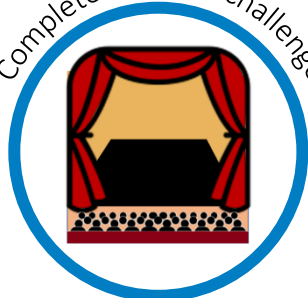


Year 8 into 9 Summer Challenges



Complete a Drama challenge



Hand write a letter to someone special and post it



Grow something you can eat



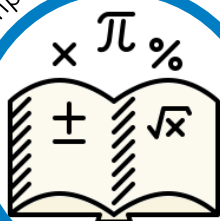
Complete an Art challenge



Learn a poem by heart



Complete a Maths challenge



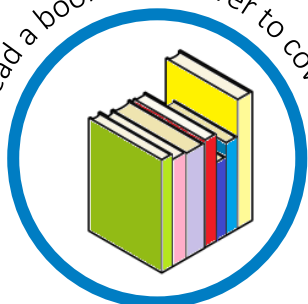
Complete an English challenge



Complete a Technology challenge



Read a book from cover to cover



Complete a Geography challenge



Complete a Dance challenge



Complete a Music challenge



Complete a Spanish challenge



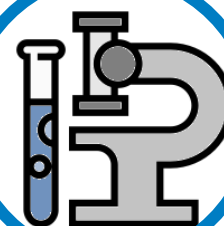
Complete a History challenge



Talk to a relative about family history



Complete a Science challenge



Swindon Academy
The best in everyone™
Part of United Learning



BINGO



Read a book with a movie adaptation	Read an audiobook	Read a book that someone gave you	Read a book published this year	Book that you can finish in one day
Read wearing sunglasses	Read in bed	Read in a fort	Read while eating	Read in pajamas
Read a book that makes you laugh	Read a book with more than 12 chapters	Read a book with a female heroine	Read a book set in a different country	Read a book by a favorite author
Read to a parent	Read outside	Read with a flashlight or headlamp	Read for 1 hour	Read under a tree
Read a book in a series	Read 30 minutes	Read a book by an author you've never read	Read a nonfiction book	Read an award winning book

Imagination Soup



English Summer Prep

1. Revise the keywords below from year 8 and make flashcards for each one:

enlighten	To provide someone with information and understanding
deduction	The process of reaching a decision by looking at the facts that are known
introspective	Examination of and attention to your own ideas, thoughts, and feelings.
foreshadowing	hints at what will happen later
scandal	A scandal is something that shocks people because they think it is morally wrong.
tenacity	To be very determined.
era	A period in history - for example: the Victorian era.
zealous	spend a lot of time and energy supporting something you believe in
enigmatic	mysterious or difficult to understand
pensive	deep thought
acumen	ability to make quick, apt decisions
obstinate	being stubborn
colonialism	Colonialism is when one country establishes itself in another country.
tempest	a powerful and violent storm
usurp	To take a position of power through force.
treason	a crime that harms your country or government
callous	when someone is cruel and does not care about other people.
pathos	a situation that makes us feel sympathy or sorrow.
nurture	to encourage or support the development of someone or something.
exploitation	The action of treating someone unfairly in order to benefit from them.
pathetic fallacy	weather reflects the mood of the characters
dual nature	having two sides
power	control over people or events
commandment	a strict rule that must be obeyed
declarative	statement
imperative	command
exclamatory	an emotional statement
interrogative	a question
dystopia	an imagined society where there is great suffering or injustice
utopia	an imagined place in which everything is perfect
hierarchy	a system of organising people into different levels of importance
allegory	a story with two meanings- it has a literal meaning, which is what actually happens in the story. But it also has a deeper meaning. The deeper meaning is often a moral. It teaches you a lesson about life.
tyrant	someone who has total power and uses it in a cruel and unfair way
rebellion	a situation where people fight against those who are in charge of them
propaganda	information that is meant to make people think a certain way. The information may not be true
treacherous	someone who is dishonest and untrustworthy

Summer holiday prep 1,2,3

English year 8 into 9



2. Book challenge

Read 2 books and write a short review for each of them. You can present this in any way you would like.

3. Research the Elizabethan era find facts about the context of 'Romeo and Juliet'

Elizabethan era and Shakespeare.

