

Home working – Year 9






















This work is designed to last for weeks commencing Monday 29th June and Monday 6th July.

The work includes videos featuring teacher instruction. These are all in the All Resources folders or available via direct links in this document.

If you have any issues with any files or you're not sure what to do then please contact your teacher on Teams or over email.

Some 'videos' are PowerPoint files. Just start the presentation (press F5) and you should hear your teacher talking. You may also need to press the Play icon. Others are a variety of file formats. We recommend downloading and installing the free VLC player which is compatible with most formats:

<https://www.videolan.org/vlc/index.en-GB.html>

Subject	We recommend starting here...	Additional work (for some subjects)										
Art	<p data-bbox="181 791 1249 906"></p> <p data-bbox="389 922 1061 944">You should have already completed the following studies...</p> <table border="0" data-bbox="197 975 1218 1358"><tr><td data-bbox="197 975 398 1129"><p>IMAGE 1</p><p><u>Tonal cupcake</u> 30th March to 5th April</p></td><td data-bbox="405 975 629 1129"><p>IMAGE 2</p><p><u>Tonal Lollypops</u> 6th April to 19th April</p></td><td data-bbox="678 975 869 1129"><p>IMAGE 3</p><p><u>Colour pencil Lollypops</u> 20th April to 26th April</p></td><td data-bbox="891 975 1048 1129"><p>IMAGE 4</p><p><u>Pen stipple study</u> 27th April to 3rd May</p></td><td data-bbox="1061 975 1218 1129"><p>IMAGE 5</p><p><u>Tonal Lollypop</u> 5th May to 10th May</p></td></tr><tr><td data-bbox="197 1161 398 1358"><p>IMAGE 6</p><p><u>Biro Cupcake</u> 11th May to 17th May</p></td><td data-bbox="405 1161 629 1358"><p>IMAGE 7</p><p><u>Tonal Icecream</u> 18th May to 14th June</p></td><td colspan="3" data-bbox="678 1206 1182 1337"><p>Once you have completed your task you can take a picture and email it to me for feedback and targets.</p><p>If you need any support or you are stuggling please email me on edutton@barrbeaconschool.co.uk from your school email ONLY</p></td></tr></table> <p data-bbox="181 1385 1182 1430">Week Commencing 29th June: Ice-cream stipple pen study</p>	<p>IMAGE 1</p>  <p><u>Tonal cupcake</u> 30th March to 5th April</p>	<p>IMAGE 2</p>  <p><u>Tonal Lollypops</u> 6th April to 19th April</p>	<p>IMAGE 3</p>  <p><u>Colour pencil Lollypops</u> 20th April to 26th April</p>	<p>IMAGE 4</p>  <p><u>Pen stipple study</u> 27th April to 3rd May</p>	<p>IMAGE 5</p>  <p><u>Tonal Lollypop</u> 5th May to 10th May</p>	<p>IMAGE 6</p>  <p><u>Biro Cupcake</u> 11th May to 17th May</p>	<p>IMAGE 7</p>  <p><u>Tonal Icecream</u> 18th May to 14th June</p>	<p>Once you have completed your task you can take a picture and email it to me for feedback and targets.</p> <p>If you need any support or you are stuggling please email me on edutton@barrbeaconschool.co.uk from your school email ONLY</p>			
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Add dots to your study, building up layers. This is your last week on this study

For the PowerPoint and video links holding both audio talks and videos please following the link path below...

[Visit Barr Beacon website > working from home > Art > Y9 > 05 W.C 29th June > Y9_Art_29.06.20](#)

[Visit Barr Beacon website > working from home > Art > Y9 > 05 W.C 29th June > 03-Y9-Art-29June](#)

Week Commencing 6th July: Chocolate bar tonal study

Complete outline and start adding tone to light part of the wrapper

For the PowerPoint and video links holding both audio talks and videos please following the link path below...

[Visit Barr Beacon website > working from home > Art > Y9 > 06 W.C 6th July > Y9_Art_06.07.20](#)

[Visit Barr Beacon website > working from home > Art > Y9 > 06 W.C 6th July > 01-Y9-Art-06july](#)

All studies you produce will be submitted for your GCSE coursework (60% of GCSE) so make sure you take your time and focus on detailing.

If you need any help or guidance about your GCSE studies please get in touch via email or Microsoft teams. If you can take a photograph and **email** it to me I can provide **feedback and targets** to help you improve.

If you complete the study use the school **Pinterest** account to explore the folder '**Greed and Gluttony**', which holds hundreds of images for you to select and complete. https://www.pinterest.co.uk/miss_dutton/

BTEC
Childcare

You are to continue to work on your assignment:

Component 1B: Explore factors that affect growth and development.

I have broken down the assignment into weekly tasks to help organise your time. The resources to help with each task can be found in the folder on the website 'childcare-Year 9'.

Click the link and go to the bottom and click free e books. <https://www.pearson.com/uk/learners/secondary-students-and-parents.html> Download the child development book for free. This will help with your revision and assignment writing.

Week	Date	Task	Resource
1	Wb 23-03-20	Read each case study and highlight the factors that affect growth and development. Identify the factors that are physical, environmental and socio-economic.	Word document: Case studies 1B-What are the factors
2	Wb 30-03-20	Case Study 1.	Week 1 completed

Complete the same tasks for case study 2 and 3.

Revision:

Do you know the definitions of the following?

- Growth
- Development
- Holistic development
- Physical development
- Intellectual development
- Communication and language development
- Emotional development
- Social development

Revise the milestones from the component 1 booklet.

