

# **Brae High School**



## **New S4 – S6 Home Learning Pack**

4<sup>th</sup> May 2020

We fully understand that this time is challenging for everyone. However, it is very important that you continue to engage with your teachers on a regular basis and complete the tasks they have set you especially now with the new timetable in place and your new courses due to begin soon.

If there is any time you cannot access the work provided by your teacher, please email your teacher and post a message on TEAMS, if you can access it. However, if you are unable to email or post a message, please phone the school on 01595 745600.

If you need glow support you can contact [PUPILglowsupportshetland@shetland.gov.uk](mailto:PUPILglowsupportshetland@shetland.gov.uk)

<b>Subject</b>	<b>English – Ms Storey &amp; Mrs Watt</b>
S4/5 National Course	<ul style="list-style-type: none"> <li>• S4 pupils should finish their cave story for the Shetland Young Writer competition. This can also potentially be used as a folio piece for N4 or N5.</li> <li>• A Reading for Understanding, Analysis and Evaluation task and links to RUAE videos are available in the N4/5 English Team.</li> </ul>
Higher	<ul style="list-style-type: none"> <li>• Pupils should ensure they are familiar with all content of the Reading for Understanding, Analysis and Evaluation revision booklet they were given during N5. It is also available in files on the Higher English Team. This is essential for progress in Higher.</li> <li>• A RUAE task and links to RUAE videos are available in the Higher English Team.</li> </ul>
Teacher Contact	<p><a href="mailto:valeriewatt@shetland.gov.uk">valeriewatt@shetland.gov.uk</a> or <a href="mailto:gw13wattvalerie@glow.sch.uk">gw13wattvalerie@glow.sch.uk</a></p> <p><a href="mailto:charlenestorey@shetland.gov.uk">charlenestorey@shetland.gov.uk</a></p>

<b>Subject</b>	<b>Mathematics</b>
<p><b>S4 class</b></p> <p><b>Applications 3 / National 4</b></p> <p><b>Mrs Morrison</b></p>	<p>Pupils continuing with Applications 3 Maths and National 4 Maths have their own individual plan and should continue to work through their exercises and send completed exercises to Mrs Morrison.</p> <p>Mrs Morrison will post any links to pupil work on the S4 Teams page. Mrs Morrison will e-mail individual pupils who cannot access the files posted in the 'files' tab at the top of the Teams page.</p>
<p><b>S4 class</b></p> <p><b>National 5</b></p> <p><b>Mrs Batty</b></p>	<p>Pupils are working on Vectors just now and will continue to do so over the next two weeks.</p> <p>Week beginning 4<sup>th</sup> May: pupils will be assigned tasks on Vector Pathways.</p> <p>Week beginning 11<sup>th</sup> May: pupils will be assigned a revision task on Vectors.</p> <p>Mrs Batty will post the weekly tasks every Monday morning on the S4 Teams page consisting of notes, videos and questions. Tasks have to be completed and emailed back to Mrs Batty on, or before, Thursday of that same week.</p> <p>Mrs Batty will email individual pupils who cannot access the files posted in the 'files' tab at the top of the Teams page.</p> <p>In addition to these tasks, pupils know to contact Mrs Batty if they wish to do additional maths tasks while waiting on their next task.</p>
<p><b>S5/6 class</b></p> <p><b>Personal Finance / National 4 Maths</b></p> <p><b>Mr Murray</b></p>	<p>Pupils continuing with National 4 Maths have their own individual plan and should continue to work through their exercises.</p> <p>Pupils that have signed up for Personal Finance, will begin with N5 Numeracy work. This course helps build up your numeracy skills before starting the Personal Finance course. Mr Murray will assign you tasks starting with four operations on decimals.</p> <p>Mr Murray will post on Teams any links to your work and will also email you your work.</p>
<p><b>S5 class</b></p> <p><b>National 5</b></p> <p><b>Mrs Morrison</b></p>	<p>Over the next two weeks we will be bridging skills from N4 into N5.</p> <p>Week beginning 4<sup>th</sup> May: pupils will be assigned tasks on multiplying out single brackets and simplifying.</p> <p>Week beginning 11<sup>th</sup> May: pupils will be assigned tasks on Factorising; Indices and Roots</p> <p>Mrs Morrison will post the weekly tasks every Monday morning on the S5/6 N5 Teams page consisting of notes and questions. Tasks have to be completed and emailed back to Mrs Morrison on, or before, Thursday of that same week.</p> <p>Mrs Morrison will email individual pupils that cannot access the files posted in the 'files' tab at the top of the Teams page.</p> <p>In addition to these tasks, pupils know to contact Mrs Morrison if they wish to do additional maths tasks while waiting on their next task.</p>

<p><b>Higher</b></p> <p><b>Mrs Batty</b></p>	<p>Over the next two weeks we will be bridging skills from N5 into H.</p> <p>Week beginning 4<sup>th</sup> May: pupils will be assigned tasks on trig exact values.</p> <p>Week beginning 11<sup>th</sup> May: pupils will be assigned tasks on indices.</p> <p>Mrs Batty will post the weekly tasks every Monday morning on the Higher Teams page consisting of notes, videos and questions. Tasks have to be completed and emailed back to Mrs Batty on, or before, Thursday of that same week.</p> <p>Mrs Batty will email individual pupils that cannot access the files posted in the 'files' tab at the top of the Teams page.</p> <p>In addition to these tasks, pupils know to contact Mrs Batty if they wish to do additional maths tasks while waiting on their next task.</p>
<p><b>Advanced Higher</b></p> <p><b>Mr Murray</b></p>	<p>Over the next two weeks pupils will be working on Number Theory and developing their algebraic fractions skills in the form of Partial Fractions.</p> <p>Mr Murray will post on Teams any links to your work and will also email you your work.</p>
<p><b>Teacher email addresses for pupil contact.</b></p>	<p><a href="mailto:patriciabatty@shetland.gov.uk">patriciabatty@shetland.gov.uk</a> or <a href="mailto:gw09battypatricia3@glow.sch.uk">gw09battypatricia3@glow.sch.uk</a></p> <p><a href="mailto:lindamorrison@shetland.gov.uk">lindamorrison@shetland.gov.uk</a> or <a href="mailto:gw09morrisonlinda4@glow.sch.uk">gw09morrisonlinda4@glow.sch.uk</a></p> <p><a href="mailto:Cameron.Murray@shetland.gov.uk">Cameron.Murray@shetland.gov.uk</a> or <a href="mailto:gw20murraycameronrob@glow.shetland.sch.uk">gw20murraycameronrob@glow.shetland.sch.uk</a></p>

Subject	Geography – Ms Mackney-Mills
N5	<p>Research and make notes on the <b>TWO</b> following biomes: Equatorial and Tundra. Write about the following: Where they are found?, What are the main characteristics of the climate?, What plants (flora) and animals (fauna) are found there and how have adapted to the climate?</p> <p>You should include maps, graphs, diagrams and captioned pictures.</p>
Higher	<p>Soils: Formation and Profiles</p> <p>Read through the chapter and the additional notes and answer all the questions.</p>
Teacher Contact	<p><a href="mailto:gw09mackneymillswend@glow.sch.uk">gw09mackneymillswend@glow.sch.uk</a> or <a href="mailto:wendymills@shetland.gov.uk">wendymills@shetland.gov.uk</a></p>

Subject	History – Mr Tait
National	<p>The new S4 should finish the work I set before Easter. They can then read the chapter on industry in the textbook and use their notes booklet to answer the following: What impact did WW1 have on Scottish industry (coal, shipbuilding, iron, locomotives, jute, fishing agriculture etc.) They can also tackle the following task: Describe the problems Scottish industry faced after WW1.</p>
Higher	<p>The new S5 will have to use the internet to research the following: the 1867 Reform Act; the 1872 Secret Ballot Act; the 1884 Reform Act; Redistribution of seats 1885; Parliament Act 1911 and the Representation of the People Act 1918. This should take a while and they can then tackle the following: 'Britain was a fully democratic country by 1918' How valid is this view?</p>
Advance Higher	<p>The new S6 needs academic texts, but in the meantime I want them to use the web to research Spain in the late 19th and early 20th centuries. They should look at agriculture, industry, Basque and Catalan nationalism, Socialism and the fall of King Alfonso XIII and the creation of the Second Republic. They can work at their own pace and when we return this will be covered in class anyway. If they are stuck they can get in touch by email.</p>
Teacher Contact	<p><a href="mailto:Irvine.tait@shetland.gov.uk">Irvine.tait@shetland.gov.uk</a></p>

Subject	Modern Studies – Mr Johnson
National	<p>At the moment, the pupils in S3 who are going into S4 are doing some assessment of their current knowledge from S3 before a period of revision begins.</p> <p>One area where revision is required seems to be the <u>work of committees in the Scottish Parliament</u>. Therefore, I would like pupils to research this issue and produce either a set of detailed bulletpoint notes (on a Word document, or a photographed piece of paper is fine), or a set of powerpoint slides. They should aim to use at least three sources of information for their research.</p> <p>Further tasks will be shared via Teams and Glow email.</p>
Higher	<p>I would like pupils to focus on the topic '<u>possible alternatives for the governance of Scotland</u>' which focuses on the political future of Scotland and the debate surrounding it. The first part of this topic is looking at the system of devolution that exists, where some aspects of government are controlled for Scotland by the Scottish Parliament, and some are controlled by the UK government for the whole of the UK, including Scotland.</p> <p>Pupils should research:</p> <ul style="list-style-type: none"> <li>• The devolution arrangements set out in 1999 – which powers were given to the Scottish Parliament? Which have been reserved to Westminster?</li> <li>• Notable laws/changes/projects/achievements that the Scottish Parliament has enacted since devolution – for example, being the first UK country to enact a smoking ban in public places.</li> <li>• Powers that have been devolved to the Scottish Parliament since 1999 – notably the Scotland Act 2012 and Scotland Act 2016.</li> <li>• Possible extensions to the powers of the Scottish Parliament</li> <li>• Possible restrictions to the powers of the Scottish parliament</li> </ul> <p>This research should be detailed, and notes taken of which websites were used to find it. This work and further tasks will be supported by discussion on Teams and email contact with me.</p>
Advanced Higher	<p>Pupils' main study theme this year will be on <u>Law and Order</u>. With that in mind, I would like them to research the criminal justice system. The first topic will be prisons, with the aim being to become familiar with the main issues surrounding the UK prison system. They should use the internet and try to find out:</p> <ul style="list-style-type: none"> <li>• The number of prisons, biggest prisons, categories of prison, total number of UK inmates at most recent count</li> <li>• The current situation surrounding capacity – is there enough space in UK prisons?</li> <li>• What living conditions are like in UK prisons – has there been any criticism of this in recent years?</li> <li>• Discipline issues in prisons – drugs, violence, mobile phones</li> </ul>

	<ul style="list-style-type: none"> <li>• The success (or lack of) of UK prisons at rehabilitating prisoners</li> <li>• The use of private firms in providing prison services</li> <li>• Any evidence of racism in the prison system</li> <li>• The particular issues surrounding women’s prisons</li> <li>• Any other pertinent points</li> </ul> <p>Information gleaned from the internet should be referenced with the website it was obtained from.</p>
Teacher Contact	<p>Glow – <a href="mailto:gw20johnsonkrisandre@glow.shetland.sch.uk">gw20johnsonkrisandre@glow.shetland.sch.uk</a>  School – <a href="mailto:krisjohnson@shetland.gov.uk">krisjohnson@shetland.gov.uk</a></p>



Subject	French – Mrs Wilkinson
National 5	<p>An email will be sent to you at the start of each week to offer you support and general guidance. Information will also be sent to you with a code to access online French activities on <a href="https://www.language-gym.com">https://www.language-gym.com</a></p> <p>Practise some reading skills and general vocabulary revision: <a href="https://www.bbc.co.uk/bitesize/topics/zbf87h">https://www.bbc.co.uk/bitesize/topics/zbf87h</a></p> <p>Topics to focus on: Family, Describing yourself, Food.</p> <p>Listen to a selection of audio clips and do the tests: <a href="https://www.bbc.co.uk/bitesize/topics/zgygd2p">https://www.bbc.co.uk/bitesize/topics/zgygd2p</a></p> <p>Topics to focus on: Jobs, Sports and Hobbies, Films/cinema.</p> <p>Complete activities 1 to 8 which include a lot of general vocabulary useful for consolidation and practice: <a href="https://languagesonline.org.uk/French/TT4/TT4_Quizlet_Index.htm">https://languagesonline.org.uk/French/TT4/TT4_Quizlet_Index.htm</a></p> <p>Extension: revise the Near future tense using: <a href="https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm">https://www.languagesonline.org.uk/French/Grammar/Aller_Infinitif/index.htm</a></p>
Higher	<p>An email will be sent to you at the start of each week to offer you support and general guidance. Information will be sent to you with a code to access online French activities on <a href="https://www.language-gym.com">https://www.language-gym.com</a></p> <p>Practise some reading skills and general vocabulary revision: <a href="https://www.bbc.co.uk/bitesize/topics/zmjmsbk">https://www.bbc.co.uk/bitesize/topics/zmjmsbk</a></p> <p>Topics to focus on: Pocket money, leisure, pastimes.</p> <p>Listen to a selection of audio clips and do the tests: <a href="https://www.bbc.co.uk/bitesize/topics/zxqxf8">https://www.bbc.co.uk/bitesize/topics/zxqxf8</a></p> <p>Topics to focus on: Arranging to go out, personal description, Household chores and free time. <a href="https://www.bbc.co.uk/bitesize/topics/zgjs7p3">https://www.bbc.co.uk/bitesize/topics/zgjs7p3</a></p> <p>Grammar section, please revise the present tense and reflective verbs.</p> <p>Please complete the Reading activities 1 to 6. <a href="https://www.languagesonline.org.uk/French/GCSE_Reading/Index.htm">https://www.languagesonline.org.uk/French/GCSE_Reading/Index.htm</a></p> <p>Extension: revise general grammar topics using: <a href="https://www.languagesonline.org.uk">https://www.languagesonline.org.uk</a></p>
Teacher Contact	gw19wilkinsonkerboul@glow.sch.uk

Subject	German – Mrs Wood
National 5	<p data-bbox="528 371 1310 434"><a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a></p> <p data-bbox="528 479 1161 510"><a href="https://preview.pearsonactivelearn.com/app/library">https://preview.pearsonactivelearn.com/app/library</a></p> <p data-bbox="528 551 1366 651">Go into e books from either of the links above and the book you want is Stimmt Edexcel GCSE. You have to accept the terms and conditions first.</p> <p data-bbox="528 696 1378 797">When you access the book, you can see all the materials from the textbook, including soundfiles – just click on the icon next to Listenings to hear it.</p> <p data-bbox="528 842 890 873">You will have to block popups.</p> <p data-bbox="528 913 1366 1014">I propose we start with chapter 2, which we haven't covered in detail, dealing with hobbies and free time. It's pages 30 – 49 and covers books, music, film and television, sport, celebrations....</p> <p data-bbox="528 1059 1334 1122">We can do a little bit per week, and work on Reading, Listening and Writing skills – Talking will be done when we go back.</p> <p data-bbox="528 1167 1326 1229">I will email at the start of the week (beginning May 4<sup>th</sup>) with what I want you to do.</p>
Teacher Contact	gw09cartneyaileen@glow.sch.uk

Subject	Spanish – Mrs D’eathe
National 5	<p>Take part in the live screening lessons:-  <a href="https://mcusercontent.com/618f48a9004c9eea84be31b7e/files/61cb6dde-27be-4329-8e14-912c539f874f/e_Sgoil_National_Offering_Timetable_Revisions.pdf">https://mcusercontent.com/618f48a9004c9eea84be31b7e/files/61cb6dde-27be-4329-8e14-912c539f874f/e_Sgoil_National_Offering_Timetable_Revisions.pdf</a></p> <p>Use <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> u/name: BraeHigh p/word: Shetland3500  Go into Year7-11 and work on topics – revision of anything you are unsure of but also daily routine, travel &amp; transport, holidays.  Also use the reading, games, vocabulary, virtual characters and language and grammar tabs to go over and make sure you understand what we have covered in S3.</p> <p>Use <a href="https://radiolingua.com/learnathome/#olderlearners">https://radiolingua.com/learnathome/#olderlearners</a> – coffee break Spanish to listen and practice.  Coffee Break Spanish podcasts – season 1 &amp; 2. Click on Spanish tab and then on “click here for Spanish season 1” and it will bring them all up with a description  Coffee Break Spanish Youtube lessons – scroll down further and click on the “click here for playlist” link underneath Coffee break Spanish to go</p> <p><a href="https://www.pearson.com/uk/learners/secondary-students-and-parents.html">https://www.pearson.com/uk/learners/secondary-students-and-parents.html</a>  Viva! 3 Rojo - segunda edición - email Mrs D’Eathe to give work</p> <p>An email will be sent to you with a code to access online Spanish activities on <a href="https://www.language-gym.com">https://www.language-gym.com</a></p>
Higher	<p>Take part in the live screening lessons:-  <a href="https://mcusercontent.com/618f48a9004c9eea84be31b7e/files/61cb6dde-27be-4329-8e14-912c539f874f/e_Sgoil_National_Offering_Timetable_Revisions.pdf">https://mcusercontent.com/618f48a9004c9eea84be31b7e/files/61cb6dde-27be-4329-8e14-912c539f874f/e_Sgoil_National_Offering_Timetable_Revisions.pdf</a></p> <p>Use <a href="http://www.espanol-extra.co.uk">www.espanol-extra.co.uk</a> u/name: BraeHigh p/word: Shetland3500  Go into Year7-11 and work on topics – revision of work done in S3. You can also use the games, vocabulary, reading and language and grammar tabs too to refresh your memory.</p> <p>Use <a href="https://radiolingua.com/learnathome/#olderlearners">https://radiolingua.com/learnathome/#olderlearners</a> – coffee break Spanish to listen and practice.  Coffee Break Spanish podcasts – season 1 &amp; 2. Click on Spanish tab and then on “click here for Spanish season 1” and it will bring them all up with a description  Coffee Break Spanish Youtube lessons – scroll down further and click on the “click here for playlist” link underneath Coffee break Spanish to go</p> <p>An email will be sent to you with a code to access online Spanish activities on <a href="https://www.language-gym.com">https://www.language-gym.com</a></p>
Teacher Contact	julie.deathe@shetland.gov.uk

Subject	Administration & IT – Ms Gregory
National	<ul style="list-style-type: none"> <li>• You are the administrative assistant for an independent travel company in Shetland.</li> <li>• You have been asked to give your ideas to prepare a You Tube presentation promoting “Shetland After Lockdown”.</li> <li>• Explain the background history/culture/wildlife/scenery of Shetland which you would use in your presentation.</li> <li>• This can be written/drawn or on the computer. You can use newspaper or magazine cuttings, screen prints on Word/Powerpoint to show areas of outstanding natural beauty/places to stay/wildlife etc.</li> </ul>
Higher	<ul style="list-style-type: none"> <li>• You are the senior administrative assistant for an independent travel company in Shetland.</li> <li>• You are accompanying your line manager on an important 2-week business trip to Europe to promote ‘Shetland After Lockdown’.</li> <li>• Do some research and make travel plans for your trip.</li> <li>• Give dates and times of your journey with the method of transport to your destination from Shetland.</li> <li>• Explain the background history/culture/wildlife/scenery of Shetland which you would use in your presentation.</li> <li>• This can be written/drawn or on the computer. You can use screen prints for timetables/hotels/Powerpoint/Word.</li> </ul>
Teacher Contact	<a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a> <a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a>

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<b>Subject</b>	<b>Business Management – Ms Gregory</b>
National 5	<p>Marketing is an important functional area in business: if we didn't market our products/services as a business, no one would know about them or buy them!</p> <ul style="list-style-type: none"> <li>• Choose a product/service to market. It can be a massive product/service like a town or a country; or a tiny product/service like bespoke jewellery or crafts.</li> <li>• Do some research on how you would promote your product /service in its best light. Draw up some examples either by hand or on the computer eg draw up a flier/leaflet. What would your letter head look like? What about a logo?</li> <li>• It can be an existing product/service or one that you have made up.</li> </ul>
Higher	<ul style="list-style-type: none"> <li>• Businesses often suffer from external constraints that have an impact on their efficiency as a business and over which they have no control.</li> <li>• These constraints can be political, environmental, social, technological, economic or competition from other companies.</li> <li>• Give example(s) of possible external constraint(s) and carry out research into the impact on businesses and how they are able to find solutions: within the business (organically), through assistance from other businesses or the Government.</li> </ul>
Teacher Contact	<p><a href="mailto:gw07gregoryjand@glow.sch.uk">gw07gregoryjand@glow.sch.uk</a>  <a href="mailto:jane.gregory@shetland.gov.uk">jane.gregory@shetland.gov.uk</a></p>

<b>Subject</b>	<b>Accounting – Mr Murphy</b>
Higher	<p>Go through Induction Pack for the Course</p> <p>Watch Introduction to Accounting video on You Tube  <a href="https://www.youtube.com/watch?v=4c0fB0lwIqs">https://www.youtube.com/watch?v=4c0fB0lwIqs</a></p> <p>Register on <a href="https://www.brightredpublishing.co.uk/shop/login">https://www.brightredpublishing.co.uk/shop/login</a> to sign up for Digital Zone:</p> <p>Access Higher Accounting section  Topics to be covered</p> <ul style="list-style-type: none"> <li>• Introduction to Accounting</li> <li>• Role of the Financial Accountant</li> <li>• The Management Accountant</li> </ul> <p>Instructions that are more detailed will be emailed through Glow and posted in the Higher Accounting Team.</p>
Teacher Contact	<p><a href="mailto:gw09murphybrian2@glow.sch.uk">gw09murphybrian2@glow.sch.uk</a>  <a href="mailto:Brian.Murphy@shetland.gov.uk">Brian.Murphy@shetland.gov.uk</a></p>

Subject	Computing Science – Mr Moss
National 4/5	<p>If you can access the Internet use the following site:</p> <p><a href="https://www.w3schools.com/html/">https://www.w3schools.com/html/</a></p> <p>Begin working through the HTML Tutorial, make sure you try every example and the quizzes. The tutorials are all listed on the left of the screen or navigate using the next and back buttons at the top. There are a lot of tutorials so I would not expect anyone to get further than HTML Forms in the next two weeks.</p> <p>If you cannot access the Internet or want additional work, then you should complete the following:</p> <p>Think of a product, game or film/tv (not rated 18 or containing inappropriate content) that you like and design a “home” web page. Your design can be done in word, paint, publisher or handwritten. It must include:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Brief description</li> <li>• Show links to other areas of the web site</li> <li>• Show external links to other sites</li> <li>• An idea of what images would be on the page, or actual image if possible</li> <li>• Anything else you think is suitable</li> </ul> <p>If you are struggling with Internet connections, please let me or the school know. Completed work can be sent to me by email, posted in Teams or you can send me a picture of any handwritten work by email.</p> <p>I will also email this out and place on a Glow Team from Monday 4<sup>th</sup> May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Media – Mr Moss
National	<p>Watch one film and one tv programme, one each week (entirely your own choice but not rated 18 or including inappropriate content) and write a “review” that includes the following:</p> <ul style="list-style-type: none"> <li>• Brief summary of the plot/story</li> <li>• Audience – who do you think the target audience is, age, gender, etc.</li> <li>• Genre – what type of film/tv is it, for example western, sci-fi, historical, etc, it can be more than one.</li> <li>• Society – does it have a message about society, politics, the environment, morality, etc.</li> <li>• Strengths and weaknesses of the film/tv programme</li> <li>• Conclusion – would you recommend it and why</li> </ul> <p>The review should not be more than 400 words and completed work can be sent to me by email in a word document, posted in Teams or you can send me a picture of any handwritten work by email. If you are struggling with Internet connections, please let me or the school know.</p> <p>I will also email this out and place on a Glow Team from Monday 4<sup>th</sup> May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk



<b>Subject</b>	<b>Travel &amp; Tourism – Mr Moss</b>
National	<p>Choose one city or resort in Scotland and one in the rest of the UK, one each week. For each of your choices produce information that would be useful for a tourist. This should include:</p> <ul style="list-style-type: none"> <li>• Brief description of the city/resort</li> <li>• Some basic facts, such as population, weather, how to travel there, etc.</li> <li>• Attractions – what can you visit, see or attend</li> <li>• Choose a hotel, guest house, camping or hostel recommendation, one expensive and one low cost, give name, place and approximate cost</li> <li>• Why you should visit</li> </ul> <p>You can produce this using PowerPoint, Word document or in writing if you have no access to ICT. When using ICT please include images to make the information attractive, if you are struggling with Internet connections please let me or the school know.</p> <p>Completed work can be sent to me by email in a word document, posted in Teams or you can send me a picture of any handwritten work by email.</p> <p>I will also email this out and place on a Glow Team from Monday 4<sup>th</sup> May.</p>
Teacher Contact	gw14mossmatthewrober@glow.shetland.sch.uk

Subject	Health & Food Technology – Mrs Williamson
National 5	<p><b><u>Week 1 – beginning 4<sup>th</sup> May 2020</u></b></p> <p>One key area of the N5 course is factors which affect our food choice, which we have looked at throughout S3. Write a short paragraph or prepare a short power point presentation on how this lockdown has affected the way you shop and prepare food. Some of the factors you could consider could include:</p> <ul style="list-style-type: none"> <li>• The meals you have been eating at home, and who is doing the cooking – has this changed?</li> <li>• Who is doing most of the shopping for food at home? Are there any food items that are difficult to get?</li> <li>• Have you been getting any local food delivered?</li> </ul> <p><b><u>Week 2 – beginning 11<sup>th</sup> May 2020</u></b></p> <p>Another area you will touch on in the N5 course is the importance of food hygiene and safety. Simply have a read of the information on the provided power point, then have a go at the quiz, and check your answers using the answering sheet.</p>
Higher	<p><b><u>Week 1 – beginning 4<sup>th</sup> May 2020</u></b></p> <p>The short course provided is an overview of many of the areas covered in the National 5 Health and Food Technology course, and will also be covered in more detail in the Higher course, also. Following the completion of the workbook, at some time in the future there will be the opportunity to sit a small examination on the information covered, and earn a certificate in addition to your qualification. Using the ‘Food and Health Handbook’ provided, complete <b>Module 1: An Introduction to Food and Health</b> in the provided workbook.</p> <p><b><u>Week 2 – beginning 11<sup>th</sup> May 2020</u></b></p> <p>Using the ‘Food and Health Handbook’ provided, complete <b>Module 2: The Function of Food</b> in the provided workbook</p>
Teacher Contact	<p><a href="mailto:Gw14nicolsonholly@glow.ac.uk">Gw14nicolsonholly@glow.ac.uk</a> <a href="mailto:holly.williamson@shetland.gov.uk">holly.williamson@shetland.gov.uk</a></p>

Subject	Biology/Human Biology – Mrs Bennett
National	<p><b><u>Human Influences on Biodiversity research project</u></b></p> <p>Biodiversity describes the amazing variety of life on Earth. Unfortunately in recent years humans have posed a significant threat to biodiversity due factors such as climate change, plastic pollution and deforestation. As an introduction to National 5 biology, I want to look in more detail at how human activity is negatively affecting biodiversity. This is to be done over the next 4 weeks. We will start the <i>Life on Earth</i> unit in June, so this will lead nicely into that. It will be helpful if you have a bit of background information before you get underway, so start by watching this video clip.</p> <p>FuseSchool, Human impacts on Biodiversity - <a href="https://www.youtube.com/watch?v=wXJiHr8jWBs">https://www.youtube.com/watch?v=wXJiHr8jWBs</a></p> <p>You can choose to investigate any of the following human induced threats to biodiversity:</p> <ul style="list-style-type: none"> <li>• Investigate the impact of pollution on biodiversity, for example the impact of climate change or plastic pollution.</li> <li>• Investigate exploitation, e.g. over-fishing, over-hunting OR over-grazing.</li> <li>• Investigate the effects habitat destruction, primarily deforestation.</li> <li>• Investigate the introduction of foreign species into a new ecosystem.</li> </ul> <p>You can either look at one of the options in detail or go into a bit less detail and study a combination of the factors above. When you have chosen a topic let me know and I can give you further guidance as necessary.</p> <p>Once you have completed the research, present your findings in the form of a report, presentation or in information leaflet. To give you a guide, this is the kind of information to include:</p> <ul style="list-style-type: none"> <li>• A definition or description of the activity/threat to biodiversity</li> <li>• Why it is done (for exploitation, deforestation or introduction of new species) OR what causes it (if you chose a type of pollution).</li> <li>• A description of how biodiversity is affected and/or what could potentially happen as a result, e.g. <ul style="list-style-type: none"> <li>○ What kind of Ecosystem(s) are affected? (In general, or focusing on a specific area).</li> <li>○ How the is ecosystem affected, including examples of species which are affected and how they are/could be affected</li> </ul> </li> </ul>
Higher	<p><b><u>Introduction to Higher biology – Co-Vid 19 research project</u></b></p> <p>In light of the current COVID-19 pandemic situation, as an introduction to the higher human biology course, I would like you to do a research project on the transmission and control of infectious diseases, with some focus on COVID-19. This is to be done over the next 4 weeks. We will start the topic immunology in June, so this will lead nicely into that. There will be an element of choice in how you do this, you could:</p> <ul style="list-style-type: none"> <li>• Compare the transmission methods of different diseases/pathogens, e.g. measles HIV, cholera and COVID-19. You could expand this to look</li> </ul>

	<p>at some of the factors regarding transmission, which might explain how COVID-19 spread so rapidly.</p> <ul style="list-style-type: none"> <li>• Investigate the different methods of controlling infectious diseases, e.g. preventing transmission, drug therapy, immunisation or a combination of these, including those which are being/have been used to control the spread of COVID-19. You could expand on this and compare the different responses to COVID 19 by the governments of two or three different countries (and how effective they seems to have been) OR investigate different ways the virus may eventually be brought under control.</li> <li>• Investigate the study of outbreak and pattern of infectious diseases (epidemiology) including sporadic, endemic, epidemic or pandemic, giving example(s) of each. Perhaps expand on this to look a little at the spread of COVID-19 from its place of origin around the world.</li> </ul> <p>I'd like you to either look at one of the options in detail or go into a bit less detail and study a combination of the factors above. Once you have completed the research, present your finding in the form of a report, presentation or in information leaflet.</p> <p>Before you start, you will need a bit of background information on the topic and these three clips are a good starting point:</p> <p>Let's Learn Public Health on YouTube: <b>What is Public Health?</b> - <a href="https://www.youtube.com/watch?v=t_eWESXTnic">https://www.youtube.com/watch?v=t_eWESXTnic</a>, <b>Infectious Diseases - How do we control them?</b> - <a href="https://www.youtube.com/watch?v=2JWku3Kjpg0">https://www.youtube.com/watch?v=2JWku3Kjpg0</a> and the TED-Ed video: <b>How pandemics spread</b> - <a href="https://ed.ted.com/lessons/how-pandemics-spread">https://ed.ted.com/lessons/how-pandemics-spread</a></p> <p>Once you have an idea of what you'll be looking at let me know how you are getting on and I can give you advice on how to tackle it as required.</p>
Teacher Contact	<p><a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a>  <a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a></p>

Subject	Psychology – Mrs Bennett
National	<p><b><u>Approaches in Psychology Research task</u></b></p> <p>Psychology is the study of people: how they think, how they act, react and interact. It is concerned with all aspects of behaviour and the thoughts, feelings and motivations underlying such behaviour. As an introduction to the N5 psychology course, I want you to consider the seven modern perspectives used in psychology and research two of these in more detail. This is to be done over the next 4 weeks.</p> <p>You will need a bit of background information before you start. So I'd like you to watch these two video clips. The first is an introduction to psychology, telling you in general what the subject is about and the second tells you about the main perspectives.</p> <ul style="list-style-type: none"> <li>• Intro to Psychology: Crash Course Psychology #1 - <a href="https://www.youtube.com/watch?v=vo4pMVb0R6M">https://www.youtube.com/watch?v=vo4pMVb0R6M</a></li> <li>• Psychology's Modern Perspectives: PSYCHademia - <a href="https://www.youtube.com/watch?v=PcKtNYs0lpQ">https://www.youtube.com/watch?v=PcKtNYs0lpQ</a></li> </ul> <p>You might also want to do some background reading, this site has information about the perspective so is a good starting point: <i>Simply Psychology: Psychology Perspectives</i>  <a href="https://www.simplypsychology.org/perspective.html">https://www.simplypsychology.org/perspective.html</a></p> <p>Your task is to research and compare two of the seven main approaches used in psychology:</p> <ul style="list-style-type: none"> <li>○ Psychoanalytic</li> <li>○ Biological</li> <li>○ Humanistic</li> <li>○ Behaviourist</li> <li>○ Cognitive</li> <li>○ Evolutionary</li> <li>○ Sociocultural</li> </ul> <p>Let me know when you have chosen which approaches you will study and I can give you more guidance if necessary.</p> <p>Once you have finished your research, prepare a presentation or report showing the main features of your chosen approaches. You could identify the main proposer/supporter(s) of each approach and describe at least one theory, concept or study related to each approach.</p>
Teacher Contact	<a href="mailto:anne.bennett@shetland.gov.uk">anne.bennett@shetland.gov.uk</a> <a href="mailto:gw09mouatannebarbara@glow.shetland.sch.uk">gw09mouatannebarbara@glow.shetland.sch.uk</a>

Subject	Chemistry – Mr Evans
National 5	<p>Read <a href="https://www.sqa.org.uk/files_ccc/N5CourseSpecChemistry.pdf">https://www.sqa.org.uk/files_ccc/N5CourseSpecChemistry.pdf</a> Page 5-17 which cover key content that you need to know. Identify areas that you are already confident in from last year as well as areas you should know but may need to strengthen.</p> <p>Complete the activities covering areas which will be important to know moving forward to N5.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Higher	<p>Complete the activities covering areas which will be important to know moving forward to Higher.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p> <p>For those who have not completed N5 previously additional materials can be provided separately giving as much foundational knowledge as required.</p>
Advanced Higher	<p>Read <a href="https://www.sqa.org.uk/files_ccc/AHCUSNChemistry.pdf">https://www.sqa.org.uk/files_ccc/AHCUSNChemistry.pdf</a> the Advanced Higher course support notes. Identify where possible any prior knowledge required from Higher Chemistry and review those areas of your notes.</p> <p>Do not hesitate to contact me through Teams or email if you are having any issues.</p>
Teacher Contact	gw18evansadam@glow.sch.uk

Subject	Higher Engineering Science – Mr Batty
Higher <b>Week 1</b> 04 <sup>th</sup> - 08 <sup>th</sup> May	The 2016 Royal Institution lectures describe something invisible that drives everything around us, from our bodies to mobile phones, from aeroplanes to all the stars in the universe... ENERGY (3 episodes) <a href="https://www.rigb.org/christmas-lectures/watch/2016/supercharged-fuelling-the-future">https://www.rigb.org/christmas-lectures/watch/2016/supercharged-fuelling-the-future</a> Energy is a key area which is important throughout Engineering Science.
<b>Week 2</b> 11 <sup>th</sup> - 15 <sup>th</sup> May	2015 Royal Institution lectures How to survive in Space. This is the story of human survival against all the odds; the story of how science, medicine and engineering come together to help answer our biggest questions about Life, the Earth, the Universe and our place in it (3 episodes) <a href="https://www.rigb.org/christmas-lectures/watch/2015/how-to-survive-in-space">https://www.rigb.org/christmas-lectures/watch/2015/how-to-survive-in-space</a>
Teacher Contact	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	National 5 Engineering Science –Mr Baxter
<b>Week 1</b> 04-08 May  <b>Week 2</b> 11-15 May And beyond	<p>Become familiar with the engineering disciplines. There lots of different types. You Tube Video: <a href="https://www.youtube.com/watch?v=fT7LTaGzcok">https://www.youtube.com/watch?v=fT7LTaGzcok</a></p> <p>We will begin to concentrate on the more prominent; these being Civil <a href="https://www.ice.org.uk/what-is-civil-engineering">https://www.ice.org.uk/what-is-civil-engineering</a> Environmental, <a href="https://www.environmentalscience.org/career/environmental-engineer">https://www.environmentalscience.org/career/environmental-engineer</a> Mechanical <a href="https://www.youtube.com/watch?v=W74y1RxN6BA">https://www.youtube.com/watch?v=W74y1RxN6BA</a> Structural <a href="https://www.istructe.org/become-a-structural-engineer/">https://www.istructe.org/become-a-structural-engineer/</a> Electrical <a href="https://www.youtube.com/watch?v=QQewdCJTciU">https://www.youtube.com/watch?v=QQewdCJTciU</a> Electronic <a href="https://www.youtube.com/watch?v=1GXUiu4j2g8">https://www.youtube.com/watch?v=1GXUiu4j2g8</a> and Chemical. <a href="https://www.youtube.com/watch?v=RJeWKvQD90Y">https://www.youtube.com/watch?v=RJeWKvQD90Y</a></p> <p>Research one of these engineering disciplines.</p> <p>Videos online, which will inspire them and generate ideas.</p> <p><a href="https://www.youtube.com/results?search_query=richard+hammond%27s+engineering+connections+">https://www.youtube.com/results?search_query=richard+hammond%27s+engineering+connections+</a></p> <p>They also get to choose a large engineering project to make a presentation. The instructions are in a power point that they will receive.</p>
Teacher Contact	paulbaxter@shetland.gov.uk gw08baxterpaul3@glow.shetland.sch.uk

Subject	Higher Physics – Mr Batty
<b>Week 1</b> 04 <sup>th</sup> - 08 <sup>th</sup> May	The following YouTube has various introductory talks on various aspects of the Higher course. This will give a good idea of what is involved in the Higher Course. <a href="https://www.youtube.com/channel/UCiSRDTm2YIaX78bFibh-CCg">https://www.youtube.com/channel/UCiSRDTm2YIaX78bFibh-CCg</a>  BBC Bitesize covers information from the Higher course. <a href="https://www.bbc.co.uk/bitesize/subjects/zpyb4wx">https://www.bbc.co.uk/bitesize/subjects/zpyb4wx</a> This will give you an overview of the topics that are going to be covered.
<b>Week 2</b> 11 <sup>th</sup> - 15 <sup>th</sup> May	The Royal Institution Christmas lectures from 1993 are useful preparation for Higher Physics (particularly episodes 1, 2 and 5.) <a href="https://www.rigb.org/christmas-lectures/watch/1993/the-cosmic-onion">https://www.rigb.org/christmas-lectures/watch/1993/the-cosmic-onion</a>
<b>Teacher contact details</b>	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk

Subject	National 5 Physics – Mr Baxter/Mr Batty
	Continuing to Studying electronics from S3 into S4. The detail will be on Microsoft teams I will pass on documents on Microsoft Teams and through email.
<b>Week 1</b> 04-08 May	Become familiar with voltage dividers <a href="https://www.khanacademy.org/science/electrical-engineering/ee-circuit-analysis-topic/ee-resistor-circuits/a/ee-voltage-divider">https://www.khanacademy.org/science/electrical-engineering/ee-circuit-analysis-topic/ee-resistor-circuits/a/ee-voltage-divider</a>  <a href="https://www.youtube.com/watch?v=p-r7qfwPDbo">https://www.youtube.com/watch?v=p-r7qfwPDbo</a> Assignments Questions to test their understanding
<b>Week 2</b> 11-15 May	Understand Transistor Circuits History and Importance of Transistor <a href="https://www.youtube.com/watch?v=-td7YT-Pums">https://www.youtube.com/watch?v=-td7YT-Pums</a> <a href="https://www.youtube.com/watch?v=7ukDKVHnac4">https://www.youtube.com/watch?v=7ukDKVHnac4</a> Video on the impact of the transistor to the modern age Purpose of Transistor acting as an automatic switch npn bipolar and MOSFET Assignments Questions to test their understanding Be able to answer exam style question on transistor circuits
<b>Teacher Contact</b>	michaelbatty@shetland.gov.uk gw08battymichael@glow.sch.uk paulbaxter@shetland.gov.uk gw08baxterpaul3@glow.shetland.sch.uk



<b>Subject</b>	<b>Technical – Mr Robertson</b>
S4 N5 Woodwork	Glow Team set up. To continue working on homework sheets. Answers sheets to be submitted, 1 per week, as requested.
S4 N5 Graphic Communication	Glow team set up. Link to downloading Autodesk Inventor given. Revision Powerpoints, etc. included in class materials. CAD, sketching and theory worksheets to be added as required during the following weeks.
N5 Metalwork	Glow team set up. Revision Powerpoints, etc. included in class materials. Theory worksheets to be added, as required, during the following weeks.
Higher Graphic Communication	Glow team set up. Link to downloading Autodesk Inventor given. Revision Powerpoints, etc. included in class materials. CAD and theory worksheets to be added as required during the following weeks.
Teacher Contact	<a href="mailto:andrew.robertson@shetland.gov.uk">andrew.robertson@shetland.gov.uk</a> <a href="mailto:gw08robertsonandrew5@glow.sch.uk">gw08robertsonandrew5@glow.sch.uk</a>

Subject	Art – Ms Hay
S3 into S4	<p>I am still waiting on some homework given out before the holidays on Pop art. If you are still due this then complete and send it in.</p> <p>The next lot of work is on the following; <b>“Composition in art”</b> worksheet. Read and then answer the questions. Information sheet is uploaded to your <b>NEW</b> glow team <b>S4</b>, in files.</p> <p>If you can’t get access to glow teams then research ‘composition in art’. There are many different ways to arrange things in a painting and all have different effects or moods. Make up a bullet point sheet with different types of composition, an explanation of how and why it is used and an example for each from the internet (photo or example of painting). Examples to include; <b>formal, informal, centre subject, off centre subject, triangular and cropped</b> composition.</p> <p>Email in your completed work by <b>Sunday 17<sup>th</sup> May</b>.</p>
Higher	<p>Course will have the same format as N5, starting with EXPRESSIVE so you can start thinking of themes you could use when we start the course at end of May.</p> <ol style="list-style-type: none"> <li>1) <b>Themes-</b> Look at Higher Expressive Themes information sheet uploaded onto glow documents, in <b>NEW HIGHER</b> group. Research various themes you could use. Built environment and landscape themes are difficult to do as you mainly have to work from photographs/ get outside in all weathers and also difficult to show mood, atmosphere and lighting development here. These options can be difficult to gain development marks.</li> </ol> <p>Gather information, ideas, images, etc..to help you get an idea of your next area of study when we start the course. Could try sketching (roughly) some ideas for composition...or list objects you could use. Use of mindmaps etc...</p> <ol style="list-style-type: none"> <li>2) Look for <b>artists</b> that inspire you in that field area. i.e portrait artists, still life artists...and jot down their names for possible future use. Note down what it is that you like about their work (pose, lighting, composition, texture)</li> </ol>
Advanced Higher	<p>Do some research on <b>Advanced Higher</b> course. Look at info sheet for course on glow uploaded to documents in <b>new 2020-21 ADV H</b> group. Think about possible areas to work in: Still life, portraiture, environment for EXP or areas to look at within DESIGN. You will chose either EXP or DESIGN to study throughout the year. Need to look at themes for EXP same as you did for Higher. Or what you will design if choosing DESIGN. Look at SQA site for advanced higher course spec information but this can be confusing.</p>
Teacher Contact	<p><a href="mailto:kirstenhay@shetland.gov.uk">kirstenhay@shetland.gov.uk</a></p>

	<a href="mailto:gw11haykirsten@glow.sch.uk">gw11haykirsten@glow.sch.uk</a>
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<b>Subject</b>	<b>Music – Mrs Leask</b>
National	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Thanks to all pupils who completed the task set before the holidays. I really enjoyed seeing/hearing them.</p> <p>If you have not completed this task please do now –            Prepare a presentation for the class (can include pictures)            Pick a favourite song from a Disney film or musical.            What is this film and song about?            Provide information about the performance and performer(s).            Which instruments are playing, describe the tempo (speed), and dynamics (loud, soft etc) Try to use Italian terms if possible.            Write a list of other concepts you can hear. Refer to your ticky box sheets.</p> <p>Understanding Music/Literacy – use the online sites to revise and learn new concepts for N4/N5.</p> <p>Composing – have a look at noteflight and see if you can work it! Even if you try to write a tune you know. I can access this from home if there is anything, however small, you would like me to look at.</p>
Higher	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Understanding Music/Literacy – use online sites to revise and learn new concepts. Start looking at Higher.</p>
Advanced Higher	<p>Practical – keep up with regular practice on your instruments and send me a recording of work in progress. It doesn't need to be complete or perfect.</p> <p>Understanding Music/Literacy – use online sites to revise and learn new concepts. Start looking at Advanced Higher.</p>
Teacher Contact	<a href="mailto:Margaretleask@shetland.gov.uk">Margaretleask@shetland.gov.uk</a>

Subject	Physical Education – Mrs Hibbert & Miss Copland
National	<p>A PE National team will be set up on Glow – Microsoft teams. To get an introduction to the course please go to the BBC bitesize National 5 Physical education webpage, <a href="https://www.bbc.co.uk/bitesize/subjects/zctsr82">https://www.bbc.co.uk/bitesize/subjects/zctsr82</a> scroll down to find information:</p> <ul style="list-style-type: none"> <li>• <b>About the Course</b> - This will explain the different elements of the course and how it is assessed.</li> <li>• <b>Answering Questions</b> – This will explain about the different types of questions you will be asked for the Portfolio part of the course. There are many command words which you will need to be able to respond to. Knowing what they are asking is vital for you to access marks in the theory part of the course. The command words are: Identify/Describe/Justify/Explain and Evaluate.</li> </ul> <p>Please make notes on a word document saved into a folder marked PE or take handwritten notes. Either way is fine.</p> <p>We have previously spoken about the 4 factors which can impact on your performance. They start with the initials M, E, S and P. Name them please. (Identify)</p> <p>I hope that you are managing to stay active for some part of each day. There are lots of online exercise videos for fitness, dance, stretching and some sports specific tasks and it is also important to look after your mental health and to have some quiet time for relaxation.</p>
Higher	<p>A PE Higher Course team will be set up within Glow – Microsoft teams where further information will be communicated. For now follow the instructions below:</p> <p>Please familiarise yourself with what is required for the Higher Physical Education Course. Use the bitesize site: <a href="https://www.bbc.co.uk/bitesize/subjects/zhf3cdm">https://www.bbc.co.uk/bitesize/subjects/zhf3cdm</a></p> <p>There are three sections to look at in About the course:</p> <ul style="list-style-type: none"> <li>- Higher PE – Course Assessment</li> <li>- Higher PE – Command Words</li> <li>- Higher PE – Scenario</li> </ul> <p>When you are clear on what the performance assessment entails please make a list of four activities, in order of preference that you feel would allow you to obtain your highest marks. These can be activities that are performed in school or outside as part of a club.</p> <p>As you go through the bitesize information please make notes of anything that you do not fully understand so that this can be cleared up once the Higher Team is set up.</p>
Advanced Higher	<p>A PE Advanced Higher team will be set up within Glow – Microsoft teams. I will outline the course here and more info will be available on the team page.</p>

	<p>This course could develop your skills in independent research, analysis and evaluation. You will also work on achieving your optimum performance throughout the year.</p> <p>The course has 2 components: Project 70 marks. Performance 30.</p> <p>The course could help you move onto:</p> <ul style="list-style-type: none"> <li>-HND in sports science, sports coaching or health &amp; fitness.</li> <li>-Degrees in PE, physical activity and health, sports and exercise science, health promotion or sports psychology.</li> <li>-Further study, employment and/or training related to personal training or health promotion.</li> </ul> <p>Course Content: There are 2 areas of study:</p> <ol style="list-style-type: none"> <li>1. Factors impacting on performance</li> <li>2. Performance</li> </ol> <p>The Project has 4 stages: Project Proposal; Research; Implementing the PDP; Post PDP analysis and evaluation.</p> <p>I hope that you are managing to stay active for some part of each day. You could have a think about which activity you would research and improve for your project. Watch some footage of model performance in that activity. Clips available on you tube.</p>
Teacher Contact	<p><a href="mailto:gw09coplandjillian@glow.sch.uk">gw09coplandjillian@glow.sch.uk</a>  <a href="mailto:jillhibbert@shetland.gov.uk">jillhibbert@shetland.gov.uk</a> <a href="mailto:gw09hibbertjill@glow.sch.uk">gw09hibbertjill@glow.sch.uk</a></p>