

# Pre-Learning

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Year: 10

# Pre-Learning

## Subject: Drama

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### Year: 10

Answer the following questions to help you retain your knowledge of Blood Brothers:

Explain positives and negatives of performing Blood Brothers using In the round staging.

Justify your reasons.

Identify three characteristics of Mickey and explain how the actor could show this on stage.

# Pre-Learning

## Subject: English

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Year: 10

Poetry: In January we will be focussing on the following poems:

- Ozymandias by Percy Shelly
- London by William Blake
- The Prelude: Stealing the Boat by William Wordsworth
- Poppies by Jane Weir

Select one of the poems and create a factfile about the poem. You should include:

- When the poem was written.
- Who the intended audience is.
- What influenced the poet to write the poem.
- What the message of the poem is.

# Pre Learning

## Subject: ALL SCIENCE GROUPS

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### Year: 11

This will allow you to reach a 1 on the HL grade, it is to be done in conjunction with weekly pre learning set in class

Your teacher will tell you the HL topic you will be covering next half term.

You must research this topic in detail and produce an extended piece of work in your own words.

This can be in the form of

- a learning map
- a fact-file
- the detailed 4W'S and H (a high quality piece of work will look at the What if.....also )
- an animation
- a detailed model
- a talk- show

Be creative!!

A minimum of 2 sources must be used and the work must be referenced (your teacher will show you how to do this)

# Pre-Learning

## Subject: Maths

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### Year: All Year Groups

Area of Maths	Hegarty Maths Videos and Activities
Numeracy Skills	18-28, 143-145
Money	743-747
Angles	455-459
Negative Numbers	39-43

The Hegarty Maths activities listed above focus on the basics of Mathematics which will help pupils in accessing topics covered in lessons. Pupils are **not limited** to these videos. With over 800 activities on Hegarty Maths we would encourage pupils to attempt as many activities as possible. Some pupils have clocked over 800 questions already this year!

In addition to this, pupils will be given **targeted home learning** activities regularly by their class teacher. These will be different for different pupils according to their strengths and areas for development.

# Pre Learning

## Subject: Religious Studies

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### Year: 10

0-3: Research the five Pillars of Islam. Explain what each one is and how it plays apart in a Muslims daily life. Then write a short summary explaining which one you think is the most important and why.

4-6: Interview a Muslim who have been on the pilgrimage of Hajj. Ask them the following questions and make a note of their answers

1. What is Hajj?
2. Why do Muslims go on Hajj?
3. Explain some of the rituals that take place on Hajj and why?
4. Is Hajj easy or difficult to do? Why?
5. Which do you think is the most important part of Hajj and why?
6. How do you feel after Hajj?
7. How is the completion of Hajj celebrated?
8. Do you think all Muslims should take part in Hajj?

7-9 Make a PowerPoint presentation about the two Eid's celebrated by Muslims. Eid Id ul Fitr and Id ul Adha. Compare the two finding differences and similarities between them. Which do you think is the most significant and how might it impact on their lives and as part of their faith?

# Pre-Learning

## Subject: French

### Year: 10

#### THE IMPERFECT

This tense is used when you want to say in French:

- What **USED TO** happen
  - What **WAS** happen**ING**
  - When describing the **WEATHER** in the **PAST**
  - When saying: **I WAS, IT WAS...** **I HAD** and **THERE WAS/WERE**
- I **used to be** intelligent  
it **was** boring  
**it was snowing, it was cold**  
**there was** a lot of noise

**It's an easy tense to form and use:** To form the IMPERFECT, take the **NOUS** form of any verb in the **PRESENT**, knock off the **ONS** ending (in fact for ER verbs, all you have to do is remove the ER ending from the infinitive) and **ADD** the following set of endings:

JE	→	<b>AIS*</b>	NOUS	→	<b>IONS</b>
TU	→	<b>AIS*</b>	VOUS	→	<b>IEZ</b>
IL/ELLE/ON	→	<b>AIT*</b>	ILS/ELLES	→	<b>AIENT*</b>

\* all these endings **sound the same**, despite the different spellings!

**Some examples:**

<b>ER</b>	jouer	nous jou <u>ons</u>	→	<b>JOU</b> + AIS	= je <b>jouais</b>
<b>IR</b>	finir	nous finis <u>sons</u>	→	<b>FINISS</b> + AIS	= je <b>finissais</b>
<b>RE</b>	prendre	nous pren <u>ons</u>	→	<b>PREN</b> + AIS	= je <b>prenais</b>
		↑ present tense		↑ stem    ↑ ending	↑ imperfect

The only **exception** is **être** which becomes: **ét** + ending → **j'étais** I was    **c'était** it was

Any verb ending in **IER** such as **étudier** (study) looks a bit odd in the **NOUS & VOUS** forms: nous **étudiions** vous **étudiiez** (a bit like the English words : **skiing & Hawaii** the French is pronounced just as it would be in English)

