

# Hele's School Centre of Excellence

## Super Curriculum Log Book



Name: \_\_\_\_\_

Form: \_\_\_\_\_

Year Group: \_\_\_\_\_

## What is the Super Curriculum?

The super curriculum is everything else you do, independently, to further your study and experiences.

It can include extra reading, watching TED talks, work experience etc. It is your time to explore your subject! It's your time to extend yourself and really get into a particular book, talk or experience to enhance your journey to university or employment.



## Why the Super Curriculum?

*Mike Nicholson of Bath University said ‘...universities (are) only interested in enthused, engaged and excellent candidates, rather than second-rate historians who happen to play the flute’.*

Consider this .... if you were a university admissions tutor and you had to decide who you were allowing into your university, what criteria would you set? Surely you would want someone who was passionate about their subject, who loved learning more and who was an independent enquirer? This is where the Super Curriculum comes into play!

If you are considering applying to university, especially to a Russell Group or Oxbridge college, then approximately 80% of your personal statement will need to be about you as a student or your academic experiences. Only 20% of your personal statement will be made up of any other experiences you have had. Even for a non-Russell Group University, admissions tutors want to see that you are a passionate student who loves their subject and, more importantly, that you are an independent learner who is willing to go the extra mile.

If you are thinking of going onto an apprenticeship, employers value work experience very highly so they will also want to see that you have a passion for the subject you are going to do your apprenticeship in. Furthermore, many of the qualities, skills and attributes that you can evidence from the Super Curriculum have an element of transferability such that that any employer will look for them.

Basically, you cannot write on your application forms or UCAS personal statements that your day typically consists of getting up, going to school, doing your homework and then hanging out online! This is not enough!

**You need to set yourself up to be MORE than this, so take the opportunities that are out there. Develop yourself! Be proactive in your own development! Make yourself stand out!!**

## How will this work?

The Super Curriculum is about you finding YOUR interest and developing your passion in YOUR subject so each person will want to do different things to develop themselves and will want to look into different areas.

It's about you INDEPENDENTLY developing your subject knowledge, your academic understanding, your life and vocational experiences so no one will tell you what you must do – you will pick – but we will certainly guide you!

***It should be based around your subject or your vocation so working at McDonalds or driving lessons would not count.***

We would expect you to have done at least five things over the course of the year.

After you have completed each experience, use the log book to reflect on what it is you have learnt, how you have developed, and why this is important.

Once a term your Centre of Excellence tutor will check your log book to ensure you are on course to complete a range of different activities over the year and that you have reflected on them in your log book as you go.

If you are not on course, your tutor will encourage you and guide you as to what to do next and will review your progress within the next fortnight.



## Suggestions for what I can do for the Super Curriculum ...

No one expects you to do all of them! Pick and choose which you feel give you the best chance of gaining a great experience ... but pick a variety.

**One of your choices should definitely be work experience or volunteering...**

**Work experience** – See Mrs Yeomans to get work experience set up as soon as possible. For some university courses extensive work experience is a must e.g. vet, nurse, doctor, lawyer, teacher, social worker etc. but for any university place or job application, it's great to have some real industry experience behind you.

**Volunteering** – Can you work for a community group? In a care home? Can you offer to help out in a primary school reading with a class or teaching an art class or a drama workshop? If we ask for volunteers to help with something – put your name down!

**Read around your subject – Books** - Go into the library and pick up a book from your subject or department.

Ask your teachers what they would recommend – see if they have any books from their time at uni!

**Read around your subject – journals and magazines** - Subscribe to a professional magazine in your chosen area e.g. Nursing times or BMJ (British Medical Journal) or The Stage (Drama/Dance/Performing arts). Again, if you do not know where to look – ask Mrs Wolf or Mrs Turner or your subject teacher.

Go onto the website of the university you would like to go to – download their 1<sup>st</sup> year reading list – pick a book – buy it and read it! Search Amazon – they have great deals for second hand books.

**You should aim to read at least 2-3 good quality pieces – Books, journals, magazines that are not specified by your course.**

**Keep up with the news** – Read a broadsheet newspaper each week. If you are into politics or world affairs this would be perfect! If you are into languages, buy a foreign language newspaper and read this. Listen to Radio 4 or a foreign language radio station.

**Documentaries/Films** –Has there been a documentary or film which is about your interest? Watch it – search the documentaries section of iPlayer or Channel 4 catch up.

**Podcasts/YouTube lectures/Ted talks** – Log onto the web – watch a TED talk, a YouTube lecture or Podcast in your subject that is interesting. Oxford and Cambridge have podcasts on their website – log onto these and listen for free.

**MOOCS** – Future Learn is a MOOC and offers free courses backed by Universities in some cases. Log on – sign up to whatever you fancy and follow and finish the course. You can buy a certificate at the end but this costs money.

**Do a further qualification**–Are you interested in counselling? Or gaining more ICT skills? Search the web: there are lots of online courses available you can complete in your own time.

**Blogs and Vlogs** – Read other people’s blogs around the same subject as your interests or watch other people’s Vlogs. Why not start your own too?

**Enter competitions** – Local art competitions. Design competitions run in magazines or online. Writing competitions. Look out on Facebook or social media for these or within your local gallery or in subject specific magazines etc. By entering a competition you will stretch yourself to be the very best that you can and might even get some accolades!

**I-tunes U app** - Download this app to your phone - Browse lots of Academic information and material.

# Art

## Years 7-8

1. **Research:** Make a pinterest board. Pin examples of artwork that you find inspiring.
2. **Read:** The Illustrated Story of Art by DK. [https://www.amazon.co.uk/illustrated-story-art-dk/dp/1409316084/ref=sr\\_1\\_7?s=books&ie=UTF8&qid=1500455396&sr=1-7&keywords=the+story+of+art](https://www.amazon.co.uk/illustrated-story-art-dk/dp/1409316084/ref=sr_1_7?s=books&ie=UTF8&qid=1500455396&sr=1-7&keywords=the+story+of+art)
3. **Create:** Draw as much as possible from observation. Buy a small sketchbook and try to make a drawing/ sketch/ painting/ collage every day for two weeks. This could be a quick five-minute study to one hour. Show your art teacher your art work once you have finished!
4. **Watch:** Tate Shots <http://www.tate.org.uk/art>  
British Masters <https://www.youtube.com/watch?v=-jUsdN1HKLk>
5. **Create:** Make your own sketchbook using lots of different kinds of paper. There are lots of tutorials online, but this one works well:  
<https://www.bing.com/videos/search?q=how+5to+make+a+sketchbook&&view=detail&mid=471562F854DD2482569E471562F854DD2482569E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2B5to%2Bmake%2Ba%2Bsketchbook%26FORM%3DHDRSC3>

## Years 9-13

1. **Read:** GCSE Bitesize Art and Design
2. **Read:** The Illustrated Story of Art by DK.
3. **Watch:** Simon Schama's 'The Power of Art'
4. **Watch/Research:** Visit the Google Cultural Institute Art Project website. This is an ongoing project where you will be able to see every piece of artwork in the world  
<https://artsandculture.google.com/partner?hl=en>
5. **Listen:** ...to the Grayson Perry 'Reith Lectures'
  1. Democracy has bad taste: <http://www.bbc.co.uk/programmes/b03969vt>
  2. Beating the Bounds: <http://www.bbc.co.uk/programmes/b03dsk4d>
  3. Nice rebellion, welcome in! <http://www.bbc.co.uk/programmes/b03f9bg7>
  4. I found myself in the art world: <http://www.bbc.co.uk/programmes/b03g9mn1>
6. **Create:** Buy a concertina sketchbook and make a continuous drawing that evolves and continues across many pages

# Business Studies

## GCSE

1. Watch: TED Talk – Programming your mind for success  
<https://www.youtube.com/watch?v=MmfikLimeQ8>
2. Watch: TED Talk – What if there was no advertising?  
<https://www.youtube.com/watch?v=01PUSrLCvcM>
3. Research: Find out about the stock exchanges of various countries and create fact-files about them.
4. Research: Research a FTSE 100 listed company and write a 200 word summary of how they began, what they do, and their future business model.

## A-Level

1. Watch: FILM – Steve Jobs (2015) Trailer here: <https://www.imdb.com/title/tt2080374/>
2. Research: Find out how to write a business plan, and create one for a business based upon an idea that you have.
3. Reading: Read 'How an Economy Grows and Why it Crashes' by Peter Schiff.
4. Reading: Read 'Fifty Things that Made the Modern Economy' by Tim Harford.

## Classics (Latin/Ancient Greek)

## GCSE

1. Student-led: Attend beginners Ancient Greek lessons at school (see Mr Clarke) or teach yourself the Ancient Greek alphabet.
2. Reading: 'SPQR' by Mary Beard on the history of Ancient Rome.
3. Student-led: Enter the ARLT Latin Reading Competition – see Mr Clarke for details <http://www.arlt.co.uk/competition.html>
4. Listening: In Our Time – Tacitus and the Decadence of Rome <https://www.bbc.co.uk/programmes/b00cdtxp>
5. Listening: In Our Time – Pliny the Younger <https://www.bbc.co.uk/programmes/b03kv0cl>
6. Listening: In Our Time – Roman Slavery <https://www.bbc.co.uk/programmes/b09xn151>
7. Listening: In Our Time – The Roman Republic <https://www.bbc.co.uk/programmes/p004y26w>

## A-Level

1. Listening: In Our Time – Roman Satire <https://www.bbc.co.uk/programmes/b00s0gwd>
2. Writing: Enter the Girton Humanities Writing Competition run by Cambridge University (for Y12) Visit the website in October for the questions for the current year: <https://www.girton.cam.ac.uk/prospective-students/undergraduate/humanities-writing-competition/>
3. Writing: For Y12 - Enter the Peterhouse College (Cambridge University) Vellacott History prize for essay writing (includes Ancient History). Check the website early in the academic year. <https://www.pet.cam.ac.uk/essay-prizes>
4. Writing: Enter the St John's Classics and Ancient History Essay Competition – search the internet for the questions early in the school year.
5. Student-led: Attend beginners Ancient Greek lessons at school (see Mr Clarke) or teach yourself the Ancient Greek alphabet.
6. Reading: 'SPQR' by Mary Beard on the history of Ancient Rome.
7. Student-led: Enter the ARLT Latin Reading Competition – see Mr Clarke for details <http://www.arlt.co.uk/competition.html>
8. Listening: In Our Time – Cicero <https://www.bbc.co.uk/programmes/b09nrsfg>

# Computing

## Years 7-8

1. Research: Carry out some research to find out about unusual careers within the tech and computer science industry e.g. digital locksmith, drone operator, professional hacker etc.
2. Watching: Watch this Ted Talk on the birth of the computer  
<https://www.youtube.com/watch?v=EF692dBzWAs>
3. Creative: Develop your Python programming skills by completing as many challenging tasks on Snakify as you can [www.snakify.org](http://www.snakify.org)
4. Creative: Use this CodeAcademy tutorial to develop your skills using HTML and CSS to build your own website [www.codecademy.com/courses/web-beginner-en-HZA3b/0/1](http://www.codecademy.com/courses/web-beginner-en-HZA3b/0/1)
5. Creative: Imagine that it is the year 2100 – what will the world be like? Sketch a picture of a large city showing what you think the world might be like in terms of technology.
6. Writing: Write a short essay debating the following question – Are computers more intelligent than the people who make them?

## GCSE

1. Reading: The GCHQ Puzzle Book – pit your wits against the people who cracked the Enigma.
2. Watching: ‘Making all knowledge computational’ – TedTalk. Watch this talk on making a theory of everything. <https://www.youtube.com/watch?v=60P7717-XOQ>
3. Student-led: Build your own computer by finding and collecting the necessary separate components.
4. Writing: Write a short essay answering the following question: Will artificial intelligence replace mankind?
5. Listening: This Guardian podcast series talks about the computing universe and the evolution of computers <https://www.theguardian.com/technology/series/chips-with-everything>
6. Student-led: Get hands on with a Cyber Security course run by GCHQ. They offer a variety of residential and non-residential courses. <https://www.gchq-careers.co.uk/early-careers/cyberfirst.html>
7. Research: Probably the most pervasive computing trend is the ‘Internet of Things’ where just about everything we interact with becomes a computable entity. Research how future developments in this area may change or revolutionise our lives even further.

## A-Level

1. Student-led: Enter the British Computing Olympiad competition – see your teacher for details
2. Student-led: ‘Project Euler’ – Test your problem solving and computational thinking skills via a series of mathematical and computer programming problems <http://projecteuler.net>
3. Listening: ‘Spark’ is an ongoing conversation about our rapidly changing world. Host Nora Young explores how technology, innovation and design affect our lives [www.cbc.ca/radio/spark](http://www.cbc.ca/radio/spark)



4. Listening: 'Programming Throwdown' offers a general introduction to a wide range of programming-related topics in an interesting and engaging manner  
[www.programmingthrowdown.com](http://www.programmingthrowdown.com)
5. Writing: Quantum Computing – Shor's Algorithm focuses on quickly factorising numbers into primes. Write a short essay summarising how the birth of quantum computing allowed for efficient integer factorisation
6. Research: No Touch Interfaces – Forbes ranks no touch interfaces within the top five trends that will drive the future of technology. What can you find out about no touch interfaces? How may they benefit future technological developments?
7. Watching: 'Mysteries of the Mind Can be Solved – The Brain in a Supercomputer'  
<https://www.youtube.com/watch?v=LS3wMC2BpxU&index=10&list=PLF7032F8EB1A4F9E2>
8. Reading: 'The Register' – Nicknamed 'El Reg', this is a British technology news and opinion website. Keep up to date by subscribing and reading articles regularly. [www.theregister.co.uk](http://www.theregister.co.uk)

# Design and Technology/ Engineering

## Years 7-8

1. Creative: Cook a more challenging recipe independently at home and bring in a photo/evidence of the food
2. Writing: Start a food journal – include shops and restaurants you have visited, hotels that you have eaten at, and lists of ingredients for recipes.
3. Research: Visit [www.bbc.co.uk/technology](http://www.bbc.co.uk/technology) and find out about new and emerging technologies.
4. Student-led: Enter a LEGO Ideas competition <https://ideas.lego.com/#all>
5. Reading: Research Tim Peake and read about his time in space.
6. Research: Research information about 3D printing and CNC machines.
7. Writing: Research and write up about the SpaceX programme and the new technologies it has led to.

## GCSE

1. Creative: Buy an A5 booklet and create a design to reflect your mood each day of the month.
2. Listening: Listen to TED talks on emerging technologies.
3. Creative: Visit Pinterest and find a new idea to try to make at home.
4. Listening: Listen to TED talks on sustainable living.

## A-Level

1. Student-led: Enter the Young Designers of the Year competition.
2. Research: Research and read about Elon Musk's plans for sustainable living and design.
3. Creative: Design a display for a design movement or notable designer for the technology department.
4. Research: Research graphene and its applications to new and emerging technologies.

# Drama

## Years 7-8

1. Writing: Write and perform a monologue based on a character you have studied so far this term.
2. Create: Create a comedy mime performance inspired by the work of Charlie Chaplin (check out his work online). Think of a scenario and a funny event, and focus on precise movement and bold facial expression.
3. Writing: Answer the question 'What does studying drama give you that other subjects may not?' Reflect on your drama work so far and the skills you have used.
4. Student-led: Master an accent by visiting the website [www.dialectsarchive.com](http://www.dialectsarchive.com) – can you incorporate it into a performance?
5. Writing: Create a 'How to Act' leaflet for somebody who has never done drama before. Write about different techniques, how to work in groups, and performing.
6. Writing: 'The work of Shakespeare is not relevant to the youth of today' – create a mindmap to show your response to this statement.

## GCSE

1. Reading: Read a chapter of 'An Actor Prepares' by Stanislavski and prepare a related rehearsal task to present to your group to develop naturalistic acting skills.
2. Writing: create a full character profile for all of the roles within 1984.
3. Student-led: complete a presentation on the themes, symbols and context of 1984
4. Creative: as a performer, how would you direct the character of Winston in pages 2-4
5. Creative: create a power point presentation based on all of the performance skills.
6. Reading/Student-led: Read the whole performance text at least 3 times, and make a 20 question KAHOOT quiz which you will deliver to the rest of the group
7. Creative: Create a model of your production concept, considering how you would use lighting, staging, set design, costume, music and props within your performance

## A-Level

1. Writing: Complete 6 timed essays based on Section A of the course.
2. Reading: Read 'Theatre and Cruelty' by Antonin Artaud.
3. Reading: Read 'Brechtian Toolkit' by Bertolt Brecht.
4. Watching: Watch the full version of the Machinal on YOUTUBE.
5. Reading: Read the 'Hessian Messenger' by Georg Buchner.
6. Student-led: Research a non-performing role in professional theatre (i.e. stage manager, lighting designer, follow-spot operator etc.) and give a short presentation explaining what is involved.
7. Creative: Choose a monologue or duologue to rehearse and perform – research the play and the character you are playing to inform your performance.



# English

## Years 7-8

1. **Trip or Visit:** Join your local library and read a book that you borrow from it  
<https://www.plymouth.gov.uk/libraries/findlibraryandopeninghours>
2. **Writing:** Write up a school event for the Hele's Herald.

## Years 9-13

1. **Research:** Research war poets in more detail, reading poetry from different wars -  
<https://www.poetryfoundation.org/>
2. **Creative:** Create a scrapbook of poetry that you have found interesting.
3. **Reading:** Read Great Expectations by Charles Dickens.
4. **Reading:** Start reading a broadsheet newspaper and discuss articles
5. **Writing:** Write a blog on a topic/issue that is important to you.
6. **Student-led:** If you have a question about one of the books/poems you have studied, contact the writer via Twitter, by website, or by letter.
7. **Listening:** Listen to TED talks on literature.
8. **Student-led:** Start up a reading group with friends, or support/organise a KS3 reading group.
9. **Research:** Research the Gothic genre, its beginnings, how it developed, what it is occupied with etc.

# French

## Years 7-8

1. Creative: Visit [quizlet.com](http://quizlet.com) and complete ready-made quizzes on topics of your choice – design your own quiz and share with your class.
2. Listening: Access foreign language podcasts and see how much you can understand.
3. Student-led: Practice your language skills with the 'duolingo' website
4. Watching: Put your favourite box set into French with English subtitles.
5. Reading: Read the news in French [www.jde.fr](http://www.jde.fr)

## GCSE

1. Listening: Listen to foreign radio stations – this can be done online.
2. Watching: Watch foreign language films – see your teacher for ideas and then write a film review.
3. Reading: Borrow and read more challenging texts to scan and recognise newly-learnt vocabulary – write a book review.
4. Reading: Read 'newsquiz' weekly.
5. Listening: Access slowed-down podcasts to practice your listening skills (see your teacher for websites)
6. Research: Research how, when, and why France became a republic.
7. Listening: Go onto Médecins sans Frontières' website and listen to the presentations of their work all around the world [www.msf.fr/msf](http://www.msf.fr/msf)
8. Watching: Film – Les Choristes

## A-Level

1. Student-led: Develop and manage an online group-chat for your class to share articles/resources.
2. Listening: Listen to foreign radio stations – this can be done online.
3. Watching: Watch foreign language films – see your teacher for ideas and then write a film review.
4. Reading: Borrow and read more challenging texts to scan and recognise newly-learnt vocabulary – write a book review.
5. Reading: Read 'newsquiz' weekly.
6. Listening: Access slowed-down podcasts to practice your listening skills (see your teacher for websites)
7. Research: Research the possibility of working in France [www.woof.fr](http://www.woof.fr)  
[www.goverseas.com/gap-year/au-pair/france](http://www.goverseas.com/gap-year/au-pair/france) [www.workaway.info](http://www.workaway.info)

8. Watching/Reading: Watch another film or read another book by the filmmaker/author you are studying and write a review in French
9. Reading: Read Le Point or Le Monde and note down 20 new items of vocabulary  
[www.lemonde.fr](http://www.lemonde.fr) [www.lepoint.fr](http://www.lepoint.fr)

# Geography

## Years 7-8

1. Research: Research and create fact-files for five of the world's main biomes.
2. Watch: BBC Planet Earth – Deserts, Mountains, From Pole to Pole and BBC Human Planet: Arctic – Life in the Deep-Freeze; Deserts – Life in the Furnace; Mountains – Life in the Air.
3. Listening: BBC World Service – A Tale of Two Rivers – Kuala Lumpur  
<https://www.bbc.co.uk/programmes/p0574s8w>
4. Watch: Heroines of the Rainforest  
<https://www.bbc.co.uk/programmes/b08hnlly0>
5. Trip/Visit: Visit any coastline and see how people have used the land along the coast. Is it completely natural? Are there tourist facilities? Are there strategies in place to prevent erosion?
6. Research: Watch the weather forecast for two weeks and summarise how accurate it was.
7. Watching: BBC's Coast Series (on iPlayer)

## GCSE

1. Watching: TED Talk – Migration as a Universal Human Right  
<https://www.youtube.com/watch?v=17fi3buAscY>
2. Research: Are we winning the battle against climate change? Make a summary of the evidence and reach a conclusion.
3. Research: Visit the 'Geo-guesser website' and see how well you can do.
4. Listening: In Our Time – Plate Tectonics <https://www.bbc.co.uk/programmes/b008q0sp>
5. Research: Investigate a 'megacity' – where is it? Create a factfile. Find 5 photos that capture its character.
6. Research: Investigate the 'slab pull, ridge push' theory of plate movement and explain it
7. Writing: Imagine you are a conservationist working in the Malaysian rainforest. Write a five minute presentation on commercial palm oil farming and the damage being done to natural habitats.

## A-Level

1. Reading: Access the A-Level wider reading list and work through the titles.
2. Watching: Watch the news/ download a news app and look at it every day (not necessarily from the UK – e.g. Al Jazeera, CNN etc.).
3. Watching: Watch a TED talk on globalisation or international migration and create a 200 word summary.