			Using the worksheet from week 1. You need to look at the physical factors of the case study and how this can impact on the growth and development of the child.	resource. Word document: Component 1 booklet. Word document: Case study 1-Physical factors and impact. PowerPoint: 2,3, 4 Physical factors.	
3	Wb 20-04-20	Case study 1	Using the worksheet from week 1. You need to look at the environmental factors of the case study and how this can impact on the growth and development of the child.	Week 1 completed resource. Word document: Component 1 booklet. Word document: Case study 1- Environmental factors and impact. PowerPoint: 5, 6, 7. Environmental factors.	
4	Wb 27-04-20	Case study 1	Using the worksheet from week 1. You need to look at the socio-economic factors of the case study and how this can impact on the growth and development of the child.	Week 1 completed resource. Word document: Component 1 booklet. Word document: Case study 1-Socio-economic factors and impact. PowerPoint: 8, 9. Socio-economic factors.	
5	Wb 04-05-20	Write up your analysis of case study 1 and email to msorensen@barrbeaconschool.co.uk or send it to me via microsoft teams. You must have at least 2 factors from each category. Two from physical factors (one must be prenatal), two from environmental factors, two from socio-economic factors.		You will need all of the above to help you.	
6	Wb 11-05-20				

		<p>You must complete a conclusion explain which greatest impact on the child and why and which factor has the least impact on the child and why. .</p> <p>Next week we will be looking at case study 2.</p>	
7	Wb 01-06-20	Powerpoint 1/6/20 I have added a video on how to use the resources to support writing your assignment.	
8	Wb 08-06-20	Powerpoint 8/5/20 I have added a video on how to structure your assignment using a model of the task	
9	Wb 15-06-20	This week we will be looking at case study 2. Powerpoint 15/6/20 I have added a video to help you.	
10	Wb 22-6-20	This week we will be writing up your analysis of case study 2. Powerpoint 22/6/20 I have added a video to help you looking at an example of a merit and distinction.	
11	Wb 29-6-20	This week we will be looking at case study 3. Powerpoint 29/6/20. I have added a video to help you.	
12	Wb 6-7-20	This week we will be writing up your analysis of case study 3. Powerpoint 6/7/20. I have added a video to help you looking at a merit and distinction. DEADLINE: Email you completed assignment to msorensen@barrbeaconschool.co.uk are send it via Microsft Teams.	

<p>Compu ter Science</p>	<p>Work Weeks Beginning 29/6/20 & 06/07/20</p> <p>Barr Beacon School Website – Working From Home/ All Resources/ Computer Science/ Y9/ Year 9 – CS – 29/6/20 & 06/07/20</p> <p>http://barrbeaconschool.co.uk/working-at-home/</p> <p>Week Beginning 29/6/20</p> <ul style="list-style-type: none"> Lesson 1 – Compression Lesson 2 – Insertion Sort <p>Week Beginning 06/07/20</p> <ul style="list-style-type: none"> Lesson 1 – Defrag & Back Up 	<p>End of Topic Quizzes/Practice Papers</p> <p>https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/ OCR computer science past papers – including mark schemes</p> <p>https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2 Complete the tasks on Seneca. Complete some self-quizzing.</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Complete independent reading on BBC Bitseize and complete the quizzes.</p> <p>https://quizizz.com/profile/5a99bfbf47e32a001af34f39</p> <p>Video Resources/ Self Help</p> <p>Craig n Dave channel for J227: https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg/playlists</p>
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	<ul style="list-style-type: none"> Lesson 2 – Binary & Linear Search <p>Videos & Sound Files:</p> <p>The sound files in order to support your home learning are in the lesson PowerPoint. If you open each lesson by following the file path above in each lesson there are several sound files with a little speaker icon. If you select the sound icon it will explain the learning and tasks you need to complete.</p> <p>In this folder you shall find the lesson PowerPoints and resources.</p> <p>Each week has been put into its own folder named the week you should begin those lessons.</p> <p>You are to work through each of lesson PowerPoints completing all tasks set. When creating revision notes from the lessons show these as knowledge organisers that can be used for self-quizzing to support your learning.</p> <p>End of Topic Quizzes/ Practice Papers</p> <p>https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/ OCR computer science past papers – including mark schemes</p> <p>https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2 Complete the tasks on Seneca. Complete some self-quizzing.</p> <p>https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Complete independent reading on BBC Bitesize and complete the quizzes.</p> <p>https://quizizz.com/profile/5a99bfbf47e32a001af34f39</p> <p>Video Resources/ Self Help</p> <p>Craig n Dave channel for J227: https://www.youtube.com/channel/UCOHzeBLIJxlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf_id=15 Produce Knowledge organisers for each of the topics. Detail is important.</p>	<p>?view=50&sort=dd&shelf_id=15 Produce Knowledge organisers for each of the topics. Detail is important.</p> <p>General Tasks</p> <p>Use the websites given above to complete revision tasks on the following topics:</p> <p>Programming Units & Numbers (Binary, Denary, Hex) System Architecture Memory & storage System software Networking</p>
Dance	<p>Week Commencing 29th July & 6th July.</p> <p><u>If you have not completed last week's baseline assessment, this needs to be done as soon as possible and sent to Miss Salmon. This counts towards your Component 2 coursework.</u></p> <p>Before beginning Component 2 practical tasks, you need to introduce yourself as a dancer and explain what</p>	

experience you have so far.

On a word document, type up the answers to the following questions. **Do not copy the question down.**

E-mail to Miss Salmon once completed.

1. Explain your experience as a dancer so far. Do you dance outside of school or just during school time? Do you attend extra-curricular clubs? Have you ever done any shows or competitions? You can refer to any style of dance or any dance experience. For example, you may have danced at an academy when you are younger but may have stopped now. Don't worry if you haven't done much, it won't affect any grades. Just give the examiner an honest account of your dance journey so far.

Sentence starter ideas:

My experience of a dance is...

Before starting Component 2, I have...

I currently...

2. What skills do you think are your strong points? Use last week's skills audit to help you choose your best ones. They will be the skills that are ticked/filled in/highlighted the furthest along towards the right.

Sentence starter ideas:

My current strengths are...

I think this because...

I have achieved a strong quality of this skill by...

3. What skills do you currently struggle with? Again, use last week's skills audit to help you choose your worst ones. They will be the skills that are ticked/filled in/highlighted the closest to the left.

Sentence starter ideas:

I need to improve on...

My current weaknesses are...

4. What exercises could you do to improve as a dancer? Link these specifically to your weaknesses. For example, if I wanted to improve my balance, I would need to improve my core strength by doing sit ups or crunches so many times a week.

5. RESEARCH - what is progressive overload and why is it important to help you when improving?

	<p>6. Set yourself three SMART targets to work on during Year 10. Specific - what exactly will you do? Measurable - How will you know if you meet this goal? Achievable - What steps are you going to take to reach your goal? Relevant - what about your goal makes it important to you? Timely - when do you want to complete your goal?</p> <p>Example: To improve my balance, I am going to build on the strength of my core muscles. I will begin by doing crunches 3 times a week. I will then increase the amount of repetitions by 5 crunches each time I perform the exercise to build on my core strength. I will know that I have met my target as I will be able to hold my balance on releve during my pirouette without falling off balance or coming down from releve. This is important to me as pirouettes are a key stylistic quality of the repertoire that I will be learning. I would like to achieve my goal of improving my balance by December 2020.</p>	
Digital IT	<p>This week's work will be the returning of IT coursework. The work you have been set is explained in the videos.</p> <p>You will be working to complete your LAB work for the first submission.</p> <p>Download HERE</p> <p>Using the video '9IT June 29th and July 6th':</p> <ol style="list-style-type: none"> 1. Complete your coursework. For those that still haven't submitted LAB this needs to be completed as a matter of urgency. 2. Make sure you meet the deadlines. <p>I will be available on teams and email to offer support.</p>	
Drama	<p>WC 29th June and 6th July</p> <p>Mission- ALL BTEC WORK SHOULD HAVE BEEN SUBMITTED BY NOW (SEE DATES BELOW) REMEMBER YOU HAVE 10 WORKING DAYS FROM THE RETURN OF YOUR WORK TO CORRECT ANYTHING THAT MAY NEED CORRECTING BEFORE RESUBMISSION.</p> <p>USE THE NOTES BELOW TO HELP YOU.</p> <p>Due date for resubmission will be as follows. Section A – 24th June Section B- TBA</p> <p>IF YOUR WORK HAS NOT MET THE DEADLINE PLEASE SUBMIT ASAP.</p>	<p>Use the following the resources in the home learning folder to assist with your research in completion for your research log.</p> <p>There are resources on all three plays studied plus example work. This will be updated regularly. The assignment brief will also be on there.</p> <p>I will be emailing updates on learning checks and any extended working as I go through the work. Look for further information on the following websites.</p>

Learning Aim A: Focus on completion of your exploration of The Curious Incident of the Dog in the Night-time, A Streetcar Named Desire and Too Much Punch for Judy.

Research and discuss the following areas- (don't forget to reference where you have got your research from!)

1. What is the Stimuli of the piece? (What was the influence for it to be written/created?)
2. What are the Creative Intentions of the piece? (How did the director interpret the play and what creative ideas did they have to make it happen?)
3. What is the Theatre Style? (Is it naturalism, stylised, abstract, cruel? Which practitioners influenced the director/creative team?)
4. What was the Purpose of the work? (What was the point in bringing it to the stage? Who does it educate? What impact does it have on the audience?)
5. What were the Collaborative ideas of the other artists? (what contribution did the Set/Costume/Lighting/Sound designers have on the play?)
6. What Issues did the team have when developing it? (What research did they have to do in rehearsal to bring it to life on the stage?)

Use the following links to support you with this project. These are for The Curious Incident of the Dog in the Night-Time only. (Other resources on in the home learning folder.)

For a full audio book of the play use this:

<https://www.youtube.com/watch?v=ojsRgxYgi6M&list=PL2Y2KxNsJ1hhBXAZV60Tj4paBQYpM5gJx&index=8&t=0s>

Trailer of the show:

<https://www.youtube.com/watch?v=glL6ACygui4&list=PL2Y2KxNsJ1hhBXAZV60Tj4paBQYpM5gJx&index=9>

BBC learning clips (This is a whole webpage dedicated to the show showing scenes from the play and analysis on themes and characters: <https://www.bbc.co.uk/programmes/b03dwq2r/clips>

Full documentary about the making of the play:

<https://www.youtube.com/watch?v=HhKMHoIkBsg>

A full amateur version of the play: <https://www.youtube.com/watch?v=ERoRecFYjoM>

Further guidance:

To help you develop your understanding of how a production team would work research these areas and see who worked as these roles in the repertoire we are focusing on.

Director

Actor

Lighting designer/technician

Set designer/technician

Costume designer/technician

1- National Theatre <https://www.nationaltheatre.org.uk/>

2- Official webpage of the play <https://www.curiousonstage.com/>

As you are completing your resubmissions you will not be completing a year 9 quiz/ assessment for this subject. Your coursework will provide enough feedback as it is a formal assessment.

I HAVE DEVELOPED A VIDEO OF FEEDBACK ON RESUBMISSIONS TO HELP YOU. IF YOU NEED ANY HELP PLEASE MESSAGE ME ON TEAMS,

Use the following links to help you to understand what these job roles are first and then research how these roles were completed for each of the productions we have studied.

Lighting/costume/set design info: <https://www.bbc.co.uk/bitesize/guides/z39x34j/revision/4>

Lighting design equipment and techniques:
<https://www.bbc.co.uk/bitesize/guides/zjqsxyx/revision/1>

In an insight into how a costume department works at the National Theatre: <https://m.youtube.com/watch?v=e46B5Apm7Jc&list=PL38C3370FBD126CA8&index=9>

An insight on how to work as a set designer:
<https://m.youtube.com/watch?v=OLw-QapkxnA>

What the job role of a director is like:
https://m.youtube.com/watch?v=XkMLM_sRJl4

Now for your presentation you must research how these job roles were completed and the impact their work had on the following productions.

A Streetcar Named Desire
The Curious Incident of The Dog in the Nigh-time
Too much punch for Judy

Send through your work when completed via Teams or email. The presentation much be written up as a speech with a supporting PowerPoint so that it could be recorded at a later date.

LESSON FOCUS ONGOING
ONCE YOU HAVE COMPLETED YOUR RESUBMISSIONS, HAVE A GO AT THE TASK BELOW.
I HAVE SAVED AN AUDIO/VISUAL POWERPOINT TO SUPPORT WITH THIS IN THE YEAR 9 AREA.