**You have a go – c'est à toi! Put the correct endings to these stems**

1. Quand **j'ét**\_\_\_\_\_ plus jeune, **j'all**\_\_\_\_\_ en France tous les ans
2. Mon frère **parl**\_\_\_\_\_ au téléphone quand je suis arrivé/e
3. Il **fais**\_\_\_\_\_ mauvais et il pleuv\_\_\_\_\_ beaucoup
4. Mes parents **regard**\_\_\_\_\_ la télé et ma sœur **envoy**\_\_\_\_\_ des textos
5. Quand on **viv**\_\_\_\_\_ en Suisse, nous **ski**\_\_\_\_\_ toutes les semaines en hiver quand il **neige**\_\_\_\_\_

**Fill in the gaps using the verbs in the box below**

1. \_\_\_\_\_ regarder les Teletubbies quand \_\_\_\_\_ neuf ans
2. Je \_\_\_\_\_ l'internet quand mon copain a appelé
3. À l'âge de sept ans, je \_\_\_\_\_ des bonbons tous les jours
4. Ma sœur cadette \_\_\_\_\_ de la flûte à bec quand elle \_\_\_\_\_ petite
5. Il \_\_\_\_\_ très chaud et ensoleillé en Italie et j'ai beaucoup bronzé

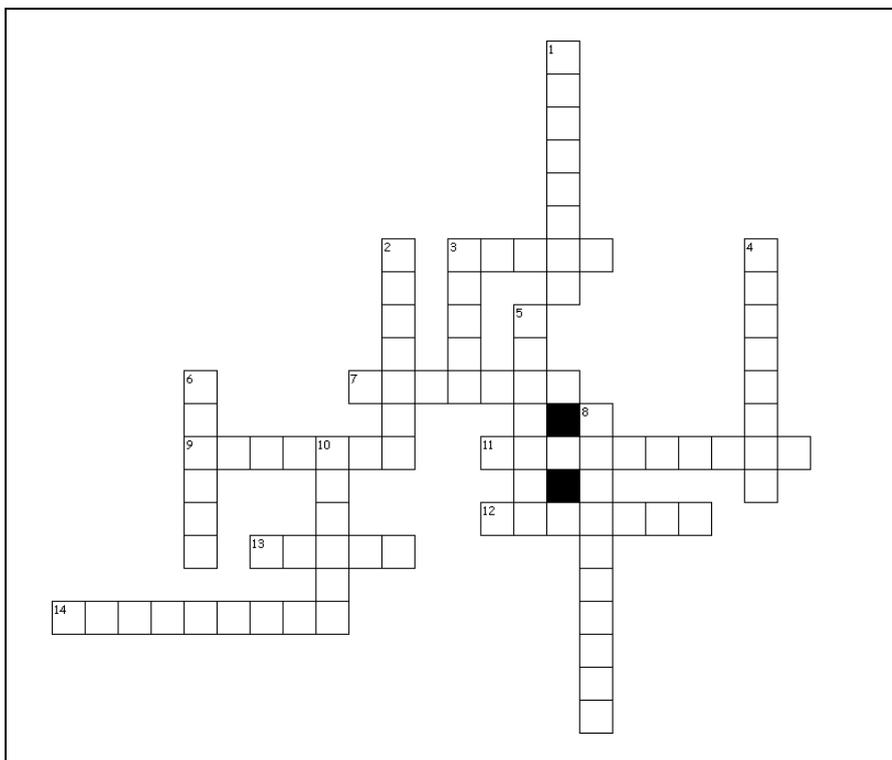
6. J'ai vu le film Transformers hier soir et \_\_\_\_\_ très ennuyeux mais les effets spéciaux \_\_\_\_\_ super

mangeais    c'était    j'avais    faisait    étaient    j'aimais    était    surfais    jouait

**Put the verbs in brackets in to the correct form of the imperfect**

1. Quand (**être**) j' \_\_\_\_\_ enfant, nous (**habiter**) \_\_\_\_\_ à Lincoln
2. À l'école maternelle, nous (**chanter**) \_\_\_\_\_ en classe tous les jours
3. Ils (**aimer**) n' \_\_\_\_\_ pas le poisson quand ils (**avoir**) \_\_\_\_\_ 10 ans
4. Mon frère (**vouloir**) \_\_\_\_\_ être footballeur mais il est devenu comptable!
5. Nous (**être**) \_\_\_\_\_ à Paris et il (**pleuvoir**) \_\_\_\_\_ tous les jours
6. Si (**avoir**) j' \_\_\_\_\_ l'argent, je voyagerais en Australie
7. Je (**faire**) \_\_\_\_\_ du trampoline quand j'étais petit/e
8. Il y a trois ans (3 years ago) je ne (**pouvoir**) \_\_\_\_\_ pas parler français
9. Est-ce que vous (**étudier**) \_\_\_\_\_ l'espagnol à l'école?
10. Je (**boire**)\* \_\_\_\_\_ du lait mais je n'ai pas ça maintenant [\*careful here!]

