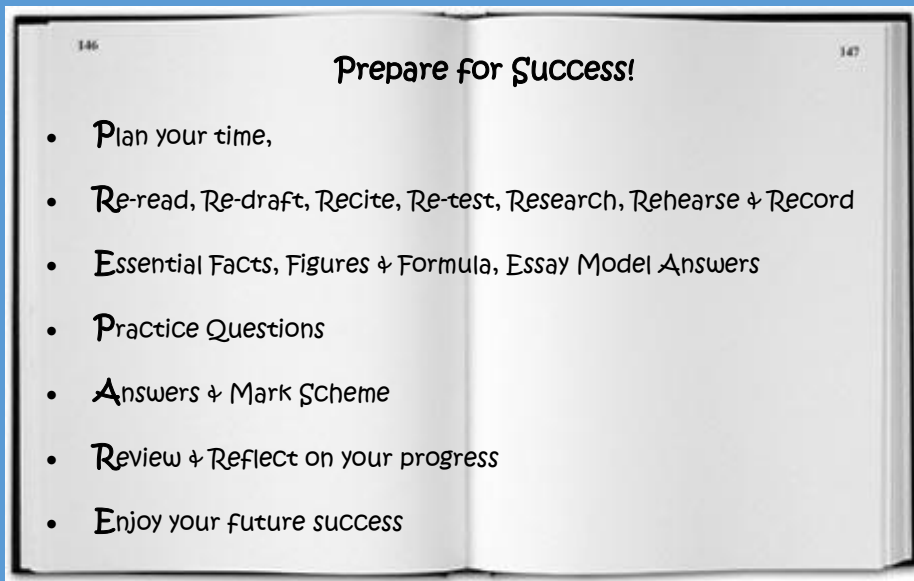




Shenfield High School



# PREP

## Newsletter

### Year 8

### 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**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.


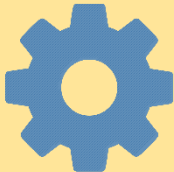

A French Bulldog with brown and white fur is wearing gold-rimmed glasses and is positioned behind an open book. The background is a light gray surface covered with various colorful educational icons, including a rocket, a globe, a microscope, a paint palette, a basketball, a potted plant, a purple umbrella, a pair of boots, a notebook, a pencil, a pair of scissors, a clock, a tree, a pair of glasses, a beaker, a telescope, and the formula  $E=MC^2$ . 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 with black outlines. At the bottom right, the hashtags "#PREP4Success" and "#Burning4Learning" are displayed in white.


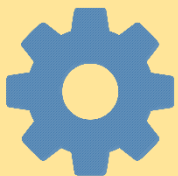

**PREP** is not optional  
It's a way of life...

#PREP4Success  
#Burning4Learning

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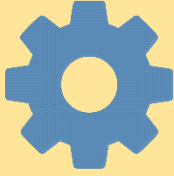




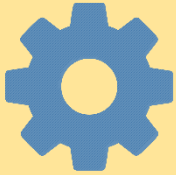

English	Gothic	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Watch a play at the Theatre that has a gothic theme.</li> <li>• Research some well-known gothic texts/writers. Make some notes on your findings.</li> <li>• Watch a TV series or film that demonstrates elements of the gothic.</li> <li>• Go and visit 'The London Dungeon' or another gothic themed day out!</li> </ul>
		 <b>Challenge Task</b>	<p>Write a gothic story using one of the following titles: <i>The Cracked Mirror</i></p> <ul style="list-style-type: none"> <li>- <i>The Cupboard Under the Stairs</i></li> <li>- <i>The Lost Meadow</i></li> <li>- <i>The Path into the Mountain</i></li> </ul> <p>Remember to use language for effect in your work.</p>	
		 <b>Collaboration Task</b>	<p>Create your own gothic mood board with a series of pictures. Use this to write a plan for your own gothic story.</p>	
		 <b>Contribution Task</b>	<p>Make your own vocabulary bank of words that you could use in gothic writing. Try to use challenging vocabulary to improve the quality of your writing. Ensure you try to learn the definitions of any new words!</p>	


