

St Bernard's Catholic Grammar School



Summer 2021

Consolidation and Getting Ahead Learning Programme

Year 9

Key:

1. Those that have engaged well with the on-line provision, face to face teaching and are up to date with the course.
2. Those that have partially engaged with the on-line provision but need time to catch up with some work to be up to date.
3. Those that have found the experience of the last year challenging for a variety of reasons (some through no fault of their own) and need considerable time and support to be up to date.

Art	
1.	Please respond to written and verbal feedback given within Mood and Emotion sketchbook and complete all parts fully.
2.	Complete fully: Introduction to Theme, Title Page, General Mind map, Pinterest Page, Studies/Drawings/sketches Artist pages: Helen Frankenheller, Marbling Techniques Artist Pages: Edith Birkin The Holocaust Analysis of clay gargoyle sculpture Relief Masks Relief Sculptures Artist Pages:Loui Jover Tonal Drawings of facial Features Artist Pages: Vince Lowe, Marion Bolognesi, Roy Lichenstein, Florian Nicolle Analysis of your completed canvas in style of chosen artist

3.

In addition to the Bitesize revision exercises, you will be emailed directly to inform you of the specific work that you will need to complete.

Business

1, 2
& 3

Work through the topics using the relevant revision booklets to support your learning. Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September. Give yourself an honest rating on each area of the syllabus, so that you know where to prioritise your revision. As you revise, update topics from red, to amber, to green.

Revision List and self-evaluation.

Business Activity

Topic	Red	Amber	Green
<ul style="list-style-type: none"> ▪ Content ✓ <i>Points to include</i> 	L	K	J
1.1 The role of business enterprise and entrepreneurship <ul style="list-style-type: none"> ▪ The purpose of business activity and enterprise ✓ <i>spotting an opportunity, developing an idea for a business, satisfying the needs of customers</i> ▪ Characteristics of an entrepreneur ✓ <i>creativity, risk taking, determination, confidence</i> ▪ The concept of risk and reward 			
1.2 Business planning <ul style="list-style-type: none"> ▪ The purpose of planning business activity ✓ <i>reducing risk, helping a business to succeed</i> ▪ The role, importance and usefulness of a business plan ✓ <i>identifying markets, help with obtaining finance, identifying resources a business needs to operate, achieving business aims and objectives</i> 			
1.3 Business ownership <ul style="list-style-type: none"> ▪ The features of different types of business ownership ✓ <i>sole traders, partnerships, private and public limited companies</i> ▪ The concept of limited liability ▪ The suitability of differing types of ownership in different business contexts ✓ <i>start-ups and established businesses</i> 			
1.4 Business aims and objectives			

<ul style="list-style-type: none"> ▪ The aims and objectives of business <ul style="list-style-type: none"> ✓ <i>profit, survival, growth, providing a service, market share</i> ▪ How and why objectives might change as businesses evolve ▪ Why different businesses may have different objectives 			
1.5 Stakeholders in business <ul style="list-style-type: none"> ▪ The roles and objectives of internal and external stakeholder groups <ul style="list-style-type: none"> ✓ <i>owners, employees, customers, suppliers, government, local community</i> ▪ The effect business activity has on stakeholders ▪ The effect stakeholders have on business 			
1.6 Business growth <ul style="list-style-type: none"> ▪ Organic growth <ul style="list-style-type: none"> ✓ <i>increasing output, gaining new customers, developing new products, increasing market share</i> ▪ External growth <ul style="list-style-type: none"> ✓ <i>mergers, takeovers - including horizontal, vertical, diversification</i> 			

Marketing

Topic	Red	Amber	Green
<ul style="list-style-type: none"> ▪ Content <ul style="list-style-type: none"> ✓ <i>Points to include</i> 	☹	☹	☺
2.1 The role of marketing <ul style="list-style-type: none"> ▪ The purpose of marketing within business <ul style="list-style-type: none"> ✓ <i>the importance to a business of identifying and understanding its customers, informing customers, increasing sales</i> 			

Resources

Business Activity Revision Booklet - on Classcharts

Marketing Revision Booklet - on Classcharts

Textbook OCR Business

Businessed.co.uk The syllabus through business games.

Revision guide (optional) My Revision Notes: OCR GCSE (9-1) Business Paperback by Mike Schofield

Computing Science

**1, 2
& 3**

Revision/Reading List and Self Evaluation

Work through the topics using the textbook and relevant revision activities (on teach ICT.com) to support your learning. Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September.