**Let's finish off with a crossword**



- HORIZONTAL**
3. il y .... (there was)
  7. je ... de la natation
  9. I wanted to
  11. we were chatting
  12. they were
  13. c'... genial (it was)
  14. he was watching
- VERTICAL**
1. I used to eat
  2. I was able to/could
  3. I had
  4. we used to copy
  5. il ... chaud (it was...)
  6. I used to drink
  8. they used to live
  10. she used to like

**Write a passage in French using the imperfect on what you used to do when you were young**

# Pre-Learning

## Subject: Food

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Year: 10

Create a glossary of key words for the topic of Food provenance.

1. Find out what the impact of packaging is having on the environment around the world, and how it is affecting our food choices.

# Targeted Home Learning - Year 10 :The Peoples' Health CONTEXT

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Living Conditions in the Middle Ages:

How did people respond to the Black Death?

Why did the National Government not respond to the Black Death? Did they respond to the Great Plague?

How were living conditions different between the rich and the poor in the Industrial Period?

Life in the Early Modern Period:

# Pre-Learning

## Subject: Business Studies

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### Year: 10/11

1. Research into the 3 forms of production:
  - Job production
  - Batch production
  - Flow production
2. Explain the advantages and disadvantages of each form of production and explain which form of production is most suitable for certain businesses.
3. Research into lean production and the main aspects of it, including JIT, JIC and Kaizen
4. Explain the concept behind each and the main advantages and disadvantages of each.



# Pre-Learning

## Subject: Geography

Year: 10

Figure 10a

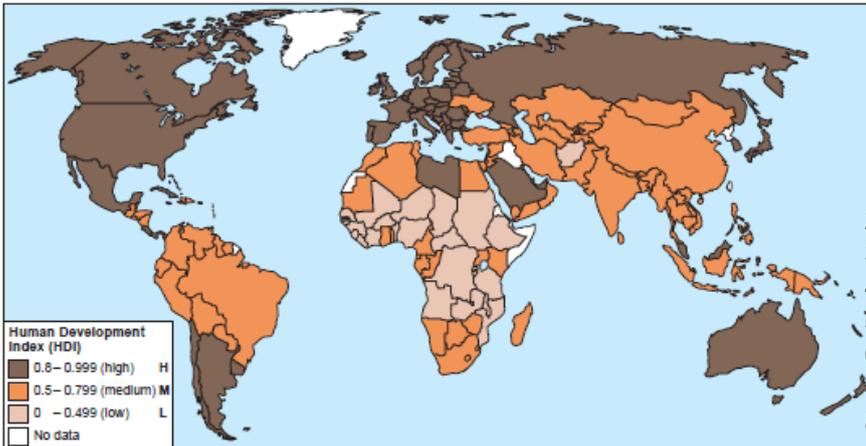
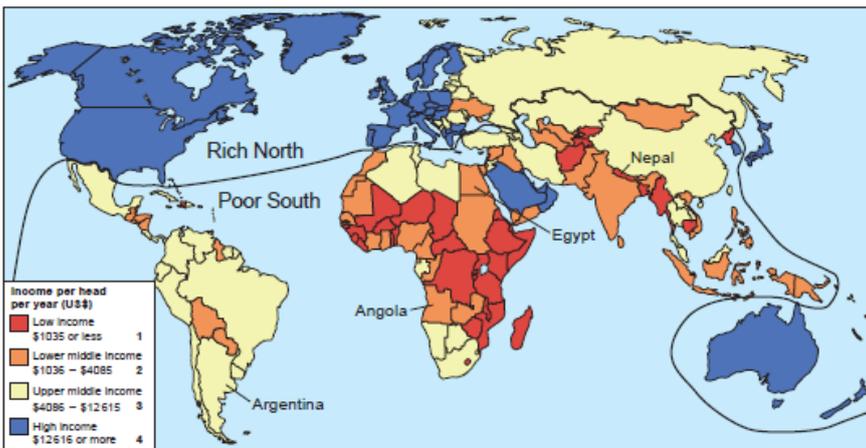


Figure 10b



Answer all questions on a spare piece of lined paper:

- 1) 1) Define the following key terms:
- 2) A) Birth Rate
- 3) B) Death Rate
- 4) C) Infant Mortality
- 5) D) Literacy Rate
- 6) E) Human Development Index
- 7) F) Standard of living
- 8) G) Quality of life

- 9)
- 10)
- 11)
- 12) 2) With the help of **Figures 10a** and **10b**, explain the problems of using different development measures to classify the countries of the world. **[6 marks]**

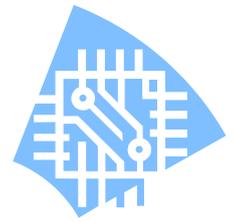
3) Suggest why ideas of acceptable quality of life vary between different parts of the world. **[3 marks]**

4) Explain the limitations of using the Brandt line to classify countries as rich or poor **[6 marks]**

# Pre-Learning Home Learning

## Subject: Computing

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### Year: 10

#### **Construct An Answer: Introduction to network security**

#### **Question**

Outline some reasons why people carry out a cyber attack

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Whilst writing your answer to this question, try to include most of these words:

computer	cyber	this means	steal
data	because	delete	confidential
law	therefore	ICO	attack
network	security	valuable	when

Your answer: