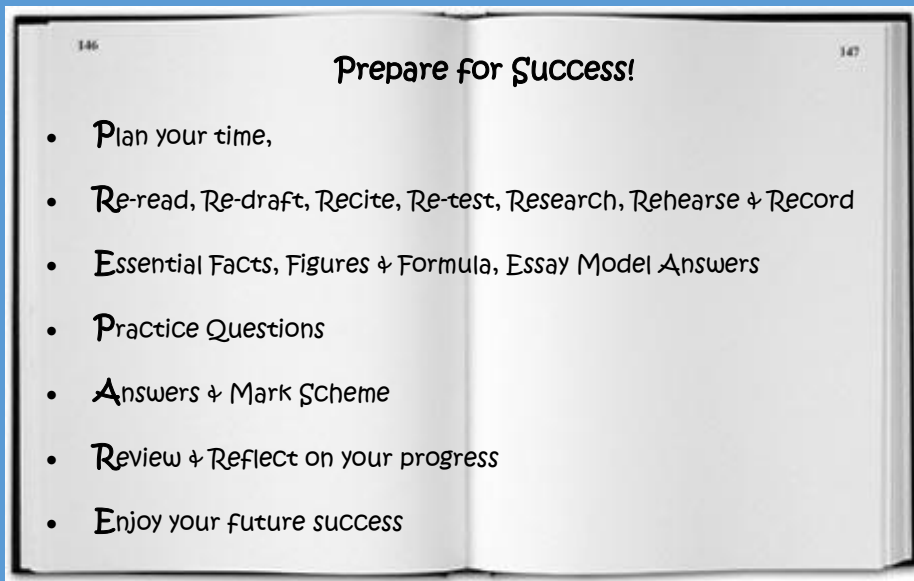
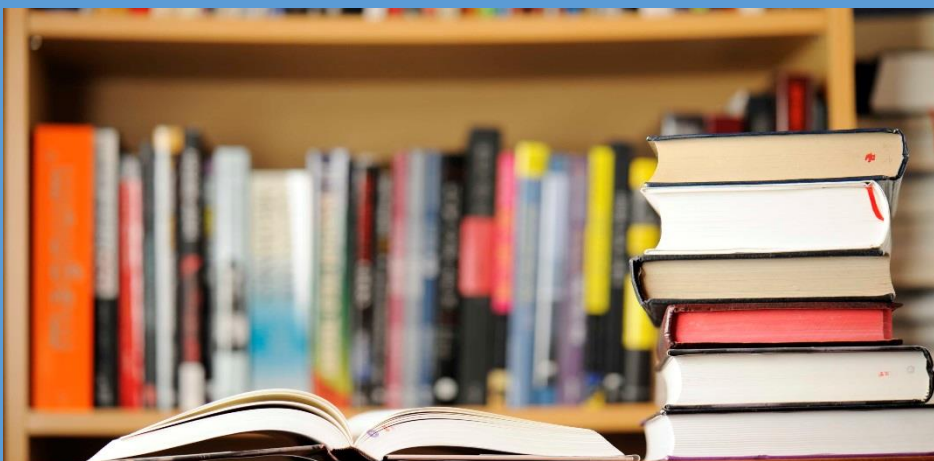




Shenfield High School



**PREP**  
**Newsletter**  
**Year 7**  
**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:

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

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

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

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

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

## How to use this Newsletter

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

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

- Improving Memory Skills & Understanding PREP
- Funs 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

# English

## The Tempest



### Challenge Task

Create a scene of the first setting in 'The Tempest.' This could be a picture, a 3D building or your own video. Look at the opening of the play so that your ideas are as accurate as possible.



### Collaboration Task

Write your play script titled 'The Storm.' Remember to use stage directions to help build an atmosphere and enhance our understanding of characters/their emotions.



### Contribution Task

Create a revision quiz for the play with challenging questions and an answer key. Ensure that you learn the answers to the questions!

### PREP [HI]

Please continue to work on your Bedrock Vocabulary which will be checked weekly by your teacher.

### Super-Curricular Activities

- Can you find a suitable version of 'The Tempest' to watch, e.g., a Globe production?
- Watch a documentary based on the life of Shakespeare.
- Can you think of a film/documentary based on a storm/extreme weather?

### Media & Links

- Create your own podcast that explains your views on a key character from the play.
- Create a revision video for your peers based on a key scene from the play.

# Maths

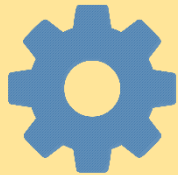
## Arithmetic: Decimals and Fractions



Challenge Task

*Play the Factors and Multiples Game ...*

<https://nrich.maths.org/factorsandmultiples>



Collaboration Task

*Create some Decimal Art...*

<https://www.mathsontoast.org.uk/activities/decimal-art/>



Contribution Task

*Dive into a good read...*

<http://www.murderousmaths.co.uk/books/BKMM8.htm>

**PREP [HI]**

*HI tasks will appear on your SPARX Maths account every Wednesday. Complete extra tasks and mini games for extra XP. Prizes every week for the students with the most XP points!*

*Make sure to bring your SPARX PREP books in every Wednesday for book check!*

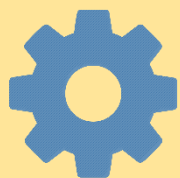
# Science

## Investigative Science



### Challenge Task

The development and use of antibiotics has had a major impact on the world we live in. However, antibiotics have been over used so much that we are getting to the point that the human immune system has begun to mutate against them and their usefulness is growing weaker. Your challenge is to create a poster to explain the issues that the over use of antibiotics has caused and what this might mean for mankind in the future.



### Collaboration Task

In groups of no more than 3, create a 1-minute video to about the life of Charles Darwin. This was a man who pioneered the research into the evolution of animal species and formulated the ideas of natural selection. Find out about what he did and how his research has impacted the world today.



### Contribution Task

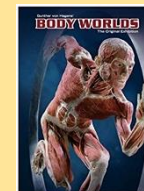
Create a revision aid for students that will help them to recall the differences between elements, compounds and mixtures. This could be a series of flash cards, a game, a mnemonic or even a song. Try to come up with something that is different and original. This should be something that teachers could use with their classes or give to their students.

### PREP [R4A]

Use your exercise book to help you recall the elements of the course that you may be asked about during the end of unit class assessment.

### Super-Curricular Activities

- Body Worlds ( <https://bodyworlds.com/>)



- Royal Observatory Greenwich  
<https://www.rmg.co.uk/royal-observatory>



- Royal Powder Mills  
<https://www.royalgunpowdermills.com/>

### Media & Links

- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>
- <https://cognitoedu.org/home.html>.

# Art

## TOTEM POLE



### Challenge Task

#### Art Competition! Prizes given for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place

**Task:** Design and create a Native American style Totem Pole. Your sculpture must take at least 3 hours to complete and can be any scale.

**Challenge:** The word Totem means 'kinship group'. Talk to people in your family/community to come up with elements of your Totem Pole design which represents your identity.

**Deadline:** 19<sup>th</sup> April, you can hand in your sculpture or email a photo to your teacher:

[d.kemp@shenfield.essex.sch.uk](mailto:d.kemp@shenfield.essex.sch.uk) or [a.murphy@shenfield.essex.sch.uk](mailto:a.murphy@shenfield.essex.sch.uk)



### Collaboration Task

#### Art Competition! Prizes given for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place

**Task:** Design and create a Native American style Totem Pole. Your sculpture must take at least 3 hours to complete and can be any scale.

**Collaboration:** Show a family/community member your design ideas for your Totem Pole. Ask for feedback on your ideas and consider this feedback when constructing your Totem Pole.

**Deadline:** 19<sup>th</sup> April, you can hand in your sculpture or email a photo to your teacher:

[d.kemp@shenfield.essex.sch.uk](mailto:d.kemp@shenfield.essex.sch.uk) or [a.murphy@shenfield.essex.sch.uk](mailto:a.murphy@shenfield.essex.sch.uk)



### Contribution Task

#### Art Competition! Prizes given for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place

**Task:** Design and create a Native American style Totem Pole. Your sculpture must take at least 3 hours to complete and can be any scale.

**Contribution:** Build a 3D sculpture of your Totem Pole. Think about what materials you could use; wood, cardboard, paper, paint, plastic, lego, wire or clay etc. Would you use a combination of materials or use throw away/every day items? How will you assemble the sculpture, what techniques could you use to hold it together?

**Deadline:** 19<sup>th</sup> April, you can hand in your sculpture or email a photo to your teacher:

[d.kemp@shenfield.essex.sch.uk](mailto:d.kemp@shenfield.essex.sch.uk) or [a.murphy@shenfield.essex.sch.uk](mailto:a.murphy@shenfield.essex.sch.uk)

# Computer Science

## Computational thinking

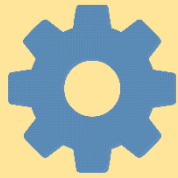


### Challenge Task

Create a programme of your choice in Scratch.

### Super-Curricular Activities

- Find out the history behind Alan Turing – e.g what he did and why he is such an important figure in Computer Science.



### Collaboration Task

Create a Powerpoint that Mr Maling can use in his lessons to teach programming to Year 7s!



### Contribution Task

Create a poster explaining what programming is and why it is important to everyday life.

### Media & Links

- <https://www.bbc.co.uk/bitesize/topics/zhy39j6>
- <https://www.turing.org.uk/>



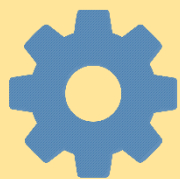
# Drama

## THEATRE IN EDUCATION



### Challenge Task

Create a set design for your final performance- pick a particular style we have explored this half term for your design. You can create this in a shoe box (miniature set) or you can sketch it.



### Collaboration Task

Create a set design for your final performance- pick a particular style we have explored this half term for your design. You can create this in a shoe box (miniature set) or you can sketch it.



### Contribution Task

Bring in a prop to lesson, or costume in for your final T.I.E. performance. Ask permission from home!

### Super-Curricular Activities

See a performance at your local theatre. There are great family shows at Basildon, Chelmsford and Hornchurch Theatres. Write a review on the show you saw.

<https://towntatetheatre.co.uk/whats-on/>

<https://www.chelmsford.gov.uk/theatres/whats-on/>

<https://www.queens-theatre.co.uk/whats-on/>

### Media & Links

These links will help you to understand what T.I.E (Theatre in Education) is

<https://www.bbc.co.uk/bitesize/guides/zsbn39/revision/1>

A scene from Mark Wheeler's TIE play "Arson About" – warning about the dangers of arson

<https://www.youtube.com/watch?v=ShKgeGc0soM&t=18s>

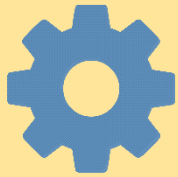
# Geography

## Glaciers



### Challenge Task

Research the ice sheets in Antarctica and the Arctic sea ice to find out what is happening to them and how they might be threatened in the future.



### Collaboration Task

Make a glossary of all the new glacial terms to share with your classmates to help them.



### Contribution Task

Create a poster or postcard about visiting a glacier or glaciated landscape e.g. Lake District / Canada for your teacher to display.

