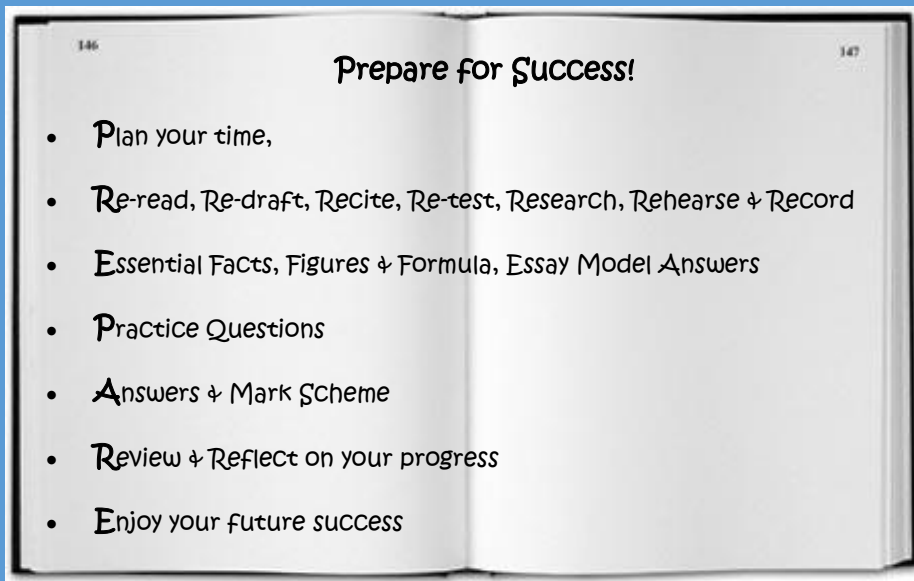




Shenfield High School



PREP

Newsletter

Year 11

Autumn Term 1



What is 'PREP'?

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

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

'PREP' is short for PREPARE:

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

Types of PREP

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

Attitude to Learning Score includes PREP

Attitude to Learning Overview

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

A French Bulldog wearing gold-rimmed glasses is sitting in front of an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, microscope, globe, paint palette, scissors, and books. 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.


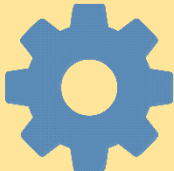

PREP is not optional
It's a way of life...


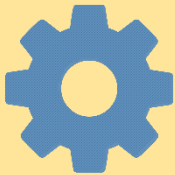

#PREP4Success
#Burning4Learning

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

#PREP4Success
#Burning4Learning

English	Macbeth	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Go and watch a performance of 'Macbeth' at the Theatre. • It would be hugely beneficial to watch any live performance of a play! • Watch a modern adaption film version of the play. • Go and visit The Globe Theatre.
		 KS4 Credit Task	Build your own revision resource by re-reading key scenes from the play and making notes/flash cards. An easy way to do this is to identify a main character (Lady Macbeth) or a key theme (ambition/violence) and go back to scenes that include them. Add in some short key quotations and make links to structure and context.	
		 KS4 Credit Task	Write an essay response to the following: How does Shakespeare present The Witches in the opening of the play?	
		 KS4 Credit Task	Complete some further wider reading around the context of the play and make your own revision document. This could be on word/PowerPoint/a podcast. Share your findings with your class teacher.	

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

Super-Curricular Activities

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

Science

Organic chemistry-Inheritance and Variation-Electromagnets

Wider PREP



Watch ONE set of these 3 videos

Chemistry

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

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

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

Biology

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

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

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

Physics

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

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

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

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



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

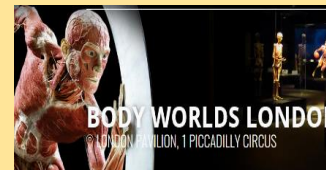


Find someone to compare your reviews to. How are your opinions of the videos different or similar? Use this to suggest ways the examples videos could be better.

Super-Curricular Activities

Check out these places to visit.

