Logo

Description automatically generated

**Summer 2024**

**Year 9 into Year 10:**

**Summer Learning Activities**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In this booklet you will find learning tasks linked to every subject you have been studying this year. These tasks have been planned to help you to further develop learning from Year 9 and to support you in getting ready for Year 10.

We expect you to:

1. Read the information about each task carefully.
2. Complete the task and answer the questions linked to the task.
3. Bring your completed booklet when we come back to school in September.

***You only need to complete the learning activities for subjects you are studying in Key Stage 4.***

There are also a number of activities to help you with your wider learning which goes beyond the classroom. Have a look at these activities and complete any which appeal to you.

**Year 9 into Year 10 Art**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| FOOD AND DRINK  Drawing Skills – Developing an understanding of the formal elements Form, Tone and Composition | Complete a drawing from primary or secondary observation using pencil or pen on paper of an item or items of food and drink.  You must show a good understanding of the following elements you have learned from throughout year 9 within your work;   * **Tone** * **Form** * **Composition** * **Texture** | Drawing on A4 paper of an object using pencil shading, bring this to your first Art lesson. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 BTEC Sport**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Links into practical sport (skills & techniques and rules & regulations) | Find a game of Handball on youtube from the 2012 London Olympic Games.  Create a leaflet/information page about the game of Handball for a person who wants to learn how to play. You need to include the following in your work:  -Picture of the court and its dimensions  -Minimum 10 rules of the game  -Minimum of 3 legislations of the game (Number of players, how many officials, size of the ball, sanctions for foul play, How to score)  -Minimum of 5 skills needed to play e.g passing  -Positions of players on the court | Written evidence on either A4 paper or plain paper folded like a leaflet |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Business**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| To be successful in setting up and running an enterprise, you need to understand the different types and sizes of profit-making enterprises, their aims and how they achieve these aims. Understanding the market plays a key part in enterprises making a profit and so it is important that you also understand how enterprises can use market research to understand their competitors and meet their customers’ needs. | You need to choose an enterprise that is based anywhere in the UK, from **one** of the following sectors:  ● fitness  ● beauty  ● entertainment  ● construction.    In the report, please include the following in this order:   1. What does the enterprise do? 2. What are the business aims and vision statement? 3. Who are the typical customers? (Age,gender,income,interests) 4. How do they advertise? 5. What market research do they do? 6. How could they attract a different type of customers? 7. How much profit do they make? 8. What do they do with the profits? | You must present your work as a report. Work does not need to be done on the computer; it can be done on paper.    If you can’t find evidence for part of the task, don’t worry, you should be able to do most of the work. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Citizenship**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| The key focus is to get an understanding of community.    The focus area is the themes that run throughout Paper 1 in Citizenship Studies. | **Task 1: Create a mind map including the following:**  1. What is a community  2. The benefits of being in a community  3. Different types of communities    **Task 2: Theme B: Democracy:** Research the key terms and produce a fact file to hand out in class. These are all related to Democracy at work in the UK.  *Direct Democracy, Referendum, Constituency, House of commons, Front Benchers, Green paper, White paper, Assembly, Select committee, Chancellor,* *Budget, Cabinet, Shadow Cabinet*  **Task 3: Theme C: How the law works:**  Provide reasoning on why some People would agree but others might disagree with the following statements. Be sure to give a reason why.   1. No Law should ever be broken 2. Young People should be treated harshly by the law to put them off doing crime again 3. Prison doesn’t work- prisoners should be given community service instead 4. It’s everyone’s responsibility to uphold the law- not just governments 5. If the level of crime is falling the government can cut spending on fighting it 6. Going to court is an expensive waste of time 7. Courts should be as friendly as possible   **Task 4: Theme D: Power and influence:**  Do you agree or disagree with the following statements. Back this up with a reason why?   1. It is important for young people to have a strong sense of belonging to their local community 2. Voting should be compulsory 3. Volunteering in your local community gives you a sense of belonging 4. Online campaigns are far more effective than ones on the street 5. Newspapers are more relevant today than ever before 6. Advertising is a powerful tool that influences people | Mind map          Create a fact file      Word document or written document  Word document or written document |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Computer Science**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Computer Components  Computer Software  Memory and Storage | **Task 1: Reading**. I have included QR codes that will give you some curriculum support reading. Inserting image...Inserting image...Inserting image...  **Task 2: Computer components**   1. Inserting image...What is this? 2. Name the purpose of the above computer component? 3. What is the fetch-decode-execute cycle? 4. What is the purpose of components. CU: Control unit and ALU: Arithmetic logic unit?   **Task 3 : Memory and storage**   1. Why is computer memory important? 2. Explain how primary memory is different to secondary memory. 3. When and why is virtual memory needed? 4. What is RAM and ROM? 5. Do computers really need cache? 6. Who is Von Neumann and why is he important in Computing? 7. All these acronyms – ALU, MAR, MDR, CU, PC, CIR – what do they all stand for? 8. Secondary storage?? Does that mean it’s not as important as primary storage? What does it mean? 9. Registers and accumulators – so what do they have to do with anything? 10. What! Another acronym?? So, what’s FDE all about? Please tell me!   **Task 4: Computer Software**   1. State why computers need software? 2. What are apps? 3. What is an operating system? 4. What is a computer virus? 5. What is a firewall? | Answer the questions on paper or a word document |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Dance**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Dance appreciation | In Component 1 you will develop an appreciation for live dance performance. You will explore the intention of dance and how well it is communicated.  Task 1 -   1. Watch this performance created by Kenrick H2O Sandy.   <https://www.youtube.com/watch?v=Gr81kDSIvoE>   1. DESCRIBE what you can see. 2. DISCUSS what you enjoyed about the performance. 3. ANALYSE – what do you think the performance is about? JUSTIFY Why do you think that? 4. As an extension task – see if you can learn some of the movement from 7.15 - 7.50   Task 2 -   1. Look a dance/musical performance then research the roles in which is takes to produce this performance e.g.   Choreographer  Director  Principal dancers  Lighting designer  Costume designer | Portfolio/poster of information gathered.  Also create a front-page cover for your notebook ready to start in yr 10. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 IT**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| IT in the real world | Conduct research on the below 4 task and consider the following:   * What are they? * What are the advantages? * What are the disadvantages?  1. How IT is being used in the real world?   Eg: AI, Chat gtp     1. How are computers used in the home?   Eg: sky tv, washing machines etc.     1. How is E-Commerce is used by businesses?   Eg: digital payments - contact less payments.     1. How has the Internet changed the world?   EG: Cloud Storage, Cloud computing, social media and communication.    **Reading links to support the completion of the above tasks:**  [What are the advantages and disadvantages of artificial intelligence? | Tableau](https://www.tableau.com/data-insights/ai/advantages-disadvantages)    [Pros and Cons of ChatGPT for Students - QuillBot Blog](https://quillbot.com/blog/pros-and-cons-of-chatgpt-for-students/)    [Uses of Computer at Home - ClassNotes.ng](https://classnotes.ng/lesson/uses-of-computer-at-home/)    [10 Ways the Cloud is Changing the World | Global Knowledge](https://www.globalknowledge.com/us-en/resources/resource-library/articles/10-ways-the-cloud-is-changing-the-world/)    [Why Is Contactless Payment Technology The Future Of Commerce? | ConnectPOS](https://www.connectpos.com/contactless-payment-technology-future-of-commerce/) | Produce a fact file. This can be word processed, on a power point presentation or handwritten. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Drama**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| To developing their knowledge and understanding of how each role contributes to the end performance | In Component 1 you will be exploring the roles involved in creating a performance.   1. Use the link below (video and text) to make a poster about the **responsibilities** of the roles below...  * **Director** * **Playwright** * **Performer** * **Lighting Designer**   <https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1>   1. Dive deeper and research what **skills** are needed to be successful in the roles above. 2. **Reflect** on yourself-which role do you think you naturally fall into? Is this because you like it/are good at it? 3. Which role would you feel most uncomfortable taking on? | Poster outlining...  1.The role  2.Responsibilities  3.Skills needed  4.Personal reflection  This could be in a table / list / mind map  Please feel free to use images |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 3D Design**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| DESIGNING A PRODUCT WHICH IS FIT FOR A PURPOSE | Design a pair of earphones that would be suitable for a teenager of any gender. The headphones should fit on a person’s head or within their ears comfortably in order to listen to music.  **SUCCESS CRITERIA**   * Design using line drawing * Side and Front view of your product * Rendering to show light and dark * Annotation to explain what materials can be used * Measurements using mm   **CHALLENGE**   * Details of manufacturing methods and machinery that can be used to make your product * Colour added using colouring pencils | A drawing on A4 paper in pen or pencil of your earphones, along with annotations and measurements. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 English Language**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| **Write a description of an abandoned fairground based on this image here.** | Pripyat City Park - Chernobyl 35 years later  Research these aspects before writing:  Pre-task Research:   1. Bitesize Revision> English Language > Writing Fiction  * <https://www.bbc.co.uk/bitesize/guides/zy47xsg/revision/3>  1. YouTube:   Search> Abandoned Fairground  <https://www.youtube.com/watch?v=CyQ0PWkCom0>   1. Article Reading> google> Pripyat BBC  * <https://www.bbc.co.uk/news/science-environment-47227767>  |  |  |  | | --- | --- | --- | | Creative Writing Criteria | | | | Sentences starters | Vocabulary | Figurative Devices | | Start with an adverb  Start with a noun  Preposition | Have you included at least 10 sophisticated vocabulary choices that links with this image? | Have you included at least 5 language features?  Have you included appropriate sensory language? | | A piece of description based on the image. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 English Literature**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| **Contextual information for Macbeth.**  **James I- Daemonologie** | **Task 1**  **Read the following contextual information on James I, which explores how he became so obsessed with elements of the supernatural and identifying witches.**  KING JAMES I: DAEMONOLOGIE One can only imagine, in a society on the brink of supernatural hysteria, the thrill and terror of seeing the witches on stage. This frenzy in society was encouraged by James I's own obsession with witchcraft. The roots for this lay in the mysterious and dark events of his own personal circumstances. James I's future wife, Anne of Denmark, was very nearly shipwrecked on her way to meet her future husband. The weather was so terribly destructive that the ship had to turn around and return to port. James I decided to sail to Denmark to collect her himself and yet, on their return journey, his fleet was caught in such a violent storm that one of the ships sank. James I blamed witches for this, claiming that they must have put a curse on him and his ships. This event sparked something of an infatuation with witchcraft for James I. Throughout his reign, he became a renowned witch hunter, and between 1590 and 1591 conducted Scotland's first large-scale witch hunt. Indeed, such was his obsession with witches that in 1597 he wrote a book on them: Daemonologie.  **Task 2**  **You are now James I out on one of his many “Witch hunts”, you need to create a flyer with a list of characteristics that aids the community in identifying a “Witch”. When listing these characteristics think about:**   * **Appearance** * **Mannerisms** * **Who may they reside with?** * **Religious beliefs** | A flyer that instructs any citizen on how to identify and conduct a successful witch hunt. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 French**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Revising the basics | Revise the key things you need to know for GCSE such as: Focus on the **three** you think you need to learn the most. Research using BBC Bitesize, YouTube, or scan the QR codes below. (the link is next to it too.)   * Numbers: [link](https://www.youtube.com/watch?v=DnrTrbJ6mYs) * Days/months:  [link 1](https://www.youtube.com/watch?v=pc7wjOm7Anc)   [link 2](https://www.youtube.com/watch?v=7_u2SigckNQ) * Introductions:  [link](https://www.youtube.com/watch?v=_4N46dVx9nE) * Present tense verbs:  [link](https://www.youtube.com/watch?v=ahmIEn3liXI) * Past tense verbs:  [link](https://www.youtube.com/watch?v=I9owFJ1Z7fw) * Future tense verbs:  [link](https://www.youtube.com/watch?v=QNTf1KWGkDA)   For each one, create a revision resource.  These could include:   * Mindmaps * Flashcards * Powerpoints * Posters | Three revision resources based on the topic chosen. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Geography**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| The Living World:  Where are the world's major biomes and what is the tropical rainforest like? | Useful Websites:   BBC Bitesize – AQA Geography – The Living World - <https://www.bbc.co.uk/bitesize/topics/z2tqwxs>  Internet Geography – The Living World - <https://www.internetgeography.net/aqa-gcse-geography/the-living-world/>   Cool Geography – The Living World - <http://www.coolgeography.co.uk/gcsen/living_world.php>  Useful documentaries / videos:   Our Planet Tropical Rainforests - <https://www.youtube.com/watchv=um2Q9aUecy0>  Our Planet Deserts - <https://www.youtube.com/watch?v=XmtXC_n6X6Q>   BBC Bitesize – Ecosystems - <https://www.youtube.com/watch?v=UIbplCn8-zs>  **Use the websites and videos to investigate ecosystems, and in particular the tropical rainforest ecosystem.**  **You should find out:**  **What is an ecosystem?**  **What are the characteristics of the worlds biomes?**  **How can humans impact ecosystems?**  **What is the tropical rainforest like?**  **How are plants adapted to live in the tropical rainforest?** | 🗸 Research notes/mindmap or poster |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Health and Social Care**

**Task Investigate factors that impact life stages**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| To Investigate the care settings and professionals that work within the HSC sector.    Component 1: B1/B2    Component 2: A1,A2,B1,B2 | Throughout the BTEC Health and Social Care course there is a key focus on careers. It is important that you have a broad knowledge and understanding of the range of HSC careers available and the care settings available for individuals to seek support for their needs.  **Task 1:** **Investigate a range of Health care careers.** Hear from people working in the NHS by watching the video: https://www.stepintothenhs.nhs.uk/careers/videos  **Task 2: Step into the NHS and discover careers suited to you.** Take the quiz: <https://www.stepintothenhs.nhs.uk/>  Once you have taken the quiz. Create a fact file report on the top 5 identified for you. *CHALLENGE: Review your suitability and interest in each role.*  **Task 3: A-Z Careers**  Take a look further into real life stories of those working in the NHS. Are there any you have learned about that you have never know of before? Would you consider a career in this field. [**https://www.stepintothenhs.nhs.uk/careers**](https://www.stepintothenhs.nhs.uk/careers)  Inserting image...**Task 4: Social care careers**  Explore the National Careers website and research a range of careers outside of health care. [**https://nationalcareers.service.gov.uk/job-categories/social-care**](https://nationalcareers.service.gov.uk/job-categories/social-care)  **Select the top social care careers that you believe you are most compatible with.** Consider their job role, who they work with, skills and personal attributes needed and general job satisfaction level. *CHALLENGE: Why are social care job roles important within society? What areas of PIES do they support? What life stage do they support?*  **Task 5: Scan the QR code to find out more about careers covered on the HSC course.**  Inserting image...Inserting image... | T1: A list of HSC careers in the video    T2: A fact file report on the top 5 NHS careers identified for you.    T3: Additional careers of interest and where they work/who they work with?          T4: Present your findings / information from the task.                T5: Key points. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 History**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Developing Key historical knowledge  You are required to know about and analyse the events surrounding the event Early Elizabethan England.  **This work will give you a better understanding when it is taught to you in Autumn Term of Yr10.** | Join the below class on Seneca learning by scanning the QR code (If this does not work, you can enter the class code).    Complete the set assignment about the first GCSE Topic, Early Elizabethan England. This will give you the required knowledge to make a really good start to history in Y10. | Completed work on Seneca learning. At least 4 hours total time. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Hospitality**

**Task**

**This summer's food challenges are**

1. **Try a food you have never tried before and record what you liked about it and what you disliked about it.**
2. **Watch a cooking program,  read a recipe book or magazine or watch a cooking You Tube video and record any new knowledge that you have learnt**
3. **Find 5 cooking utensils that you have in the kitchen and explain what their function is and what recipe you would use it for**
4. **With adult supervision ask if you can help in the kitchen and take a photograph of your work**
5. **Write a paragraph on who you would like to eat dinner with explaining what you would eat, where you would eat it and why you would like to share the meal with that person**
6. What did you enjoy about this task?
7. What do you now think you can do better than you did before completing this task?
8. What did you find challenging about this task?
9. What do you think you would need to do next to continue to develop your learning from this task?
10. Do you have any other comments about this task?

**Year 9 into Year 10 Maths**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Focus 1:  Developing problem solving and communication  Additional problems can be found at [Maths at Home](https://nrich.maths.org/14569)    Focus 2:  Being fluent in Algebra is key to GCSE success.  [Equations (corbettmaths.com)](https://corbettmaths.com/wp-content/uploads/2020/10/Equations-pdf.pdf)  This link takes you to a page of practice questions with video links and links to the answers. Coming back to school fluent in solving equations would put you in an excellent position to make great progress next year |  | Solve the problem and present your findings in school either through a powerpoint of a poster.  Bring back a copy of you working out for the corbett Maths task |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Music**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Exploring different genres of music. | **BRITPOP**  Research the meaning of Britpop.  1.Write a few sentences explaining what it is.  2. Name 4 famous Britpop bands.  **Don’t Look Back in Anger** is one of the best known Britpop songs. Listen to it by following this link and answer these questions;  <https://www.youtube.com/watch?v=r8OipmKFDeM>  1. Is it in a major (happy) or minor (sad) key?  2. What instruments are playing in the song?  3. Describe the tempo (speed) of the song.  4. Do you like the song, or not? Explain your answer.  Research another Britpop song of your choice and answer the same 4 questions *(don’t forget to tell me which song you’ve chosen)!* | Listening and answering questions. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Photography**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Demonstrating basic knowledge of visual recording through use of a camera or smartphone. | Showcase your photography skills by capturing photos which respond to 3 or more of the following themes. Use your phone and save these onto a document, or email to [sgeal@gospeloakschool.co.uk](mailto:sgeal@gospeloakschool.co.uk)   * **Line** * **Shape** * **Colour** * **Texture** * **Reflection**   You must aim to show that you have thought carefully about the following within your images.   * Angles * Lighting * Clear Focus * Background | A set of images (between 3-10) which capture the following themes creatively using your phone or camera.  Bring these to your first photography lesson or send to the email address listed. |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 RE**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Philosophy and Ethics Paper 1 | Research the meaning of the key words and design a mind map poster to explain and show what they mean (Must Include pictures)  Concepts: From the study of the FOUR key areas learners, you need to explain the following concepts:  RELATIONSHIPS: ● adultery ● divorce ● cohabitation ● commitment ● contraception ● gender equality ● responsibilities ● roles  LIFE and DEATH:  afterlife ● environmental sustainability ● euthanasia ● evolution ● abortion ● quality of life ● sanctity  GOOD and EVIL  ● good/evil ● forgiveness ● free will ● justice ● morality ● punishment ● sin ● suffering  HUMAN RIGHTS  censorship ● discrimination ● extremism ● human rights ● personal conviction ● prejudice ● relative and absolute poverty ● social justice | POSTER or POWERPOINT |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Science (Trilogy)**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| **Biology:**  Developing basic knowledge to support GCSE unit of study: Cells  **Chemistry:**  Developing basic knowledge to support GCSE unit of study: Atomic Structure and the Periodic Table  **Physics:**  Developing basic knowledge to support GCSE level study of Cells | GCSEPod Tasks:   1. Complete the GCSEpod playlist assignments, make detailed, high quality notes about each video: 2. Biology Home Learning Pack Yr 9-10 3. Chemistry Home Learning Pack Yr 9-10 4. Physics Home Learning Pack Yr 9-10 5. Complete the multiple-choice questions   All tasks are set to go live on 22nd July 2022 to all students.  Bring your notes and results to your first science lesson | Notes from GCSE Pod videos.  Marks for multiple choice questions |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Science (Separate)**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| **Biology:** Developing basic knowledge to support GCSE unit of study: Cells  **Chemistry:**  Developing basic knowledge to support GCSE unit of study: Atomic Structure and the Periodic Table  **Physics:**  Developing basic knowledge to support GCSE level study of Cells | GCSEPod Tasks:   1. Complete the GCSEpod playlist assignments, make detailed, high quality notes about each video: 2. Biology Home Learning Pack Yr 9-10 3. Chemistry Home Learning Pack Yr 9-10 4. Physics Home Learning Pack Yr 9-10 5. Complete the multiple-choice questions   All tasks are set to go live on 22nd July 2022 to all students.  Bring your notes and results to your first science lesson | Notes from GCSE Pod videos.  Marks for multiple choice questions |