Topic	Understood (Yes/No/Some)
Unit 1	
Unit 1.1 Systems Architecture	
Unit 1.2 Memory	
Unit 1.3 Storage	
Unit 1.4 Wired and Wireless Networks	
Unit 1.5 Network topologies, protocols and layers	
Unit 2	
Unit 2.1 Algorithms	
Unit 2.2 Programming Techniques	
Unit 2.3 Producing robust programs	
Unit 2.4 Computation logic	
Unit 2.6 Data representation	

Then, build your knowledge using retrieval questions:

[Click here](#) for retrieval questions.

Core PE

**1, 2
& 3**

Task 1:

All students should make and take time over the summer break to step away from their desks and computers and get active, safely of course!

We would encourage all students to initially find out how far they can walk/jog/run in 20 minutes. This could be in metres, kilometres or simply to and from particular landmarks around your neighbourhood.

Your aim is to improve the distance that you can achieve or the landmark that you can reach in 20 minutes, by practising up to a maximum of 3 times per week.

It might be either that you start walking most of the time and increase the amount of time jogging and then running as the weeks progress, or you might start jogging slowly for the whole 20 minutes and then slowly build up to running faster.

Keep a record of what you have achieved each week so that you can appreciate the progress that you make from Week 1 through to Week 6, as it is progress that really counts!

Task 2:

All students to collect at least 6 images (at least one each week) of their 'HEALTHY SELFIES', which they will bring into school in September, showing occasions when they have been away from their desks and computers and have been enjoying being active. We will have competitions between Tutor Groups in September, to see which Tutor has the greatest number and variety of activities evidenced. Remember, walking the dog, gardening and yes even housework, counts as being active!

Design & Technology

**1, 2
& 3**

Revision List and Self-evaluation

Indicate in the self-evaluation column your level of confidence relating to how well you feel you understand the topic. This is your personal study programme to help you identify what you may need to work on ready for September.

Topic*	Understood Yes/No/Some	Submitted Yes/No
Unit 1 – Core Content. The impact of new and emerging technologies	Available in Share Folder	
T1 – Industry and Enterprise		
T2 – Sustainability and the environment		
T3 – People, culture and society		
T4 – Production techniques and systems		
Unit 5 – Designing Principles	Available in Share Folder	
T1 – Social & Economic Challenge		
T2 – The Work of Others		
T2 – Iconic Designs		
T2 – Design Movements		
T3 – Avoiding Design Fixation		
	Available on Seneca Learning	
T3 – Design Strategies		
Unit 4 – Material Types, Properties and Structure	Available on Seneca Learning	
1.6.1 – Timbers		
1.6.2 & 16.3 – Metals and Alloys		
1.6.4 - Polymers		

1.6.5 – Polymer Types		
1.6.6 - Textiles		
1.6.7 – Textiles Types: Fibres		
1.6.8 – Textiles Types: Weave		
1.6.9 – Paper & Boards		

Assessment Checklist

Below is the list of assessments that you would have completed since we have been working remotely. Please try to complete any work outstanding.

All resources and examples are available via OneDrive Shared Folder.

Topic*	Completed Yes/No
Unit 5 – Designing Principles – T2 – Iconic Designs Task 1 & 2	
Unit 5 – Designing Principles – T2 – Design Movements Task 1 & 2	
Unit 5 – Designing Principles – Exam Style Questions (15 marks)	

Resources

Edexcel GCSE (9-1) Design and Technology Book, Chapter ‘Core Content’ p. 3 - 77

PowerPoint Presentations in OneDrive Shared Folder ‘DT GCSE Student Folder’

*As it is displayed in OneDrive Shared Folder

Drama

1. Please purchase a copy of the play script ‘Blood Brothers’ by Willy Russell. It is your examination set text - Methuen Modern Classics, ISBN 978-0413767707. Read the whole play for pleasure. This will be the first thing you study in September 2021.
Additional resources to support your study of this text are available and recommended that you purchase:
GCSE Drama **Blood Brothers** Grade 9-1 The play guide, CGP Books
Blood Brothers play guide for AQA GCSE Drama, Illuminate publishing by Annie Fox