Body Worlds London



Duxford Museum Cambridge




The Science Museum

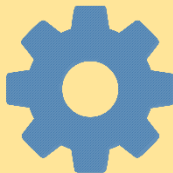






Fancy a night in front of the box?




Netflix Documentaries




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

Art	Buildings Project	Wider PREP		Super-Curricular Activities
		 <p>KS4 Credit Task</p>	<p>[HI] Research an artist who uses buildings/architecture in their work. You could start by looking on some Gallery websites to find relevant artists. Try: www.tate.org.uk or www.nationalgallery.org.uk</p> <p>Here is some guidance for writing about art: Always write in full sentences and include visual examples of the work of the artist you are discussing.</p> <ul style="list-style-type: none"> • Name of the artist • Title of the work (if known) • Year of the work (if known) • Why have you chosen to look at the work? • What drew your attention to it? • Is the work linked to an art style e.g. Impressionism, Fauvism etc. • How can you tell it is linked to a style? • Discuss what is in the picture. Remember key areas to discuss such as composition, texture, tone, colour, detail, pattern, foreground, middle ground, background • What do you think the artists' intention was when they created this piece? • Describe the mood of the piece • Discuss your likes and dislikes of the work • How is the work similar to your own piece inspired by this artist? • Do you intend to explore this style any further, perhaps for a final piece? Explain. 	
				<ul style="list-style-type: none"> • Visit an exhibition at the National Maritime Museum: Canaletto's Venice, ends 25th September • Visit an exhibition at the Tate Britain: Cornelia Parker, ends 16th October. • Read this Guide from BBC bitesize on how to write about Art https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/4 • Watch this video which gives you a guide at how you can start to look at and think about art: https://www.youtube.com/watch?v=dH0snpAD7UU • Watch this video about critiquing art https://www.youtube.com/watch?v=7upkm1O6ZxE

		 KS4 Credit Task	Create 4 pieces in response to your artist’s work. This means working in the style of your chosen artist but using your own photographs and ideas as a basis for the work. These pieces should be A4 or A3 in size.	
		 KS4 Credit Task	<p>Write about the pieces you have made. To do this you need to review the choices you made in media and subject and write about the following.</p> <p>What was successful and what you would do differently? What were you aiming to create? How does your work relate to your artists work?</p> <p>This process will help you with planning for your Art exam later in the year.</p>	

BTEC Enterprise	Component 2 (Business Plan) and Component 3 (Finance)	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Watch a documentary about an entrepreneur of your choice – Click HERE • Interview a family member or friend that runs their own business. Discuss the risks and rewards they've experienced • Pick one of these successful female entrepreneurs and investigate further to find out how they have made their enterprises a success - Click HERE • Complete revision exercises on Types of Costs – Click HERE • Listen to an appropriate podcast on business enterprise – Click HERE
		 KS4 Credit Task	[R4A] Revision Resource – you will need to create a revision resource to help you with an upcoming assessment for Component 3. 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. 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 coursework assessment for Component 2.	

GCSE Business	2.1.1 Business Growth	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Visit a factory tour – Click HERE • Evaluate the benefits of a takeover for a premier league football team – Click HERE • Watch the crash course world history documentary regarding globalisation- Click HERE & HERE • Watch a documentary and evaluate the importance of ethics in business behaviour – Click HERE • Explore the ethical behaviour of an MNC – Click HERE • Listen to an appropriate podcast on business growth & globalisation – Click HERE
		 KS4 Credit Task	[R4A] Revision Resource – you will need to create a revision resource to help you with an upcoming assessment. Your teacher will help you in class with the structure and expectations. There is also resources in the student drive available to support revision that you can engage with independently.	
		 KS4 Credit Task	[RT] Research – the subject content you are exploring in class is dynamic in nature and effects businesses differently. Your teacher will set you a research task where you will need to relate what you are learning to an actual business. This research could be either primary or secondary. You will need to bring your findings to your next lesson.	
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Computer Science	Networks	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Visit Bletchley Park - https://bletchleypark.org.uk/ Visit the Centre for Computing History http://www.computinghistory.org.uk/ There is a plethora of Computer Science based films and documentaries across the common streaming services. Suggestions include: The Imitation Game, The Social Dilemma, The Social Network and The Great Hack (age restrictions apply. Consult parents or carers before watching)
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Create a piece of media that explains what a computer network is, and the pros and cons of having one. Be creative with how you present this information. 	
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Create a set of interview questions that you would ask someone you were looking to employ to run the network of a big company that you owned. Think about what skills and knowledge you would like this person to have. 	
		 <p>KS4 Credit Task</p>	<ul style="list-style-type: none"> Create a piece of media describing the internet and its history. Be creative with how you present this information. 	

