

**Private  
Study at  
QEGS**



All students will be issued with a 'Private Study' timetable for their class/year group. They should use this to plan how they study to ensure that they meet the deadlines set. If a student feels they have no formal set homework they should refer to this document for the generic study tasks which they should be undertaking during this time.

---

## Maths

### KS3 and KS4:

Students should do the following:

- Use Hegarty Maths website to do extra revision and tasks <https://hegartymaths.com/>
  - Use homework books to do additional practice
- 

## English

For all key stages, students can do private reading and go through their exercise books making sure corrections are completed and additional tasks fulfilled.

Students in Year 7 and 8 also have additional SPAG activities.

Year 7 Autumn - 100 most commonly mis-spelt words, Spring- punctuating sentences, capital letters, apostrophes, Summer - 8 parts of speech - verbs, prepositions etc.

Year 8 Autumn - direct speech punctuation, colons, semi-colons, Spring - sentence types, Summer - English specific vocabulary - spelling

### KS4

- Literature texts - rereading.
- GCSE Bitesize
- Universal teacher
- Youtube - Shakespeare. Watch the play or key scenes
- Read an interesting article in a broadsheet newspaper (often opinion pieces work best. Online is fine). Attempt to precis it to parents. Identify key points of the argument. Examine how the writer uses language and structure.

### A-Level Language or Literature

- reread set texts
  - Review resources on the British Library
  - emagazine - school subscription. Plenty of interesting articles aimed at A Level students.
  - Complete wider reading for coursework component.
-

## Science

### Year 7 recommended tasks:

- Go through your notes and make a list of key words and so make a vocabulary list; find and write down the definitions for each key word. Your textbooks might be useful. Test yourself to make sure that you can spell the words correctly.
- Use 'www.youtube.co.uk' and search for the 'Scientific Eye' collection of videos. Choose the video that relates to the topic you are studying in lessons. Watch the video and write down two questions you have about what is said. Ask these during the next lesson.
- Write a letter / postcard to a relative. Tell them about the most recent experiment or task you have carried out in lessons. Include as much detail as you can.
- Go to the SAM learning website and use it to find out more about the topic you are currently studying in lessons. ([www.samlearning.com](http://www.samlearning.com) ; ask if you don't know how to login)

### Year 7 Science topics:

- Kinetic Theory
- Separating Techniques
- Anatomy: Skeletal and muscular system
- Energy Types/Resources
- Atoms and Element
- Cells/Simple
- Respiration/Photosynthesis
- Earth/Atmosphere
- Forces
- Reproduction

### Year 8 recommended tasks:

- Go through your notes and add words to your vocabulary list. If you don't already have a list, start one; find and write down the definitions. Your textbooks might be useful. Test yourself to make sure that you can spell the words correctly.
- Use 'www.youtube.co.uk' and search for the 'Scientific Eye' collection of videos. Choose the video that relates to the topic you are studying in lessons. Watch the video and write down two questions you have about what is said. Ask these during the next lesson.
- Browse some of the topics / news / pictures on one of these websites:
- [www.fromquarkstoquasars.com](http://www.fromquarkstoquasars.com) [htwins.net/scale2](http://htwins.net/scale2) [www.nasa.gov](http://www.nasa.gov)  
[www.classzone.com/books/earth\\_science/terc/navigation/visualization.cfm](http://www.classzone.com/books/earth_science/terc/navigation/visualization.cfm)
- Make an A4 sized poster related to your most recent practical work. Include the method, a diagram and summary of your results. If you prefer make a poster which shows your understanding of a recent Science topic you have studied.
- Go to the SAM learning website and use it to find out more about the topic you are currently studying in lessons. ([www.samlearning.com](http://www.samlearning.com) ; ask if you forget how to login)

### **Year 8 Science topics:**

- Food and Nutrition
- Chemical Reactions
- Heat Transfers
- Gas Exchange
- Light and Space
- Acids and Alkalis
- Genetics and Inheritance
- Sound
- Electricity and
- Magnetism

### **Year 9, 10 and 11 Science:**

- Make/update vocabulary sheet with new words and definitions from your lesson notes.
- Log onto BBC Bitesize. Go through the review and complete the quiz for a recent section of work.
- Use [www.youtube.com/user/myGCSEscience](http://www.youtube.com/user/myGCSEscience) to revisit a recent topic and make summary notes.
- Make summary revision notes for your recent chapter of work. You should log into your Kerboodle account to access your online textbook.
- Use the text book to do end of chapter questions
- Test your knowledge using SAM Learning tasks.
- Do practice exam questions from the past papers on the AQA website. You will need to look at the questions that relate to the new specification from the old papers which are available currently available.