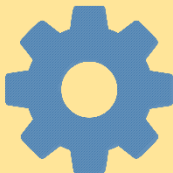

Mathematics	Indices/Sequences/Data	Wider PREP		Super-Curricular Activities
		 <b>Challenge Task</b>	<p>Mr Dennehy's Excellence Challenge:</p> <p><b><u>Maths: Discovered or Created?</u></b></p> <p>Watch the video below and think of three examples that support the argument that maths was invented and three examples that support the argument that that maths was discovered.</p> <p>TED ED "Is math discovered or invented? - Jeff Dekofsky"  <a href="https://www.youtube.com/watch?v=X_xR5Kes4Rs">https://www.youtube.com/watch?v=X_xR5Kes4Rs</a></p>	
		 <b>Collaboration Task</b>	<p>Miss Albery's Excellence Challenge:</p> <p><b><u>Mathematical photo wall</u></b></p> <ul style="list-style-type: none"> <li>• Bring in a photo/picture with an explanation of what maths can be seen.</li> <li>• Really great examples might make it to Miss Albery's 'Mathematical Photo Wall'</li> </ul>	
		 <b>Contribution Task</b>	<p>Mrs Ballington's Excellence Challenge:</p> <p><b><u>In Rugby what is the highest score that can be made in only one way?</u></b></p> <ul style="list-style-type: none"> <li>• Rugby scores are either 3 (a kick), 5 (a try) or 7 (a try and conversion).</li> <li>• For example, the score of 14 can only be made two ways (2 tries and 2 conversions OR 3 kicks and a try) and the score of 7 can only be made one way (try and conversion).</li> <li>• What is the highest score that can be made in only one way?</li> </ul>	

## Super-Curricular Activities


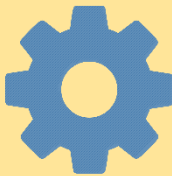

- Visit the Royal Observatory in Greenwich, London. Home of Greenwich Mean Time (GMT), the Prime Meridian of the world and London's Planetarium.  
<https://www.rmg.co.uk/royal-observatory>
- Learn how Binary Code works  
<https://ed.ted.com/lessons/how-exactly-does-binary-code-work-jose-americo-n-l-f-freitas>


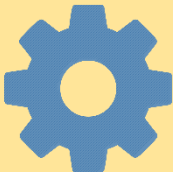

Science	Investigations	Wider PREP		<p><b><u>Super-Curricular Activities</u></b></p> <p>Check out these places to visit.</p> <p>Body Worlds London</p>  <p>Duxford Museum Cambridge</p>  <p>The Science Museum</p>  <p>Fancy a night in front of the box?</p> <p><b><u>Netflix Documentaries</u></b></p> <ul style="list-style-type: none"> <li>• <i>Our Planet</i></li> <li>• <i>72 Dangerous Animals</i></li> <li>• <i>Unnatural Selection</i></li> <li>• <i>Explained</i></li> </ul>
		 <p>Challenge Task</p>	<p>Watch the following experiment video all the way through approx. 3mins  <a href="#">Science Max   Have You Tried THIS?!   Paper Rolls Experiment</a>   <a href="#">Mini Max - YouTube</a>.</p> <p>As you watch the video note down what the <b>independent, dependent</b> and <b>control variables</b> are. Observe and decide if the method and equipment is <b>accurate</b> if it is why? If not how could it be improved? Choose the right type of graph and present the results you would expect to get and explain the science behind why they got the results they did in the video.</p>	
		 <p>Collaboration Task</p>	<p>Complete the “challenge” task and present the information. Present your completed task to a family member or friend and ask them for feedback. Note down a few improvements they suggested you make.</p>	
		 <p>Contribution Task</p>	<p>Present everything you have noted down from watching the video in an interesting and engaging way, this can be in the form of a poster or presentation (like powerpoint).</p>	




Art	ARTIST RESEARCH	Wider PREP		Super-Curricular Activities
		 <p>Challenge Task</p>	<ul style="list-style-type: none"> <li>[HI] Find an Artist you haven't heard of before who uses <b>ANIMALS</b> as a theme in their work.</li> </ul> <p>There are so many artists out there, you could start by looking on some Gallery websites and searching 'animals to find relevant artists. Try: <a href="https://www.tate.org.uk">tate.org.uk</a> or <a href="https://www.nationalgallery.org.uk">nationalgallery.org.uk</a></p>	
		 <p>Collaboration Task</p>	<ul style="list-style-type: none"> <li>[HI] Pick one of the artists pieces, print off a picture of it and write about:               <ol style="list-style-type: none"> <li>What media and techniques have they used?</li> <li>What does it portray, why did the artist choose this theme or subject?</li> <li>Why has the artist chosen to focus on animals?</li> <li>What do you like about the piece?</li> </ol> </li> </ul>	
		 <p>Contribution Task</p>	<ul style="list-style-type: none"> <li>[HI] Taking the artist picture you have found, use it to make a new piece of your own-</li> <li>print off the image, once or multiple times and use this to make a new piece of art.</li> <li>You could cut it up and use collage, add paint over or round it, make it 3D. You can add other materials and change it any way you like.</li> </ul>	


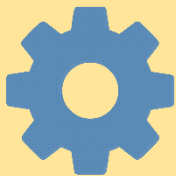
Computer Science	IDEA Bronze Award	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit Bletchley Park - <a href="https://bletchleypark.org.uk/">https://bletchleypark.org.uk/</a></li> <li>Visit the Centre for Computing History <a href="http://www.computinghistory.org.uk/">http://www.computinghistory.org.uk/</a></li> <li>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)</li> </ul>
		 Challenge Task	<ul style="list-style-type: none"> <li>Create a piece of media explaining the positives and negatives of social media. Get creative with how you present this (video, PowerPoint, poster etc).</li> </ul>	
		 Collaboration Task	<ul style="list-style-type: none"> <li>Create a 10 question job interview style quiz, to ask of your parents, testing their knowledge on things to be wary of when online.</li> </ul>	
		 Contribution Task	<ul style="list-style-type: none"> <li>Create a poster that can be displayed in the department that describes the importance of a strong password.</li> </ul>	



Drama	Devising from a Stimulus	Wider PREP		Super-Curricular Activities
		 Challenge Task	In lessons you will be working with a range of different stimuli to create improvisations. You need to challenge yourself to listen to the following stimulus and then be inspired to create your own script, with characters and a storyline. Remember, a stimulus is a starting point and your ideas and imagination may go off at a tangent – this is what we expect! Be as creative and imaginative as you can!  Your script will need at least 2 characters, a clear beginning, middle and end. You can to use the following website to remind yourself on how to format your script correctly. <a href="https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/z6hhcqt">https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/z6hhcqt</a>	<ul style="list-style-type: none"><li><b>Audition for the Whole School Musical!</b> Wednesday 5<sup>th</sup> October – 3pm – 5pm in X1</li><li><b>Try and see a production at your local theatre, if you can – Panto season is upon us!</b>  <a href="https://brentwood-theatre.co.uk/whats-on/">https://brentwood-theatre.co.uk/whats-on/</a> <a href="https://chelmsfordtheatre.co.uk/">https://chelmsfordtheatre.co.uk/</a> <a href="https://www.thebroadwaybarking.com/sales">https://www.thebroadwaybarking.com/sales</a></li></ul>
		 Collaboration Task	Work with a friend/someone from home to create an audio play based on a stimulus you have been exploring in class. This is a play that only requires the voice of the actors. You will need to use a voice memo app on your phone, or you may borrow a Dictaphone. You will need to write a script for the actors to follow, and you will also need to use objects around the house (or a sfx website such as the BBC sound effects Library) <a href="https://sound-effects.bbcrewind.co.uk/search">https://sound-effects.bbcrewind.co.uk/search</a> . You can email your audio clips to your Drama teacher.	<ul style="list-style-type: none"><li><b>Stream professional Theatre productions for free!</b> (Please be aware we have made suggestions on <i>age appropriate productions</i> for Year 8 pupils to stream. Not all the productions on these streaming platforms will be age appropriate)</li></ul>
		 Contribution Task	Contribute to your group’s in class performance, by helping to organise the following: <ul style="list-style-type: none"><li>An additional stimulus from home (with an adult’s permission!)</li><li>Bring props and costumes from home (with an adult’s permission!)</li><li>Organise sfx and send your Drama teacher the links, ready for the performance lesson <a href="https://sound-effects.bbcrewind.co.uk/search">https://sound-effects.bbcrewind.co.uk/search</a></li><li>Write a script for the performance, to help your group members to remember their lines.</li><li>Design the set or costume elements of your performance. This could be in a collage style, or on A4 paper. You could even create a 3D miniature set inside a shoe box.</li></ul>	<p><b>Digital Theatre Details:</b> <a href="https://edu.digitaltheatreplus.com/">https://edu.digitaltheatreplus.com/</a></p> <p>Login: student.Shenfield password: dt123 <b>Watch:</b> Alice in Wonderland, Wind in the Willows</p> <p><b>Drama online Library Details:</b> <a href="https://www.dramaonlinelibrary.com/">https://www.dramaonlinelibrary.com/</a> Username: 97QG8Dg)y+ Password: 2He(6Ed%Rv <b>Watch:</b> Peter Pan, Treasure Island</p>

Geography	Population	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>• <b>Migration Museum:</b> You could visit the <a href="#">Migration Museum</a> in Lewisham shopping centre. The museum is free to enter.</li> <li>• <b>Gapminder:</b> Use this <a href="#">website</a> to test your worldview and research population statistics.</li> <li>• <b>How many people can the Earth handle?:</b> Read this <a href="#">article</a></li> <li>• <b>Population:</b> Use this <a href="#">BBC Bitesize</a> Revision Guide</li> <li>• <b>Don't Panic: The Truth about Population:</b> A <a href="#">documentary</a> from Hans Rosling about population.</li> <li>• <b>Migration Observatory:</b> Research from the University of Oxford.</li> <li>• <b>CIA World Factbook:</b> <a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a></li> </ul>
		 Challenge Task	[HI] Overpopulation (too many people) or overconsumption (using too much)? Research both sides of this population debate. Use your research to write paragraph that contributes to this debate.	
		 Collaboration Task	[HI] Geography in the News: Find and read a news article on population. Highlight key information and links to our topic. Bring it to lesson with you and be prepared to summarise the article to your classmates and teacher.	
		 Contribution Task	[HI] Compare the 2011 census data to the 2021 census data. Create a resource that demonstrates how the UK's population geography has changed between 2011 and 2021.	

History	The Reformation	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>You could visit Henry VIII's famous ship the Mary Rose in Portsmouth. You can also learn all about the ship on their website – Click <a href="#">HERE</a></li> <li>Tower of London – Click <a href="#">HERE</a></li> <li>Hampton Court Palace – Click <a href="#">HERE</a></li> <li>Hever Castle – Click <a href="#">HERE</a></li> <li>At the National Portrait Gallery you can view portraits of the Tudors. You can also view the artwork online – Click <a href="#">HERE</a></li> <li>Tilbury Fort, built by Henry VIII – Click <a href="#">HERE</a></li> <li>Henry VIII – <a href="#">Youtube Link</a></li> <li>Horrible Histories – <a href="#">Youtube Link</a></li> <li>BBC Bitesize – <a href="#">Click HERE</a></li> </ul>
		 <b>Challenge Task</b>	<b>[ER]</b> Challenge yourself to create a mnemonic device to help you remember the names of Henry VIII's wives and then learn them off by heart. Tell it your teacher when you are ready.	
		 <b>Collaboration Task</b>	<b>[RT]</b> Join up with a friend to complete a project on Henry VIII and his six wives. Include information about each wife, for example their backgrounds, why Henry married them and why they fell from their positions as queen. You can create your project in any way you like, for example as a news report, a PowerPoint presentation or even as a play!	
		 <b>Contribution Task</b>	<b>[HI]</b> Create a piece of display work which focuses on the changes Henry made to religion in England. This can then be displayed within the History department.	

