



Summer Term Support Pack



YEAR 10

KESTEVEN & SLEAFORD
HIGH SCHOOL



English

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

√/x

Do you understand the requirements for a Language Paper 1 and understand what is required for each question?

1. Revisit the work in your English Folder in the section 'Language Paper 1' (Orange Section)
2. Access the work on your English Teams channel and complete Section A and a Section B in timed conditions.
3. After completing both sections, self-assess and check your answers with the feedback sheet before showing your class teacher.

Resources can be found in your Teams channel under General - Class Materials - Summer Support

Do you understand the requirements for the Romeo and Juliet question?

1. Revisit your past assessments in your English Folder in the section 'Literature Paper 1' (Green Section)
2. Access the work on your English Teams channel and complete 'Romeo and Juliet June 23' in timed conditions.
3. After completing, you could either self-assess and check your answers with the indicative content sheet before showing your class teacher.

Resources can be found in your Teams channel under General - Class Materials - Summer Support

Do you have detailed notes for both 'Romeo and Juliet' and 'An Inspector Calls' that include details of character development, key themes and contextual notes?

1. Check that both your Inspector Calls and Romeo and Juliet booklets are complete

Check that you clearly understand the plot of each play

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Have you begun the Summer reading task for Jane Eyre?

Use the supporting materials to help focus your studies on chapters of the text.

Resources can be found in your Teams channel under General - Class Materials - Summer Support

Read sophisticated Non Fiction texts from sources such as The Guardian, The New Yorker or The National Geographic or perhaps consider autobiographies as an alternative.



Mathematics

Year 10-sets 1-4.



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

\sqrt{x}

Y10 Summer Support-Compound interest and depreciation.

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Forming and solving equations.

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Converting recurring decimals to fractions.

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Challenge Time

Want to get ahead of the game and prepare for Y11? Why not try these tasks:

Y10 Summer Support-Volume of prisms and spheres

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Advanced trigonometry

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Similar shapes

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

√/x

Y10 Summer Support-Compound interest and depreciation

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Forming and solving equations.

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-FDP

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Challenge Time

Want to get ahead of the game and prepare for Y11? Why not try these tasks:

Y10 Summer Support-Volume of prisms and spheres

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Similar shapes

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.

Y10 Summer Support-Vectors

Use the video clips to help complete the Mathswatch assignment as titled above. If you require more support, please contact your class teacher through the feedback box.



Biology

Year 10



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

	✓/x
Task 1 I know how substances are transported in plants and animals. Listen to the B4 podcast on Kerboodle and make notes or a mind map https://www.kerboodle.com/app/courses/20690/modules/Resources/content/257063	
Task 2 Complete the following interactive activities on Kerboodle: B1.2 Maths skills: cells under a microscope, B1.10 Maths skills: surface area to volume ratio, B3.5 Maths skills: Enzymes and rates, B4.4 Maths skills: Calculating percentage change.	
Task 3 Watch the following YouTube clip: The whole of AQA GCSE Biology Paper 1 Revision 13th May 2025 Answer the summary questions on page 132 of the Kerboodle textbook.	
Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:	
<ul style="list-style-type: none">• Our first topic back is reproduction. See if you can find out how different genetic diseases are inherited	
<ul style="list-style-type: none">• You could also make keyword flash cards for the reproduction topic, glossary sheets with definitions are on Kerboodle for every topic.	



Chemistry

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

√/x

Task 1—Electrolysis

Complete the following interactive activities on Kerboodle; **C6.1 Literacy skills: Electrolysis; C6.3 Maths skills: Writing half equations; C6.4 Required practical: Investigating the electrolysis of solutions**

Task 2—Quantitative Chemistry

- Watch the following YouTube clip [The Whole of AQA -QUANTITATIVE CHEMISTRY. GCSE Chemistry or Combined Science Revision Topic 3 for C1 - YouTube](#)
- Answer the summary questions on page 80-81 in the textbook

Task 3—Energy Changes

- Listen to the podcast **C7 Podcast: Energy Changes** Higher <https://www.kerboodle.com/app/courses/20690/modules/Resources/content/225752>
- Make notes and answer the associated questions

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

- Research fractional distillation and cracking. Describe how these processes work and why they are important
- You could also make keyword flash cards for this topic, glossary sheets with definitions are on Kerboodle for every topic.



Physics

Year 10



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

	✓/x
Firstly, you need to ensure you have an overview of the topics covered whilst studying the content of Paper 1. Use the contents page of the textbook to produce a mind map of each topic P1 to P7. The central theme of your mind map should be “GCSE Physics Paper 1” and it should contain a branch for each topic P1 to P7. https://www.kerboodle.com/api/courses/20690/interactives/140286.html	
Next you need to practice applying your knowledge to answer past exam questions. Complete the following questions: Topic 1— https://MOJEQEB.exampro.net Topic 2— https://QINUQEN.exampro.net Topic 3— https://PUKENIX.exampro.net Topic 4— https://UYHYHEF.exampro.net	
Revise the topic of radioactivity by listening to the podcast on topic P7. (https://www.kerboodle.com/app/courses/20690/modules/Resources/content/225857) and produced a mind map or revision notes containing the key points.	
Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:	
<ul style="list-style-type: none">• Listen to the podcast on P12-waves and make a mind map (https://www.kerboodle.com/app/courses/20690/modules/Resources/content/226223)• Listen to the podcast on P13-The electromagnetic spectrum (https://www.kerboodle.com/app/courses/20690/modules/Resources/content/226225)	



Business

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

	√/x
Task 1 We have completed Unit 1: Business in the real world and Unit 4: Human Resources. Using your booklets, choose 5 difficult key terms from each topic within the unit, make a list or create flash cards and revise the key term.	
Task 2 At the back of your recall booklets for Unit 1 and Unit 4 there are some past exam questions. Complete at least two of these and hand it in to your teacher. Choose the questions that you find most challenging and remember if there is a case study – use it. Quote it in your work, use the different stakeholder names.	
Task 3 Make sure both of your recall booklets are completed. Make sure you have answered in detail and added any real business examples to your responses.	
Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:	
Key Terms: Revise the Year 10 key terms and get ahead with these for the Year 11 topics. Your booklets contain all the key terms and you also have the key term booklets. You can also access these here AQA Subject specific vocabulary .	
Calculations: Create a calculation revision mind map with all the calculations we have looked at so far. This link takes you to tutor2u which is a great website for all things Business. Please have a look at the formula list on here. Formulae List for AQA GCSE Business Reference Library Business tutor2u	
Revision Activities: On Teams there is a PowerPoint called ‘Suggested Activities all units – Year 10 Summer Tasks’ this has got a range of activities which covers units 1 and 4 as well as Unit 3 – Business Operations. Have a go at some of the tasks to support your revision. The file is saved in our Teams folder in the file called ‘Revision resources’	



Computing Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

	√/x
Can you accurately describe how text, images, and sound are encoded into binary using technical vocabulary accurately, and the role of compression? Complete the Seneca assignment, pages 21-26 in the white book and page 22 in the blue book, using your notes and revision guide.	
Can you accurately describe and demonstrate all taught search and sort algorithms? Complete the Seneca assignment, pages 53-57 in the white book, and page 49 in the blue book, using your notes and revision guide.	
Can you use flowcharts and pseudocode to design algorithms to solve problems? Complete the Seneca assignment and pages 49-52 in the white books, and page 49 in your blue book, using your notes and revision guide.	
Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:	
Read pages 6-7 in the blue book and produce a keywords poster/flashcards/mind map on Secondary Storage.	
Use wider research to produce a timeline of mobile phones since their introduction in the 1970s.	
Continue to develop your programming skills in Python using Python Tutorial and/or continue working on your independent programming project.	



Drama

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

Tasks: Please note for each task below - You have WAGOLLS for each question, in your green exercise books. Criteria for Success Checklists are in Teams Channel Files section.	√/x
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1. Section B — Blood Brothers: 3 x questions: Acting Skills, Proxemics & Interpretation	
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2. Section C – Live Theatre: 1 x 32 - marker question	
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3. Past Exam Paper – Complete Section B or Section C	
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Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

C2 – Get together with the people in your group and rehearse. This will provide extra and beneficial rehearsal time ahead of your performance exam that takes place before October half-term. Take some pictures to document your progress that will help with your Section 3 NEA Coursework.

Section B – Write a Character Analysis and Character Journey for each of the named characters in the play: Mickey, Edward, Mrs Johnstone, Mrs Lyons, Linda, Sammy, Mr Lyons.

Section C – Map out the structure of the play Things I Know To Be True (TIKTBT). What happens in each season? Which characters feature, what are the themes of that section? Use the Resource Pack on Teams.

Task 1: Section B – Blood Brothers

Teacher And so, we know then, don't we, that the Boro Indian of the Amazon Basin lives on a diet of

Perkins Sir, sir ...

Teacher A diet of ...

Perkins Sir, sir ...

Teacher A diet of what, Johnstone? The Boro Indian of the Amazon Basin lives on a diet of what?

Mickey What?

Teacher Exactly, lad, exactly. What?

Mickey I don't know.

Teacher (*his patience gone*) Y'don't know. (*Mimicking.*) You don't know. I told y' two minutes ago, lad.

Linda Leave him alone, will y'?

Teacher You just stay out of this, miss. It's got nothing to do with you. It's Johnstone, not you...

Perkins Sir!

Teacher Oh, shut up, Perkins, y' borin' little turd. But you don't listen, do you, Johnstone?

Mickey (*shrugging*): Yeh.

Teacher Oh, y' do? Right, come out here in front of the class. Now then, what is the staple diet of the Boro Indian of the Amazon Basin?

Mickey *looks about for help. There is none.*

Mickey (*defiantly*): Fish fingers!

Teacher Just how the hell do you hope to get a job when you never listen to anythin'?

Mickey It's borin'.

Teacher Yes, yes, you might think it's boring but you won't be sayin' that when you can't get a job.

Mickey Yeh. Yeh, an' it'll really help me to get a job if I know what some soddin' pygmies in Africa have for their dinner!

The class erupts into laughter.

Teacher (*to class*) Shut up. Shut up.

Mickey Or maybe y' were thinkin' I was lookin' for a job in an African restaurant.

Teacher Out!

Linda Take no notice, Mickey. I love you.

Teacher Johnstone, get out!

Linda Oh, leave him alone, you. Y' big worm!

Teacher Right, you as well...out...out...

Linda I'm goin'...I'm goin'...

Teacher You're both suspended.