PLEASE LOOK AT THE VIDEO BY CLICKING ON THIS LINK. To support you a video has been developed with step by step instructions.

https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EqB0lrBgN7BjnBn6k5W0Wr8BUUzE82ukzyo2_gt9MRsiKg?e=L1dd8v

LOOK FOR DRAMA AND WATCH THE VIDEO TITLED **VID 2 YEAR 9 DRAMA PART 1 AND **VID 2 YEAR 9 DRAMA PART 2.****

MISSION- INTRODUCTION TO COMPONENT 2.

TASK 1- Read through what co 2 is about on the ppt.

	<p>Task 2- Research the play Teechers by John Godber by answering the research questions (See below) Task 3- Create a booklet about Teechers using all of the key information that you have found out. Task 4- Watch the play using the links on the ppt.</p> <p>RESEARCH QUESTIONS</p> <ul style="list-style-type: none"> •Who is the playwright of Teechers? •Where is the play set? •What theatre style is the play performed in? •What era is the play set in? •How large does the cast need to be in size? •Who are the characters? •What are the stereotypes of the characters? •What is the play generally about? •What influenced the playwright to write the play? •What is the set design like? •Give an example of a theatre company who has performed this play? <p>Good Luck!</p>	
English language	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>Use the 'HOW TO ANSWER EACH READING QUESTION' booklet to help you with the work provided below. Your teachers have produced videos to help you with your continued home learning. Specific videos are referenced below, and you can also find an audio reading of the extract (Audio reading of Half of a Yellow sun extract') used in these videos on the school website.</p> <p>29th June 2020</p> <p>All videos and resources mentioned here can be found on the school website > English > Year 9 > 1st June onwards.</p> <p>Question 5 practice (AO5 & 6) - narrative writing</p> <ol style="list-style-type: none"> 1. Go to '8 Booklet 8 – Fiction Paper 1 Writing Practice' 2. Rate your confidence on the grid on the first page and read the information on page 1. 3. Watch the lesson on creating a narrative piece of writing - "29th June-narrative writing" 4. Read the model and answer the questions on page 2 of the booklet. 5. Complete the tasks from page 3 to 10 to prepare for your narrative writing task. 	<p>Complete the Creative Writing Pack which contains 44 creative writing activities. Complete 2 activities per week. Give yourself 45 minutes to complete each writing activity.</p> <p>Complete the Imaginative Writing booklet. This is written as a six-week project but at the end you will have written your own story and become an author! Feel free to send it to your English teacher for feedback.</p> <p>Complete the following transactional writing tasks:</p> <ul style="list-style-type: none"> • Disease • Knife Crime • Selfies • Summer Holidays • The World Cup <p>Other:</p> <ul style="list-style-type: none"> • Project Gutenberg offers free eBooks of classic literature https://www.gutenberg.org/browse/scores/top • Free audiobooks available here

	<p>6. Plan an answer based around the image on page 11. If needed, re-watch the video on narrative writing to see how a teacher would approach a piece of narrative writing (“29th June-narrative writing”).</p> <p>7. You can also go to page 7 of this booklet (<i>command and click to follow link</i>) and take a look at the recommended structure for a narrative piece of writing to supplement the information provided in the video.</p> <p><i>You can also find this booklet on the school website, under Year 10 English Language, ‘HOW TO ANSWER THE WRITING SECTION IN LANGUAGE’.</i></p> <p>8. Finally, write a full narrative piece of writing using your plan. Spend about 45 minutes writing your piece. You can find a success criterion in the ‘HOW TO ...’ booklet to ensure that you are including all necessary features in your writing.</p> <p>6th July 2020</p> <p>Paper 2, Question 2</p> <ol style="list-style-type: none"> 1. Read the two sources about gender equality here: https://matrixacademytrust-my.sharepoint.com/:w/g/personal/revision_matrixacademytrust_co_uk/EaAGZgUAzq1KnwQjeCXohWYBIOJAp_sUGZXZeaysZxSvig?e=BAbygm 2. Complete the lesson on Paper 2, question 2 (“6th July – Paper 2, Question 2”). 3. Plan your response by completing a table comparing Source A and Source B (modelled in video). 4. Using the modelled response (in the video), write 3 paragraphs of your own. Keep these paragraphs succinct and precise. Do not use the paragraph modelled in the lesson in your own answer. 5. Self-assess your response using the mark scheme (in video) as guidance. 	<p>http://www.openculture.com/freeaudiobooks</p> <ul style="list-style-type: none"> • Creative writing prompts available here http://www.pobble365.com/ <p>Further Question 5 practice (AO5 & 6) - descriptive writing</p> <ol style="list-style-type: none"> 1. Watch the video on writing a descriptive writing piece to see how a teacher would approach a piece of descriptive writing (“22nd June – Planning a Description”). Pause at 7:28. <ol style="list-style-type: none"> 1. Go to page 7 of this booklet (<i>command and click to follow link</i>) and take a look at the recommended structure for a descriptive piece of writing (drop, zoom, flash, end) to supplement the information provided in the video. <p><i>You can also find this booklet on the school website, under Year 10 English Language, ‘HOW TO ANSWER THE WRITING SECTION IN LANGUAGE’.</i></p> 2. Start the video (‘22nd June – Planning a description’) from 7:28. After watching how a teacher would approach planning, plan your own description of the image in the video. 3. If you have completed this, you could refer back to ‘Booklet 5 – Versatile Vocabulary Booklet’. Go to page 21, the beginning of the writing section (‘English Language Paper 1, Section B: Writing Fiction’). Have a look at the second image on page 22 – plan a description of this image. 4. Finally, write a full descriptive piece of writing using your plan. Spend about 45 minutes writing your piece. You can find a success criterion in the ‘HOW TO ...’ booklet to ensure that you are including all necessary features in your writing.
English Literature	<p>For previous weeks’ work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>Week 5 – 29th June</p> <p>How to compare two unseen poems</p> <p>Work through the document ‘29th June literature to match video’.</p> <ol style="list-style-type: none"> 1. Complete the game by matching the definition with the poetic device. Click the link https://quizizz.com/admin/quiz/572942131af2c79e30f7e258/poetic-devices 	<p>Self quiz using the knowledge organisers for A Christmas Carol, Romeo and Juliet and Blood Brothers:</p> <p>Watch our instructional video that is available on the school website: http://barrbeaconschool.co.uk/working-at-home/ (scroll to the bottom)</p> <p>Or go direct https://vimeo.com/385945716</p> <p>Select a chunk of knowledge related to the topic you would currently be studying in school. This may be in your exercise book, in a revision</p>

	<p>2. Watch the video '29th June How to compare unseen poems'. Ensure you click play, on the sound button on the left hand corner of every slide, next to the picture.</p> <p>3. Then complete the comparison grid for both poems, including the similarities and differences. Write a response to the question, spend 20-25 minutes completing this.</p> <p>4. Self assess your work, by highlighting AO1 and AO2.</p> <p>Week 6 – 6th July How to annotate an extract in Romeo and Juliet (AO2) Work through the document '6th July literature to match video'</p> <p>1. Read the extract by following the link below. Answer the questions on the link to review your knowledge and understanding of the extract you have read. https://www.educationquizzes.com/gcse/english-literature/romeo-and-juliet-extract-1/</p> <p>2. Read the extract and the question in the document '6th July literature to match video'</p> <p>3. Watch the video '6th July-annotating Romeo and Juliet.</p> <p>4. Annotate the extract and spend 30 minutes writing your response to the question.</p> <p>5. Self-assess your work by highlighting AO2 (terminology and reader effect).</p>	<p>guide or on a knowledge organiser. Then, self-quiz until you have memorised it.</p> <p>Follow the links to watch Blood Brothers, Romeo and Juliet and A Christmas Carol. Blood Brothers: https://www.youtube.com/watch?v=dvek0bj451Y Romeo and Juliet: https://www.youtube.com/watch?v=VBDCDr4XWpY A Christmas Carol: https://www.bbc.co.uk/iplayer/episode/m000csdm/a-christmas-carol-series-1-episode-1</p>
French	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</p> <p>.</p> <p>Week 12 – 29.06.20: You must complete all tasks set out in the Revision Module 3 PPT available on the Barr Beacon website.</p> <p>Week 13 – 06.07.20: You must complete all tasks set out in the Revision Module 4 PPT available on the Barr Beacon website.</p>	<p>Year 9 Learning pack French to complete</p> <p>Complete tasks on BBC bitesize: https://www.bbc.co.uk/bitesize/subjects/zgdqxn</p> <p>Follow interactive lessons on this website (Oak National Academy): https://www.thenational.academy/online-classroom/year-9/french/#subjects</p> <p>Worksheet on Lockdown in France (self assess answers) while watching video https://www.youtube.com/watch?v=ow0o0FscWwc&feature=youtu.be</p>
Hospitality and Catering	<p>To access the resources go to http://barrbeaconschool.co.uk/working-at-home/ scroll to All Resources and click into Design and Technology. Click here to access the resources</p> <p>29th June For the tasks you will need to use the following documents: "Year 9 Hospitality and Catering 29th June Unit 1 PowerPoint" "Year 9 Hospitality and Catering 29th June Unit 1 Workbook"</p> <p><i>Food related causes of ill health:</i></p>	

	<p>Task 1: Read slides 1-7 and complete page 2 in your workbook Task 2: Read slides 8-21 and complete page 3 in your workbook</p> <p><u>Allergies and intolerances:</u> Task 3: Red slides 22-33 and complete page 4 in your workbook Task 4: Read slides 34-40 and complete page 5 in your workbook Task 5: Use the internet to complete the “Allergens in recipes” task at the top of page 6</p> <p><u>Environmental Health Officer (EHOs)</u> Task 6: Read slides 48 – 57 and complete page 7-9 in your workbook Task 7: Read slides 58 – 77 and complete page 10 – 11 in your workbook</p> <p><u>Food safety legislation</u> Task 8: Read slides 78 – 89 and complete page 12-16 in your workbook</p> <p><u>Common Types of food poisoning</u> Task 9: Read slides 90 – 103 and complete page 17-19 in your workbook Task 10: Read slides 104-11 and complete page 20 – 21 in your workbook</p> <p>6th July</p> <p>For task 2 you will need to use the following document: <u>“Year 9 Hospitality and Catering 6th July 2020 Gordon Ramsey Extracts”</u></p> <p><u>Food related causes of ill health</u> Task 1: In the PowerPoint read slides 4-10 and answer the questions on each slide in full sentences.</p> <p><u>Job requirements and Factors affecting success</u> Task 2: Open the document titled “Year 9 Hospitality and Catering 6th July 2020 Gordon Ramsey Extracts”. Read each extract carefully and answer the questions. For your answers you will need to use your previous work, the internet and the extract.</p> <p>Task 3: On BBC I player, watch Episode 1 (season 2) of Remarkable Places to Eat – Marrakesh and make notes on the type of service they receive from shop owner’s restaurant owners, maître d’s, waiters and chefs</p>	
Geography	<p>Week commencing 29th June This week you will be learning how to answer a 6-mark question on plate tectonics. This will refresh your memory of the work you studied last week, and it will also help to develop your exam technique. Make sure you have a pen and your book or a piece of paper. Your teacher will guide you through model answers and recap some of the key content you will need to answer the question. Make sure that you try your very best to answer this question as well as possible and remember you</p>	<p>In the shared area there are practice exam papers that you can have a go at. Use Paper 1 Section B and Paper 2 Section B.</p> <p>Preparing for the next topic: Work through the Tectonics work booklet.</p>


	<p>can send it to your teacher to mark after.</p> <p>Week commencing 6th July</p> <p>This week you will be looking at one of your 2 earthquake case studies. In the exam you need to be able to use examples of events to “prove” your point and to show the examiner that as a geographer you know how plate tectonics change the world you live in. By the end of this lesson you will know about an Earthquake in a HIC and you will then be able to compare this next week to an earthquake in a LIC. Your teacher will guide you through all the tasks so make sure you follow what they ask you to do carefully.</p> <p>Additional Tasks:</p> <p>Use the BBC Home Learning Lessons – This episode is all about plate tectonics and plate movement https://www.bbc.co.uk/bitesize/articles/zvyk8xs</p> <p>Although not specifically on our curriculum in this much detail, there is also a lovely page all about Volcanoes so if you are interested/ you have some spare time, why don’t you have a look through this page as well. https://www.bbc.co.uk/bitesize/articles/zvrw2fr . As a geographer everyone always asks you about volcanoes so it's great quiz/ general knowledge.</p>	
Health & Social Care	<p>For previous weeks’ work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>29th June Watch video and complete tasks on the ppt to understand the range of support available when someone suffers an expected or unexpected life event.</p> <p>6th July Retirement watch the video lesson and the complete research and design and create a leaflet with information for someone who is about to retire, include the positive and negative aspects of retirement from work.</p>	
History	<p><u>Complete the tasks based on your Britain: Health & the People work.</u></p> <p>For previous weeks’ work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p>	<ul style="list-style-type: none"> • Create Medicine timelines, ensure key people and key events are on there and then self-quiz on key people and dates.