French	Module 1 – Ma vie de famille	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a local French restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>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?</li> </ul>
		 <b>Challenge Task</b>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>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!</p> <p>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!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <b>Collaboration Task</b>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>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.</p> <p>Be proud and bring you work to lessons for your teacher to review!</p>	



## Contribution Task



### Are you a roving reporter...?

Using your own research create a fact-file of a famous city in France or any other French-speaking country and include the following information;

- The population (how many people live there)
- Where it is on a map of France (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!



Spanish	Module 1 – Mi familia y mis amigos	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>• Visit a local Spanish restaurant in your area – what do you recognise on the menu? Ask if you can take one home!</li> <li>• 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?</li> </ul>
		 <p>Challenge Task</p>	<p><b><u>Tune in your eyes and ears...</u></b></p> <p>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!</p> <p>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!</p> <p>You could always come along to MFL Film Club on Wednesday lunchtimes in H14 and talk about what you've watched or played!</p>	
		 <p>Collaboration Task</p>	<p><b><u>Be a 'word-nerd'...</u></b></p> <p>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.</p> <p>Be proud and bring your work to lessons for your teacher to review!</p>	




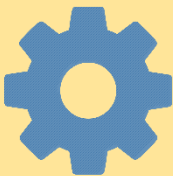

## Contribution Task





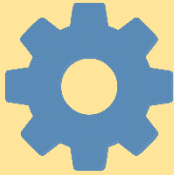

### Are you a roving reporter...?


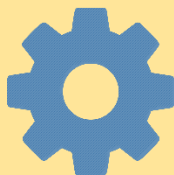

Using your own research create a fact-file of a famous city in Spain or (any other Spanish-speaking country and include the following information;

- The population (how many people live there)
- Where it is on a map of Spain (include the map)
- Three interesting landmarks/places to see
- Three interesting facts about the city
- Pictures to make your work more interesting
- Why is this city so renowned?
- Anything else you want to include!

We'd love to put your creation on display in the MFL Department, so get creative and make it interesting, colourful and informative!

Music	Film Music	Wider PREP		<b><u>Super-Curricular Activities</u></b> <ul style="list-style-type: none"> <li>Visit a 'Film in Concert' screening at the Royal Albert Hall. A list of films and showings can be seen using the following link:  <a href="https://www.royalalberthall.com/tickets/?Genres%5B9%5D=9">https://www.royalalberthall.com/tickets/?Genres%5B9%5D=9</a>  Remember to document your visit writing down what impact seeing and hearing a live orchestra had on you. Consider how different the film was by hearing a live orchestra performing the soundtrack.</li> <li>SCORE: A film Music Documentary - see trailer <a href="#">HERE</a> - Watch via streaming services.</li> <li>John Williams &amp; Steven Spielberg Orchestra LIVE - Full Concert available to watch <a href="#">Home</a></li> <li>The Power of Music in Film - <a href="#">YouTube link</a></li> <li>Film Music - <a href="#">BBC Bitesize</a></li> </ul>
		 <b>Challenge Task</b>	<p>[HI] Choose a famous film theme to learn on an instrument of your choice. This could be on a virtual keyboard via a computer or tablet. Research how to play it by searching for the music or using YouTube tutorials to learn it. Once ready, you should perform it to your teacher.</p> <p>You may wish to come to Year 8 Keyboard Club on Thursday lunchtimes to practice.</p>	
		 <b>Collaboration Task</b>	<p>[HI] interview a family member about their favourite film. Think of 10 questions to ask them about:</p> <ul style="list-style-type: none"> <li>- How the music supports the on-screen action?</li> <li>- If the music is one of the reasons they enjoy the film.</li> <li>- How they might feel if the musical score was revamped from the film.</li> </ul> <p>From the answers they give, compile a list of key musical features film music should have in order to be successful.</p>	
		 <b>Contribution Task</b>	<p>[HI] Make a list of all the film concerts taking place in London and the surrounding areas. List the date, location and price. Turn this into a post. The poster will be shared with the class to highlight the huge number of listening to live film music.</p>	