6.2 You are performing the role of Linda. Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create.

'Take no notice, Mickey. I love you.'

[8 marks]

6.3 You are performing the role of Mickey. Focus on the shaded part of the extract. Explain how you and the actors playing Linda and the Teacher might use the performance space and interact with each other to **create comedy** for your audience. **[12 marks]**

6.4 You are performing the role of Linda. Describe how you would use your acting skills to interpret Linda's character.

Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole.

[20 marks]

Task 2: Section C – Live Theatre

Describe how one or more actors used their Vocal and Physical skills in a particular scene or section to show their characters emotions. Analyse and evaluate how successful they are in communicating their characters emotions to the audience.

Task 1: Introduction - This should include what you saw, by who, where, and a brief summary of the plot and style of the performance.

Task 2: Explain which character/s you will discuss and which scene/s from the play (use actors names). Link your decision to the focus of the question.

Task 3: Example 1 - This should be your first example of how one Actor used their vocal and physical skills and use of space in a particular scene.

- Describe the scene and its significance?
- Analyse the vocal and physical skills and use of space (make sure you use subject terminology) you should also use quotes from the Scene.
- What does this tell us about the character? Link back to emotions.
- How effective was this scene? What does it allow the audience to understand?

Task 4- Example 2 - This should be an example of how another Actor used their vocal and physical skills and use of space in a scene.

- Describe the scene and its significance?
- Analyse the vocal and physical skills and use of space (make sure you use subject terminology) you should also use quotes from the Scene.
- What does this tell us about the character? Link back to emotions.
- How effective was this scene? What does it allow the audience to understand?

Task 5: Example 3 - This should be an example of how an Actor used their vocal and physical skills and use of space in a scene.

- Describe the scene and its significance?
- Analyse the vocal and physical skills and use of space (make sure you use subject terminology) you should also use quotes from the Scene.
- What does this tell us about the character? Link back to emotions.

- o How effective was this scene? What does it allow the audience to understand?

Task 6: Conclusion - A summary of how successful the actors were in conveying emotions

Task 3: Past Exam Paper

We see Edward waiting by a streetlamp. Linda approaches, sees him, and goes into a street walk.

Linda: Well, hello, sweetie pie; looking for a good time? Ten to seven. (She laughs.) Good time... ten to seven... it was a joke... I mean, I know it was a lousy joke but y' could at least go into hysterics!

Edward smiles.

Linda: That's hysterics?

Edward: Where's Mickey?

Linda: He must be workin' overtime.

Edward: Oh.

Linda: What's wrong with you, misery?

Edward: (after a pause) I go away to university tomorrow.

Linda: Tomorrow! You didn't say.

Edward: I know. I think I've been pretending that if I didn't mention it the day would never come. I love it when we're together, the three of us, don't you?

Linda nods.

Edward: Can I write to you?

Linda: Yeh... yeh, if you want.

Edward: Would Mickey mind?

Linda: Why should he?

Edward: Come on... because you're his girlfriend.

Linda: No, I'm not.

Edward: You are, Linda.

Linda: I'm not, he hasn't asked me.

Edward: (laughing) You mean he still hasn't?

Linda: (laughing) No.

Edward: But it's ridiculous.

Linda: I know. I hope for his sake he never has to ask me to marry him. He'll be a pensioner before he gets around to it.

Edward: (after a pause) He's mad. If I was Mickey I would have asked you years ago.

Linda: I know you would. Cos y' soft, you are.

B - 6.1 You are designing a costume for Edward to wear in a performance of this extract. The costume must reflect the context of Blood Brothers, set in a Liverpudlian community in the 1970s. Describe your design ideas for the costume. **[4 marks]**

B - 6.2 You are performing the role of Edward. Describe how you would use your vocal and physical skills to perform the line below and explain the effects you want to create.

'(after a pause) He's mad. If I was Mickey I would have asked you years ago.' **[8 marks]**

B - 6.3 You are performing the role of Linda.

Focus on the shaded part of the extract. Explain how you might use the performance space and interact with the actor playing Edward to show the audience **Linda's feelings**.
[12 marks]

B - 6.4 You are performing the role of Edward.

Describe how you would use your acting skills to interpret Edward's character.

Explain why your ideas are appropriate for:

- this extract
- the performance of your role in the play as a whole. **[20 marks]**

C - Describe how one or more actors used their vocal and physical skills to create one or more memorable character(s) in the production for the audience.

Analyse and evaluate how successful they were in creating one or more memorable character(s) for the audience.

You could make reference to:

- vocal skills, for example pitch, pace and tone of voice
- physical skills, for example body language and facial expression
- a scene or section and/or the production as a whole. **[32 marks]**



Ethics & Philosophy

Year 10



<p>Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps.</p> <p>Highlight any areas you need to work on.</p>	
	√/x
<p>Create a list of key terms and definitions plus relevant religious teachings for each of the topics on paper 1 – Christian beliefs and practices and Islam beliefs and practices.</p> <p>Key materials to help can be found in Teams in the Files folder Summer Support</p>	
<p>Create a list of key terms and definitions plus relevant religious teachings for each of the topics on paper 2 which have been studied so far – Human Rights and Social Justice, Conflict and Peace</p> <p>Key materials to help can be found in Teams in the Files folder Summer Support</p>	
<p>Complete the key terms and religious teachings Forms quiz for the following topics:</p> <ul style="list-style-type: none"> • Christian beliefs and practices • Islam beliefs and practices • Conflict and Peace • Human Rights and Social Justice <p>All links to the Forms Quiz can be found in Teams. You will only be allowed one attempt.</p>	
<p>Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:</p>	
<p>Create a mind map for each of the topics studied so far – include key terms, key religious teachings, how beliefs influence believers’ actions, issues, examples and arguments for and against any key issues:</p> <ul style="list-style-type: none"> • Christian beliefs and practices • Islam beliefs and practices • Religion and life • Conflict and Peace • Human Rights and Social Justice 	
<p>Complete each of the key terms and teachings forms quizzes found in the Summer Support folder in Teams – you can only have one attempt.</p>	
<p>Complete any of the practice exam questions in the GCSE RS revision guide and check your answer against those in the back of the book.</p>	



Art & Design
Fine Art
Year 10



Summer Support

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Observational Drawings.

Look over your pumpkin drawings, close ups and drawings of shells on fabric. Ensure that these are completed and work into these further showing a greater range of tone, detail and texture. Look carefully at the darkest and lightest areas.

√/x

Annotation.

Ensure that there are no gaps in your sketchbooks, everything is stuck in and that all your artists are thoroughly analysed and all your work is reflected upon. Please use the analysis help sheets to support you with this.

Development.

Ensure your development work for your final piece is completed including thumbnail sketches and a maquette.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Drawings

Complete a page of observation drawings relating to your Personal Study Project theme. You should work from life or primary photographs (photos you have taken yourself). You should carefully observe and sketch the outline in pencil first, taking care to achieve accurate proportions, then add tone, texture and detail. You could demonstrate mark-making techniques such as **hatching, cross-hatching and stippling** to build a range of tone.

Experiment with completing a drawing or painting on an **interesting surface**. You must choose a subject matter related to your chosen *Personal Study* theme. You could choose newspaper, cardboard, tickets, brown paper, an old book page etc.



Food Preparation & Nutrition

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

Task 1:

We have covered Protein, Fats & Carbohydrates as Macronutrients and functional elements. Work through the textbook and respond to all the Test Yourself sections and Activities that link to these topic areas – pages 43 – 58.

✓/x

Task 2:

Produce a table for Fat Soluble and Water-Soluble vitamins – clearly identify the functions in the body / sources from foods. You may wish to include images to help you remember / recognise.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Take some time to think about different culinary traditions. Read Topic 5 in the book – pages 139 – 149.

Why not make a scrap book of dishes from around the world, select four countries to start with. Think about where they originate from, what ingredients they include, what skill level are they if you were to make them – use your skills chart to help.



MFL - French
Year 10



Summer Support

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√/x

Task 1

We have now completed the following topics: Identity & relationships; Healthy living & lifestyle; Free time activities; Education & work; Festivals & traditions. Using your booklets, choose 10 difficult items of vocabulary from each topic, make a list and revise this vocabulary. Ideally do more than 10 but this is a good start.

Task 2

At the back of each booklet, there is an example of a 90-word task. Complete at least two of these and hand it in to your teacher. Choose the topics you feel least confident in. Use the mark schemes in your booklet to remind you of what you need to include to do well.

Task 3

Make sure all of the General Conversation questions in your booklets are planned in enough detail – if you have been asked to expand on them, make sure you have done this. Practise them and make sure you can respond to them when asked.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

VOCABULARY: Revise Year 10 vocabulary and get ahead with vocabulary for your Year 11 topics. Your booklets contain all of the vocabulary so far and the whole vocabulary list for every topic can be revised on www.languagenut.com It's vital that you know as much of the vocabulary as possible!

TENSES: Make sure you are confident with the present tense, perfect tense and near future tense. It would also be useful to know the simple future, imperfect and conditional. You have notes on all in your books and all tenses can be practised on www.languagenut.com When you log in, choose 'Grammar & verbs' to find lots of practice there.

GENERAL CONVERSATION: Practise the general conversation questions you have prepared in your booklets. Try to answer every question in at least three sentences. In addition, there are lots of extra questions at the back of your booklets; all of these could appear at some point during your speaking exam so make sure you can understand and answer them.



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

Resource Management:

- Global distribution of resources and provision of food, water and energy in the UK
- Energy management – global energy supply and demand, impact of energy insecurity, strategies to increase energy security, advantages and disadvantages of extracting a fossil fuel (Gannet oil), sustainable energy use and the Chambamontera micro-hydro scheme.

Task: Click on the link below which provides information about the impact of energy insecurity. Make notes as you watch it.

[Impacts of Energy Insecurity | AQA GCSE Geography | Energy 3 - YouTube](#)

Complete this 6-mark question and hand it to your teacher for marking. *'Suggest how energy insecurity can have both economic and environmental impacts'*

✓/x

Natural hazards:

- Tectonic hazards – physical processes, effects and responses. Case studies of Tohoku, Japan and Nepal
- Weather hazards – atmospheric circulation, tropical storms (Typhoon Haiyan) and extreme weather in the UK (Storm Babet)
- Climate change – evidence, natural and human causes and management (mitigation and adaptation)

Task: Watch the video below and complete the tasks set to consolidate your learning. Make notes as you watch it [Tectonic Hazards in 30 Minutes! | Quick Revision for GCSE Geography](#)

Complete this 4-mark exam question and hand in to your teacher for marking. *'Suggest why earthquakes and volcanic eruptions happen close to destructive plate margins.'*

Urban Issues and Challenges:

- The urban world including challenges and opportunities in Rio de Janeiro
- Urban change in the UK – Birmingham

Task: Watch the video below and complete the tasks set to consolidate your learning. Make notes as you watch it.

[Revise Urban Issues \(LIC/NEE Context\) in 30 Minutes! | Quick Revision for GCSE Geography](#)

Complete this 4-mark exam question and hand in to your teacher for marking.
Complete this 4-mark exam question and hand in to your teacher for marking.
Suggest why sanitation systems in cities in LICs/NEEs create challenges.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

- Watch the video below and make **brief** notes on types of **hard management strategies** used to reduce river flooding [River Management: Hard Engineering Strategies | AQA GCSE Geography | River Landscapes 10](#).
- Watch the video below and make **brief** notes on types of **soft management strategies** used to reduce flooding [River Management: Soft Engineering Strategies | AQA GCSE Geography | River Landscapes 11](#). Think about the advantages/disadvantages of these strategies.
- Changing Economic World – watch the video below and make **brief** notes about **economic indicators** of development [Economic Indicators of Development | AQA GCSE Geography | Development Gap 2](#)



MFL - German

Year 10



Summer Support

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	✓/x
<p>Task 1 We have now completed the following topics: Identity & relationships; Healthy living & lifestyle; Free time activities; Education & work; Festivals & traditions. Using your booklets, choose 10 difficult items of vocabulary from each topic, make a list and revise this vocabulary. Ideally do more than 10 but this is a good start.</p>	
<p>Task 2 At the back of each booklet, there is an example of a 90-word task. Complete at least two of these and hand it in to your teacher. Choose the topics you feel least confident in. Use the mark schemes in your booklet to remind you of what you need to include to do well.</p>	
<p>Task 3 Make sure all of the General Conversation questions in your booklets are planned in enough detail – if you have been asked to expand on them, make sure you have done this. Practise them and make sure you can respond to them when asked.</p>	
<p>Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:</p>	
<p>VOCABULARY: Revise Year 10 vocabulary and get ahead with vocabulary for your Year 11 topics. Your booklets contain all of the vocabulary so far and the whole vocabulary list for every topic can be revised on www.languagenut.com It's vital that you know as much of the vocabulary as possible!</p>	
<p>TENSES: Make sure you are confident with the present tense, perfect tense and future tense. It would also be useful to know the imperfect and the conditional. You have notes on all in your books and all tenses can be practised on www.languagenut.com When you log in, choose 'Grammar & verbs' to find lots of practice there. You may want to practise word order as well.</p>	
<p>GENERAL CONVERSATION: Practise the general conversation questions you have prepared in your booklets. Try to answer every question in at least three sentences. In addition, there are lots of extra questions at the back of your booklets; all of these could appear at some point during your speaking exam so make sure you can understand and answer them.</p>	



Art & Design Graphic Communication Year 10



Summer Support

Are you on track with your recent coursework? Look through this checklist of key topics and see if you have completed them. If you discover a gap in your coursework, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on. You can find all the work, resources and examples on your Microsoft team's assignments.

<p>Task 1 – Research & Analysis: choose 1 or 2 graphic designers or artists linked to your project theme. Collect images of their work and stick these in your sketchbook neatly. Use the research help sheet or sentence starters to help you analyse each piece. Look at: composition, process & meaning. Explain what you like/dislike and how this work inspires your own ideas.</p>	<p>√/x</p>
<p>Task 2 – Thumbnail ideas / sketches: create at least 8 small thumbnail sketches showing different layout or design ideas. Keep them quick and simple. Label each sketch to explain your choices (e.g. colour, font, image placement). Make sure your ideas link to your project theme (e.g. Typography, Nature, Packaging). Review your ideas and annotate the one you want to develop further.</p>	<p>√/x</p>
<p>Task 3 – Idea development and experimentation: Choose your best idea from your thumbnail sketches. Develop this idea further by making it bigger and more detailed. Try different layouts, colour schemes or font choices. Experiment with materials – try hand-drawing, collage, or digital design. Annotate your experiments, describe what you did, what worked, what didn't, and what you'll improve next time.</p>	<p>√/x</p>
<p>Task 4 – Outcomes: Plan and create your final design based on your best developed idea. Use the skills you've practised (typography, 3D Nets, layout, colour, composition). Evaluate your outcome by writing a short paragraph. Include: what you like, what you'd change, and how it links to your theme. Use full sentences.</p>	<p>√/x</p>

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Unit 3 Make sure you take your own primary source materials to use for your pastiches, if you're looking at portraiture get images of people. If you're looking at travel get pictures of places/architecture etc....

Unit 3 Sketch! As well as getting primary images, sketching is a vital skill and resource in your project, create 2 pages of relevant, good quality sketches. These must relate to your theme / project goal.

Unit 3 Product analysis, if you're looking to recreate a poster, find yourself one and analyse this! If you're looking at children's books / tickets / t-shirts, find these and analyse them.



History

Year 10



Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

	√/x
<p>Task One – Using knowledge from Chapter 4 and 5 of Living Under Nazi Rule, have a go at planning the following essay question: <i>‘German occupation in the Second World War was, in general, far harsher in eastern Europe than in western Europe’</i>. How far do you agree with this view? (18 marks) Use your ‘how to answer’ questions booklet to support.</p>	
<p>Task Two – Using knowledge from Chapter 5 of Making of America, have a go at answering the following 9 mark question: <i>Write a clear and organised summary that analyses the way of life of Plains Indians between 1877 and 1900. Support your summary with examples. (9 marks)</i> Use your ‘how to answer’ questions booklet to support.</p>	
<p>Task Three – Identify a chapter from Making of America or Living Under Nazi Rule. Create a revision mindmap on that topic.</p>	
<p>Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:</p>	
<p>FLASHCARDS – Make 10 flashcards for each chapter from Making of America and Living Under Nazi Rule. This will support your revision for the November mocks.</p>	
<p>READ – Find an article to read about the Elizabethans or The People’s Health in England.</p>	
<p>MINDMAP – Create an overview revision resource of Lincoln Castle in the form of a mindmap. Remember to label on your physical features!</p>	



Music

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

√/x

Wider Listening – Describing music using the elements of music.

Use the analysis cards to help you analyse pieces of music and keep a listening diary. A copy of the analysis cards are available on Teams.

Theory – chords/ inversions/ scales and keys

Log in to Teaching Gadget and complete activities based on the areas you need to work on further. Login – KSHS password – 456music

Key Words

Complete quizizz/ blookets set on Teams.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Continue rehearsing your performance repertoire.

Look at the past papers available on TEAMS to build your understanding of examination questions.

Complete as much wider listening as you possibly can and use the analysis cards to comment on the pieces you listen to.



Physical Education

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

Task 1 – Sports Psychology

√/x

I understand the key terms from the Sports Psychology unit and I can give definitions and sporting examples. Use the Sports Psychology booklet contained within this guide and complete session one to reinforce this understanding.

Task 2 – Sports Psychology

I can apply my understanding of Sports Psychology to examination questions and I know how to structure my answer based on the command words. Find the Sports Psychology booklets on Teams and complete session two and session three to reinforce this. Use the mark schemes to check your success.

Task 3 – Physical Training

I understand the key terms from the Physical Training unit and I can give definitions and sporting examples. Find the Physical Training booklets on Teams and complete session one to reinforce this understanding.

Task 4 – Physical Training

I can apply my understanding of Physical Training to examination questions and I know how to structure my answer based on the command words. Find the Physical Training booklets on teams and complete session two and session three to reinforce this. Use the mark schemes to check your success.

Challenge Time

Want to get ahead of the game and prepare for next term? Why not try these tasks:

Research sponsorship in sport – Find examples of existing sports performers and products or services they advertise as part of their sponsorship deal.

Use BBC bitesize or Seneca to get ahead on the participation topic. What influences a beginner to take part in sport? What could stop someone participating? Think back to when you began a sport, what made you try it?

Sports Psychology

Session 1 – Key Terminology and Definitions

Create mind maps on the following topics, add models using key terminology and definitions – give as much detail as you can.

1. Classification of skill
2. Goal Setting
3. Information Processing
4. Guidance and Feedback
5. Arousal & Stress management
6. Aggression
7. Personality & Motivation

Session 2 - AO1 and AO2 Examination Questions

Apply your knowledge to examination questions – do as much as you can before looking at the mark schemes. Then use the mark schemes to identify areas you have missed or need further revision on. You could use your green pen to highlight this.

1. Define skill.

(Total 1 mark)

2. Explain how a performer uses the basic information processing model to receive a pass in a team sport.

Input _____

Decision making _____

Output _____

Feedback _____

(Total 4 marks)

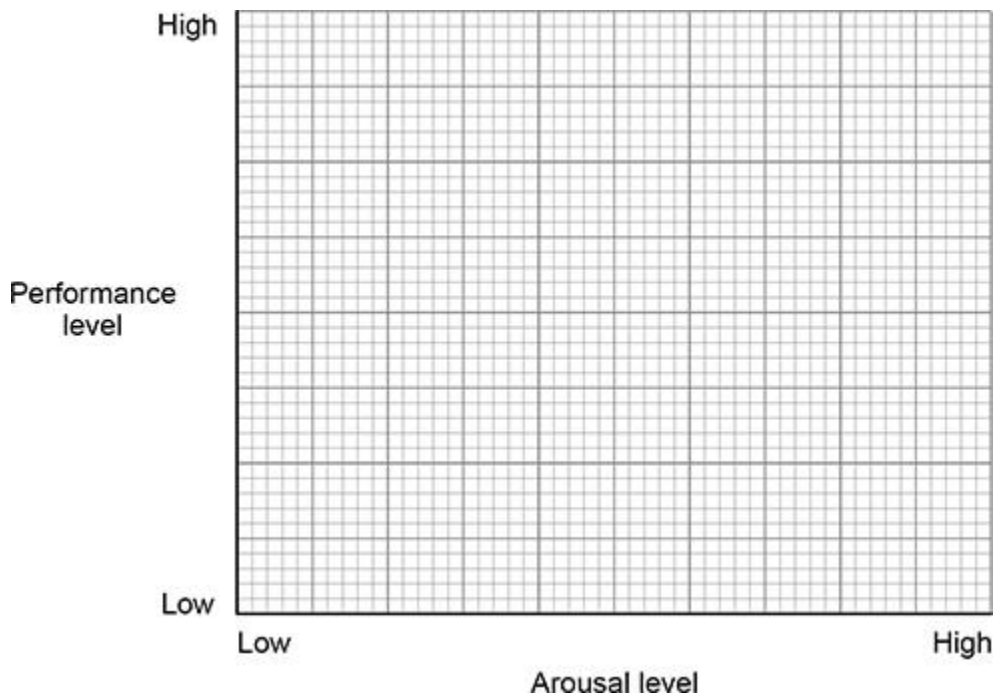
3. Define arousal.