2. Please purchase a copy of the play script ‘Blood Brothers’ by Willy Russell. It is your examination set text - Methuen Modern Classics, ISBN 978-0413767707. Read the whole play for pleasure. This will be the first thing you study in September 2021.
Additional resources to support your study of this text are available and recommended that you purchase:
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<p>3.</p>	<p>Please purchase a copy of the play script 'Blood Brothers' by Willy Russell. It is your examination set text - Methuen Modern Classics, ISBN 978-0413767707. Read the whole play for pleasure. This will be the first thing you study in September 2021.</p> <p>Additional resources to support your study of this text are available and recommended that you purchase: GCSE Drama <i>Blood Brothers</i> Grade 9-1 The play guide, CGP Books <i>Blood Brothers play guide for AQA GCSE Drama</i>, Illuminate publishing by Annie Fox</p> <p>Please catch up on-</p> <ul style="list-style-type: none"> Your research into genres and practitioners. Make sure this work is completed.
<p>English (For some classes, work will only be available via the links from week commencing 27th July 2020)</p>	
<p>1.</p>	<p>For students who have completed all work during lockdown, we recommend they prepare for Year 10 by engaging in the following activities:</p> <ol style="list-style-type: none"> Research and annotate the following 3 poems in the AQA Poetry Anthology for the Power and Conflict cluster: i) <i>Exposure</i> by Wilfred Owen ii) <i>Remains</i> by Simon Armitage iii) <i>War Photographer</i> by Carol Ann Duffy. Read and research the themes and context of one of the GCSE Literature texts we will be starting in the new academic year: <ul style="list-style-type: none"> <i>An Inspector Calls</i> by J. B. Priestley <i>The Strange Case of Dr Jekyll and Mr. Hyde</i> by Robert L Stevenson <i>Romeo and Juliet</i> by William Shakespeare. Synthesis all of your knowledge about the Language Exam Paper 1 to create a 'Top Tips' sheet of success criteria targeted at your peers on how to achieve the grade 8/9 on English Language, Paper 1: Section A and B. Be the examiner: find an extract from a personal piece of writing/novella and compose a Section A and B exam paper in the style of AQA questions you have practised. Create the mark scheme to accompany it to familiarise yourself with the examiners' expectations.
<p>2.</p>	<p>For students who have missed only some work during lockdown, we recommend the following:</p> <ol style="list-style-type: none"> Research and annotate the following 3 poems in the AQA Poetry Anthology for the Power and Conflict cluster: i) <i>Exposure</i> by Wilfred Owen ii) <i>Remains</i> by Simon Armitage iii) <i>War Photographer</i> by Carol Ann Duffy. Complete any outstanding tasks for English Language, Paper 1: Section A and B on Class Charts. Use the AQA Textbook 2 to consolidate understanding of Section A reading extracts and Section B writing tasks by reading one exemplar answer for each question, Q1-5, and identifying 3 techniques the writer has used for each question.
<p>3.</p>	<p>Catch up with all missed work on Class Charts for English Language, Paper 1: Section A and B. Your teacher has created a document for your class that summarises the work that you have missed during lockdown. You must try to complete all of this to catch up for September. Please find your class by clicking on the following link: https://stbernardssloughschuk-my.sharepoint.com/:f/g/personal/s-zadef_st-bernards_slough_sch_uk/EiDBrjUk2JIKsry1NEXIiv0BJLba2vQpq0AYPolQ-KMo8w?e=cTa6Gj</p>

French

1. Use Kerboodle to revise all topics in the AQA GCSE Higher text book in units 1-2, focusing particularly on the interactive exercises. Revise all tenses, including the irregular verbs, using the grammar section of www.languagesonline.org.uk and choose any other interactive exercises you would like to do from the GCSE sections. Try to practise speaking French by saying as much as you can from memory on the topics of family relationships and future plans, technology and free time aiming for all 3 tenses and a variety of opinions. Aim to do this at least twice a week and your fluency will be amazing! Watching films/video clips in French is also a fun way to develop your language skills.
2. Use Kerboodle to revise all the topics in the AQA GCSE Higher text book in units 1-2, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic (eg family relationships and future plans, technology and free time). Remember that you can also use www.languagesonline.org.uk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.
3. Use Kerboodle to revise all the topics in the AQA GCSE Higher text book in units 1-2, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the main writing tasks set on ClassCharts and as many of the listening and reading exercises as you can. Practise the key phrases on each topic aloud (focus on the phrases from the yellow boxes) and try to build fluency by aiming for 6 sentences from memory on a particular topic (eg family relationships and future plans, technology and free time). Then learn the spelling, writing out each sentence 4 times. Remember that you can also use www.languagesonline.org.uk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.

Geography

**1, 2
& 3**

During the year 9 course you have studied aspects of human, physical and environmental geography. You have gained knowledge and considered interactions between these topics at a variety of scales and locations.

The background:

Corona virus had spread across the world, impacting on aspects of physical, human and environmental geography in so many different ways. There have been many negative impacts but some positives.

The task:

We would like you to pick one topic you have studied this year; one you will study next year and one of your own choice.

Topics studied in Year 9	Topics studied in Year 10
Geographical skills	Sustaining Ecosystems: Polar Environments

Global hazards: extreme weather	Urban futures
Global hazards: tectonics	Distinctive Landscapes: Rivers
Sustaining Ecosystems: Tropical rainforest	
Dynamic development: countries at different levels of development, top down and bottom up development strategies	

For each of the topics you have chosen research a positive and negative impact. This may be on a local, national or global scale. You will need to **describe** and **explain** the impact. Try and be place specific and include facts, figures and images.

Presenting your work:

You may choose how to present your work as:

- A newspaper report
- A factual report
- A poem
- A story
- A poster
- Or any other idea you have

Complete the revision sheets which will be posted on Class Charts

2 & 3

In addition to the tasks above

Visit the Bitesize website, using the link [GCSE Geography - OCR - BBC Bitesize](#)

Work through the learner guides (on Global Hazards, Dynamic Development, Sustaining Ecosystems and Geographical Skills) completing the revise and test tasks.

History

1, 2 & 3

Please follow this link to complete the online revision exercises on Seneca Learning – Work your way through the standardised tests – I have included the revision material to help [Seneca - Learn 2x Faster \(senecalearning.com\)](#)
 Class code : fg2i0qycn7
 Use GCSE POD to review any material you don't feel confident with from the Medicine course and the beginning of the Germany course - you must select Edexcel Medicine in Britian and Weimar and Nazi Germany

2.	In addition to the revision exercises please ensure any missed work from lockdown is completed over the summer break.
3.	In addition to the Seneca revision exercises, you will be emailed directly to inform you of the specific work that you will need to complete.
Japanese	
1.	Go over your grammar notes to ensure that you are able to use all the grammar points covered this year. Firm-up your knowledge of て form verbs. Revise vocabulary and kanji using Quizlet.
2.	Review verb groupings and conjugation of て form verbs for each of the verb groups. Revise vocabulary using Quizlet.
3.	Make sure you know all the verbs introduced so far (for daily activities etc) in their ます forms. Choose for yourself 5 universally useful verbs to learn from memory in their て forms. Revise vocabulary using Quizlet.
Latin	
1.	Well done for keeping up with the subject and for turning up to the online lessons. Using whichever learning mode in Quizlet you think is of most use, revise the vocabularies of Book III . Do not spend more than 15 minutes at a time, but pace yourself so that you do it three times a week, and each week until September.
2 & 3	Specific work has been emailed home.
Mathematics	
1.	Review the work this year and complete the UKMT task (on Dr Frost or Student Drive) to challenge yourself and improve your problem-solving skills. There are also some enrichment challenges on the student drive. Ensure all tasks are completed on Dr Frost
2.	Please complete the Dr Frost Year 9 Review Task. This is an important task which will help you review the year and ensure you have the skills to ensure you can access the work in Year 10 in September. Also ensure all work on class charts and Dr Frost is complete and up to date.
3.	Use the Curriculum Support Guide to review key topics from each chapter. Complete the Dr Frost Year 9 Review Task.
Key Resources Curriculum Support Guide: https://stbernardssloughschuk.sharepoint.com/:b:/s/StudentDriveMaths/EQdphSpwifZErUTUZFLI-xsBxijsk-zCYrcd0ERQUoOAWA?e=QzMg9E	