Include:

- Facts about Shakespeare.
- Information about the play Romeo and Juliet.
- Information about sonnets. What are they? What are the most famous sonnets?



Maths Summer Prep

In order to be best prepared for your studies in term one next year, the Mathematics department have set the following tasks for you to complete for E-Praise points.

The more of these tasks you complete in the summer, the better prepared you will be for Term 1 and therefore any examinations in Term 2.

CLICK THE QUIZ LINK – answer sheets are provided

Year 8

[illegible]

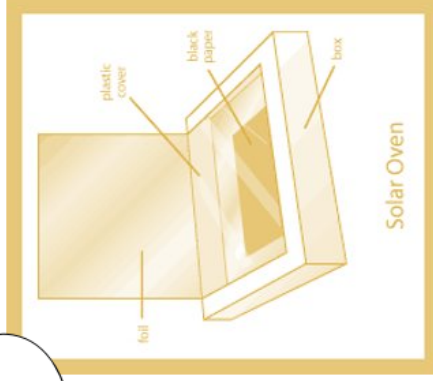
Science Summer Prep



Your Summer challenge ... Make a Solar Oven

Nothing beats home cooking! It's your restaurant and you're the chef. Get creative with the menu. In fact, get creative with the oven. Make your own solar oven to prepare 'exquisite' meals for your guests.

S'mores....
Biscuit topped with chocolate and a marshmallow. Put in solar oven, turn to the sun and wait Then eat Mmmmm



Make it...

- You'll need:
- a box with a lid, e.g. a pizza box
 - black paper
 - aluminium foil
 - Cling film
 - glue
 - transparent tape
 - scissors
 - ruler
 - Felt pen
 - straw



1. Draw a square on the lid of the box and cut along three sides of it.
2. Fold back along the uncut side to form a flap that opens and shuts.
3. Line the inside of the flap with aluminium foil, smoothed over and glued into place.
4. Cut a piece of plastic to fit very tightly over the hole you created in the lid of the box by forming the flap.
5. Use enough cling film to overlap the underside of the flap. Seal the cling film by taping it to the underside of the flap. (This has to be tightly sealed to make sure that no air can escape from the oven.)
6. Line the bottom of the box with foil, and glue it into place. Again, take care to smooth out all wrinkles. Cut out a piece of black paper to fit on the bottom and tape it in place.
7. Close the lid (including the plastic window) and prop the flap open, facing the sun.
8. Move the box around to get the maximum amount of sun into your oven.
9. Try cooking something like s'mores



Geography Summer Prep

Year 9 – Unit 1 – Life in an Emerging Economy

1 – What are the characteristics of a Newly Emerging Economy?

The growth of Newly Emerging Economies

Newly Emerging Economies (NEEs) are countries which have only recently experienced economic growth and there are approximately 80 countries which belong loosely to this category. They correspond with the World Bank's 'middle-income' group of countries. The number of NEEs has increased rapidly in recent decades: this is linked with the spread of globalisation. Globalisation is the increased connectivity of countries around the world, through businesses and trade. A good example of globalisation is the trade of foods such as coffee and avocados. These cannot be grown in many countries and so through trade and global relationships it is possible to 'connect' different countries and cultures.

Newly Emerging Economies are often countries with a large landmass and often a large coastal area. Examples are Brazil, Russia, India and China (BRIC countries). These countries began developing 15-20 years ago and are now considered some of the wealthiest in the world, as well as being incredibly influential and important to global trade. More recently other countries have begun to emerge rapidly. For example, Mexico, India, Nigeria and Turkey (MINT countries). These countries have a large population made up of young people who are economically active.

In Newly Emerging Economies, transport infrastructure is improving rapidly, and they are attracting investment from the world's largest companies. NEEs are home to a growing "middle class" of consumers who earn US\$10 a day or more and who may expect to live to the age of 65-75.

Industrialisation and employment structure

Industrialisation is the growth of factories or industry in an area. The UK went through its industrial revolution over 200 years ago thanks to the discovery of coal and the mechanisation of farming. Many countries, such as the BRIC and MINT nations have only recently industrialised. Industrialisation occurs mainly in or near cities, which have infrastructure such as air, rail, and water transportation, and a supply of labour. This growth in turn draws more people to cities in search of work which then leads to rapid urbanisation.