AQA GCSE DRAMA

COMPONENT 3: TEXTS IN PRACTICE (SCRIPTED EXAM) COMPONENT 1 : UNDERSTANDING DRAMA (WRITTEN PAPER)

Wider PREP



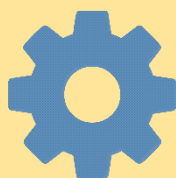
KS4 Credit
Task

[R4A] [HI] Researching your play and playwright

Complete a fact file on your chosen Comp 3 text, which includes the following information:

- Basic info on your playwright
- When the play was written
- When the play is set
- What was happening in the world/ country when the playwright was writing this play? Was there anything significant going on? Was there a breakthrough of technology/ social media for example?
- Why did the playwright write this play? What were their intentions?

Your research may include reading interviews with the playwright, reading the introductions/forewords to their plays, watching the play, reading reviews of the play.



KS4 Credit
Task

[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- Things I Know to be True
- Drama Online Library- Small Island

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

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

Super-Curricular Activities

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

Digital Theatre Details:

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


Login: student.Shenfield
password: dt123

Drama online Library Details:

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

Username: 97QG8Dg)y+

Password: 2He(6Ed%rV

			<ul style="list-style-type: none"> • Describe a key moment which had an impact on you. Why did it have an impact on you? • Explain how you can ADAPT what you saw in that key moment for YOUR current performance • Explain the impact you want to have on the audience. 	
		 <p>KS4 Credit Task</p>	<p>[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. 	

BTEC PERFORMING ARTS

Component 3: Responding to a Brief

Wider PREP

Super-Curricular Activities



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

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



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

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

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

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


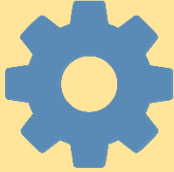

Drama online Library Details:


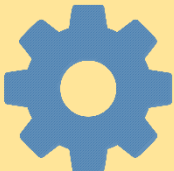

<https://www.dramaonlinelibrary.com/>


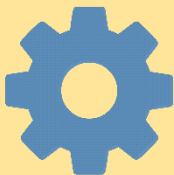

Username: 97QG8Dg)y+



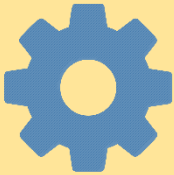

Password: 2He(6Ed%rV




			<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>[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 	


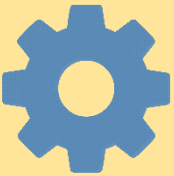

Engineering	Building an engineering product	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> Events given by the royal society or engineers can be found here. Check out Engineering in action for details on events near you Check out these videos on how engineering products 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.	