(Total 1 mark)

4. The inverted-U theory helps to explain the relationship between arousal level and performance level. In the figure below, sketch the shape and the position of the curve for each of the following sporting skills:

- Boxing punch
- Golf putt.

Label each curve.



(Total 2 marks)

5. Define indirect aggression.

Give a sporting example of when it is used.

Definition _____

Sporting example _____

(Total 2 marks)

6. Define an outcome goal.

Use a sporting example in your answer.

(Total 2 marks)

7. Explain how knowledge of performance would help a beginner learning a new sport.

(Total 3 marks)

8. Give **one** sporting example of a self-paced skill.

Justify your choice.

Example _____

Justification _____

(Total 3 marks)

1. [AO1 = 1]

Award **one** mark for a correct definition.

- A learned action / behaviour (1)

Accept any other suitable definition.

Max 1 mark

[1]

2. [AO2 = 4]

Award **one** mark for each of the following points up to a maximum of **four** marks.

Sporting Example – Catching a ball in netball

Input (sub-max 1 mark)

- Information from the display – where is the ball coming from / what speed the ball is travelling / the angle the ball is travelling/is there any spin on the ball? (1)
- Selective attention – blocking out everything, e.g. noise / other visual stimuli/other than key focus points above, ie the ball (1)

Decision making (sub-max 1 mark)

- Selection of appropriate response from memory – have you dealt with this before / have you seen a similar type of catch before? (1)
- Recall of relevant catch from the long-term memory/executed by short term memory (1)

Output (sub-max 1 mark)

- Information sent to muscles to carry out the response – choice of catch (hands up or down)/movement of arms/movement of feet (1)
- Use of appropriate muscles for moving arms, legs and body into the correct position to take a catch (1)

Feedback (sub-max 1 mark)

- Received via self (intrinsic/kinaesthetic) and/or others (extrinsic) – did you catch the ball/how did it feel/where did it go/did you misread the flight of the ball (1)

Accept any other suitable responses which are linked to receiving a pass in a team sport.

Max 4 marks

[4]

3. [AO1 = 1]

Award **one** mark for a correct definition.

- A (physical and mental) state of alertness / readiness / excitement (1)

Accept any other suitable definition.

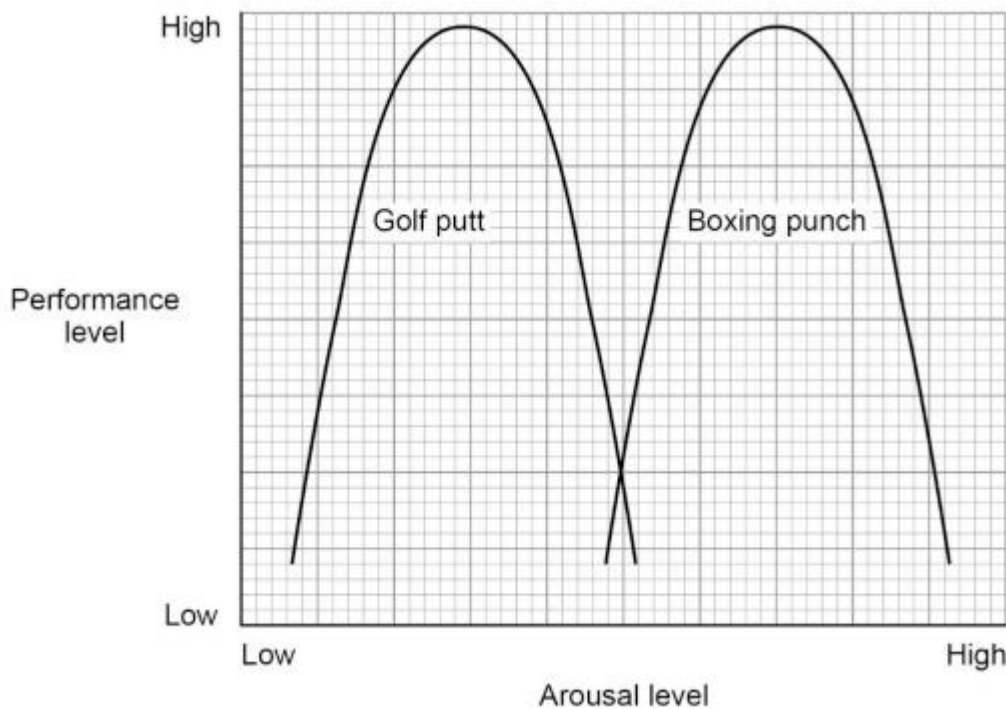
Max 1 mark

[1]

4. [AO2 = 2]

Award **one** mark for correctly sketching and labelling each graph up to a maximum of **two** marks.