Industrialisation in emerging economies often involves "heavy industries"—industries that transform raw material into products such as steel, paper, and chemicals. Once these products are manufactured, they can be exported to other countries which will lead to a rapid increase in GDP. As a result of these changes, many people will no longer work in the primary sector and will instead work in the secondary industry. In contrast, with time, developed countries such as the United States have shifted more of their economic base to service (tertiary) sector functions including education, entertainment, defence, finance, communications, and information technology. NEEs may also halt their primary industry due to it being cheaper to source raw materials from abroad and import them. This means they can focus on economic growth within the secondary and even tertiary industry.

Answer the following questions based on the reading:

1. What is the difference between a NEE and a HIC?
2. Why has the number of NEEs increased in the past few decades?
3. Define the term 'globalisation'.
4. Why do you think the growth of technology has increased the rate of globalisation?
5. Why do you think NEEs benefit from globalisation?
6. Why do you think having a large coastal area aids development in many NEEs?
7. Explain why a young population can lead to economic growth.
8. Why do you think the 'middle class' is growing in NEEs?

Rural to urban migration

In many LICs, the main source of income is farming. In many cases this may be subsistence farming, which is where individual families have small farms to feed themselves. They may trade with other farmers in the area; however, this does not often contribute to a country's economy. As technology has increased, farming has become more mechanised and therefore farms have become much larger. As a result of this mechanisation, less farmers are needed, and these people must seek employment in the secondary industry. This leads to rapid rural to urban migration and can lead to over crowding in cities. Links between employment opportunities and rural-urban migration at national scale have been reported in countries such as China, Senegal, Bangladesh and India. For example, both skilled and non skilled labour tend to migrate from rural regions of China to its cities on the coast. It is important to remember that although there may be more jobs in cities in comparison to rural areas, a rapidly increasing population can result in lower employment opportunities than expected. Often rural migrants are driven by their expectation of improved employment or earnings, along with a desire to urbanise and join modern life. These people may end up with low standards of living if cities are not equipped to deal with mass inward migration.

Employment is not the only pull factor attracting people into the cities. Often if friends and family have moved away into urban areas, others will follow. Other pull factors include improved education and healthcare. More often than not however it is not the pull factors which attract people in, but the push factors that are causing people to leave their rural homes. This is often unemployment (as a result of the mechanisation of farming) but it can also be related to drought or famine.

9. Explain how important industrialisation is to the growth of NEEs.
10. Explain why industrialisation primarily occurs in cities.
11. What do you think is meant by 'heavy industry'?
12. Outline how employment structure changes in Newly Emerging Economies.
13. Explain what is meant by the mechanisation of farming.
14. Give 1 other reason for a shift from primary to secondary industries.
15. Define the term 'subsistence' farming.
16. Explain 2 causes of rural-urban migration.

History Y8 to Y9 Summer Prep

Task 1:

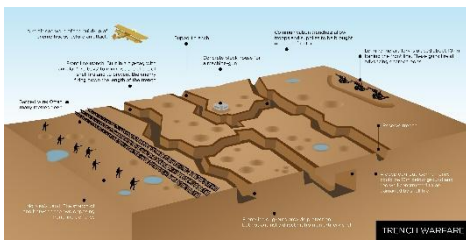
WWI - focus on medics during the war. Research the role of the following during WWI:

- Stretcher bearers
- Medical officers
- FANY
- Nurses
- Army chaplains

Be sure to research their role during the war, where they worked, how they helped the injured soldiers. and then make a judgment about which group had the most significant role in helping the wounded.

Task 2:

Research the trench system and then make your own version of it complete with the three systems of trenches, barbed wire, dugouts, sandbags, artillery, duckboards. Can be a drawing or a model. Be very creative!!



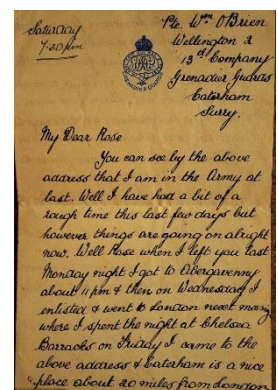
Task 3:

Write a letter home from the western front - imagine that you are a soldier on the Western Front and are writing a letter home to your parents telling them about the conditions in the

trenches and what it is like to be fighting against the German army - this will need you to complete research on what conditions were like for soldiers.

Extra epraise points for the letters that are tea stained to look like a WWI letter!

Enjoy being creative!



€ Dessert - the enjoyable bit that you can get creative with

- € Create your own Tudor crossword or word search, which should be full of Tudor vocabulary.
- € Create a hand drawn coloured and illustrated family tree of the Tudor dynasty - copied and pasted from the internet will not be accepted.
- € Produce a poster of information about Henry VII and the Battle of Bosworth. This needs to be done either on a plain piece of paper or using Word/Publisher. This should be colourful and creative (plenty of gore) - but should must not just be copied and pasted.
- € Create a poster about visiting the Tower of London. Include ticket prices and things you can see and do.
- € Create a visitors leaflet about Tudor heritage sites that tourists can visit all across Britain.

Your project will be marked on:



Presentation



Effort



Content

All three of these things need to be of the highest quality!

Summer Holiday Project: RE



As you know, many people around the world are moved to religion because they feel a deep gratitude for life and they want to express this feeling by thanking the thing (God) that they believe to be their reason for existence. You will also know, many people believe that there is a God who is loving and merciful and will be there for them in their times of need, and that it will all be alright in Heaven.

Your task this holiday is to make an entry into 7 days of the attached diary calendar. In your entry you will write one thing that you have been thankful for that day. It may be from your own life, inspired by something that has happened your community, or national or global news. You must also add 7 entries in your diary calendar about one thing day that you are sorry for, or want solved or sorted out that has troubled you that day.



For example, today in my diary entry, I would write; Thankful for the beautiful smell of fresh grass. I wish the lonely child I saw earlier can enjoy a happy evening later with their family.

It may help you to stick the calendar on your wall at home to remind you to make an entry.



Spanish summer project Year 8

You must do BOTH Part 1 and Part 2 - You need to spend a minimum of 1 hour on the project

Part 1

Use the internet on your phone or on a computer, a book, travel brochure or ask a friend or family member to:

Research about a holiday destination in Spain of your choice

You will need to write at least 10 lines of hand written notes about what you have found out about your chosen holiday destination from above in ENGLISH

Part 2

Using your research or notes, imagine that you visited your chosen holiday destination in Spain over the summer. You need to create a postcard in SPANISH about a visit to this place. Use the vocab, verbs and structures below, as well as what you know already to help you. Write in between 6-10 lines.

Useful dictionary: www.wordreference.com - DO NOT USE GOOGLE TRANSLATE! WE CAN VERY EASILY TELL

key verbs		adjectives	
acabo de volver de	I've just come back from	fenomenal/famoso	great/famous
visité / visitamos	I visited / we visited	genial	great
fui a / fuimos a	I went to / we went to	bueno/malo	good/bad
comí / comimos	I ate / we ate	asombroso	amazing
bebí / bebimos	I drank / we drank	caliente/frio	hot/cold
salí / salimos	I went out/ we went out	impresionante/bonito/hermoso/precioso	impressive/beautiful
ví/vimos	I/we saw	aburrido/oso/molesto/aqueroso	boring/dull/annoying/disgusting
se puede	you can	me gustó/me gustaron	I liked (sing/plural)
hacer	do	odié	I hated
hice/hicimos	I did/we did	me encantó/encantaron	I loved (sing/plural)
está	is located		
Key vocab			
El centro de la ciudad	The town centre	La playa	The beach
Las afueras	The outskirts		
el pueblo	the town	los edificios	the buildings
el estadio	the stadium	los museos	the museums
los desfiles	the parades/processions	los fuegos artificiales	the fireworks
El hotel	the hotel	La gente	the people
las tiendas	the shops	Los trenes y autobuses	Trains and buses
cerca/lejos	near/far	La discoteca	The disco
		El supermercado	The supermarket
<u>es/son</u>	<u>is/are</u>	<u>fue/fueron</u>	<u>was/were</u>

Product Design Summer



Date:

Name:



Info:

Bauhaus 1919-1933

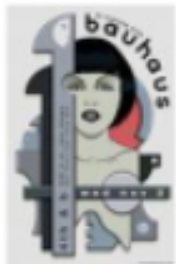
Bauhaus was a German art movement which combined crafts and fine art. Bauhaus school was founded by an architect Walter Gropius and was designed as a total art school, covering all the areas of creativity and design. Like other art movements that grew out of the state of flux in Europe between the two world wars, Bauhaus focused on simple lines and purity of shape and form.

Bauhaus



Task:

Produce a chair design in the style of Bauhaus, use the images on the left hand side as inspiration for your design work. Remember to annotate your design idea.



Bauhaus

Tools and equipment needed for this task..



Effort mark out of 10.

Food Technology Summer

KS3 cooking and nutrition- summer term



Complete two of the tasks each week.

Cooking tasks can be done as many times as you like

Please email me any completed work – if handwritten, take a pic and attach it as an email. I love to see how well you are doing and I can add reward points to the school system.

Food safety	Cooking skills	Eatwell Guide
Watch this you tube clip – make a poster listing the bullet points of key info https://www.youtube.com/watch?v=pLJ703rOTq4	- cook a meal. <u>List</u> skills used to make the meal. <u>List</u> the equipment used to make the meal. <u>Photograph it and send me an image if you can</u>	- List the 5 food group and name 8 foods that belong in each section - Draw out the eatwell guide from memory - Write a sentence explaining why and how it helps people to eat healthily – this should be in detail and about 5 lines long at least.

<u>Evaluate a meal</u> Describe one of the meals you have eaten today. • What it looked like. • What it tasted like. • What the texture in your mouth was like. • What it smelled like. Try to explain how you could change the meal to <u>suit</u> : 1) A toddler 2) A vegetarian 3) Someone on a slimming diet	<u>Nutrition – fact finder task</u> List the 5 main nutrients with foods Explain why our body needs each nutrient List foods that are good sources for each nutrient. Present this work on an easy to read document – hand written or typed. Use the website (below) to help https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/energy-and-nutrients/	<u>Food safety</u> Make a poster informing primary school pupils about how we should be safe in the food room. It needs to be easy to read, colourful and clear. Include – use of sharp equipment, washing up process, how to behave in the food room
https://www.foodafactoflife.org.uk/remote-learning/useful-resources-for-learning/ Use this link to browse recipes – make something that appeals to you	<u>Online quizzes</u> https://www.foodafactoflife.org.uk/11-14-years/quizzes/multiple-choice-individual-quizzes/	Go to this online link – complete as many of the quizzes as you like. Please keep a record of the quiz title and your score.



Year 8 textiles/ graphics

Summer holiday homework project

TASK : Produce a research page on the history of graffiti.

Use the following as starting points if needed:

What does the word graffiti mean?

How was it used in ancient times (Egyptian, Roman)

What are the links of graffiti with the Hip Hop movement

What is the difference between a *tag*, a *throw up* and a *piece*

Why was graffiti invented?

What materials are used for modern graffiti?

Include images and examples of graffiti

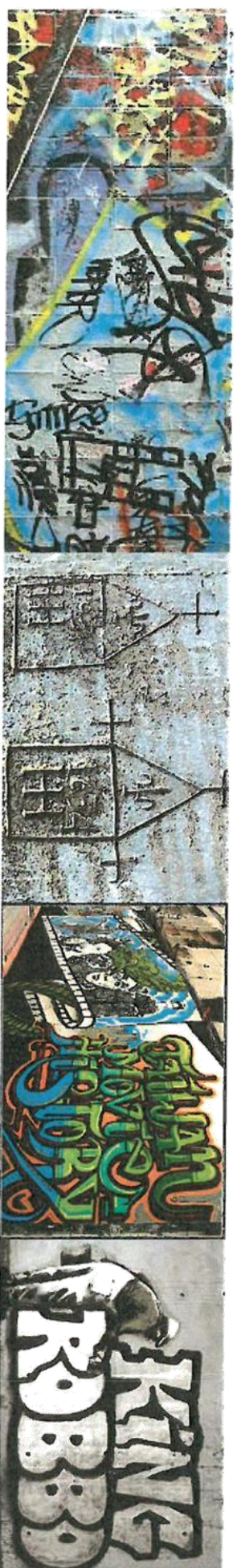
Who are some modern day graffiti artists? Find out about them

Extension task 1:

Create a design for your own graffiti tag. Decorate using any materials of your choice.

