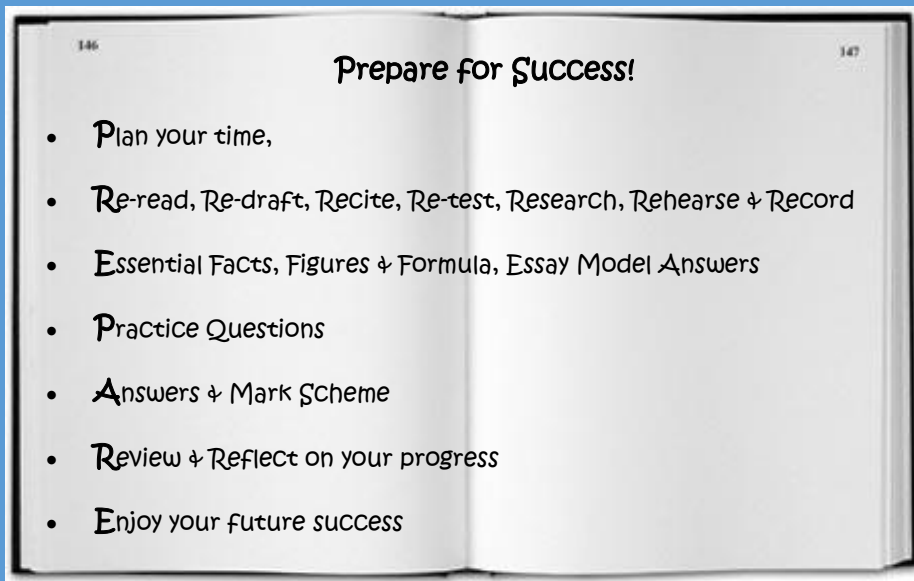




Shenfield High School



PREP

Newsletter

Year 8

Autumn Term 2



What is 'PREP'?

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

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

'PREP' is short for PREPARE:

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

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	Mystery & Adventure	 Challenge Task	<p>Our current topic is 'Adventure.' Create a magical map to feature in the opening of an adventure story. Label it with the different settings that you would include in your story. Once finished, label your map with some sentences that include language for effect. For example, 'the tall tress danced and whistled in the silent forest.'</p>
		 Collaboration Task	<p>Create a detailed plan for your own Adventure story. Consider:</p> <ul style="list-style-type: none"> - Title - Setting: - Main characters: - Beginning: - Middle: - End: <p>Write your opening paragraph. Use the senses to paint a picture in the mind of your reader in order to fully engage them. Ask a parent/friend/teacher to read your work.</p>
		 Contribution Task	<p>Write a persuasive letter to your parent/guardian persuading them to take you on an adventure. You should include: where you want to go and why, things you can do there, what skills you might gain from this experience, any problems you might face and overcome, how this adventure might help you in your future!</p>
		PREP [HI]	<p>Write a story using one of the following titles: 'The Magical Journey' or 'The Time Machine.' Use language for effect in your work.</p>
		PREP [R4A]	<p>Research a new novel to read that fits into the gothic/mystery/adventure genre. Read the opening of this book to see if it something you'd like to continue to read.</p>

Maths

Goat on a rope



Challenge Task

How much grass would a goat eat...

<https://nrich.maths.org/2161>



Collaboration Task

Rabbit on with the family...

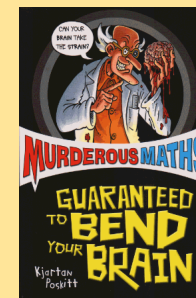
<https://www.mathsontoast.org.uk/activities/make-a-paper-bunny/>



Contribution Task

Dive into a good read...

<http://www.murderousmaths.co.uk/books/bkmm1.htm>



PREP [HI]

[HI] tasks will appear on your Hegarty account at 3pm on Monday, Wednesday and Thursday. This timing is to get you into the good PREP habit of working little and often.

PREP [R4A]

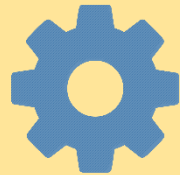
Hegarty Maths Tasks: 137,138,774, 539-543, 546, 547, 555, 864 – 868, 674 - 678

Science



Challenge Task

Create a model of the atom. Use whatever means you like (no food related models) to create a model of the atom that includes all the features of the sub atomic particles within the atom. The best models will be displayed around the department



Collaboration Task

In groups of no more than 3, create a 1-minute video to about the life of Edward Jenner. This was the man who was responsible for the first understanding of bacteria and virus and was paramount in the scientific community taking its first steps into research into anti-virus treatments and vaccinations. Without the work that Jenner did the COVID-19 vaccine would have never existed.



