown begins to ease.
			Media & Other Links <ul style="list-style-type: none"> Tricky Business The Apprentice Dragons' Den Ramsey's Kitchen Nightmares Undercover Boss <p>Films:</p> <ul style="list-style-type: none"> Super Size Me Blackfish <p>Ted Talks/YouTube:</p> <ul style="list-style-type: none"> Research the thousands of videos related to stakeholder conflict Google's driverless car

Subject	Topic	PREP Tasks	Further Research /Reading
Computer Science	1.1 – Systems architecture	<p>During Half Term 5, we will move on to look at systems architecture</p> <p>Task: [ER]</p> <ul style="list-style-type: none"> Watch the following videos on unit 1.1 https://www.youtube.com/playlist?list=PLCiOXwirraUCvYFmgaS_gQ4eKe1GJqIJJa Go to Seneca and complete the section on systems architecture 	<ul style="list-style-type: none"> Crash Course: Computer Science (YouTube) www.youtube.com (search for: crash course computer science) Python Tutorials www.learnpython.org Learn Python Course www.codecademy.com/learn/learn-python Clever Programmer: Learn Python Programming (YouTube) www.youtube.com (search for: clever programmer python)
			Super-Curricular Visits
			<p>The National Museum of Computing at Bletchley Park is a great place to find out about the history of Computer Science and Cryptography. www.tnmoc.org bletchleypark.org.uk</p> <p>Centre for Computing History Students will learn about the extraordinary advance in technology over 50 years of computing history and discover how computers have not only accelerated our lives, but radically transformed them.</p>
			Media & Other Links
			<ul style="list-style-type: none"> Google Classroom: classroom.google.com https://www.youtube.com/playlist?list=PLCiOXwirraUCvYFmgaS_gQ4eKe1GJqIJJa

Subject	Topic	PREP Tasks	Further Research /Reading
Drama	Component 2 Exam : Devising Drama	<p>This term you have started your first exam in GCSE Drama. <u>This is worth 40% of your final GCSE grade</u></p> <p>The exam is made up of two parts: 1.The final performance (20 marks) 2.The written portfolio/ devising log (60 marks)</p> <p><i>Completing the PREP will prepare you for the written portfolio, which is where the majority of marks are awarded in this exam.</i></p> <p>[R4A] [HI] Rehearsal Notes. In your Drama books.</p> <p>After every two lessons, you must make notes on the following:</p> <ul style="list-style-type: none"> Ideas that were suggested. Explain how you got from the stimulus to those ideas? Why were these successful ideas? Ideas which were rejected. Why were they rejected? Any key/ important decisions that were made about the performance (for example did you decide on a certain style? Why?) What did you create/ devise/ explore this lesson? How successful was it? What do you want to achieve next lesson? <p>This must be clearly titled as “Rehearsal Notes” in your books, with the date.</p> <p>These only need to be NOTES. But you need to be able to understand it, because you will use this to write up SECTION 1 of the portfolio/ devising log.</p> <p>[RT] [HI] Research. In your Drama books.</p>	<p>Revision Guides</p> <p>AQA GCSE Drama: Revised Edition – Annie Fox</p> <p>https://www.amazon.co.uk/AQA-GCSE-Drama-Annie-Fox/dp/1912820501/ref=sr_1_1?keywords=gcse+drama+aq&qid=1638822356&sr=8-1</p> <p>Noughts & Crosses Play Guide For AQA GCSE – Annie Fox</p> <p>https://www.amazon.co.uk/Noughts-Crosses-Play-Guide-Drama/dp/191282051X/ref=sr_1_1?crd=358CY74TIPZ49&keywords=noughts+%26+crosses+play+guide+for+aq+gcse+drama&qid=1638822417&sprefix=aqa+noughts%2Caps%2C172&sr=8-1</p> <p>Grade 9-1 GCSE Drama Revision Guide -CGP</p> <p>https://www.amazon.co.uk/Grade-GCSE-Drama-Revision-Guide/dp/1782949623/ref=sr_1_4?keywords=ocr+gcse+drama&qid=1638821053&sr=8-4</p> <p>GCSE Drama: Live Theatre Evaluation- Annie Fox</p> <p>https://www.amazon.co.uk/GCSE-Drama-Live-Theatre-Evaluation/dp/1912820978/ref=sr_1_4?keywords=gcse+drama&qid=1638821199&sr=8-4</p>
			Super-Curricular Visits
			Media & Other Links