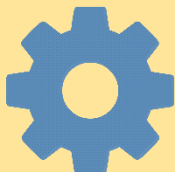

FILM STUDIES	DISTRICT 9/GLOBAL ENGLISH FILM	Wider PREP		<u>Super-Curricular Activities</u> Find out more about the structure of the film industry, especially American Film by reading the following pages on BBC BiteSize https://www.bbc.com/bitesize/guides/z9hrwx/revision/1 Harry Potter Tour https://www.wbstudiotour.co.uk/ Radio 4 Film Show https://www.bbc.co.uk/programmes/b006r5jt Mise en Scene https://www.youtube.com/watch?v=wFiP-E1zTRc Sound https://www.youtube.com/watch?v=2kW9_SyJlBM Editing https://www.youtube.com/watch?v=z0j2nlulQDQ Cinematography https://www.youtube.com/watch?v=9LkKgoq584M History of Film Studies https://www.youtube.com/watch?v=Ahlbl_URhco
		 KS4 Credit Task	(HI) For a full understanding of one of the key themes of the film District 9, please watch this 5 min video Racism, Xenophobia Drive 'District 9' - YouTube and as you watch write down and summarize, in the form of a one page summary, how the film is driven by racism and xenophobia – in other words what did you find about South Africa's history in this video? Please hand your one page summary to you film studies teacher for the credit.	
		 KS4 Credit Task	(HI) Special effects creating realism is an important aspect of a science fiction film, so please watch this short video Special Effects Add to Realism in 'District 9' - YouTube and as you watch think about how the visual effects for the film were created. For your credit please see your teacher at an end of a lesson to discuss your understanding of the clip explaining how visual effects were used in a realistic manner in the film District 9.	
		 KS4 Credit Task	(HI) For a revision exercise please watch this video How to read cinematography Shot analysis explained - YouTube and after you watched it please find and then print a one page document from the internet which explains different shot sizes in cinema. Hand document to your film studies teacher for your credit.	


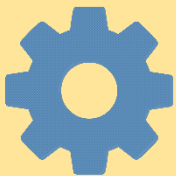

Geography	Development Dynamics	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Read the book Prisoners of Geography by Tim Marshall – a great insight into geopolitics. • Go to https://www.gapminder.org/dollar-street and explore different communities around the world.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


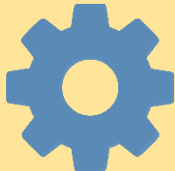

Food Preparation and Nutrition		Wider PREP		Super-Curricular Activities	
AQA 4.3.6 Marking criteria: Task 2 Food preparation assessment		 <p>KS4 Credit Task</p>	<p>[Hi] In preparation for NEA2 practice your skills at home by making dishes that use a range of skills including, knife skills, different cooking methods, sauce making and raising agents. Send picture of your dishes to: c.dyke@shenfield.essex.sch.uk</p>	<ul style="list-style-type: none"> 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. 	
		 <p>KS4 Credit Task</p>	<p>[RT] Food Provenance: Environmental impact and sustainability of food Research one of the large supermarkets like Tesco, Aldi or Sainsburys. Find out about food sustainability and food waste and what the supermarket is doing to support this. https://www.about.sainsburys.co.uk/sustainability https://www.tescopl.com/sustainability/planet/healthy-sustainable-diets/</p>	<p>Watch YouTube for dishes that include complex skills</p> <ul style="list-style-type: none"> Cheese Souffle https://www.youtube.com/watch?v=a2i61-Cb2Ko Chicken and Mushroom Pie https://www.youtube.com/watch?v=sH17OpJ5kAg Cottage/Shepherd's Pie with pipped potato https://www.youtube.com/watch?v=M_GNznvIN1E Fish cakes https://www.youtube.com/watch?v=xEGFcisC4c0 Ravioli https://www.youtube.com/watch?v=JuJNWpK0fl4 	
		 <p>KS4 Credit Task</p>	<p>[RT] Upload your favourite recipes and meals to the Nutrition Program website (https://www.nutritionprogram.co.uk) using your login (your school number) and password (1ShenField2) to review the costing and nutrition. Can you analyse your favourite recipes? Can you explain how to make them healthier?</p>	<p>This is good preparation for your NEA2.</p> <ul style="list-style-type: none"> For an interactive revision guide which covers all the AQA specification, join a class on Seneca (senecalearning.com – class code eba0kovnqi) <p>https://app.senecalearning.com/classroom/course/d59d0e60-4fa8-11e8-bbba-738ab127bed6/section/3a2ecae0-5aac-11e8-8337-b1fe33357061/session</p>	