Contribution Task

Create a revision aid for students that will help them to recall the main differences between the different types of cell.
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 that will help them to recall the structure and features of the different cells.

Art

Animals in Art



Challenge Task

Find an artist you haven't heard of before relating to **ANIMALS**



Collaboration Task

Pick one of the artists pieces and write about:


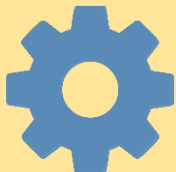

1. What media and techniques have they used?
2. What does it portray, why did the artist choose this theme or subject?
3. Why has the artist chosen to focus on animals?
4. What do you like about the piece?






Contribution Task

Taking the artist picture you have found, use it to make a new piece of your own- you could cut it up and use collage, add paint over or round it, make it 3D.....be creative!



Computer Science	Programming in RUR-PLE	 <p>Challenge Task</p>	Create a Powerpoint explaining what programming is and where it is used
		 <p>Collaboration Task</p>	Create a poster that Mr Maling can put up in his room about all the career opportunities in programming. The best one will be selected and displayed in C72
		 <p>Contribution Task</p>	Create an activity/worksheet that Mr Maling can set his class to teach them about IF statements. The best one will be selected and used in class

Drama	STIMULUS	 <p>Challenge Task</p>	<p>To create a folder full of interesting “stimuli”. You need to collect stimulus which interests you and sparks your imagination. A stimulus can be anything, including:</p> <ul style="list-style-type: none"> • Photos • Art work/ paintings • Poems/ stories • Music • Newspaper articles
		 <p>Collaboration Task</p>	<p>In small groups, get together and create your own mini version of the TV Show “Whose Line is it Anyway”? Your teacher can help you with the “game” or theme. Look at this clip for inspiration.</p> <p>https://www.youtube.com/watch?v=DPdXs_wGam0</p> <p>You can rehearse and film. Send the clip to your Drama teacher.</p>
		 <p>Contribution Task</p>	<p>For your next performance in class, bring in a suitable prop that you think would add to/ develop your group’s performance. You may also want to find a piece of music from YouTube that would add to your performance.</p> <p>Make sure you have permission to bring an item from home.</p>

Geography

Weather and Climate



Challenge Task

Research what a meteorologist is. Create a job profile and explain what you would need to do to become a meteorologist.



Collaboration Task

Look at the upcoming weather and create a weekly forecast.



Contribution Task

Look at the upcoming weather and create a weekly forecast.


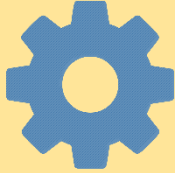

Create a poster about Greta Thunberg and her contribution to raising climate change awareness.

PREP [RT]

Research how the UK's weather is expected to become different due to climate change over the next 20 years.

PREP [ER]

Use the Met Office YouTube Channel to better your understanding of the different concepts covered in class.

History	Elizabeth I	 Challenge Task	<p>The Tudors are probably the best-known ruling royal family in the world. The first Tudor, Henry VII, ruled from 1485 until his death in 1509. He made the country stronger, richer and safer than it had been for a long time. But how did the rest of the Tudor monarchs do? Your task is to research and work out who you think was the most successful Tudor monarch after Henry VII's death and write an extended answer. Was it his son, Henry VIII... or one of his grandchildren, Edward VI, Mary I or Elizabeth I?</p>
		 Collaboration Task	<p>With a partner, research and create a news report about the Spanish Armada. Include: Why it happened, what happened and the consequences.</p>
		 Contribution Task	<p>Research the following portraits of Elizabeth I: 'The Rainbow Portrait' and 'The Armada Portrait'. What do they tell us about her? How do they do this? Discuss the paintings with your History teacher</p>
		PREP [RT]	<p>In this time the Spanish landed in Mexico and Peru. They came into contact with the Aztecs and the Incas. Research these groups. Who were they? What did they believe? How did they live?</p>
		PREP [ER]	<p>Create a timeline of the religious changes in England from Henry VIII to Elizabeth I. How do you think the English people would have been affected by these changes? Write a paragraph to explain underneath your timeline.</p>

MFL - French

Module 1 – Ma vie de famille

Talking about family and friends



Challenge Task

Are you a champion? In preparation for the **MFL Vocabulary Bee** that takes place every three weeks during Form Time, learn the vocabulary associated with this Module – this list of vocabulary can be found in your Spanish exercise book.