	<p>You must continue to carry out research into the 4 different stimuli and any interesting ideas that arise from them.</p> <p>This must be clearly titled as “Research” in your books and you must try and re-write your findings in your own words. These can be notes.</p> <p>Possible research ideas:</p> <ul style="list-style-type: none"> • Researching information about the key person in the stimuli • Researching news paper articles on the key event in the stimuli • Researching what was going on in the world at the same time as the stimuli • Researching the key themes/ messages of the stimuli • Researching key facts and figures on a theme or topic which comes up from discussing the stimuli. • Researching a different viewpoint/ perspective to the stimuli. <p>These only need to be NOTES. But you need to be able to understand it, because you will use this to write up SECTION 1 of the portfolio/ devising log.</p> <p>[R4A] [HI] Check Edulink for deadlines for completing sections of the final portfolio</p> <p>You will be completing your final portfolio coursework in sections</p> <p>Check Edulink for the deadlines and the sections which need completing.</p>	<p>BBC Bitesize – AQA GCSE Drama – Devising Drama</p> <p>Some very helpful links to help explain the process/stages of this practical exam:</p> <p>https://www.bbc.co.uk/bitesize/guides/zhpcy9q/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zkdp2sg/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zi7yt39/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/znn4vk7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zdqf6v4/revision/1</p> <p>Devising Log resources:</p> <p>https://www.bbc.co.uk/bitesize/guides/zdqf6v4/revision/3</p>
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Subject	Topic	PREP Tasks	Further Research /Reading
Engineering	Component 2 Investigating an Engineering Product	<p>[RT] Students need to have a good understanding of the different engineering materials and the techniques involved in the manufacture of engineering products.</p> <p>They should understand the requirements for the following processes: -</p> <ul style="list-style-type: none"> Shaping, Cutting, Joining, Shaping  <p>[RT] We have gone through these in lessons but there are many applications of these processes in many different sectors. Check out some of the following programs and see how using these different techniques can yield some amazing results.</p> <ul style="list-style-type: none"> How it's made Forged in Fire <p>[RT] Check out the "DMAX" and "Quest TV" channel for programs like "Abandoned Engineering" and "SUV Super build" for an amazing insight into the automation required to produce some of today's cars.</p>	<p>The BTEC engineering book, available at all good book stores</p> 
			<p>Super-Curricular Visits</p> <p>Check out Engineering in action for details on events near you</p> <p>https://thetrainingpartnership.org.uk/study-day/engineering-in-action-24-06-2019/</p> 
			<p>Media & Other Links</p> <p>[ER] Google Sketch is a skill, don't let it go rusty. Pick a product and challenge yourself to make the closest replica you can.</p>  <p>QUEST TV have a YouTube channel</p> <p>https://www.youtube.com/user/ukquesttv</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Film Studies	REVISION OF TSOTSI	Using the resources found on Edulink and the school's student drive, the focus for this half term is revising and understanding the film Tsotsi	For videos on Tsotsi – please watch the following playlist: https://www.youtube.com/playlist?list=PLeNerb9Ixe3mY4P2PpVtWK6gfDRGBPVCa
		[ER] Extra Revision Resource – The student should independently use PREP revision strategies to learn the material to improve understanding of the topic. This should not be printed or handed in.	Super-Curricular Visits
		The emphasis for prep at home should thus be focused on students taking notes on the following areas of film studies: <ul style="list-style-type: none"> • Background and Context • Key Scene Analysis • Representation 	Harry Potter Tour https://www.wbstudiotour.co.uk/ London Film and Comic Con https://www.londonfilmandcomiccon.com/ Prince Charles Cinema https://princecharlescinema.com/PrinceCharlesCinema.dll/Home
		[R4A] Revision materials for a planned classroom assessment. The Go4Schools deadline is the date the assessment will take place. In terms of assessments, your film studies teacher will set you essays/quizzes and quick checks of your understanding of the films which will ask you to explore the films through an examination of the key areas which are explained above. These will be set on Edulink.	Media & Other Links Please make sure that you continue to review the key terms of the subject – these can be found here: 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=z0j2nIulQDQ Cinematography https://www.youtube.com/watch?v=9LkKgoq584M History of Film Studies https://www.youtube.com/watch?v=Ahlbl_URhco

