

## Home working – Year 9

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	<b>Work for 13<sup>th</sup> July and over the summer</b>	
Art	<p data-bbox="293 528 618 552">Summer Project: <b>Greed and Gluttony</b></p> <p data-bbox="293 584 2069 635"><b>Over the summer I would like you to continue to build up your GCSE project 'Greed and Gluttony'. 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 into your new A3 portfolios ready for September return!</b></p> <p data-bbox="293 667 1229 691">For the PowerPoint and video links holding both audio talks and videos please following the link path below...</p> <p data-bbox="293 692 954 716"><b>Visit Barr Beacon website &gt; working from home &gt; Art &gt; Y9 &gt; Summer Project</b></p> <p data-bbox="293 751 925 775"><b>Challenge 1: Complete 2 studies using different materials and techniques</b></p> <p data-bbox="293 778 1861 802">For challenge 1 I would like you to complete 2 more studies for your Greed and Gluttony project. These studies can not be using the same materials. Different materials you could use:</p> <ul data-bbox="344 807 568 1038" 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 data-bbox="293 1070 651 1094"><b>Challenge 2: Complete an Artist Research</b></p> <p data-bbox="293 1098 2114 1182">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 pop it into your portfolio. If you would like to challenge yourself, creatively display your research on a sheet of card/paper. If you have neat handwriting you could write up your answers to make your artist research more personal.</p> <p data-bbox="293 1214 2078 1265"><b><u>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.</u></b></p> <p data-bbox="293 1297 2080 1348">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 '<b>Greed and Gluttony</b>' to view hundreds of images for you to select and complete.</p> <p data-bbox="293 1380 745 1431">Have a lovely summer Y9 and see you in September. Miss Dutton</p>	
BTEC Childcare	You are to <u>continue to work on your assignment:</u>	Over the summer...

**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.

All previous weeks appear in previous work.

Scroll down to the bottom of here: <http://barrbeaconschool.co.uk/working-at-home/>

Week	Date	Task	Resource
13	Wb-13-7-20	Complete any correction of your assignment following my feedback.  No corrections-start the summer egg project-follow the booklet in the childcare folder.	

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.

Computer Science

**Work Weeks Beginning 13.06.20 – summer project**

[Barr Beacon School Website – Working From Home/ All Resources/ Computer Science/ Y9/ Year 9 – CS – 13.06.20 – Summer project.](#)

**The summer project will be based upon a programming project and should take no longer than 10 hours to complete.**

**The project will need to follow the following design stages using a template provided:**

- **Input, output, processing and programming techniques.**
- **Flowchart & pseudocode**
- **Python code and development diary**
- **Testing table**
- **Evaluation**

**The project scenario:**

[Netflix have asked you to create a film/tv show guessing game.](#)

**End of Topic Quizzes/Practice Papers**

<https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/>

OCR computer science past papers – including mark schemes

<https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2>

Complete the tasks on Seneca. Complete some self-quizzing.

<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>

Complete independent reading on BBC Bitsize and complete the quizzes.

<https://quizizz.com/profile/5a99bfbf47e32a001af34f39>

**Video Resources/ Self Help**

Craig n Dave channel for J227:

[https://www.youtube.com/channel/UCOHzeBLJxlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf\\_id=15](https://www.youtube.com/channel/UCOHzeBLJxlrwBAHJ5S9JQg/playlists?view=50&sort=dd&shelf_id=15)

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

**General Tasks**

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.

Use the websites given above to complete revision tasks on the following topics:

Programming  
Units & Numbers (Binary, Denary, Hex)  
System Architecture  
Memory & storage  
System software  
Networking

#### End of Topic Quizzes/ Practice Papers

<https://mathsmadeeasy.co.uk/gcse-computer-science/ocr-gcse-computer-science-past-papers/>

OCR computer science past papers – including mark schemes

<https://app.senecalearning.com/classroom/course/a1ce4570-6e27-11e8-af4b-35cf52f905c2>

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#### Video Resources/ Self Help