4. Research: Use 2011 census data from NOMIS website to investigate your own area and a contrasting area.
5. Watching: Check out the videos on the Geographical Association website – search Geographical Association videos
6. Writing: What are the consequences for people and their environments of our increasing demand for energy?
7. Research: What are the impacts of globalisation on international migration?
8. Writing: How successful is the management of tectonic hazards and disasters?
9. Listening: In Our Time – Strabo’s Geographica  
<https://www.bbc.co.uk/programmes/b03zr11t>

# German

## Years 7-8

1. Creative: Visit [quizlet.com](http://quizlet.com) and complete ready-made quizzes on topics of your choice – design your own quiz and share with your class.
2. Listening: Access foreign language podcasts and see how much you can understand.
3. Student-led: Practice your language skills with the 'duolingo' website
4. Reading: Browse articles at [www.leselupe.de](http://www.leselupe.de)
5. Research: Research a town in Germany and make a presentation for your class
6. Reading: Beginner, intermediate and advanced texts with self-marking comprehension activities <https://german.tolearnfree.com/>

## GCSE

1. Listening: Access slowed-down podcasts to practice your listening skills (see your teacher for websites)
2. Listening: Listen to foreign radio stations – this can be done online.
3. Watching: Watch foreign language films – see your teacher for ideas and then write a film review.
4. Reading: Borrow and read more challenging texts to scan and recognise newly-learnt vocabulary – write a book review.
5. Reading: Goethe Institut Resources [http://bfu.goethe.de/a1\\_sd1/lesen.php](http://bfu.goethe.de/a1_sd1/lesen.php)
6. Watching: Watch an episode of Friends or other favourite box set in German.
7. Research: Research how Germany and Berlin were divided into East and West following WW2.
8. Listening: Access searchable MP3 clips in German [www.audio-lingua.eu/?lang=en](http://www.audio-lingua.eu/?lang=en)
9. Trip/Visit: Prepare a vocab list for a trip to Germany with key words and phrases

## A-Level

1. Student-led: Develop and manage an online group-chat for your class to share articles/resources.
2. Listening: Listen to foreign radio stations – this can be done online.

3. Watching: Watch foreign language films – see your teacher for ideas and then write a film review.
4. Reading: Borrow and read more challenging texts to scan and recognise newly-learnt vocabulary – write a book review.
5. Listening: Access slowed-down podcasts to practice your listening skills (see your teacher for websites)
6. Research: Research the possibility of working in Germany  
<https://www.gooverseas.com/volunteer-abroad/germany> [www.workaway.info](http://www.workaway.info)
7. Watching/Reading: Watch another film or read another book by the filmmaker/author you are studying and write a review in German
8. Watching: The news in German [www.nachrichtenfuerkinder.de](http://www.nachrichtenfuerkinder.de)
9. Reading: 12 reading texts with accompanying audio  
[http://german.about.com/library/bllesen\\_inhalt.htm](http://german.about.com/library/bllesen_inhalt.htm)

## Health and Social Care

1. Reading: Read the blog posts and articles on the Time to Think Differently website <https://www.kingsfund.org.uk/projects/time-think-differently>
2. Research: Find out about the government's policy on social care and write a letter to your MP to outline your views. <https://www.gov.uk/government/topics/social-care>
3. Watching: TEDX Talk – The Privatisation of the NHS <https://www.youtube.com/watch?v=Cz5dl9fhj7o>
4. Watching: Browse the selection of best talks for social workers at the following website <https://www.bestmswprograms.com/top-10-ted-talks-for-social-workers/>
5. Creative: Design your ideal care home based upon your learning so far.
6. Watching: Browse the videos on healthy eating at the following website [https://www.ted.com/playlists/75/what\\_s\\_wrong\\_with\\_what\\_we\\_eat](https://www.ted.com/playlists/75/what_s_wrong_with_what_we_eat)

# History

## Years 7-8

1. Research: Find out what your town/village was like in 1069 <http://opendomesday.org>
2. Research: Research the Magna Carta to find out why it is so important <https://www.bl.uk/magna-carta>
3. Listening: Listen to 'In Our Time' on Radio 4 when they discuss the Magna Carta <https://www.bbc.co.uk/programmes/b00k4fg7>
4. Listening: Listen to 'In Our Time' on Radio 4 when they discuss the Domesday Book <https://www.bbc.co.uk/programmes/b040llvb>
5. Research: Look at the BBC iWonder site at 'How did slave-owners shape Britain?' [www.bbc.co.uk/guides/zw8dq6f](http://www.bbc.co.uk/guides/zw8dq6f)
6. Reading: Read Anne Frank's diary.

## GCSE

1. Research: Search for an ancestor who died in the First World War on the Commonwealth War Graves Commission website <http://www.cwgc.org>
2. Listening: Listen to Dan Snow's 'History Hit' podcast – there are hundreds! <https://www.historyhit.com/podcasts/>
3. Creative: Create a mindmap to show links between modern America and your study of the American West.
4. Writing: Write an alternative history based upon a topic that you have studied recently – how could things have gone differently?
5. Writing: Write (and perhaps deliver) a speech on why studying the past is so important to our understanding of the present.
6. Reading: Visit the library and ask the librarian for a book related to a topic you are studying. Read it, and try to include some of what you learn in your upcoming classwork.

