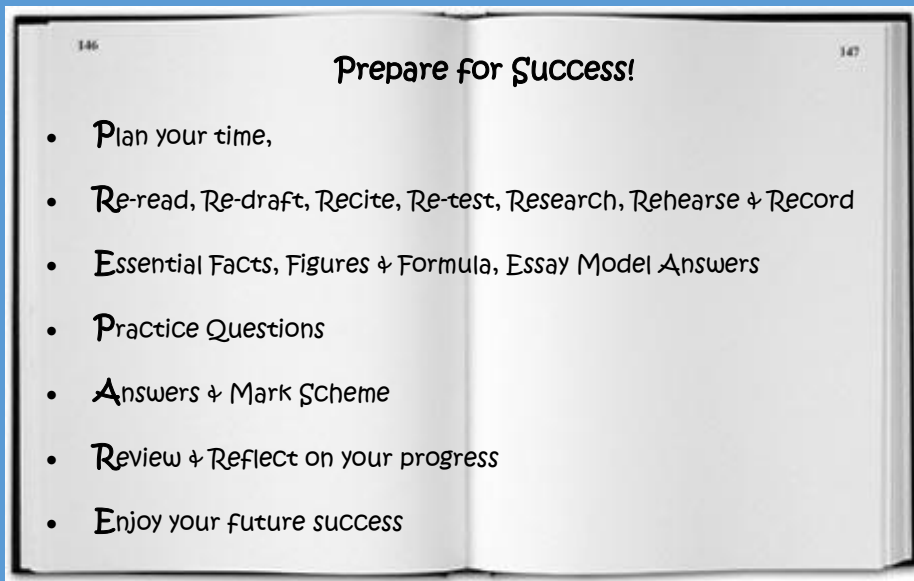
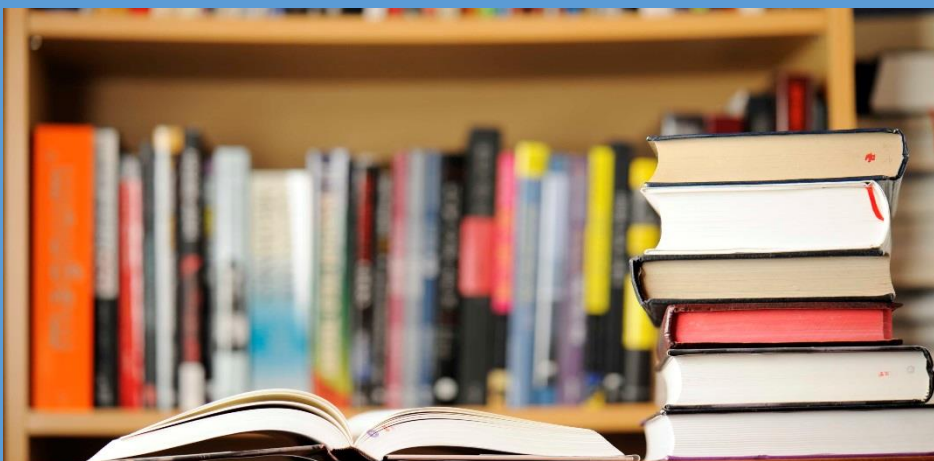




Shenfield High School



# PREP Newsletter Year 9 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



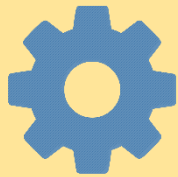
# English

## The Novel/Play



### Challenge Task

Find a picture of a setting on google/magazine/newspaper. Use this to plan ideas for a story. For example, it could be a beach, a jungle, an isolated house, a school at night etc. Stick the picture in the middle of your page and plan around it. Remember to try and use challenging vocabulary.



### Collaboration Task

Re-write the opening of your novel/play using a different setting. Remember to use descriptive imagery in your writing.



### Contribution Task

Create a 20 question quiz based on your play/novel. This could include: context, key quotes, information about characters etc. Ensure that you memorise the answers!

### PREP [HI]

Complete some revision prior to your assessment by submitting either a plan/a draft piece of writing to your teacher to show that you have revised work completed in class. This should be one side of writing.

### PREP [R4A]

Research the context of your novel/play. Consider what society was like at the time the text was written and what inspired the writer to write their story/play.

### Super-Curricular Activities

- Look out for any performances of your novel/play at the theatre.
- Look on YouTube for a revision video to consolidate your understanding of your class reader.

### Media & Links

- With a friend you could create a podcast for this half term based on the key things you have studied.
- When you have finished reading your text, write a review and turn it into a podcast!

# Maths

## Graphs, Equations and Inequalities



Challenge Task

*Play Connect Three...*

<https://nrich.maths.org/5864>



Collaboration Task

*Take on the Tetrahedron Challenge...*

<https://www.mathsontoast.org.uk/activities/tetrahedron-challenge/>



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!*

**PREP [R4A]**

*RevTest 13.2, 14.2 & 15.2*

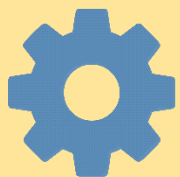
# Science

## GCSE Fundamentals



### 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 different circuit symbols used to represent components in electrical circuits. 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 different circuit symbols.

### PREP [HI]

Students will be given PREP work on a weekly basis. This will consist of a series of multiple choice questions that are linked to the topic being covered in the lessons

### PREP [R4A]

Students should use the weekly PREP, online resources and their exercise books to help them revise for the end of unit tests that are given at the end of each unit they study.

### 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

## NATURAL FORMS



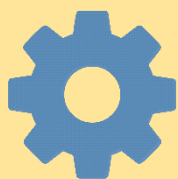
### Challenge Task

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

**Task:** Design and create a sculpture informed by nature. Your sculpture must take at least 3 hours to complete and can be any scale.

**Challenge:** Find 6 different Animal Sculptures. Use the artist's work to inspire your own animal sculpture.

**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 an animal sculpture. 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 natural forms sculpture Ask for feedback on your ideas and consider this feedback when constructing your sculpture.

**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 an animal sculpture. Your sculpture must take at least 3 hours to complete and can be any scale.

**Contribution:** Create a 3D sculpture inspired by nature. 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)

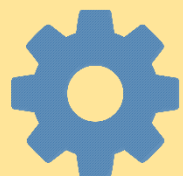
# Computer Science

## Your data



### Challenge Task

Research into what a formula is in Excel. Try and learn three.



### Collaboration Task

Create a Powerpoint that Mr Maling could use to teach the class about Spreadsheets.



### Contribution Task

Create a poster detailing the jobs that may need to use spreadsheets, and how they can be beneficial.

### PREP [R4A]

Revisit your notes on the documentary we watched in class.

### Super-Curricular Activities

- Create a spreadsheet on a topic of your choice. For example, all of your favourite footballers, the goals they have scored, the assists etc.

### Media & Links

- <https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1>



# Drama

## IMPROVISATION



### Challenge Task

- Create your own spontaneous improvisation game to share with the class. Your teacher will help you to run it in class!



### Collaboration Task

- With your group, book a studio and rehearse for your assessment performance
- Work with family members at home, to film your own version of sit, stand lie! (See the first media clip for inspiration!)



### Contribution Task

- Bring in a prop to lesson, to inspire a spontaneous improvisation performance. The more creative the better!

### PREP [R4A]

- Learn the following spellings for the next topic. You will need to be able to spell these correctly for your next written assessment. You will be tested in lesson.
1. Improvisation
  2. Spontaneous
  3. Reactions
  4. Imagination
  5. Devised
  6. Improvise
  7. Rehearse
  8. Character
  9. Devising
  10. Pace

### 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://towngatetheatre.co.uk/whats-on/>  
<https://www.chelmsford.gov.uk/theatres/whats-on/>  
<https://www.queens-theatre.co.uk/whats-on/>

### Media & Links

Clips from the improvised comedy show “Whose Line is it Anyway?”

[https://www.youtube.com/watch?v=DPdXs\\_wGam0](https://www.youtube.com/watch?v=DPdXs_wGam0)

The first two paragraphs explain the difference between scripted and improvised performances

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/3>

BBC GCSE Bitesize revision on spontaneous improvisation and other forms of improvisations

<https://www.bbc.co.uk/bitesize/guides/zts9xnb/revision/1>

# Geography

## Water



### Challenge Task

Research how water use is impacting on development. Make a report on your findings



### Collaboration Task

Survey your friends and family to find out how much water they use. How efficient is this usage?



### Contribution Task

Create a poster, or postcard on the importance of water to humans.

### PREP [RT]

How does water supply in the UK work? Where does your water come from, where does it go and what processes is it subjected to in each direction?

### PREP [ER]


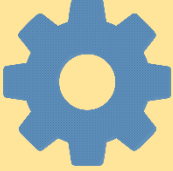

How does your food consumption relate to water? Explore the idea of virtual water and the problems this creates for some parts of the world.

### Super-Curricular Activities

Visit the science museum and natural history museums to learn more about how humans depend on natural resources like water. They are free to enter  
<https://www.nhm.ac.uk/visit.html>

### Media & Links

- <https://www.youtube.com/watch?v=RnvCbguYeIM> this is a good starting point – explore the Ted-Ed educational videos on YouTube, focus on those around water.
- <https://www.bbc.com/bitesize/topics/z2vkjxs> BBC on sustainability.

<b>History</b>	<b>Protest!</b>	 <p><b>Challenge Task</b></p>	<p>Challenge yourself by completing a detailed time line of people trying to win the right to vote throughout history.</p> <p>You could include groups such as:</p> <ul style="list-style-type: none"> <li>• The Chartists</li> <li>• The Suffragists</li> <li>• The Suffragettes</li> </ul>	<p><b><u>Super-Curricular Activities</u></b></p> <ul style="list-style-type: none"> <li>• Visit the statue of Millicent Fawcett in Parliament Square, London. The statue honours the British suffragist leader, Dame Millicent Fawcett.</li> <li>• Visit the Museum of London to view their Suffragette collection.</li> <li>• Visit the Houses of Parliament, the home of British Democracy.</li> </ul>
		 <p><b>Collaboration Task</b></p>	<p>Join with a friend to create a campaign pamphlet or speech to explain all the reasons why women deserved the right to vote before World War I.</p>	
		 <p><b>Contribution Task</b></p>	<p>There is a historical debate about whether the Suffragette Emily Wilding-Davison purposefully killed herself by running in front of the king's horse at the Epsom Derby. Research the event and then write your opinion into less than 500 words.</p>	
		<b>PREP [RT]</b>	<ul style="list-style-type: none"> <li>• [RT] Research the main leaders of the Suffragettes, including their early and later lives, and create fact files on each.</li> </ul>	
		<b>PREP [ER]</b>	<ul style="list-style-type: none"> <li>• Create a PowerPoint presentation, flash cards or a research project to help revise information from this, previous or future topics. You could look at: <ul style="list-style-type: none"> <li>• - Protest</li> <li>• - Slavery and Civil Rights</li> <li>• - WWII</li> </ul> </li> </ul>	

## PREP [PQ]

- Answer this question by explaining 3 reasons in 3 separate paragraphs:  
**Explain why women were given the vote in 1918.**

# MFL - French

## Module 3 – Le monde est petit

Learning about aspects of France and the Francophone world



### 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] & [HI]

Revise for French End of Module 3 Assessment (Les vacances) 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

### 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.



Items 2 to 4 will have been given to you by your French 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 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 – Le monde est petit

Learning about aspects of France and the Francophone world



### 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] & [HI]

Revise for French End of Module 3 Assessment (Les vacances) using the following resources;  
your class notes  
Module 3 vocabulary sheet  
Module 3 revision checklist  
Module 3 Speaking and Writing Assessment Questions

### 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)
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- BBC Bitesize for French:

[www.bbc.co.uk › languages › french › french connection](http://www.bbc.co.uk/languages/french/french_connection)

# Music

## Remixes



### Challenge Task

Think about how the development of music technology has helped the art form of creating remixes?



