

## Home working – Year 7

This work is designed to last for two weeks, starting Monday 4<sup>th</sup> May 2020

Art, food, textiles and media have 4 weeks' worth because some pupils will be at different stages of a rotation.

Subject	We recommend starting here...	Additional work (for some subjects)
Art	<p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email <a href="mailto:csmith@barrbeaconschool.co.uk">csmith@barrbeaconschool.co.uk</a>.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><b><u>Week 1</u></b></p> <p>Visual Element in Art: <a href="https://www.bbc.co.uk/bitesize/topics/z9kmhyc">https://www.bbc.co.uk/bitesize/topics/z9kmhyc</a></p> <p>Access the BBC link above and read through the various Visual Elements in Art.</p> <p>Task 1 Create a poster on the Visual Elements Line and Tone. Try to include key vocabulary and images. Also try to practice the technique.</p> <p>Task 2 Create a poster on the Visual Elements Shape and Pattern. Try to include key vocabulary and images. Also try to practice the technique</p> <p><b><u>Week 2</u></b></p> <p>Activity - Find an object that is part of your identity (hairbrush, games console, etc) and observe and draw. Follow the steps below when completing the task:</p> <ol style="list-style-type: none"><li>1. Complete the outline - Use a pencil to lightly draw the outline of your object<ul style="list-style-type: none"><li>• Scale (think about the size of the object. Which part is the biggest)</li><li>• Proportion (look at the different parts of the object, do they look in scale to one another)</li></ul></li><li>2. Add Internal lines - Use your pencil to add any lines you can see inside your outlines<ul style="list-style-type: none"><li>• Proportion (make sure you put the lines in the right places and double check)</li></ul></li><li>3. Add shading - Use your pencil to add tone to your drawing If you finish your drawing and can take a picture, upload it to Microsoft Teams so we can all see your amazing artwork! 😊<ul style="list-style-type: none"><li>• Tone (add light, middle and dark shading inside you outlines)</li><li>• Gradient (make sure you blend your tones from light to dark by thinking</li></ul></li></ol>	

about the pressure of your pencil on the paper)

### **Weeks 3 and 4 - Zentangle project**

Zentangle is a type of art that helps you exercise your creativity while also helping you relax and take care of your mental health. It is based on splitting images into sections and filling these with various repeating patterns. In this project you will be exploring the visual elements **line, shape, tone** and **pattern**.

#### **Week 3**

**Task 1:** *Research the work of the artists Rick Roberts and Maria Thomas*

These artists founded the zentangle movement. Write a short biography of each artist, select your favourite artwork from each artist and describe the art:

- What materials have been used?
- What can you see in the artwork?
- