

BHA



# Eisteddfod 2026

*Planning for the Future*



## **What is an Eisteddfod?**

*An Eisteddfod is a cultural festival, celebrating talents in creativity and the arts. It has Welsh roots, dating back to the 12<sup>th</sup> Century. The literal meaning is 'sitting together'.*

## **How will our Eisteddfod work?**

*Our first BHA Eisteddfod will be one huge House and individual competition. Each subject area has created a challenge for you to work on, either individually or in groups. You may be introduced to these challenges in your lessons, otherwise they are all in these slides. The Eisteddfod replaces your home learning until the final deadline of Monday 22<sup>nd</sup> June. Some subjects may still give you the odd piece of home learning, particularly if you have assessments coming up.*

## **Which challenges can I do?**

Every pupil is expected to complete at least three challenges. You can do as many as you like, but you must enter three as a minimum. Choose the challenges which interest you the most.

## **How do I submit my entries?**

To make judging fair, every pupil will be given a unique number to put on your entry. If you are working on a group task, all members of the group need to put their number on the entry. Work can be handed into reception, directly to your teachers or emailed in. Just remember to write your unique number(s) on the entry and not your name!

## **What happens after I've entered?**

Your teachers will judge each entry. Each entry earns a house point for your House. Any entry which goes above and beyond for effort earns 3 house points. The top entries in each subject area will be rewarded. There will be a special evening for the finalists on Wednesday 8<sup>th</sup> July, where your parents/carers will be invited to see your work and/or performances. We will be 'sitting together' to celebrate your fantastic creativity and talents.

An Eisteddfod often has a theme. Our theme at BHA for 2026 is 'planning for the future'.

Here are all the subjects you can enter. This ppt will be uploaded to MCAS and shared with your families.

Remember:

- Choose at least three
- Check the rules/instructions carefully e.g. individual or group size
- Write your unique number on your entry, not your name. Your tutor will provide you with your number.

Any questions? Speak to the subject teacher.

# History

- For this challenge, you are a “Heritage Guardian”, choosing a historical site, event, or tradition and creating a project arguing why and how it should be preserved.

## **Suggested Historical Inspirations** (You can also choose your own)

- Stonehenge
- Tower of London
- Hadrian's Wall
- UNESCO World Heritage Sites
- Local historical buildings or landmarks in our area such as Bredon Hill.
- Required Historical Skills

## **You must:**

- Use historical evidence
- Explain significance (why it matters)
- Identify change and continuity
- Consider cause and consequence (what happens if we don't preserve it)

## **Outcome**

- You understand that history isn't just about the past—it's about decisions we make for the future.



# History – choose one of these options

## 1. Speech / Persuasive Presentation

- Title: “Why We Must Save...”
- Argue why a site/event matters
- Include threats (climate change, tourism, neglect)
- Propose solutions

## 2. Creative Arts Entry

- Poster, painting, or model of a historical site
- Annotated with:
  - Historical significance
  - Preservation plan
- Could include a “future vision” version

## 3. Creative Writing - choose one:

- Diary from someone in the future visiting the site
- Letter to the government asking for protection
- Story imagining the site being lost (and why it’s important that it remains)

## 4. Performance / Drama

- Short scene showing past vs present vs future
- Could include: Debate between developers vs historians or Time-travel narrative

## 5. “Heritage Innovation” Project

- Design a modern solution:
  - App idea
  - Virtual reality tour
  - Eco-protection plan
- Link to real-world preservation strategies



# Religious Education

## Sacred Spaces

- Church, chapel, mosque, mandir, gurdwara and synagogue: these are all spaces for awe and wonder, ritual and symbolism, for both believers and other visitors.
- Your challenge is to create a piece of work based on sacred spaces. It could be a general exploration (e.g. what is a gurdwara/church/mosque like and why is it so important to the community) or it could be focused on a particular example (e.g. Worcester Cathedral, Sagrada Familia, etc – there are so many to choose from). It could be somewhere you have visited.
- Your work can take any form:
  - Art, poetry, photography, poster/display, model/sculpture or project/leaflet/booklet
  - The best responses might include a combination of forms.
- As well as showing what your chosen sacred space looks like, you will also need to explore its importance within religion and the wider community.



# Geography

## Design the "Eco-Quarter" of a Future City

Plan and present a specific "Eco-Quarter" for a city or town of the future (e.g. London, Tokyo, or a fictional settlement) addressing the theme "Planning for the Future." You will choose one of the options below to present your ideas and demonstrate how your city will survive and thrive by the year 2050.

If you work individually, just complete one task from the choice below. If you work as a group (up to four pupils) you must complete all options in the next bullet point.

- Complete one of the following challenges:
  - A 3D scale model or physical artefact (e.g., a "smart" streetlamp or a modular housing unit) made from recycled materials.
  - A persuasive leaflet or "Future City Guide" written for prospective residents, or a narrative story told from the perspective of a citizen living in 2050.
  - A detailed site plan/scale drawing of your city
  - Sustainable meal plan and "Future Food" menu using ingredients that will be resilient to future climate changes (for example, use minimal water with ingredients are sourced locally)



# Music

- Create a short piece of music that represents your ideas, hopes, or predictions about the future. Your piece should express how you imagine life will change—whether for yourself, your community, or the wider world.
- This can be done individually or in a small group (2–4 pupils).

## Create a Soundscape of the Future

- A soundscape is the total combination of all sounds within a specific environment. It includes a combination of natural elements and human-made noises.
- Design a short soundscape (30–45 seconds) that paints a picture of the future using one or more of the following:
  - A musical instrument you play
  - Digital sound-creation tools (e.g., GarageBand, BandLab, Chrome Music Lab Song Maker)
  - Voice recordings
  - Environmental sounds (listen and record the world around you)
  - A found-sound approach (using objects (rather than instruments) to create rhythms and pitch)

Your soundscape could show one of the following themes:

- A journey (e.g., growing up, starting a career, facing challenges, a daily journey)
- A futuristic city
- A school in the year 2050

How to submit your soundscape:

- An audio file or video recording of your soundscape.
- Give a live performance of your soundscape.

Success Criteria - Your work should show:

- Creativity – showing imagination in presenting the future
- Musical awareness – rhythm, melody, structure, or sound choices
- Connection to the theme – clearly linked to planning for the future
- Effort and presentation – a clear, completed piece



# PSHE

- Write a letter to 'future you'. You can choose how old the 'future you' will be in the letter. Give advice and think about your hopes and aspirations – what are you going to do?

Or

- Write a diary entry or two from the point of view of 'you in the future'. You can choose the time period. In your diary entry include ideas linked to your PSHE learning, shaping what has happened to you in the future.

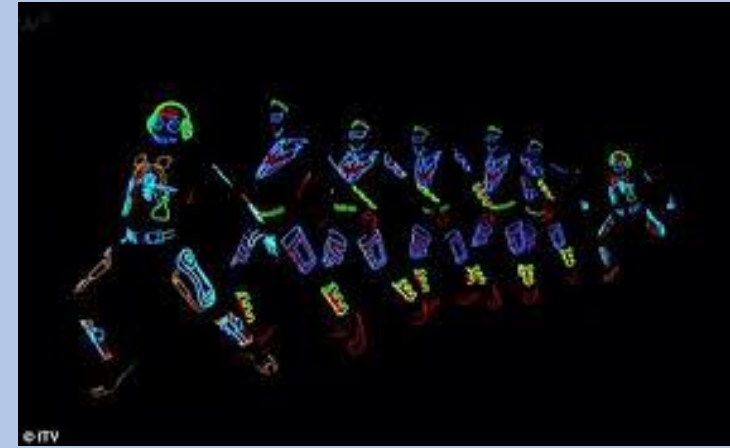
Ideas

- Your PSHE lessons have covered a range of topics linked to careers, relationships, healthy living, safety, friendships, family, growth and citizenship. Which of these (or all of them) could you explore and link to the task?
- In your letter or diary think carefully about structure, level of detail, specific examples and writing in a varied and engaging manner.



# Dance

- Either individually or in a group of up to six, choreograph and perform a dance.
- Using the theme of 'planning for the future', your choreography should focus on movement and music linked to innovation (technology, futuristic ideas) or personal growth (when I grow up... ambitions or futuristic jobs).
- Think carefully about the choice of song and clothing/costumes/props.
- You can either record your performance out of school and submit this as an entry OR present your ideas in school to Mme Amzallag.
- Mme Amzallag is running a Dance Club in the second half of Friday lunchtimes to help those interested choreograph and practise.



# Computing

- Design an application (APP) for use in the future.
- You can work individually or in groups of up to four.
- The APP should aim to support living in the future (2050). The APP might incorporate Artificial Intelligence (AI) and or the internet of things (IOT). It could be, but is not restricted to, a medical - 'Med-Link', educational - 'AI tutor', or transportation - 'Smart Transit' application.
- Planning and Design - Plan and design the APP on paper, in Word Processing Software (Word, Google Docs, Pages) or Presentation Software (PowerPoint, Google Slides, Keynote).
- Planning Points to complete.
  - (1) What is the APP name and concept – what will it achieve?
  - (2) How will it work – 'take temperature readings and pass these onto.... so that....'?
  - (3) What will the APP include in terms of hardware and software and how will it work -APP screens, buttons, chat features, audio, guidance, using Wi-Fi, Bluetooth or mobile signals?
  - (4) What/who will it communicate with – other systems, people, communities or organisations?
  - (5) Draw sketches of the APP on paper, in word processing or presentation software. You should write notes (annotate) around the sides of the sketches to help explain how it will work.



# Mathematics

## Lunar Theme Park

**Your mission:** It is the year 2080. Humans now live and work on the Moon. You have been chosen to design the **first ever lunar theme park**. You must create a **scaled map or 3D model** of your park and calculate **all the costs** needed to build it.

### 1. What you must produce

- A **scaled drawing** (map) or **3D model** of your theme park.
- A **price list** for rides, buildings and materials.
- A **budget calculation** showing how much your park costs to build.

### 2. Park design requirements

Your park must include at least:

- **2 major rides**
- **2 smaller rides or attractions**
- **1 café or food area**
- **1 shop**
- **Toilets**
- **Paths and open spaces**
- **A lunar feature** (e.g. dome, crater walk, low-gravity trampoline, Earth-viewing platform)

Your map must:

- Use a **scale** (e.g. 1 cm = 10 m).
- Show **areas** and **perimeters** of at least 3 features.
- Include **labels** and a **key**.



# Mathematics (continued)

## 3. Costings (you choose the prices)

Your budget is £500,000.

You may invent reasonable prices, or use a teacher-provided list. For example:

- Major ride – £50,000
- Minor ride – £20,000
- Café – £10,000
- Shop – £7,000
- Toilet block – £1,000
- Dome or lunar structure – £30,000
- Rocket Park - £2,000

### Tasks:

- Create a **table** of items, quantities and total costs.
- Add everything to find your **total construction cost**.
- Check whether you stayed **within your budget**.

## 4. Maths skills that you could show

- Scale drawing
- Area and perimeter
- Addition, subtraction, multiplication
- Money calculations
- Use of tables
- Ratio and scale
- Symmetry

## 5. Optional Extras

To enhance your project, you could:

- Produce a logo for your theme park
- Produce an advert for your theme park (e.g. poster, radio advert or TV advert)



# English

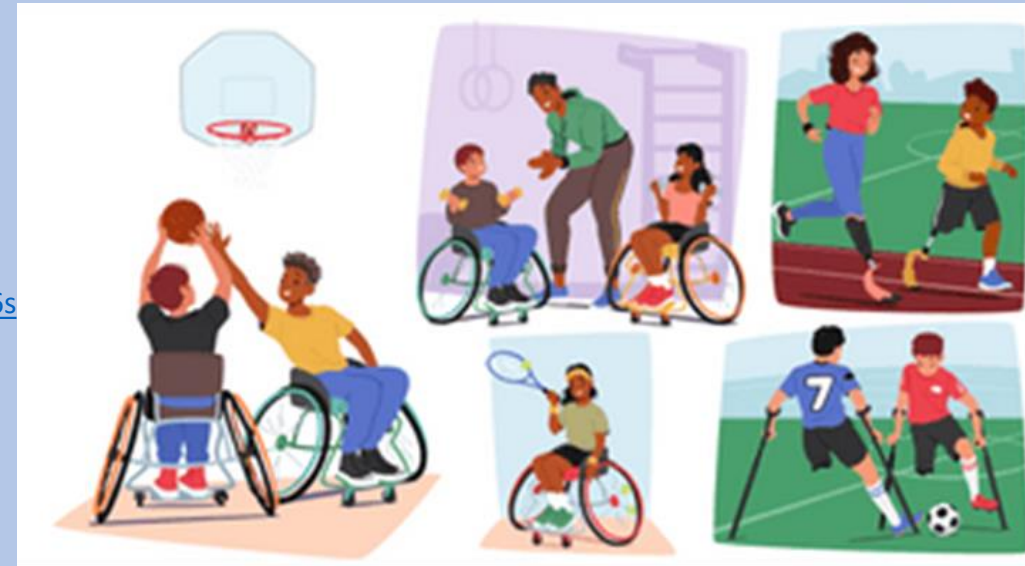
## 'Things I wish I'd known...'

- Write about things you wish you had known at the start of the year which will help the new year 6 pupils at Bredon Hill Academy with their future.
- You may present your ideas as a poem, song lyrics, letter or video blog.
- Work individually for this task.
- Think carefully about word choice, language devices, structure and punctuation/sentences for effect.



# Physical Education

- Adapted PE and sports equipment is vitally important in all areas of sport. It enables people to take part in sport and physical activity even if they may have a physical or mental learning difficulty or difference. This means anyone can be included at any level of sport. Examples of this are adapted chairs for sports like basketball and rugby, specialised support crutches in football, balls with sound aids for people with visual impairments and prosthetic limbs for running.
- Your task is to design a piece of adapted PE equipment which could enable someone to take part in competitive sport or PE lessons in the future.
- Work individually for this challenge.
- Use some of the following links for inspiration:
  - Team GB Paralympic athletes at Paris 2024: <https://www.youtube.com/watch?v=edMgDGRIZXo>
  - Boccia, the best game you may have never heard of: <https://www.youtube.com/watch?v=PPXVUexpN6s>
  - Who competes using adapted equipment: <https://www.youtube.com/watch?v=NpPuUJj2tTo>
  - Hannah Cockcroft interview: <https://www.youtube.com/shorts/aQHeFrkdaOI>
- You could present your ideas in any of the following ways:
  - A labelled drawing or sketch which explains your idea and what it does
  - A model of your idea, which you can talk through an explanation of
  - A presentation which you can pitch to a panel of judges



# Food Preparation and Nutrition

Design a kitchen gadget for the future.

As more and more people get interested in cooking, there is a huge market for creating gadgets that people can use to improve their creativity in the kitchen, save time, save money or make things easier. For example, many of you probably have an air fryer at home, but these have only become a mainstream kitchen gadget in the past 5 years or so.

Your challenge is to create a kitchen gadget. Think carefully about its purpose.

You will need to:

- Either draw or create a scale model of your gadget
- Give it a name
- Clearly explain what it does and why it would be useful for everyone to have in their kitchen.

The best entries will have a chance to pitch their idea in a Dragon's Den style final.

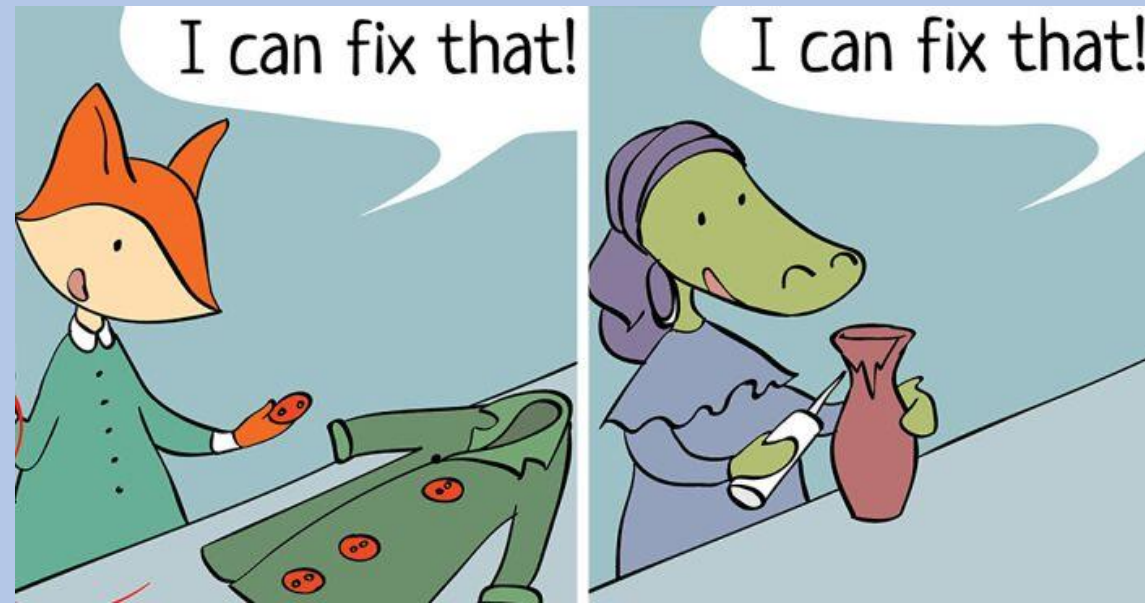


# Science

- How can we be more sustainable in the future?
- Present your ideas in one of the following ways:
  - An animation with commentary/voice over (you may work in groups of up to four on this)
  - An animated film (you may work in groups of up to four on this)
  - A comic strip (work individually on this)

You may find the following links helpful:

- <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/lets-make-a-change-sustainability/>
- <https://kids.britannica.com/kids/article/sustainability/631786>
- <https://www.natgeokids.com/uk/discover/science/nature/how-to-save-the-planet/>
- <https://www.un.org/en/actnow/ten-actions>



# French

- Your focus is on Francophonie – the global community of over 320 million people who use French. It includes 88 states and governments within the Organisation internationale de la Francophonie, which promotes the French language, cultural diversity, democracy and planning for the future.
- Work individually for this task.
- In this subject, the task varies depending upon your year group:
  - Year 6: create a poster about a French speaking country of your choice
  - Year 7: create a poster about sports/ leisure or culture in a French speaking country of your choice. For example, you could think about Tour de France, Monaco Grand Prix, traditional dances, sports or arts.
  - Year 8: create a poster about cuisine and traditional food in a French speaking country.



## FRENCH WHERE IS IT SPOKEN?



# Art – Option One

- Design and illustrate a new plant species from the future. Your plant should be based on real botanical observation, but adapted to survive future environmental challenges. You will combine scientific thinking with creative design. Refer to the botanical art packs for inspiration and see how to lay things out. See Mr Mac for these/they will also be put onto MCAS.
- Work individually for this task.
- Your design must include: a clearly drawn plant; (roots, stem, leaves, flowers/fruit) use features inspired by real plants; show off imaginative adaptations, such as: pollution-resistant leaves, water-storing petals, heat-resistant surfaces; labels and annotations explaining how your plant works.
- Tip: How to Work Successfully 1. Observe First - Study real plants (photos or from life). Sketch shapes, textures, and structures. 2. Develop Ideas - Combine features from different plants. Experiment with unusual adaptations. 3. Draw Carefully - Use light pencil first. Focus on accuracy and proportion. 4. Add Tone and Detail - Use shading to create a three-dimensional effect. Build up tones gradually (light → dark). Include fine details (veins, textures, patterns). 5. Annotate Clearly - Label each feature. Explain how it helps the plant survive.
- Helpful Tips - Thinking About the Future - How will climate change affect plants? What environments might exist in the future (dry, flooded, polluted, urban)? What does your plant need to survive? Your art work should solve a real-world problem. Think like a scientist and an artist. Keep your work neat and precise. Take your time—detail is key. Use reference images to improve accuracy.
- Success Criteria - Clear link to the future theme. High level of detail and accuracy. Creative and imaginative ideas. Strong use of tone (light and dark). Clear, informative annotations. Neat and well-presented work.
- Challenge Extension - Can you show your plant at different stages of growth?



# Art – Option Two



- Design a repeating botanical pattern inspired by detailed plant studies and apply it to an eco-friendly product. Your work should combine careful observation of plants with creative design, showing how art can support a more sustainable future. You may take inspiration from William Morris, who created intricate nature-based patterns. See the 'Morris & Co' website: <https://www.wmorrisandco.com/uk>
- Work individually for this task.
- Real-World Link: Protecting Plants. The Millennium Seed Bank Partnership works to collect and preserve seeds from around the world to protect plant life for future generations. Your design could celebrate plants that are important to protect.
- What to Include: A repeating pattern design; (clearly showing how it repeats) botanical forms (flowers, leaves, stems, seeds); a final product idea, such as a seed packet, reusable shopping bag, or eco-friendly packaging; thoughtful use of colour and composition.
- How to Work Successfully 1. Observe and Sketch - Study real plants (from life or images). Focus on shapes, patterns, and details 2. Develop Your Motif - Simplify plant forms into repeatable shapes. Experiment with different layouts. 3. Create a Repeat Pattern - Ensure your design connects seamlessly. Think about spacing and balance. 4. Apply to a Product - Draw your design on a product mock-up. Consider how it would look in real life. Success Criteria - Clear link to the future theme. High level of detail and accuracy. Creative and imaginative ideas. Strong use of tone (light and dark). Clear, informative annotations. Neat and well-presented work.
- Helpful Tips: Thinking About the Future. Your design should consider: How can design help reduce waste? Why is it important to protect plant life? How can we encourage people to use sustainable products? Keep your design clear and consistent. Use repetition to create rhythm and flow. Choose colours carefully for harmony. Think about both function and appearance.
- Success Criteria - Clear repeating pattern. Strong botanical inspiration. Creative and original design. Clear link to sustainability. Effective use of colour and layout. High-quality presentation.
- Challenge Extension - Can you design multiple colour variations?