- Correctly sketched and labelled curve for golf putt, starting at low arousal and ending in the middle (1)
- Correctly sketched and labelled curve for boxing punch starting in the middle of the x-axis and ending at high arousal (1)



NB Curves do not have to cross for marks to be awarded.

Max 2 marks

[2]

5. [AO1 = 1 AO2 = 1]

Award **one** mark for a correct definition and **one** mark for a suitable example.

Definition (AO1)

- Aggression which is taken out on an object (1)

- Aggression which involves no physical contact (1)

Sporting example (AO2)

- Hitting a tennis ball hard (1)
- Kicking a football with power (1)

Accept any other correct definition and suitable sporting example.

Max 2 marks

[2]

6. [AO1 = 1 AO2 = 1]

Award **one** mark for each of the following points up to a maximum of **two** marks. Award up to a maximum of **one** AO1 mark and **one** AO2 mark.

AO1

- Goals that focus on the end result (1)

AO2

- An athlete aiming to win a Gold Medal at the Olympics (1)
- A player aiming to win a match (1)

Accept any other suitable response.

Max 2 marks

7. [AO2 = 3]

Award **one** mark for each of the following points up to a maximum of **three** marks.

- It would help a beginner as they do not know what a successful performance feels or looks like (1)
- It would help a beginner as it does not focus on the end result but the actual process of the performance (1)
- It would help a beginner as it helps identify strengths and areas for improvement (1)

Accept any other suitable response.

Max 3 marks

8. [AO2 = 1 AO3 = 2]

Award **one** mark for each of the following points up to a maximum of **three** marks.

AO2 (sub-max 1 mark)

- Long jump in athletics (1)

AO3 (sub-max 2 marks)

- The run-up is started when the performer decides to (1)
- The performer decides the rate and pace of the run-up (1)

(Total 4 marks)

Physical Training

Session 1 – Key Terminology and Definitions

Create mind maps on the following topics, add models using key terminology and definitions – give as much detail as you can.

- 1. Components of fitness
- 2. Fitness Testing
- 3. Methods of Training
- 4. Principles of Training
- 5. The Training Seasons
- 6. Injury Prevention

Session 2 - AO1 and AO2 Examination Questions

Q1.
Define 'health'.

(Total 1 mark)

Q2.
(a) What is 'reaction time'?

(1)
(b) Name **and** describe a test that can be used to measure reaction time.

(4)

(c) Explain how a decrease in reaction time may allow a sports person to improve his / her performance in a named physical activity.

(2)

(Total 7 marks)

Q3. Page 3 of 12

The Illinois Agility Test is a maximal test that measures agility. Describe how to carry out this test.

(Total 2 marks)

Q4.

With reference to a named fitness test for cardiovascular endurance, explain how you could evaluate your test performance quantitatively **and** qualitatively.

(Total 3 marks)

Q5.

Components of fitness are important for sports performers.

(a) What is meant by the term 'balance'? Give **one** example from a physical activity.

(2)

(b) What is meant by the term 'co-ordination'? Give **one** example from a physical activity.

(Total 4 marks)

Q6.

State **two** components of physical fitness that an athlete would need when taking part in a cross country race **and** describe how each component could improve their performance.

1.

2.

(Total 4 marks)

Q7.

(a) What is 'dynamic strength'?

(1)

(b) Explain how an increase in dynamic strength may lead to an improved performance in a named physical activity.

(3)

(Total 4 marks)

Q8. Page 5 of 12

It is important to lift and carry equipment safely.

Describe the technique that you should use when doing this.

(Total 3 marks)

Q9.

Justify why reaction time is important for a cricketer.

(Total 3 marks)

Q10.

(a) State **one** benefit to fitness which can be achieved by the use of weight training.

Benefit _____

(1)

(b) In relation to weight training, what is the difference between 'repetitions' and 'sets'?

(2)

(Total 3 marks)

Q11. Page 6 of 12

Fitness testing is becoming increasingly important in sports preparation and performance. Identify **two** limitations of fitness testing.

1. _____

2. _____

(Total 2 marks)

Q12.

Which **one** of these is the most appropriate test to measure maximal strength? **A**

The 30 Metre Sprint Test



Textiles

Year 10



Summer Support

Are you on track with your recent studies? Look through this checklist of key topics and see if you have an understanding of the key ideas. If you discover a gap in your knowledge, use the highlighted tasks from the recently set work to fill in any gaps. Highlight any areas you need to work on.

Core Technical Principles – go back through your purple book and revision guide – pages 2-13 and check your understanding of the topics we have covered in Year 10. Use the exam practice workbook and complete the questions page 4 -14	√/x
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Materials and their working properties – go back through your purple book and revision guide page 14-23 and check your understanding of this topic we have covered in Year 10. Use the exam practice workbook and complete the questions page 15-23.	
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NEA – Your NEA research should be complete by the time we return in September – Context analysis; mood board; designer/ company research; product analysis; Materials and components research; Client/ Target Market Group profile – primary research.	
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Challenge Time Want to get ahead of the game and prepare for next term? Why not try these tasks:
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NEA – Plan your design brief – reflecting the wants and needs of your client.
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NEA – Plan your design specification – at least 15 points fully justified – include materials, budget, TMG/ client requirements; reflect your research.
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