---

## **History**

Use any of the websites listed below or the library to compile a list of 5-10 facts about the period/topic you are currently looking at in your History class. Complete the list in the back of your exercise books. Consider what links you can make between the facts.

- [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)
  - [www.historyonthenet.com](http://www.historyonthenet.com)
  - [www.schoolhistory.org.uk](http://www.schoolhistory.org.uk)
  - [www.historystuff.co.uk](http://www.historystuff.co.uk)
  - [www.johndclare.net](http://www.johndclare.net)
-

## Geography

Should no homework be set you should spend 20-30mins on one of the following tasks –

- Find a geographical story that has made the headlines in the news this week and make a note of 5 facts about that story. The internet, newspapers or the TV would be good places to do your research.
  - Make a note of and learn the capital cities of 15 countries that you don't already know.
  - Learn the location of as many countries as you can in the following continents -
    - a) Europe
    - b) Asia
    - c) Africa
    - d) South America
    - e) North America
    - f) Oceania
  - Learn the names and the location of the following for each of the continents above –
    - a) 5 highest mountains
    - b) 5 longest rivers
  - Watch a geographical TV programme for example a documentary or Country File and make a note of
    - a) Name of the programme
    - b) Write a brief summary on what the programme was about.
    - c) Rate the programme out of 10 for how good you thought it was and say why?
- 

## Art:

### KS3:

- Choose a style of art and watch a tutorial on it online
- Pick a video that discusses an aspect of art such as 'Alistair Sooke – What makes Art Valuable' or 'Who is afraid of conceptual art?', what are your thoughts on the views of the programme.
- Practice one of the skills that we have been learning in lessons.

### KS4:

Continue to complete aspects of work for your coursework portfolio.

---

## Drama

### KS3:

Pick one of the following areas on BBC Bitesize Drama website to review:

- Level 2
  - Acting and Presentation Skills
  - Michael Rosen
  - Valerie Bloom
- Expressive and Creative Activities
  - Doctor Who
  - Interpretive Dance – Hansel and Gretel Part 1 Part 2 and Part 3
- National 4
  - Drama Skills
  - Creating Drama
  - Form, structure, genre and style
  - Performance
  - Presenting Drama
- Production Skills
  - Acting
  - Costume
  - Lighting
  - Props

### KS4:

Use one of the following websites:

- BBC website - Bitesize Drama National 5
  - BBC website - Bitesize Drama GCSE
  - National Theatre Website
    - Creating an Ensemble
    - Movement, direction, creating a character
    - The Curious Incident of the Dog in the Night Time – working on the spectrum
    - Creating chorus: Building choreography
    - Commedia dell'Arte character shape
  - Frantic Assembly Website
    - The frantic method creating choreography
    - Frantic Assembly book of devising theatre: chair duets
    - Frantic Assembly masterclass: learning to fly
  - Read your play text e.g. Blood Brothers and annotate it. (text may be borrowed from the department as long as they are signed out by a Drama Teacher.)
  - Watch the stage show online
-

## Music

### KS3:

- Pupils are to listen to music outside of their normal preferences. For instance, if pupils listen to a lot of popular music, they may choose to listen to music from 1750 and vice versa.
- Pupils are to reinforce their music score reading abilities by studying where the notes on the staff are placed and where these are located on the keyboard.

### KS4:

- Pupils are to revise their key knowledge and terminology related to the Set Works. They can do this by looking at the musical score related to that piece and from their personal notes from lessons.
- Pupils are to check the 'wider listening' activities in their textbooks and pick a new, related piece to listen to.
- Pupils are to reinforce their score reading music abilities by studying where notes on the staff are, with particular reference to treble, alto and bass clefs.
- Pupils should be performing/practising as much as possible.