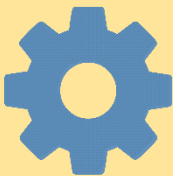

Health and Social Care	Year 11 Component 3	Wider PREP		<u>Super-Curricular Activities</u> - Visit your local leisure centre. Try out a new sport or class that you have not tried before for example, Yoga or Pilates. Go swimming with your friends once a week. http://www.brentwood-centre.co.uk/sport-and-leisure/swimming - Visit your local park and try out the gym equipment. Example: Ongar Town Council has recently been successful in gaining funding to provide outdoor fitness gym equipment for Ongar residents. The equipment is suitable for use from age 12 years upwards and by all abilities. These activities will help you lead a healthy and active lifestyle
		 KS4 Credit Task	Research Task: To consolidate learning around some genetic disorders, watch this documentary to see some turmoil that some people go through when having disabled children Disability & Abortion: The Hardest Choice - All 4 (channel4.com)	
		 KS4 Credit Task	Consolidation: Create a fact sheet / mind map on the areas of Health and Wellbeing that have been covered so far. This will also double up as a revision document for the upcoming exam	
		 KS4 Credit Task	Produce a leaflet on Health and Wellbeing. This will need to include; different factors that have positive or negative impacts on health and wellbeing, including identifying relevant information about the impact of a specific life event. They demonstrate a basic ability to interpret lifestyle and physiological data to identify factors that could potentially affect an individual's current and future physical health.	


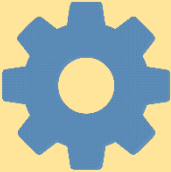

HISTORY	Henry VIII - Thomas Cromwell & American West – Settlement in the West	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> • Tower of London – Click HERE • Hampton Court Palace – Click HERE • Hever Castle – Click HERE • At the National Portrait Gallery you can view portraits of the Tudors. You can also view the artwork online – Click HERE • The British Museum – Click HERE • American West Clips – Youtube link • Speak to your teacher about the books and magazines available to read in the department
		 KS4 Credit Task	<p>[PQ] Answer at least one of the following exam questions:</p> <ul style="list-style-type: none"> a) Describe two features of England's war with France, 1522-1525 [4 marks] b) Explain why Cromwell rose to power [12 marks] c) 'The main changes to Henry VIII's system of government and finance in the years 1534-40 was a greater role for parliament'. How far do you agree? [16 marks] 	
		 KS4 Credit Task	<p>[ER] Create a timeline of the changes that took place in farming and the cattle industry in the American West. Make notes about the significance of these changes. Discuss these changes with your teacher or friends.</p>	
		 KS4 Credit Task	<p>[ER] Complete the workbook on Henry VIII and Thomas Cromwell. The reading for this and the workbook are on Edulink.</p>	

Spanish	Module 4: Intereses y influencias Module 6: De costumbre	Wider PREP		<u>Super-Curricular Activities</u>
		 KS4 Credit Task	<p><u>VOCAB FOCUS:</u></p> <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 <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	<p><u>GRAMMAR FOCUS:</u></p> <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	<p><u>SKILLS FOCUS – LISTENING AND READING:</u></p> <ul style="list-style-type: none"> Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to Spanish and have English subtitles. 	

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

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>	

PE GCSE	Section 4 - Health, Fitness and Well-being	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. • Attend guidance and help sessions for PEPs.
		 <p>KS4 Credit Task</p>	<p>[HI] Thinking back to the previous hot weather we have had. Outdoor Temperature can have a huge impact on sporting performance.</p> <p>Would a marathon runner perform better in hot or mild temperatures?</p> <p>Use the following phrases to help you answer this question. Dehydration, Body Temperature, Blood Viscosity, Heart Rate, Vascular Shunting, Focus, Fatigue, Energy, Stroke Volume.</p> <p>Think about a sport that you regularly take part in. What are the ideal weather conditions for maximum performance and why? Write a summary of your thoughts and answers to hand in to your teacher.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Create a revision resource for the Benefits of Exercise or Positive & Negative Effects of Exercise topic areas, which you can share with your teacher and peers. Examples could be: Flow charts, Mind Maps, Revision/Flash Cards, Glossary of definitions etc.</p>	
		 <p>KS4 Credit Task</p>	<p>[HI] Mind Map- Health & Well being</p> <p>https://www.youtube.com/watch?v=DMtvAHNqYLk</p> <p>Watch the above video and make notes to support you in creating a mind map for your teacher. Discuss with your teacher any questions you have on this topic area and any new information you have learned.</p>	

