

# Strengthening Foundations at Chorlton High School



## Year 10



# Strengthening Foundations

In all the subjects there **are important concepts and ideas that help you to understand a topic** and provide the foundations on which you build future learning.

If you don't have solid foundations, the rest of your knowledge and understanding will be unstable and this can hinder progress

Your teachers have put together some **key pieces that cover this essential knowledge for their subjects**. The tasks will help ensure your foundations are secure and that you have a sound understanding of key topics.

**A STRONG  
FOUNDATION  
IS THE KEY TO  
CREATING  
LONG-TERM  
SUCCESS.**

IF YOU ARE  
**PERSISTENT**  
YOU WILL *get it.*

IF YOU ARE  
**CONSISTENT**  
YOU WILL *keep it.*

We suggest that at the very least you choose two or three tasks from subjects you want to improve in. You can do this towards the end of the holiday – a week or so before you come back and over the transition days or maybe even – dip into tasks over the holiday period if you have time to spare or nothing else to do.

**We all know that creating a stable foundation takes regular practice.**

There is no specific expectation – it is totally down to you! BUT guaranteed – completing some of the tasks will help your progress and confidence.

# Strengthening Foundations – Mental Fitness

Being successful is not just about how well you do in class, its also about how you feel. Everyone is different, everyone is special. Sometimes we need to remind ourselves of that! These are some simple tips to help you stop, breathe, reconnect and remind yourself of how brilliant you are. Make this a priority.

Reach out - talk with a friend or adult even if its just for 10 minutes – ask how they are and listen to them

Notice when you are feeling judgemental and be kind instead

Take a small step to overcome a worry – Remember we do this one step at a time

Remind yourself - I am unique because.....

Challenge yourself to try something new today

Write down 3 things you are grateful for (even small things)

Talk about your feelings with someone  
-Ask for help if you need it

Keep a routine – include exercise and at least 8 hours of sleep

Do something kind for others – it helps you too!

Get some sunlight – go for a walk, sit outside, enjoy the fresh air

Try more ideas from your Mental Fitness Toolkit



# Strengthening Foundations in Art

Using the link: You will find all filmed lessons and demos to support your learning detailed in the bricks below.

## SPACE:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>

## TEXTURE:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>

Once completed, move up a level-send us what you have on TEAMS!

## Lesson 1:

### Line:

<https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1>

## Lesson 2:

### Colour:

<https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/1>

## Lesson 3:

### Tone:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>

## Lesson 4

### Shape:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>

## Lesson 5

### Form:

<https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1>



# Strengthening Foundations in Computer Science

## **WATCH - The Great Hack (Netlix)**

Exploring how a data company named Cambridge Analytica came to symbolise the dark side of social media in the wake of the 2016 U.S. presidential election, as uncovered by journalist Carole Cadwalladr.

**Write** a function to convert a 2-digit hexadecimal number into denary.

The hexadecimal number is passed as a parameter to the function. The subroutine hex digit(x) converts a single hex digit from 0 to F into the equivalent denary number and you may use this function in your solution if you wish.

Alice is going on holiday at the end of year 11 and is taking her digital camera and laptop to record her journey.

She wants to be able to store photos and videos of her trip.

## **Systems Architecture**

### *Diagnosis*

**Explain** two ways to improve the performance of a computer system

**WATCH - Snowden (Netflix)** Disillusioned with the intelligence community, top contractor Edward Snowden leaves his job at the National Security Agency. He now knows that a virtual mountain of data is being assembled to track all forms of digital communication - not just from foreign governments and terrorist groups, but from ordinary Americans. When Snowden decides to leak this classified information, he becomes a traitor to some, a hero to others and a fugitive from the law.

She will transfer the files to her laptop each day so that she has enough space on her camera for more images. She also wants to keep a backup copy of her photos and videos in case her laptop is damaged or stolen.

**Discuss** the benefits and risks of a large business allowing staff to use their mobile devices on the company Wi-Fi

**Explain** the importance of protocols in network communications, giving an example of a common protocol [4]

**Discuss** the issues relating to the introduction of driverless cars, including:

- Legal issues
- Ethical issues
- Environmental issues

The camera uses solid state memory.

**Explain two reasons why this is the most appropriate storage technology for this device.**

# Strengthening Foundations in DT

- All your tasks use **BBC Bitesize** or **GCSE Pod**
- For each topics – start with the test so you can work out what you know and what you need to focus on.
- Once you have done the test – go back to the 'Revise' section and the 'video' section and learn what you did not know!
- Create a mind map or revision cards to use to support your revision for future assessments.

## New and emerging tech

- <https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1>

## Developments in materials

- <https://www.bbc.co.uk/bitesize/guides/zf8jty/revision/1>

## Energy generation and storage

- <https://www.bbc.co.uk/bitesize/guides/zf8ck2p/revision/1>

## Systems approach to designing

- <https://www.bbc.co.uk/bitesize/guides/z6kr97h/revision/1>

## Investigating

- <https://www.bbc.co.uk/bitesize/guides/zbn6pbk/revision/1>

# Strengthening Foundations in Dance

1. Research two stimuli from the AQA choreography paper provided. Show clear choreographic intentions for the stimuli researched

\*be ready to share this work first lesson back\*

2. Select one choreographic intention from your research. Improvise and create three appropriate motifs that link to this CI

\*be ready to share this work first lesson back\*

3. Design and record floor pathways that link to the choreographic intention you have chosen. Explain why these link to your choreographic intention

\*be ready to share this work first lesson back\*

4. Create a playlist of soundtracks appropriate for choreography (instrumental = without lyrics)  
Consider the structure of the music, dynamics and climax

\*be ready to share this work first lesson back\*

5. Write up one of the motifs you have created using 'motif writing' techniques

Refer to action, space and dynamics in your answer

Complete a SEC sheet with clear and specific movement examples from 'Scoop'

Link appropriate contributions from all performance skills categories

Revise all performance skills and definitions – use the Quizlet app to support your revision

Create a set of revision cards for:

- 'Shadows' by Christopher Bruce
- 'Within Her Eyes' by James Cousins

Create a prompt sheet for all design features in '**Shadows**'

Write appropriate  
Points  
Examples  
Contributions

Create a prompt sheet for all design features in '**Within Her Eyes**'

Write appropriate  
Points  
Examples  
Contributions

Choose one 30-day fitness/physical challenge found on the internet to follow and follow it each day for the full 30 days (e.g. core strength, splits, flexibility, running)



# Strengthening Foundations in Drama

How to answer set text  
exam questions

<https://www.bbc.co.uk/bitesize/guides/z4dp2sg/revision/1>

Live Theatre evaluation

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

Features of a script

<https://www.bbc.co.uk/bitesize/guides/zj2vhbk/revision/1>

Performing a script

<https://www.bbc.co.uk/bitesize/guides/zmtrf4j/revision/1>

Physical skills for  
interpreting a  
character

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

Vocal interpretation of  
a character

<https://www.bbc.co.uk/bitesize/guides/zbbj47h/revision/1>

GCSE Pod  
Brothers by Willy  
Russell

<https://members.gcsepod.com/shared/podcasts/title/11765/72584>

AQA GCSE Drama:  
Revised Edition  
<https://www.amazon.co.uk/AQA-GCSE-Drama-Annie-Fox/dp/1911208217>





# Strengthening Foundations in English

Lord of  
the  
Flies

Macbeth

Jekyll  
and  
Hyde

Language

Complete pages 2-7 of this workbook to revise analysing language:

[https://files.schudio.com/chorltonhugh-manchester/files/documents/05\\_A02 - Analysis of Language - Literature Workbook Topic 1-3.pdf](https://files.schudio.com/chorltonhugh-manchester/files/documents/05_A02_-_Analysis_of_Language_-_Literature_Workbook_Topic_1-3.pdf)

Log in to Seneca learning and complete section 6 'literary techniques' within Jekyll and Hyde:

<https://app.senecalearning.com/classroom/course/d84e51a0-3ca2-11e8-aa2a-6f57cfa13a6c/section/a76aa940-3daa-11e8-b7ed-f5479d84760c/session>

Read William Golding's essay titled 'Why Boys become Vicious'. What do you think the main message or idea of this essay is?