### KS5:

- Pupils are to revise their key knowledge and terminology related to the Set Works. They can do this by looking at the musical score related to that piece and from their personal notes from lessons. Students should be able to apply their own understanding of music to identify features within the Set Works.
  - Pupils are to check the 'wider listening' activities in their textbooks and pick a new, related piece to listen to. Pupils should make every effort to follow the score, where appropriate, and perform an analysis of the work.
  - Pupils should be performing/practising as much as possible.
  - Pupils should be getting involved with/searching for as many music making activities as possible; performing/running/conducting.
-

## Modern Foreign Languages (French and German)

- Use the vocabulary pages in the text book to practise vocabulary. Use the look, cover, say, write, check method. You could also make flashcards, either on card or using [www.quizlet.com](http://www.quizlet.com).
  - Use the “Gut” (German) and “Zut” (French) language learning site:  
[www.gutlanguageskills.co.uk](http://www.gutlanguageskills.co.uk) / [www.zutlanguageskills.co.uk](http://www.zutlanguageskills.co.uk)
  - You can either practise the new vocabulary you have just learned, or go over vocabulary from previous modules. Other useful websites include [www.languagesonline.org.uk](http://www.languagesonline.org.uk) and [www.language-gym.com/work-outs](http://www.language-gym.com/work-outs)
  - Look over key verbs, such as avoir/haben; être/sein; aller/gehen,fahren; faire/machen; jouer/manger/regarder/finir/attendre; spielen/hören/essen/sehen.
  - Talk to yourself in French or German, on any subject! You could look in the textbook for some speaking activities we haven’t done in class, to give you some ideas.
  
  - For GCSE(year 9,10,11) the text book and hundreds of resources are on kerboodle ([www.kerboodle.com](http://www.kerboodle.com) ). The institution code is ja2.
- 

## Religious Studies

### GCSE year 9, 10 and 11

Students can access three types of activities on moodle. It is a good idea for them to work their way through these different tasks several times. They are:

- Multiple choice questions on various different topics
- Short factual questions on the different topics
- Evaluative questions with prompt sheets, again on the different topics relating to the course.

### KS5:

There are extensive presentations, word documents, booklets, past examples of excellent essays on all topics relating to Philosophy and Religion on Moodle under philosophy. Throughout the year students will have received extensive written feedback on all essays that they have submitted. They will be expected to read carefully all comments made and re-submit the essays. This should take up most of their time.

There are also multiple choice questions to assist in learning the essential points and subject specific vocabulary.

---



## Physical Education

### All Year groups:

We encourage all students to participate in regular exercise outside of school.

### KS4:

Students should:

- Create their word cards and definitions and learn them thoroughly.
  - Complete revision guide questions
  - Create and review mind maps of each topic.
- 

## Computer Science

Use the following websites to develop you understanding of Computer Science:

### KS3:

<http://www.bbc.co.uk/education/subjects/zvc9q6f>

<http://csunplugged.org/>

### KS4 GCSE:

<http://www.bbc.co.uk/education/subjects/z34k7ty>

### All students:

General Computer Science covering a mixture of KS3, KS4 and A level resources can be found below:

A collection of handouts, worksheets and other documents to help teach Computer Science and Engineering concepts. <http://cse4k12.org/>

Computer Science Field Guide <http://www.csfieldguide.org.nz/en/index.html>

Computer Science for fun <http://www.cs4fn.org/>

<http://www.i-programmer.info/babbages-bag/>

Online book about Computer Science

<https://www.cs.hmc.edu/csforall/>

Computing concepts as animations

<http://www.csanimated.com/>

---

## Design Technology

Practice 3D drawing and sketching by drawing random objects around you. Try searching your pencil case for simple products to draw from various angles.

Analyse a product to discover what it is made from and why materials have been chosen for a particular purpose. In the case of Textiles read care labels and relate to fibre content and look closely at seam types and components, note size materials and placement of components.

Investigate the following manufacturing methods: Injection Moulding, 3D printing, Welding.

CAD embroidery and linear production methods.

