

2026

SUMMER TRANSITION

TASKS



Introduction

This pack of work has been designed by teachers at Caroline Chisholm School. The work is to help you continue to enjoy some aspects of learning over the summer break.

We don't want you to spend all your time doing schoolwork! It is important to enjoy time with your family and friends; doing things you enjoy; trying new activities and keeping fit and healthy. Make sure those are priorities so that you are happy and ready to start secondary school in September 2026.

However, we also know that exercising our brains is important too. So, if you can, select as many activities from the booklet as possible. You aren't expected to do them all, but you can if you want to!

Keep your completed work together and bring it into school on your first day. Your form tutors would love to see what you have done.



Art

We would like you to research a famous tower of your choice (see examples below). Can you use the name of the tower as the title, add information about the tower which should include: when it was made, where it was made, who made it, why it was made, how it was made and why you have chosen this particular tower (please also include images of the tower in your research).

The second part of your assignment is to make your own tower using anything appropriate you can find at home (see examples below). You could use card, Lego, dried spaghetti, dominoes, cuddly toys, tin cans, food or anything else that is suitable. The more extraordinary the materials the better. Try to think about the overall shape and form of your tower, how to construct it and don't forget the tower should be aesthetically pleasing (it should look good). Once completed, take a photo and put it with the rest of your work in either a Power Point or Word document. Good luck and enjoy.

Famous towers:



Ideas for making your own tower:

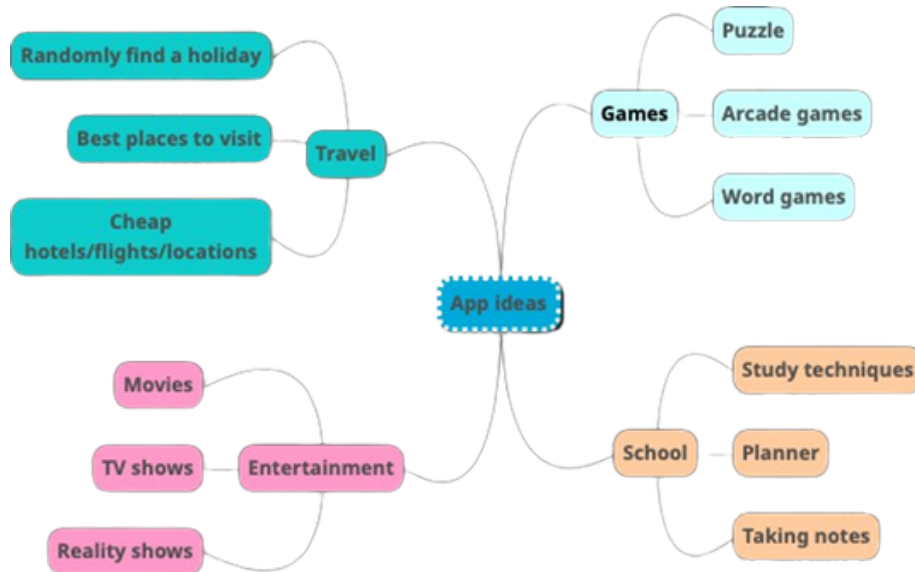


Computing

Creating an app prototype

This app should be designed for use on a smart mobile device. Before you begin you will need to know what the app's focus will be, who will use your app and what will your app allow the user to do. Your app could be something similar to one that already exists, or it could be something completely new and wild! It could focus on something that young people would find useful such as health and wellbeing, mental health checker, homework tracker etc.

Task 1 - Create a mind-map of the different app ideas you would like to create.

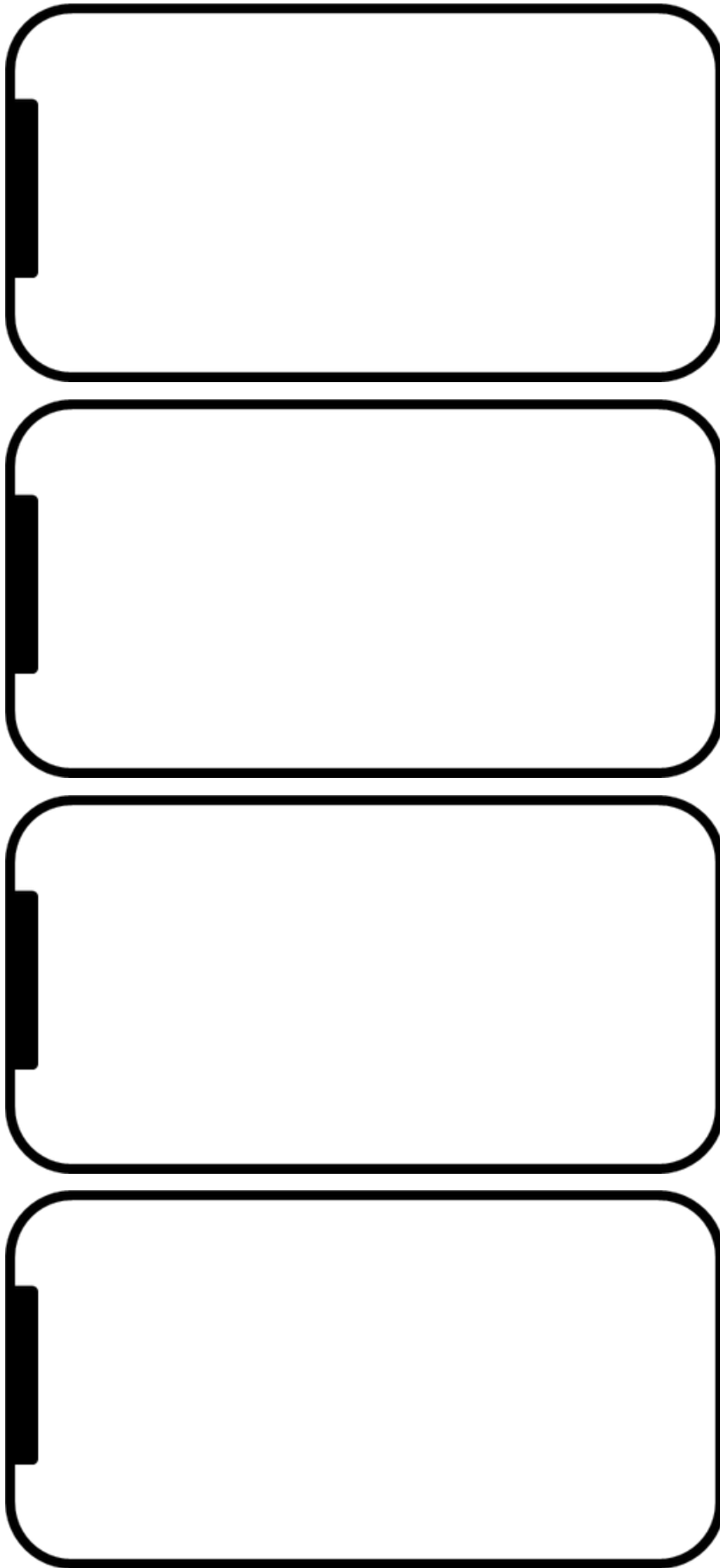


Task 2 - From your mind-map select your favourite idea. Now you will now need to think about the design of the individual screens of your app and how it will work. For this prototype application you will need to ensure that you meet the following criteria:

- Must be created for a smart mobile device.
- Must be your own original design.
- You include a homepage. This will include all essential buttons that will allow the user to access all parts of your application (navigation)
- Three screens. Four in total to include your homepage (see next page)

This challenge can be completed on a computer or a tablet or on paper.

Computing



Design Technology



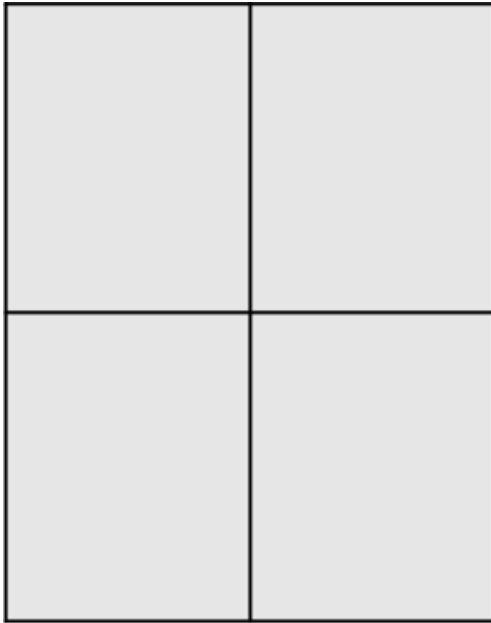
Design a chair

Using the Design inspiration pictures below, create atleast 4 sketches of chairs inspired by nature.

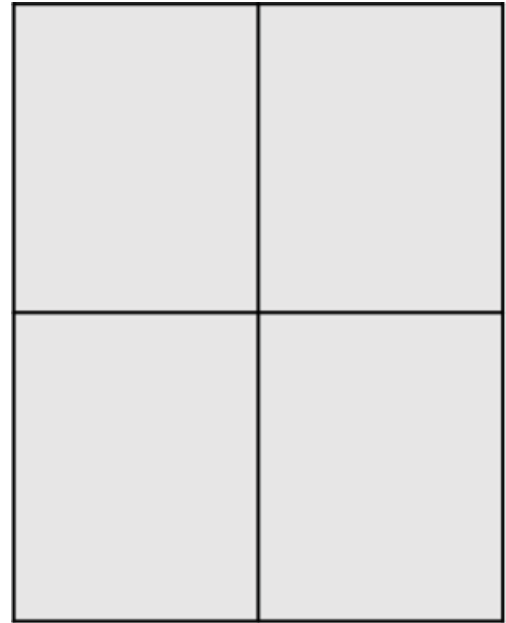


Design Technology

Using the Design inspirations, create at least 4 sketches of chairs inspired by nature.



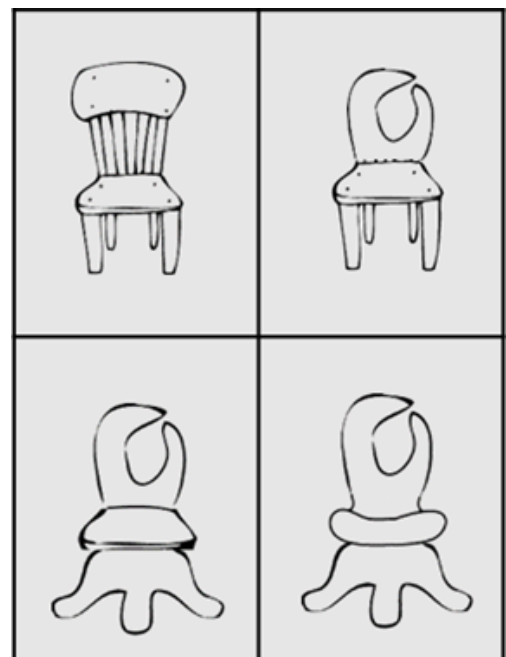
Take an A4 piece of paper,
split this into 4.
Draw your design in
each of the squares.



Draw the chair in sections.
You can use guidelines to help you.



Draw your idea in the 3 parts
shown above.



4 ideas completed.

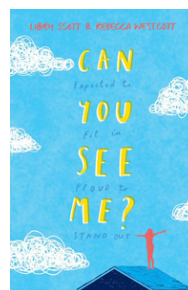
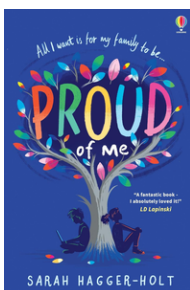
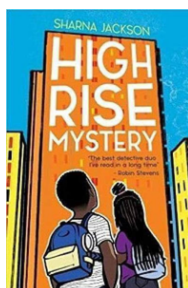
English

Summer Reading Challenge

We are so excited to meet you and hope you love reading as much as we do! To prepare for next year, and to have a great summer, see how many of these 10 books you can read over the holidays.

You could also complete the bingo reading challenge sheet on the next page and bring it to your first English lesson in September. Get reading!

- You can choose any of the bingo squares you would like to complete over the Summer holiday.
- Fill out one worksheet (page 10) per book from the reading bingo card (next page) and then and cross off the bingo square.
- If you complete 5 squares in a row you will get a certificate and win a prize!



English



Choose, read, and review! Pick a book that matches one bingo square and complete the Reading Worksheet on the next page. You are more than welcome to complete as many squares as you like!

R E A D I N G	1. A newspaper article about an important or current news story	2. A persuasive leaflet or article	3. A detective story	4. A story by an author you have never read before	5. A biography or autobiography of someone you find inspirational
	6. A book by your favourite author	7. A story set in the future	8. A non-fiction book about a subject you don't know much about	9. A book which is the sequel to an earlier book	10. A picture book
	11. A story involving animals	12. A comic	13. A book by a Children's Laureate	14. A book about science	15. A myth or legend
	16. A book which has been made into a film	17. A poem	18. A book you loved when you were younger	19. A story set in the past	19. A fairy tale
	20. A book recommend by a friend	21. A funny book	22. An adventure story	24. A non-fiction book about something you are interested in	25. A book that someone in your family liked when they were a child

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Reading Bingo Worksheet

Bingo Task:

Title:

Summarise the book / poem / article in your own words.

What questions did you want to be answered whilst you were reading?

What was your favourite part?

If you were the author, what changes would you make?

Would you recommend this to others?
(Circle your answer)

Yes No

Why?

Overall, how would you rate it?
(**1**= Terrible! and **10**= Amazing!)

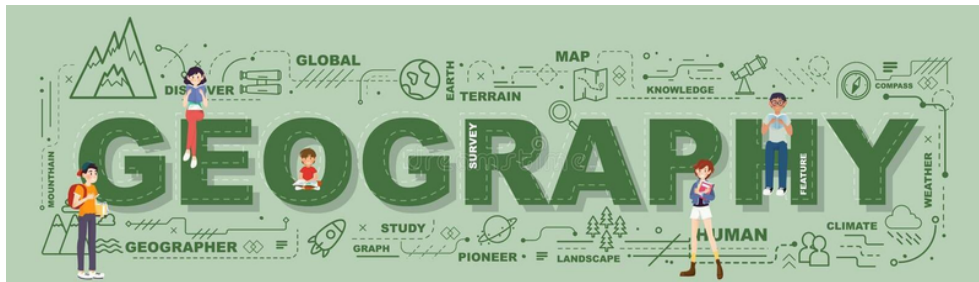
/10



Geography

The UK Project

The UK is our home therefore we should know lots about it. Your transition project is to create a map of the UK showing landmarks and other important features.



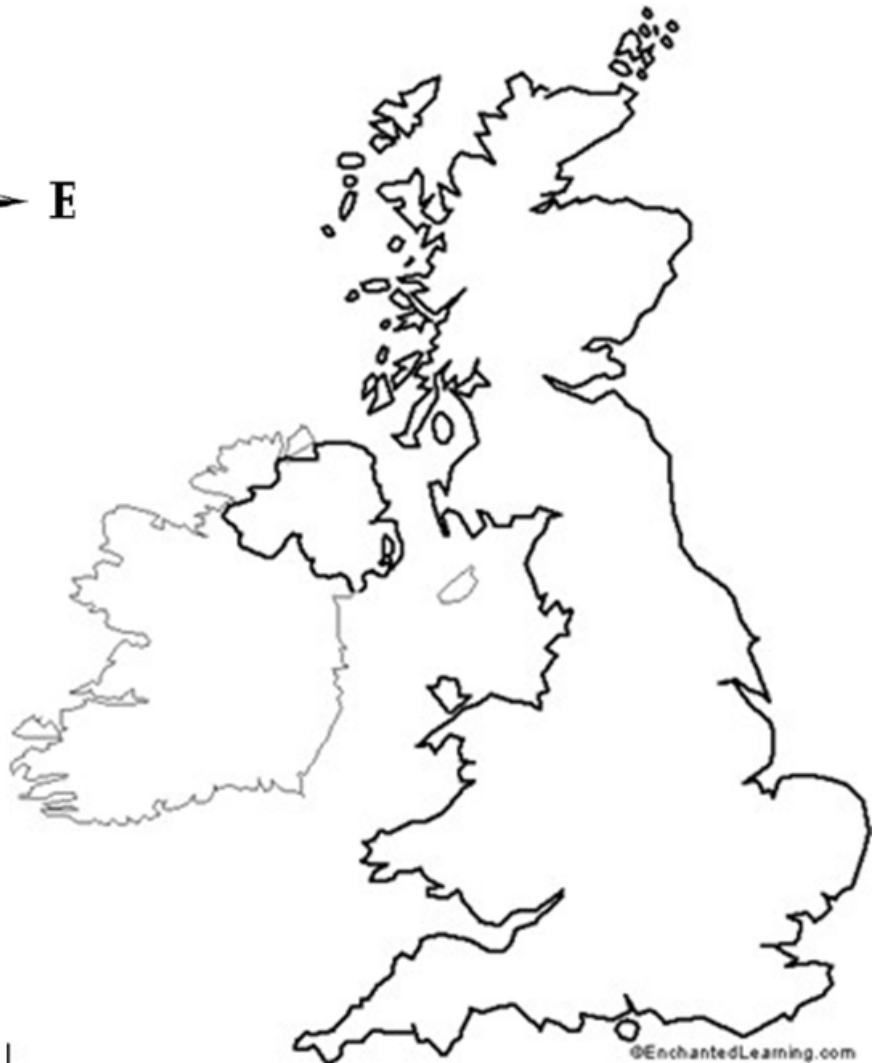
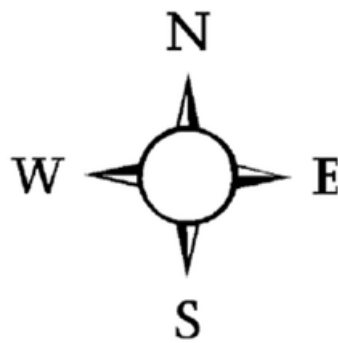
Task 1: The basics

Instructions:

- Draw or print a BLANK map of the UK. The larger the better!
- Add a compass point to the map
- Look at the following questions or clues and see how many points you can add to your map. Use Google Earth, an Atlas.

Can you find and mark on:

1. Label the 4 countries of the UK (England, Wales, Scotland, Northern Ireland)
2. Label the capital cities of each country.
3. The tallest Mountains or hills in the UK (Ben Nevis, Snowdon, Scarfell Pike & Slieve Donnard)
4. Which mountain is the highest? Add a 1st next to it.
5. Can you find these three National Parks and shade them on in Green: Lake District, Dartmoor & The Norfolk Broads.
6. Can you find the Irish Sea, the North Sea, the Sea of the Hebrides. Mark them on and colour it blue.
7. Mark on the cities: Sheffield, Glasgow, Liverpool, Nottingham, Norwich, York, Newcastle, Londonderry, Bangor & Swansea.



Task 2: Key landscapes

Use an atlas or online maps to find the landmarks/features listed. Using the numbers, locate where each landscape is located on the map. Can you learn an interesting fact about each one?

1. Stone Henge
2. Hadrians Wall, Northumberland
3. Angel of the North
4. White Cliffs of Dover
5. Settle-Carlise Railway, Yorkshire
6. Tower Bridge
7. Roman Baths, Bath
8. Cheddar Gorge
9. Lindisfarne Castle, Northumberland
10. Caernarfon Castle, Gwynedd
11. Llyn Idwal, Wales
12. Exmoor National Park, Devon
13. Giants Causeway

History

CAN YOU WORK OUT WHAT HAPPENED TO TOLLUND MAN?

Lesson Objectives:

- To identify and consider what evidence was found with Tollund Man.
- Assess how Tollund Man died using supporting evidence.

A BODY IS FOUND

A body was found in a peat bog on Tollund Fen in Denmark in May 1950. Two men were digging peat for burning. As they worked, they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder.

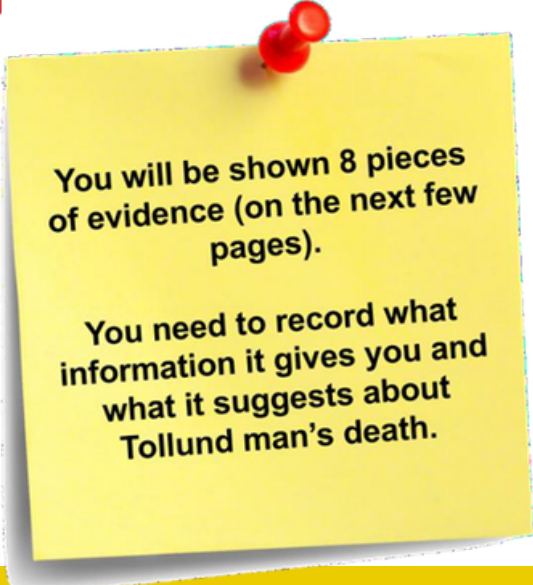
WHAT NEXT?

They called the police. The men carefully removed the peat from the body till more of him could be seen. The man lay on his left side as if he was asleep.

He wore no clothes, except for a pointed skin cap and a hide belt. His hair was cut short. Round the neck was a rope noose and an iron neck ring. It was drawn tight around his neck and throat.

The body they found became known as the Tollund Man. Your task will be to investigate what happened to him.

TASK 1



You will be shown 8 pieces of evidence (on the next few pages).

You need to record what information it gives you and what it suggests about Tollund man's death.

History

TOLLUND FEN, DENMARK



Evidence 1
The Scene
of Crime

THE BODY AS IT WAS FOUND.



Evidence 2
The Victim

CLOSE UP OF THE HEAD



Evidence 3
The Victim

SIDE VIEW OF THE HEAD



Evidence 4
The Murder
Weapon?

THE ROPE



Evidence 5
The Murder
Weapon?

CAP AND BELT



Evidence 6
The Victims
personal
effects



History

SCIENTIFIC REPORT

Age : The heart and organs were healthy. The wisdom teeth had grown. These appear in people around 20 years of age.

Stomach: The man had eaten soup at least 12 hours before he died. The soup was made up of seeds that were connected only with the Spring

Date Of D: When they dug the grave some plants were trapped under the body. They were about 2000 years old.



Questions to help you think deeply:

- Explain why this information suggests that the man did not die of old age or disease?
- What do you think killed the Tollund Man?
- How long ago do you think the body was buried and what is your evidence?

HISTORICAL CONTEXT

FACT 1

The German tribes hang traitors from trees and drown cowards in fens under piles of sticks.

FACT 2

Iron Age people buried neck rings with their dead as an offering to the Spring Goddess.

FACT 3

The German tribes worship the Goddess of Spring. Every Spring a cart carries a statue of the Goddess in a procession. Afterwards the cart and statue are washed by slaves, and then the slaves are sacrificed.



German tribes once lived in Denmark. The dead body was a German.

What different reasons do these facts give for why the Tollund Man was killed?

History

Evidence	What information does it give you?	Does it suggest Murder, Accident, Suicide or Sacrifice?
1		
2		
3		
4		
5		
6		
7		
8		
Your Conclusion – How did he die?		

You might like to use the following sentences to help you:

"I think... happened because of what it says in Source..."

"In my opinion I feel he was murdered. I think this because..."

"Whilst we can't be certain, Source... makes me think he was..."

Use the evidence you have gathered in task 1 to complete a Death Report on Tollund Man.

This is where you can suggest how, when and why he died.

Try to use examples from the evidence in your answer.

Maths

Your challenge is to create a poster on the theme of “Maths in the world around me”.

Here are some ideas to get you started.



Your house

Calculate how much it would cost to redecorate a room. Think about the area of the walls and how much paint or wallpaper you need.



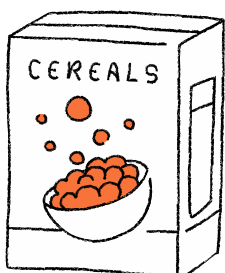
Landmarks

- On a map, mark the bearings of landmarks from school.
- Create a scale drawing of a landmark.



Nature

- Create a symmetrical pattern from things you find in the natural world
- Investigate Fibonacci sequences in plants.



Cereal Box

- Investigate a box of cereal and draw its net.
- Calculate approximately how many pieces there are in a box.

Modern Foreign Languages



Hola! Salut! Hallo!

When you come up to CCS next year, you will all be learning Spanish as well as either French or German. So, in preparation, please complete these tasks to learn a bit about Spain. You may use the Internet, ask your family and friends or look in a book to find the information you need to complete the tasks.

You will also be either learning a little bit of the language or, just for those who have already been learning Spanish, showing us what you can already do.

We are looking forward to meeting you.

What is the capital city of Spain?



**Colour in the flag of Spain
in the correct colours.**



What is the population of Spain?

**How do you say "Hello!" and
"Goodbye!" in Spanish?**

**Can you name at least two famous
landmarks in Spain?**

**Can you name at least two famous
Spanish people?**

**Can you name at least two foods
which are popular in Spain?**

**Can you name at least two sports or
activities which are popular in Spain?**

**Can you find out anything about any
Spanish traditions or festivals?
(Name. When it is. What happens.)**

Can you find any other interesting facts?

Religious Studies

Presentation Task: Places of Worship Around the World

What are we learning?



We are learning about different places of worship, why they are important, and how people around the world use them to practise their faith.

You can use the BBC Bitesize article to help you: [Stunning places of worship from around the world - BBC Bitesize](#)

Your task



Create a short presentation (PowerPoint or poster) about ONE place of worship from around the world.

You may choose from:

- Church (Christianity)
- Mosque (Islam)
- Synagogue (Judaism)
- Temple (Hinduism or Buddhism)
- Gurdwara (Sikhism)

- ★ Challenge (Optional)
- Compare your place of worship with another religion's place of worship
 - Use three key religious words (e.g. prayer, holy, worship)

What to Include (6 Slides or Sections)

- 1 Title Slide** - Name of the place of worship, religion it belongs to and your name
- 2 Where is it found?** - Which countries or parts of the world is it common in? Can you include a map or flag?
- 3 What Does It Look Like?** - Describe the building, special features (e.g. dome, tower, prayer hall), include pictures or drawings.
- 4 What Happens There?** - What do people do when they visit? Special prayers, services, or events.
- 5 Why Is It Important?** - Why does it matter to believers? How does it help the community?
- 6 One Interesting Fact** - A surprising or fun fact about the place of worship

Performing Arts



For Performing Arts students can either write and perform a monologue (solo speech) or a song or a dance or a piece of music that shows what they are looking forward to about coming to CCS.



Science

Science is all about looking at of the world around us and other worlds that might be out there. In science we learn about things by looking at them (observing), describing things and doing experiments to work out how things work and how we can improve them. In school we split the sciences into 3 types – biology (study of living things), chemistry (study of matter) and physics (matter and how it is affected by energy). All of these are very big areas and there are lots of sub-groups (e.g. immunology, forensics, geology, astronomy, sports science etc).

**The CCS Science department challenge you to complete a project.
The challenge is to choose a “something” you really like
(e.g. football, computers, plants, dogs etc) and turn it into a project.**

Task 1

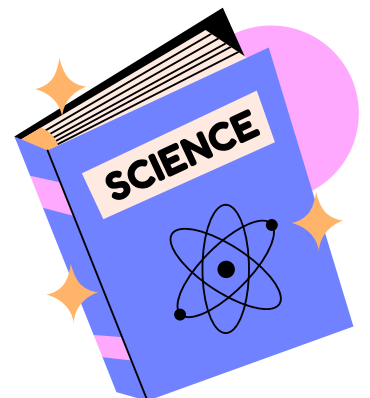
Choose what you are going to use.

Task 2

Research your chosen topic (internet, books, asking people, etc)

Task 3

Present your research. This could be making a physical model, a poster, a PowerPoint, a video of you presenting or any other way you can think of to show us what you have done.



We look forward to welcoming you and seeing
all the fantastic things you'll achieve!

Enjoy the rest of your summer,
keep being curious and kind, and take pride
in how far you've come already.

We can't wait start this exciting new chapter together!

