

# Bulletin for Families

**Friday 03 July 2020**

## Message from the Head of School

I would like to start this final bulletin of the year by recognising just how flexible all students, parents, carers and staff have been during the past few months. We have all had to overcome different challenges and adapt to different ways of working but we should all be proud of what's been achieved.

There will be further challenges ahead but we are all more equipped than we were a few months ago. The Government have said everyone will return to school in September and you will be updated with changes as guidelines start to become clear.

I understand there will be numerous questions, worries and hopefully excitement ahead of returning to school in September. There are details from all subject areas in this bulletin and in the Google Classrooms about how to keep busy with your learning over the summer as well as details of a cross trust reading project.

It was lovely to see so many Year 11 students during our virtual leaving assembly last week and we look forward to seeing you on results day in August.

I would like to take this opportunity to say farewell to the following staff members as they begin new ventures at the end of term:

Mrs MacDonald-Fawcett

Miss Nice

Mrs Spink

Mr Creed

Mrs Lass

Mrs Parish

I personally like to thank them all for the significant contributions they have made to the school over the past few years. I know that they will be missed by students, families and staff and we are all grateful for how dedicated you have all been.

I would also like to take the opportunity to say goodbye to you all myself. I have been at the school for the past seven years and it's been a privilege to work with so many of you during this time. I wish you all the very best for the future and would like you to remember 'what we learn with pleasure, we never forget'.

Take care,

**Mr Battle, Head of School**



Mr R Battle  
Head of School

## Message from the Head of School

Dear all of our students, parents and carers of SET Saxmundham School,

I would like to be able to say a really big thank you to the staff of SET Saxmundham for helping me learn all about SET Saxmundham - they have been very complimentary - special thanks to Mr Battle, Miss Isaac and Miss Marsden .



Mrs L Girling  
Head of School

I am looking forward to spending time at SET Saxmundham during the holiday getting to know even more about our school and working with Mr Hall and Mr Friston in making sure school systems are ready for September. I have everything crossed that I will be seeing you in person learning in our classrooms.

I wonder if you could do me a favour ...

I have designed a survey where I would like to find out your views and your children's views about Saxmundham. It won't take you long, I promise, but it would be really helpful for me.

Parent Survey: <https://forms.gle/ILX5ZQRgY6BrQWFp8>

Student Survey: <https://forms.gle/WiHn6zbajiVxdQbn8>

Best wishes to everyone for a relaxing and safe holiday and to Year 11 students Good Luck for results day.

**Mrs L Girling, Head of School**

## Term Dates

The start of term for Years 8-11 will be Wednesday 2nd September. Tuesday 1st September is for the new Year 7 Induction Day as it hasn't been possible during 'lockdown'. Please note that the Monday of that week is a Bank Holiday.

## Summer Reading Challenge

Years 7-9 have been set a Summer Reading Challenge. The parent/ carer guide will accompany this Bulletin.

# Saxmundham Superheroes

## Year 7

### **Commitment:**

James Dye has been nominated for commitment to his all subjects with a special mention for his Music studies. James has made excellent progress with learning all the vocabulary as well as doing a great job on optional tasks, like re-writing the lyrics for 'Country Roads, the Suffolk Version'.

### **Community:**

Jamie Walker has been nominated by a number of teachers for his positive engagement and contributions to the online community.

### **Challenge:**

Kaitlin Claessens rises to every challenge across all subjects. Special mention for rising to every Music challenge set with confidence, style and panache.

### **Cooperation:**

Anna Wisniewska has responded so positively to feedback from all members of staff. Anna has turned in work of an excellent standard each Maths lesson and has risen to every challenge set; she has received the most shout-outs for correctly answering gold extension questions (GCSE level questions) during this term.

### **Celebration:**

Matilda Matthews has embraced online learning and worked incredibly hard every day during lockdown. Matilda has been consistently nominated for Saxmundham hero badges on multiple occasions every week by almost every member of staff!

### **Confidence:**

Hamish Cochrane - Hamish has grown in confidence this term across a number of subjects and has shown what he is really able to achieve in Maths. He has challenged himself by choosing the harder questions, by completing exercises in their entirety and regularly answering gold extension questions.

## Year 8

### **Commitment:**

Holly James-Steward for seriously exceptional creativity, including writing some very effective lyrics which stand on their own as quality poetry – plus showing real commitment to her learning throughout the term.