Subject	Topic	PREP Tasks	Further Research /Reading
Food, Preparation & Nutrition	Carbohydrates	<p>[RT] Government advice is to base our meals on starchy carbohydrates. Name five examples of starchy carbohydrate food. Explain why we need starchy carbohydrates in our diet. Create a menu for a day to show how starchy carbohydrates can be included at each meal time.</p> <p>[RT] Create a main meal dish suitable for a teenager that they could share with friends. Your dish should:</p> <ul style="list-style-type: none"> • be a main meal dish; • be suitable for a teenager; • contain at least two portions of fruit and/or vegetables; • contain ingredients from the Beans pulses, fish, eggs, meat and other proteins food group; • contain ingredients from the Potatoes, bread, rice, pasta and other starchy carbohydrates food group. (Aim to use wholegrain where possible.) 	<p>Read about the journey a chocolate bar has travelled from ‘bean to bar’ https://www.divinechocolate.com/divine-world/from-bean-to-bar/ Or find a range of Knowledge organisers here to help support your revision of the macronutrients https://www.foodafactoflife.org.uk/14-16-years/knowledge-organisers/</p>
		<p>[RT] Couscous is described as the world’s smallest pasta. Research how couscous was traditionally made and how it is made today. Describe the difference between couscous and giant couscous. Why not make Vegetable couscous salad, Chicken tagine with apricots, or Spicy potato Scotch eggs (coated in couscous).</p> 	<p>Super-Curricular Activities</p> <p>Get to grips with food processing which you have covered with Mr Taylor and watch these links from wheat to bread rolls:</p> <p>Wheat farming video https://www.youtube.com/watch?v=CrGHYs3QP-w Wheat into flour video https://www.youtube.com/watch?v=3wyhzKX97Vk Bread making process video https://www.youtube.com/watch?v=kphmtNykXAU</p> 
		<p>[RT] What’s made from flour? Name 10 dishes made from flour. List 10 different types of bread. Link each dish and bread to a country around the world! Create an infographic showing the different types of bread that are made and eaten around the world.</p> 	<p>Media & Other Links</p> <p>For an interactive revision guide which covers all the AQA specification, come join our class on Seneca (senecalearning.com – class code: kevbpxtyqi)</p> <p> SENECA</p>

Subject	Topic	PREP Tasks	Further Research /Reading
Geography	The UK's Physical Landscape and UKs Human Landscape	<ul style="list-style-type: none"> [R4A] Use the key word list to make yourself comfortable with the range of new terms used in class. BBC bitesize on this topic https://www.bbc.com/bitesize/topics/zskbv4j [R4A] Make revision cards on Keywords. [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. [ER] Use the key word list to make yourself comfortable with the range of new terms used in class – Use this test if you like; https://www.bbc.com/bitesize/guides/z3h7sg8/test [ER] Make revision cards on Keywords. [ER] Study an atlas to compound your locational knowledge of Geography – especially the location of key economic players around the world including India, China, USA and UK. [R4A] Use Past Papers revision link to attempt 3, 4 and 8 marks questions. [ER] Case study materials can be found in the revision folder on the student drive/ link UKs Evolving landscape 	<ul style="list-style-type: none"> Keep up with the news, winter is the time when our rivers and coasts really become dynamic. Look in the school library at the magazines and text books to supplement your knowledge. How does the UK's human landscape link to other subjects you study? Read Prisoners of Geography by Tim Marshall How has immigration impacted on the UK over its history? Use the PREP wall to get practice questions and other resources. Ask your teacher about the extra curricula reading books in the library – especially if you're interested in A Level Geography.
			Super-Curricular Visits <ul style="list-style-type: none"> Going to the coast, see how it changes between winter and summer?
			Media & Other Links <ul style="list-style-type: none"> https://www.youtube.com/playlist?list=PLPKtVpEVEjIDnGbJTIt2JdCJsFrEG3Qr Playlist on the geological history of the UK https://www.youtube.com/watch?v=PdqoiZOYc8o&t=1256s impacts of flooding and erosion.

Subject	Topic	PREP Tasks	Further Research /Reading
Health & Social Care	Component 1: Human Lifespan Development	<p>Component 1 Learning Aim B: Investigate how individuals deal with life events</p> <p>[RT] Research news report to identify a real person who has had a life changing injury or illness. Examples might include a teenager injured on a ride at a well-known theme park in 2015, or Simon Weston, who was badly burned in the Falklands war. Write down the possible effects on their PIES development.</p> <p>[RT] Select a person from the media or a fictional character (perhaps from a TV Soap) and a life event they have experienced. Write a brief description of them and their life event. Suggest ways the person might be supported by their partner, family and/or friends.</p> <p>[RT] Research the Essex Family Wellbeing Service. See if you can find a Family Hub in your local area. Use these websites to help you https://essexfamilywellbeing.co.uk/ https://essexfamilywellbeing.co.uk/centre/larchwood-gardens-family-hub/</p> <p>How is the service accessed? What type of support do they provide and for what age groups? Produce a two slide PowerPoint on about the Essex Family Hub service and a local Family Hub in your area.</p> <p>[HI] Design a Mind Map of expected and unexpected life events.</p> <p>[RT] Research some of the local voluntary organisation that support individuals in your local area for example SNAP in Brentwood and Brentwood Food Bank, see how many you can find. You can also research the community support available in the Brentwood area for example, lunch clubs for older adults and local community transport. This will be good preparation for your next assignment, for example community organisations and transport.</p> <p>[RT] Use the website below to describe what a Food Bank is and design a poster to advertise the most needed shopping items required by the food bank in Brentwood. Donate food Brentwood Foodbank</p> <p>[IA] Component 1: 'Coping with Life Assignment' You also need to continue to work on your assignment and gather research and information to help you complete this.</p>	<p>BTEC Tech Award Health and Social Care Student Book pages p.40-62</p>
			<p>What changes could you make to your own health?</p> <ul style="list-style-type: none"> • Take up a new hobby/Sport • Visit your local Leisure Centre • Try new fruit and Vegetables • Set yourself short- and long-term targets for your own health...or a new year's resolution!
			<p>Becoming a parent video: Thoughts about becoming a parent - YouTube</p> <p>Leaving home for university: MOVING TO UNIVERSITY 2020 🎓 *emotional* University of Leeds - YouTube</p> <p>Starting school Lucy's First Day at School Time for School Full Episode - YouTube Starting secondary school - YouTube</p>

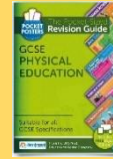
Subject	Topic	PREP Tasks	Further Research /Reading																				
History	Medicine Through Time - Industrial Revolution	<ul style="list-style-type: none">[ER] Revise Medieval Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about:<ul style="list-style-type: none">- What people believed caused disease- How people tried to prevent disease- How people tried to treat disease- Case Study: The Black Death[ER] Revise Renaissance Medicine. Create a spider diagram, PowerPoint Presentation or revision cards about:<ul style="list-style-type: none">- What people believed caused disease- How people tried to prevent disease- How people tried to treat disease- Case Study: The Great Plague of 1665[ER] How much progress was there in medicine between the Medieval period and the Renaissance? Fill in the table below to record your ideas:<table><tr><td></td><td>Medieval</td><td>Renaissance</td><td>Extent of change</td></tr><tr><td>Causes</td><td></td><td></td><td></td></tr><tr><td>Prevention</td><td></td><td></td><td></td></tr><tr><td>Treatment</td><td></td><td></td><td></td></tr><tr><td>Government response</td><td></td><td></td><td></td></tr></table>[ER] What was life like in Industrial towns? Watch episodes from the series ‘The Victorian Slum’ on estream (link to episode 1 below). Make notes on what living conditions were like and therefore why disease would have spread so easily. https://shenfield.planetestream.com/View.aspx?id=462~3z~hYBuN6[HI] Watch the following clip and make notes on the role the government played in improving public health in the years 1750-1900: https://www.youtube.com/watch?v=RKmYNJeCXxU[ER] During the period of 1750-1900 there are a number of individuals who made a significant impact on medicine. Make a list of the following individuals and for each one write down what they discovered, the importance of their discoveries and the limitations of their discoveries:<ul style="list-style-type: none">- Edward Jenner		Medieval	Renaissance	Extent of change	Causes				Prevention				Treatment				Government response				<p>Research:</p> <ul style="list-style-type: none">Hippocrates, Galen, Andreas Vesalius, William Harvey and Thomas Sydenham- Why were they significant in the development of medicine? What were their limitations? <p>Reading:</p> <ul style="list-style-type: none">BBC History MagazineHistory Today Magazine
			Medieval	Renaissance	Extent of change																		
		Causes																					
		Prevention																					
Treatment																							
Government response																							
Super-Curricular Visits																							
<p>To revise Medicine Through Time you could visit:</p> <ul style="list-style-type: none">The Old Operating Theatre (by London Bridge)The Museum of London's 'War, Plague and Fire' exhibition <p>To revise Henry VIII you could visit:</p> <ul style="list-style-type: none">Hampton Court PalaceThe Tower of London <p>To revise Weimar and Nazi Germany you could visit:</p> <ul style="list-style-type: none">The Imperial War Museum, London <p>Many of the above also offer virtual tours on their websites.</p>																							
Media & Other Links																							
<ul style="list-style-type: none">(Exam board) www.edexcel.com(Medicine revision clips) https://www.youtube.com/watch?v=nVJV8iEAm88&list=PLcvEcFsF_9zJ8AqMTFZycm46Ks4DdSaLM																							

MFL Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
MFL Spanish	Module 4 – Intereses y influencias: Talking about free time activities and hobbies Module 6 - De costumbre: Talking about customs and festivals	<ul style="list-style-type: none"> Learn the vocabulary associated with each of these Modules – 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. Continue to work through your Grammar and Translation Workbooks completing the sections that are advised in your lessons by your respective class teacher to ensure that your knowledge of grammatical concepts and structures is secure and consolidated. You should access Languages Online to practice grammar exercises in Spanish on a weekly basis using the following link; www.languagesonline.org Revise for End of Module Assessment for Module 3 and Module 7 using your class notes and the revision checklist for this unit. This will have been given to you by your Spanish teacher, and can also be found in Edulink. Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television, social issues, current affairs, the environment, etc.) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online Spanish dictionary to help you with the definitions. Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles. You could even try this with your games console e.g. PlayStation or Xbox, but remember how to change it back to English when you need to! 	<ul style="list-style-type: none"> Visit the local library or check their online catalogue. There are plenty of free resources: comic books, novels, books to complement students' learning... Some favourite story books are available in Spanish too! Spanish newspapers online; www.elpais.com www.marca.com www.20minutos.es www.bbc.com/mundo
			Super-Curricular Activities
			<ul style="list-style-type: none"> Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take a copy of the home!
			Media & Other Links
			<ul style="list-style-type: none"> www.quizlet.com/ashaunak www.languagesonline.org www.collinsdictionary.com/spanish Duolingo (app) - aim for 10-15 minutes/daily. It's a mix of writing, translating, practicing different vocab and listening – all in one! It gets really competitive and fun. Memrise (app) - aim for 10-15 minutes/daily. Look for sets that are based on Mira (textbook used for Spanish at KS3) www.language-gym.com/#!/ to practise verbs in all tenses BBC Bitesize for Spanish

Subject	Topic	PREP Tasks	Further Research /Reading
Music	Film Music	<p>[R4A] Film Music Longer style questions (9 markers) Find a film of your choice and a scene with music to analyse.</p> <p>Create sentences to describe: 1) What instrument you hear. 2) What it is doing / how it is playing (refer to articulation / pitch / dynamics / texture / melody / tempo). 3) How this helps describe the scene in the film.</p> <p>Example: The violins are playing extremely high pitch with a tremolo technique. This helps describe character's panic as she enters the room.</p> <p>Create at least 10 sentences like the ones above, to analyse your chosen extract.</p> <p>[ER] Sibelius - Composition Independent work:</p> <ul style="list-style-type: none"> - Can you use any of your free time lunchtimes, or any days after school to come in to X8 and work on your composition? - This will enable you to further enhance your skills on Sibelius before the deadline at the end of year 10. 	<ul style="list-style-type: none"> - Choose a Film composer to research and case study - Research your own examples of Samba and Calypso music
			<p>Super-Curricular Activities</p> <p>https://www.royalalberthall.com/ 'What's On'</p> <p>https://cadoganhall.com/whats-on/</p>
			<p>Media & Other Links</p> <p>https://www.youtube.com/watch?v=dC402QsS2mQ Composing Movie Music</p> <p>https://www.youtube.com/watch?v=iy28rnPhGN8 The music of John Williams</p> <p>https://www.youtube.com/watch?v=jEu-ESPmqs8 Hans Zimmer documentary</p> <p>https://www.youtube.com/watch?v=nrlg8XfUWJ4 Samba</p> <p>https://www.youtube.com/watch?v=C0QYbPElcBg Calypso</p>