Student Drive: https://stbernardssloughschuk.sharepoint.com/sites/StudentDriveMaths Questions, practice, and videos: www.drfrstmaths.com	
Music	
1.	On ClassCharts, there are theory exercises, theory notes, and an exam question to complete.
2.	Listen through the Spotify playlists, and make sure you have chosen a version of Bach and one of Toto that are your favourites. Be prepared to explain why!
3.	Watch as many musicals as you can (for free on BBC iPlayer, ITV player, and YouTube, or under your Netflix/Prime/Apple TV/Disney subscriptions)
PE (GCSE)	
1.	<p><u>THEORY:-</u></p> <p>Using your main sport select a skill and identify and justify the following:</p> <ul style="list-style-type: none"> • Main muscles, joints and bones involved • Types of movement occurring • Components of fitness needed to be successful in the skill and in the competition/match <p>Then thinking about your own performance in your main sport:</p> <ul style="list-style-type: none"> • identify three strengths and three weaknesses and explain why (strengths and weaknesses could refer to a skill or tactic, try to explain why using knowledge of components of fitness) <p>Optional task - Access GCSE Pod and complete the following assignments: https://members.gcsepod.com/pupils/assignments/assignment/897433 https://members.gcsepod.com/pupils/assignments/assignment/897434</p> <p><u>PRACTICAL</u></p> <p>Students to focus on developing their fitness, in readiness for fitness testing and practical work on their individual sporting activities in September.</p> <p>Students who are able to practise/play their summer sports, such as tennis, cricket, athletics etc., are to collect video evidence of skills and drills performances, as well as any safe competition. Bring the video evidence to school on a USB stick in September.</p>
2 & 3	<p><u>THEORY</u></p> <ol style="list-style-type: none"> 1. Ensure that notes are completed for the topics covered this year <ul style="list-style-type: none"> • Chapter 1: Applied Anatomy & Physiology

- Chapter 6: Health, Fitness & Well-Being
2. Complete the summary/revision sheets found on class charts and glue into exercise books
 3. Using your main sport select a skill and identify and justify the following:
 - Main muscles, joints and bones involved
 - Types of movement occurring
 - Components of fitness needed to be successful in the skill and in the competition/match
 4. Access GCSE Pod and complete the following assignments:
<https://members.gcsepod.com/pupils/assignments/assignment/897433>
<https://members.gcsepod.com/pupils/assignments/assignment/897434>

PRACTICAL

Students to focus on developing their fitness, in readiness for practical work on their individual sporting activities in September. Students who are able to practise/play their summer sports, such as tennis, cricket, athletics etc., are to collect video evidence of skills and drills performances, as well as any safe competition. Bring the video evidence to school on a USB stick in September.

Science

The table below suggests the work that should be carried out over the Summer Break. The work is designed to ensure that we begin the next academic year:

- 1) With a strong understanding of concepts covered during this academic year.
- 2) With a basic awareness of the topics which will be covered during the year ahead.

Your teachers are always here to support you. If you have any worries, concerns or questions relating to the Science work you can contact your Science teacher for advice – or alternatively you can contact Mr. Brophy: s-brophy@st-bernards.slough.sch.uk

Resources – where mentioned - can be found in this folder: [Getting Ahead Programme](#)

1.

Biology

Complete the “Checklists” within the Getting Ahead Programme Folder. Review B5 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.

For Biology, complete the Summer Work set on ClassCharts; independent work focusing on C5 – use information in student book to complete tables and exam style Qs.

Chemistry

Complete the “Checklists” within the Getting Ahead Programme Folder. Review C1, C2, C3 and C13 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.

Try the Past Paper Questions provided within the Getting Ahead Programme Folder.

	<p><u>Physics</u> Complete the “Checklists” within the Getting Ahead Programme Folder. Review P6 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.</p> <p>Try the Past Paper Questions provided within the Getting Ahead Programme Folder.</p>
<p>2.</p>	<p><u>Biology</u> Ensure you finish making notes from the work set in lessons Up to B5.</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p> <p>For Biology, complete the Summer Work set on ClassCharts; independent work focusing on C5 – use information in student book to complete tables and exam style Qs.</p> <hr/> <p><u>Chemistry</u> Ensure you finish making notes from the work set in lessons. Review C1, C2, C3 and C13 in detail, using the textbook and/or the resources in the Getting Ahead Programme Folder.</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p> <hr/> <p><u>Physics</u> Ensure you finish making notes from the work set in lessons. Up to the end of P6.</p> <p>Use the additional resources available in the Getting Ahead Programme Folder to develop your understanding.</p> <p>Complete the “Checklists” within the Getting Ahead Programme Folder.</p>
<p>3.</p>	<p><u>All Sciences</u> Review the work set during the academic year, particularly during the January lockdown. Focus on making notes from the lessons that have not been completed. Do not worry about any worksheets – simply ensure that you make concise notes. Complete the “Checklists” within the Getting Ahead Programme Folder for Biology, Chemistry and Physics Use the Kerboodle GCSE textbooks to develop areas that you identify as being slightly more challenging. For Biology, complete the Summer Work set on ClassCharts; independent work focusing on B5 – use information in student book to complete tables and exam style Qs. For Chemistry, start looking at the remainder of C5.</p>

