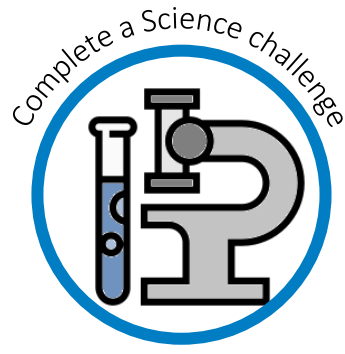
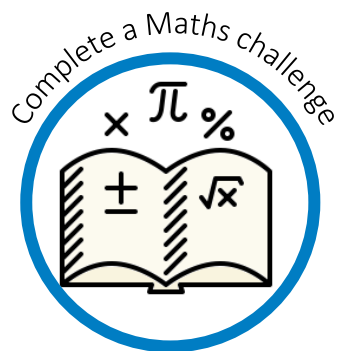
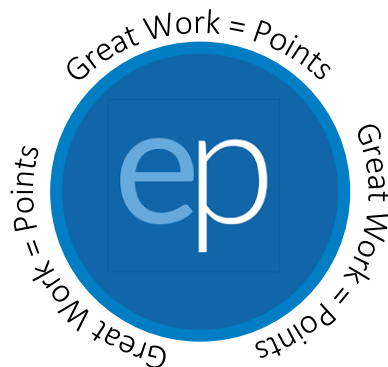


Year 9 into 10 Summer Challenge



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 9 and make flashcards for each one:

| | |
|--------------|---|
| hypocrite | A hypocrite is someone who says one thing, but does the opposite at another time. |
| conspicuous | When a villain receives some form of punishment for what they did. |
| judoposition | Judoposition is a literary technique where a writer places very different things or people close to each other. This helps to show how the things are similar or different. |
| oppressed | to treat a group of people in an unfair way, often by limiting their freedom |
| hypocrite | someone who says one thing, but does another |
| protagonist | the main character |
| sonfire | serious and sad |
| thesis | A thesis is the main idea that you want to discuss throughout your essay. Essentially, it is your answer to a question, condensed in one short and powerful sentence. |
| solitude | state or situation of being alone |
| ominous | something bad is going to happen |
| conventional | normal and accepted way |
| clandestine | something that is done in secret |
| tragedy | a play which ends with the suffering and death of the main character |
| sonnet | a type of love poem that has 14 lines |
| feud | a serious argument and sometimes violent argument between people or groups that continues for a long time |
| hyperbole | great exaggeration |
| humilia | the fatal flaw of a tragic hero |
| tragic hero | a heroic character that makes a judgement in error that leads to destruction |
| perfority | a society in which the power lies with men |
| narcissistic | self-obsessed |
| tenacious | determined |
| solution | claim self-control |
| beliguent | warlike |
| vindictive | vengeful |



Summer holiday prep 1,2,3

English year 9 into 10



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 Victorian era and facts about the context of 'A Christmas Carol'

Create a leaflet about the Victorian era and Charles Dickens.

Include:

- Facts about Victorian life
- Facts about Charles Dickens
- Pictures
- Key dates



Here are some topics you may want to include:

- The New Poor Law, 1834
- London in the 1840s
- Working and living conditions for the poor in Victorian England
- Malthusian theory
- Victorian Christmas traditions
- Ghost stories in Victorian England

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.

Maths Genie - Scheme of Work

[illegible]

Science Summer Prep



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

Urban change in the UK – Where do people live in the UK?

Overview of the distribution of population and the major cities in the UK.

Read through the information and answer the questions.

How many people live in the UK?

The total population in the UK has risen rapidly since 1900. It is expected to continue to do so in the future. To put it into perspective, Australia is 31 times bigger than the UK, however its population is just over one-third of the size.



How is the population distributed?

The UK population is unevenly distributed, with 82% living in urban areas. One in four of those live in London and the south east. In contrast, many upland regions such as the North of Scotland are sparsely populated because they are difficult to farm and have few natural resources. Coastal areas have attracted human settlements especially to elderly generations. Most urban areas developed in lowland areas because they are much easier to build on, as well as having a warmer climate than the upland areas.



