

## Home working – Year 10

This work is designed to last for week commencing 13<sup>th</sup> July and over the summer.

We recognise that many of you have been working very hard in the lockdown period and you deserve a break. However, we also know that some of you could have been doing more. However much work you have (or have not) done, the more you do over the next seven weeks, the more you will be prepared for our return in September. Make sure you have a break but also make sure you keep your brains ticking over!

**Please note that where teachers have asked you to send them work, please do this, although note that teachers may not reply until we restart school in September.**

Subject	We recommend starting here...	Additional work (for some subjects)
Art	<p><b>Summer Project: Under the Sea</b></p> <p><b>Over the summer I would like you to continue to build up your GCSE project 'Under the Sea'. Use the PowerPoint in the Art shared area (location below) to help you complete the 2 tasks. Once you have completed the tasks, put them in a safe place ready for September return!</b></p> <p>For the PowerPoint and video links holding both audio talks and videos please following the link path below... <b>Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y10 &gt; Summer Project</b></p> <p><b>Challenge 1: Complete 2 studies using different materials and techniques</b></p> <p>For challenge 1 I would like you to complete 2 more studies for your Under the Sea project. These studies can not be using the same materials. Different materials you could use:</p> <ul style="list-style-type: none"><li>• Pencil</li><li>• Fine tip pen/ biro</li><li>• Coloured pencil</li><li>• Watercolour pencils</li><li>• Watercolour paint</li><li>• Acrylic paint</li><li>• Charcoal</li><li>• Collage/ layering</li></ul> <p><b>Challenge 2: Complete an Artist Research</b></p> <p>For challenge 2 I would like you to complete an artist research on one of the artists provided in the PowerPoint. I have also provided a template to help you structure your response. Answer all the question, print out and bring it to your first lesson. If you would like to challenge yourself, creatively display your research on a sheet a card/ paper. If you have neat handwriting you could write up your answers to make your artist research more personal.</p>	

	<p><b>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. Please bring all your work and portfolio to your first day back at Barr Beacon. This includes all your home learning.</b></p> <p>Use <b>Pinterest</b> for inspiration to help develop your project further. Go to <a href="https://www.pinterest.co.uk/miss_dutton/">https://www.pinterest.co.uk/miss_dutton/</a> and click on the folder 'Under the Sea' to view hundreds of images for you to select and complete.</p> <p>Have a lovely summer Y10 and see you in September. Miss Dutton</p>	
BTEC Childcare	<p>You are to <u>complete your assignment</u> if not done so already. <b>Component 2A: Understand how children play.</b> 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 10'.</p> <p>Click the link and go to the bottom and click free e books. <a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a> Download the child development book for free. This will help with your revision and assignment writing.</p> <p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>When you have done your assignment, over the summer holidays complete the summer egg project. The booklet can be found in the Year 10 childcare folder on the school website.</b></p>	<p>Revision:</p> <p>Ensure you know the definitions of the following: -Growth -Development -Holistic development -Physical development Intellectual development -Language and communication development -Emotional development -Social development</p> <p>Use the component 1 booklet to learn the milestones.</p> <p><b>Learning Aim B: Learning through play</b> 0-18 Months: For <u>each area of development</u> identify a <u>toy or activity</u> that would support a child in reaching their <u>milestones</u> in this area of development. Describe how the toy can encourage development in that area.</p>
Computer Science	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>Lessons can be found:</b> <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> <b>Barr Beacon School Website – Working From Home/ All Resources/ Computer Science/ Y10/ Year 10 – CS – 13.06.20 – Summer project.</b></p> <p><b>The summer project will be based upon a programming project and should take no longer than 10 hours to complete.</b></p> <p><b>The project will need to follow the following design stages using a template provided:</b></p> <ul style="list-style-type: none"> <li>• <b>Input, output, processing and programming techniques.</b></li> <li>• <b>Flowchart &amp; pseudocode</b></li> </ul>	<p><b>End of Topic Quizzes/ Practice Papers</b></p> <p><a href="https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/">https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/</a> OCR computer science past papers – including mark schemes</p> <p><a href="https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2">https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2</a> Complete the tasks on Seneca. Complete some self-quizzing.</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a> Complete independent reading on BBC Bitesize and complete the quizzes. <a href="https://quizizz.com/profile/5a99bfbf47e32a001af34f39">https://quizizz.com/profile/5a99bfbf47e32a001af34f39</a></p> <p><b>Video Resources/ Self Help</b></p> <p>Craig n Dave channel for J227:</p>

- Python code and development diary
- Testing table
- Evaluation

**The project scenario:**

Netflix have asked you to create a film/tv show guessing game.

The game is to store a list of film or tv names, and actors. The player needs to try and guess the song name.

The game is played as follows:

- A random film or tv show are chosen.
- The film/tv show title and actor first lesson of each word is displayed.
- The user has two chances to guess the film/tv show name.
- If the user guesses the answer correctly the first time, they score 3 points. If the user guesses the answer correctly the second time they score 1 point. The game repeats.
- The game ends when a player guesses the film/tv show name incorrectly the second time.

Only authorised players can play the game.

Where appropriate, input from the user should be validated.

Design develop, test and evaluate a system that:

- Allows a player to enter their details which are then authenticated to ensure that they an authorised player.
- Stores a list of film/tv show and actors in an external file.
- Selects a film/tv show from a file displaying only the first letter of an actor in the film/tv and the title of the program.
- Allows the user up to two chances to guess the film/tv show name stopping the game if they guess it wrong a second time.
- If the guess is correct, add the points to the players score depending on the number of guesses.
- Display the number of points the player has when the game ends.
- Stores the name of the player and their scores in an external file.
- Display the score and player name of the top 5 wining scores from the external file.

You will be required to follow the above brief to complete the project. In the computer science summer task folder you will find:

- The project template to complete your work.
- A variety of help files to support you at each stage.
- An exemplar example of the project to see how to complete each task.