## A-Level

1. Listening: Listen to Dan Snow's 'History Hit' podcast – there are hundreds! <https://www.historyhit.com/podcasts/>
2. Listening: Search for In Our Time episodes related to your particular historical interest <https://www.bbc.co.uk/programmes/b006qykl>
3. Student-led: Enter the Vellacott History Prize (Peterhouse College, Cambridge University) – check this link for details <https://www.pet.cam.ac.uk/essay-prizes>
4. Student-led: Enter the University of Sheffield essay writing competition <https://www.sheffield.ac.uk/history/activity/schools-colleges/essay-competition>
5. Listening: In Our Time – The Norman Yoke <https://www.bbc.co.uk/programmes/b009q7zm>
6. Listening: In Our Time – The Third Crusade <https://www.bbc.co.uk/programmes/p00547ls>

7. Watching: Ted Talks – How the Normans Changed the History of Europe  
[https://www.ted.com/talks/mark\\_robinson\\_how\\_the\\_normans\\_changed\\_the\\_history\\_of\\_europe](https://www.ted.com/talks/mark_robinson_how_the_normans_changed_the_history_of_europe)
8. Reading: A History of the Crusades by Steven Runciman.

# Hospitality

## GCSE

1. Creative: Cook a more challenging recipe independently at home and bring in a photo/evidence of the food
2. Writing: Start a food journal – include shops and restaurants you have visited, hotels that you have eaten at, and lists of ingredients for recipes.
3. Research: Research some of the world's best hotels and restaurants and make notes on what you think they do particularly well. What do you think they could improve on?
4. Creative: Adapt an existing recipe to incorporate your own style and new flavours. Take photos of the finished product!
5. Creative: Create a mini-recipe book of your own dishes – use photos of the food and clear instructions for how to make it.

# Mathematics

## Years 7-8

1. **Research:** Try and explore some of the games from the Wild Maths site.  
<http://wild.maths.org/>
2. **Research:** Visit the King's College website and try one of their weekly problems.  
<https://www.kcl.ac.uk/mathsschool/Weekly-Maths-Challenge/Weekly-maths-challenge.aspx>
3. **Research:** Research Pythagoras and the maths he explored – find out all his contributions to modern mathematics.
4. **Listen:** Listen to *A Brief History of Mathematics* by Marcus du Sautoy – a ten-episode podcast on BBC Radio 4 <http://www.bbc.co.uk/programmes/b00srz5b>
5. **Watch:** Watch BBC Universe documentary *The Great Math Mystery* (2015)  
<https://www.youtube.com/watch?v=JiH7IMGW60A>
6. **Creative:** Design a house or a school, producing a full-scale drawing, calculating area and showing all the relevant measurements. Extend by creating a paper or cardboard model.
7. **Listen:** Listen to Travels in a Mathematical World podcast featuring mathematicians talking about their work, as well as features on maths history and news.  
<http://www.travelsinamathematicalworld.co.uk/>
8. **Watch:** Watch the documentary *Top 10 Equations That Changed the World*.  
<https://www.youtube.com/watch?v=0K-t090uvL4>

## Years 9-13

1. **Research:** Research Srinivasa Ramanujan and his influences on modern mathematics.
2. **Watch:** Watch the series 'Man and the Rise of Civilisation' on Youtube (starting with Episode 1 <https://www.youtube.com/watch?v=DVngFvtZwAU> ) and create a timeline of key number and maths-related discoveries.
3. **Research/Write:** Research and write about the Fibonacci sequence and how it occurs in nature, perhaps starting at <http://www.maths.surrey.ac.uk/hosted-sites/R.Knott/Fibonacci/fibnat.html>
4. **Research/Write:** Develop your understanding of irrational numbers and prove that root 2 is irrational.
5. **Creative:** Enjoy solving quadratic equations? Test yourself on these mega quadratic equations! <https://nrich.maths.org/11009>
6. **Read:** Read *17 Equations That Changed the World* by Ian Stewart (ISBN: 9781846685316)
7. **Creative:** Contribute to a year-wide revision resource for GCSE/A-Level
8. **Writing:** Take part in the UKMT Intermediate or Senior Maths Challenge (see your teacher for details)
9. **Research:** Develop your understanding of series and surds by exploring and attempting this problem <https://nrich.maths.org/901>



# Music

## Years 7-8

1. Research: Choose one of the pieces from the BBC's '10 Pieces to Listen To' and research and create a fact sheet on it  
<http://www.bbc.co.uk/programmes/articles/4GrPtrzVNzpJ4vmrr4w5Y2j/listen-to-the-ten-pieces-music>
2. Student-led: Enter the BBC Proms Inspire competition  
<http://www.bbc.co.uk/programmes/articles/4mY3MbSJ5G2LvSbzZPbc85G/bbc-proms-inspire>
3. Student-led: Teach somebody else an instrumental skill – perhaps how to play the ukulele or the piano.
4. Watching: TED Talk – 'Why We Love Repetition in Music'  
<https://ed.ted.com/lessons/why-we-love-repetition-in-music-elizabeth-hellmuth-margulis>

## GCSE

1. Writing: Write about how music affects your brain by watching the following TED Talk – 'How Playing An Instrument Benefits Your Brain' <https://ed.ted.com/lessons/how-playing-an-instrument-benefits-your-brain-anita-collins>
2. Creative: Compose or arrange a song to be performed by one of the Hele's music ensembles (concert band/ brass ensemble etc.)
3. Research: Create a playlist for each area of study and musical style you are studying that could be passed onto Year 9 students as recommended listening.
4. Listening: Visit the Classic FM website and listen to at least five composers that are new to you.

## A-Level

1. Student-led: Enter the BBC Proms Inspire competition  
<http://www.bbc.co.uk/programmes/articles/4mY3MbSJ5G2LvSbzZPbc85G/bbc-proms-inspire>
2. Writing: Study for and enter yourself for Grade 5 or above music theory.
3. Student-led: Apply for a summer school or workshop over the summer. There are lots of online courses on [www.futurelearn.com/courses](http://www.futurelearn.com/courses)
4. Writing: Create a glossary of musical terms.
5. Watching: Watch some of the proms from the Royal Albert Hall.
6. Listening: Listen to two different Beethoven symphonies.