The UK's urban areas.



The distribution of the UK's major cities and most densely populated areas reflects its industrial past. This was shaped by the industrial revolution which was in the eighteenth century.

There was a development of heavy industries such as manufacturing, as well as many people living in areas which had 'mineral wealth'.

This meant there were large supplies of coal and iron ore, for example in Newcastle and Leeds.



London developed because of its position as the capital of the UK. As the capital, it had many important political and administrative responsibilities which led to a large increase in population. From being the capital of a large empire it became a global city and a financial centre. Belfast, Cardiff and Edinburgh grew because of their function as capital cities of Northern Ireland, Wales and Scotland. The UK's 'second city', Birmingham, grew mainly as a centre of industrial innovation due to its key position in the centre of the country. The UK's position as an important trading nation explains the growth of ports such as London, Liverpool and Bristol.



How might this distribution change?

There are key factors affecting the distribution of the UK population.

There has been a general drift towards south east England and London due to employment opportunities and more wealth in these areas. Since 1997 migration into the UK has been greater than migration out of the UK. Between 2009 and 2014 this increased the population by an average of 243,000 each year. Immigrants generally settle in larger cities where there are more job opportunities. There has recently been a movement from urban to rural areas because of an ageing population. Many chose to retire to the countryside or coastal areas in order to get out of the hustle and bustle of city life.



1. Explain why some areas of the UK are sparsely populated.



2. Why does an ageing population affect population distribution in the UK?



3. Explain how industrialisation has changed the UK's population distribution.



4. What is meant by 'mineral wealth'?

5. What do you think is meant by a 'global city'?

6. Outline one reason why the location of a port can affect population.



7. Give 2 reasons why the UK's population distribution is likely to change in the future.



Industrialization, Labor, and Life- *National Geographic*



The Industrial Revolution created changes in business, the work that people did, and society. These shifts continue to affect the world today. Before the Industrial Revolution, most people in Europe worked as farmers. The ways in which people lived had not changed significantly since the Middle Ages. Once industrialization began, however, work and family life would be transformed forever.

Populations Shift from Farms to Cities

Most historians say that the Industrial Revolution began in Great Britain around 1750. Before this time, people rarely traveled beyond their small villages. Rural people worked as subsistence farmers, meaning they grew crops to feed themselves and their families. Populations grew during the 18th century and farmers increased food production to feed the larger population. Machines started to be used in farming, so fewer agricultural workers were required. Larger, more advanced farms replaced subsistence farms.



Due to these shifts, more rural people headed for towns and cities to find new jobs. The growth of British cities was further accelerated by the development of factories. Industrial cities such as Manchester and Leeds grew dramatically in just a few decades. In 1800, only one in five Britons lived in a city. By the middle of the 19th century, that number had risen to half.



Industrialization Meant Economic Growth

In Great Britain, textile production led the way. Industrialization, along with new inventions in transportation including the railroad, generated economic growth. There was now a large working class, and this would eventually lead to conflict between workers and factory owners.



Deindustrialisation of the UK

For several decades, the UK has been experiencing de-industrialisation. This is the decline in manufacturing (secondary) industries. As a result, cities have moved toward tertiary and quaternary employment and have had to find new ways to make a name for themselves and keep their economy going. De-industrialisation has led to the closing down of factories and coal mines, which resulted in a large scale loss of employment. Now, much of the UK relies on an educated workforce to work in its high-tech industries which provide technology, media and financial services.



Answer the following questions based on this article

1. How did the industrial revolution shape the UK?



2. Define subsistence farming

3. Explain why subsistence farming decreased during the industrial revolution.



4. Why did people migrate to cities?



5. Explain how industrialisation is linked to economic growth.



6. Define deindustrialisation

7. Explain how the deindustrialisation of the UK has affected the employment structure of the UK.



8. How do you think high-tech industries could lead to social inequality?



History Summer Prep

Tasks – Create a timeline showing key inventions and people in the development of medicine. You can use the one below or create your own. Explain what each invention/ person was and how they helped medicine develop. Research these people online. If it useful I have attached useful You tube links below.