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Music Technology	Unit 1 – The Music Industry & Unit 2 – Managing a Music Product	<p>Using the resources found on Student Resources <i>(Expressive Arts – Music – Key Stage 4 – BTEC Resources – BTEC Unit 1),</i></p> <p>You are to make a start in working through the materials provided which will aid you in your learning for the Unit 1 Exam. This PREP will give you a head start before looking at the material in class.</p> <p>If you wish to attempt a past paper and would like Mr Carter to mark it then please drop it in to the Music Office. The past papers will give you an idea of how the exam is set out and the range of subject covered.</p> <p>There is also a copy of the workbook that has been given out in class for you to continue working through.</p> <p>Continue to plan and record some of your podcast episodes at home using either GarageBand or BandLab.</p>	<p>Find out about the most underrated yet critical roles in the music industry. www.thebigmusicproject.co.uk/five-underrated-yet-crucial-roles-music-industry/</p>
			<p>Super-Curricular Activities</p> <p>Visit a Music Skills workshop at an Apple Store: Today at Apple - Calendar - Regent Street - Apple</p>
			<p>Media & Other Links</p> <p>Job Roles www.youtube.com/watch?v=QMC4dBBXH2Y</p> <p>Music Industry Overview www.youtube.com/watch?v=-eV6t8_pOSo&list=PLi33BPxA2q1qe5V9o8zgUHcQSs3KJ_vnKd</p> <p>Turning Your Songs into Money documentary www.youtube.com/watch?v=0xletCrn-iU</p> <p>How musicians can get their music heard - Tom Robinson's BBC Introducing Masterclass 2013 - YouTube</p> <p>Understanding Music Licensing with PPL and PRS for Music - YouTube</p>

Subject	Topic	PREP Tasks	Further Research /Reading
PE	Theory: Anatomy & Physiology	<p><u>Component 1 – Anatomy & Physiology</u></p> <p><u>Topic Areas: Movement Analysis</u></p> <p>[ER] Create a revision tool for PEDs using the acronym BADSNAPS.</p> <p>[ER] Create a revision tool for Injuries in sport, include preventative measures.</p> <p>[ER] Plan a warm up and cool down for your Sport, explain the benefits of warming up & cooling down.</p> <p>[RT] Research the following terms Macronutrient's, Micronutrients, carbo-loading, dehydration and energy balance.</p> <p>[PQ]</p> <ol style="list-style-type: none"> 1. Assess the relative importance of Cardiovascular Fitness & Power for a Long Jumper. (6) 2. Evaluate the use of interval training and continuous training by a basketball player. (9) 3. Explain how EPO could improve an endurance athlete's performance. (3) 4. Identify 2 types of soft tissue injuries that one of the players could receive when playing rugby and how this might occur. (4) <p>[HI] See Edulink weekly for these tasks</p>	<p><u>Research</u></p> <ol style="list-style-type: none"> 1. Performance Enhancing Drugs in Sport Articles 2. Netflix or Amazon Documentary's on PEDs
			<p><u>Super-Curricular Visits</u></p> <ul style="list-style-type: none"> • Go and watch live sporting events to understand the rules and tactics used during the game. • Attend at least one extra-curricular club at school.
			<p><u>Media & Other Links</u></p> <p>https://www.bbc.co.uk/bitesize/examspec/zxbg39q</p> <p>Purchase via Amazon</p> <p>GCSE PE Pocket Posters App (free version) (full version small cost £3.49 then a book & app are provided)</p> <p><u>Apple Store App</u></p> <p>BBC Bitesize App (free)</p> <p>GCSE PE Pocket Posters (trial version or purchase book & digital copy through amazon £3.49)</p>
			

Subject	Topic	PREP Tasks	Further Research /Reading
BTEC Performing Arts	Component 2 – Developing Skills & Techniques in the Performing Arts	<p><u>[RT] [HI] Research the play and playwright</u></p> <p>Research the play “Game Over” by Mark Wheeler. This is the play you will be performing for this practical exam.</p> <p>You will need to create a presentation/ poster which includes the following information:</p> <ul style="list-style-type: none"> • Who is Mark Wheeler? Basic information • What genre/style of plays does Wheeler write? • What is “Game Over” about? Give a brief summary of the plot • Research some facts form the true story on which “Game Over” is based upon. 	<p>https://www.amazon.co.uk/Revise-Award-Performing-Revision-Guide/dp/129224562X/ref=sr_1_1?crid=3N5PSXJ RRTU69&keywords=btec+performing+arts&qid=1647355816&sprefix=btec+perform%2Caps%2C77&sr=8-1</p> <p>Pearson REVISE BTEC Tech Award Performing Arts Revision Guide: for home learning, 2022 and 2023 assessments and exams</p>
		<p><u>[RT] Read “Game Over” by Mark Wheeler</u></p> <p>You will need to purchase and read “Game Over” over the Easter Holidays. See the links opposite.</p>	<p>Super-Curricular Visits</p>
		<p><u>[RT] Professional influences on your work</u></p> <p>You will need to watch as many professional productions/ performances as possible – in order to influence your own practical exam. The more you watch, the more creative your own ideas and performance will be!</p> <p>1. National Theatre at Home https://www.ntathome.com/login email - e.sherwood@shenfield.essex.sch.uk password - SHSDrama</p> <ul style="list-style-type: none"> • recommended productions to watch (as not all will be appropriate for KS4 students) <ul style="list-style-type: none"> ✓ Peter Pan ✓ Treasure Island ✓ Oliver Twist 	<p>Media & Other Links</p> <p>“Game Over” by Mark Wheeler https://www.amazon.co.uk/Game-Over-Mark-Wheeller/dp/1913630269/ref=sr_1_1?crid=1QVW N9ORNIO3Z&keywords=game+over+mark+wheeler&qid=1647355960&sprefix=game+over+mark%2Caps%2C66&sr=8-1</p> <p>The true story which inspired “Game Over” (sensitive topics covered, but is an educational charity to raise awareness for teenagers) https://www.breckfoundation.org/brecks-story</p> <p>Introduction to the style of Theatre in Education (TIE) https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1</p>