Produce a fact file on the following designers and architects: (there are so many, but here's a few)

- Jonathan Ive (Apple)
- Tom Dixon (Lighting, furniture and accessories design)
- Margaret Calvert (Graphic designer)
- Philippe Starke (French product designer)
- Raymond Loewy (Industrial designer)
- Peter Behrens (German modernist architect and designer)
- Zaha Hadid (Incredible architect!)
- Dieter Rams (Braun)
- Le Corbusier (Modernist architect)
- Marcel Breuer (Bauhaus)
- Frank Lloyd Wright (American architect)
- Shepard Fairey (Graphic designer)
- Marc Newson (Aircraft, automobile, furniture designer)
- Bethan Gray (Elle Design Awards winner)
- Coco Chanel (Fashion Designer)
- William Morris (Arts and Crafts)
- Alexander McQueen (Fashion Designer)
- Mary Quant (Fashion Designer)
- Vivienne Westwood (Fashion Designer)
- Charles Rennie Mackintosh (Arts and Crafts)
- Gap
- Primark
- Zara

Look into Smart and Nano materials, particularly Graphene. What do these materials do? What is the future of product design when these materials can be used in the things we use every day?

Other interesting materials to consider are D30, Aramid Tencel, Photochromatic threads and Thermochromatic materials.

Learn, or practice CAD skills. Use Sketch Up at school or at home. Borrow a pen drive from the DT department to get 2D Design on your laptop or computer at home. Try using a web-based platform like Fusion 360. Most programs now offer loads of support including YouTube channels with tutorials to get you started.

To help with some of these tasks the following websites may be of use:

- [www.technologystudent.com](http://www.technologystudent.com) Loads of information on practically any DT topic
  - [www.thedrawingtoolcompany.com](http://www.thedrawingtoolcompany.com) Improve your drawing skills
  - [www.accessfm.com](http://www.accessfm.com) Product analysis
  - [www.sketchup.com](http://www.sketchup.com)
  - <https://www.autodesk.com/products/fusion-360/overview>
- 

## Food and Nutrition:

Choose any task from those below:

- Design a poster with the 5-10 health, safety and hygiene rules to follow in the kitchen.
- Design a presentation to explain to someone what health, safety and hygiene rules they should follow during a practical lesson and why
- Produce a step-by-step guide to explain how you should finish and clean up after a practical. You could include photos or videos of you working through the stages.
- Design a PowerPoint, video, poem or song to encourage people to eat more fruit and vegetables.
- Imagine you are working for a TV shopping channel. Promote 5 pieces of kitchen equipment, explaining what you would use them for and why they are good to have.
- For one of the products you have made, develop a storyboard to show the step-by-step method.
- Keep a food diary to record what you eat in one day. Comment on how well balanced your diet is and suggest three ways to make it healthier.
- Design a poster to promote the 'NHS Eight Tips for Healthy Eating'. Google 'NHS Eight Tips for Healthy Eating' to help you.
- Produce a guide to explain how to use ten key pieces of kitchen equipment.
- For one of the products you have made in school, suggest five ways that it could be modified to make it healthier, considering the five nutrients.
- Keep a food diary to record what you eat in one day and compare it against the 'Eatwell Plate', and then write a one day eating plan with food and drink you could enjoy to make your diet healthier.
- Develop a glossary of 20 key words used in food technology. Use images where possible to illustrate your work.
- Thinking about 5-a-day conduct a survey with five people to assess how many fruit and vegetables they eat. Present your results in graphs, analysing your findings, and recommend ways that people could include more fruit and vegetables in their diet.
- Re-make one of the products we have made at school and take photos of the various stages to create a step by step photographic method.
- Ask a friend or family member to keep a food diary to record what they eat in a day. Analyse the results against the 'Eatwell Plate' and write a short, persuasive letter to advise them how they could improve their diet. Include at least three suggestions and explain them in full.
- Write your own tips for healthy eating and explain each on in detail.
- Watch a cooking show on TV and record all of the good and bad health, safety and hygiene points that you see.
- Research five pieces of food manufacturing equipment that would be used in the food industry. Give examples of what each one would be used to make.

- Research how one of the products you have made in class would be mass manufactured for a supermarket.
  - Keep a food diary and ask someone else to do the same. For both diaries enter the details at [explorefood.foodafactoflife.org.uk](http://explorefood.foodafactoflife.org.uk) using the compare a diet tool. Compare and analyse the results.
  - Design a starter activity for one of the lessons you have completed so far.
  - Create a game that could be played to reinforce something you have learnt
  - Develop a recipe bank for products that could be made in one hour food technology lessons.
  - Design a cooking competition that could take place in school. Explain the rules and procedures.
-