

# Strengthening Foundations at Chorlton High School



## Year 9



# 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 Business

## LEARN - Organisational Structures

- Explain why an organisation may delay and the impact of this decision.
- Describe the term 'delegation'.
- Explain different job roles at each level of an Organisational structure.
- Describe the positives and negatives of communication in a tall organisational structure.

## WATCH:- Erin Brockovich (Sky/Netflix)

Erin Brockovich is an American legal clerk, consumer advocate, and environmental activist, who, despite her lack of formal education in the law, was instrumental in building a case against the Pacific Gas and Electric Company (PG&E) of California in 1993.

Will enable learners to develop and understanding for environmental issues relating to business and how neglecting responsibility can have severe consequences on workers and the local environment.

## LEARN - Production Processes

- Provide three examples of how a business could implement lean production.
- Explain two benefits of a business using job production
- Explain whether job or flow production takes the longest to produce goods.
- Define kaizen

## WATCH - Startup.com (Documentary)

Startup.com is a 2001 American documentary film about the dot-com start-up govWorks.com, which raised \$60 million USD in funding from Hearst Interactive Media, KKR, the New York Investment Fund, and Sapient. The startup did not survive, but it became a reference for lessons learned

## VISIT - Amazon Fulfilment centre tour

<https://www.aboutamazon.co.uk/amazon-fulfilment/tour-an-amazon-fulfilment-centre/>

This tour of the Amazon fulfilment centre will help develops students' knowledge and understanding for the importance of business location in relation to delivering goods efficiently and in a timely manner.

Based near Manchester City Centre this is tour students can book independently to go and visit to extend their learning.

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

## Business Ownership:

Describe three reasons why people start businesses.  
Explain which ownership type a large business is likely to have and why.

## Business Case Studies

<https://businesscasestudies.co.uk>  
Business studies learning resources

You can independently learn business studies theory online with revision pages, free case studies from real world companies and associated lesson materials and worksheets.

# Strengthening Foundations in Computer Science

## **WATCH - The Social Network (Netflix/Sky)**

In 2003, Harvard undergrad and computer genius Mark Zuckerberg begins work on a new concept that eventually turns into the global social network known as Facebook. Six years later, he is one of the youngest billionaires ever, but Zuckerberg finds that his unprecedented success leads to both personal and legal complications when he ends up on the receiving end of two lawsuits, one involving his former friend. Based on the book "The Accidental Billionaires."

BIO: the British Informatics Olympiad. Lots of hard coding problems. Like the maths challenge... only for programming!

<http://www.olympiad.org.uk>

**Describe** how the CPU processes data, referring to the following in your answer:

- \* The fetch-execute cycle
  - \* RAM
  - \* registers in the CPU

Think Python: a very good book (and free!) explaining thinking strategies for problem solving and how these link to code. Chapters 1-14 are sufficient for GCSE.

<http://openbookproject.net/thinkcs/python/english3e/>

## **WATCH - The Secret Rules of Modern Living: Algorithms**

<https://www.bbc.co.uk/programmes/p030s6b3>

*Mathematician Professor Marcus du Sautoy demystifies the hidden world of algorithms. By showing us some of the algorithms most essential to our lives, he reveals where these 2,000-year-old problem-solvers came from, how they work, what they have achieved and how they are now so advanced they can even programme themselves.*

**VISIT** - the Museum of Science and Industry (Manchester) - *Develop your understanding of Computer Science issues and coding in an out of classroom*

**Explain** the benefits of defensive programming

**Explain** two features of an IDE that help developers write robust code

This algorithm is supposed to find the median of list of numbers, stored in a 1D array called "numbers"

**Correct the code**

```
n = numbers.length #alternative way to get the length of a list or array
mid = numbers / 2
median = numbers[mid]
OUTPUT median
```

# 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.

## Timber based materials

-  
<https://www.bbc.co.uk/bitesize/guides/zkvnv4j/revision/1>

## Paper and board sources

-  
<https://members.gcsepod.com/shared/podcasts/title/12600/77354>

## Material properties

-  
<https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/1>

## Paper and boards

-  
<https://members.gcsepod.com/shared/podcasts/title/12603/77358>

## Ecological and social foot print

-  
<https://members.gcsepod.com/shared/podcasts/title/12576/77262>



# Strengthening Foundations in Dance

Can you define?

Action  
Space  
Dynamics  
Relationships

Choose a **visual** stimuli and brainstorm some ideas and choreographic intentions you could use for a dance

*Visual: Painting, photograph, sculpture, print advertising etc*

Motif writing: Write short motif that would clearly show the choreographic intention for idea you identified in the previous task

Describe **three** ways you could develop the motif you have created

Identify the **dance structure** you would choose for this dance idea and explain why

Describe the **climax** of your dance

\*climax = most exciting part

This should be answered using 'motif writing' skills

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Create a dance quiz that other students could do. The quiz should be focused on questions about performance skills and choreography (*this could be ONE round of questions*)

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)

Participate in a NEW online dance class – Check out *Company Chameleon*, *Motionhouse Dance Theatre Company* and *Italia Conti's* YouTube Channels for some great dance classes.



# Strengthening Foundations in Drama

Getting Ready for GCSE  
Drama

<https://s3-eu-west-1.amazonaws.com/cdn.gcsepod.com/assets/uploaded/3d0c313c-f896-492c-9ad3-5732abe64b67.pdf>

Epic theatre and  
Brecht

<https://www.bbc.co.uk/bitesize/guides/zwmvd2p/revision/1>

Theatre in education

<https://www.bbc.co.uk/bitesize/guides/zsbjn39/revision/1>

Physical theatre

<https://www.bbc.co.uk/bitesize/guides/ztfk6sg/revision/1>

Physical skills for  
interpreting a  
character

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

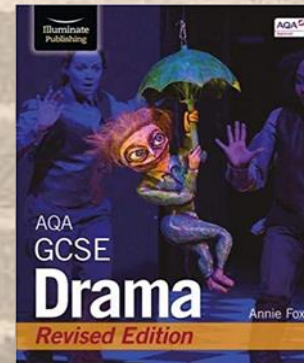
Vocal interpretation of  
a character

<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/chorltonhigh-manchester/files/documents/05\\_A02 - Analysis of Language - Literature Workbook Topic 1-3.pdf](https://files.schudio.com/chorltonhigh-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?

Use the home study section of Teams to review the week of lessons on witchcraft

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 explore 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 Fortification.

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

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

## BMR

Why does the body need energy to function?

<https://www.bbc.co.uk/bitesize/guides/zqi66yc/test>

## The Danger Zone

Why can food make us ill?

**What causes food poisoning?**

<https://www.bbc.co.uk/bitesize/guides/z77v3k7/test>

## Macro-nutrients

Why does the body need Carbohydrates, Fats and Proteins?

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

## Food Choice

What factors affect the food we choose to eat? How do they differ?

<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/test>

# Strengthening Foundations in Health & Social Care

- 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!

## 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>

## Priority Health Issues

Individuals who have a BMI over ... are considered obese.?

<https://www.bbc.co.uk/bitesize/guides/z7yttv4/test>

## Human Reproduction

During what life stage do our bodies get ready for reproducing?

In what life stage do most people reproduce in?

<https://www.bbc.co.uk/bitesize/guides/z9fgr82/test>

## Macro-nutrients

Why does the body need

Carbohydrates, Fats and Proteins?

Does everyone have the same nutritional needs?

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

## Nutrition at Different Life stages

Why do adolescent females need to increase their iron intake?

<https://www.bbc.co.uk/bitesize/guides/z7yttv4/test>



# Strengthening Foundations in Geography

## EXTEND

### FLIP LEARNING

Next year you will cover have **Urban Futures and Dynamic Development**. 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

### GCSEPod

Focus on revising case studies – **Australian Drought; Nepal Earthquake; Dorset/Jurassic Coast**

### MS TEAMS

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

# Strengthening Foundations in History

**Watch a video or listen to a podcast from the Year 10 History Enrichment list:**

- *The Victorian Slum* (Watch BBC 2016)
- *JoJo Rabbit*
- *Hidden Figures*
- *Great War Interviews* (BBC iPlayer)
- *Blackadder* (Watch BBC)
- *Bridge of Spies*
- *Chernobyl* (15)

**Read a book from the Year 10 History Reading list:**

- *Black and British* by David Olusoga
- *War Horse* by Michal Morpurgo
- *The Help* by Kathryn Stockett
- *Hitler* by Ian Kershaw
- *The Cut Out Girl* by Bart Van Es

Research Manchester during the Cold War

Research America in the 1960s. Why was it a country divided?

What is your interpretation of Germany so far?  
Write an A4 page with your opinion

Complete the topic of Germany on Seneca

Create a set of flashcards for your knowledge from class

Dual code all your knowledge you have learnt so far



# Strengthening Foundations in Languages: SPANISH



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?



Do you know your Vocab  
for Festivals and  
Celebrations?



Do you know your Vocab  
for Family and Friends?



Immerse yourself in  
Spanish Culture:  
Make a Tortilla!

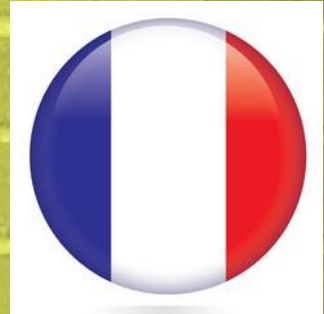
<https://www.bbcgoodfood.com/recipes/spanish-tortilla>

Do you know your  
Vocab for technology?



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

# Strengthening Foundations in Languages: FRENCH



Be sure you are past tense ready for year 10!

<https://classroom.thenational.academy/units/year-9-unit-4-8c4f>

Be sure you are present tense ready for year 10!

<https://classroom.thenational.academy/units/year-9-unit-1-d903>

Be sure you are past tense ready for year 10!

<https://classroom.thenational.academy/units/year-8-unit-1-1dfc>

Do you know your Vocab for Free-Time Activities?



Do you know your Vocab for Festivals and Celebrations?



Do you know your Vocab for Family and Friends?



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

Do you know your Vocab for technology?



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



# Strengthening Foundations in Maths

## TED talk

Why I fell in love with  
monster prime numbers  
[www.ted.com/playlists/189/math\\_talks\\_to\\_blow\\_your\\_mind](http://www.ted.com/playlists/189/math_talks_to_blow_your_mind)

## Cryptography

Interested in coding? Check  
out Simon Singh's website.  
Including free books to  
download and cryptography  
tutorials.  
<https://simonsingh.net/cryptography>

## Maths modelling

Listen to how Maths can be used  
to solve problems such as When  
does a crowd or people become  
unsafe? How well will Manchester  
United do next season?  
<https://www.bbc.co.uk/programmes/m000w4rr>

## 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

Percentages with  
multipliers

<https://hegartymaths.com/skills/89/preview>

To prepare you for year 10, we have linked 4 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 Year 10 teacher will be able to see your efforts 😊  
Additionally, there are so many inspiring TED talks linked to so many Maths marvels. Click the link above to listen.

Another two brilliant websites below are used in Year 10 and 11 below. Maths Genie has practice papers and worked solutions and exam questions ordered by topic. Corbett Maths '5 a day' is brilliant revision.

*Maths Genie*

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



Corbett**maths**

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

# Strengthening Foundations in Media

Deconstruct a film  
using these  
theories.

Roland Barthes

<https://filestore.aqa.org.uk/resources/media-studies/AQA-75711-TG-SEMIOTICS.PDF>

Stuart Hall

<https://filestore.aqa.org.uk/resources/media-studies/AQA-75711-TG-AUDIENCE.PDF>

Create a revision  
card on each one.

Take some time to  
look at some of our  
Theorists in more  
detail

Tzvetan Todorov  
Claude Levi-Strauss  
Roland Barthes  
Stuart Hall

Tzvetan Todorov  
Claude Levi-Strauss

<https://filestore.aqa.org.uk/resources/media-studies/AQA-75711-TG-NARRATIVE.PDF>



# Strengthening Foundations in Music

**WATCH** - What Makes A Good Performance?

<https://www.oca.ac.uk/weareoca/music/what-makes-a-good-performance/?cn-reloaded=1>

**WATCH** - How to Improve Your Stage Presence

<https://www.youtube.com/watch?v=B2M346F53-g> – this is to help performers prepare for their Y9 performance exam and help them put on a fantastic show!

**VISIT** - the RNCM and watch one of their free lunchtime concerts

<https://www.rncm.ac.uk/whats-on/events/>

**READ** - A Beginner's Guide To Music Production

<https://www.musictech.net/tutorials/beginners-guide/>

**WATCH** - Little Shop of Horrors

[https://www.amazon.co.uk/Little-Shop-Horrors-Rick-Moranis/dp/B00H381I5S/ref=sr\\_1\\_1?keywords=little+shop+of+horrors&qid=1576495874&sr=8-1](https://www.amazon.co.uk/Little-Shop-Horrors-Rick-Moranis/dp/B00H381I5S/ref=sr_1_1?keywords=little+shop+of+horrors&qid=1576495874&sr=8-1)

One of the study pieces for GCSE Music

**VISIT** - The Beatles Story Experience in Liverpool

[www.beatlesstory.com](http://www.beatlesstory.com)

Tickets: £10

**Identify** two ways a songwriter generates income

Name the job role that:

- Repairs studio equipment
- Installs new studio equipment
- Provides technical support

# Strengthening Foundations in PE

1. Complete a 12 minute cooper run.
2. Compare your results to national averages for a similar age

Link: <https://www.brianmac.co.uk/gentest.htm>

**What training methods  
can we carry out to  
improve our fitness?**

Link:

<https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2>

**What does the  
cardiovascular system  
consist of?**

Link:

<https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/1>

**Which bones protect  
us?**

Link:

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

**What are the 5  
components of health  
related fitness?**

Link:

<https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/2>

**What are the 6  
components of skill-  
related fitness?**

Link:

<https://www.bbc.co.uk/bitesize/guides/zxd4wxs/revision/2>

**Which bones do we  
use to move our  
body?**

Link:

<https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/1>

**What are the rules of  
the table tennis serve?**

Link:

<https://www.youtube.com/watch?v=s9ELscafqVs>

# Strengthening Foundations in Photography

Using the link: <https://classroom.thenational.academy/units/identity-who-i-am-73f9>

Or go to : [www.thenational.academy](http://www.thenational.academy) then Lessons>subjects> Key Stage 3> Art and Design>Identity: Who I am. You will find all filmed lessons and demos to support your learning detailed in the bricks below. Upload work onto teams!

## Lesson 7

Adam Hale  
Collage and  
Photopea

## Lesson 8

Tyler Spangler  
Text  
using Photopea

## Lesson 9

Dave McLean, masks  
using Photopea.

## Lesson 10

Don Hillier & Magdiel  
Lopez using  
Photopea.

## Lesson 11/12

Final Response  
and evaluation.

Collage basics completed, move up a level. The next lessons will be developing your work digitally using PHOTOPEA. Find the website: [www.photopea.com](http://www.photopea.com)

## Lesson 5

DAIN Collage composition

## Lesson 6

DAIN Completion

Art Basics completed move up a level to prepare for you mixed media piece.

Mixed Media Identity Project: You will not need any specialist equipment. You will need scraps of paper, a camera phone and an internet connection.

## Lesson 1:

Jasper Johns  
Looking at textures  
and media

## Lesson 2:

Jasper Johns  
Lettering

## Lesson 3:

Peter Blake Grid  
Composition

## Lesson 4

Peter Blake  
Completing Grid  
Composition



# Strengthening Foundations in Respect / RE

**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.

N

**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

## KS3 Science

Year 9 look back at the work you have completed this year in Science to help you get ready for next year.  
Good Luck. Mr McCreath.

### Y8 Motion, forces

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca](#)

### Y9 Cell biology

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca](#)

### Y9 Atoms and PT.

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca](#)

### Y9 Human Biology

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca](#)

### Y9 Earth Science

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize energy](#)  
[BBC Bitesize earth](#)  
[Seneca](#)

### Y9 Energy

[CHS TEAMs –sharepoint](#)  
[BBC Bitesize](#)  
[Seneca](#)

