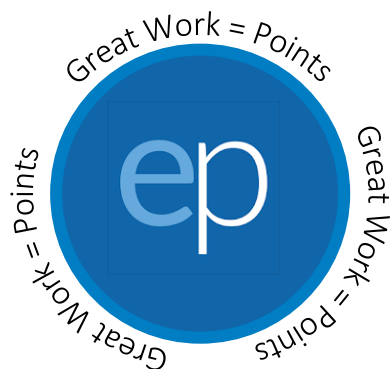


# Year 10 into 11 Summer Challenges



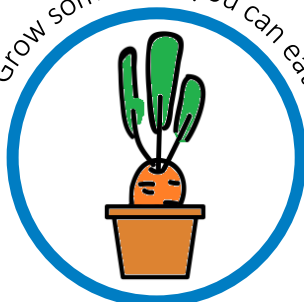
Complete a Technology challenge



Complete an English challenge



Grow something you can eat



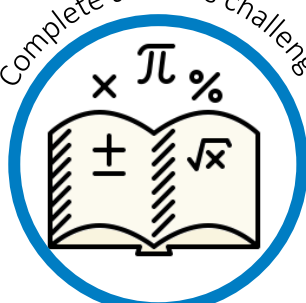
Complete a History challenge



Learn a poem by heart



Complete a Maths challenge



Complete a Spanish challenge



Hand write a letter to someone special and post it



Read a book from cover to cover



Complete a Music challenge



Complete a Dance challenge



Complete an Art challenge



Complete a Science challenge



Complete a Geography challenge



Talk to a relative about family history



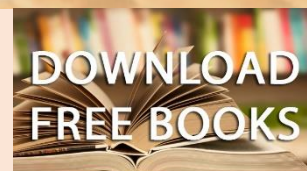
Complete a Drama challenge



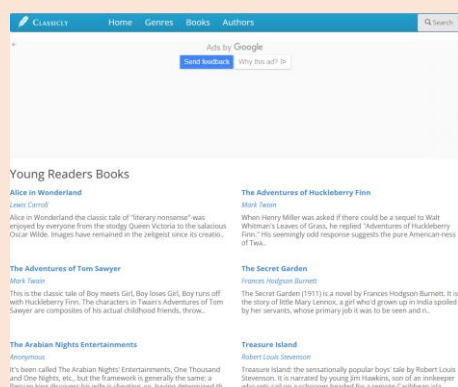
**Swindon Academy**  
The best in everyone™  
Part of United Learning



OR, click the images below ...  
to visit these websites which give you access to loads of  
free online books



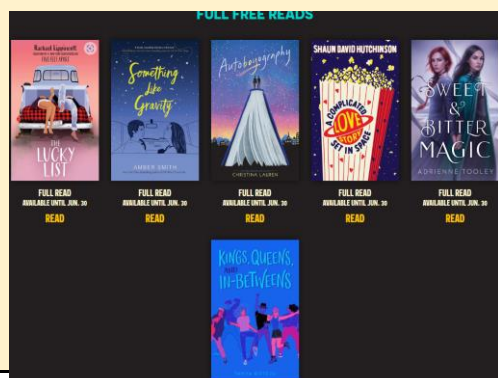
<https://www.classicly.com/young-readers>



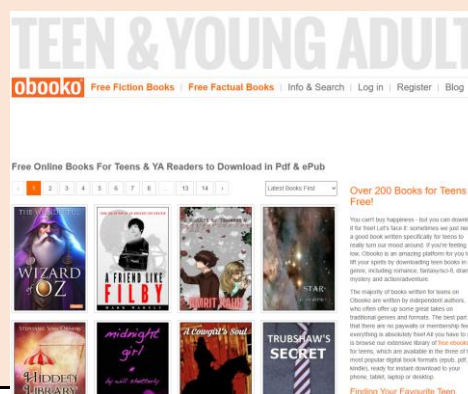
[https://www.barnesandnoble.com/b/free-ebooks/ebooks-nook/teens-ya/teen-fiction/\\_/N-ry0Z8qaZ19znjsessionid=ABDB54590E2395508953299398787B35.prodny\\_store01-atgap18](https://www.barnesandnoble.com/b/free-ebooks/ebooks-nook/teens-ya/teen-fiction/_/N-ry0Z8qaZ19znjsessionid=ABDB54590E2395508953299398787B35.prodny_store01-atgap18)



<https://simonteen.com/free-reads/>



<https://www.ooboko.com/category/free-books-for-teens>







# 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 10 and make flashcards for each one:

redemption	action of being saved or freed
benevolence	kindness towards others
avarice	extreme greed
penitence	sincere regret for wrong or evil actions
salvation	saving someone from harm or destruction
philanthropic	showing concern for others by being charitable
misanthropic	someone who does not like other people
miserly	someone who is greedy and does not like spending money
callous	mean or cruel
antithesis	opposite
epiphany	sudden change
despotism	exercising power in a cruel and controlling way



condemned	to be sentenced to death
nostalgia	a longing for the past
machiavellian	secretive and dishonest
defiance	refusal to obey someone or something
empowerment	the process of giving power or authority
persecution	cruel and unfair treatment of the person or group
resentment	bitterness and anger towards something
tyrannical	severe or unfair towards the people that are inferior
hubris	extreme pride or self confidence

Summer holiday prep  
1,2,3

English year 10  
into 11



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 Jacobean era and facts about the context of 'Macbeth'

Create a leaflet about the Jacobean era and Shakespeare.

Include:

- Facts about Shakespeare in the 1600s
- Facts about James I
  - Pictures
  - Key dates



Here are some topics you may want to include:

- The Gunpowder Plot
  - Witchcraft
- The Great Chain of Being
  - Gender roles and stereotypes

# 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 link for folder and mark schemes
	<u><a href="#">Year 10</a></u>

[illegible]

# Science Summer Prep

Science Year 10/11



Your summer  
challenge

Choose 1

Make a labelled model of....

DNA

A pathogen

An atom of your choice

A model of how the Earth's atmosphere has changed

A wind turbine

The solar system

Plug

You should make your model using 'junk' and 'scraps'. It is important that you include labels or descriptions.



# Geography Summer Prep



## Year 10 Geography

### Activity 1:

Throughout your six week break you may well visit a number of different environments/locations. These may be different areas of Swindon, the UK, Europe or the even the World.

Environments you might visit include;

- An urban area (city or town)
- A rural area (countryside)
- A beach or coastal location
- A mountain location
- A desert environment
- A woodland environment



Your task is to produce a scrap book of different images to show the different locations you have visited ready to share with the class in September. You will need to take photos of the locations whilst you are there and annotate the images to describe/give geographical details about what each of the locations were like.

You can print these pictures to create a physical scrap book (as shown in the image above) or you can create it electronically if you want to.

If you do not have anything planned already- perhaps you might visit a travel agent to collect brochures that will give you images of different environments/locations you could visit around the world.

### Activity 2:



Visit the following websites:

<http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/>

<http://www.sln.org.uk/geography/schools/blythebridge/GCSEEcologyTropicalRF.htm>

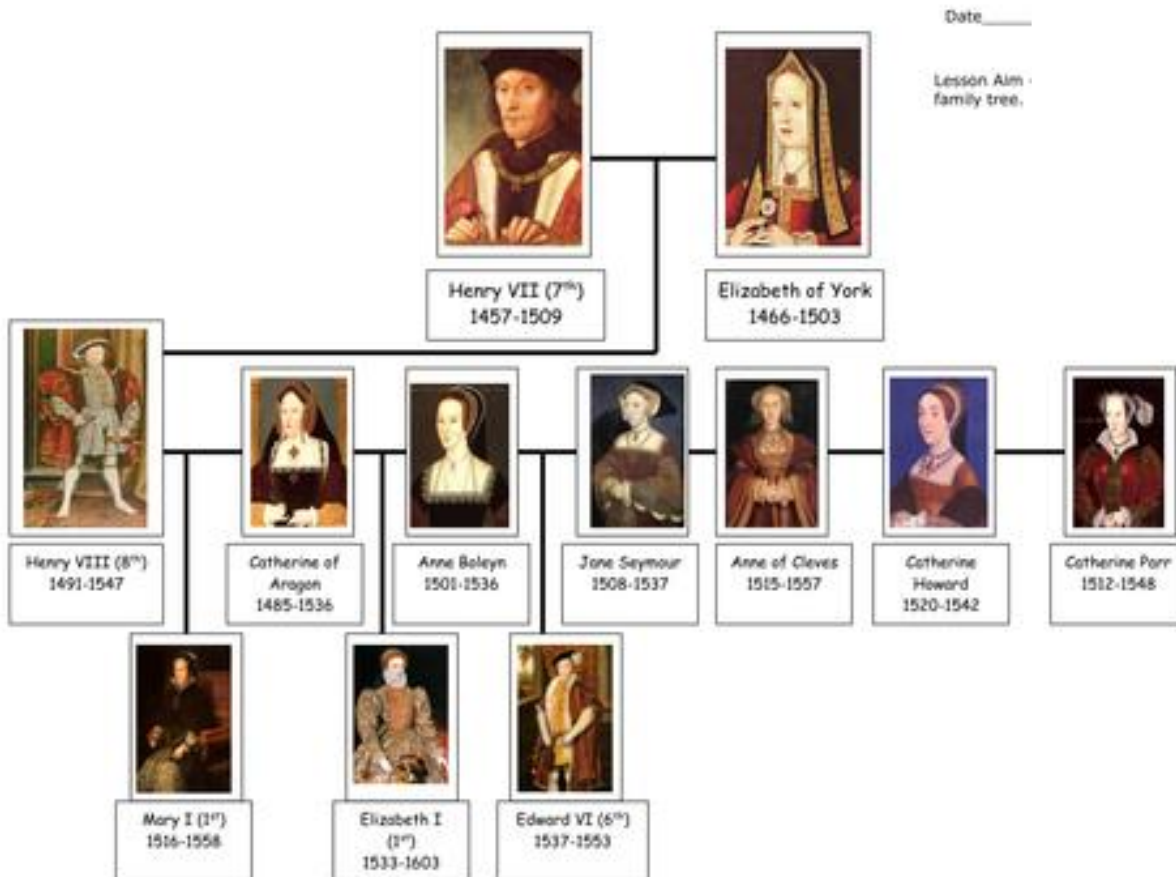
[http://www.coolgeography.co.uk/GCSE/Year11/Weather,Climate/Tropical%20Rainforest/adaptations\\_of\\_tropical.htm](http://www.coolgeography.co.uk/GCSE/Year11/Weather,Climate/Tropical%20Rainforest/adaptations_of_tropical.htm)

1. Research the Amazon rainforest and create a case study page looking at what the area is like, what it is used for and how it is being managed.

# History Summer Prep

**Task 2:** Create your own version of this Tudor Family tree - again this will allow you to have a clear order of the kings and queens in your head and their connections, as with all the similar names, it can become muddled. Check if there is anyone missing who you could add on

**Task 2:** Research the following questions about Henry VIII



Question	Answer
1. Who were Henry VIII's two chief ministers?	
2. Briefly summarise the main reasons why Henry broke with Rome - links to y8 knowledge	
3. Was Henry VIII's foreign policy a success? Give examples	
4. What was Henry's attitude towards government?	
5. What was Henry's character traits?	
6. Explain the religious and social impact of Henry's Break with Rome	



## Spanish summer project Year 10

You must do BOTH Part 1 and Part 2 - You need to spend a minimum of 30 minutes on the project but we'd like you to do a bit each day

### Part 1

Practice speaking your answers to your speaking questions (your teacher will give you copies before you leave for summer)

### Part 2

Record a video diary answering the speaking questions, possibly recording yourself or just your voice, speaking your answers onto your phone.

You don't have to, but you could be creative, you can record yourself at different locations, (Mr Martin says: "wearing different hats"). You can edit your videos using free editing apps. You can download the videos onto your computer and use: [studio.stupeflix.com](https://studio.stupeflix.com) for free video editing. The video should be at least 3 minutes long.

Words to help if needed:

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/soso/molesto/asqueroso	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 festival/la fiesta	the festival/party	el partido/el equipo	the match/team
el pueblo	the town	los edificios	the buildings
el estadio	the stadium	los disfraces	the costumes
los desfiles	the parades/processions	los fuegos artificiales	the fireworks
la gente	the people	los niños	the children
las tiendas	the shops	el mundo	the world
cerca/lejos	near/far	en el norte/sur/este/oeste	in the North/south...
<u>es/son</u>	<u>is/are</u>	<u>fue/fueron</u>	<u>was/were</u>

# Year 10 summer holiday homework project

## Task 1:

take a series (minimum of 20) primary photographs (photographs you take yourself) of the following things:

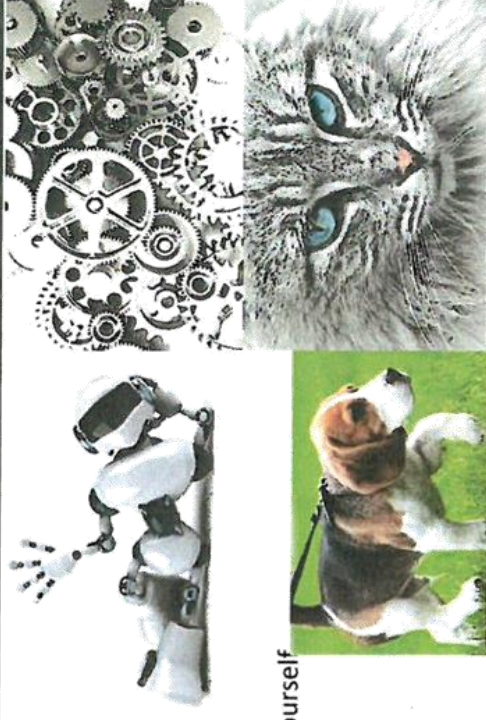
- Animals (could include, birds, fish, reptiles, pets, zoo animals etc.)
- Mechanical forms (think cars, bikes, engines, clockwork, tools, robots, etc.)

You can email these to your teacher, bring them on a memory stick, bring them to class to print or print them yourself

Try to get interesting photographs – think about composition, angles etc.

[Sarah.morgan@Swindon-academy.org](mailto:Sarah.morgan@Swindon-academy.org)

[cherie.browning@Swindon-academy.org](mailto:cherie.browning@Swindon-academy.org)



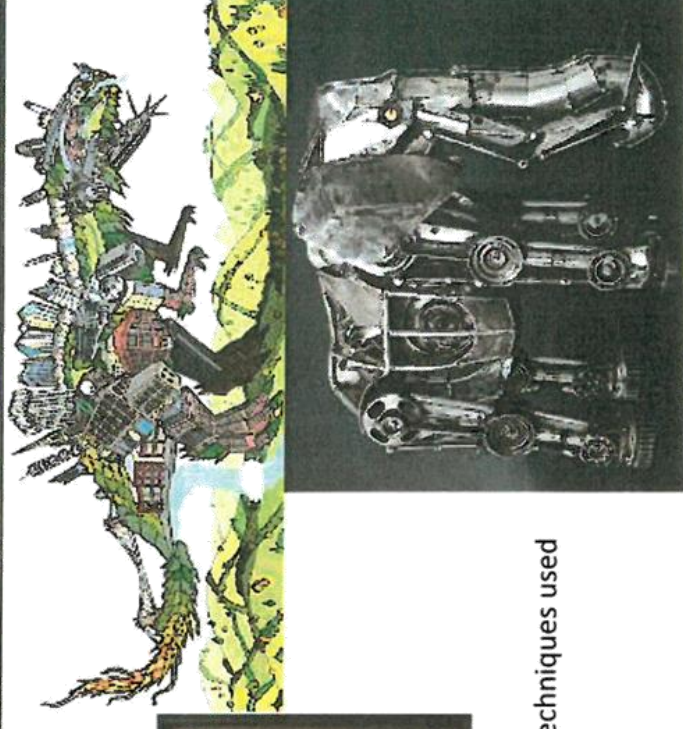
## Task 2:

Choose and research minimum of one (you can do more if you like) of the following artists:

- Andy Council
- Gvozdariki
- Andrew Chase
- Robert Bowen

Make sure you include the following:

- Basic information on the artist (place of birth, date of birth, etc.)
- A description of what their work looks like (subject matter, use of formal elements, materials and techniques used)
- Your opinion with reasons on why the work is effective
- Ideas how you could develop this work into your own



You can email these to your teacher, bring them on a memory stick, bring them to class to print or print them yourself. You can present your research creatively on A3 paper if you wish, but this is not an expectation.



# Year 9/10 Research Homework Project- Food Technology

School Dinners is a current issue in the news and is something that is constantly being looked at. What is your opinion on this?

Using newspapers, television and the internet have a look at some articles about school dinners and write a short report on this subject.

You should consider:

Are the current school dinners meeting the needs of children in school?

Are children in school given enough choice over what they have for dinner?

Is the food in schools too expensive?

Should dinner be free for each child in school?

Are the government doing enough to make sure that each child is getting what they need?



You can either type up your report or write it out on paper. You can also include images in your report to illustrate your point.