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 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!

PREP [HI]

Complete the written tasks as instructed by French Teacher as part of this Module. Don't forget to organise your time and resources to help you meet the PREP deadline, and if you need any help with anything, please see your French Teacher well before you are due to hand in your work.

PREP [R4A]

Learn and apply the French Grammar concepts contained in your revision checklist in preparation for your forthcoming assessment. The Grammar List can be found in the front of your exercise books as part of your Revision Checklist. Speak to your French Teacher if you need any help with this.

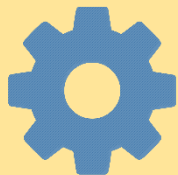
MFL - Spanish

Module 1 – Mi familia y mis amigos Talking about family and friends



Challenge Task

Are you a champion? In preparation for the **MFL Vocabulary Bee** that takes place every three weeks during Form Time, learn the vocabulary associated with this Module – this list of vocabulary can be found in your Spanish exercise book.



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 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!

PREP [HI]

Complete the written tasks as instructed by Spanish Teacher as part of this Module. Don't forget to organise your time and resources to help you meet the PREP deadline, and if you need any help with anything, please see your Spanish Teacher well before you are due to hand in your work.

PREP [R4A]

Learn and apply the Spanish Grammar concepts contained in your revision checklist in preparation for your forthcoming assessment. The Grammar List can be found in the front of your exercise books as part of your Revision Checklist. Speak to your Spanish Teacher if you need any help with this.

Music	Chords into Jazz	 <p>Challenge Task</p>	<p>The Music Department provide many different Extra-Curricular opportunities throughout the week. Over the next few weeks why not try and attend at least one of the year 8 activities?</p> <p>You may wish to attend Year 8 Keyboard Club which takes places on Thursday lunchtimes. This will give you an opportunity to work collaboratively with your partner in ensuring that your Reggae song is the best that it can be.</p>
		 <p>Collaboration Task</p>	<p>Ask the people who you live with what they know about Blues and Jazz music. Using their knowledge and information consider creating your own timeline of events starting with the Slave Trade based in America in the 1800s through to Rock'n'Roll in the 1950s.</p> <p>Your research should look at Slave Work songs, blues music, jazz music and Rock'n'Roll considering how each is linked. Create a fact file based on your new knowledge and your understanding of the above styles and add to your timeline of events.</p>
		 <p>Contribution Task</p>	<p>With your partner from class (if you are working with one) consider coming to the Year 8 Keyboard Club on Thursday Lunchtimes to practice in preparation for your 12 Bar Blues performance.</p> <p>Teachers will be on hand to be able to help you if you have any difficulties whilst attending the club. It is free to attend and you are able to bring and eat your lunch during the club. Using this extra practice time will play help your understanding and develop your performing ability.</p>

PE

Y8



Challenge Task

Cycling challenge!

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



1 – Cycle 7.5km : **2** – Time your cycle : **3** – Re-cycle and try to beat your time. Challenge points will be awards for evidence of improving your time.



Collaboration Task

Create your own Sports Kit and Badge - Can you design a new Sports Kit for Shenfield High School and design a badge? Use any design and colour scheme you like.



Contribution Task

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. 7 Signatures from staff will result in a contribution point!

Social Science

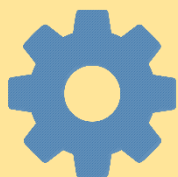
Politics



Challenge Task

To gain more knowledge, you could visit the following online sites:

- Visit the virtual tour of the Houses of Parliament.
<https://www.parliament.uk/visiting/virtualtour/>
How Parliament works in 60 secs <https://www.parliament.uk/education/teaching-resources-lesson-plans/how-parliament-works-60-secs/>
- General Elections in 60 secs <https://www.parliament.uk/education/teaching-resources-lesson-plans/general-election-60-secs/>
- Be an MP for a week <https://www.parliament.uk/MPforaweek>



Collaboration Task

In advance of our lessons on whether or not people should have to vote, you could collaborate with others by asking for their opinions. You could aim to talk to friends and family members and ask them if they agree or disagree with the responsibility of voting in political elections and ask them for their reasons on either side. You could present this work in a table of the opposite arguments.



Contribution Task

It is always good when learning in one subject contributes to learning in another. You could overlap your reading and literacy skills with Social Science by choosing to read “The Accidental Prime Minister” by Tom McLaughlin. You could overlap History with Social Science by researching the life and work of Winston Churchill who was Prime Minister during WW2