People and inventions to include:

1. 1348 The Black Death [The past, present and future of the bubonic plague - Sharon N. DeWitte - YouTube](#) (and just for fun [Horrible Histories - The Plague Song](#) | [Horrible Songs](#) | [Measly Middle Ages - YouTube](#))
2. Invention of the Guttenberg Printing Press 1440 [Great Innovators: "Gutenberg and the Printing Press," by StoryBots | Netflix Jr - YouTube](#)
3. Andreas Vesalius 1514-1564 [Vesalius, Paré and Harvey | Secondary History - Medicine Through Time - YouTube](#)
4. William Harvey 1578 -1657 (on last videro)
5. Edward Jenner 1796 [History of vaccination: Smallpox vaccines - YouTube](#)
6. Joseph Lister and Chloroform 1847 [Lister and Simpson | Secondary History - Medicine Through Time - YouTube](#)
7. Florence Nightingale 1820 -1910 [Florence Nightingale | Nurturing Nurses | KS1 History | BBC Teach - YouTube](#) (horrible histories as well [All About This Base SONG](#) | [Formidable Florence Nightingale | Horrible Histories - YouTube](#))
8. The introduction of the NHS 1948 [National Health Service 1948 - YouTube](#)

| | | |
|---|----------------------------|-----------------------------------|
| 1348 The Black Death | Andreas Vesalius 1514-1564 | Edward Jenner 1796 |
| Invention of the Guttenberg Printing Press 1440 | William Harvey 1578 -1657 | Joseph Lister and Chloroform 1847 |

Health and Social Care Research Project

Over the summer you will take part in an investigation into different roles and responsibilities of a variety of health and social care professionals/

There are a few tasks you need to complete to include in your portfolio of information.

Task 1

Pick 5 health and social care professionals from the list and complete a page of the booklet for each with the following information;

- Job title
- What do they do?
- Requirements? (What are they required to do during their job, e.g. training)
- Salary
- Education and training needed to do this job (Do they need to go to university? If so, what course? How long etc)
- What do they do every day at work?
- Who might they look after? (Children, elderly?)

You could find this information out from the internet, the library, or even asking someone you know who might have experience of this professional or be this professional you have chosen.

Here is the list of professionals you can choose from, if there are any others please feel free to do those too;

- Community learning disability nurse
- Occupational therapist
- Physiotherapist
- Psychiatrist
- Psychologist
- Social worker
- Speech and language therapist
- Special needs teacher
- Youth worker
- Care assistant
- Care manager
- Support worker
- Healthcare Assistant
- Doctor
- Nurse
- Midwife

Task 2

Create a number of posters advertising each role, you need to try and attract people to the role to make them want to apply for this position in health and social care.

- You could make the poster about a specific service, this could be made up if you like
- Colourful
- Informative

Spanish summer project Year 9

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 a "festival in Spain", "town or city in Spain" or a "famous football club in Spain"

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

Part 2

Using your research or notes, imagine that you visited your chosen festival, town or football club over summer. You need to create a pamphlet, leaflet or poster in SPANISH about it. Use the vocab, verbs and structures below, as well as what you know already to help you.

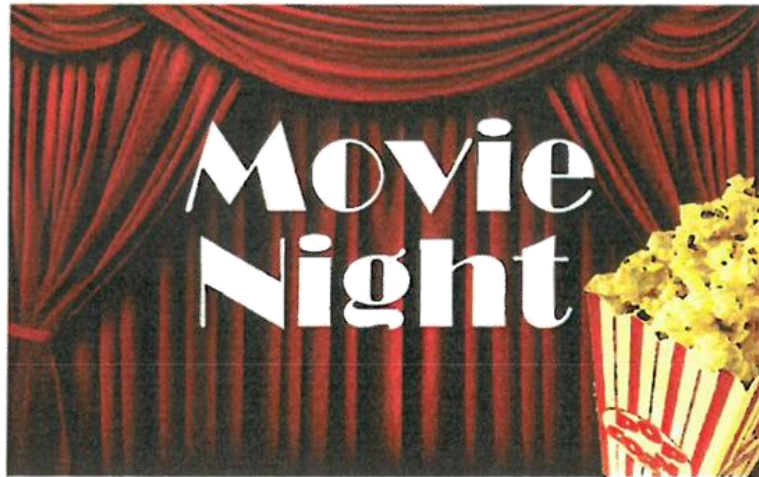
Useful dictionary: www.wordreference.com - DO NOT USE GOOGLE TRANSLATE! WE CAN VERY EASILY TELL

| 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/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 9 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?