[https://www.youtube.com/channel/UCOHzeBLIjlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf\\_id=15](https://www.youtube.com/channel/UCOHzeBLIjlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf_id=15)

Produce Knowledge organisers for each of the topics. Detail is important.

**General Tasks**

Use the websites given above to complete revision tasks and self-quizzing on the following topics:

- Programming
- System Architecture
- Memory & storage
- Databases & SQL
- Networking
- Network Security
- Logic Gates

	<ul style="list-style-type: none"> <li>• A PPT that explains each section and how to complete it in depth.</li> </ul> <p>To complete the project programming stage you will require python installed on your computer.</p> <p>A link to download python can be found here: <a href="https://www.python.org/downloads/">https://www.python.org/downloads/</a> just download the latest version if required.</p>	
Dance	<p><u>Watch the video 13.7 Year 10 Summer Mock Project to help support you.</u></p> <p>In the second week back, we are going to have an assessment based on what you have learnt during your live lessons. Over summer, you will need to complete the booklet 'Y10 C3 mock'.</p> <p>I will start to go over this in our final live lesson on Thursday 16<sup>th</sup> July. Together, we will analyse the stimulus, discuss ideas and go over any questions before you start your project.</p> <p>On slide 3, you will notice that there is no skills log included in your mock. This is because we have not been able to go over this during lockdown so I would not expect you to sit a mock assessment.</p> <p>You should spend roughly six sessions on choreography. Do not try to do it all at once as this will stop your ideas from progressing.</p> <p>Follow the PowerPoint through and there will be directions on each slide to assist you.</p> <p>Your assessment will be the second lesson of the week commencing 7<sup>th</sup> September.</p> <p>Please e-mail all written work to <a href="mailto:lsalmon@barrbeaconschool.co.uk">lsalmon@barrbeaconschool.co.uk</a> once you have finished.</p> <p>Remember you can ask for help anytime on Microsoft Teams.</p> <p>Have a lovely Summer and stay safe,</p> <p>Miss Salmon.</p>	
Digital IT	13 <sup>th</sup> July	<p>Exam Break Down</p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/btec-awards/information-technology/2017/specification-and-sample-assessments/in-depth-lead-examiner-talk-inf-tech-btec-tech.mp4">https://qualifications.pearson.com/content/dam/pdf/btec-awards/information-technology/2017/specification-and-sample-assessments/in-depth-lead-examiner-talk-inf-tech-btec-tech.mp4</a> - watch a video that breaks down the structure of the exam paper</p>

You are now going to look at the content for your exam (Component 3). You will have looked at some of this content before.

The focus of next week's learning is:

## A2: Impact of modern technologies

01 - Changes to modern teams facilitated by modern technologies      World teams (not bound by geographical restrictions, diversity)

- Multicultural
  - Inclusivity (facilitation of member's needs)
  - 24/7/365 (no set work hours, team members in different time zones)
  - Flexibility (remote working vs office based, permanent vs casual staff)
  -
1. Download the knowledge organiser / learning mat to support your learning from Microsoft team classroom
  2. Complete all learning activities / exam questions and in the student workbook.
  3. Develop your knowledge further with Know it all ninja



Complete the learner guide and all quizzes : <https://www.knowitallninja.com/modules/impact-of-modern-technologies/>

## Summer Project / Revision

1. Enrol to the Quizlet classroom at: <https://quizlet.com/join/HEbCTxENp>

There are revision sets for each learning aim for Component 3 and a test to complete at the end of each one:

- C3A - Modern Communications
- C3B - Cyber Security
- C3C - Implication of Digital Systems
- C3D - Planning and communication in digital systems

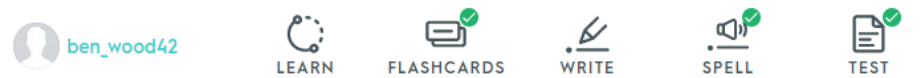
Sample Paper

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/information-technology/2017/specification-and-sample-assessments/63296-BTEC-L2-TechAward-DIT-21193L-AddSAM-Unit3-FULL.pdf> - have a go at the Past paper – answers at the end

Knowitallninja – Full study set:

<https://www.knowitallninja.com/courses/effective-digital-working-practices/>

2. Complete all essential learning actives (learn, write and test). Add your test result and any misconceptions to the quizlet slide in your student work. Remember you check your progress to review any outstanding work for each

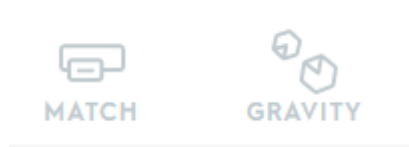


Digital Infomation Technology



### 3. Competition

Who can get the fastest time in the match and gravity games?



Prizes for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> & for those who complete ALL Learning activities!

### 4. **Want to challenge your friends at Quizlet?**

You can create your own study sets and get your friends to attempt and rate them?



<https://quizlet.com/latest>

<p>Drama</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>LESSON FOCUS FOR THIS WEEK: NEW PLAY TEXT DNA</p> <ul style="list-style-type: none"> <li>• To prepare and develop a monologue for performance from DNA</li> <li>• To complete ALL of the questions on your concept proforma based on your rehearsal process of your monologue so far.</li> </ul> <p>For your summer project I will expect you to have chosen and rehearsed ready for performance a selected monologue from the play.</p> <p>A copy of each of the monologues have been saved on a PPT for you with guidance on how you can perform them. Whilst you are rehearsing you MUST keep a log on what you have completed to prepare for the performance. You can choose to do this as a diary or filled in using the worksheets in the Summer Project area.</p> <p>Once your monologue is completed please attempt to write a draft response to all of the questions on your concept proforma. This draft must be emailed to me for marking by the first week back in September.</p> <p>Please send through all completed drafts to <a href="mailto:wibberley@barrbeaconschool.co.uk">wibberley@barrbeaconschool.co.uk</a> or via Teams.</p> <p>Have a wonderful summer and see you in September!</p> <p>Mrs Wibberley</p>	<p><u>LIVE THEATRE ON THE INTERNET</u></p> <p>Over the last few weeks Sir Andrew Lloyd Webber has been streaming his musicals on you tube for free for 48 hours only. The show starts at 7pm every friday.</p> <p>Watch them on #TheShowsMustGoOn</p> <p><a href="https://www.youtube.com/channel/UCdmPjKMaXNNeCr1FjuMvag">https://www.youtube.com/channel/UCdmPjKMaXNNeCr1FjuMvag</a></p> <p>If you would prefer straight Drama (not Musicals) look at watching the following plays on...</p> <p><b>#National Theatre at Home</b></p> <p><a href="https://www.youtube.com/results?search_query=national+theatre+at+home">https://www.youtube.com/results?search_query=national+theatre+at+home</a></p> <p>The website is a fantastic resource to watch live theatre filmed in a "Cinema" style. Each play is streamed every Thursday evening at 7pm.</p> <p>To see a range of shows refer to ...</p> <p><b>What's on stage.com</b></p> <p><a href="https://www.whatsonstage.com/guide/free-online-streams-theatre-drama-musicals">https://www.whatsonstage.com/guide/free-online-streams-theatre-drama-musicals</a></p> <p>And find out what is streaming for free at home each week. This is very helpful for CO4.</p> <p><b>Can pupils make sure please that they are sending work through to me via email or teams, so that I can monitor progress.</b></p>
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<p>English language</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>13<sup>th</sup> July and Summer Home Learning</b></p> <p>For your final week of home learning and over the summer, you will complete non-fiction writing practice that will prepare you for your GCSE Language examination (Paper 2).</p> <p>This topic has been chosen specifically for the following reasons:</p> <ul style="list-style-type: none"> <li>• writing is an area of development amongst the majority of Year 10 students</li> <li>• Paper 1 writing has been covered in school and through online lessons, we now need to focus on Paper 2</li> <li>• this section is <b>50% of your entire GCSE</b></li> <li>• the tasks in this booklet will allow you to explore wider ideas which will help you to build a viewpoint on a number of different topics</li> </ul> <p>You can find information on the Writing section of Paper 2 here: <a href="https://filestore.aqa.org.uk/resources/english/AQA-87002-FI-W.PDF">https://filestore.aqa.org.uk/resources/english/AQA-87002-FI-W.PDF</a></p> <p>You should complete the activities in the "Year 10 English Language Summer Learning Booklet" here: <a href="https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9tYXRYaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcvV2aXNpb25fbWFOcmI4YWVhZGVteXRYdXN0X2NvX3VrL0V2VkdYMDkZUjJWTRRanDzUE5TRHVRQmxcEw1SjAwWWtOODQzRjhVUWREeFE%5FcnRpbWU9R0t3MUdWWWYyRWc&amp;id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FEnglish%2FYear%2010%2FLanguage%2F1st%20June%20onwards">https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9tYXRYaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcvV2aXNpb25fbWFOcmI4YWVhZGVteXRYdXN0X2NvX3VrL0V2VkdYMDkZUjJWTRRanDzUE5TRHVRQmxcEw1SjAwWWtOODQzRjhVUWREeFE%5FcnRpbWU9R0t3MUdWWWYyRWc&amp;id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FEnglish%2FYear%2010%2FLanguage%2F1st%20June%20onwards</a></p> <p>You can also access this booklet manually, through the school website by going to English &gt; Year 10 &gt; Language &gt; 1<sup>st</sup> June onwards.</p>	<p>Practise your punctuation with these exercises <a href="https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm">https://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_41.htm</a></p> <p>Reading: Language Revision Textbook Mini Paper 1 Revision Booklet Practising analysing language on smaller texts – practice zooming in – use Literary Snapshots document.</p> <p>Writing: Additional Paper 1 Writing booklet Additional Paper 2 Writing booklet</p> <p>Practice creative writing using the 'HOW TO ANSWER THE WRITING SECTION' booklet alongside the random image generator here: <a href="http://pobble365.com">pobble365.com</a> <a href="http://writingexercises.co.uk/random-image-generator">writingexercises.co.uk/random-image-generator</a></p>
<p>English Literature</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>Week 7 – 13<sup>th</sup> July</b></p> <p><b>Blood Brothers</b></p> <ol style="list-style-type: none"> <li>1. Follow the link and review the contextual links of Blood Brothers. Produce a table of the key plot and how each key part of the plot links contextually. <a href="https://www.youtube.com/watch?v=ZR-d5DWup2U">https://www.youtube.com/watch?v=ZR-d5DWup2U</a></li> <li>2. Spend 10 minutes planning an each to each exam question.</li> <li>3. Select <b>one</b> of the questions below either a character or theme focus, spend 45 minutes writing your response. You must include: key quotations, links to the plot, context and ensure you spelling, punctuation and grammar is correct.</li> <li>5. Self-assess your work by highlighting AO1 (understand of the plot, key quotations) and AO3 (contextual links to the time period the play was set).</li> </ol> <p><b>Blood Brothers: Willy Russell</b></p> <p><b>EITHER</b></p> <p>11 <i>Mickey (looking at him): You don't understand anythin', do ye? I don't wear a hat that I can tilt at the world.</i></p> <p>Explore the significance of the <b>relationship between Mickey and Eddie</b>. You must refer to the context of the play in your answer. (Total for Question 11 = 40 marks (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation))</p> <p><b>OR</b></p> <p>12 <i>Narrator: When you're young, free and innocent and just eighteen.</i></p> <p>Explore the significance of <b>adulthood</b> in Blood Brothers? You must refer to the context of the play in your answer.</p>	<p><b>Self quiz using the knowledge organisers for A Christmas Carol, Romeo and Juliet and Blood Brothers:</b></p> <p>Watch our instructional video that is available on the school website: <a href="http://barrbeaconschool.co.uk/working-at-home/(scroll%20to%20the%20bottom)">http://barrbeaconschool.co.uk/working-at-home/(scroll to the bottom)</a></p> <p>Or go direct <a href="https://vimeo.com/385945716">https://vimeo.com/385945716</a></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 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.</p> <p>Blood Brothers: <a href="https://www.youtube.com/watch?v=dvek0bj451Y">https://www.youtube.com/watch?v=dvek0bj451Y</a></p> <p>Romeo and Juliet: <a href="https://www.youtube.com/watch?v=VBDcDr4XWpY">https://www.youtube.com/watch?v=VBDcDr4XWpY</a></p> <p>A Christmas Carol: <a href="https://www.bbc.co.uk/iplayer/episode/m000csdm/a-christmas-carol-series-1-episode-1">https://www.bbc.co.uk/iplayer/episode/m000csdm/a-christmas-carol-series-1-episode-1</a></p>



	<p>(Total for Question 12 = 40 marks (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation))</p> <p><b>Summer Learning</b>  <b>Click on the English, Summer Learning folder, then select the document 'Literature Summer Learning Booklet'.</b>  Work your way through the document, you will complete quizzes and exam styled questions.</p>	
<p>Food Preparation and Nutrition</p>	<p><a href="#">Please click here to access the resources</a></p> <p>16<sup>th</sup> July live lesson  Food labelling and marketing influences  How food marketing influences choice</p> <p>Summer project  Complete the 25-day revision calendar (1 task per day)  Use the knowledge organisers in the revision resources section to complete the two nutritional revision workbooks.</p> <p>Workbook 1: Principles of nutrition  Workbook 2: Diet and good health</p> <p>The PowerPoint has detailed instructions and examples for you to follow.</p> <p>For previous PowerPoints and resources go to: <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> and open the folder Design and Technology</p>	
<p>French</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <ul style="list-style-type: none"> <li>• <u>Week starting 13<sup>th</sup> July</u></li> <li>• <u>Lesson 1: (live lesson 90 minutes)</u></li> <li>• review of work done individually, speaking practice focus, picture task, roleplay and questions.</li> <li>• </li> <li>• Lesson 2: 90 minutes</li> <li>• speaking padlet: <a href="https://padlet.Com/jbrazier3/crld52zosghw">https://padlet.Com/jbrazier3/crld52zosghw</a></li> <li>• Finish all questions for theme 5 ensuring they contain at least 5 sentences a variety of tenses including pluperfect, imperfect, higher grade structures, variety of pronouns. These questions must be sent to MRS BEY for feedback before the next live lesson</li> </ul> <p>Summer Work for Year 10 French:</p> <p style="text-align: center;"><u>Holiday tasks.</u></p>	<p><u>Week starting 13<sup>th</sup> July:</u>  extension: create yourself a quizlet to learn questions from speaking by heart (the actual question sentences: French/ English)</p>

	<p>Tenses revision and reinforcement:</p> <p>Resources: revision verb booklet</p> <p>1) <u>Complete the revision of present tense</u> and all tasks for it</p> <p>Then complete translation task 1 and 2 page 33</p> <p>2) <u>Complete the revision of perfect tense</u> and all tasks for it</p> <p>Then complete translation task 1 and 2 page 34</p> <p>3) <u>complete the imperfect tense exercises</u></p> <p>Then complete the translation task page: 35</p> <p>4) <u>complete the future tense exercises</u></p> <p>and the translation task page: 37</p> <p>5) <u>complete the conditional tenses tasks</u></p> <p>And translation p:42</p>	
<p>Geography</p>	<p>Attend the live online lesson and complete all activities as directed by your teacher. Complete the follow up lesson worksheet. Send this to your teacher to check. If for whatever reason you are unable to attend the live lesson, all resources will be shared in the Geography home learning folder. Please email your teachers with any questions in regards to this.</p> <p>Project: Create a coasts or river model. This might be a model to show different landforms along a river or at the coast or you could do a model of coastal/ river management strategies. The key is that the model is annotated. It can be 3D or you can do it as a poster. Entries will be due in September when we will need a picture of the model. We will then judge them and a winner for each house and overall winner will be announced.</p> <p>Getting ahead: wider reading – ensure that over the summer you are keeping on top of current affairs. Consider the impact of changes to the lockdown regulations will impact coastal locations. Ensure you are practising exam questions every week.</p>	<p>Knowledge Retention: How do you know it has stuck? Complete the multiple-choice quiz booklets and the case study quizzing booklet.</p>
<p>German</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p>	<p>Use <a href="http://www.seneca.com">www.seneca.com</a> - and revise vocabulary using German GCSE AQA course (not our specification but vocab is vocab!)</p> <p>Use 'Wider Reading for German' sheet and practise on some of the different websites.</p>