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

	<ul style="list-style-type: none"> <li>• An exemplar example of the project to see how to complete each task.</li> <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>Week Commencing 13<sup>th</sup> July.</p> <p>Watch the video 'Y9 Dance wc 13.7' for help.</p> <p><u>If you have not completed the baseline tick list and baseline essay, this needs to be done as soon as possible and sent to Miss Salmon.</u> This counts towards your Component 2 coursework.</p> <p>Over the last week of term and the summer holidays, you will be expected to keep a journal of dance tutorials that you have been participating in. It is essential that you keep up your physical skills during the holidays as you will be marked on your practical ability for Component 2 in September.</p> <p>You must participate in dance tutorials on YouTube over summer and record your activities in the Summer Dance Journal that you will find in the shared area.</p> <p>I have also uploaded a list of dance tutorials to help get you started.</p> <p>This journal counts towards your Component 2 work, so the more you participate in the better.</p> <p>I will also be running a competition to see who can dance the most over summer. The top three students will receive a prize in September.</p> <p>This work will be due the first week back in your second lesson so that I can remind you on in your first lesson.</p> <p>Have a lovely Summer! Miss Salmon.</p>	
Digital IT	<p>You will be completing a practice assignment for Component 1 – LAC</p> <p>Video - <a href="#">Download HERE</a></p> <p>Using the video '13th July to summer video':</p> <ol style="list-style-type: none"> <li>1. Complete your coursework. For those that still haven't submitted LAB this needs to be completed as a matter of urgency.</li> <li>2. Make sure you meet the deadlines.</li> <li>3. Practice your next assignment for LAC – the video explains the task, this section links in with the work from LAB.</li> </ol>	
Drama	<p><b>YEAR 9 SUMMER RESEARCH PROJECT</b></p>	

## TO PREPARE FOR COMPONENT 2

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](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 3 YEAR 9 DRAMA PART 1** AND **VID 3 YEAR 9 DRAMA PART 2.**

MISSION- INTRODUCTION TO COMPONENT 2

For your project you are to follow the tasks clearly outlined on the PPT. Here is a brief guide on what you need to do. A lot of the answers to the tasks can be completed on the ppt, but make sure that you save a copy in your own area.

Task 1-Watch the videos of Teechers.

Task 2-First Impressions. Write in full sentences and in detail your first impressions using the questions in the grid as a guide.

Task 3-Key Features. Answer the questions about characterisation and production elements.

Task 4-Playwright Research John Godber

Task 5- Epic Theatre Research.

Task 6- Key Moment 1- Find a Key moment in the play and analyse it.

Task 7- Key Moment 2- Find a second key moment and analyse it.

Task 8- Physical Skills of an Actor.

Task 9- Interpretive skills of an Actor.

Task 10- Case study of an Actor- Read the interview about professional actor Robert Angell who has worked with John Godber and answer the questions.

Task 11- Wordsearch task- Improving Vocabulary.

Task 12- Help/revision sheet- Learn this information to help with knowledge.

Practical Task- Take a look at the 'Teechers monologue' in the drama area. Have a go at rehearsing this ready for a performance the first week back. As you rehearse, keep a rehearsal journal on your progress. If this is good enough quality it can go towards Component 2.

Have a wonderful summer!

	Mrs Wibberley	
English language	<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>Home learning for 13<sup>th</sup> July 2020 &amp; over the summer</b></p> <p>For your final week of home learning and over the summer, you will prepare for your GCSE Spoken Language endorsement. The Spoken Language endorsement is <b>part of your GCSE</b> and <b>everyone</b> will be expected to write something for this assessment. You can find information on the Spoken Language assessment here: <a href="https://www.aqa.org.uk/resources/english/gcse/english-language-8700/assess/non-exam-assessment-guide-spoken-language-endorsement">https://www.aqa.org.uk/resources/english/gcse/english-language-8700/assess/non-exam-assessment-guide-spoken-language-endorsement</a></p> <p>Spoken Language literally means speaking out loud, so basically you will be asked to plan and write your own speech that you will perform at some point upon returning to school.</p> <p><b>This summer learning <u>MUST be</u> completed as having a speech ready to be performed and recorded is <u>essential</u> to your English Language qualification.</b></p> <p>Use the booklet 'Year 9 English Language Summer Learning' to work up to planning and writing your speech.  <i>You can find this booklet in English &gt; Year 9 &gt; Language &gt; 1<sup>st</sup> June onwards here:</i> <a href="https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXN0X2NvX3VrL0V2VkdYMDkZUjVWVWRRandzUE5TRHVRQmxcEw1SjAwWWtOODQzRjhVUWREeFE%5FcnRpbWU9RW85MFdHMGUyRWc&amp;id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FEnglish%2FYear%202019%2FLanguage%2F1st%20June%20onwards">https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXN0X2NvX3VrL0V2VkdYMDkZUjVWVWRRandzUE5TRHVRQmxcEw1SjAwWWtOODQzRjhVUWREeFE%5FcnRpbWU9RW85MFdHMGUyRWc&amp;id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FEnglish%2FYear%202019%2FLanguage%2F1st%20June%20onwards</a></p>	
English Literature	<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</b>  <b>How to answer a whole text question in Romeo and Juliet (AO1 and AO3)</b>  <b>Work through the document '13th July Literature to match video'</b></p> <ol style="list-style-type: none"> <li>1. Click on the link below. Read through the plot overview and watch the video to review the plot of Romeo and Juliet. Click the 'test' tab and answer the quiz questions.  <a href="https://www.bbc.co.uk/bitesize/guides/zpkmbk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zpkmbk7/revision/1</a></li> <li>2. Watch the video '13th July R&amp;J Whole Text. Highlight the key words in the question below and plan your answer (write key quotations, key parts of the plot that link to the theme of family, contextual links)</li> <li>3. Spend 30 minutes writing your written response.</li> <li>4. Self-assess your work: highlight AO1 (understanding of the text, key quotes, key references to the plot/characters) and AO3 (links to the time period the play was written/set in).</li> </ol>	<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.  Blood Brothers: <a href="https://www.youtube.com/watch?v=dvek0bj451Y">https://www.youtube.com/watch?v=dvek0bj451Y</a>  Romeo and Juliet: <a href="https://www.youtube.com/watch?v=VBDCDr4XWpY">https://www.youtube.com/watch?v=VBDCDr4XWpY</a></p>