YEAR 9 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?

Art Summer Prep

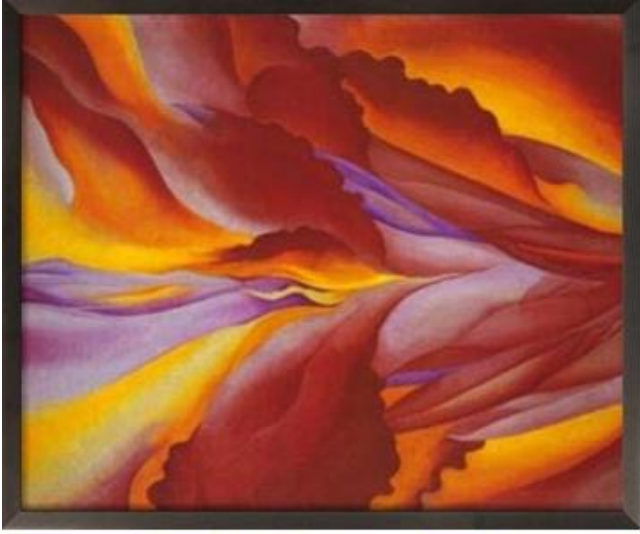
Year 9 Summer project Art

Line and colour are very important **formal elements** of art. For this project you will be recreating a scene from your window (or even outside itself) in the style of Georgia O'Keefe or Vincent VanGogh.

How can you use wavy lines to build up a picture that looks like these images? What colours might you use together for the most impact?



From the Lake No.1, Georgia O'Keefe



Red Canna, Georgia O'Keefe



The Olive Trees, Vincent VanGogh

In this box test out some different patterns you might use to recreate these artworks before you move onto your final piece.

Textiles Summer Prep

YEAR 10 GCSE ART TEXTILES INTRODUCTION PROJECT

Natural Forms

During this project you will explore a range of materials, decorative techniques and processes and you will be given the opportunity to:

- explore textiles techniques through sampling, presenting work into an A4 sketchbook
- make connections with the work of textiles artists and designers
- integrate the use drawing and written annotation into a project
- respond to a given starting point - **NATURAL FORMS**.

You are encouraged to work independently during this project.

Collect 10 – 20 different pictures over the summer, linking to the topic Natural Forms.

What are Natural Forms?

Natural forms are objects in nature in their natural form. Examples include:

Leaves, Flowers, Pine Cones, seaweed, shells, Skulls, bones, insects, fossils, feathers, birds, fish, animals, fur, patterns...

In fact, anything you can find in nature- Complete or part of it.

Food Summer Prep

Summer Research Project

This is an independent research project that covers some content of the GCSE Food Preparation & Nutrition Specification.

You are being asked to explore and gain knowledge of **two** contrasting international countries e.g. England and India or Italy and China. You will be required to make dishes from each of these countries providing photographic evidence of the dishes you have made.

For **both** of your chosen countries you need to include information on:

1. How history has influenced what your countries eat.
2. How the climate and landscape (Geography) has influenced what foods are grown and reared. From this information list some distinctive ingredients commonly eaten.
3. What are the staple foods from your country?
4. List sweet and savoury signature dishes
5. How many meals are eaten in a day? How are these meals structured? E.g. Starter, Main & Dessert.
6. Describe any specific presentation or serving techniques used for these dishes. E.g. Balti Dish for serving curry that would be accompanied with a Naan Bread and rice.
7. How have traditional recipes been developed to suit changing nutritional/healthy guidelines, new foods and new cooking methods and equipment?
8. You need to make 2 dishes with accompaniments (if appropriate). This could be one from each country or two dishes from the same country. Recipes and photographs must be included in your project.

Definitions of key words

| | |
|---------------|--|
| Climate | The weather conditions typical to an area in general or at any specific time |
| Cuisine | A style of cooking |
| Distinctive | Specific e.g. mozzarella cheese from Italy |
| International | Countries from around the world. |
| Savoury | A dish that is either salty or spicy |
| Signature | A dish or food that is identified with a particular country |
| Staple | Food that forms a large part of the diet, usually from starchy foods. |



1st, 2nd and 3rd prize
will be awarded for the
best research project
across Years 9.

Product Design Summer Prep

Research the keyword and give a detailed description of that key word.

| Name | Description |
|-------------------|-------------|
| Iterative design | |
| Communication | |
| Analysis | |
| Summary | |
| Specification | |
| Design techniques | |
| Oblique | |
| Isometric | |
| Perspective | |
| Annotation | |
| Modelling | |
| Prototype | |
| Ergonomics | |
| Anthropometrics | |

Product Design Summer Prep

Notable Figures – James Dyson

Create an informative poster on the notable figure, including, a summary of their life, their work and some of their most famous products.

Excellence: how do their products conform to the ideologies of the design movement they belong to?

Computer Science

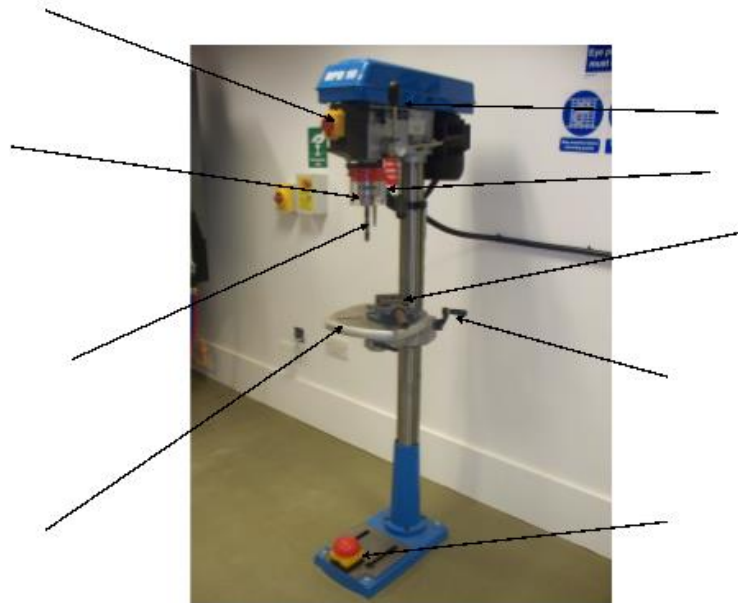
An algorithm is a series of steps to perform a task.

Create your own algorithm, explaining, step by step, how to create your favourite food. (In the exact way you like it). Be as specific as possible.

Engineering Summer Prep 2022 Year 9

Complete the diagrams and explain each of the machine features

Pillar Drill



Emergency Stop, Table height adjuster, Drill Bit, Guard, Drill Chuck, Lowering handle, Table, Start button, Machine Vice

Emergency Stop,

Table height adjuster,

Drill Bit,

Guard,

Drill Chuck,

Lowering handle,

Table,

Start button,

Machine Vice

[illegible]

Maths Summer Prep 2022 Year 9

Rows of Roses

Can you draw 4 straight lines, without taking your pencil off the paper, which pass through all 9 roses?