<https://docs.google.com/document/edit?id=1yPi2vBGFloWf9YVBD7WGAscqZjgREGk7CcHo8rG5S-I&hl=en>

Is the character Macbeth a hero or villain or a bit of both? Write a paragraph on your views. Give reasons for your opinions. You might want to research what a 'Greek Tragic Hero' means to support your thinking.

Type into an image search engine 'Jekyll and Hyde duality art work'. Use the images as inspiration to design your own piece of art that shows what you understand the word **DUALITY** to mean in the text

Watch the first 5 minutes and 30 seconds of this video:

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)  
What does the writer mean by "the danger of a single story"? Then choose one of the writers from this GCSE Pod to find out more about:  
<https://members.gcsepod.com/shared/podcasts/title/13855/83890>

Read Act 1 Scene 1 and Act 1 Scene 3 of Macbeth (remember Sparknotes.com has a 'No Fear' section). How are the witches presented and how would the Shakespearean audience have reacted?

Go back into your MS Teams English files-Spring1-Week 2 (11<sup>th</sup> Jan 2021) to revise witchcraft to help

The boys on the Lord of the Flies island think there is a monster (a 'beast') in the jungle. One of the boys says the key quotation "**maybe there is a beast...maybe it's only us**". What do you think he means here?

Right click and watch these two Youtube clips to revise the first and last time we see Lady Macbeth in the play. How does she change and what do you feel causes this change?

[Act 1 Scene 5](#)  
[Act 5 Scene 1](#)

Watch this BBC clip and list some of the different historical pieces of context that influenced William Golding to write Lord of the Flies:

<https://www.bbc.co.uk/programmes/p00w8byz>

Right click and open the 'strip back' (link 1) or 'wheel' (link 2) method to revise how to analyse the language in a quotation:

[Link 1](#)

[Link 2](#)

Listen to the four GCSE Pods (4,11,12,18) that have the word "theme" in the title to recap some of the wider ideas in Dr Jekyll and Mr Hyde:

<https://members.gcsepod.com/shared/podcasts/title/10339/63513>

Look at this metaphorical picture on the right to represent the Lord of the Flies boys stranded on the desert island. What does it possibly reveal to you about the plot and characters? (paste to enlarge)

Listen to the 'comparing texts' GCSE Pod:

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

To find out more about this exam skill and question, watch this BBC Teach video:

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

Complete this Bitesize character test about the characters in Dr Jekyll and Mr Hyde:

<https://www.bbc.co.uk/bitesize/guides/zqs3j6f/test>

Listen to the 5 'plot' GCSE Pods to recap the main events in Macbeth act by act:

<https://members.gcsepod.com/shared/podcasts/title/12516/76899>

# Strengthening Foundations in Food and Nutrition

- All your tasks use **BBC Bitesize**
- For each topics – **start with the test** so you can work out what you know and what you need to focus on.
- Once you have done the test – **go to the ‘Revise’ section and the ‘video’ section** and learn what you did not know!

## Food Provenance

*The food supply chain represents the steps that your food goes through from it leaves the farm, until it reaches your fork*

**Do you know the stages?**

<https://www.bbc.co.uk/bitesize/guides/zks8jty/test>

## Food Allergies and Intolerance

Why do some foods make some people ill? What happens?  
What alternatives can they eat?

<https://www.bbc.co.uk/bitesize/guides/z23yfcw/test>

## Food Safety

How do I know my food is safe to eat? How do I prevent food poisoning?

<https://www.bbc.co.uk/bitesize/guides/zndnsrd/test>

## Food Fortification.

How is the nutritional content of foods altered? Why is this done?

<https://www.bbc.co.uk/bitesize/guides/zmqth39/test>

## Vegetarians and Vegans

How do you ensure these groups have a healthy, balanced diet?

<https://www.bbc.co.uk/bitesize/guides/zgvnpbk/test>



# Strengthening Foundations in Geography

## EXTEND

### FLIP LEARNING

You have **UK in the 21<sup>st</sup> Century & Resource Reliance** to cover in Year 11. Go onto SENECA & GCSEPod and familiarise yourself with these topics, **BEFORE** covering them in lesson

## ENRICH

### TIME FOR GEOGRAPHY

Go to:  
<https://timeforgeography.co.uk/> And watch any video relating to coasts, rivers and ecosystems.

### READ

Go onto **National Geographic** and find articles relating to the topics we have studied this year. Reading them will enrich your understanding of key themes in Geography.

## FOUNDATION

### SENECA

Test your knowledge by reviewing **ALL** sections on 1 Global Hazards; 2 Changing Climates; 3 Distinctive Landscapes; 4 Sustaining Ecosystems & 5 Urban futures

### GCSEPod

Focus on revising case studies – **Australian Drought; Nepal Earthquake; Svalbard; Antarctic Treaty and Antarctic Protocol; London**

### MS TEAMS

Look back through this years lessons, focusing on lessons you have missed, or topics you feel unconfident with.

# Strengthening Foundations in Health & Social Care

- Some of your tasks you need watch the videos on the links
- Some of the tasks need you to use **BBC Bitesize** for those ones please follow the links and answer the questions
- Some of your tasks are to read a case study and complete the comprehension task.

## Case Study:

Nerys and Idris are a young couple who are happily married. They both work full time and have a good income. They go out with friends every week and go on holiday twice a year. Nerys thinks she might be pregnant.

1. Giving examples from the text describe the effects of **two** positive factors in Nerys and Idris' lives. (6)

2. Name **one** health professional who may support Nerys during her pregnancy and describe the support offered. (3)

3. Explain how Nerys and Idris' lifestyle may have to change when the new baby arrives. [5]

## Case study:

Dana and Alberto both go out to work to have a good income. They have a daughter, Daisy, who is 10 years old. They live in a three bedroomed detached house with a large garden in a nice part of town close to Daisy's friends and with plenty of recreation activities available such as the cinema, libraries, swimming pool, parks and bowling alley.

1. Identify **one economic** factor (1)
2. Identify **one environmental** factor (1)
3. Describe the effect of the family having a good income on Daisy's **emotional** and **intellectual** well-being. (6)
4. Explain how a 'good home' could have a positive effect on Daisy and her parents' **physical** and **social** well-being. (6)

## Unit 1: Human Life Development: Watch this video

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

Create a mind map of key life stages of development and links to the relevant P.I.E.S of each stage

## Jobs in Health Care

What jobs are available in the health care sector?

What qualifications do you need?

<https://www.bbc.co.uk/bitesize/articles/zbdhmfr>



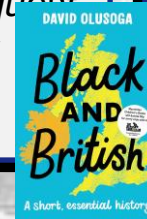
# Strengthening Foundations in History

## Watch a video or listen to a podcast from the Year 11 History Enrichment list:

- *Vikings (Amazon)*
- *The Normans (BBC)*
- *The Normans Men from the North (BBC)*
- *Rex Factor (Podcast)*
- *1066: A Year to Conquer England (BBC) 2017*
- *Dan's History Hit; 1066 (podcast)*
- *Battle of Hastings (14<sup>th</sup> Oct 2016)*

## Read a book from the Year 11 History Reading list:

- *The Norman Conquest by Marc Morris*
- *William I by Marc Morris*
- *Castles by Marc Morris*
- *Black and British by David Olusoga*
- *The Time Traveller's Guide to Medieval England by Ian Mortimer*
- *Smashing Saxons by Terry Deary*
- *Stormin' Normans by Terry Deary*
- *The Normans: Power, Conquest and Culture in 11th Century Europe – Judith Green*



Draw a chronological timeline of everything we have studied in History so far

Visit the Imperial War Museum, Salford Quays

Visit the People's History Museum in Manchester

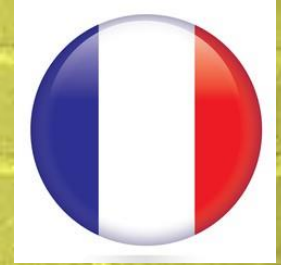
Watch GCSEPod videos on Anglo-Saxons and Normans

Watch GCSEPod videos on Medicine in the Western Front

Create a set of flashcards for each topic of the GCSE

# Strengthening Foundations in Languages - FRENCH

Know the area you need to strengthen? Use your PLC!  
<https://www.chorltonhigh.manchester.sch.uk/student-life/chs-solutions/year-11-solutions>



Be sure you are past tense ready for year 11!  
<https://classroom.thenational.academy/units/year-9-unit-4-8c4f>

Be sure you are present tense ready for year 11!  
<https://classroom.thenational.academy/units/year-9-unit-1-d903>

Be sure you are past tense ready for year 11!  
<https://classroom.thenational.academy/units/year-8-unit-1-1dfc>

Do you know your Vocab for Free-Time Activities and Festivals?



Do you know your Vocab for Holidays and Town?



Do you know your Vocab for Family and Technology?



Immerse yourself in culture: make some French Crepes  
<https://www.allrecipes.com/recipe/20931/french-crepes/>

Do you know your Vocab for Social and Global Issues?



Virtually visit the Louvre!  
<https://www.louvre.fr/en/online-tours>



# Strengthening Foundations in Languages - SPANISH

Know the area you need to strengthen? Use your PLC!  
<https://www.chorltonhigh.manchester.sch.uk/student-life/chs-solutions/year-11-solutions>



Be sure you are past tense ready for year 10!  
<https://classroom.thenational.academy/units/year-8-unit-1-1dfc>

Be sure you are present tense ready for year 10!  
<https://classroom.thenational.academy/units/year-8-unit-2-ee0b>

Be sure you are past tense ready for year 10!  
<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb>

Do you know your Vocab for Free-Time Activities and Festivals?



Do you know your Vocab for Town and Holidays?



Do you know your Vocab for Family and Tech?



Immerse yourself in Spanish Culture:  
Make a Tortilla!  
<https://www.bbcgoodfood.com/recipes/spanish-tortilla>

Do you know your vocab for Social and Global Issues?



Take a virtual tour of the Sagrada Familia  
<https://sagradafamilia.org/visita-virtual>

# Strengthening Foundations in Maths

## Number Prime factorisation

<https://hegartymaths.com/skills/29/preview>

## Data Averages and range

<https://hegartymaths.com/skills/419/preview>

## Ratio Sharing into a ratio

<https://hegartymaths.com/skills/337/preview>

## Algebra Factorising a quadratic expression

<https://hegartymaths.com/skills/223/preview>

## Algebra Solving linear equations

<https://hegartymaths.com/skills/185/preview>

## Number Prime factorisation

<https://hegartymaths.com/skills/29/preview>

## Number Prime factorisation

<https://hegartymaths.com/skills/29/preview>

To prepare you for year 11, we have linked 7 key topics on Hegarty Maths. Follow the link with your personal login details. Remember 'Fix up Five' and 'Memri' on Hegarty that personalises revision to your performance over the year too. Your teacher can see all tasks completed at the start of year 11.

Additionally, there are a huge amount of practice papers available for you to start working through on Maths Genie. Use the model solutions to mark your work and to help you tackle appropriate questions you could answer.

Finally, our Year 11s love the 'Five a day' questions on Corbett Maths - choose the tier most appropriate and get started early.

*Maths Genie*

<https://www.mathsgenie.co.uk>  
(no login required)



Corbettmαths

<https://corbettmaths.com/5-a-day>  
(no login required)



# Strengthening Foundations in Media

Make sure you really understand Stuart Hall's 'Theory of Representation' and 'Audience Reception'.

Revisit some of your CSPs and deconstruct them using Hall's Audience Perception Theory,

CSP: Television.  
What themes, storylines and costumes are selected to create the representation of women and men represented in *Doctor Who*? and in *His Dark Materials*

Mrs Fisher videos on YouTube:  
<https://www.youtube.com/watch?v=U7RO60SkDbw>  
<https://www.youtube.com/watch?v=HxK5CXfKSCI>

CSP: Video Games  
How does the identity of the audience impact on their interpretation of each video game?

<https://www.bbc.co.uk/bitesize/guides/z9fx39q/revision/1>

Extend your knowledge into A' Level concepts:  
<https://lr-media.blogspot.com/2018/09/theorists-and-theories.html>

Take some time to research into Feminist Theory.  
Liesbet van Zoonen  
bell hooks  
Look at Laura Mulvey's ideas in 'The Male Gaze'

# Strengthening Foundations in Music

**WATCH** - Little Shop of Horrors Dir. By Frank Oz. **This wonderful musical will inspire and motivate students in preparation for them to study three songs in their GCSE for their Understanding Music Exam.**

**READ** - CGP GCSE AQA Music For the Grade 9-1 Exams Complete Revision & Practice (Based on topics covered each week)

Nina is a music producer who has worked with several artists and musicians. She has creatively guided a number of projects and is beginning to make a name for herself as a successful producer. At the moment, Nina is working on an album with Shayela, an R&B artist. The record company has set a tight deadline for completion of the album.

**READ** - AQA GCSE Music Listening Tests by Andrew S. Coxon & John Kelleher.

This is excellent for listening practice for that pesky exam!

**WATCH** - How To Write A Melody  
<https://www.youtube.com/watch?v=rl-V2lsUprQ>

This will provide students tips and help students to write their compositions

**Explain** how Paul Simon has used harmony, melody, texture and/or structure in Diamonds on the Soles of Her Shoes. (8 marks)

**Explain** how harmony, melody, rhythm and / or tonality are used in the verse and the first chorus of Mushnik and Sons. (8 marks)

Give **two** reasons why a venue might employ door security staff.

**A new music streaming company wants to add Nina's own music to its free service. Discuss the factors Nina should consider when deciding whether or not to agree to this. (8 marks)**

# Strengthening Foundations in PE GCSE

- All your tasks use **BBC Bitesize**
- For each topics – start with the test so you can work out what you know and what you need to focus on.
- Once you have done the test – go back to the 'Revise' section and the 'video' section and learn what you did not know!

## Energy Systems

What is aerobic & anaerobic energy system?  
Which sports require which energy system?

**Test:**

<https://www.bbc.co.uk/bitesize/guides/z8ypv4j/test>

**Revision:**

<https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1>

## Respiratory System

What are the different lung volumes? How can improved lung volumes help sports performance?

**Test:**

<https://www.bbc.co.uk/bitesize/guides/ztkr82p/test>

**Revision:**

<https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1>

## Functions of the Skeleton

How does the skeleton help sports performance?

**Test:**

<https://www.bbc.co.uk/bitesize/guides/zq3sbk7/test>

**Revision:**

<https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/2>

## Short-term Effects of exercise

What are the short term effects of exercise on the body?

**Test:**

<https://www.bbc.co.uk/bitesize/guides/z367tyc/test>

**Revision:**

<https://www.bbc.co.uk/bitesize/guides/z367tyc/revision/1>

## Long-term Effects of Exercise

What are the effects of regular exercise on the body?

**Test:**

<https://www.bbc.co.uk/bitesize/guides/z367tyc/test>

**Revision:**

<https://www.bbc.co.uk/bitesize/guides/z367tyc/revision/2>



# Strengthening Foundations in PE – Sport Studies

- All your tasks use **BBC Bitesize**
- For each topics – start with the test so you can work out what you know and what you need to focus on.
- Once you have done the test – go back to the ‘Revise’ section and the ‘video’ section and learn what you did not know!

## Leadership Skills

What are the main leadership skills?  
What qualities make an effective leader?

### **Revision:**

<https://sudzfundraising.com/youth-sports-leadership-development/>

## Media in Sport

What are the different sources of media which cover sport?

### **Revision:**

[https://www.peresourcesbank.co.uk/wp-content/uploads/2022/12/Topic-Area\\_1\\_The-different-sources-of-media.pdf](https://www.peresourcesbank.co.uk/wp-content/uploads/2022/12/Topic-Area_1_The-different-sources-of-media.pdf)

## Practical Skills in Football

What skills are needed in football

### **Revision:**

<https://www.bbc.co.uk/bitesize/guides/zggw7hv/revision/1>

## Practical Skills in Basketball

What skills are needed in football

### **Revision:**

<https://www.bbc.co.uk/bitesize/guides/z389dmn/revision/1>

## Practice Drills

What makes a good skills practice drill?  
What makes a good coach?