	<p>w.c. 13<sup>th</sup> July</p> <p>You will receive one live lesson this week. For your other lesson time, you should work through the ppt entitled '13.07.20 Audio'</p> <p>Summer Work:</p> <p>You should go to the home learning area and work through the 'Lockdown Work Checklist' - this is a list of all the work you should have completed during lockdown and a chance for you to make sure you have done it all. If there is anything you have missed then you should make sure you have completed this work. You can send it to Miss Brazier for checking. Bear in mind that during the holiday it will take longer to get a response but she will reply before we all start back.</p>	<p>Use 'Padlets sheet' and pick a topic or a skill to work on.</p> <p>If you have more time to spend on your German, you should complete any of the main activities that you couldn't get done in your 90 mins.</p> <p>You could also revisit the websites from the 15.06 ppt and have a go at those again seeing if you score higher this time.</p>
<p>Health &amp; Social Care</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>We are continuing to look at the questions and information you will need for the February 2021 exam. Access the lessons at <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> Health and Social Care, Level 2 CA Guidance, Unit 3 – Exam</p> <p>Make sure you have your speakers on so you can hear your teacher talking. Press the Play buttons on each slide if you need to.</p> <p>Here you will find lessons for the weeks commencing:</p> <p><b>Week commencing 13<sup>th</sup> July and over the Summer – Physiological health indicators, target setting, rationale.</b></p> <p>We will be looking at what physiological indicators are relating to health and wellbeing with specific focus on blood pressure. We will be looking at what causes irregular blood pressure and the consequences of both low and high blood pressure. We will also look at ways low and high blood pressure can be addressed.</p> <p>We will then move on to look at producing a person-centred health and wellbeing improvement plan – looking at target setting – short- and long-term goals and time scales and ensuring that targets are realistic and measurable. We will look at the importance of SMART targets.</p> <p>We will then look at the rationale behind our health and wellbeing improvement plans – answering how they address the needs, wishes and circumstances of the service user.</p> <p>The work for the summer involves a scenario that needs reading very carefully. You will need to identify the physiological health indicators and lifestyle factors that are having a detrimental effect on health.</p> <p>You will need to:</p> <p>Analyse the 'issues' and say what they will mean for health and wellbeing immediately and in the future.</p> <p>Suggest 3 recommended actions for 3 separate issues – what can you do realistically to improve each 'issue'?</p> <p>Suggest a short- and long-term target for each recommended action and for each a source of support and a justification of how the source of support will help the service user.</p> <p>Produce a rationale – explain why you have made the suggestions you have. How do your three recommendations meet the needs, wishes and circumstances of the service user.</p> <p>You must ensure your responses are based on the scenario you are given and your knowledge - don't make up your own points!</p>	

	All of the above links to the exam format and focusses specifically on Questions 3, 4 and 5.	
History	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home">http://barrbeaconschool.co.uk/working-at-home</a></p> <p><b><u>Summer Project</u></b></p> <p><b><u>Create flashcards on the following:</u></b>  Key people within medicine- use your specifications to create a list  Key battles and conflict scenarios in World War One  Key dates and events for Germany.</p> <p>Find sources relating to Medicine, WW1 &amp; Germany. Political cartoons, photos, written sources, newspapers etc. Annotate them with what they show about the time, where they are from and how this impacts them- are they biased for example? And what their purpose of the source is. This will help your source skills as you develop a bank of sources to use at home and in school.</p> <p>Remember to keep using your knowledge organisers to self quiz and keep practicing exam questions.</p>	<p>Use AQA Master helper – read over responses and examiner feedback</p> <p>Workbooks inside the All Resources area</p> <p>Overview document and source booklet</p>
Maths	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>There is a selection of projects and problem solving tasks to complete on the home learning, these include crossnumbers, calculator puzzles and problems.  Instructions for all problems, puzzles and projects can be found on the home learning section of the website.  On the home learning there is also all of the unit tests from the units which have been completed during Year 9 and Year 10 to attempt, with the mark schemes to check your answers.  Over the summer there will be a revision pack on mathswatch to complete which will include a selection of questions from topics which have been completed over the year. Each of these topics will be built on from September and are designed to ensure that each topic can be built upon in the future. There will also be a set of practice papers to complete on mathswatch to attempt.</p>	<p>Use websites such as <a href="https://corbettmaths.com/">https://corbettmaths.com/</a>  <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>  <a href="https://mathsbot.com/">https://mathsbot.com/</a>  to work through topics with GCSE style questions</p> <p>Complete puzzles and UKMT maths challenge material found on the website.</p> <p>There are past exam papers and unit tests with answers available to complete on the home learning website.</p> <p><b><u>Oak Learning Instructions – Online Lessons</u></b>  1. Go on <a href="http://www.thenational.academy">www.thenational.academy</a>  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.  Please note - more lessons will be added each week</p>
GCSE Media Studies	<p><b><u>Week commencing 13/07 and summer project:</u></b></p> <p><b>Full instructions/guidance and resources/templates will be available in the downloads section of the home learning area.</b></p>	<p>See previous week's work for extensive links to revision websites</p>

	<p><b>For your summer project you are going to begin your study of the set text Luther in preparation for component 2 section A – this text WILL be in the component 2 exam.</b></p> <ul style="list-style-type: none"> <li><b>You will watch the first 2 episodes of Luther series 1 - this can be accessed here:</b>  <a href="https://www.bbc.co.uk/iplayer/episodes/b00vk2lp/luther">https://www.bbc.co.uk/iplayer/episodes/b00vk2lp/luther</a> (Feel free to watch more if you wish)</li> <li><b>You will be analysing the representations and relationships of the characters featured in the first episode in preparation for your study of episode 1 when we return to school. In order to understand the main characters you will create social media profiles for each of the main characters (Luther, Alice Morgan, Justin Ripley, Zoe Luther, Rose Teller)</b></li> </ul> <p><b>Purpose of the project:</b>  <b>As we do not have time in lessons to watch more than one episode (only series 1 episode 1 will be in the exam), watching more of the series will help you to contextualise your knowledge of the text. As this will be the first time you have analysed a TV show, it will help you to practise applying your analysis skills to a moving image text.</b></p>	
<p>BTEC Media Studies</p>	<p><b>Summer project!</b></p> <p>Task Title: Fulfilling a camera's potential through the production of a 'Phone camera hack' YouTube video/tutorial</p> <p>Task outline: You will explore how composition, lighting, and perspective have an impact on the quality of video being produced through <b>researching existing</b> youtube 'Phone film hacks'. You will be required to 'think outside the box' and challenge the basics of video recording through the <b>production of your own 1-3 minute long tutorial</b> on different techniques you can use to make amazing film with the use of a mobile phone and objects around the home. To coincide with this, produce a '<b>production log</b>' which contains at least 10 different steps taken to produce this youtube tutorial outlining how and why you took these steps.</p> <p>View the link below for an insight to what you have to create for the production side of this task:  <a href="https://www.youtube.com/watch?v=NgcHoVs3fKY">https://www.youtube.com/watch?v=NgcHoVs3fKY</a></p> <p>The task itself will help ease the transition from this academic year to the next. There aren't enough hours within school to fully explore camera techniques and review footage so this will really give you the head start you need to aim for that distinction.</p>	<ul style="list-style-type: none"> <li>Use self-quizzing  <a href="https://vimeo.com/385945716">https://vimeo.com/385945716</a> to revise camera angles. use the following websites if you need extra support with this: <a href="https://revision4gcse.wordpress.com/media-studies/camera-anglesmovementshots/">https://revision4gcse.wordpress.com/media-studies/camera-anglesmovementshots/</a> <a href="https://revisionworld.com/gcse-revision/english-literature/studying-drama/camera-shots">https://revisionworld.com/gcse-revision/english-literature/studying-drama/camera-shots</a> . <a href="https://www.slideshare.net/LouiseDownie/camera-shots-revise">https://www.slideshare.net/LouiseDownie/camera-shots-revise</a></li> </ul>