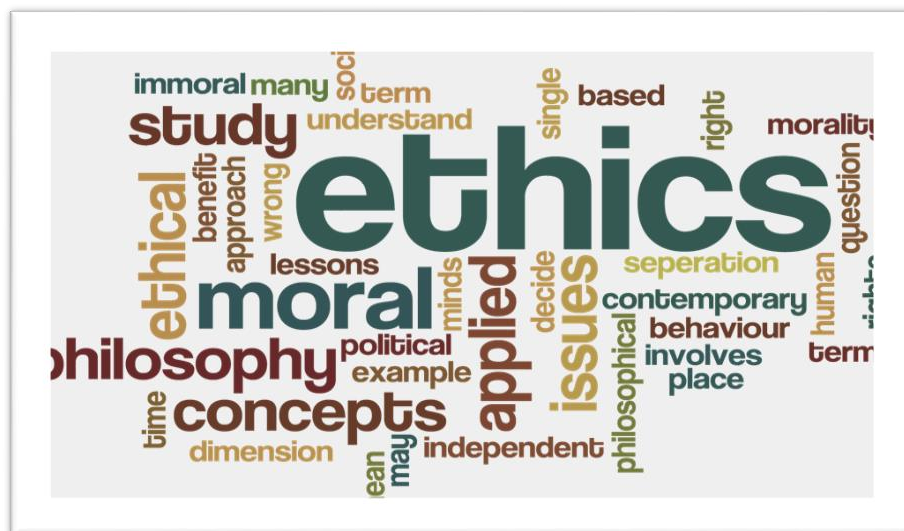
Submit your answers on E-Praise to Mr Roche, any correct answers will come with a reward.

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

Religious Studies

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!



Music Summer Prep – Year 9 into 10.

The first unit we will be studying is popular music styles – complete the work below!

ROCK 'N' ROLL

EARLY HISTORY

Life in America during the early 1950s was one of segregation. For example, black and white people lived in separate communities and went to different schools. Each group had their own style of music. In the south, black radio audiences listened to **RHYTHM AND BLUES** - powerful music concerned with attitudes to race and colour.

One day Alan Freed, a DJ from Cleveland, Ohio, noticed that white teenagers, bored with the bland music played on white radio stations, were getting excited by rhythm and blues. Freed started playing it in his programmes, but discreetly called it **ROCK AND ROLL**. He quickly became the most successful DJ in the area and a national celebrity.

When American **COUNTRY** singer, Bill Haley, combined the two ideas and started including the word 'rock' in his song titles, Rock and Roll was born. One of Bill Haley's early hits, "Rock Around the Clock" is still heard regularly today.

However, it was the signing of Elvis Presley to Sun Records [a mainly black label] that really made Rock and Roll popular. This led to the acceptance also of black artists, such as Little Richard, Fats Domino and Chuck Berry.

Task 1

Read the information above and answer the following questions using FULL sentences.

1. In what ways were the Americans segregated in the early 1950s?
2. What might you expect to hear if you listened to Rhythm and Blues at that time?
Discuss both the music and the words.
3. Why were white teenagers listening to a 'black' radio station?
4. Which white DJ started to play rhythm and blues?
5. Why did he NOT use the term 'rhythm and blues'?
What *did* he call this music?
6. Which two types of music had the greatest influence on Rock and Roll?
7. Which singer started to include the word 'rock' in his song titles? Give an example?
8. Who was the first 'white' singer to be signed by a 'black' label?

TASK 2

Copy the following text, filling in the spaces with the words given below:-

Early ---- caused enormous controversy. ----, preachers and politicians were outraged by its furious energy and sexual overtones. Many thought that it would also encourage ----. Attempts were made to ---- the music entirely, but this did not succeed.

The broadcasting industry tried to make the ---- appear less threatening but this, instead, led to a gradual decline in ----. There were, however, a number of positive things that came out of this. Firstly, independent producers and --- became more important. Secondly, the idea of a '----' of musicians became very popular. Bill Haley, for example, became Bill Haley and the Comets. Cliff Richard was ---- and the Shadows. Groups such as The Beach Boys and ---- became extremely popular, not only because of their music but because their ---- image made them acceptable to everyone.

It was also during this time that the electric and bass guitars became the standard lead and ---- instruments.

Cliff Richard
music
ban

Rock and Roll
The Beatles
inventiveness

clean
group
backing

Parents
violence
song-writers

TASK 3

Work out the anagrams below to find a number of early Rock and Roll stars: -

| | | |
|-----------------|----------------|--------------|
| she bet late | filch fir card | hilly able |
| carte hill dirt | sly evils peer | if man stood |

TASK 4

Listen to the Rock and Roll song **Return to Sender** by **Elvis Presley**. I want you to write 2 short paragraphs analysing the instrumentation and lyric content.

In the song, the instruments I can hear are....

The lyrics are about....

Britpop

Britpop emerged from the British [independent music](#) scene of the early 1990s and was characterised by bands influenced by British guitar pop music of the 1960s and 1970s. It was a reaction to various musical and cultural trends in the late 1980s and early 1990s, particularly the [grunge](#) phenomenon from the United States. As these bands became more popular in the UK, new British groups such as Suede and Blur launched the movement by providing an alternate, more British type of popular music.

They were influenced by British guitar music of the past and wrote about uniquely British topics and concerns.

These bands were soon joined by others including [Oasis](#), [Pulp](#), [Supergrass](#), [Sleeper](#), [Elastica](#) and [The Verve](#).

Britpop groups brought British alternative rock into the mainstream and formed the backbone of a larger British cultural movement called [Cool Britannia](#).

The Beatles, The Kinks, The Smiths and The Stone Roses are amongst the bands that influenced the Britpop movement.

- Britpop groups were defined by being focused on bands rather than solo artists.
- They had a typical rock band line up of drums/bass/guitar/vocals (and sometimes keyboards).
- They wrote original material, played their own instruments and sang in regional British accents.
- They often wrote about British places, landmarks and fashion trends.
- The lyrics were meant to be relevant to British young people of their own generation.
- Britpop bands denounced grunge as irrelevant and having nothing to say about their lives.

Damon Albarn of Blur summed up the attitude in 1993 when after being asked if Blur were an "anti-grunge band" he said, "Well, that's good. If punk was about getting rid of hippies, then I'm getting rid of grunge."

Blur vs Oasis

A chart battle between Blur and Oasis dubbed "The Battle of Britpop" brought Britpop to the forefront of the British press in 1995. The bands had initially praised each other but over the course of the year tensions between the two began to grow. It came to a climax when Oasis released their single "Roll With It" and Blur released their single "Country House" on the same day. Many saw this as not only a battle between two songs but a battle between two bands, two British classes and two British regions. Oasis were taken as representing the North of England, while Blur represented the South. Blur won the battle of the bands, selling 274,000 copies to Oasis' 216,000 - the songs charting at number one and number two respectively. However, in the long run Oasis became more commercially successful than Blur. Unlike Blur, Oasis were able to achieve sustained sales in the United States thanks to the singles "Wonderwall" and "Champagne

Supernova". Oasis's second album (*What's the Story*) *Morning Glory?* (1995) eventually sold over four million copies in the UK, becoming the third best-selling album in British history.

The End

As the movement began to slow down, many acts began to falter and broke up. The popularity of the pop group the Spice Girls has been seen as having "snatched the spirit of the age from those responsible for Britpop." Even after Britpop had ended, bands like Travis, Stereophonics and Coldplay, influenced by Britpop acts, were some of the most successful rock acts of the late 1990s and early 2000s.

Questions:

1. When did Britpop emerge?
2. What was it a reaction to and why?
3. Name 8 Britpop bands.
4. Who influenced Britpop?
5. What is the typical line up of a Britpop band?
6. What did Britpop bands think about Grunge?
7. What 2 singles were released on the same day?
8. Who won The Battle of Britpop?
9. When did The Battle of Britpop happen?
10. Why did Britpop end?

Business Studies Summer competition

Task:

I have just bought an ice-cream cart!

Research and build me a basic business plan presentation that you could show and discuss with the class.

You should consider:

- Business Aims.
- Business objectives.
- What is my business called and what products do I sell?
- Prices of ice creams.
- Who is my target market? – e-praise points for including market research.
- Sales forecast.
- Projected costs, profit and break-even.
- How much capital do I need to get started?
- Where my ice-cream cart might be located and why.
- How I can promote my business.

I'd like your work to be as creative and colourful as possible.

Really showcase your entrepreneurial skills!!

Design how my ice-cream cart should look, design my menu, design my promotion. Think about how I can add value, is there a USP?

Who are my rivals? How might I be able to compete with them?

Make use of:

[The role and importance of a business plan - Business plans - Edexcel - GCSE Business Revision - Edexcel - BBC Bitesize](#)

Don't forget, this is an ice cream cart in Swindon.