# PE

## Years 7-8

1. Reading: Read the autobiography of your favourite sportsperson.

## GCSE

1. Watching: Access documentation on nutrition, psychology and technology in sport.
2. Reading: 'Bounce' by Matthew Syed (2011).
3. Watching: 'Catch Me If You Can' Panorama documentary  
<https://www.youtube.com/watch?v=04ck8LwApd4>

## A-Level

1. Watching: Access documentaries on nutrition, psychology and technology in sport.
2. Reading: Read articles from the Journal of Exercise and Sport Psychology  
<https://journals.humankinetics.com/journal/jsep>

# Psychology

## A-Level

1. Watching: RISE documentary – do you know the meaning of ‘recidivism’?  
<https://www.youtube.com/watch?v=n3id1jxXLgM>
2. Reading: ‘Flow’ by Mihaly Csikszentmihalyi – the classic work on how to achieve happiness.
3. Reading: ‘Thinking Fast and Slow’ by Daniel Kahneman – the author states that our minds are composed of two parts, an instinctive and primal section, and a more critical and rational section.
4. Reading: ‘Mindset’ by Dr Carol Dweck – changing the way you think to fulfil your potential
5. Watching: Ted Talk ‘The Lucifer Effect’ – how good people turn evil  
<https://www.youtube.com/watch?v=2-Kii-P7vwQ>
6. Listening: Radio 4 series ‘Mindchangers’ <https://www.bbc.co.uk/programmes/b01gf5sr>
7. Watching: Ted Talk ‘How reliable is your memory?’  
<https://www.youtube.com/watch?v=PB2OegI6wvI>
8. Writing: Write a five minute lecture on a psychological issue that interests you that you can deliver to your class.
9. Watching: Ted Talk ‘A neural portrait of the human brain’  
<https://www.youtube.com/watch?v=5Yj3nGv0kn8>

# RS

## Years 7-8

1. Reading: Ask your teacher for the 'RS booklet challenge' and work your way through the articles. Make sure you feedback your thoughts to your teacher
2. Student-led: Participate in the Generation Global online community, particularly the 'Big Questions' or 'Art of Expression' topics
3. Watching: After visiting the cinema or watching a film on Netflix, write a review summarising any religious or ethical issues. E.g. evil and goodness, dilemmas etc.
4. Reading: Read a media article and write a persuasive text that highlights the religious, moral or ethical aspect of the issue.
5. Research: Use Google expeditions and make a virtual trip to investigate sacred global sacred spaces such as the Golden Temple in Amritsar, Lourdes in France and the Sistine Chapel in Rome. Make links with beliefs and practices of the particular religion.
6. Reading: Read some stories from the interactive Sacred Texts featured in the British Library [www.bl.uk/learning/citizenship/sacred/sacredintro.html](http://www.bl.uk/learning/citizenship/sacred/sacredintro.html)
7. Watching: TED Talk - Introduction to the Five Major World Religions <https://ed.ted.com/lessons/the-five-major-world-religions-john-bellaimey>

## GCSE

1. Watching: Access 'Ted talks Philosophy'. Watch the talks and read the extra materials from key texts. Some could include: Why does the universe exist? By Jim Holt; Is there a real you?; A theory of everything; How do you explain consciousness; Science versus wonder? Robin Ince; Science can answer moral question by Sam Harris
2. Research: Use Google expeditions and make a virtual trip to investigate sacred global sacred spaces such as the Golden Temple in Amritsar, Lourdes in France and the Sistine Chapel in Rome. Make links with beliefs and practices of the particular religion.
3. Watching: TED Talk – My Year of Living Biblically <https://www.youtube.com/watch?v=B5MkpzMAOZM> - present the key ideas in a storyboard or mindmap
4. Watching: TED Talk – Euthanasia Beyond Life – Managing Your Right to Die <https://www.youtube.com/watch?v=B7ehf6CmG4Y>
5. Listening: Listen to this podcast on the history of Islam <https://player.fm/series/becoming-a-better-muslim-islamic-self-improvement-quran-sunnah>
6. Research: Read online interpretations of Genesis and make notes on the different views <http://www.faradayschools.com/re-topics/re-year-10-11/ways-to-interpret-genesis/>

## A-Level

1. Reading: Purchase 'Philosophy Now' magazine and write a review on some of the articles. Send the review to the editor.
2. Watching: Access the 65 'Ted talks Philosophy'. Watch the talks and read the extra materials from key texts. Some could include: The why and how of effective altruism by Peter Singer; Is there a real you? By Julian Baggini; Human nature and the blank slate by Steven Pinker; Atheism 2.0 by Alain de Botton; Philosophy in prison by Damon Horowitz; For argument's sake by Daniel H. Cohen; Be humble - and other lessons from the

philosophy of water by Raymond Tang; How to see past your own perspective and find truth by Patrick Lynch; Should you live for your resume or your eulogy by David Brooks; Is religion good or bad? (This is a trick question) by Kwame Anthony Appiah

3. Listening: Download and listen to the the Panspycast Philosophy Podcast
4. Reading: Access the Theology and Philosophy materials on the University of Bristol website.
5. Student-led Access the Religion, Philosophy and Ethics course materials from University of Gloucester (Dr. David Webster) and complete some of the challenges.
6. Student-led: Prepare a five-minute lecture on an aspect of RS that fascinates you and deliver it to your class.
7. Listening: Listen to one of the linked podcasts on philosophy and ethics <https://iai.tv/iai-podcast/episodes-6-10>
8. Watching: The Stanford Prison Experiment - <https://www.youtube.com/watch?v=760lwYmpXbc>
9. Research: Read Chapter 2 of the Philosophy of Religion section of the Stanford Encyclopaedia of Philosophy – make your own notes <https://plato.stanford.edu/entries/philosophy-religion/#MeaReLLan>

# Science

## Years 7-8

1. Watch: 'Cool science experiments' on YouTube
2. Watch: 'Crash Course Kids' videos on YouTube  
<https://www.youtube.com/user/crashcoursekids>
3. Creative: Create a song to remember the first twenty elements of the periodic table.  
Creative: Create a Steve Spangler style video of a science experiment you have done at home <https://www.stevespanglerscience.com/>
4. Creative: Create your own worm world or ant farm
5. Student-led: Download an app on the stars and constellations then go outside and identify them.
6. Writing: Write a news report on what you think has been the most important scientific discovery.
7. Creative: Make your own quiz based on a topic you are studying and ask your teacher to use in with your class.

## GCSE

1. Creative: Create a genetic sequence bracelet – your genome!  
<https://www.yourgenome.org/activities/sequence-bracelets>
2. Creative: Create your own quiz on Educake
3. Watching: Crash Course Videos – the Biology, Chemistry and Physics playlists  
[https://www.youtube.com/user/crashcourse/playlists?shelf\\_id=0&view=1&sort=dd](https://www.youtube.com/user/crashcourse/playlists?shelf_id=0&view=1&sort=dd)
4. Reading: 'Why Don't Penguins' Feet Freeze?' There are lots of other titles in this New Scientist series as well.

## A-Level

1. BIOLOGY: Listening: Download and listen to podcasts from The Infinite Monkey Cage.
2. BIOLOGY: Reading: 'The Ancestors Tale' by Richard Dawkins.
3. BIOLOGY: Watching: TED Talk – Growing New Organs  
[https://www.ted.com/talks/anthony\\_atala\\_growing\\_organs\\_engineering\\_tissue?language=en](https://www.ted.com/talks/anthony_atala_growing_organs_engineering_tissue?language=en)
4. CHEMISTRY: Listening: Listen to podcasts about the elements of the periodic table  
<http://www.rsc.org/periodic-table/podcast>
5. CHEMISTRY: Creative: Create a Twitter account and follow at least ten relevant chemistry organisations – begin with the Royal Society of Chemistry, New Scientist, BBC Science News etc.

6. CHEMISTRY: Reading: 'Periodic Tales – The Curious Lives of the Elements', by Hugh Aldersey Williams
7. PHYSICS: Student-led: Join the Institute of Physics as a student member.
8. PHYSICS: Listening: Download and listen to the 'Physics World' podcasts.
9. PHYSICS: Reading: Subscribe to the 'Physics Review' journal and read the articles – consider writing an article to submit.



# Sociology

## A-Level

1. Listening: Listen to the Radio 4 Podcast 'Marxism Today'  
<https://www.bbc.co.uk/programmes/b07gf9l7>
2. Research: Explore the Gender and Education Association website  
[www.genderandeducation.com/resources-2/inclusion/promoting-gender-equality-in-schools/](http://www.genderandeducation.com/resources-2/inclusion/promoting-gender-equality-in-schools/)
3. Watching: 'Feminine Beauty – A Social Construct?'  
<https://www.bbc.co.uk/programmes/p02b95yv>
4. Reading: Read 'The Second Sex' by Simone de Beauvoir
5. Watching: Ted Talk 'We Need to Talk About Injustice'  
[https://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice](https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice)
6. Listening: Radio 4 Podcast – 'A Subversive History of School Reform'  
<https://www.bbc.co.uk/programmes/b07knmpc>
7. Watching: Karl Marx on Alienation <https://www.bbc.co.uk/programmes/p02h7dlv>
8. Watching: Ted Talk 'Human Trafficking is All Around You – This is How it Works'  
[https://www.ted.com/talks/noy\\_thrupkaew\\_human\\_trafficking\\_is\\_all\\_around\\_you\\_this\\_is\\_how\\_it\\_works](https://www.ted.com/talks/noy_thrupkaew_human_trafficking_is_all_around_you_this_is_how_it_works)
9. Writing: Write a five minute lecture on a current sociological issue that interests you that you can deliver to your class.

# Spanish

## GCSE

1. Listening: Listen to foreign radio stations – this can be done online.
2. Watching: Watch foreign language films – see your teacher for ideas and then write a film review.
3. Reading: Borrow and read more challenging texts to scan and recognise newly-learnt vocabulary – write a book review.
4. Listening: Access slowed-down podcasts to practice your listening skills (see your teacher for websites)
5. Watching: Watch the news for children in Spanish  
<http://cnnespanol.cnn.com/category/ninos/>
6. Reading: Website with links to interactive short stories with pictures and audio  
<http://www.milcuentos.com>
7. Research: Research the geography and political makeup of Spain.

# Travel and Tourism

## A-Level

1. Reading: Subscribe to National Geographic Traveller magazine and read the articles <http://www.natgeotraveller.co.uk/>
2. Writing: Write a travel article based upon a recent trip or holiday.
3. Creative: Create a blog about places you have visited. Include written reviews and photographs.
4. Research: Research a travel destination which appeals to you and deliver a presentation on it to your class.

# Record of Achievement

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Reflections (What did you learn? What benefits have you accrued? How would you do this differently next time? What are your next steps?):

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***'quisque est fortunae suae'***

**'Everyone is the architect of their own success'**