	<p>Be prepared to bring your summer project into your very first media lesson back either by emailing it to yourself or on USB. We will take a look at the tutorials/showreels produced and they may even be a prize for the video that is clearly well structured and put together.</p>	
<p>PE (GCSE)</p>	<p><b><u>Week commencing 13/07/2020 &amp; Summer Project</u></b></p> <p>Use the Everlearner Live Data to see the gaps in your knowledge. There is a video on how to use this on the all resources folder.</p> <ul style="list-style-type: none"> <li>- Step 1 – complete any Everlearner tests you have not completed but others have.</li> <li>- Step 2 – any Everlearner tests that show as red are your priorities for the summer task. Watch the videos and make detailed notes BEFORE your reattempt the test.</li> </ul> <p>Your PE teacher will create a league table at the end of the summer. Prizes will be awarded for those that have the most greens.</p>	<p>Get geeky about sport.</p> <p>We really want you to love sport the way your teachers do. Throughout the summer we want you to watch sports films and documentaries.</p> <p>We have put watchlists in the downloads/resources folder. Please use Teams to message your teacher to:</p> <ul style="list-style-type: none"> <li>• Message your teacher about the things you've watched</li> <li>• Try and relate what you've seen to the GCSE PE theory you've studied</li> <li>• Recommend anything else you see for the PE team to watch.</li> </ul>
<p>Philosophy and Ethics</p>	<p>Ensure that all work for previous weeks has been completed then do the following:  <b>Week commencing 13<sup>th</sup> July and Summer work.</b></p> <p><b><u>Week commencing 13<sup>th</sup> July</u></b></p> <p>You will continue to have the live lessons with Mrs Trainor and these lessons will be saved to the Audio lessons area when they are completed. During these lessons Mrs Trainor will guide you through what is expected during the Summer.</p> <p>During the Summer all of you need to ensure that you go through the specification (Mrs Trainor has put on the PPT) and that you are up to date with all the notes from all the topics we have done. Any topics that you have put as red</p>	<p>Use the link to revise, watch clips and test your knowledge on Christianity  <a href="https://www.bbc.co.uk/bitesize/topics/zbndy9q">https://www.bbc.co.uk/bitesize/topics/zbndy9q</a></p> <p>Use the link to revise, watch clips and test your knowledge on Sikhism <a href="https://www.bbc.co.uk/bitesize/topics/zdr692p">https://www.bbc.co.uk/bitesize/topics/zdr692p</a></p> <p>Use the link to revise and play RE games:  <a href="http://www.rsrevision.com/GCSE/index.htm">http://www.rsrevision.com/GCSE/index.htm</a></p> <p>Complete an information booklet on Sikh beliefs to compare to the Christian booklet.</p>

	<p>you will need to go over again using books, knowledge organisers and 'revision'. This means that I expect you to have completed notes on all the topics we have done.</p> <p>If you miss the live lesson for any reason the lessons will be saved to the audio lesson area and you will be able to use these PPTs to catch up with what is expected over the summer.</p> <p>Good luck and if you need any support email Mrs Trainor to support you (email by 17<sup>th</sup> July or you may not get a response until we start back in September).</p>	
PSHE	<p><b>Week Commencing 13<sup>th</sup> July</b></p> <p><b>Healthy Lifestyles – Health Risks – Alcohol</b></p> <p>Using BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/zm29jxs">https://www.bbc.co.uk/bitesize/clips/zm29jxs</a> and <a href="https://www.bbc.co.uk/bitesize/clips/zd834wx">https://www.bbc.co.uk/bitesize/clips/zd834wx</a></p> <p>Watch the video clip and consider the following questions:</p> <p>What is the science of alcohol intoxication and how it affects the body? What are the consequences of intoxication, physically, mentally, emotionally and how does it change confidence levels and affect inhibitions? How can drinking affect our safety? Why is drinking on an empty stomach so bad? What have been the longer-term effects on both Anna and Alan's lives?</p> <p>Using the information and answers from above produce a revision material for teenagers on the science of intoxication. You should also include consequences of intoxication.</p>	
Psychology	<p><b>Task:</b> Research the mental health issue of Depression and create an informative leaflet. This could be printed after creating in Microsoft word, PowerPoint or handwritten on paper (should be at least one side of A4). Do not copy and paste information, put it into your own words.</p> <p><b>Success criteria:</b></p> <ol style="list-style-type: none"> <li>1. Definition of depression <p style="margin-left: 40px;">S&amp;C: Find information about unipolar and bipolar depression. What is the difference?</p> </li> <li>2. Describe at least 3 symptoms and how they impact the person</li> <li>3. Explain one cause of depression (Biological neurotransmitter serotonin/genes <b>or</b> cognitive negative triad/ABC model <p style="margin-left: 40px;">S&amp;C: Make comparisons between the biological and cognitive explanations- Explain the differences and which one is better and why</p> </li> </ol>	<p>Complete past paper questions using the past papers in the home learning area.</p> <p><a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a> Make a quizlet account and complete AQA GCSE quizzes on memory, research methods or social influence</p> <p><a href="http://www.hoddereducation.co.uk/myrevisionnotesdownloads">www.hoddereducation.co.uk/myrevisionnotesdownloads</a> Complete quizzes on topics covered</p>

