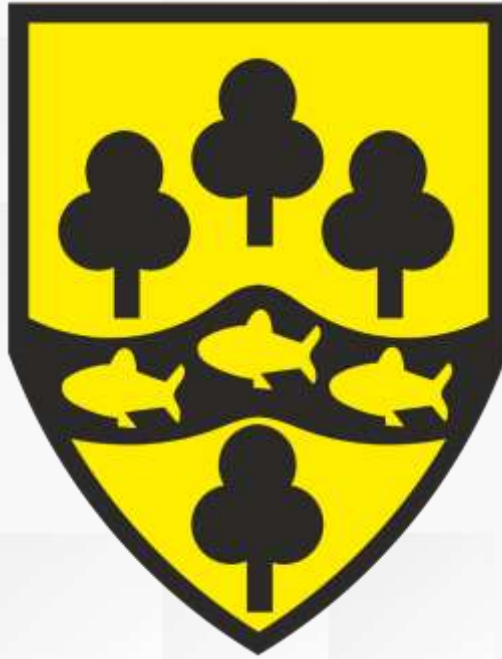


TESTWOOD SCHOOL

Summer Projects



Name: _____

Tutor Group: _____



Art





Postcard Art Challenge

The Art Department would like you to
create an arty postcard of your
memories of your summer holiday.

You can use any materials you want.

Be as creative as possible.

You do it on the template on the next page or
create your artwork on separate card or canvas

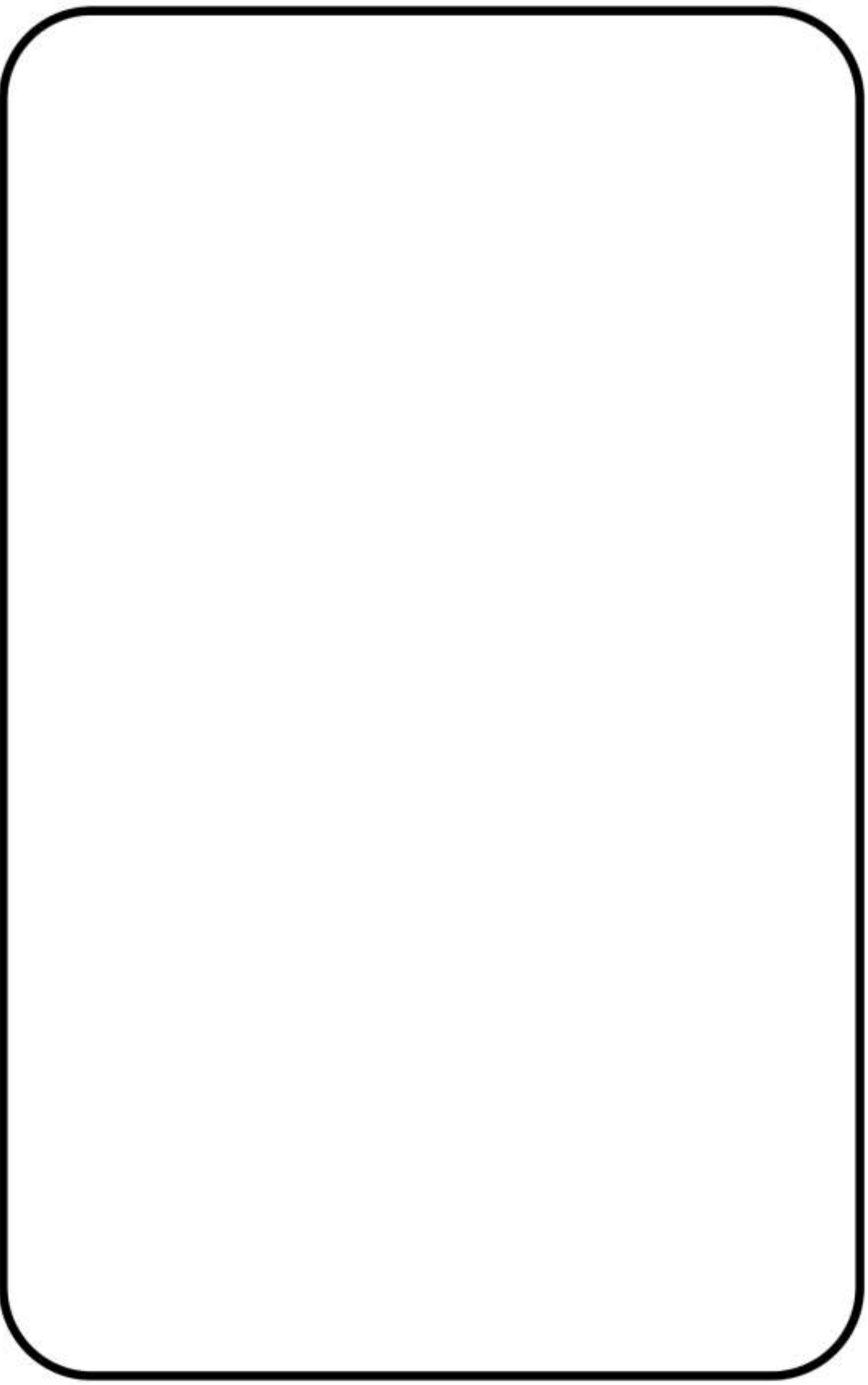
- just make sure it's postcard size!

Don't forget your postcard message on the back!

Your postcards will be part of our
Open Day Art Exhibition in September!



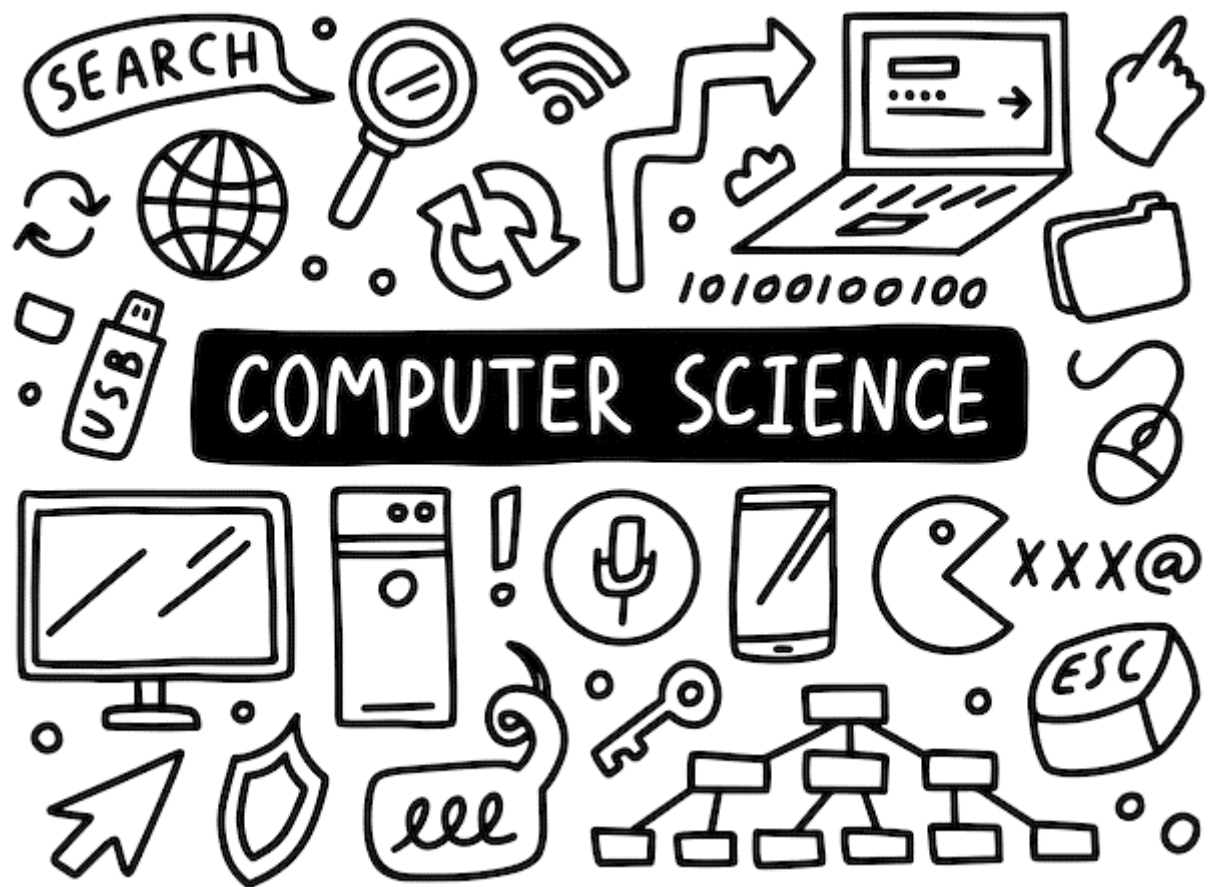
Create your holiday memory postcard here

A large, empty rectangular box with rounded corners, outlined in black. It is intended for creating a holiday memory postcard.

Write your holiday memory postcard here



Computer Science



Activity 1

There are many risks with using digital communication services. Can you match up each hazard with its definition?

Cyber-Bullying

People logging onto a site pretending to be you (for example, trying to steal or change information).

Spam

A message trying to sell you products or persuade you to visit their website.

Virus

People sending unkind or nasty messages.

Identity Fraud

A dangerous program that can damage your computer and the files on it.

Activity 2

List as many social media sites as you can:

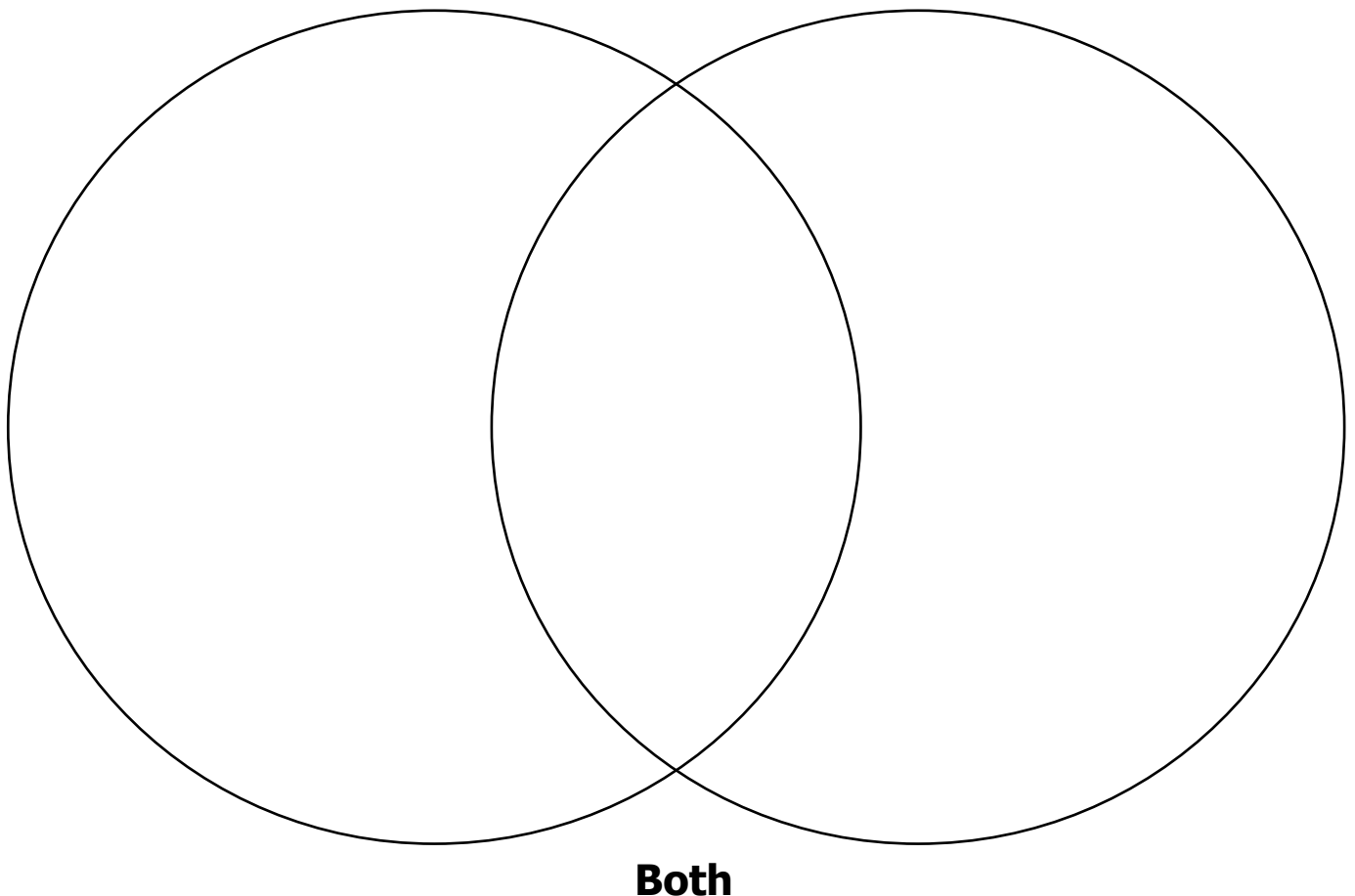
Activity 3

Using the Venn Diagram below, write the statements to compare an **online** and **offline** conversation.

1. You know who you're talking to because you can see them
2. You don't know who you're talking to because you can't see them
3. You can pretend to be a lot older than you are
4. The person you are talking to may not be telling the truth
5. You can't always tell if they are joking or being serious.
6. It is easy to tell what people mean because of the tone in their voice.
7. You can tell what sort of age the person is.

**Face-to-Face
Conversation**

**Internet
Conversation**



Which conversation do you think it is safer to trust? Why?

Activity 4

Write down 5 ways **you** can stay safe online:

1.

2.

3.

4.

5.

How old do you need to be to use social media and access social media websites/apps?

Design & Technology



Food Technology

Task 1 – Find a recipe that you could cook (with supervision) for your family. This could be breakfast, lunch or dinner.

Task 2 – Write the ingredients required for your recipe.

Task 3 – Write the method you have used to cook your recipe.

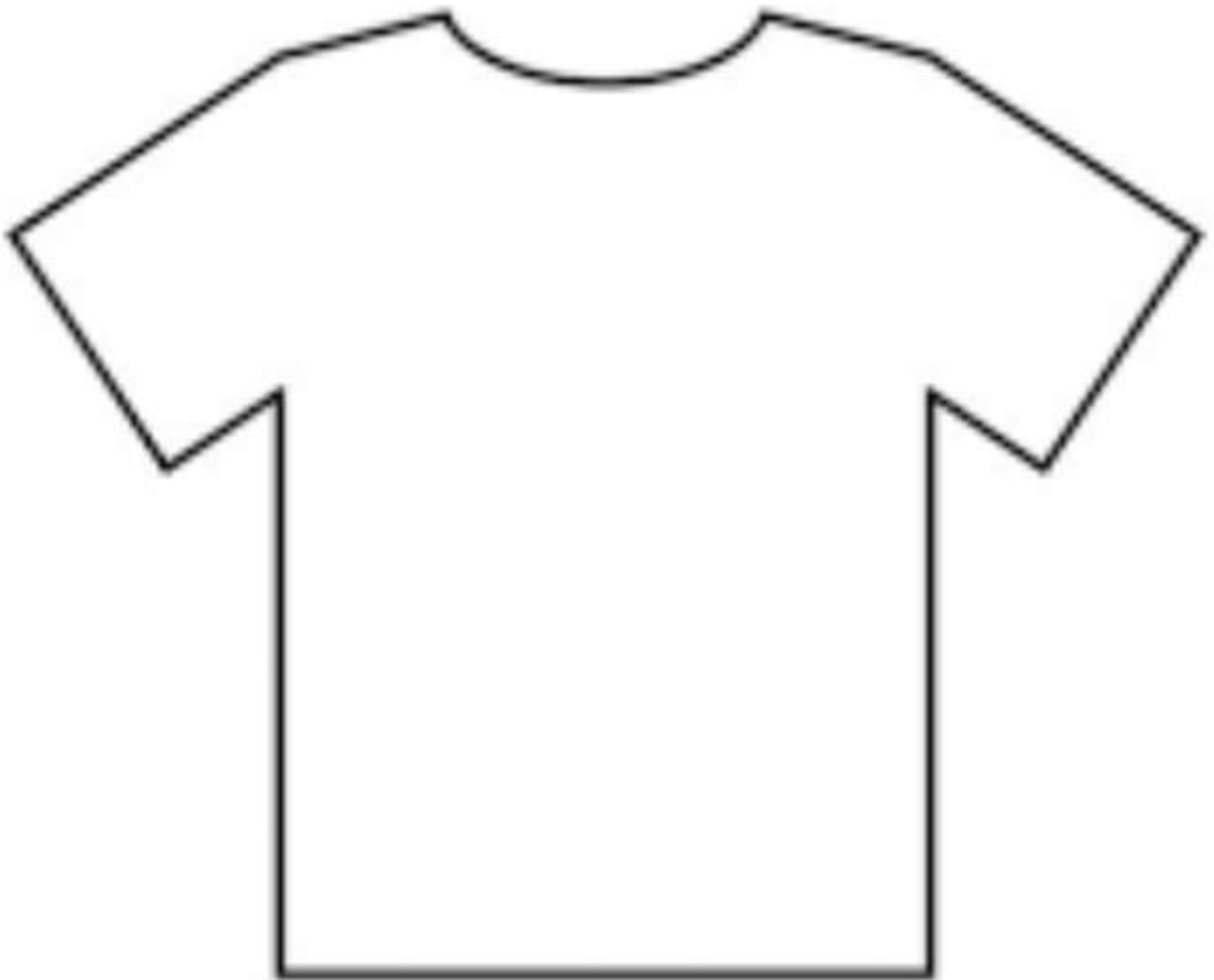
Task 4 – Evaluate your meal.

How did it look? Describe the colours and the presentation.	
How did it taste? Describe the flavours.	
What was the texture like? Smooth, soft, hard, crisp, etc.	
How did it smell? Did the ingredients complement each other?	

Textiles

Task 1 – You have an old t-shirt that you would like to wear, but it needs to be upcycled into a new design.

Using the template of the t-shirt, create a new design. Your design could be a print, have cut outs, or sewn add ons. Be creative.



Task 2 – Explain what you have done to develop your t-shirt design.

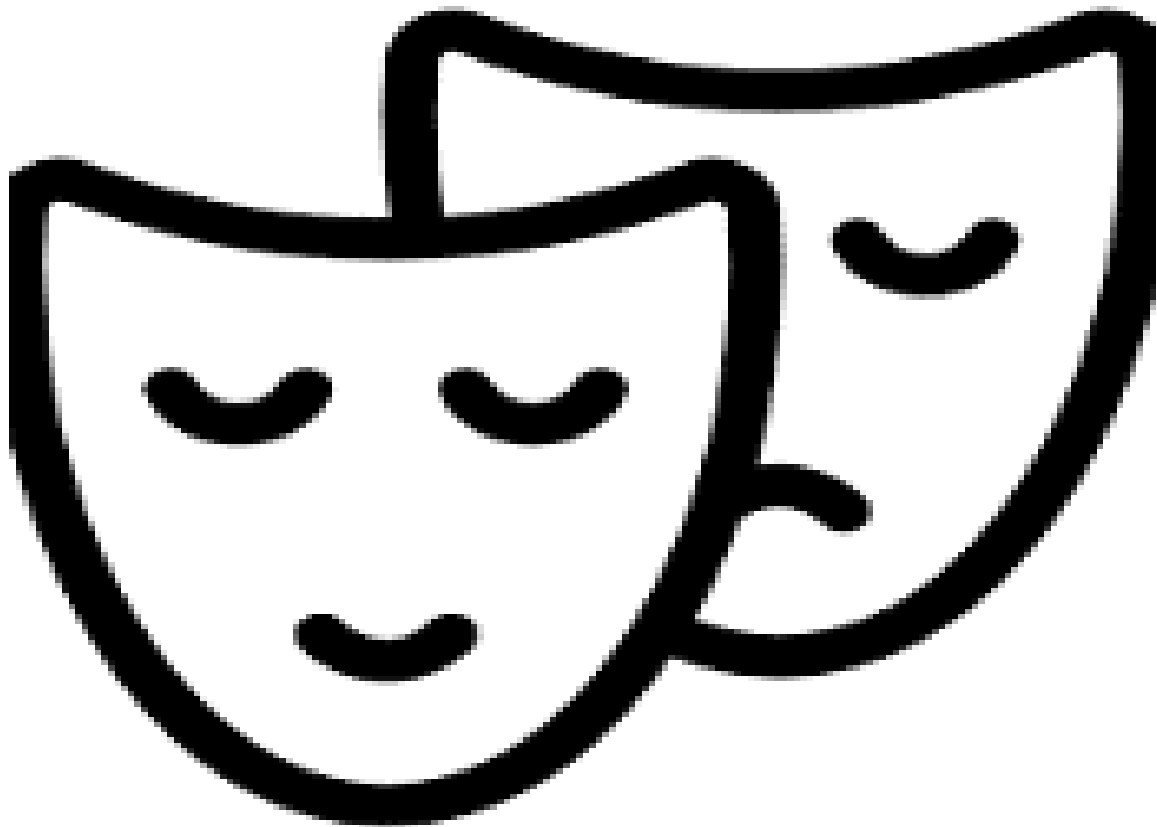
Product Design

With new rules of social distancing and protective clothing, many companies have altered their logo designs. Some have separated their designs, added a face mask, added wings or rainbow colours. Some have altered their slogans.

Task 1 – Choose 2 logos from different companies. Draw their original logo and then redesign their logo with the theme of staying safe/social distancing. Explain your choice of re-design.

Original Logo Design	New Redesign	Explanation

Drama



Think of a Drama activity you have taken part in or seen. This might be a school play, an assembly, a pantomime, or even a production in your Primary School and then complete the following tasks:

Task 1

Write a description of your part in a play, explaining a little about your character and what you did.

[illegible]

Task 2

Write a description of a play you have seen, explaining the storyline and/or describing a character you liked.

[illegible]

Task 3

Design a poster for a play you have seen or have performed in using colouring pencils in the space below:

English



The English Teachers at Testwood School are looking forward to welcoming you in September. To prepare for your time with us, we are giving you the opportunity to complete a 'reading project'. This will give you a chance to use the skills which you will be developing during your time at Testwood.

Task 1 - Predictions

Look at the front cover of your chosen novel and answer the questions:

What genre do you think your novel is?

Why do you think this?

Where do you think the novel will be set?

Why do you think this?

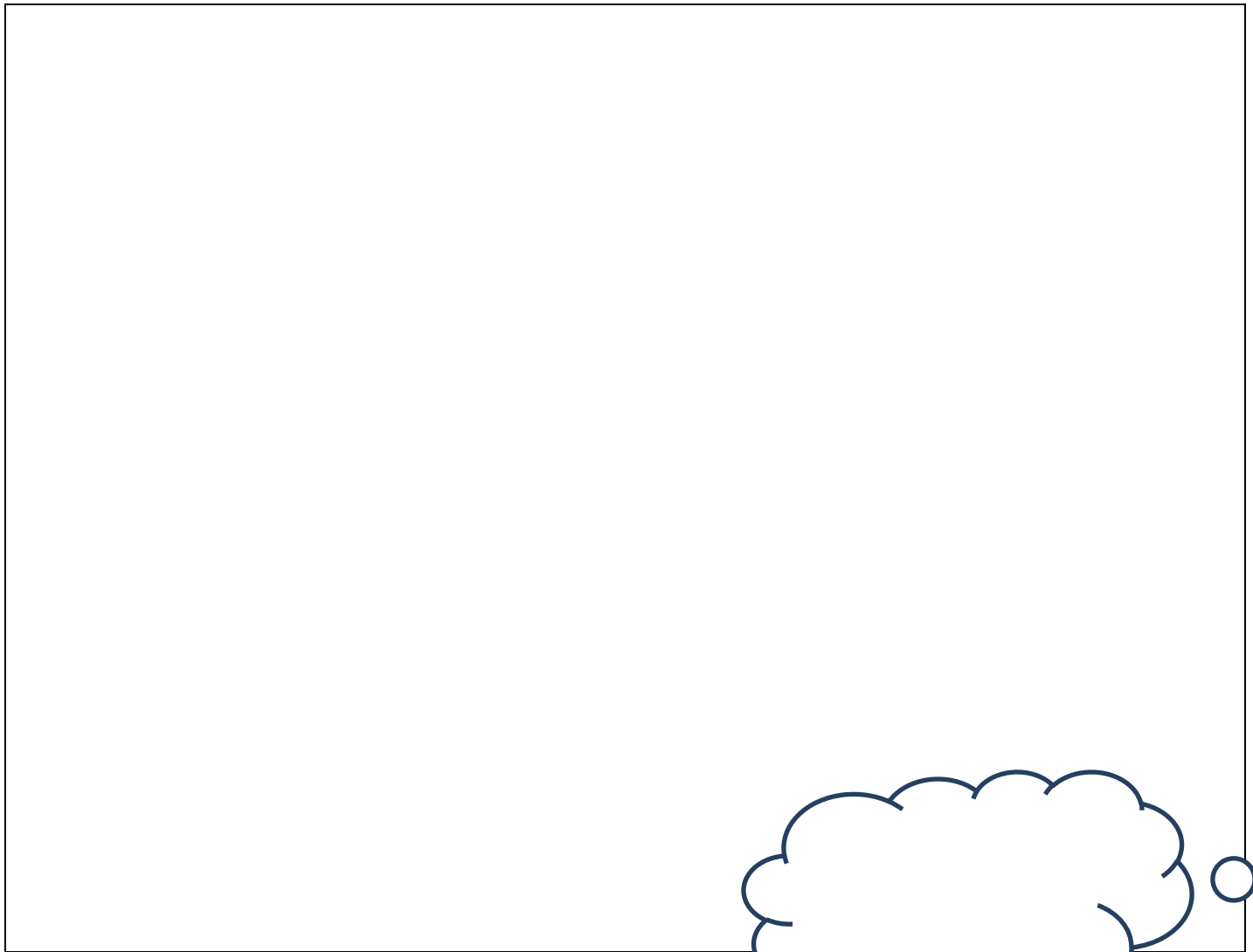
What do you think will happen in the novel?

What are the colours on the front cover of your book and what do they suggest about the mood of the book?

Task 2 - Character Surveillance

Choose a character from your novel. Draw a picture of what you think they look like **OR BE CREATIVE- MAKE A MODEL/ PAINT A PICTURE/ MAKE THEM OUT OF CLAY!** Label with one quotation from the text to show what your character looks like.

Use your inference skills to fill in the thought bubble with how you think your character feels when you first meet them.

A large rectangular box for drawing a character. At the bottom right corner of this box, there is a thought bubble with a cloud-like shape and a small circle at the end of a line, intended for writing an inference about the character's feelings.

Key Words:

Quotation: A short phrase/words copied directly from the text

Inference: Reading between the lines



Task 3 - Describing your surroundings

Choose a setting from your novel. Draw a picture of what you think it would look like below **OR BE CREATIVE- MAKE A MODEL OF YOUR SETTING!** Label with two quotations from the text to show what your setting looks like.

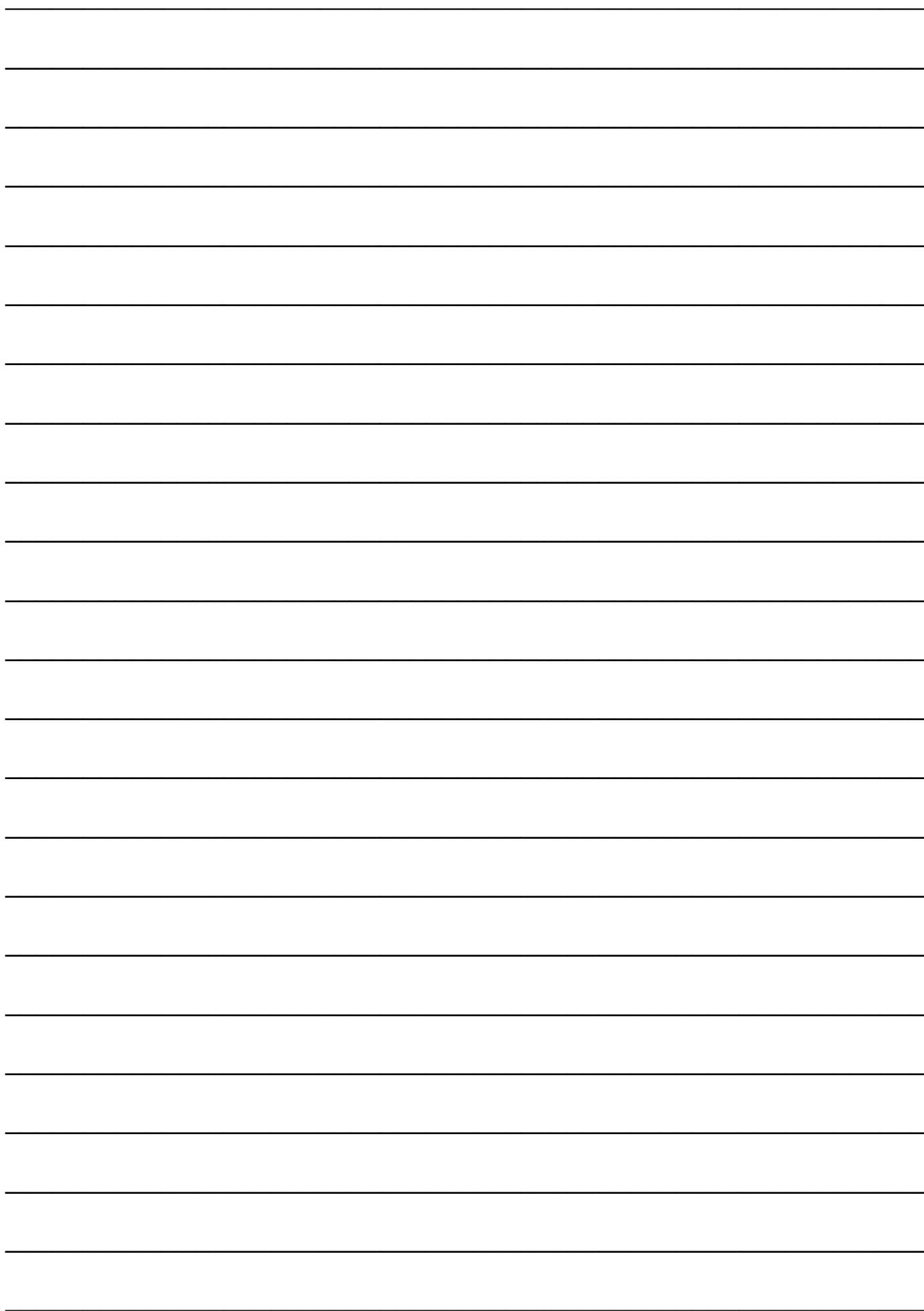


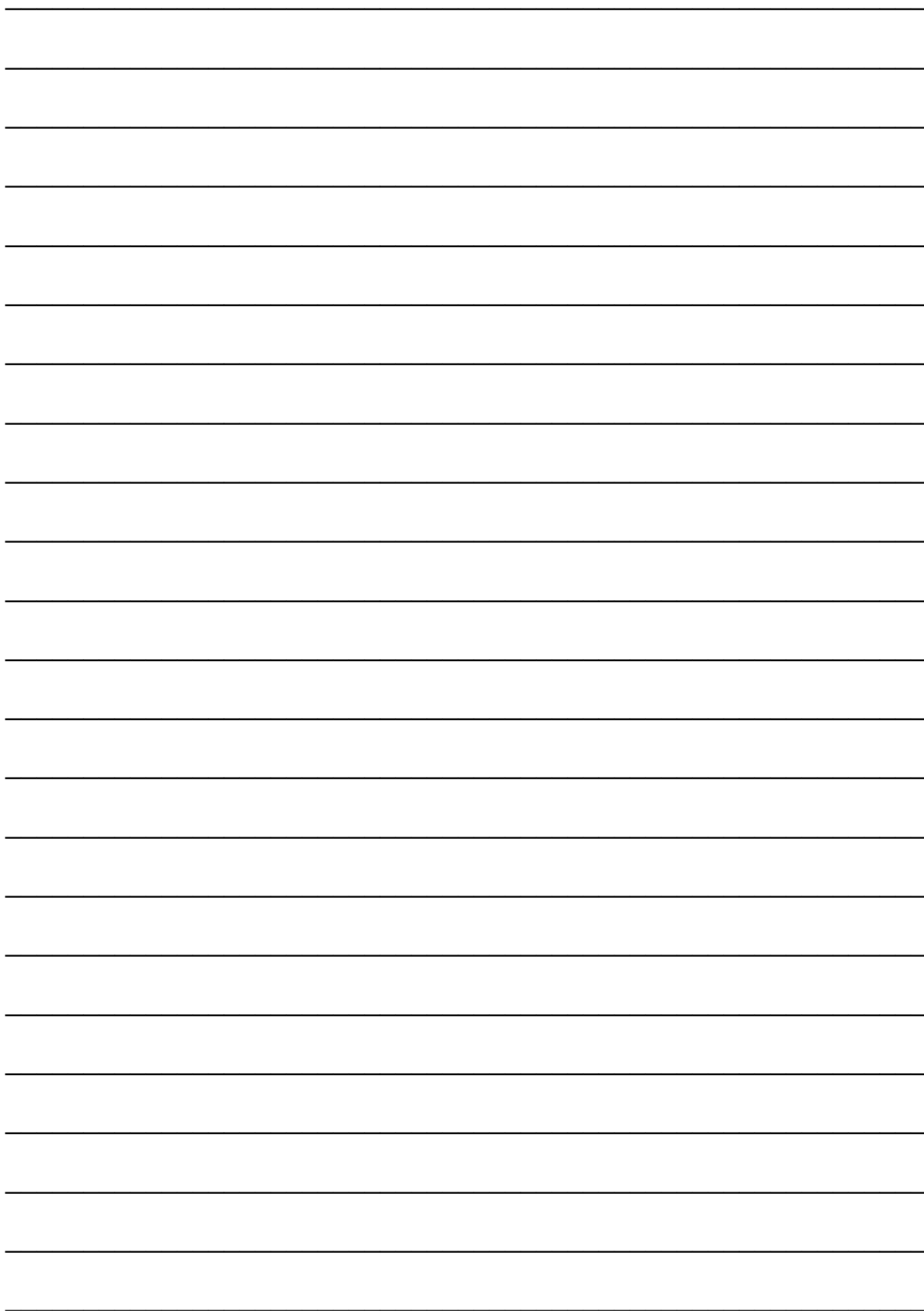
Task 4 - Investigator's report

Write a short review of your novel. You must include:

- A summary
- Your personal opinions
- Who you would recommend it to and why

Task 5: Extension - Final Mission

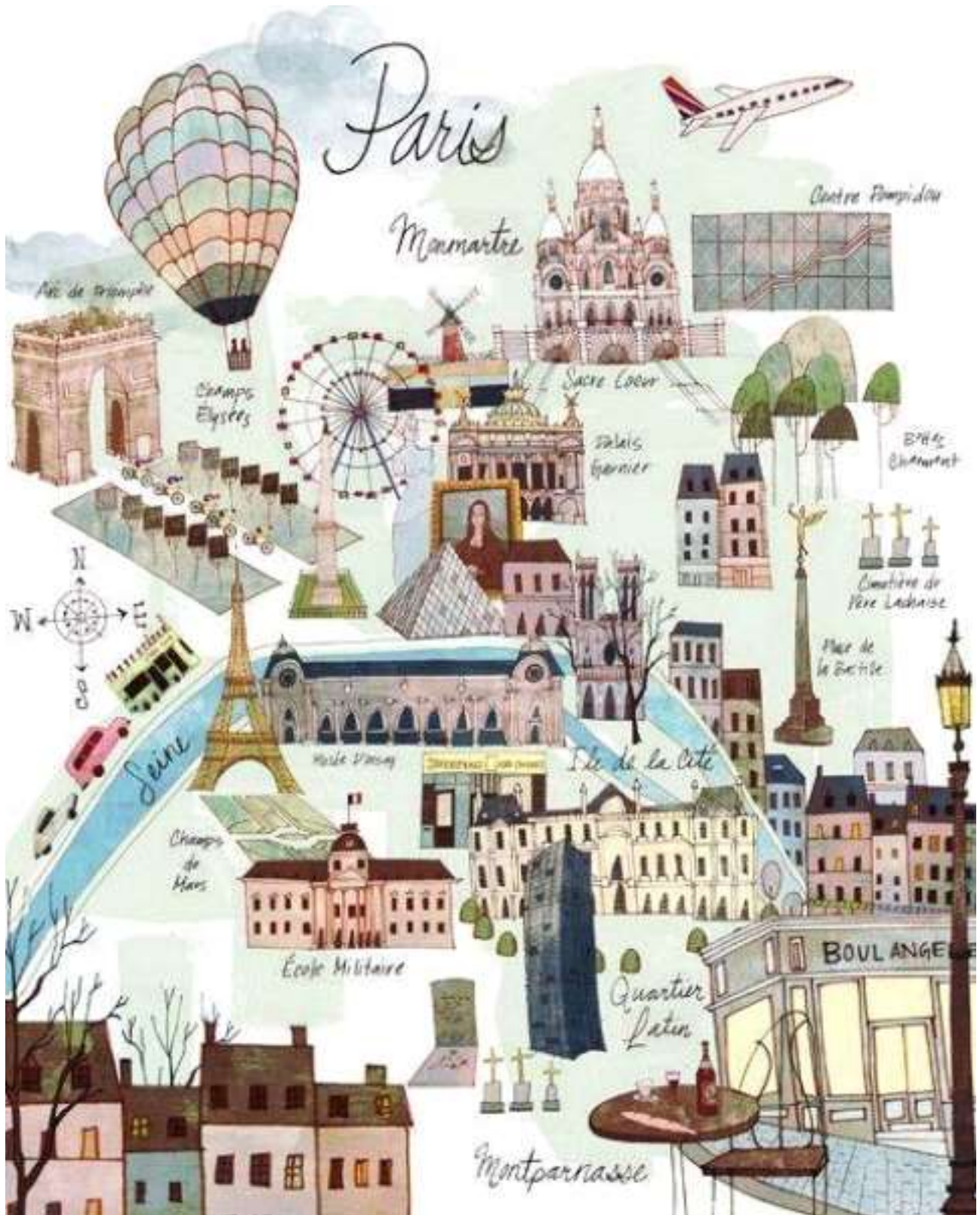




[illegible]

Name: _____ Tutor: _____

Français / French



Bonjour! Did you know that there are over 220 million people who speak French as their first language in the world?

People who speak French are called *Francophone* and the group of countries where French is spoken are referred to as *la Francophonie*.

Some research even suggests that French is the fastest growing language and that by 2050, it would be the most commonly spoken language in the world!

Task 1

French is spoken in many countries. Can you research and find **at least 8** countries where people speak French?

Country	Flag	Capital city	Total population
<i>France</i>		<i>Paris</i>	<i>67 million</i>
1			
2			
3			
4			
5			
6			
7			
8			

Can you try to explain why these countries speak French?

Task 2

Do you know the French colours? Here is a reminder below:

noir	<i>black</i>	blanc	<i>white</i>	rouge	<i>red</i>
bleu	<i>blue</i>	vert	<i>green</i>	orange	<i>orange</i>
jaune	<i>yellow</i>	gris	<i>grey</i>	marron	<i>brown</i>

Now try to complete the Colour sudoku - colour in the squares in the matching colour for added pizzazz!

orange	blanc		noir		rouge		gris	marron
rouge				vert				jaune
	marron	noir	bleu		gris	rouge	vert	
gris		marron		orange		vert		bleu
	orange		vert	noir	bleu		rouge	
vert		bleu		marron		jaune		noir
	gris	orange	marron		vert	noir	jaune	
marron				gris				rouge
noir	jaune		blanc		orange		marron	vert

Task 3

Introductions – match up the English and the French phrase and then complete the sentences in French (you might need to look some words up!)

1. I don't like ... Je m'appelle _____
2. I love playing ... J'aime manger _____
3. I love eating ... J'habite à _____
4. I live in ... J'adore jouer à _____
5. My name is ... Je n'aime pas _____

Task 4

Google/Youtube the four songs below - listen to them and tick/colour in your opinion!

Chanson	Artiste				
Dommage	Big Flo et Ollie				
Pookie	Aya Nakamura				
Rien de rien	Edith Piaf				
Flou	Angèle				

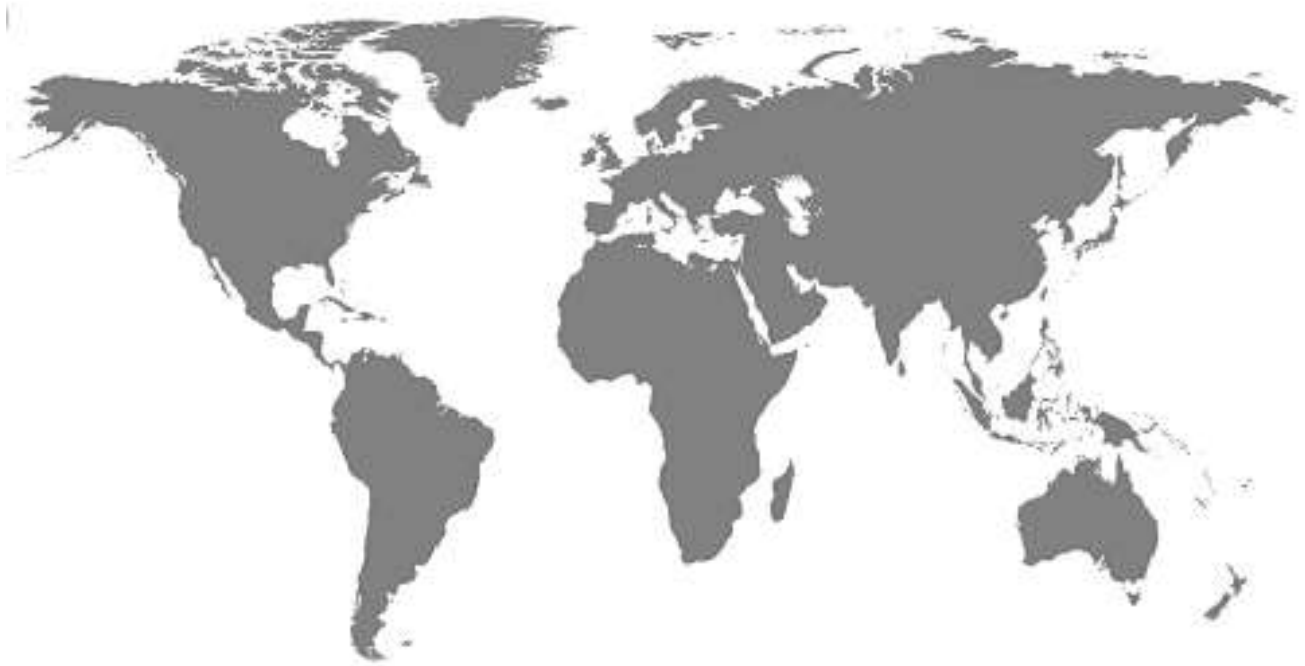
Say which one was your favourite

(did you keep searching and find a better French song?)

Je préfère la chanson ...

(I prefer the song...)

Geography



Geography is all around us, and you will have seen some amazing features, landforms, visited some towns and cities or taken part in some exciting activities. These may have been locally, in the UK or somewhere else in the world.

Task 1

If you are heading off on holiday this summer, we would love to know about where you are going. Please send us a postcard: tell us where you have been, what activities you have done and whether you saw any geographical features. Send your postcards to:

The Geography Department
Testwood School
Testwood Lane
Totton
Hampshire
SO40 3ZW

Or, think back to your favourite holiday of all time. It might be somewhere local, somewhere in the UK or perhaps somewhere abroad. We would like to know how well travelled our new Year 7 students are.

Tell us about your most favourite holiday.

Where did you go? Who did you go with? Why do you go there? How did you get there? What activities did you do? Why was it such a special holiday?

Task 2 – Geography Fieldwork – Traffic Survey

Within each year of Geography at Testwood you will get the opportunity to complete some fieldwork. We would like you to have a practice at some fieldwork during the summer holidays. You will be completing a traffic survey of your area and creating a bar graph of your results.

Risk assessment

In order to complete fieldwork, you must complete a risk assessment. Think of 2 risks that you may face when doing your traffic survey and one way to overcome this risk.

Risk	How I will overcome this risk
<i>Getting run over</i>	<i>I will ensure that I stay on the pavement a safe distance from the road.</i>

Conducting the traffic survey

You need to pick an area local to you where you can safely go and count traffic. You don't even need to leave your home as you could do the traffic count from your front door or window. You need to stand there for 10 minutes and count each type of vehicle that passes. Add a mark onto the tally chart each time each vehicle passes. If you see a different type of vehicle put it into the other category.

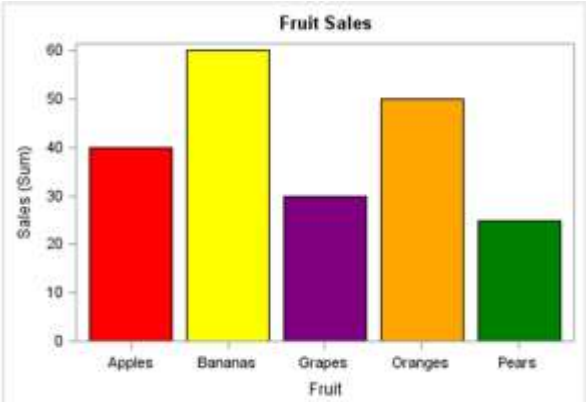
Type of vehicle	Number Counted
Car	
Bus	
Van	
Lorry/truck	

Motorbike/moped	
Bicycle	
Other	

Displaying your data

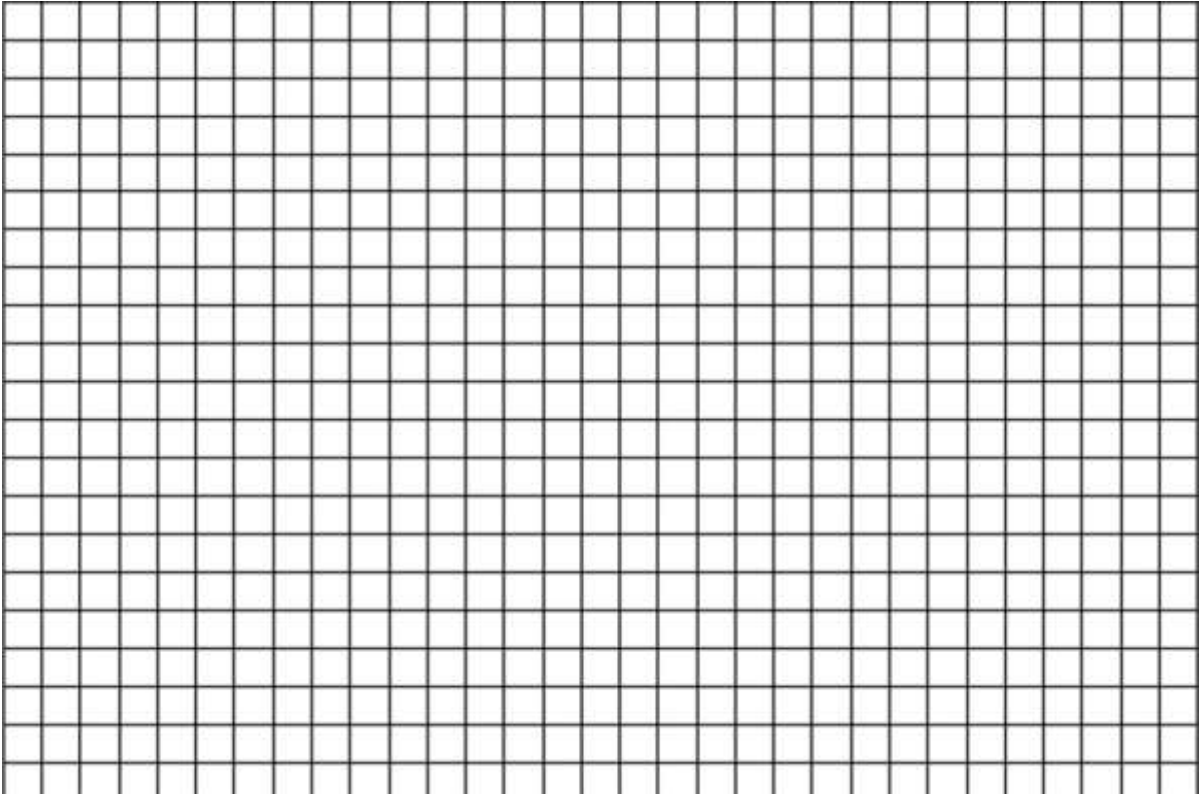
Now you have completed your traffic count you need to display your data onto a bar chart. This will make it easier to compare your results.

Your bar graph should include a title.
On the vertical axis you should have number of vehicles and on the horizontal axis you should have type of vehicle. Each axis should have a label.



Title:

Vertical axis label:



Horizontal axis label:

Describing your results

Once you have displayed your results on to a chart/graph you need to describe them. Use the sentence starters to help you describe your results.

The total amount of vehicles I counted was _____. The largest category of vehicles was _____ I counted _____ of this vehicle. The smallest category of vehicles was _____ I counted _____ of this vehicle.

History



At Testwood, you will study History from all around the world, from the Aztecs to The British Empire, but also the History on our doorstep, here in Hampshire! We are fortunate to have lots of amazing historic sites in the county and we can learn a lot from studying these places.

Some suggestions of local sites are listed below - but you can research your own. If you are able to visit the site and take some pictures, even better! We would love to see them.

Calshot Castle

Eling Tide Mill

Medieval Merchant's House

Portchester Castle

Fort Nelson

Netley Abbey

Titchfield Abbey

Winchester Cathedral

Burseldon Brickworks

Basing House

Portsmouth Historic Dockyard and Mary Rose

You can create your own fact file about the historic site, using the suggested structure below.

Place:

When was it first built? Who founded it?

Why was it an important site?

What can we learn about key local, national or international events by studying this site?

Understanding how our local, national and international histories are is important. However, some of the most fascinating history is the history that is personal to you.

Ask your family about the changes that have happened in their lifetimes. Speak to your parents, grandparents and great grandparents to see if they have different ideas. Ask them:

Task 1

What they think are the most important events of their lifetime? Why?

Task 2

How has the world changed during their lifetime?

Task 3

We would like you to find out your family story and begin to build your own family tree. Start by yourself and your brothers and sisters. Then, slowly build up your tree, adding as many members of your family as you can. See how far back in history you can go!

Maths



Task 1 – Holiday Spending

On holiday you did some shopping at the beach shack and you received this much change from £20. Work out how much you spent each time.

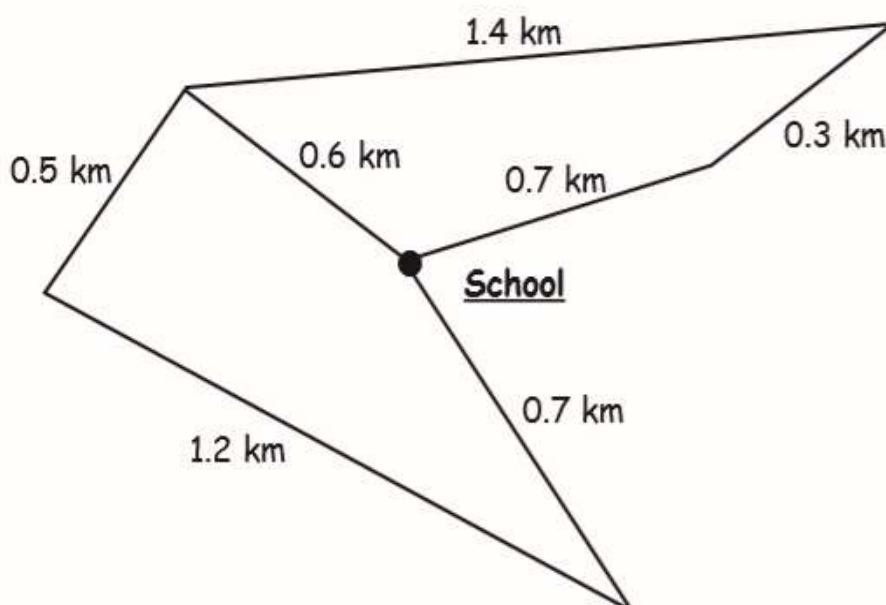


Task 2 - Summer Fun Run

You need to organise the route for the summer fun run. The route must

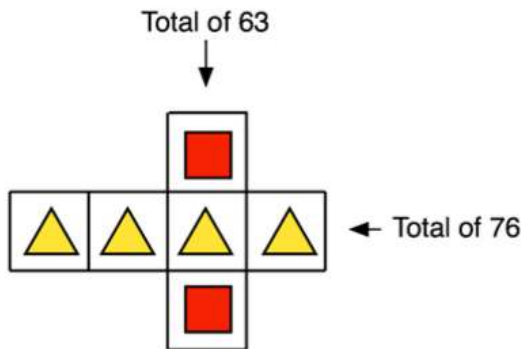
- start at the school
- be 3 km long
- end at the school.

Use this map to help you plan the route for the cross country run. In the space write down or draw the route you will run.



Task 3 - Work out the value of each

Each shape stands for a number

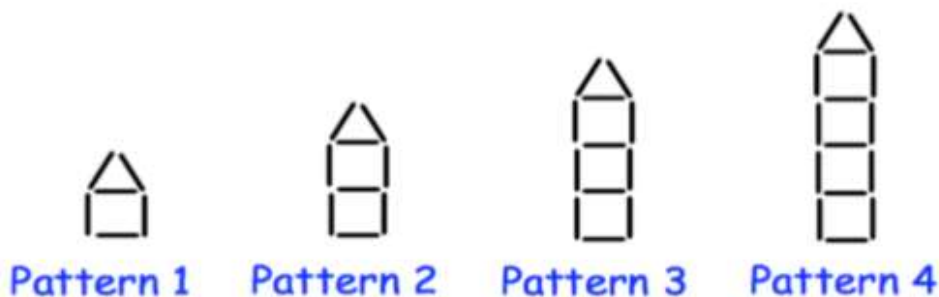


=

=

Could you think of another puzzle like this one?

Task 4 - Rocket Patterns



1) Draw pattern 5

2) Draw pattern 6

3) Without drawing the pattern work out how many sticks would be in pattern 7.

..... sticks would be needed.

4) Explain how you worked out the answer.

.....

5) How many sticks would be in pattern 30?

..... sticks would be needed.

Task 5 - Core Skills (show all your calculations)

- 1) Work out the total of 35, 405, 1205 and 3050

- 2) List the factors of 36

- 3) Work out 15% of £5000

- 4) Work out the difference between 62.95 and 14.78

- 5) Work out 534×7

Task 6 - Time to think

Look at the times given on the clock faces and write each time in AM and PM in 24 clock time



1.....



2.....



3.....

Music

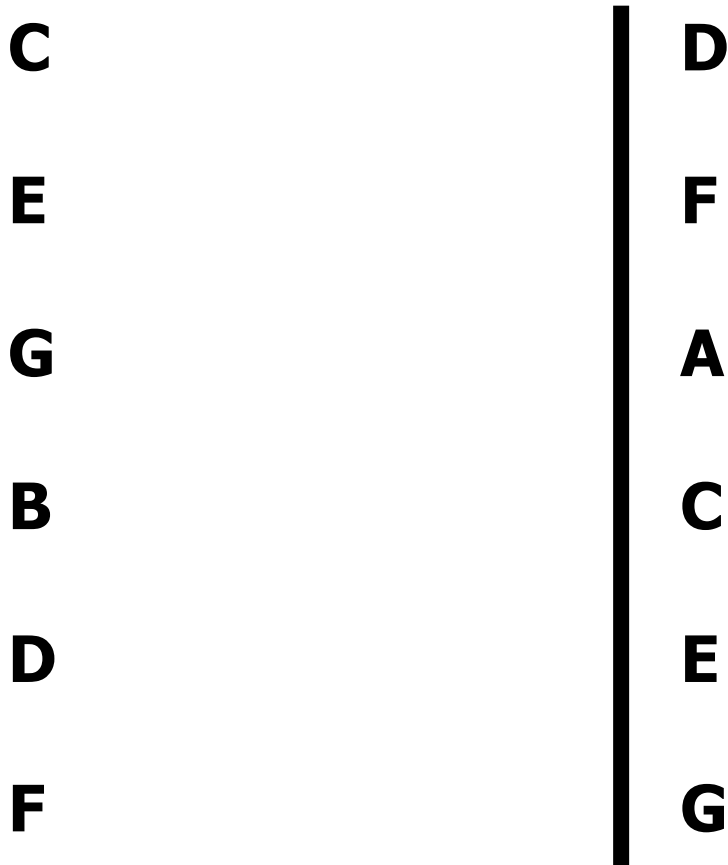


Task 1

Using the following letters make up a funny rhyme or story to help you remember them:

CEGBDF for the first story and DFACEG for the second.

Example: Certainly, Every Good Boy Does Fine

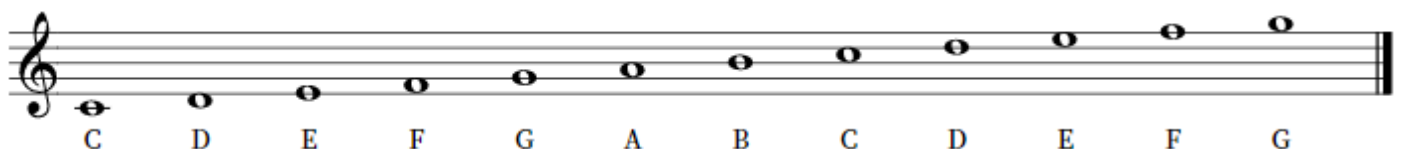


These two patterns help us to remember the notes on the staff.

The first pattern **CEGBDF** is for notes on the Line.

The second pattern **DFACEG** is for notes on the Space.

Colour in each set of notes with a different colour e.g. all the notes on the line colour blue and all the notes on a space colour gold.



Task 2

Think of the best Music performance you have seen. It could have been a gig or concert you attended, a musical, a DJ set or it might be a performance you've seen on YouTube or on T.V.

A – Describe the performance.

Was it live, where was it, who performed it?

Example: I really liked the live performance of the musical Matilda I saw at The Cambridge Theatre in London.

B - Describe three things that made you like it:

Extension task: Can you explain why for each point.

Example: One reason I liked it was because the lyrics were very clever and very funny. I thought Tim Minchin (the person who wrote the lyrics and music) captured Roald Dahl's humour well.

Task 3

Each week of the Summer Holidays listen to 5-10 minutes of each of the radio stations listed below. Try and find out the name of the song being played, who it was written by, the instruments you can hear, and whether you liked it or not.

Extension task: Can you explain why you did or didn't like each song?

Radio Station	Song	Artist	Instruments	Did you like it? Why
<i>BBC Radio 1</i>				
<i>BBC Radio 3</i>				
<i>BBC Radio 6</i>				
<i>Heart FM</i>				
<i>Capital FM</i>				

Physical Education

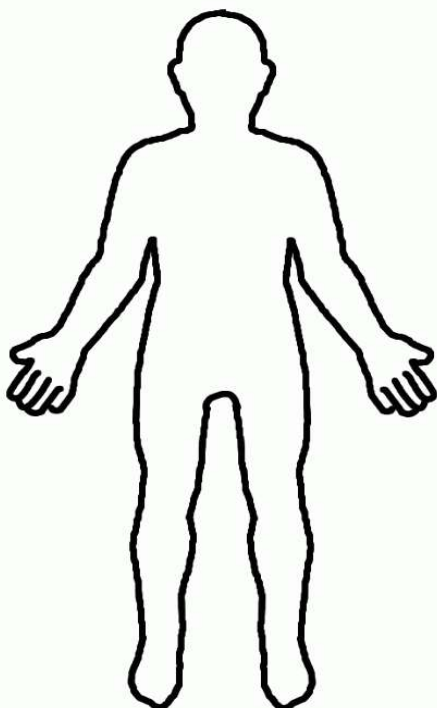


Task 1 – PE at Testwood

What are you most excited about in PE at Testwood and why?

Task 2 - Design your own Testwood PE kit.

What safety points do we need to think about when organising our PE Kit?



Why Do we wear PE Kit?

Task 3 – Create your own fitness workout.

Your task is to create your own fitness work out and complete it every day for a week. Your work out will need to have at least 4 exercises. Be inventive!

Example:

10 Push ups

10 Squats

1 Minutes High Knees

30 Seconds Star Jumps.

[illegible]

Task 4 – Fitness Challenges

Using the table below, record how many steps you can do each day. Repeat for a second week and see if your overall weekly total has improved.

Try and see if you can increase your steps each day.



Week	Mon	Tues	Wed	Thu	Fri	Sat	Sun
1							
2							

Week 1 Total = _____

Total Difference = _____

Week 2 Total = _____

Philosophy, Ethics and Religion



In Philosophy, Ethics and Religion (PER) you have the opportunity to explore different religious beliefs from around the world and compare them to your beliefs. There are 6 main religions that we study in English schools.

Christianity Hinduism Sikhism Islam Buddhism Judaism

Each of these religions are unique and have their own set of beliefs and practices.

Task 1 – Symbols

Find out which of these symbols goes with each religion.

Symbol	Religion
	
	
	
	
	
	

Task 2 – Religion Leaflet

Pick **one** of the 6 main religions and answer these questions. Your answers should be displayed as an information leaflet that will help someone learn about the religion.

a) How many people follow the religion worldwide?

b) Who is the founder of the religion?

c) Do they have any sacred/important texts?

d) Where is their place of worship (Church etc.)?

e) How many gods do they have?

f) What is one interesting fact about this religion?

g) Are there any famous people who follow this religion?

Task 3 – Beliefs

Find two friends or family members to ask the following five questions and make a note of their answers.

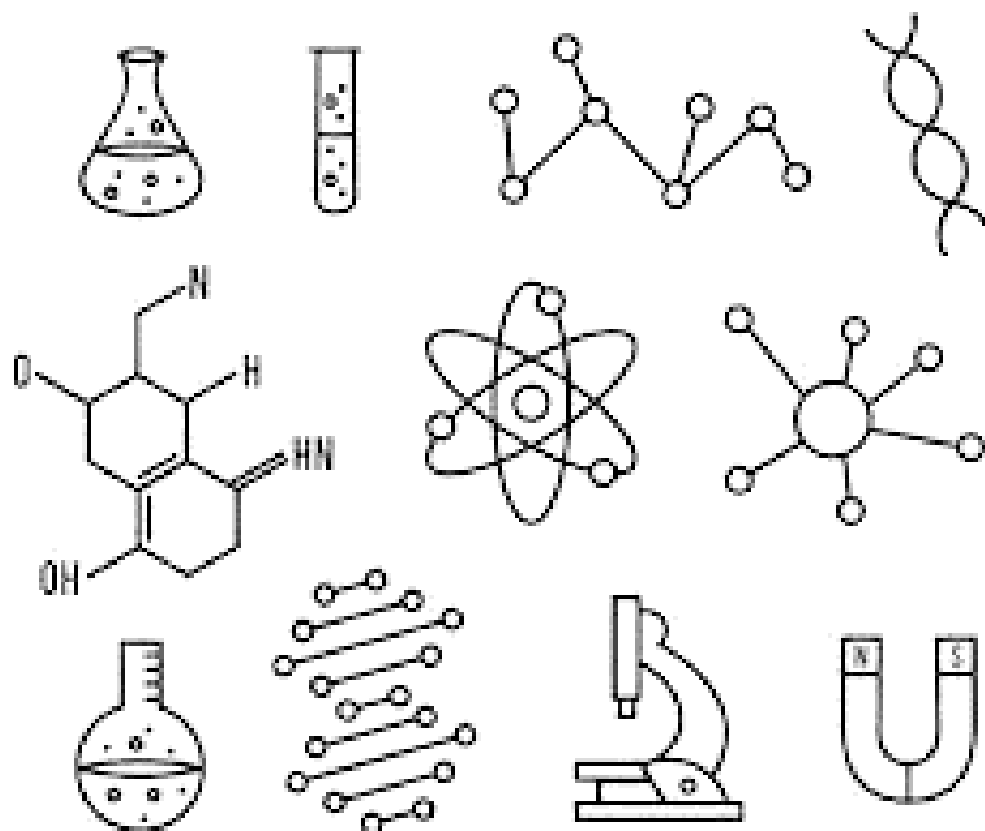
Person 1:

Relationship to you (e.g. friend, sister, mum, uncle):
Do they believe in God?
Have their views on whether God exists stayed the same throughout their life or have they changed over time?
Do they follow a religion?
Do they think religion is a good thing? Why/why not?