### **Community:**

Ellie Benham has embraced online learning with same passion that she demonstrates in school. Nominated for her contributions across all Google Classrooms!

**Challenge:**

Mackenzie Hinchey - Rising to the challenge of making lots of progress with music vocabulary as well as writing strong lyrics and showing creativity.

**Cooperation:**

Daisy Kelly has been consistently nominated for fantastic work across all subjects and responds well to feedback from staff to ensure her approach to learning online is as dedicated as it is in school.

**Celebration:**

Devon Todd has shown excellent commitment to his PE work, taking on many of the challenges and every week updating us with how well he is doing, showing a fantastic attitude and dedication towards keeping fit

**Confidence:**

Elijah Rainford has been consistently nominated across all subjects for his confidence in tackling all tasks by a number of teachers. Standout subjects include Science and PE.

**Year 9****Commitment:**

Kalum Wheeler - demonstrated excellent commitment to his work during lockdown. Kalum has been nominated by most teachers, most weeks, to recognise the commitment he has shown to his work across all subjects. Standout subjects include English, Science, Music and PE.

**Community:**

Rhiana Whiting has been nominated for taking on many of the challenges and keeping staff up to date with their progress, showing a fantastic attitude and dedication to her studies.

**Challenge:**

Laila Squirrel has been nominated for embracing challenges and extension tasks set across a range of subjects. Particular standout subjects include PE and maths.

**Cooperation:**

Sampson Ellis has responded so positively to feedback from all members of staff. Sampson has shown a fantastic attitude and dedication towards keeping fit during lockdown.

**Celebration:**

Maksim Abrosimov has been nominated for total application and commitment to competing all maths tasks, together with his courteous manner in all communication. Exemplary student is common terminology used to describe Maksim's approach to learning.

**Confidence:**

Dylan Baker has worked very hard learning from home during lockdown and developed confidence in a number of areas .

## Year 10

### **Commitment:**

Petra Colchester has been nominated by almost every teacher for her commitment to learning during lockdown. Particular praise from Mrs Kirk for doing ALL the Music work including the essays and optional tasks as well. Everything to a high standard and with creativity and commitment. Bravo!

### **Community:**

Zoe Berry has really embraced online learning and has been going above and beyond to continue with her composing, including developing new skills like how to write backing vocals. Also contributing to the wider musical community with four superb, original songs on Youtube!

### **Challenge:**

Madison Gibbons is never afraid of a challenge and been consistent with this across every subject. Madison communicates maturely with teachers and keeps them up to date with her progress. Standout subjects include Science, PE and Maths.

### **Cooperation:**

Edward Matthews – Demonstrating a high level of commitment to his Design and Technology work and involving the whole family when it came to creative tasks to relieve the boredom during lockdown.

### **Celebration:**

Ben Aust has shown excellent commitment to his PE work, taking on many of the challenges and every week updating us with how well he is doing, showing a fantastic attitude and dedication towards keeping fit.

### **Confidence:**

Kacey Mills-Cunningham - this is just a summary of all the feedback from a number of teachers for Kacey! Confidence in herself has always been something Kacey has struggled with. Despite the challenges being away from school has presented, Kacey has worked hard and sought help and support when she's needed it. She has proved herself to be a resilient young person, whose growing confidence is a testament to her maturity and determination. Furthermore, for demonstrating a high level of commitment to her PE work, both theory and practical. She has completed all work set to a high standard and taken it upon herself to complete her own extra work. Well Done!

# Science

As we look towards the summer break, I would like to firstly thank you for all the hard work students, teachers and parents/carers have put in over the last term with their learning Science at home. Here in Science we have been impressed by the amount and quality of work received by many students across the year groups. It has been great to see pictures of catapults, parachutes and chromatography from the students.

To help you to be ready for next year I am attaching our road map of what topics you will be learning about next year. Below there are also some resources available to you online to enable you to continue to learn, consolidate, revise and extend your learning from the topics you have done this and previous years. All these resources have been placed in your Google Classrooms for ease of access online.

Have an awesome summer break and hopefully see you all back in school in September.

## **Mr Connell-Smith and the Science Team**

### **Year 7: Google Class Code: 7jtmzom**

There is a Seneca group for you with an assignment to help you out with the revision the Class code is g33avgpbnc

You can use the Seneca link below (if you have not logged in before you can use any of your emails to set it up) <https://app.senecalearning.com/dashboard/join-class/g33avgpbnc>

There is also BBC Bitesize link for you. <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>  
We have also added links to some useful 'YouTube' clips.

### **Year 8: Google Class Code: kfft7lf**

To help you out as you go into Year 9 there are a number of materials and 'YouTube' videos to help you recap the Year 7 and 8 material.

There is a Seneca group for you with an assignment to help you out with the revision the Class code is xh9xbi98u6

You can use the Seneca link:

<https://app.senecalearning.com/dashboard/class/xh9xbi98u6/assignments>

There is also BBC Bitesize link for you. <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

### **Year 9: Google Classroom Code: envbozv**

To help the Year 9s there are two assignments on Google Classrooms. One set up for the combined Scientists and one for the Triple Science Students.

These sites include the following: 'Seneca Learning', 'GCSEPods', 'BBC Bitesize' and 'Kerboodle'. There is also a Science lesson from BBC Bitesize, Oaks Academy available everyday. I've also added links to a couple of different 'Youtube' revision clips that students have used in the past, 'primrosekitten' and 'freesciencelessons'. Lastly I've added links to AQA Combined Science (Trilogy) past papers you can have a go at. The mark schemes are also available.

Seneca Class codes:

- 9A: k6xputfn5v
- 9m1: ebv948ngdl
- 9m2: odbepcl5hr

### Year 10: Google Classroom Code: xhae7ie

To help the Year 10's there are two assignments on google classrooms. One set up for the combined Scientists and one for the Triple Science Students.

These sites include the following: 'Seneca Learning', 'GCSEPods', 'BBCBitesize' and 'Kerboodle'. There is also a Science lesson from BBC Bitesize, Oaks Academy available everyday. I've also added links to a couple of different 'Youtube' revision clips that students have used in the past, 'primrosekitten' and 'freesciencelessons'. Lastly I've added links to AQA Combined Science (Trilogy) past papers you can have a go at. The mark schemes are also available.

Seneca Class Codes:

- 10Triple: axkq2fsyyw
- 10A: 76llhiy8bg

## SET Science 2020-21: Saxmundham

Scheme of Work map for all year groups

Scheme of  
Work Map

See also the Science Department Curriculum Long Term Plan for detailed dates of assessment points and each topic by class.

| YEAR      | MICHAELMAS TERM   |  | LENT TERM   |  | TRINITY TERM   |   |
|-----------|---|--|---|--|--|---|
| <b>11</b> | Reproduction, Variation, Genetics & Evolution (B12-14)<br>Chemical Analysis (C8), Using Resources (C10) | Forces & Motion (P8-10)<br><b>Mocks (Paper 1)</b><br>Control and Homeostasis (B10&B11) | Waves, the EM Spectrum & Magnetism (P11-13)                   | Rates of Chemical Reactions (C6), Organic Chemistry (C7),<br><b>Mocks (Papers 1 &amp; 2)</b> | <b>Revision and GCSEs</b>  | <b>GCSEs</b>                                    |
| <b>10</b> | Bioenergetics, Health & Disease (B4-7)  | Chemical Amounts & Reactions (C4&C5)<br><b>AP1</b><br>Matter & Radioactivity (P6&P7)   | Genetics (B12)<br>Energy in Reactions (C6&C7)                 | Electricity (P4&P5)<br><b>AP2</b>  | Control and Homeostasis (B10&B11)<br><b>Year 10 Exam (Paper 1)</b>             | Forces and Motion (P8-10)                       |
| <b>9</b>  | Periodic Table (C1&C2)<br>Growth & Differentiation (B1&B2)  | Particles & Heating (P2&P6)<br><b>AP1</b><br>Organ Systems 1: Transport (B4)           | Organ Systems 2: Damage (B7,B5&B6.1)<br>Energy Resources (P3) | <b>AP2</b><br>Matter & Energy (C1.2, conservation of mass, balancing equations, C7)          | Longitudinal & Transverse Waves (P11)<br>Extracting metals (C5.1-3) <b>AP3</b> | Competition & Adaptation (B15)                  |
| <b>8</b>  | Organisms 2 (B8.3&B8.4)<br>Forces 2 (P1.3&P1.4)   | Matter 2 (C5.3&C5.4)<br><b>AP1</b><br>Waves 2 (P4.3&P4.4)                              | Genes 2 (B10.3&B10.4)<br>Energy 2 (C3.3&C3.4)                 | <b>AP2</b><br>Reactions 2 (C6.3&C6.4)<br>Electromagnets 2 (P2.3&P2.4)                        | Ecosystems 2 (B9.3&B9.4)<br><b>AP3</b>   | Investigative Skills and Communication          |
| <b>7</b>  | Organisms & Cells (B8.1&B8.2)<br>Substances & Particles (C5.1, C5.2)                                    | Contact Forces (P1.1-2&P1.3)<br><b>AP1</b><br>Interdependence (B9.1)                   | Changing Substances (C6.1&C6.4)                               | <b>AP2</b><br>Energy transfers (P3.1, P3.2&P3.4)   | Reproduction (B9.2, B10.2)<br><b>AP3</b>                                       | Electrical energy (P2.1)<br>Sound (P4.1&P4.3.1) |