### Super-Curricular Activities

- Visit the Scott Polar research institute in Cambridge or use the online catalogue  
<https://www.spri.cam.ac.uk/museum/catalogue/>
- The Science Museum and Natural History Museum are both great places to learn about how the planet works

Visit the Lake District, or other part of N. Europe to see evidence of glacial landforms or you could research glaciation in the Lake District using [ArcGIS Story Maps](#)

### Media & Links

- Use Discovering Antarctica to find out more about glaciation in Antarctica  
<https://discoveringantarctica.org.uk/>
  - Watch the Our Planet episode on “Frozen Worlds” available on Netflix and YouTube
- Watch the “Frozen Planet” series available on BBC IPlayer

# History

## Medieval life



In the Middle Ages people were divided into groups based on what skills they had, skills such as:

- carpenter
- cook
- doctor
- friar - a religious minister
- knight
- lawyer
- merchant
- miller - made flour from corn
- monk
- nun
- ploughman - ploughed the fields for a living
- priest
- reeve - supervised work done by peasants
- soldier
- squire - local land owner who would be wealthy

Today, we often look at society in terms of wealth (rich and poor) or class (upper, middle, working). Medieval writers divided society into 'those who fight', 'those who pray' and 'those who work'. Sort the above into each category. Explain your decisions. You could also illustrate your work.



**A day in the life of a medieval person** - Research how medieval people lived. Write a diary or make a timeline of the activities your chosen person might enjoy on a daily basis. You could work together in a group and take on different roles within the medieval town or village.

### Super-Curricular Activities

**'The Midwife's Apprentice'** - by Karen Cushman. Set in Medieval England, this story epitomizes the struggle to overcome one's own lack of self-efficacy and realizing one's full potential. Cushman does a wonderful job of depicting this pre-teenage girl as a scrapper, and a girl who is very practical and resourceful. In the time that this story is set, a person had to use their brains, be cunning and have a sharp wit in order to survive.

**'Matilda Bone'** – by Karen Cushman. This book is a marvellous window into medieval medicine and life in general. In it we meet a pompous stargazing doctor, an ill-trained but capable woman physician, a leech, a near-sighted apothecary, and a host of others.

Select books from the **Horrible Histories** series. Why not try:

- The Measly Middle Ages
- Crazy Crusaders

There is a selection of **Horrible Histories** magazines in H63 that you may read (speak to Mrs Howard for more information)

The British Museum has some things that you can find online or you could pay them a visit at - British Museum, Great Russell Street, London WC1B 3DG,

**Medieval Europe AD 400–1500**

Spanning the period AD 400 to 1500, this exhibition

				<p>explores a time when many of the states and cultures of modern Europe were formed. Key events, famous figures and iconic objects are used to guide the visitor around the exhibition themes as they walk through 1,000 years of history and learn about the wars, faith and culture of those living in the Middle Ages</p>
		 <p><b>Contribution Task</b></p>	<p><b>Research life in a medieval town</b> - Either draw and label a medieval town map or write a description of what a medieval town might have looked like. You could even write a script guiding a group of time travellers around your town.</p> <p>Create a PowerPoint presentation or a film to help other Year 7 students learn about or revise:</p> <ul style="list-style-type: none"> <li>• The Battle of Hastings</li> <li>• How William kept control of England</li> <li>• How castles changed over time</li> </ul>	<p style="text-align: center;"><b><u>Media &amp; Links</u></b></p> <p>Medieval Britain – key stage 3 Bitesize  <a href="https://www.bbc.com/bitesize/guides/zm4mn39/revision/6">https://www.bbc.com/bitesize/guides/zm4mn39/revision/6</a></p> <p><a href="http://ks3historygames.co.uk/">Fun games and puzzles in medieval realms</a>  <a href="http://ks3historygames.co.uk/">http://ks3historygames.co.uk/</a></p>

# MFL - French

## Module 3 – En classe Talking about school life



### Challenge Task

Are you a champion? In preparation for the **Vocabulary Quiz** that takes place every Week A, learn the vocabulary associated with this Module – this list of vocabulary can be found in your French exercise books.



### Collaboration Task

Be a word-nerd! Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) and make a list of new words and their meanings in English from what you find in the article. You can use Collins online French dictionary to help you with the definitions.



### Contribution Task

Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the French subtitles. Alternatively, you could change the audio setting to French 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!