Due: 1<sup>st</sup> week back after the Summer holidays.





## Summer holiday homework project

**Task:** Match the item with the correct image and definition

Thread	Bobbin Case	Needle	Tape	Paper scissors
--------	-------------	--------	------	----------------

Bobbin	Quick	Pine	Taylor Chalk	Iron



Thread	Bobbin Case	Needle	Tape	Paper scissors
--------	-------------	--------	------	----------------



- You use them to cut fabric.
- You use it to undo stitching.
- You lay fabric or clothing on it for ironing to remove creases
- They hold fabric in place while you are sewing.
- It is used to create stitches and is available in cotton, cotton/polyester, and rayon.
- It can measure around curves.
- You mark fabric with it.
- It is used to remove creases from fabric.
- You use it to sew or embroider by hand.
- It holds the bobbin in place in the sewing machine.
- You wind thread onto this. The thread is used to help create a seam in the sewing machine.
- You can cut paper with these.

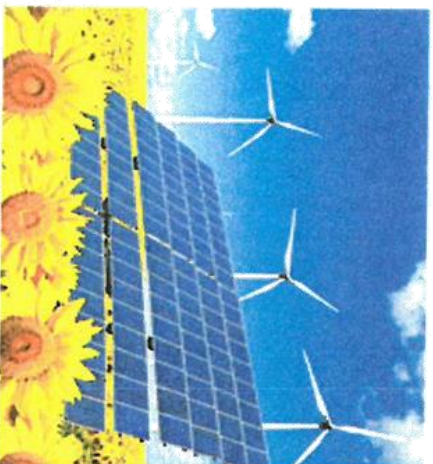
# Year 9/10 Summer Task

Create a detailed A3 mind map on Energy Generation and Storage.

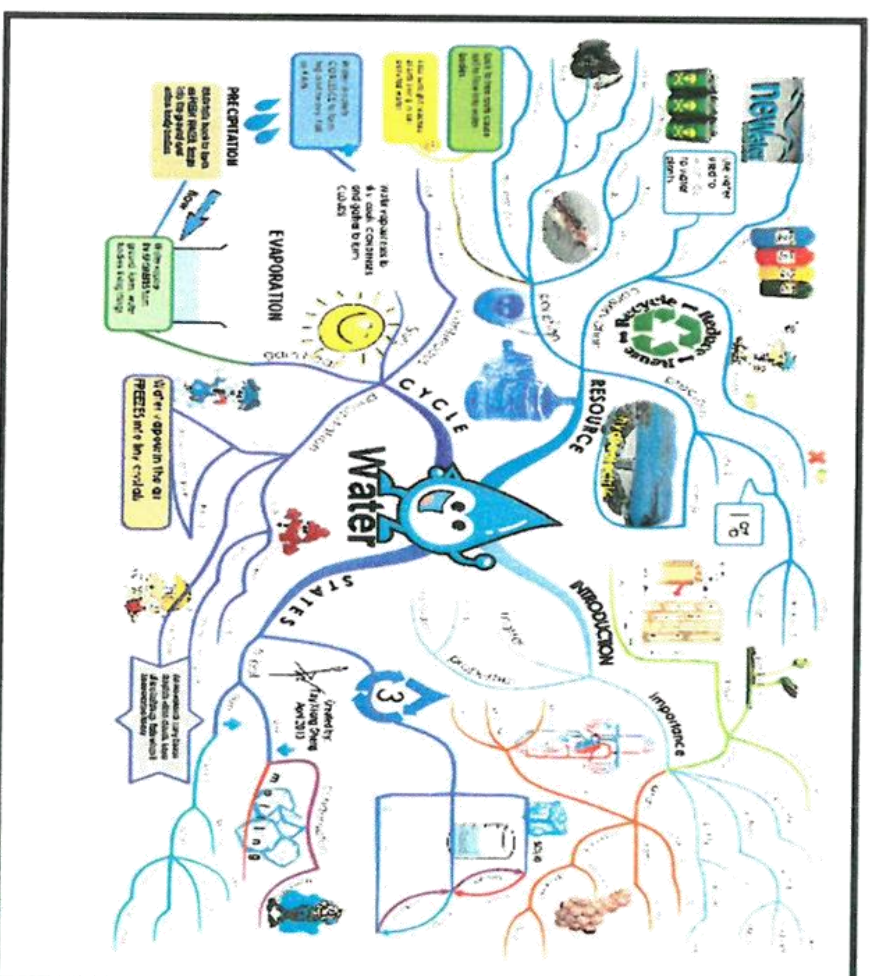
Use images and text to fill the page

Look at –

- Fossil Fuels
- Nuclear power
- Renewable energy
- Energy storage systems



Example of a mind map



# YEAR 10 SUMMER HOLIDAY PROJECT - DANCE

**Task:** Watch the following dance performance on YouTube and write a review of the performance.

YouTube – type in diversity return to BGT and click on the top link.

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

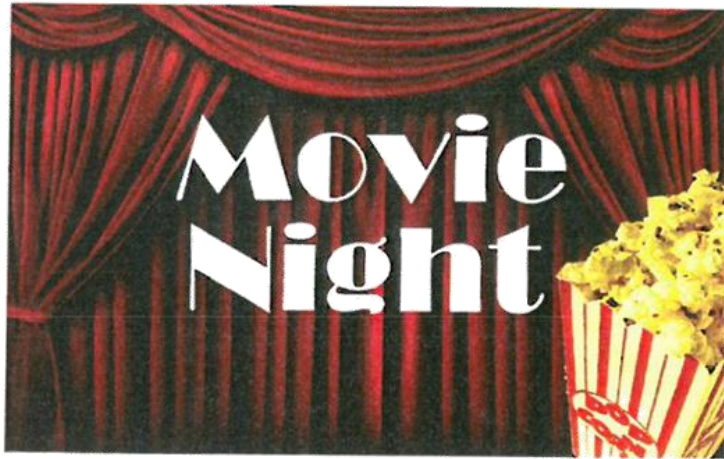
1. What is the dance you are reviewing? Who is the company? How many dancers are there? What is their gender?
2. Where are they performing? What type of stage is it? What style is the performance?  
Contemporary/commercial dance? A mix?
3. Is the performance powerful? If so why?
4. Can you describe a 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?



## YEAR 10 SUMMER HOLIDAY PROJECT - DRAMA

**Task:** Watch any non-animated movie and write a review of the performance.

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

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?

# Computer Science – Coding Competition

## Rules:

1. A single submission per person.
2. Work by yourself - group submissions or plagiarised code will be disqualified.

Choose the brief you like most (from the below three).  
A prize will be provided for the best submission for each brief.

The briefs are minimal to allow you to be creative, making your own objectives and game style. The submissions will be judged on how stable, interesting and complex they are.

## Train of Ending

The user is in charge of an armoured train in a warzone or apocalypse. They should be able to choose or buy upgrades and fight enemies or deal with story issues.

## Alienship Down

The user is an explorer delving into a crashed alien megaship. They should be able to find loot, quests and interesting encounters within the depths of the wreck.

## Two Terrors

Should be a two-player game where each user picks a monster they are controlling. They should work together to defeat monster hunters and attack human settlements.



# Year 10 PE SUMMER HOLIDAY PROJECT 2022

**MAJOR SPORTS EVENTS**

Your task is to research and create a poster on a major sporting events of your choice that are taking place this summer. There are some picture clues on the page. Your poster should include details about the events, who is taking part, winners of the events, where it is taking place and any other relevant information. Include pictures and drawing too. The top 3 posters in Year10 will receive a PE postcard!

**DDUCT**  
 What does the customer want  
 the product?  
 features do it have to  
 these needs?  
 and where will the  
 user use it?  
 does it look like?  
 size(s), color(s), should  
 it  
 is it to be called?  
 is it branded?  
 is it differentiated versus  
 competitors?

Your task is to research and create a poster on a major sporting events of your choice that are taking place this summer. There are some picture clues on the page. Your poster should include details about the events, who is taking part, winners of the events, where it is taking place and any other relevant information. Include pictures and drawing too. The top 3 posters in Year10 will receive a PE postcard!