Spanish

1. Use <https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww> to revise all topics in the VIVA GCSE Higher textbook in Modules 1-4, focusing particularly on the interactive exercises. Revise all tenses, including the irregular verbs, using the grammar section of <https://www.bbc.co.uk/bitesize/examspecs/z799hbk> and choose any other interactive exercises you would like to do from the topics sections. Try to practise speaking Spanish by saying as much as you can from memory on the topics of holidays and travel, school, identity and culture and free time aiming for all 3 tenses and a variety of opinions. Aim to do this at least twice a week and your fluency will be amazing! Watching films/video clips in Spanish is also a fun way to develop your language skills.
2. Use <https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww> to revise all topics in the VIVA GCSE Higher textbook in Modules 1-4, focusing particularly on the interactive exercises. Re-read any texts on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic (holidays and travel, school, identity and culture and free time) aloud and try to build fluency by aiming for 8 sentences from memory on a particular topic Remember that you can also use <https://www.bbc.co.uk/bitesize/examspecs/z799hbk> and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.
3. Use <https://www.pearsonactivelearn.com/app/library/ebook?id=NjlwMTY0fGJvb2t8MXww> to revise all topics in the VIVA GCSE Higher textbook in Modules 1-4, focusing particularly on the interactive exercises. Re-read any texts on topics you feel are a little patchy. Make sure you have completed the written tasks on ClassCharts. Practise the key phrases on each topic (holidays and travel, school, identity and culture and free time) aloud and try to build fluency by aiming for 6 sentences from memory on a particular topic Then learn the spelling, writing out each sentence 4 times. Remember that you can also use www.languagesonline.org.uk and Quizlet to revise grammar and vocabulary in an interactive way. Make sure you are secure on the past, present and future tenses.

RE

In order to get the most out of your getting ahead programme, it is important that you consider how confident you are with what you have learnt both in school and virtually. In particular, the work on War and peace as well as the Judaism work will be in your GCSE exam so you must be confident with those.

No matter which group you are in, the getting ahead work for you to look at this summer will mean that you are more than ready to start next year with confidence that you will understand the work we start with.

The getting ahead task is there to maximise your opportunities to be ready for what we will teach next year. The advised work is there if you have the time and need to revisit work you were not able to finish this year.

1.	<p>Go back to your notes and responses in your exercise book/saved online.</p> <p>Where some areas don't make sense to you now as you read them back, you can either revisit the lesson video, or use online research to build your understanding more fully.</p>
2.	<p>Revisit the work folder and watch specific video lessons/audio notes where you are uncertain about what we covered:</p> <p>https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EjJr2zPfNlhlm6ObrC_i8pMB72NHZjDQ7QiPbaO4midFTQ?e=llOu1G</p>
3.	<p>Access the folder below for all of the video lessons, written lessons and audio notes about key topics:</p> <p>https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/p-turnham_st-bernards_slough_sch_uk/EjJr2zPfNlhlm6ObrC_i8pMB72NHZjDQ7QiPbaO4midFTQ?e=llOu1G</p> <p><i>If you have time and would like to check your understanding,</i> complete the chapter assessment questions for chapter 9 and 12 in the textbook and email to me for feedback</p>
<p>Please keep in contact with me over the holiday at p-turnham@st-bernards.slough.sch.uk if you have any questions, or would like additional guidance and support. I will be regularly checking and responding to emails.</p> <p>Getting ahead tasks:</p> <p>Access the below links. Complete at least 3 aspects from each in order to both review work you have covered and to develop knowledge of areas for the religions we study.</p> <p>Jewish beliefs: https://www.bbc.co.uk/bitesize/topics/zq2b4j6</p> <p>Christian Beliefs: https://www.bbc.co.uk/bitesize/topics/zc46nbk</p> <p>You should also go through this ethics aspect</p> <p>War and Peace: https://www.bbc.co.uk/bitesize/guides/zbygjxs/revision/1</p>	