## **Year 10 into Year 11**

Over the course of Year 10 you have studied your 19th Century novella (A Christmas Carol or The Strange Case of Dr Jekyll and Mr Hyde) and a collection of poems from your anthology (Conflict or Relationships).

During the summer break, make time to re-read or listen to these poems and texts again. Use flashcards to help you recall key themes and quotes.

We have also looked at elements of the language exam. Make sure you are reading as much as possible – short stories, reviews, articles, letters, travel writing. Can you find reviews of the same film and compare them? Or articles on the same topic?

You can also start looking forward to Year 11 where we will continue studying our Shakespeare play (Macbeth or Romeo and Juliet) and our modern play (An Inspector Calls or Blood Brothers). You should try to research the plays, look into the context (what was happening when it was written) and get an idea of the plot for each.

## **Year 9 into 10**

Now is the time to start with some pre-learning for the GCSE courses you will be taking in English. Everyone will study the following texts: A Christmas Carol, Macbeth, An Inspector Calls and a collection of Conflict poetry.

Use this time to learn the plot and characters – you should try to read (or listen to the texts) so you feel comfortable with them.

Also use this time to read examples of short stories, newspaper articles, reviews and travel writing to prepare for the language exams.

## **Year 7 and 8**

**READ!!!!** Read as much as you can and try to make it a mixture of fiction and non-fiction. Year 7 will start Year 8 by studying Utopian and Dystopian fiction and non-fiction whilst Year 8 will begin Year 9 by delving into the Gothic.

We are all really looking forward to seeing you all in September and enjoy your Summer.

**The English Dept.**



# Maths

Throughout each year group there has been an impressive sense of strive and determination from students to progress with their Maths work during the lockdown period. Now we look ahead to the curriculum for next academic year.

If you want to look ahead and see what topics your child will be completing come September, you can find the cross-trust curriculum map on our partner school's website: <https://www.becclesschool.org.uk/our-curriculum/>

Every pupil in the school has an account for MyMaths. I would highly recommend MyMaths for students in KS3 that want to catch-up on specific topics and as a recall tool for KS4 pupils.

For KS4 pupils, problem solving is a bigger focus. To help, I recommend the MyMaths assessments and the Collins revision guides:

Foundation guide ISBN: 978-0-00-811251-6.

Higher guide ISBN: 978-0-00-811250-9.

These will also be highly useful as a revision resource for GCSE.

In addition you can access the Pearson Edexcel website where students can access past exam papers and mark schemes. Y10 will also have access to optional additional Maths work via the Google Classroom.

For those accessing Mathletics and other learning platforms, please continue to use these resources at your discretion.

Any practice and revision will be useful for next year.

Best wishes and good luck,

**Mr Creed and the Maths Team**

# MFL

Bonjour/ Hallo!

First of all I would like to say a big personal thank you to Mrs Vincent and Mrs Griffiths for all their hard work during these tricky times. A big thank you and well done also goes out to all the students who have been working hard completing their MFL tasks and to the parents and carers who have supported their children.

Below is an overview of what has been covered since remote learning started and what you can do to feel prepared for September.