1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Year 9 into Year 10 Sociology**

**Task**

|  |  |  |
| --- | --- | --- |
| **Key Focus Area** | **Task** | **Evidence** |
| Family types | [Families and households in the UK - Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2022)    [Family Types in the UK: Common & Statistics | StudySmarter](https://www.studysmarter.co.uk/explanations/social-studies/sociology-of-family/family-types-in-the-uk/)    [Family life - Personal and family issues: Different types of family - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zhydpg8/revision/1)  . | T1: Make a list of the different family types in the UK    T2: Explain what each type of family looks like (Give some statistics to support this family type)    . |
| Why has family life changed over the years in the UK | [UK households by type 2023 | Statista](https://www.statista.com/statistics/961002/households-in-the-united-kingdom-uk-by-type/)    [How and why has family life changed over the past century in the UK? - Personal and family issues: Different types of family - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize](https://www.bbc.co.uk/bitesize/guides/zhydpg8/revision/2) | T3: make a list with 3 reasons why family life has changed and explain why you think this has impacted family life. |
| Research task | Research three examples of famous couples. They must all differ in the type of family they have/come from. | T4: You will produce a fact file on each famous couple.  You need to include the following:  -Their family types  -Who is a part of their family  -Why do you think they have formed this family type  -How do the different families differ and what are the impacts of this? |
| 12-mark question | “Marriage is no longer important in the 21st century”.  (Use the above resources to help plan an answer to this question). | T5: Write 3 ideas that support the idea that marriage is no longer important in the 21st century.  Write 3 ideas that go against the idea that marriage is no longer important in the 21st century. |
| Socialisation and how this impacts an individual’s future, choices, school life | Using the resources above and the following resources:    [The Process of Socialisation – GCSE Sociology Eduqas Revision – Study Rocket](https://studyrocket.co.uk/revision/gcse-sociology-eduqas/key-concepts-and-process-of-cultural-transmission/the-process-of-socialisation) | T7: You will now produce a fact file/poster about yourself. What do you think has shaped the person you are (e.g., think about your preferences, hobbies, dislikes, personality, dress sense, norms, values, aspirations, goals).  -Family, friends, culture, religion, class, gender. socialisation at home, socialisation in school |

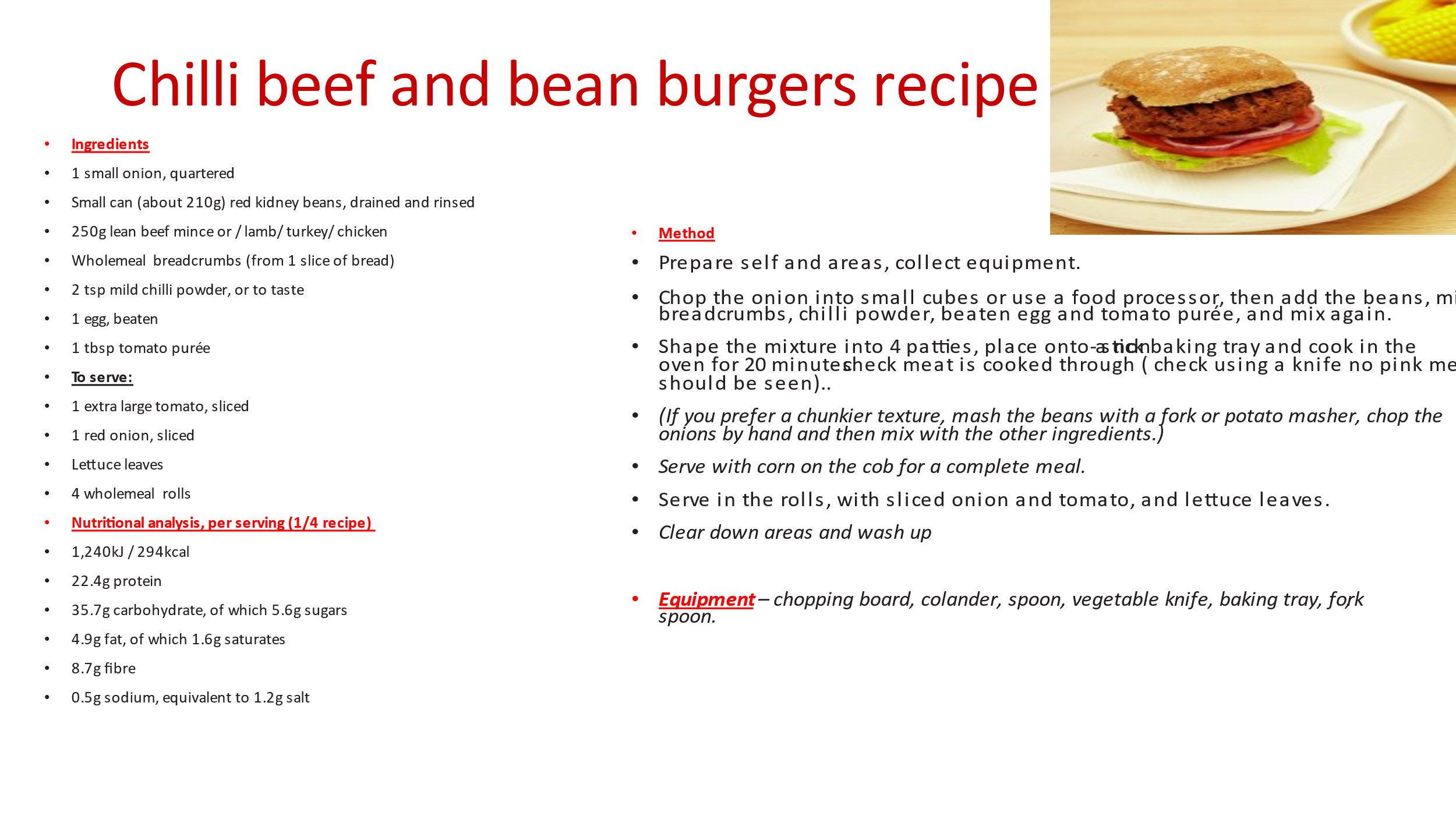
1. What did you enjoy about this task?
2. What do you now think you can do better than you did before completing this task?
3. What did you find challenging about this task?
4. What do you think you would need to do next to continue to develop your learning from this task?
5. Do you have any other comments about this task?

**Learning Beyond the Classroom**

Here are some ideas for activities you can try to help develop your learning even further:

1. Watch some GCSEPods.
2. Visit a local museum.
3. Visit a local art gallery.
4. Add up the cost of your shopping when you are going around the supermarket and see if you are right when you get to the check-out.
5. Read a book and write a review about it.
6. Decide on a title for a book you would like to write and create a book cover for it.
7. Plan a journey using google maps, or a traditional map.
8. Ask people at home how to take the gas and/or electricity meter reading; what do you do when the reading has been taken?
9. Try some origami.
10. Do a jigsaw puzzle.
11. Have a look around the park or garden; can you find some leaves or twigs that you can use to create your own wildlife image. Only use things which have fallen to the ground already.

Have a go at cooking this recipe:



How would you change this recipe if you are a vegetarian, or cooking for someone who is vegetarian?