	<p><b>Summer Learning</b> Click on the English, Summer Learning folder, then select the document 'Literature Summer Learning Booklet'. Work your way through the document, you will complete quizzes and exam styled questions.</p>	<p>A Christmas Carol: <a href="https://www.bbc.co.uk/iplayer/episode/m000cscdm/a-christmas-carol-series-1-episode-1">https://www.bbc.co.uk/iplayer/episode/m000cscdm/a-christmas-carol-series-1-episode-1</a></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> <p>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</p> <p><b><u>Week beginning 13<sup>th</sup> July</u></b></p> <p>Complete the 2 PowerPoints in the French folder under "week 14". The first PowerPoint is an Escape Rooms with various challenges and quizzes along the way. Once you have completed it and discovered the hidden message then please email it to your French teacher. The second PowerPoint is a virtual tour around Paris which will give you lots of information about the capital city of France.</p> <p>Summer learning: <b><u>Summer Work</u></b></p> <p>We have prepared for you a series of videos that we would like you to watch over the Summer. There are two lists: Summer work 1 – is a list of language related videos to help you improve your German/French so you are ready for your next Year in school. You should take the quiz to see how confident you feel on the different aspects of grammar/skills we have learnt this year to help you decide, which videos to follow up on and watch. Summer work 2 – is a list of cultural videos to help you improve your knowledge of France (and French speaking countries) and Germany (and German-speaking countries). You should look through the list and pick some of the videos that you think address areas of French/German culture that you might be interested in or always want to learn about.</p>	<p>Year 9 Learning pack French to complete</p> <p>Complete tasks on BBC bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxn">https://www.bbc.co.uk/bitesize/subjects/zgdqxn</a></p> <p>Follow interactive lessons on this website (Oak National Academy): <a href="https://www.thenational.academy/online-classroom/year-9/french/#subjects">https://www.thenational.academy/online-classroom/year-9/french/#subjects</a></p> <p>Worksheet on Lockdown in France (self assess answers) while watching video <a href="https://www.youtube.com/watch?v=ow0o0FscWwc&amp;feature=youtu.be">https://www.youtube.com/watch?v=ow0o0FscWwc&amp;feature=youtu.be</a></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 and</p>	
<p>Hospitality and Catering</p>	<p>To access the resources go to <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> scroll to All Resources and click into Design and Technology. <a href="#">Please click here to access the resources</a></p> <p>This academic year you have learnt about the hospitality and catering industry including the structure of the hospitality and catering industry, types of food service system, job roles in the hospitality and many more. You will need to use your knowledge on all of the topics we have studied and the work you have completed over the last few months to help you.</p> <p><b>W/C 13<sup>th</sup> July</b></p> <p><b>Task 1:</b> Open the Revision calendar - 25-day revision calendar. <b>This will help you prepare for your external exam.</b> Each question should take question or task should take between 5-10 minutes <b>Complete the first 10 Tasks</b></p> <p><b>Task 2: Complete the case studies to help you prepare for your coursework units:</b></p> <p><b><u>Case study 1 – Cost and Profit</u></b> A restaurant is situated in a busy seaside town. The town is surrounded by the countryside where there are several farms producing fruit, vegetables, meat and poultry. The restaurant has a small garden at the back of the property.</p> <p>In order to help increase its net profit, suggest some ways in which the restaurant can save on costs and get the best value for money when buying and using ingredients in the dishes they make. Give reasons for your answer.</p> <p><b><u>Year 9 – Summer Project / work</u></b></p> <p>Open the Revision calendar - 25-day revision calendar This will help you prepare for your external exam. Each question should take question or task should take between 5-10 minutes <b>Complete 3-4 tasks per week</b> then comp</p>	



**Complete the case studies to help you prepare for your coursework units:**

**Case study 2 – Customer requirements**

A secondary school has contacted a local hotel to arrange a school prom for their Year 11 pupils at the end of their GCSE exams in July. There will be at least 200 teenagers attending the prom.