Many thanks, Mrs Morton  
Bonnes vacances!

| Year 7 French – areas covered   | Year 9 French – areas covered  | Year 10 French   |
|---|--|--|
| Describing what there is or not in your town/ village   | Using three tenses to talk about an event  | Please see the separate documents that I will upload to Google Classroom. These contain all the information about what you have covered and what you need to do to prepare for September |
| Adjectives, opinions and reasons to express liking or disliking a town/ village   | Grammar revision:<br>aller, être, faire, avoir<br>Near future tense<br>Perfect tense<br>Modal verbs<br>Simple future tense |  |
| Geographical terms and prepositions   |  |  |
| Asking and giving simple directions   |  |  |
| The rooms of my house   |  |  |
| <b>To prepare for September</b>   |  |  |
| It would be good to revise the topics and grammar points covered this year  |  |  |
| Continue to use Language Gym and Quizlet  |  |  |
| Year 9: continue to use the websites and resources hyperlinked in the virtual classroom uploaded to Google Classroom  |  |  |
| Some useful websites:<br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zagdqxn">https://www.bbc.co.uk/bitesize/subjects/zagdqxn</a><br><a href="https://www.teachvid.com/resources">https://www.teachvid.com/resources</a><br><a href="https://classroom.thenational.academy/">https://classroom.thenational.academy/</a><br><a href="http://www.streetfrench.org">www.streetfrench.org</a> |  |  |

| Year 7 German – areas covered  | Year 8 German – areas covered   | Year 9 German – areas covered  |
|--|---|--|
| Rooms of the house   | Types of TV programmes<br>Activities after school                               | We have covered most of the German grammar from KS3 and we are going over the first GCSE unit, Family.   |
| Directions   | The “Time Manner Place” rule<br>Using “weil” to make subordinating conjunctions |  |
| Prepositions   | Adjective endings, food and sequencers  |  |
| Free time activities   |   |  |
| <b>To prepare for September</b>  |   |  |
| It would be good to revise the topics and grammar points covered this year – you could make cue cards or mind maps |   | Refresh using Duolingo<br>Keep all your notes to put in folders when you return to school<br>Use Seneca and BBC Bitesize<br>Some tasks will be set on Google Classroom over the summer |
| Continue to use Duolingo and BBC Bitesize  |   |  |

# Humanities

I am looking forward to the new year in humanities and welcoming you all back into your humanities lessons. Most of you have already met Mr MacRae (if only virtually) in the History Google Classrooms this term and in September Miss Burwood will also be joining us to teach humanities. Miss Coles is going to continue to teach Beliefs & Values which is now going to be called Religion & Ethics to reflect the recent curriculum changes we have made and in preparation for offering it at GCSE level in the future.

Below I have included a guide to what will be studied in the first term and some links to resources that would prepare students for these first topics.

## Geography

|                                     |   |
|-------------------------------------|---|
| Students moving into <b>Year 7</b>  | In the first term two units will be studied: "What is Geography?" and "How do rivers shape the land?"<br>Resources: Map Skills - <a href="https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1">https://www.bbc.co.uk/bitesize/guides/z6j6fg8/revision/1</a> or <a href="https://www.ordnancesurvey.co.uk/mapzone/map-skills">https://www.ordnancesurvey.co.uk/mapzone/map-skills</a>   |
| Students moving into <b>Year 8</b>  | In the first term two units will be studied: "Where is everyone going to live?" and "Why is the weather so changeable?"<br>Resources: Urban Environments - <a href="https://www.bbc.co.uk/bitesize/topics/z96vr82">https://www.bbc.co.uk/bitesize/topics/z96vr82</a> , Weather Videos - <a href="https://www.youtube.com/channel/UCylCbuzRs-B92GcI18ru6VIg">https://www.youtube.com/channel/UCylCbuzRs-B92GcI18ru6VIg</a> , Geology – watch the Birth of Britain Series by Tony Robinson on YouTube (3 episodes)                              |
| Students moving into <b>Year 9</b>  | In the first term two units will be studied: "Are we using too much water?" and "Are we using too much land?"<br>Resources: Water Issues - <a href="https://www.youtube.com/user/WaterAid">https://www.youtube.com/user/WaterAid</a> , Desertification - <a href="https://www.bbc.co.uk/bitesize/guides/z9rbb9q/revision/4">https://www.bbc.co.uk/bitesize/guides/z9rbb9q/revision/4</a>  |
| Students moving into <b>Year 10</b> | Students will begin their GCSE course looking at the topic of urbanisation and change in urban and rural areas. The work set on Google Classroom this half term has been preparing them for this (classroom code =7wxezz).<br>Resources: Cities, video clips: <a href="https://timeforgeography.co.uk/videos_list/cities/">https://timeforgeography.co.uk/videos_list/cities/</a>   |
| Students moving into <b>Year 11</b> | This term students have finished the topic of coasts through the work set in Google Classroom and over the summer some revision work will be set to consolidate this (classroom code = u6lfw5d )<br>In September students will begin the new topic of rivers and flooding.<br>Resources: River videos - <a href="https://timeforgeography.co.uk/videos_list/rivers/">https://timeforgeography.co.uk/videos_list/rivers/</a> , notes - <a href="https://www.bbc.co.uk/bitesize/topics/zncqxn">https://www.bbc.co.uk/bitesize/topics/zncqxn</a> |