	<p>4. Outline one treatment of depression (Biological drug treatment/anti-depressants or cognitive behavioural therapy)</p> <p>5. Include images throughout to help explain different aspects of depression  S&amp;C: Evaluate the effectiveness of the treatment – Outline strengths and weaknesses of it.</p> <p><b>Use the below links to help.</b>  <a href="https://www.nhs.uk/conditions/clinical-depression/">https://www.nhs.uk/conditions/clinical-depression/</a>  <a href="https://www.mentalhealth.org.uk/a-to-z/d/depression">https://www.mentalhealth.org.uk/a-to-z/d/depression</a></p> <p><b>Biological</b>  <a href="https://www.mentalhelp.net/depression/biology-of-depression-neurotransmitters/">https://www.mentalhelp.net/depression/biology-of-depression-neurotransmitters/</a>  <a href="https://www.psychologywizad.net/biological-treatment-ao1-ao2.html">https://www.psychologywizad.net/biological-treatment-ao1-ao2.html</a>  <a href="https://www.nhs.uk/conditions/ssri-antidepressants/">https://www.nhs.uk/conditions/ssri-antidepressants/</a></p> <p><b>Cognitive</b>  <a href="https://www.simplypsychology.org/depression.html">https://www.simplypsychology.org/depression.html</a> (only look at cognitive)  <a href="https://psychologyhub.co.uk/the-cognitive-approach-to-explaining-depression-becks-negative-triad-and-ellis-abc-model/">https://psychologyhub.co.uk/the-cognitive-approach-to-explaining-depression-becks-negative-triad-and-ellis-abc-model/</a>  <a href="https://psychologyhub.co.uk/cognitive-treatments-of-depression-cognitive-behavioural-therapy-cbt/">https://psychologyhub.co.uk/cognitive-treatments-of-depression-cognitive-behavioural-therapy-cbt/</a>  <a href="https://www.tutor2u.net/psychology/reference/explaining-depression-becks-cognitive-triad">https://www.tutor2u.net/psychology/reference/explaining-depression-becks-cognitive-triad</a></p>	
Science	<p>Complete any previous work that has been set by accessing the old documents on:  <a href="https://rebrand.ly/ScienceSUM1">https://rebrand.ly/ScienceSUM1</a></p> <p>New work: <a href="https://rebrand.ly/ScienceSUM2">https://rebrand.ly/ScienceSUM2</a> 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 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>Both recorded lessons from the in school lesson are now in the year 10 folder if you want to watch.</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:  <a href="https://www.thenational.academy/online-classroom/year-10/science#subjects">https://www.thenational.academy/online-classroom/year-10/science#subjects</a></p> <p>Also, if you want to do some practical activities and you're allowed to (ask permission) <a href="https://www.science-sparks.com/kitchen-science-round-up/">https://www.science-sparks.com/kitchen-science-round-up/</a> has some great kitchen science activities.</p>



There are model answers and walkthroughs for each part of the booklet.

Year 10 Biology:

Week 13.7.20 - Follow-up from In School: Complete the booklet including the PPQ and self-assess.

Year 10 Chemistry:

Week 13.7.20 - Follow-up from In School: Complete the booklet including the PPQ and self-assess.

Year 10 Physics

Week 13.7.20 - Follow-up from In School: Complete the booklet including the PPQ and self-assess.

## SCIENCE SUMMER WORK

We have prepared a summer of science activities for you – all free and you can do them from the comfort of your house. Explore the wild on a safari, visit an aquarium or science museum, train to be an astronaut, build machines, or many more – 27 different sites you can explore.

You can read the information sheet here: <https://rebrand.ly/SummerScience>

Or we have turned them into a Padlet broken down into sections:

<https://padlet.com/BBScience/SummerScience>



	<p>If you do any, please write about your experience and draw/take a picture or video – Print and fill in the postcard (<a href="https://rebrand.ly/PrintPostcard">https://rebrand.ly/PrintPostcard</a>) and bring it back in September (bring it to D217 when safe to do so) or fill in the virtual postcard (<a href="https://rebrand.ly/VirtualPostcard">https://rebrand.ly/VirtualPostcard</a>).</p> <p>Remember the school would love you to tweet <a href="https://twitter.com/BarrBeaconSch">@BarrBeaconSch</a> with what you're up to too.</p> <p>We'll be doing a prize draw for everyone who fills in a postcard, virtual or printed. You can enter a new postcard for each experience you complete and increase your chance of winning!</p> <p>Have a great, safe summer!</p>	
Sociology	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>Ensure all audio lessons are completed.</p> <p>Design a mood board considering how lockdown has brought society together. This will be exploring the functionalist perspective of how lockdown has increased value consensus and solidarity in society. Consider acts locally, nationally and globally. Some examples of what you could include: clap for carers, food parcels, rainbows, black lives matter.</p> <p>This will help our understanding of functionalist theory and applying it to the world around us.</p>	<p>Use your sociology revision guide to attempt some extra exam questions.</p> <p>Watch documentaries on the topics we cover: Benefits street The Stephen Lawrence case The 7 up series on Youtube Ross Kemp on gangs Keep up to date with current affairs. Download the BBC News app and follow Education and Families. BBC bitesize to help with self quizzing and information. <a href="https://www.bbc.co.uk/bitesize/subjects/zbbw2hv">https://www.bbc.co.uk/bitesize/subjects/zbbw2hv</a></p>
Spanish	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>Week beginning 13/07 - All resources available in Spanish folder on school website.</b> This work is to be completed in addition to the live lesson given by Mr Light Complete video lesson entitled 'The presentation' Complete powerpoint 'Escape from Alhambra' - For this powerpoint ensure the powerpoint is used in full screen otherwise the internal links won't work.</p> <p><b><u>Yr 10 Spanish Summer Work:</u></b></p>	<p>All 14 pages of vocabulary booklet to be completed</p> <p>Activities on ActiveLearn (All already released to pupils)</p>