**Task 1:**

- a. List the customer requirements for the prom under these headings:
  - Facilities
  - Food and drinks
  - Entertainment
  - Health, welfare and safety
  
- b. Explain how the hotel can take steps to ensure that local residents and other hotel guests are unaffected by the prom
- c. List the various hotel employees who will be needed at work during the day and on the evening of the prom and the jobs they will be required to do

**Case study 3 – Food intolerances**

You have been asked to cater for a six-year-old child's birthday party and have been advised by the parents that two of the ten children coming to the party have coeliac disease. They do not want these children to feel different from the rest, so have asked you to provide a gluten free menu for all the children.

**Task 2:**

Plan four savoury and two sweet party food items that will appeal to all the children.

Explain how you have ensured that these items are gluten-free.

**Case study 4 – Food allergies**

You have been asked to cater for a small wedding of 25 guests and have been advised by the bride and groom that two of the guests attending have a peanut allergy and one of the guests has a shellfish allergy. They do not want the guests to feel left out from the rests of the other guests by having a different menu, so have asked you to provide a menu where there are no peanuts or shellfish.

**Task 3:**

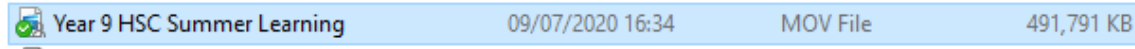
Plan for each course (starter, main and dessert) a meat and vegetarian – each dish must not include peanuts or shellfish.

Explain how you have ensured each dish does not have any of the allergen ingredients in.

Geography	<p>Summer Project (to be started 13<sup>th</sup> July onwards)</p> <p>Kashmir earthquake case study – create a case study of the earthquake, causes, impacts and response. You can lay this out however you want to.</p> <p>Create a tectonics model. This might be a model to show the structure of the earth, the damage created by earthquakes or an earthquake proof building. 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. Ensure you are practising exam questions every week.</p> <p>Preparing for the next topic: Work through the Tectonics work booklet.</p>	
Health & Social Care	<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:</b></p> <p>We will be moving on to your new topic to allow us to expand your knowledge. We will of course recap all of this when we return to school so please do not worry if you get stuck or really can’t get your head around something.</p> <p>Remember I have a job for a reason so it shouldn’t be a breeze for you to work at home on your own. With that said, I will not be setting anything that is too tricky, but there will be opportunities for you to challenge yourself.</p> <p>Please read the introduction carefully and complete all of your work in this booklet. I will set you work each week to complete. The work should take no longer than 2 hours. If you struggle with anything, please just send your teacher an email and we will get back to you as soon as possible:</p>	<p>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>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>

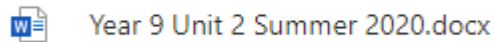
The booklet will have a mixture of facts and tasks. Where there is something for you to do you will see it highlighted. My feedback will be in a yellow box and there will be a green box for you to respond if it is appropriate.

1. Go to <http://barrbeaconschool.co.uk/working-at-home/>
2. Open 13-06-20 & Summer project folder
3. Open the Year 9 Folder and the below file



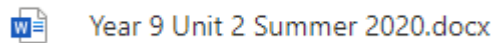
I have uploaded a short video introducing the work for this week and the summer project

Complete Part 1 in the Component 2 Home Learning Booklet Unit 2 Summer 2020, in preparation for the completion of the second coursework unit



### Summer Project

1. Go to <http://barrbeaconschool.co.uk/working-at-home/>
2. Open 13-06-20 & Summer project folder
3. Open the Year 9 Folder and the below file



Complete the rest of booklet in preparation for next year

History

Complete the tasks based on your Britain: Health & the People work.

For previous weeks' work (which leads into these activities) scroll to the bottom of <http://barrbeaconschool.co.uk/working-at-home/>

Create Medicine timelines, ensure key people and key events are on there and then self-quiz on key people and dates.