Person 2:

Relationship to you (e.g. friend, sister, mum, uncle):
Do they believe in God?
Have their views on whether God exists stayed the same throughout their life or have they changed over time?
Do they follow a religion?
Do they think religion is a good thing? Why/why not?

Science



Have you ever wondered what a polar explorer does? What skills they need? Or how they do their work?

We are going to be following the Polar Explorer programme. This follows the research of a group of real Arctic explorers who are trying to safeguard our planet by monitoring conditions in the Arctic Ocean. This is one of the areas of our planet that is changing fastest due to the effects of Climate Change, caused by humans.

Polar Explorer Task 1 – Boat Building

Water pushes upwards with a force called 'upthrust'. (You can feel this if you try to push a light object such as a balloon or aeroboard under water). The shape of a 'boat' affects the weight of passengers or cargo it can hold. The more water that the boat displaces the more it will float and the more weight it can take.



Materials: Bowl 2/3 full of water, plasticine, modelling clay or blue tack, peas, dried or frozen. (beads or marbles would do)

Investigation

Make your plasticine into a ball, now put into a bowl of water.

1. Does it sink or float?
2. Why does this happen?

Make a boat out of the plasticine. Adjust your boat until it floats in a bowl of water.

Use some dried (or frozen) peas as “passengers”.

3. How many peas can you carry in your boat before it sinks?

4. Can you modify your boat design to make it carry more passengers without using any more plasticine? What did you do?

Ask your friends if they have managed to carry more “passengers” in their boat than you have.

5. Whose boat design was better and why?

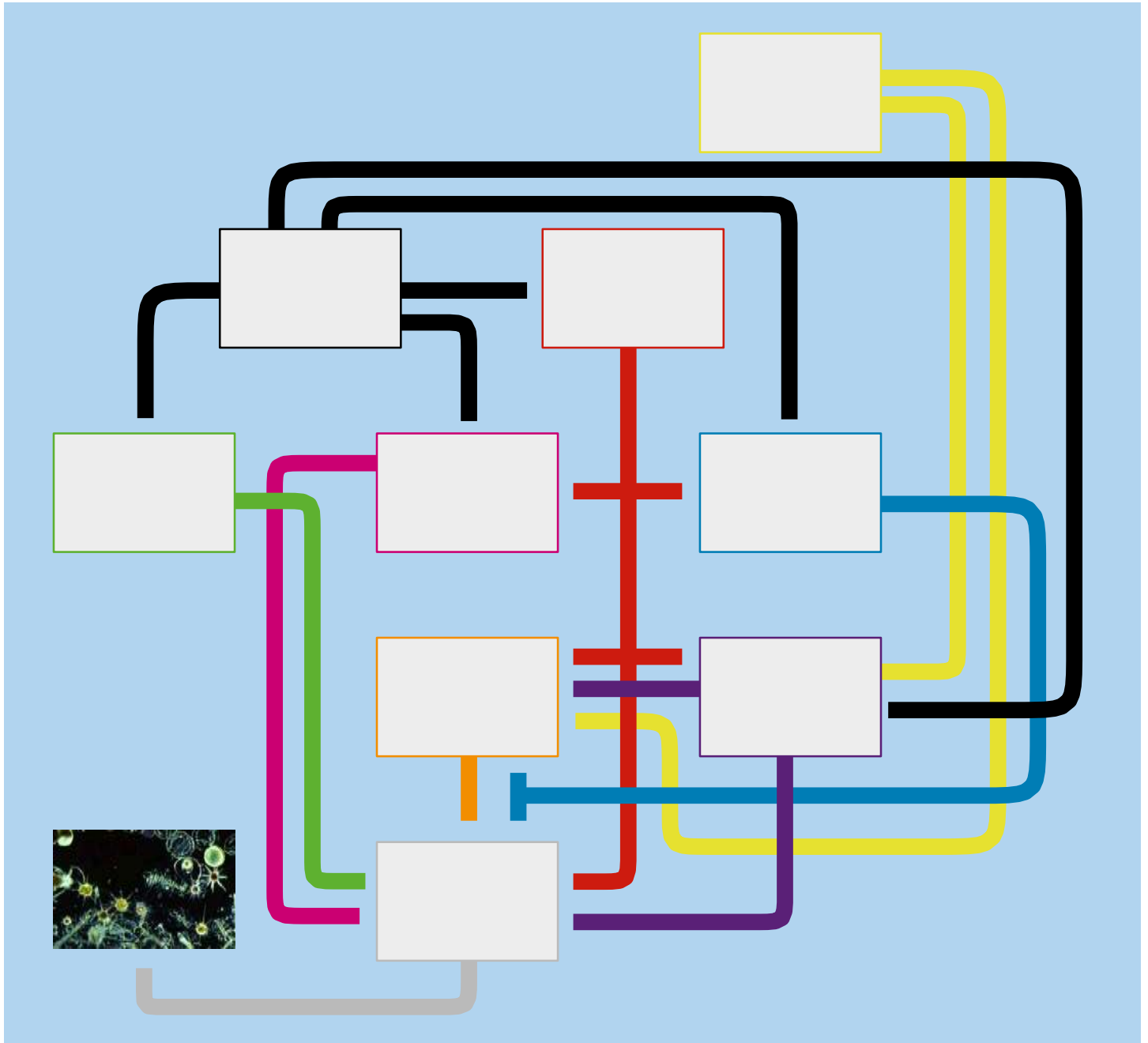
Task 2 – Ocean Food Web

It is very important for Scientists to look at the species in the ocean so that we can check that ocean food webs are healthy. All of these organisms have the right to a healthy life, free from pollution. We also depend on some of them for food. If organisms are removed from a food web because of disease or pollution other organisms may starve or go extinct.

Use the food web sheet 'Ocean Grabber' (which is at the back of this booklet). Can you place the organisms in the correct place on the food web overleaf?

1. Which organisms are carnivores?
2. Which organisms are herbivores?
3. Which organisms get their energy straight from the sun?

Ocean Food Web



Instructions:

Read the descriptions carefully! This will tell you where to put the different animals.

Stick the pictures on the correct places in the food web above.

Task 3 – Glaciers

The Boat – “The Sir David Attenborough” will be studying melting glaciers and sea ice. Scientists are concerned that global warming caused by pollution is making the ice melt. But does it matter if glaciers or sea ice melts? Which will make sea levels rise, melting glaciers on land or melting sea ice or both? Lets find out!



Glacier at the edge of the sea.



Sea ice, with a Polar Bear!

Materials:

2 x glasses of water, 2 x ice cubes, 1 x **object (e.g a rock or some stones)** to stand one of the ice cubes on. 1 x washing up bowl to put everything in! (Mess alert!)

Instructions

- Model Glacier - Place your object(s) in the first glass of water. Fill the glass with water. Put the ice cube on top of the object so that the ice cube is not in the water. Ideally the water level needs to be level with the top of the glass Now mark the level of the water.
- Sea Ice Model - Place the ice cube in the second glass and fill it up with water. Get the water as close to the top as you can.
- Predict which one you think will make the water level increase the most?

- Watch the ice cubes melt and watch what happens to the level of the water.

Thinking & Explaining

1. Firstly, was your prediction right?
2. Why does this happen?
3. Do you think melting sea ice or melting glaciers on land will make the sea level rise the most?
4. Why do you think this?

Well done, you have now completed all of the activities!

We hope that you have enjoyed these activities and have learnt something from them. When you arrive at Testwood you will be asked to bring this booklet with you and show it to your Science Teacher.

OCEAN GRABBER

Who's eating who?

Can you complete the Antarctic food web by putting the creatures in the correct places?

Phytoplankton are at the bottom of the chain. We've put them in already to start you off!

Print these pages, then cut out the small pictures below and fit them onto the diagram which is on the next page.



Antarctic krill: These small, shrimp-like crustaceans feed on the phytoplankton.



Fish: Most of the species of fish in Antarctica feed on krill, and are eaten by penguins, seals, seabirds and squid.



Humpback whale: They feed on a lot of krill – up to three tonnes in a single meal! Their only potential danger is the killer whale.



Seabirds: Seabirds, such as albatross and petrels, are scavengers in the sky. They swoop down to catch fish or squid near the water's surface.



Penguins: There are six species of penguin in Antarctica. They feed on fish and krill, but are a favourite food for killer whales and seals.



Squid: There are 18 different species in Antarctic waters. They feed on small fish and krill, and are eaten by whales, seals and seabirds.



Leopard seal: One of the six species of seal in Antarctica, leopard seals usually hunt alone, feeding on penguins, young crabeater seals, fish, squid and krill.



Killer whale: Travelling in family 'pods', killer whales feed on seals, penguins and fish near the water's surface. Occasionally they hunt other types of whale.



Crabeater seal: They feed on Antarctic krill (not crabs!) and collectively may even eat more krill than blue whales. Crabeater seals are a tasty meal for leopard seals when they are young, and killer whales are a danger no matter how old they are.