	<p>29th June: Conflict and Tension recap. Watch this audio lesson and complete all activities set by the teacher.</p> <p>6th July: Morocco and the Balkans Crisis. Watch this audio lesson and complete all activities set by the teacher.</p> <p>You also need to continue using knowledge organisers to revise content for your GCSE topics.</p>	
Maths	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p><u>Weeks commencing 29th June and 6th July</u> There will be a daily lesson which can be accessed through the home learning section every day from Monday to Friday.</p> <p>On a Monday to a Thursday this will consist of a topic to complete, for each of these topics there will be links to a selection of tutorial videos, questions, textbook exercises as well as exercise and worksheets provided by teachers in the home learning for that topic. If you would like guidance on which exercise to attempt from the home learning on that day then please contact your teacher via teams</p> <p>On a Friday there will be a quiz day with instructions on the home learning area.</p>	<p>Use websites such as https://corbettmaths.com/ https://www.mathsgenie.co.uk/gcse.html https://mathsbot.com/ to work through topics with GCSE style questions</p> <p>Complete puzzles and UKMT maths challenge materials found on the website.</p> <p>There are unit topic tests with answers to complete available on the home learning website.</p> <p><u>Oak Learning Instructions – Online Lessons</u></p> <ol style="list-style-type: none"> 1. Go on www.thenational.academy 2. Click on online classroom 3. Press subject and pick the appropriate year group 4. Pick maths (there are also loads of different subjects on this website) 5. Start the lesson you would like to do - then follow the on screen instructions. <p>Please note - more lessons will be added each week</p>
GCSE Media Studies	<p><u>Week commencing 06/07:</u> Working from home > Media > GCSE Media > Year 9 > Y9 – GCSE MEDIA – 06.07 Complete the Powerpoint for <u>revision of right and left wing politics</u></p>	<p>Set texts quizzing</p> <ul style="list-style-type: none"> • Make detailed notes on the set texts you have completed so far (Spectre, Quality Street, The Sun). https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg • Quiz yourself about the context of each set text – e.g. The historical context of Quality Street

	<p><u>Week commencing 13/07:</u> Working from home > Media > GCSE Media > Year 9 > Y9 – GCSE MEDIA – 13.07 Complete the Powerpoint for <u>Brexit timeline & headlines</u></p> <p>If you need any help please message on Teams or email Miss Winters at cwinters@barrbeaconschool.co.uk</p>	<p>Media insider revision videos:</p> <ul style="list-style-type: none"> • Create a knowledge organiser based on the key concepts (Representation, Industries, Audiences & Media Language) https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA <p>Create revision notes/knowledge organisers:</p> <ul style="list-style-type: none"> • Use Component 1 fact sheets on the link below to update your revision notes and annotations of set texts. • https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rliid=950 <p>Seneca tasks:</p> <ul style="list-style-type: none"> • Complete all tasks on the below links: • https://app.senecalearning.com/classroom/course/7bfa17fa-b6f3-4aee-9478-94e880675c42 • https://app.senecalearning.com/classroom/course/eae7f83a-2bae-46a1-a173-31f13b46fef <p><u>EXTRA TASKS/RESOURCES</u></p> <p>The Media Podcast: https://www.themediapodcast.com</p> <p>Studio binder: Revise camera angles on the playlist page: https://www.youtube.com/channel/UCUFoQUaVrT3MVFxqwPUMLCQ</p> <p>Use the following knowledge organisers to respond to sample exam questions that you already have https://www.lymmhigh.org.uk/wp-content/uploads/2019/10/Media-Studies.pdf</p>
<p>BTEC Media Studies</p>	<p>Weeks beginning June 29th and 6th July</p> <p>Task 1: Complete the assessment/quiz. Link located in the home learning folder.</p> <p>Task 2: Continue to work on your LAB submission for Miss Winters.</p> <p>The ‘Home learning’ folder contains the powerpoint, video, LAB help sheet, Exemplar work and feedback/grading criteria for this.</p>	<ul style="list-style-type: none"> • Watch film making hacks on YouTube • Practice making short films on your mobiles and aim to get filming/editing smooth and seamless • Make daily video logs on your progress and edit them using Adobe Premiere pro which is free at the moment for students! • Google royalty free sounds to download audio for any films you make • Create ‘short film’ competitions with your class peers and we can showcase films when we are back in school

	<p>You will have two weeks to completely finish this task to the best of your ability.</p> <p>Please email Miss Watson/Winters if you have issues with this.</p>	
<p>PE (GCSE)</p>	<p>w/c 29th June</p> <p>You have been set an EverLearner Video and Test based of Performance Enhancing Drugs (PEDs) - Anabolic Steroids and Beta Blockers.</p> <p>w/c 6th July -</p> <p>You will be set an EverLearner Video and Test based of Performance Enhancing Drugs (PEDs) - Diuretics and Advantages and Disadvantages of PEDs</p> <p>*There are more than 3 performance enhancing drugs on the GCSE Specification, yet there are only anabolic steriods, beta blockers and diuretics on EverLearner. You may wish to do some further research and learning about these drugs independently to support your learning later.</p> <ul style="list-style-type: none"> Unit 3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping. <p>Access to video voiceover - https://matrixacademytrust-my.sharepoint.com/:v:/g/personal/revision_matrixacademytrust_co_uk/EXso5LAAFYhDsrxDbtWiQ3UBHog0bfKQdB14_kHf-OKnSg?e=azt2ET</p> <p>Complete the Everlearner assignment with taking effective notes from the videos <u>AND</u> completing the quiz</p>	<p>Netflix watch List: Moneyball; Coach Carter; The Blind Side; Stop at Nothing; Icarus; The short game; Iverson; The Dawn Wall; Game Changers; Screwball</p> <p>Prime Watch List: The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Marching on Together- Leeds United; Supersize me</p> <p>Podcast List: The Real Science of Sport Podcast; 30 for 30; Sports? With Katie Nolan.</p> <p>Articles: Christian Coleman: World 100m champion provisionally suspended after third missed drugs test https://www.bbc.co.uk/sport/athletics/53075670</p> <p>Reduced drug testing during coronavirus pandemic a 'let-down', say athletes https://www.bbc.co.uk/sport/athletics/53017626</p>

	<p>Complete Edexcel GCSE PE 9-1 quizzes on http://www.gojimo.com/</p>	
<p>Philosophy and Ethics</p>	<p>Ensure that all work for previous weeks has been completed then do the following:</p> <p>W/C 29th June Pupils will complete the audio lesson on The Role of The Gurdwara. Pupils should work their way through the tasks one by one. All resources are on the website to download.</p> <p>W/C 6th July Pupils will complete the audio lesson on Philosophy & Ethics 12 Mark Question. Pupils should listen to the information on exam skills and then attempt the tasks. All resources are on the website to download.</p>	<p>Use the link to revise, watch clips and test your knowledge on Christianity https://www.bbc.co.uk/bitesize/topics/zbdny9q</p> <p>Use the link to revise, watch clips and test your knowledge on Sikhism https://www.bbc.co.uk/bitesize/topics/zdr692p</p> <p>Use the link to revise and play RE games: http://www.rsrevision.com/GCSE/index.htm</p>
<p>PSHE</p>	<p>Week Commencing 29th June</p> <p>Teenage Pressures – Media and Body Image / Media and the Body Beautiful</p> <p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/z2btfg8 and https://www.bbc.co.uk/bitesize/clips/zv24wmn</p> <p>Watch the video clips and consider the following questions:</p> <p>Why is there so much pressure today on teenagers specially to match the perfect images they see of famous people? What technology is enabling such perfect images to be distributed? Why are these perfect images not realistic for many young people? What pressures are being placed on individuals as a result? Is there any way around these unrealistic images and expectations?</p> <p>Based on what you have seen produce a mood board of images of celebrities that are divided into three categories – those who are valued for their achievements, those who are valued for their looks, those who are criticised for their looks. What do you notice in terms of numbers of images in each category? Are they evenly balanced?</p> <p>Acting as an Agony Aunt or Uncle write a reply to a teenage boy or girl who are worried that they do not meet up to the ‘perfect’ standards of the celebrities that they see on TV and the internet. What advice would you give them?</p> <p>Week Commencing 6th July</p> <p>Teenage Pressures – Body Image and Weight</p> <p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/zhkyr82</p> <p>Watch the video clip and consider the following questions:</p>	

	<p>What is happening In the UK in terms of childhood obesity? Why is this such an issue? What has enabled childhood obesity to become such a problem? What are the health issues associated with being overweight? What did schools do to help combat the problem? What lifestyle choices lead to gaining weight? How can you lose weight in a healthy way? What mental health disorders are associated with eating? What are these eating disorders and what are the consequences of them?</p> <p>Based on what you have seen and your own knowledge produce a magazine article for young people who are interested in being a healthy weight. You need to include advice on healthy eating, exercise and being realistic about their body image.</p>	
Psychology	<p>All resources mentioned here are in the All Resources folders halfway down our Working At Home website. ASSESSMENT FEEDBACK W/C 29th JUNE Your teacher will have now marked your assessment and posted your scores. You need to log back onto Microsoft Forms to access your feedback. There will be a comment about what you are doing well, a target and model answers by the question related to your target.</p> <p>Online audio lessons 9B- Mrs Juss: June 29th Correlations. July 6th Types of data. 9C- Miss Barber- June 29th Graphs. July 6th Revision lesson on research methods</p> <p>Other work you should complete -Memory booklet and emailed to teacher -Research project: Using google search the following information about Clive Wearing and then Phineas Gage. Create a fact file on them both by creating a title page and an A4 page including an introduction about the case and what happened to them, the methods used on them, what was found, a conclusion made and one strength of this case study and one weakness. -Self-quiz yourself again using the knowledge organisers in your book or in the home learning area (use quizzing method taught at school- three columns, look, cover, check). Do this for all topics covered.</p>	<p>Make a quizlet account and complete AQA GCSE quizzes on memory, research methods or social influence https://quizlet.com/en-gb www.hoddereducation.co.uk/myrevisionnotesdownloads</p>
Science	<p>Complete any previous work that has been set by accessing the old documents on: https://rebrand.ly/ScienceSUM1</p> <p>All your work for after half term can be found at: https://rebrand.ly/ScienceSUM2 or you can scan this QR code with your device:</p>  <p>Go to your year group and there will be an instruction document in the folder for you which highlights what to do each week.</p>	<p>The National Oak Academy has produced some excellent resources for science:</p> <p>If you are looking for more science you can find them at: https://www.thenational.academy/online-classroom/year-9/science#subjects</p> <p>Also, if you want to do some practical activities and you're allowed to (ask permission) https://www.science-sparks.com/kitchen-science-round-up/ has some great kitchen science activities.</p>

	<p>The work is no longer split into x and y/z bands because all the content we are covering is common to triple science and combined science.</p> <p>There is at least one video to watch per week along with a variety of other activities.</p> <p>Year 9 Biology: Week 29.6.20 - Communities Week 6.7.20 - Biotic & Abiotic factors</p> <p>Year 9 Chemistry: Week 29.6.20 - Combustion & Polymerisation Week 6.7.20 - Using materials</p> <p>Year 9 Physics Week 29.6.20 - Resultant forces Week 6.7.20 - Forces & Elasticity</p>	
Sociology	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</p> <p>Week Beginning 29th June – Complete Audio lesson 4 on Families. This will be a series of quizzes to check your understanding of work you have completed in lesson. Can you then go back over your notes to fill in any gaps in knowledge. Use BBC Bitesize if needed.</p> <p>Week Beginning 6th July – Complete Audio lesson on 5 on Feminist views on the family. This will further develop your knowledge on sociological views on the family. Ensure you attempt all tasks and exam questions.</p>	<p>Watch documentaries on the topics we cover: Benefits street The Stephen Lawrence case The 7 up series on Youtube Keep up to date with current affairs. Download the BBC News app and follow Education and Families. Here is a link to exam papers and mark schemes https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources</p>
Spanish	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</p> <p>Week beginning 29/06 - All resources in Spanish folder on school website Complete video lesson entitled 'Module 5 lesson 5' Complete video comprehension quiz from links in document entitled 'Video comprehension'</p> <p>Week beginning 06/07 - All resources in Spanish folder on school website Complete video lesson entitled 'Module 5 lesson 6' Complete reading comprehension worksheet based on module 1</p>	<p>Watch episodes of <i>Extra</i> https://www.youtube.com/watch?v=Dfb9-ZTCA-E</p> <p>Continue working through MFL Bingo challenge sheet</p> <p>Follow lockdown and other news on Spanish news sites: <i>El País, El Mundo, La Vanguardia, BBC Mundo.</i></p>

Sport
(BTEC)

Weeks commencing 29th June & 6th July 2020

Watch the video in the home learning area on assignment B

Ensure that for each injury you have a definition, causes, symptoms and related rehabilitation

Deadline for the work is 12th July

Remember to ruse the ebook to help you, details are on the video

www.pearson.com/uk/learners/secondary-students-and-parents.html

Click on the link, scroll down to "Free e-book access", click "view e-books", click on BTEC – Sport activity and fitness, click exercises component 1, Complete the topic tests on Learning Aim A and Learning Aim B

Textiles

For previous weeks' work (which leads into these activities) scroll to the bottom of

<http://barrbeaconschool.co.uk/working-at-home/>

Week commencing 29th June

To access PowerPoint:

Please see the PowerPoint available at: barrbeaconschool.com, then click working from home. Scroll down to all resources. Click on design and technology, download here. Click on Textiles > GCSE DT Textiles > YEAR 9 TEXTILES > 29.06.20

Energy: generation, storage and choosing appropriate sources– lesson 6

Please listen to the PowerPoint and start to make your own revision resources from the slides. This can be:

- Mind maps
- Knowledge organisers
- Revision cards
- A3 posters
- Lined paper with highlights and coding
- PowerPoint

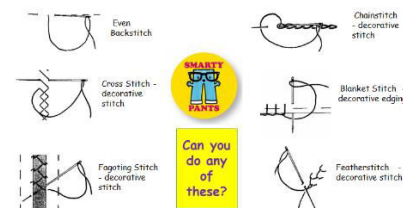
Once you have created your revision resources, attempt the following questions:

Exam questions – Energy

1a) Name the 4 power systems (4 marks)

1b) what are the disadvantages of introducing new technology to industry? (3 mark)

Try out new stiches. There are helpful videos for each of these on YouTube as well.



Additional work:

Watch the Great British Sewing Bee on BBC or Next in Fashion on Netflix. Attempt to make a practical item at home if you have the facilities and equipment. Try to keep your practical skills up to date by watching programmes like this for tips and also use YouTube as a support.

- 2a) What are the benefits of solar cells? (2 mark)
 2b) What are the disadvantages of solar cells? (2 marks)
 2c) What are the disadvantages of mains electricity (2 marks)
 3a) When designing a new product, what should the designer consider when choosing an energy source? (6 marks)

Week commencing 6th July

Please see the PowerPoint available at: barrbeaconschool.com, then click working from home. Scroll down to all resources. Click on design and technology, download here. Click on Textiles > GCSE DT Textiles > YEAR 9 TEXTILES > 06.07.20

Smart and composite materials and technical textiles – lesson 7

Please listen to the PowerPoint and start to make your own revision resources from the slides. This can be:

- Mind maps
- Knowledge organisers
- Revision cards
- A3 posters
- Lined paper with highlights and coding
- PowerPoint

Once you have created your revision resources, attempt the following questions:

Exam questions – Energy

Exam questions – Smart and modern materials

- 1a) Explain one advantage of conductive inks (2 marks)
 1b) What is a shape memory alloy? (2 marks)
 1c) Define a smart material (1 mark)
 1d) Define a modern materials (1 mark)
 2a) What are the disadvantages of photochromic glass (2 marks)
 2b) What are the advantages of piezoelectric materials? (2 marks)
 2c) What can temperature responsive polymers be used for? (2 marks)
 2d) What is a disadvantage of reactive glass? (2 marks)

PE
(Core)

- **Use the hyperlink on Barr Beacon School website and go to the Year 9 Core PE Area**

Netflix watch List:

Losers; Sir Alex Ferguson Secrets of Success; Stop at

- Watch the video – Core PE Voiceover, where Mr Totty will be speaking to you about this fortnight’s work
- Click on the Workout Powerpoint and complete the workouts throughout the fortnight as you wish
- Create your own fitness log /diary and record the physical activities you are taking part in (on Microsoft Word, PowerPoint or a piece of paper)
- Send these to your PE teacher for them to see how active and physical you have been for the past 2 weeks.

Below are examples of some of the new workouts, feel free to complete others or previous activities that you enjoyed.

<https://www.youtube.com/watch?v=YWrYohgqUYU>

<https://www.youtube.com/watch?v=j77wT96jHCl>

<https://www.youtube.com/watch?v=kTTP82Vhcww>

<https://www.youtube.com/watch?v=yplP5cLuyf4>

<https://www.youtube.com/watch?v=7iSm6rLBt20>

<https://www.youtube.com/watch?v=JkVHrA5o23o>

<https://www.youtube.com/watch?v=GfUpbhaCK7Y>

Remember to try different activities (you may enjoy something you thought you wouldn't!)

Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance

Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;

Prime Watch List:

Eat Race Win; Breaking 60: Challenging the Impossible; Invictus

The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92

Podcast List:

Families in Sport

The Real Science of Sport Podcast
30 for 30

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