	<p><b><u>Summer Project</u></b></p> <p>Battles of WW1 case study – create a case study of the following battles. You can complete this in whatever format you choose.</p> <ul style="list-style-type: none"> <li>• Battle of the Marne</li> <li>• Battle of the Somme</li> <li>• Battle of Passchendaele.</li> <li>• Gallipoli Campaign</li> <li>• Battle of Jutland</li> </ul> <p>Create a trench model. This might be a model to show the inside of a trench. It can be 3D with labels or you can do it as a poster. Entries will be due in September when we will need a picture of the model. You can also link this to problems of fighting in trenches and include labels/information to cover this as well.</p> <p>Getting ahead: wider reading – ensure that over the summer you are self-quizzing with your knowledge organisers on Medicine. Ensure you are practising exam questions every week.</p>	
<p>Maths</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>There is a selection of projects and problem solving tasks to complete on the home learning, these include crossnumbers, calculator puzzles and problems.</p> <p>There is also a selection of projects to attempt, including planning a family holiday and designing a theme park.</p> <p>Instructions for all problems, puzzles and projects can be found on the home learning section of the website.</p> <p>On the home learning there is also all of the unit tests from the units which have been completed during Year 9 to attempt, with the mark schemes to check your answers.</p> <p>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</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 materials found on the website.</p> <p>There are unit topic tests with answers to complete available on the home learning website.</p> <p><b><u>Oak Learning Instructions – Online Lessons</u></b></p> <ol style="list-style-type: none"> <li>1. Go on <a href="http://www.thenational.academy">www.thenational.academy</a></li> <li>2. Click on online classroom</li> <li>3. Press subject and pick the appropriate year group</li> <li>4. Pick maths (there are also loads of different subjects on this website)</li> </ol>


	<p>will be built on from September and are designed to ensure that each topic can be built upon in the future.</p>	<p>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>
<p>GCSE Media Studies</p>	<p><b><u>Week commencing 13/07 and summer project:</u></b></p> <p>Full instructions/guidance and resources/templates will be available in the downloads section of the home learning area.</p> <p>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.</p> <ul style="list-style-type: none"> <li>You will watch the first 2 episodes of Luther series 1 - this can be accessed here: <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>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)</li> </ul> <p><b>Purpose of the project:</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), so 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.</p>	<p><b>Set texts quizzing</b></p> <ul style="list-style-type: none"> <li>Make detailed notes on the set texts you have completed so far (Spectre, Quality Street, The Sun). <a href="https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg">https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg</a></li> <li>Quiz yourself about the context of each set text – e.g. The historical context of Quality Street</li> </ul> <p><b>Media insider revision videos:</b></p> <ul style="list-style-type: none"> <li>Create a knowledge organiser based on the key concepts (Representation, Industries, Audiences &amp; Media Language)</li> </ul> <p><a href="https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA">https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA</a></p> <p><b>Create revision notes/knowledge organisers:</b></p> <ul style="list-style-type: none"> <li>Use Component 1 fact sheets on the link below to update your revision notes and annotations of set texts.</li> <li><a href="https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=950">https://resources.edugas.co.uk/Pages/ResourceSingle.aspx?rId=950</a></li> </ul> <p><b>Seneca tasks:</b></p> <ul style="list-style-type: none"> <li>Complete all tasks on the below links:</li> <li><a href="https://app.senecalearning.com/classroom/course/7bfa17fa-b6f3-4aee-9478-94e880675c42">https://app.senecalearning.com/classroom/course/7bfa17fa-b6f3-4aee-9478-94e880675c42</a></li> <li><a href="https://app.senecalearning.com/classroom/course/eae7f83a-2bae-46a1-a173-31f13b46efef">https://app.senecalearning.com/classroom/course/eae7f83a-2bae-46a1-a173-31f13b46efef</a></li> </ul> <p><b><u>EXTRA TASKS/RESOURCES</u></b></p> <p><b>The Media Podcast:</b> <a href="https://www.themediapodcast.com">https://www.themediapodcast.com</a></p> <p><b>Studio binder:</b> Revise camera angles on the playlist page: <a href="https://www.youtube.com/channel/UCUFoQUaVrt3MVFxqwPUMLCQ">https://www.youtube.com/channel/UCUFoQUaVrt3MVFxqwPUMLCQ</a></p>

		<p>Use the following <b>knowledge organisers</b> to respond to sample exam questions that you already have  <a href="https://www.lymmhigh.org.uk/wp-content/uploads/2019/10/Media-Studies.pdf">https://www.lymmhigh.org.uk/wp-content/uploads/2019/10/Media-Studies.pdf</a></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=NqcHoVs3fKY">https://www.youtube.com/watch?v=NqcHoVs3fKY</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> <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>	<ul style="list-style-type: none"> <li>• Watch film making hacks on YouTube</li> <li>• Practice making short films on your mobiles and aim to get filming/editing smooth and seamless</li> <li>• Make daily video logs on your progress and edit them using Adobe Premiere pro which is free at the moment for students!</li> <li>• Google royalty free sounds to download audio for any films you make</li> <li>• Create 'short film' competitions with your class peers and we can showcase films when we are back in school</li> </ul>
<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>	<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>

	<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>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:</p> <p><b><u>W/C 13<sup>th</sup> July and over the summer - 'Summer Project'</u></b></p> <p>If you have completed all of the work set during lockdown you can now attempt the Philosophy summer project. Your task is to do some wider research on a key philosopher. You could pick Socrates, Plato, Aristotle, Aquinas, Bentham or choose a different one of your own. You only need to do one.</p> <p>Your job is to use the internet to research key beliefs and ideas of one of the key philosophers. Then create a large information poster (A3 or bigger) on that philosopher.</p> <p>It needs to include:</p> <ul style="list-style-type: none"> <li>• The name and dates of your philosopher.</li> <li>• A timeline that shows when that philosopher existed (you may include other philosophers on the timeline too so you can see when they all lived).</li> <li>• Pictures of the philosopher and their theory e.g. for Plato you may want to draw his Cave Analogy.</li> <li>• Detailed information summarised in your own words from your research into that philosopher.</li> <li>• Museums or places you could visit around the world to learn more about these Philosophers e.g. Greece.</li> </ul> <p>Please keep your work safe over the summer to submit to your teacher when we return to school.</p>	<p>Use the link to revise, watch clips and test your knowledge on Christianity <a href="https://www.bbc.co.uk/bitesize/topics/zbdny9q">https://www.bbc.co.uk/bitesize/topics/zbdny9q</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>Philosophy websites:  <a href="https://kids.kiddle.co/Philosophy#The_ancient_Greek_philosophers">https://kids.kiddle.co/Philosophy#The_ancient_Greek_philosophers</a>  <a href="https://www.ducksters.com/history/ancient_greek_philosophers.php">https://www.ducksters.com/history/ancient_greek_philosophers.php</a>  <a href="https://www.historyforkids.net/greek-philosophy.html">https://www.historyforkids.net/greek-philosophy.html</a></p>
<p>PSHE</p>	<p><u>Week Commencing 13<sup>th</sup> July:</u></p> <p><b>Healthy Lifestyles – Health Risks – Alcohol</b></p> <p>Using BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/zyjgkqt">https://www.bbc.co.uk/bitesize/clips/zyjgkqt</a> and information from <a href="https://www.nhs.uk/conditions/alcohol-misuse/">https://www.nhs.uk/conditions/alcohol-misuse/</a></p>	

	<p>Watch the video clip, visit the NHS website above and consider the following questions:</p> <p>What is alcohol misuse? What are the laws regarding the purchase and consumption of alcohol? What is classed as moderate drinking? What is the recommended maximum safe limits for men and women? What is a unit – including examples? What are the short- and long-term implications to health of alcohol misuse? What mental health issues can result from alcohol misuse? What is a hangover – what makes it happen and what are the physical effects? Resisting peer pressure – how can young people do this? If someone has alcohol misuse issues where can they go for support?</p> <p>Using the answers from the questions and research from the NHS website produce a poster / webpage with information on the consequences of alcohol misuse, including signposting to services that can help.</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 S&amp;C: Find information about unipolar and bipolar depression. What is the difference?</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 S&amp;C: Make comparisons between the biological and cognitive explanations- Explain the differences and which one is better and why</li> <li>4. Outline one treatment of depression (Biological drug treatment/anti-depressants or cognitive behavioural therapy)</li> <li>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.</li> </ol> <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.psychologywizard.net/biological-treatment-ao1-ao2.html">https://www.psychologywizard.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></p>	<p>Make a quizlet account and complete AQA GCSE quizzes on memory, research methods or social influence  <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p><a href="http://www.hoddereducation.co.uk/myrevisionnotesdownloads">www.hoddereducation.co.uk/myrevisionnotesdownloads</a></p>



	<p><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>	
<p>Science</p>	<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>All your work for after half term can be found at: <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>There is at least one video to watch per week along with a variety of other activities.</p> <p>Year 9 Biology:  13.7.20 - Adaptations</p> <p>Year 9 Chemistry &amp; Physics:  13.7.20 - Scientist research mini project - following live lesson.  If you missed the live lesson or you wanted to look through the bits we missed out to save time, you can take part at your own pace by going to:  <a href="https://app.peardeck.com/student/thvvpjpuf">https://app.peardeck.com/student/thvvpjpuf</a>  Our staff will also be putting some videos up of scientists who inspire them.</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-9/science#subjects">https://www.thenational.academy/online-classroom/year-9/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>

# 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/BBSscience/SummerScience>

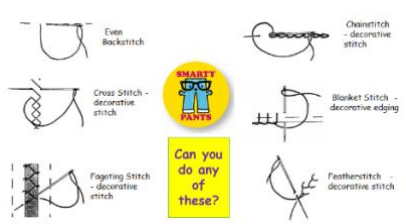


If you do any, please write about your experience and draw/take a picture or video – Print and fill in the postcard

(<https://rebrand.ly/PrintPostcard>) and bring it back in September (bring it to D217 when safe to do so) or fill in the virtual postcard (<https://rebrand.ly/VirtualPostcard>).

Remember the school would love you to tweet [@BarrBeaconSch](#) with what you're up to too.

	<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>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</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 might 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>Watch documentaries on the topics we cover:</p> <ul style="list-style-type: none"> <li>Benefits street</li> <li>The Stephen Lawrence case</li> <li>The 7 up series on Youtube</li> </ul> <p>Keep up to date with current affairs.</p> <p>Download the BBC News app and follow Education and Families.</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>All resources mentioned here are in the All Resources folders halfway down our Working At Home website.</p> <p><b>Week beginning 13/07 - All resources in Spanish folder on school website</b></p> <p>Complete lesson entitled 'Los pros y cons'</p> <p>Complete 'Escape from Alhambra' - Ensure you use this powerpoint in full screen otherwise the internal links won't work.</p> <p>Summer Work:</p> <p><b><u>Yr 9 Spanish Summer Work:</u></b></p> <p>We have prepared for you a series of videos that we would like you to watch over the Summer.</p> <p>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>Watch episodes of <i>Extra</i></p> <p><a href="https://www.youtube.com/watch?v=Dfb9-ZTCA-E">https://www.youtube.com/watch?v=Dfb9-ZTCA-E</a></p> <p>Continue working through MFL Bingo challenge sheet</p> <p>Follow lockdown and other news on Spanish news sites: <i>El País</i>, <i>El Mundo</i>, <i>La Vanguardia</i>, <i>BBC Mundo</i>.</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>	
<p>Sport (BTEC)</p>	<p><b><u>Week commencing 13<sup>th</sup> July</u></b></p> <p>Continue to complete work on assignment B – Injuries and Rehabilitation</p> <p>Focus on the management and rehabilitation side of each injury.</p> <p>Deadline 17<sup>th</sup> July 2020</p> <p>Your summer project will be to continue improving assignment A and B.</p> <p>You will receive individual feedback on what you will need to do.</p> <p><a href="http://www.pearson.com/uk/learners/secondary-students-and-parents.html">www.pearson.com/uk/learners/secondary-students-and-parents.html</a>  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</p>	
<p>Textiles</p>	<p><u>Textiles Summer Design Project 2020</u></p> <p><b>Please follow the link below to for PowerPoint for this work. Any issues accessing this, please email me at <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/Eigg8fHdIY9Cp7e_NkOGfNoBYdZOTDRt0C0bMJtsK2kEEQ?e=2wd2EX">https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/Eigg8fHdIY9Cp7e_NkOGfNoBYdZOTDRt0C0bMJtsK2kEEQ?e=2wd2EX</a></p> <p><u>Design Brief</u>  Miss Smith has a new hobby – cycling!</p>	<p>Try out new stiches. There are helpful videos for each of these on YouTube as well.</p> 

•You have been asked to design a cycling jersey for Miss Smith. The jersey needs to be breathable, comfortable, sporty and on trend. The sleeves need to be capped so please use the template provided for your design ideas. As sustainability is a huge issue in the textiles industry

•Miss Smiths likes: colour green, AVFC, bold patterns, geometric patterns, retro styles

Task 1: Create a mood board. 30-45 minutes

Your task is to create a mood board of 20 pictures minimum this can be done as a collage with cut out pictures or on the computer. This is part of your research.

Remember my likes from the design brief and consider these as a starting point for your mood board.

The mood board will be based cycling jerseys, colour ways, design features, patterns etc.

Task 2: Create a task analysis. 60 minutes

Please see slide 4 of PowerPoint presentation for the task analysis support and questions I would like you to ask

Task 3: Create a specification. 45-60 minutes

**The following elements need to be considered when producing a specification. You can create a table or a list for your specification.**

1.**Form**- what shape should the product be?

2.**Function**- what does the product need to do?

3.**User requirements**- what does the target market need/want?

4.**Performance requirements**- what properties does the product need to do its job?

5.**Materials and components**- what will the product be made from?

6.**Scales of production**- how many do you need to produce?

7.**Budget**- how much money is available for materials and production?

8.**Sustainability**- how can the products impact on the environment be reduced?

Task 4: Create 4 design ideas. 2+ hours

Create **4 completely different design ideas** for the cycling jersey. Use your mood board and design specification to stay on track and not loose focus.

Use the template on the next slide and also the levels criteria.

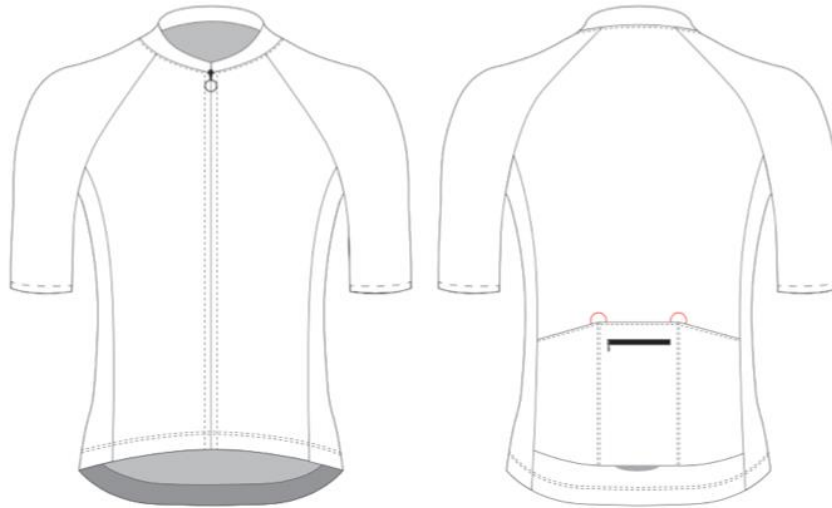
Label with ACCESS FM –please see slide 8

**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.

# JERSEY TEMPLATE (PRINT OFF, CHANGE SIDE IF NEEDED).

Template



We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

## ACCESS FM - Helpsheet

**A** is for **Aesthetics**



**Aesthetics** means **what does the product look like?**  
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

**C** is for **Cost**



**Cost** means **how much does the product cost to buy?**  
How much does it: Cost to buy? Cost to make?  
How much do the different materials cost? Is it good value?

**C** is for **Customer**



**Customer** means **who will buy or use your product?**  
Who will buy your product? Who will use your product?  
What is their: Age? Gender?  
What are their: Likes? Dislikes? Needs? Preferences?

**E** is for **Environment**



**Environment** means **will the product affect the environment?**  
Is the product: Recyclable? Reusable? Repairable? Sustainable?  
Environmentally Friendly? Bad for the environment?  
**6R's of Design:** Recycle / Reuse / Repair / Rethink / Reduce / Refuse

**S** is for **Size**



**Size** means **how big or small is the product?**  
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?  
Would it be improved if it was bigger or smaller?

**S** is for **Safety**



**Safety** means **how safe is the product when it is used?**  
Will it be safe for the customer to use? Could they hurt themselves?  
What's the correct and safest way to use the product? What are the risks?

**F** is for **Function**



**Function** means **how does the product work?**  
What is the product's job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

**M** is for **Material**



**Material** means **what is the product made out of?**  
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?



# USE THE TABLE TO TICK OFF WHAT YOU HAVE LABELLED ON YOUR DESIGNS

Level 4 Describe	Level 5 Reflect	Level 6 Speculate
What is it? What does it do? What colour is it? What size is it? What materials have been used?	What do you like about it? What don't you like about it? Who would buy it? (target market) How would you improve it? How is it made?	What are the potential safety issues with the product? How could you make the product more environmentally friendly? How could you make this product appeal to a wider audience? (target market)



Task 5: Create a final design idea 1-2 hours

Create a **final design idea** for the cycling jersey. Use your mood board and design specification to stay on track and not lose focus. Get feedback on your 4 design ideas and develop one of them into a final design idea. Think of The Apprentice when they go out and get feedback on their products so be honest with yourself about what is positive and what needs work.

Use the template or create a fashion sketch – whichever you feel most comfortable doing. Use the levels criteria to check you are labelling your design correctly.

Label with ACCESS FM –please see slide 8 for guidance.

PE (Core)

## Week commencing 13/07/2020 & Summer Project

Training diary. We want you to keep active as much as you can. We also want you to enjoy how you keep active.

We have put together 6 training plans for you to choose from and follow. Follow this plan and keep the training diary.

## Get geeky about sport.

We really want you to love sport the way your teachers do. Throughout the summer we want you to watch sports films and documentaries.

We have put watchlists in the downloads/resources folder.

The training plans and diary in here (select your year group) [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&originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuY2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXNOX2NvX3VrL0VzWHIDUXctV1JsTnF5UEI0aWk2M1o4Qks5WFIYSkVHeW1oOHJqQnRwY2pia2c\\_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&originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuY2hhcmVwb2ludC5jb20vOmY6L2cvcGVyc29uYWwvcml4YWNhZGVteXRydXNOX2NvX3VrL0VzWHIDUXctV1JsTnF5UEI0aWk2M1o4Qks5WFIYSkVHeW1oOHJqQnRwY2pia2c_cnRpbWU9R3NhdVQ2OGsyRWc)