## PREP [R4A] & PREP [HI]

Revise for French End of Module 3 Assessment (En classe) using the following resources;

1. your class notes
2. Module 3 vocabulary sheet
3. Module 3 revision checklist
4. Module 3 Speaking and Writing Assessment Questions

Items 2 to 4 will have been given to you by your French teacher at the start of term, and

### Super-Curricular Activities

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

### Media & Links

- French newspapers online;  
[www.lemonde.fr](http://www.lemonde.fr)  
[www.lefigaro.fr](http://www.lefigaro.fr)  
[www.lequipe.fr](http://www.lequipe.fr)  
[www.20minutos.fr](http://www.20minutos.fr)  
[www.bbc.com/mundo](http://www.bbc.com/mundo)
- [www.collinsdictionary.com/french](http://www.collinsdictionary.com/french)
- [www.quizlet.com/ashaunak](http://www.quizlet.com/ashaunak) (website or app)
- 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.

can also be found on Edulink.

Prepare answers for your Writing and Speaking questions by drafting them in French first using your class notes, vocab and grammar, then once these are refined and developed, translate to English to help you with your revision for assessment. Your teacher will want to see this work in your exercise books.

- Memrise (app) - aim for 10-15 minutes/daily.
- [www.language-gym.com/#!/](http://www.language-gym.com/#!/) to practise verbs in all tenses
- BBC Bitesize for French:
- [www.bbc.co.uk › languages › french › french connection](http://www.bbc.co.uk/languages/french/french_connection)

# MFL - Spanish

Module 3 – Mi insti

Talking about school life



## Challenge Task

Are you a champion? In preparation for the **Vocabulary Quiz** that takes place every Week A, learn the vocabulary associated with this Module – this list of vocabulary can be found in your Spanish exercise books.



## Collaboration Task

Be a word-nerd! Find an article on the internet about anything that you are particularly interested in (e.g. sport, music, film, television) 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.



## Contribution Task

Practice your listening and reading skills! Try watching your favourite television shows on Netflix (or similar) with the Spanish subtitles. Alternatively, you could change the audio setting to French and have Spanish 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!

## PREP [R4A] & [HI]

Revise for Spanish End of Module 3 Assessment (Mi insti) using the following resources;

1. your class notes
2. Module 3 vocabulary sheet
3. Module 3 revision checklist
4. Module 3 Speaking and Writing Assessment Questions

Items 2 to 4 will have been given to you by

## Super-Curricular Activities

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

## Media & Links

- Spanish newspapers online;  
[www.elpais.com](http://www.elpais.com)  
[www.marca.com](http://www.marca.com)  
[www.20minutos.es](http://www.20minutos.es)  
[www.bbc.com/mundo](http://www.bbc.com/mundo)
- [www.collinsdictionary.com/spanish](http://www.collinsdictionary.com/spanish)
- [www.quizlet.com/ashaunak](http://www.quizlet.com/ashaunak) (website or app)
- 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.

your Spanish teacher at the start of term, and can also be found on Edulink.

Prepare answers for your Writing and Speaking questions by drafting them in Spanish first using your class notes, vocab and grammar, then once these are refined and developed, translate to English to help you with your revision for assessment. Your teacher will want to see this work in your exercise books.

- Memrise (app) - aim for 10-15 minutes/daily.
- [www.language-gym.com/#!/](http://www.language-gym.com/#!/) to practise verbs in all tenses
- BBC Bitesize for Spanish:

[www.bbc.co.uk > lanquages > spanish](http://www.bbc.co.uk/lanquages/spanish)



# Music

## Impressionism



### Challenge Task

Use the following piece of artwork to create your own impressionist soundscape. Use all the skills that you have learnt in your classroom lessons and the musical elements to help you.

<https://www.tate.org.uk/art/artists/armand-guillaumin-1228>

You may wish to use an online keyboard to help you - <https://www.musicca.com/piano>



### Collaboration Task

Find a piece of Impressionist art.

With a partner, compose a piece of music using all of the musical elements that represents this piece of art. You may wish to record this and show your teacher or even ask to perform it in class.



### Contribution Task

Using the Tate Modern Link below, write a revision checklist about Impressionist Art and then comparing this to British Impressionist Art.

<https://www.tate.org.uk/kids/explore/what-is/impressionism>

<https://www.tate.org.uk/art/art-terms/b/british-impressionism>

### Super-Curricular Activities

- Attended year 7 Keyboard club on Monday lunchtime to practice your classwork.
- Consider asking your parents for Keyboard/Piano lessons either in school or outside of school.

### Media & Links

- Listen to the following Radio show that looks at French Impressionist music.  
<https://www.bbc.co.uk/sounds/play/p033jslh>  
*One of the pieces featured in the radio show will be used in one of your listening assessments.*
- Characteristics and Style – Impressionism in Music  
<https://www.pianotv.net/2016/09/impressionist-music/>
- Read up about French Impressionist Art and Music  
<https://prezi.com/6qu9wk7p98-0/impressionism-music-and-art/>

# PE

Practical: Football, Rugby, Netball, Basketball, Badminton, Swimming, HRE, XC, Handball

## Skeletal System

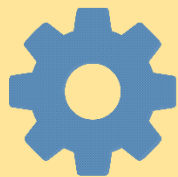


### Challenge Task

#### **Running challenge!**

Download a running app on your phone e.g Nike run, MapMyRun, Apple smartwatch 'activity/Fitness', Fitbit, Strava.

- 1 – Run 1.5km
  - 2 – Time your run
  - 3 – Re-run and try to beat your time.
- Challenge points will be awards for evidence of improving your time.



### Collaboration Task

Complete a performance analysis of a professional sportsman from watching a live sporting fixture or on the television. Write down the following:

1. Strengths
2. How did their strengths help the team/individual performance?
3. Weaknesses

How did their weaknesses effect the team/individual performance?



### Contribution Task

#### **Extra-Curricular clubs**

Bring your school planner to extra-curricular clubs. Once the morning, lunch or after school club has finished, ask a member of PE staff to sign on the day you attended that club. Eight signatures from staff will result in a contribution point!

#### **Super-Curricular Activities**

- Sporting Events in 2022: [2022 in sports - Sport Calendar of the major events of the year 2022 \(the-sports.org\)](https://www.the-sports.org/2022-in-sports-sport-calendar-of-the-major-events-of-the-year-2022)
- [home | parkrun UK](https://www.parkrun.co.uk/) – Take part in a park run in your local area! Click on the link and find your nearest park run event.

#### **Media & Links**

- [Structure of the skeletal system and the vertebral column - Skeletal system - Edexcel - GCSE Physical Education Revision Edexcel - BBC Bitesize](#)
- [Edexcel GCSE PE - Functions of the Skeleton - YouTube](#)
- [Home - BBC Sport](#)

# Social Science

## World Religions



### Challenge Task

Complete additional research on Humanism.  
What are their key beliefs?  
What they do to celebrate life stages such as birth or marriage?  
How do their beliefs affect their lives?



### Collaboration Task

The assessment for next half term will be a project based piece. Pupils will be asked to work in pairs or 3s and research one of the big 6 religions or Humanism and their findings will need to be shared with the class. They will be given a contents list of what needs to be included, but they will have quite a lot of freedom as to how they present their work. You could spend extra prep time on this in order to do really well in advance of next half term.



### Contribution Task

Speak to someone who follows a faith or is an atheist and ask them why they hold the views which they do. You could then share those ideas in class discussions.

### Super-Curricular Activities

- Visit the humanist graveyard in Epping Forest.
- Visit any religious buildings local to you.
- Speak to someone who follows a faith or is an atheist and ask them why they hold the views which they do.

### Media & Links

- Watch “The Little Buddha” to show the cross-over of religious beliefs in different cultures.
- True Tube clips of faith and belief.
- Use the BBC Bitesize site to look at any world religions.