	<p>We have prepared for you a series of videos that we would like you to watch over the Summer. There is a list of cultural videos to help you improve your knowledge of Spain and Spanish speaking countries. You should look through the list and pick some of the videos that you think address areas of Spanish culture that you might be interested in or always want to learn about.</p> <p>Language Video Log – as you watch a video, whether it be for improving your language skills or to learn about an aspect of culture, we would like you to fill it in on the log. You need to say why you picked that video and also what you learnt from watching it.</p> <p>Competition – back at school in September, we will ask you to hand in your log that you have completed over the Summer and those logs with 5 or more entries will receive a prize. The log with the most entries will receive an extra prize again .....so get watching!</p> <p>Extension Summer Work: Have you taken the challenge to complete your own Escape Room or Virtual Trip? Take this challenge this Summer.</p>	
Sport	<p><b><u>Week commencing 13<sup>th</sup> July and Summer Project</u></b></p> <p><b>Continue to complete work on assignment B – Injuries and Rehabilitation</b></p> <p><b>Focus on the management and rehabilitation side of each injury.</b></p> <p><b>Deadline 17<sup>th</sup> July 2020</b></p> <p><b>Your summer project will be to continue improving assignment A and B.</b></p> <p><b>You will receive individual feedback on what you will need to do.</b></p> <p>Unit 3 Health and safety whilst planning a session - <a href="https://www.bbc.co.uk/bitesize/guides/zx4gk7h/revision/1">https://www.bbc.co.uk/bitesize/guides/zx4gk7h/revision/1</a> Methods of training and the structure of a session- <a href="https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1">https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1</a> Planning a session <a href="https://www.leadershipandsport.com/sports-session-planner-template/">https://www.leadershipandsport.com/sports-session-planner-template/</a> Planning a session- <a href="https://prezi.com/ra48qwdqxkvo/planning-a-sports-coaching-session/">https://prezi.com/ra48qwdqxkvo/planning-a-sports-coaching-session/</a></p>	<p>Make notes on each area. Plan a session for your chosen sport.</p> <p>Netflix watch List: Moneyball; Coach Carter; The Blind Side; Stop at Nothing; Icarus; The short game; Iverson; The Dawn Wall; Game Changers</p> <p>Prime Watch List: The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Marching on Together- Leeds United;</p> <p>Podcast List: The Real Science of Sport Podcast; 30 for 30; Peter crouch podcast; Sports? With Katie Nolan.</p>
Textiles	<p><b>GCSE TEXTILES SUMMER PROJECT</b></p> <p><b>Please click on the following link as you will need the PowerPoint to complete the work set. Any issues please email <a href="mailto:csmith@barrbeaconschool.co.uk">csmith@barrbeaconschool.co.uk</a></b></p> <p><a href="https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EkQuHJQqAbZKoD9PCkccsLYBOkN5H0RGLqAeNZM3DazCwg?e=2MH2yJ">https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EkQuHJQqAbZKoD9PCkccsLYBOkN5H0RGLqAeNZM3DazCwg?e=2MH2yJ</a></p> <p><b>Task 1: Complete bank of pop quizzes. The themes are: new and emerging technologies and materials.</b></p> <p><b>Task 2: Begin by investigating the selected CONTEXTUAL CHALLENGE, to identify design possibilities / design problems. Consider these in-depth.</b></p> <p><b>Production of page 1 of NEA.</b></p>	<p>Work through the past exam papers you have been given. Use the exam pack I have created for you. If you need a digital copy of the past papers please email me.</p> <p><a href="http://www.gojimo.com/gcse-designtechnology-revision/">http://www.gojimo.com/gcse-designtechnology-revision/</a> This might be an effective app to download</p>

	<p>There is also information about the following 2 slides. Pages 1, 2, 3.</p> <p>Task 2: You will identify a suitable client / potential customer, as well as write a suitable justified design problem, that will be solved through a portfolio.</p> <p>Task 3: You will define the needs and design requirements of the client / potential customer, after a enquiry and analytical research.</p> <p>By September when I next see you, I would like <b>pages 1-3 completely or partly finished</b>. This is important as I will be able to give you some generic feedback about how you have started your NEA work and we can start to finish our research pages. Time will be limited so we need to ensure we are working at pace with this.</p>	
PE	<p><b><u>Week commencing 13/07/2020 &amp; Summer Project</u></b></p> <p>Training diary. We want you to keep active as much as you can. We also want you to enjoy how you keep active.</p> <p>We have put together 6 training plans for you to choose from and follow. Follow this plan and keep the training diary.</p> <p>The training plans and diary in here (select your year group) <a href="https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FPE&amp;originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXNOX2NvX3VrLOVzWHIDUXctV1JsTnF5UEl0aWk2M1o4Qks5WFIYSkVHeW1oOHJqQnRwY2pia2c_cnRpbWU9R3NhdVQ2OGsyRWc">https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FPE&amp;originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXNOX2NvX3VrLOVzWHIDUXctV1JsTnF5UEl0aWk2M1o4Qks5WFIYSkVHeW1oOHJqQnRwY2pia2c_cnRpbWU9R3NhdVQ2OGsyRWc</a></p>	<p><b><u>Get geeky about sport.</u></b></p> <p>We really want you to love sport the way your teachers do. Throughout the summer we want you to watch sports films and documentaries.</p> <p>We have put watchlists in the downloads/resources folder.</p>