PE	Half term one	Wider PREP		<b>Super-Curricular Activities</b> <ul style="list-style-type: none"> <li>Watch some sporting events live (if possible) or watch on the television: September: <a href="#">2022 sporting calendar: Big events from Winter Olympics to the World Cup - BBC Sport</a></li> <li><a href="#">Register for the Vitality 5km parkrun: register   parkrun UK</a></li> <li>Download the 'Headspace App' and take part in some different activities.</li> <li>Join the couch to 5km: <a href="#">Couch to 5K Training Plan -A Complete Guide for Beginners (runtothefinish.com)</a></li> <li>Complete a home workout: <a href="#">30 Minute No Equipment Home HIIT Workout   The Body Coach TV - YouTube</a></li> <li>Watch some live sport in London: <a href="#">Sport in London - What's On - visitlondon.com</a></li> <li>Play competitive sport!</li> <li>Join a new sports team, find a facility and go out and play sport with your friends. Watch some sport in your local area.</li> </ul>
		 <b>Challenge Task</b>	<p><b>Running challenge</b> - Download a running app on your phone e.g Nike run, MapMyRun, Apple smartwatch 'activity/Fitness', Fitbit, Strava.</p>    <p><b>1</b> – Run 2 km : <b>2</b> – Time your run : <b>3</b> – Re-run and try to beat your time. Challenge points will be awarded for evidence of improving your time.</p>	
		 <b>Collaboration Task</b>	<p>Create your own Sports Game!</p> <p>1: Find an appropriate space</p> <p>2: Choose the number of people. Can everyone in your home be involved?</p> <p>3: Decide the rules: How do you use the equipment? Will it be a mixture of equipment from other sports? What are the playing areas? What is the scoring system? Who wins?</p> <p><b>4: PLAY THE GAME!</b></p> <p><b>5: What's next?</b> Name your game. Teach it to someone</p> <p>Create a poster showing how to play.</p>	
		 <b>Contribution Task</b>	<p>Bring you 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. 6 Signatures from staff will result in a contribution point!</p>	

Social Science	Diversity and Multi-culturalism	Wider PREP		Super-Curricular Activities
		 Challenge Task	You could complete extra research on the Equality Act of 2010 which aims to give legal protection and equality to people. Who is protected by this law? Can you give 3 examples of how the law might work? Can you find any newspaper articles of when the law was tested or challenged?	<ul style="list-style-type: none"><li>Following the ideas discussed in class, see if you can choose a fiction book for your general reading about the topic of prejudice and discrimination – such as Refugee Boy by Benjamin Zephaniah or “The Boy at the back of the Class” by Onjali Rauf</li></ul>
		 Collaboration Task	One way we see diversity in our society is through food. Plan and cook a meal from another culture, write out the menu, take photos of the finished meal. Try to explain why you like that food.	<ul style="list-style-type: none"><li>The life and works of Rosa Parks <a href="https://www.youtube.com/watch?v=9iQVMWGE3_s">https://www.youtube.com/watch?v=9iQVMWGE3_s</a></li><li>Malala’s Story BBC News <a href="https://www.youtube.com/watch?v=FnloKzEAX7o">https://www.youtube.com/watch?v=FnloKzEAX7o</a></li></ul>
		 Contribution Task	<p>This topic has had lots of new key terms. Three main ones are stereotype, prejudice and discrimination. Aim to learn to spell them correctly and use them in writing for other subjects.</p> <p>This shows how learning in one subject contributes to success in others. Show your social science teacher how you have used them in a cross – curricular way</p>	<ul style="list-style-type: none"><li><u>Write all about this organisation.</u> <u>What do they try to achieve?</u> <a href="https://www.kickitout.org/">https://www.kickitout.org/</a></li><li>Walk along your local high street, write down or take photos to show where you can see evidence of influences from other cultures – faith buildings, food outlets and supermarkets, entertainment from other cultures</li><li>research the annual event of the Notting Hill Carnival – How did it develop? what are the organisers hoping for with this cultural event in London do you think?</li></ul>