## History

|  |  |
|--|--|
| <p>Students moving into <b>Year 7</b></p>  | <p>In the first term two units will be studied: “What caused the collapse of the Western Roman Empire?” and “How English was England by 1066?”</p> <p>Resources:</p> <p>Why the Romans left Britain <a href="https://www.youtube.com/watch?v=GC9_TNAB-CZA">https://www.youtube.com/watch?v=GC9_TNAB-CZA</a></p> <p>Who were the Anglo Saxons?: <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg</a></p> <p>Viking Invaders and Settlers: <a href="https://www.bbc.co.uk/teach/class-clips-video/vikings-invaders-settlers/zj9jxyc">https://www.bbc.co.uk/teach/class-clips-video/vikings-invaders-settlers/zj9jxyc</a></p> <p>Who was Alfred the Great?: <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f#:~:text=Alfred%20made%20good%20laws%20and,so%20people%20could%20read%20them.&amp;text=To%20help%20protect%20his%20kingdom,towns%20known%20as%20'burhs'">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f#:~:text=Alfred%20made%20good%20laws%20and,so%20people%20could%20read%20them.&amp;text=To%20help%20protect%20his%20kingdom,towns%20known%20as%20'burhs'</a>.</p> |
| <p>Students moving into <b>Year 8</b></p>  | <p>In the first term two units will be studied: “Why was the world expanding for England in the 16th and 17th century?” and “Why was Charles I executed by his own people?”</p> <p>Early British Empire: <a href="https://www.youtube.com/watch?v=fQktE-YKljg">https://www.youtube.com/watch?v=fQktE-YKljg</a></p> <p>Charles I, Civil War and the Restoration: <a href="https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1</a></p>  |
| <p>Students moving into <b>Year 9</b></p>  | <p>In the first term two units will be studied: “Why do empires rise and fall?” and “Was imperialism the main cause of WWI?”</p> <p>Resources: 19th Century Empires crash course: <a href="https://www.youtube.com/watch?v=alJaltUmrGo">https://www.youtube.com/watch?v=alJaltUmrGo</a></p> <p>Causes of WWI: <a href="https://www.youtube.com/watch?v=XRcg_t2oJkc">https://www.youtube.com/watch?v=XRcg_t2oJkc</a></p> <p>Horrible Histories WWI Causes Rap Battle: <a href="https://www.youtube.com/watch?v=kCEUZ4rFiac">https://www.youtube.com/watch?v=kCEUZ4rFiac</a></p>   |
| <p>Students moving into <b>Year 10</b></p> | <p>Students will begin their GCSE course by studying the unit “Weimar and Nazi Germany 1918-39”.</p> <p>Work that students have completed this half term in Google Classroom has been preparing them for this (classroom code =c5j22hv). Over the summer they could however in addition look at the following.</p> <p>Resources:</p> <p>The German Reich: <a href="https://classroom.thenational.academy/lessons/the-german-reich-1871-1918">https://classroom.thenational.academy/lessons/the-german-reich-1871-1918</a></p> <p>Why did Germany Surrender in 1918: <a href="https://classroom.thenational.academy/lessons/why-did-germany-surrender-in-1918">https://classroom.thenational.academy/lessons/why-did-germany-surrender-in-1918</a></p> <p>The German Revolution : <a href="https://classroom.thenational.academy/lessons/the-german-revolution-1918-1919">https://classroom.thenational.academy/lessons/the-german-revolution-1918-1919</a></p> <p>Hitler: The Rise of Evil (Drama) <a href="https://www.youtube.com/watch?v=yMVy-8_98l-o">https://www.youtube.com/watch?v=yMVy-8_98l-o</a></p>   |

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| <p>Students moving into <b>Year 11</b></p> | <p>This term students have finished the topic of “Superpower relations and the Cold War 1941-91” through the work set in Google Classroom and over the summer some work to recap the first unit they studied on “Weimar and Nazi Germany 1918-39” will be set (classroom code =olhmyrt )<br/>         In September students will begin the new topic of “Medicine in Britain c1250-present”.</p> <p>Resources:<br/> <a href="https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/1</a><br/> <a href="https://www.youtube.com/watch?v=nVJV8iEAm88">https://www.youtube.com/watch?v=nVJV8iEAm88</a></p> |
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## Religion & Ethics

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| <p>Students moving into <b>Year 7</b></p> | <p>In the first term two units will be studied: “What are the qualities of a God?” and “What are the theories of creation?”</p> <p>Resources: God – <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-0-is-for-omnis-power-of-god/zjgv47h">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-0-is-for-omnis-power-of-god/zjgv47h</a><br/>         Creation - <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382</a></p> |
| <p>Students moving into <b>Year 8</b></p> | <p>In the first term two units will be studied: “Why do we suffer?” and “How does Buddhism help people who are suffering?”</p> <p>Resources: Suffering – <a href="https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6">https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6</a>, Buddhism - <a href="https://www.bbc.co.uk/bitesize/topics/znkxpv4">https://www.bbc.co.uk/bitesize/topics/znkxpv4</a></p>  |
| <p>Students moving into <b>Year 9</b></p> | <p>In the first term two units will be studied: “Why should humans care for the earth?” and “Why are there differing views on Abortion?”</p> <p>Resources: Looking after Earth - <a href="https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z729vk7">https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z729vk7</a></p>  |

# DESIGN AND TECHNOLOGY

## Year 7 - Research Project

This research is to be completed during the summer holiday and to be either brought to your first Design and Technology lesson in September or uploaded to Google Classroom.

The first project you will complete in September, will be the 'Steady Hand Game' project. The steady hand game involves trying to get a metal wand from one side of a wavy wire to the other, without the two touching. The game works because it is made from an incomplete electrical circuit.



I would like you to research existing steady hand games. This will involve finding images on the internet or drawing three existing steady hand games. I would like you to analyse these products in detail by describing the colour, shape, theme, size and materials used.

You could also consider which theme you may use, when making your steady hand game.

## Year 8 - Research Project

This research is to be completed during the summer holiday and to be either brought to your first Design and Technology lesson in September or uploaded to Google Classroom.

The first project you will complete in September, will be the 'Bottle Opener' project. This bottle opener will be manufactured from metal and have an ergonomically designed wooden handle.



I would like you to research existing metal bottle openers. This will involve finding images on the internet or drawing three existing bottle openers. I would like you to analyse these products in detail by describing the colour, shape, theme, size and materials used.

## Year 9 Research Project - Pupils taking Design and Technology in year 10

The first project you will complete in September, will be the 'The Chair Project'.

I would like you to research three different themes. They could be areas that you are interested in or just random themes, such as; Nature, Space, Animals, the Ocean, Family...the list is endless. I would like you to include; images, drawings and key words in the form of a mood board. At this stage I don't want you to consider 'chairs', I just want you to research your three selected themes.



Over the summer holidays, I will be live every Wednesday between 12.00 - 12.30pm via Google Classroom, should any of you want to join me. This is a good time to catch up and ask any questions. I will also be checking emails so please feel free to get in touch, should you need any guidance over the summer.



# DESIGN AND TECHNOLOGY

## Year 9 Research Project - Pupils taking 3D Art and Design in year 10

The first project you will complete in September, will be the 'The Letter Project'.

I would like you to research three different designers. They could specialise in fashion, furniture, architecture, graphics or even photography, it is completely up to you. It would be a good idea to select designers from different backgrounds, to gain a better understanding of multiple areas of design. I would like you to research the designers including; a brief description of their life, images of their most famous work including detailed analysis and I would like you to attempt to recreate some of their work.



Over the summer holidays, I will be live every Wednesday between 12.00 - 12.30pm via Google Classroom, should any of you want to join me. This is a good time to catch up and ask any questions. I will also be checking emails so please feel free to get in touch, should you need any guidance over the summer.

## Year 10 – 3D Art and Design Pupils

The first project you will complete in September, will be the 'The Paper Project'. You have already completed some origami which should have given you a better understanding of how paper can be constructed.

I would like you to research the following designers; Tess Wakeling, Hannah Kokoschka and Lia Griffiths. Your research should include a brief description of their life, images of their most famous work with detailed analysis and I would like you to attempt to recreate some of their work. This project will be included as part of your GCSE so it needs to be of a high standard. You should be aiming for 3 pages at least for each designer. If you need any paper or equipment to complete this project, please let me know.

I will be live every Wednesday between 1.00 - 1.30pm via Google Classroom, should any of you want to join me. This is a good time to catch up and ask any questions. I will also be checking emails so please feel free to get in touch, should you need any guidance over the summer.

## Year 10 – Design and Technology Pupils

You are to continue with your coursework over the summer holiday. I will post the relevant work each Monday and I will be live every Wednesday between 12.30 - 1.00pm via Google Classroom, should any of you want to join me. This is a good time to catch up and ask any questions. I will also be checking emails so please feel free to get in touch, should you need any guidance over the summer.

If you would like to complete extra work over the summer period, you could continue to work through your DT Revision and Practice book.

***Wishing you all a lovely summer holiday. The restrictions are slowly being lifted which means you will be able to go out more and enjoy yourself. I look forward to seeing you all in September.***





### **Year 6 – soon to be Year 7**

This research is to be completed during the summer holiday and brought to your first Music lesson in September or emailed to [tkirk@seckfordeducation.org.uk](mailto:tkirk@seckfordeducation.org.uk)

The first project you will complete in September is about learning to play the keyboard, using folk music as our first topic.

I would like you to research British folk music. This will involve listening to a wide variety of folk music using YouTube. You could also research the history of British folk music – it's a huge and exciting topic! To get started, I would recommend listening to these musicians and bands:

Leveret; Ninebarrow; Cara Dillon; The Young'Uns; Eliza Carthy; Bellowhead; Spiro.

You could write a review of a song from each one. What timbres (different sounds and instruments) do they use? What is their music about? How are the pieces structured? What do you like or dislike about each one? Do they have anything in common? Which 3 songs or pieces are the best and why?

You could also learn the layout of the keyboard and how to find middle C.

### **Year 7 – soon to be Year 8**

This research is to be completed during the summer holiday and to be either brought to your first Music lesson in September or uploaded to Google Classroom.

The first project you will complete in September is 'Feeling Blue' and is based around the study of Jazz and The Blues. You will learn what makes 'The Blues' blue, how to play the blues and compose your own Blues.

I would like you to research The Blues. This will involve finding examples of the Blues on Youtube and listening to as wide a variety of Blues as you can. I would like you to analyse The Blues in detail by describing the timbre, tempo, texture, structure and mood of each piece you hear. A few recommendations to get you started: have a listen to music by Ella Fitzgerald, Muddy Waters, Etta James, B.B. King, Nina Simone, Stevie Ray Vaughan, Susan Tedeschi, Eric Clapton.

You can also find out about the history of the Blues and think about what topic you would like to write about for your own Blues.



### **Year 8 – soon to be Year 9**

This research is to be completed during the summer holiday and to be either brought to your first Music lesson in September or uploaded to Google Classroom. The first project you will study in September is about how you can build a whole piece of music around a repeating bass line, called a Ground Bass and then compose your own Ground Bass piece.

I would like you to research Ground Bass. This will involve listening to examples and thinking about how the composer keeps the piece interesting even though the same bass line is repeated over and over. You could also research the history of Ground Bass. Here are some examples of pieces with Ground Bass – but I'd like you to find more! Music for a While by Purcell, One Last Time by Ariana Grande, Canon in D by Pachelbel, With or Without You by U2, Ground Bass by Francesco Tristano.

### **Year 9 Who are taking GCSE Music in Year 10:**

This research is to be completed during the summer holiday and to be either brought to your first Music lesson in September or uploaded to Google Classroom. The first GCSE piece we'll study in September is by J.S. Bach and is a movement from one of his Brandenburg Concertos.

I'd like you to research the Brandenburg Concertos and listen to all of them over the summer. What have they got in common? How are they different from one another? Analyse the timbres, textures, structures and moods. You could also study the life of Bach and gain a general overview of the Baroque Period in music history.

### **Year 10 GCSE Music soon to be Year 11:**

This research is to be completed during the summer holiday and to be either brought to your first Music lesson in September or uploaded to Google Classroom. The first set work we will study in September is 'Killer Queen' by Queen. I'd like you to research the music of Queen, focusing particularly on texture, structure and their use of music technology. You could also find out about the history of the group from their inception to the present day. It would also be extremely useful for you to learn to sing or play 'Killer Queen' on your voice or instrument. An extension challenge would be to consider the harmony and tonality of Killer Queen. Remember that there is a wealth of information contained on the Revision Clips listed in the document in our Google Classroom too.