### **Revision:**

<https://www.bbc.co.uk/bitesize/guides/z367tzc/revision/2>

# Strengthening Foundations in Photography

## Task 5

Select at least 3 of the reading tasks on the final slide to open your mind and explore context

## Task 4

Choose a series of final image-6 at the most exploring the theme the senses. They could be sequences or comment on each other. (slide 12-17 to support)

When you have completed the literal tasks below it is time to build on those skills and move up to something more skilful. See the tasks above.

## Task 1

Explore how mind mapping can enable you to generate ideas (slide 3)

## Task 2

Research a range of photographers that you think explore the sense in your work (slide 4-9 for support or find your own) use your scaffolds to help you write your analysis,

## Task 3

Make a series of images that explore the senses (Slide 10-11 for support)

Recall and interpret.

You will complete a set of 5 tasks exploring the theme of Senses. All tasks are explained in detail on Teams. Teams>Files>Home Learning> Strengthening Foundations Holiday Home Learning.



# Strengthening Foundations in Respect/EPR

**Watch the following GCSE**

**Pod:**

Islamic views on the origins of life

**Make notes as you watch and then create some revision cards to show your teacher**

Click onto [BBC Bitesize here](#), and revise the article “Non-religious views”.

Once you have read through the information, click the “Test” tab and complete the questions.

BBC  
Bitesize

Watch ‘The Present’ on Netflix about the Israel and Palestine situation.



**Watch the following GCSE Pod:**

The Incarnation of Jesus

**Make notes as you watch and then create some revision cards to show your teacher**

**Log into Seneca!**

Watch the following clip and answer the questions:  
The Afterlife

1. What do you think happens when we die?
2. Why might people believe in an afterlife?
3. If you had proof that Heaven and Hell were real, would you choose to live differently? In what way?
4. Would an omnibenevolent being send people to Hell? Explain.



SENECA  
Free interactive content to  
keep students engaged

# Strengthening Foundations in Science: BIOLOGY

KS4 AQA 8464 Combined Science – **BIOLOGY**

Year 10- look back at year 10 to consolidate your knowledge or look forward to Year 11 to see what you will learn!

## Yr 10 Science – look back Biology Paper 1

### 4.1 Cell Biology

[CHS TEAMS –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 4.2 Organisation

[CHS TEAMS –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca - FOUNDATION](#)  
[Seneca -HIGHER](#)

### 4.3 Infection and response

[CHS TEAMS –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 4.4 Bioenergetics

[CHS TEAMS –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

## Yr 10 look forward - Biology Paper 2

### 4.5 Homeostasis and response

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 4.6 Inheritance, variation and evolution

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 4.7 Ecology

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### Biology Practical skills

[BBC Bitesize](#)



# Strengthening Foundations in Science: CHEMISTRY

KS4 AQA 8464 Combined Science – CHEMISTRY

Year 10- look back at year 10 to consolidate your knowledge or look forward to Year 11 to see what you will learn!

## Yr 10 Science – look back Chemistry Paper 1

### 5.1 Atomic structure and the periodic table

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.2 Bonding, structure and the properties of matter

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.3 Quantitative Chemistry

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.4 Chemical changes

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.5 Energy changes

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

## Yr 10 look forward - Chemistry Paper 2

### 5.6 Rate and extent of chemical change

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.7 Organic chemistry

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.8 Chemical analysis

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.9 Chemistry of the atmosphere

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 5.10 Using resources

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

# Strengthening Foundations in Science - PHYSICS

KS4 AQA 8464 Combined Science – **Physics**.

Year 10- look back at year 10 to consolidate your knowledge or look forward to Year 11 to see what you will learn!

## Yr 10 Science – look back Physics Paper 1

### 6.1 Energy

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 6.2 Electricity

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 6.3 Particle model of matter

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 6.4 Atomic structure

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

## Yr 10 look forward Science - Physics Paper 2

### 6.5 Forces

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 6.6 Waves

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### 6.7 Magnetism and electromagnetism

[CHS TEAMS -sharepoint](#)  
[BBC Bitesize](#)  
[Seneca -FOUNDATION](#)  
[Seneca -HIGHER](#)

### Physics practical skills

[BBC Bitesize](#)