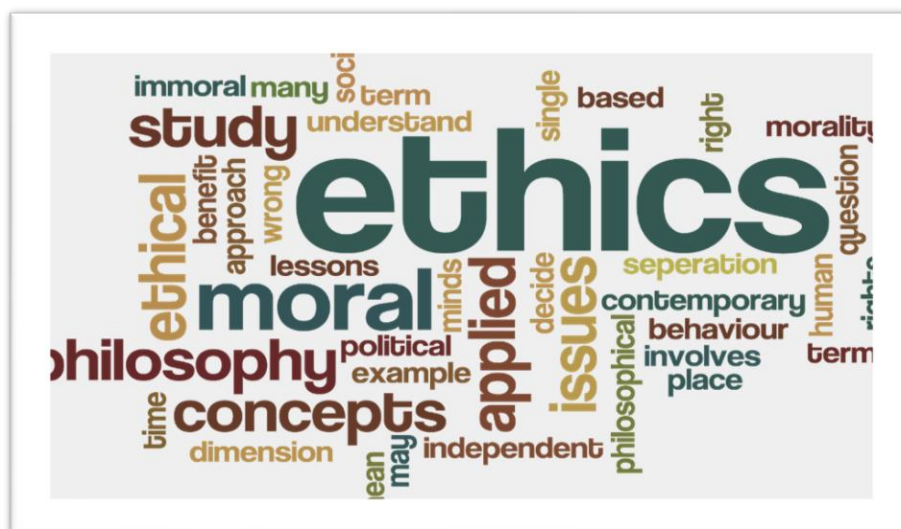
## postcard!



# RE Summer Prep

1. Decide whether you agree with abortion and write a paragraph stating your opinion. Give reasons for your view and explain why you disagree with the opposite point of view.
2. Decide whether you agree with euthanasia and write a paragraph stating your opinion. Give reasons for your view and explain why you disagree with the opposite point of view.
3. Decide whether you agree with war and write a paragraph stating your opinion. Give reasons for your view and explain why you disagree with the opposite point of view.
4. Decide whether you agree with the death penalty and write a paragraph stating your opinion. Give reasons for your view and explain why you disagree with the opposite point of view.
5. Decide whether you agree with animal testing and write a paragraph stating your opinion. Give reasons for your view and explain why you disagree with the opposite point of view.


Come ready to share and earn e-praise points!



How you are assessed	
<b>Assessment Objectives:</b> Each component is marked based on 4 assessment objectives: You will be assessed on how effectively you meet the criteria set out in each objective.	
6 Key Words for this term	
1 Observe	4 context
2 Develop	5 inspiration
3 Critical understanding	6 juxtaposition
A. What three techniques will you develop next in your project?	

G. Assessment objectives A01, A02	
A01	<b>Assessment Objective 1</b> A01 is about developing ideas from a starting point through to a final outcome. This is achieved by responding in sketch format by taking inspiration from a variety of artists.
A02	<b>Assessment Objective 2</b> A02 is about refining your ideas through the selection of appropriate media, materials, techniques and processes, and should be linked to the artists you have studied. You should be annotating your work showing clearly these connections

G. Assessment objectives A03, A04	
A03	<b>Assessment Objective 3</b> A03 is about recording your ideas, observations and insights. These can be visual shown through your use of materials, media and processes. As well as the way you develop your ideas, skills and techniques with written annotation.
A04	<b>Assessment Objective 4</b> A04 is about presenting a personal, informed and meaningful response, from your initial research through to your final piece. This should be visible through suitable source material and media, the connections you made to your chosen artist and your ability to select appropriate media. Your work should be seen as a visual 'journey' from your starting point through to your final piece, that demonstrates your understanding of your particular area of study.



**G. Have you explored the following techniques**

Drawing	
Etching	
Collage	
Painting	
Sculpture	
Installation	
Photography	
Inks	

**Key questions**

If you are looking at an image and don't know how to respond to it break it down into its individual parts.

**What colour is it? - could you make a response just looking at its colour or shape?**


**How does it make you feel? Could that trigger an instinctive/ expressive response**

**Could you respond to the shape or texture?**

**Could you delve deeper into the social or historical context of the piece of artwork?**

Your key areas of focus should be on figuring out how you can turn your piece of artwork into something else. Your GCSE is a series of developments and experiments leading up to your exam

Describe	Analyse	Evaluate	Reflect
What did you see? What was the artist's intention? What was the subject? What was the style? What was the medium? What was the context?	How did you feel? What was the mood? What was the tone? What was the message? What was the impact?	What was the quality? What was the value? What was the worth? What was the importance? What was the significance?	What did you learn? What was the experience? What was the outcome? What was the reflection? What was the conclusion?



## Summer Prep 10 into 11

The summer holidays are a really valuable time to work on feedback given by your teacher in your sketchbooks.

You can use this time to create further drawing developments or catch up on annotations in your sketchbook.

Please make sure that any incomplete work is sorted for September