Sociology	Crime and Deviance	Wider PREP		<u>Super-Curricular Activities</u> <ul style="list-style-type: none"> The following documentary looks at the issue of cybercrime and fraud https://www.bbc.co.uk/iplayer/episode/m000ywtq/panorama-hunting-the-social-media-fraudsters To gain a deeper insight into the Criminal Justice System you could visit the Old Bailey. Further information can be found here: https://old-bailey.com/visiting-the-old-bailey
		 <p>KS4 Credit Task</p>	<p>Design a self-report study or a victim survey and give it out to at least 10 different people. Analyse the results and write a summary of your findings.</p>	
		 <p>KS4 Credit Task</p>	<p>Write a paragraph explaining the idea that crime is deviance is socially constructed. Use examples of different times and places to show how crime and deviance are socially constructed.</p>	
		 <p>KS4 Credit Task</p>	<p>Construct a table which explains the role of the following informal agents of social control in preventing crime</p> <ul style="list-style-type: none"> family peer group education religion media 	

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.

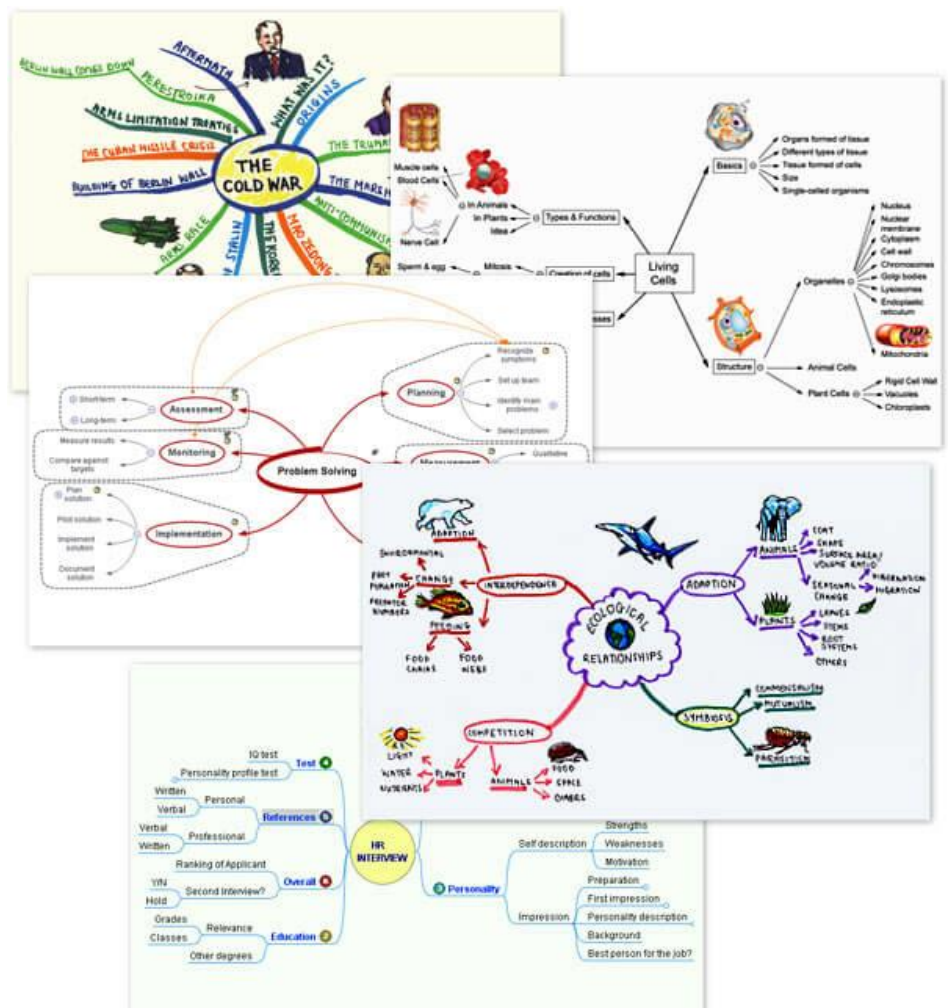
These techniques could be applied to:

- 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.

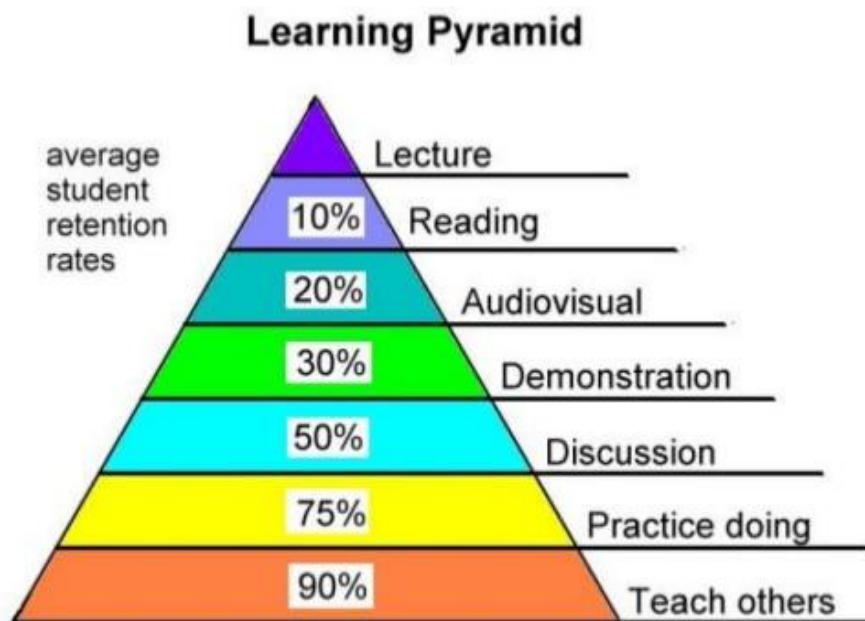
TIP: On the back of the revision card, write the title from the front. Then, after you have read through your cards a number of times, turn them over. Look at the title and self-test yourself on the information. Once you have recalled all you can, turn the card back over and check your answers.

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

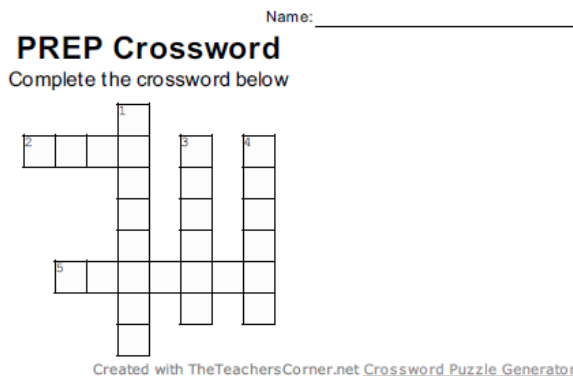
1. Key Words Crossword Puzzle

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.

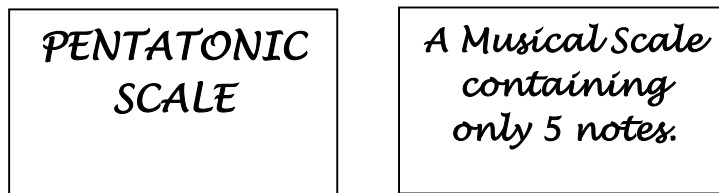
6. Card Matching Game

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!