2. Drama online Library

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

Log in (top right hand corner) and once logged in click "plays"

Small Island (themes on racism, some sexual references)

One man Two Gunvors (comedy)

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

Do not share these details with anyone outside of the class

Task 2 Rehearsal Notes/ Skills Log/ Diary entries

[HI]

You will need to keep “diary entries” of your rehearsals and the skills you are developing.

Your teacher will provide you with a structure to follow. Check Edulink for weekly deadlines for these.

Subject	Topic	PREP Tasks	Further Research /Reading
Sociology	Education	<ul style="list-style-type: none"> - [ER] Research the ways that GCSEs have changed since they were introduced in 1988. Have they become easier or harder? Why? - [ER] Find statistics that show which gender tends to perform better in education? Can you provide any explanations for the trends you find? - [ER] What are the advantages of going to a private school as opposed to a state school? Present your answer in an analytical paragraph - [ER] Create a table that lists all of the internal factors that can impact on achievement - [ER] What impact does money have on education? What has the government done to try to support those who face financial difficulty? Present your answer in an analytical paragraph - [ER] Who was Paul Willis? What did he study? What did he find? - [ER] Conduct an interview with a teacher asking them about the biggest challenges they face in teaching - [PQ] Use the specimen paper to answer exam questions on the education topic https://www.wjec.co.uk/qualifications/sociology/r-sociology-gcse-from-2017/eduqas-gcse-sociology-sams-2017-e.pdf 	<p>Use the Ofsted website to find out about the ratings and quality of different schools in the local area https://reports.ofsted.gov.uk/</p>
			Super-Curricular Visits
			<p>Take a trip to the Ragged School Museum to explore the ways in which education has changed over time http://www.raggedschoolmuseum.org.uk/contact-us/</p>
			Media & Other Links
			<p>The documentary gives a valuable insight into what life is like at one of Britain's top private schools- Harrow https://www.youtube.com/watch?v=rIVR3QsWsGM</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.

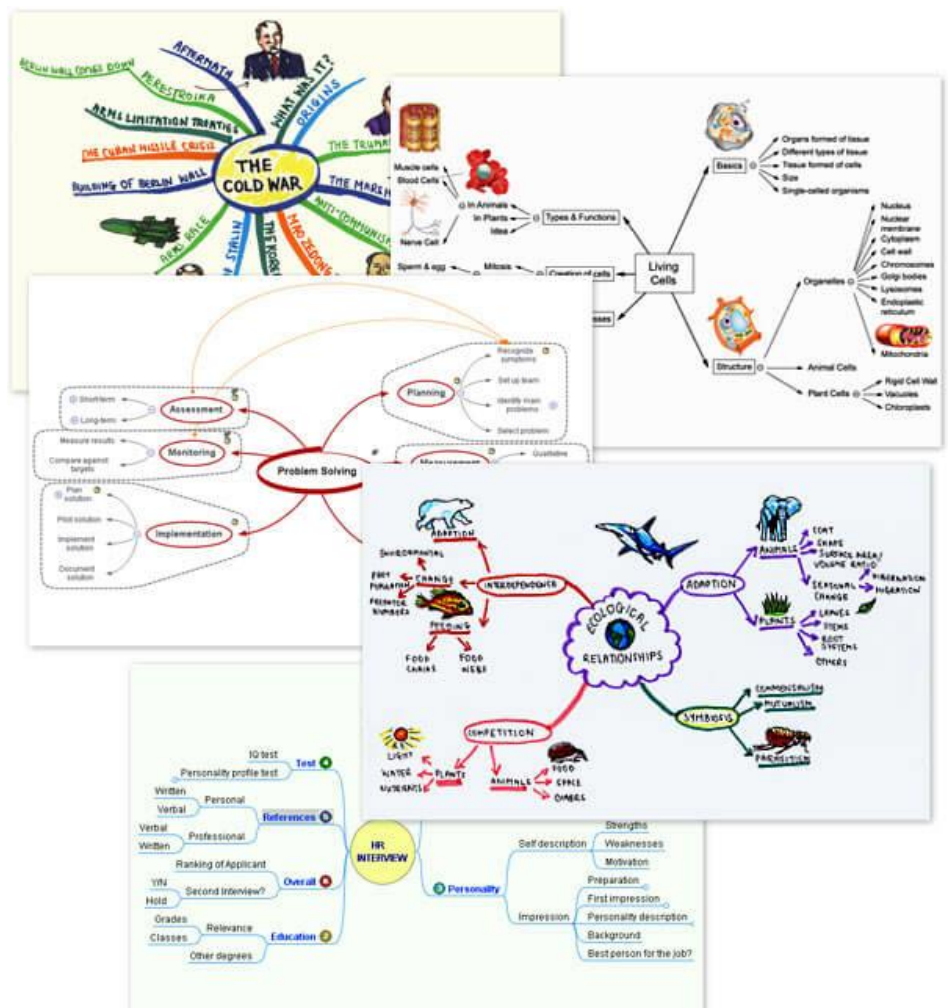
These techniques could be applied to:

- 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.

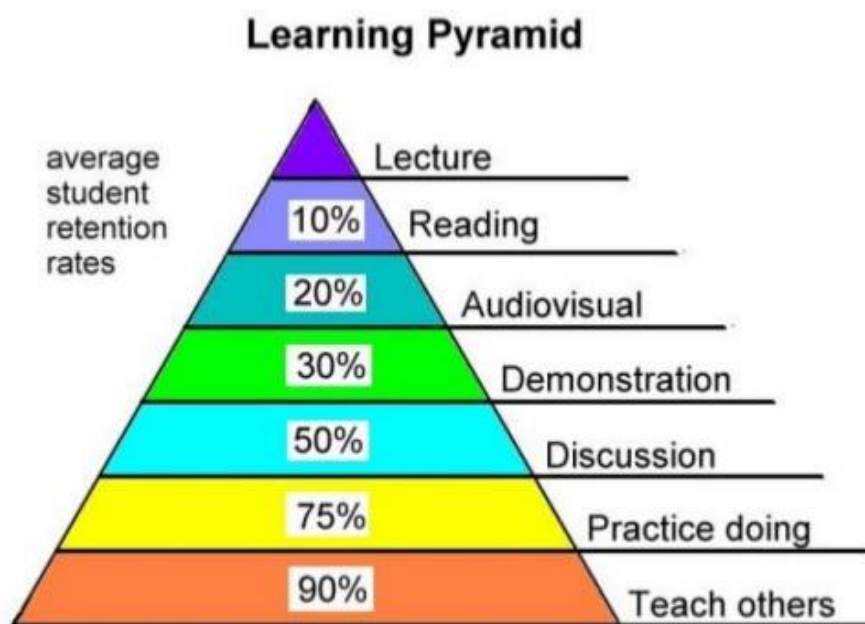
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

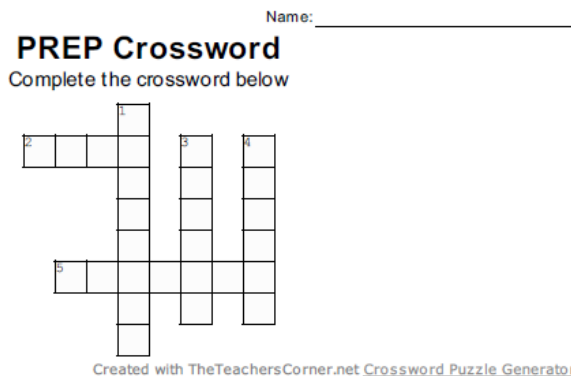
1. Key Words Crossword Puzzle

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.

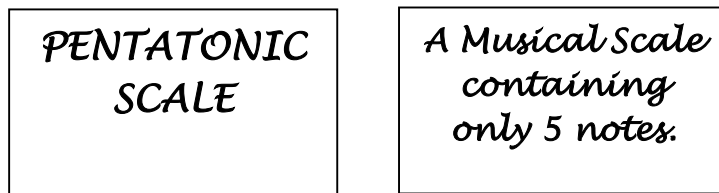
6. Card Matching Game

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!