### Collaboration Task

Pick a song from each of the decades below and try to find a remixed version of the song.  
1980s  
1990s  
2000s  
2010s  
2020s  
How have the original and remixed versions changed? What did you notice between the versions?



### Contribution Task

Decide on which song you are going to be using in class for your project. Find remixed examples of this song on YouTube.  
  
Identify the features that you like in these versions and think of ways that you can include these features into the remix that you are going to be creating.

### PREP [R4A]

Your PREP assessment tasks will be uploaded – please continue to check Go4Schools in preparation for your PREP assessment!

### Super-Curricular Activities

See if you are able to use X8 during lunchtimes and/or afterschool to continue with your work from lesson.  
You will need to ask your Music teacher in the Music office.


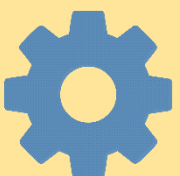

Sign up to Bandlab.com and use the online music editing software. This is like GarageBand but just slightly different in appearance.

### Media & Links

Watch Pete Tong and the Heritage Orchestra live at the o2  
<https://www.youtube.com/watch?v=8B002QEipNw>

# PE

Practical: Football, Rugby, Netball, Basketball, Badminton, Swimming, HRE, XC, Handball  
**Skeletal & Muscular System**

 <b>Challenge Task</b>	<p>Download a running app on your phone eg Nike run, MapMyRun, Apple smartwatch 'activity/Fitness', Fitbit, Strava.</p> <ol style="list-style-type: none"><li>1 – Run 2 km</li><li>2 – Time your run</li><li>3 – Re-run and try to beat your time. Challenge points will be awards for evidence of improving your time.</li></ol>	<p><b><u>Super-Curricular Activities</u></b></p> <ul style="list-style-type: none"><li>• Sporting Events in 2022: <a href="#">2022 in sports - Sport Calendar of the major events of the year 2022 (the-sports.org)</a></li><li>• <a href="#">home   parkrun UK</a> – Take part in a park run I your local area! Click on the link and find your nearest park run event.</li></ul>
 <b>Collaboration Task</b>	<p>Complete a performance analysis of a professional sportsman from watching a live sporting fixture or on the television. Write down the following:</p> <ol style="list-style-type: none"><li>1. Strengths</li><li>2. How their strengths helped the team/individual performance?</li><li>3. Weaknesses</li></ol> <p>How did their weaknesses effect the team/individual performance?</p>	
 <b>Contribution Task</b>	<p>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!</p>	<p><b><u>Media &amp; Links</u></b></p> <ul style="list-style-type: none"><li>• <a href="#">Structure of the skeletal system and the vertebral column - Skeletal system - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize</a></li><li>• <a href="#">Edexcel GCSE PE - Functions of the Skeleton - YouTube</a></li><li>• <a href="#">Home - BBC Sport</a></li></ul>
<b>PREP [R4A]</b>	<p>Research different muscle fibres types and what type of athlete would need each muscle fibre type to improve performance.</p>	



# Social Science

## Relationships Education



### Challenge Task

Research the legal and religious viewpoints people may have on what makes healthy relationships.



### Collaboration Task

Ask your parents and grandparents what type of Sex and Relationships Education they had when they were at school. Is it the same or different? How?  
Do you think SRE should be covered in schools?



### Contribution Task

Visit the NHS website so that you can include some more factual health information in our class discussions

### PREP [R4A]

The assessment for this unit is a fact check. There will be a series of knowledge based questions on the previous 8 lessons – you need to spend time revising and could produce a spider diagram or a revision card of any new key words or areas of knowledge

### Super-Curricular Activities

- Research anything else about the current change in educational law to write a compulsory PSHE/SRE curriculum.

### Media & Links

- Read any BBC articles about the decision in the UK to make the teaching of Sex and Relationships Education a compulsory part of the school curriculum.
- Childline.org
- “Pregnant at 16” series on TV.