Extension task 2:

Take photographs of graffiti in your local area



You can work electronically or by hand
You will be marked on the presentation of
your work as well as the content

Performing Arts Summer



YEAR 8 SUMMER HOLIDAY PROJECT – PERFORMING ARTS



Task: Watch any dance performance on YouTube and any non-animated movie and write a review of the performances.

Follow the structure below to help support you, it will need to be put together in an essay style format or like a magazine review article you see of shows in newspapers. It can be handwritten or typed and can include images to support your information.

Writing frame

Dance review

1. What is the dance you are reviewing? Who is the company? How many dancers are there? What is their gender?
2. Where are they performing? What type of stage is it? What style is the performance? Contemporary/commercial dance? A mix?
3. Is the performance powerful? If so why?
4. Can you describe a motif (a short phrase of the piece)? Imagine you were trying to tell a non-dancer what this looked like.
5. Did you enjoy the performance? What were the strength and weakness?

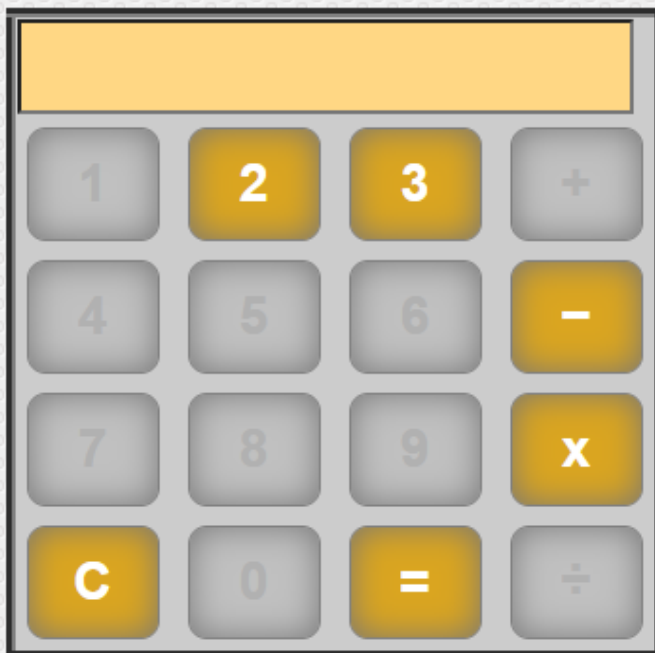
Movie review

1. What is the Movie you are reviewing? Who is the production company? How many actors are there? What is their gender?
2. Where are they performing? What type of setting is it? What genre is the movie? Sci-fi, rom-com, drama etc?
3. Is the performance powerful? If so why?
4. Can you describe a scene of the movie? Imagine you were trying to tell someone who had never seen the movie.
5. Did you enjoy the performance? What were the strength and weakness?

Maths Summer Prep

BROKEN CALCULATOR

Use the keys on this broken calculator to make the totals from one to ten. Five has already been done as an example.



1 =
2 =
3 =
4 =
5 = 33 - 22 - 3 - 3
6 =
7 =
8 =
9 =
10 =

Submit your answers on E-Praise to Mr Roche, any correct answers will come with a reward.

Can you come up with a systematic way to find the answer to this tricky Maths Problem.

Rio Carnival

What is it?

The Brazilian Carnival is an annual celebration held forty days before Easter (marking the start of Lent), in Brazil. The Brazilian Carnival is known in Brazil simply as *carnaval*.

The best-known Brazilian Carnival celebration takes place in Rio de Janeiro, with its samba schools, blocos and bandas occupying entire neighbourhoods.

In the late 19th Century, the cordões (literally laces in Portuguese) were introduced in Rio de Janeiro, which consisted of groups of people who would walk on the streets playing music and dancing. The cordões were ancestors of the modern samba schools.

In Salvador and other cities of the Northeastern Region, there is another form of the Brazilian Carnival: the Trio Elétrico. A trio elétrico is an adapted truck, with giant speakers and a platform where musicians play songs of local genres such as Axé music and Maracatu (in Recife).

During the Carnival, a fat man is elected to represent the role of Rei Momo, the "king" of Carnival, whose rule is one of fun instead of that of everyday authorities. The tradition of the king probably originates with the tradition of the king and queen of maracatu which in turn has its origins in the days of slavery in the northeast where some slaves who were leaders were given a greater level of responsibility.

Samba music

Brazilian *samba* music emerged in the 19th century as part of pre-Lenten Carnival festivities in Rio de Janeiro. During the 1920s *samba* groups were organized into "schools" that would compete against one another during Carnival for prizes. *Samba*, which also refers to an accompanying dance form, is of African descent with its percussion-dominated rhythms being traced to religious possession dances. The various drums, or *bateria*, are considered powerful instruments with supernatural connections to pagan gods.

Samba music has a tempo of about 100 beats per minute

Since its beginnings, samba has developed in several directions, from the gentle samba-canção to the drum orchestras which make the soundtrack of carnival parade. One of these new styles was the bossa nova, made by middle class white people. It got increasingly popular over time, with the works of João Gilberto and Antonio Carlos Jobim.

Unfortunately, until recently in Brazil if a "white" person dedicate himself to the samba art form, he is considered an intellectual, or eccentric, but if an African descendent does the same, he is seeing like somebody who does not want to get a job, or something in that level.

Nowadays, samba is still one of the most popular musical genres in Brazil.

Challenge 1

Complete the following questions using full sentences

1. When is the carnival held?
2. Where is the most famous Brazilian carnival?
3. What were the ancestors of samba schools called?
4. What is a trio elétrico?
5. What is the purpose of the "Fat Man"?
6. What are the origins of the king and queen of maracatu?
7. When did Brazilian samba emerge?
8. What are samba groups called?
9. What is the Portuguese word for drums?
10. Why are drums considered powerful instruments?
11. Who invented the Bossa Nova?
12. What race issues surrounded samba musicians until recently?

Challenge 2

Write a newspaper article about Samba for a magazine aimed at teenagers.

You should:

- Think of a headline i.e. "Samba – Past to Present"
- Present it in an appropriate style – i.e. a bold headline, and maybe written in columns.
- Concentrate on good spelling, punctuation and grammar.
- Make the information interesting (more interesting than it is presented on this worksheet!) and relevant to teenagers
- Use information you have found in the sheet and your answers as source material to write about.
- Present it neatly – to the best of your ability
- Add pictures

Challenge 3

Design a float for a carnival.

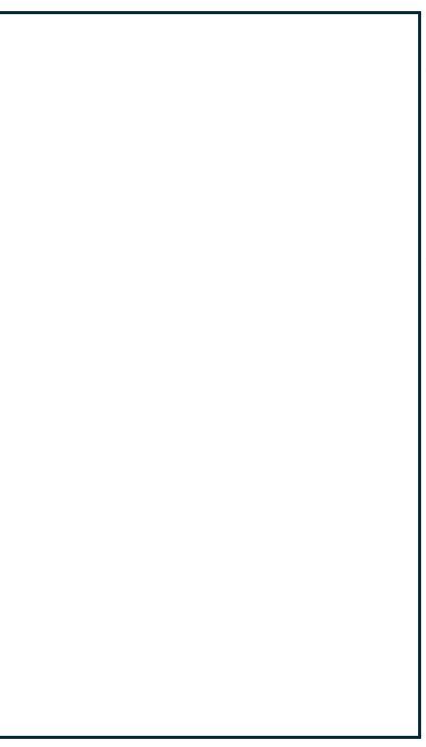
- You will need to draw and label your float. Here is a picture of a "candy" float to give you some ideas.
- Your float should reflect your personality i.e. be based on something you like.
- **BE CREATIVE!**



Wayne Thiebaud Still life

Fun drawing task - On a sheet of A4 paper have go at creating still life drawing from some food in your house.

Set up your piece of food nicely on the table in front of you and have a go at drawing what you can see! Plan out what you might want to draw and test out composition in the space here:



Bonus e-praise points for students who bring in their summer prep in September!

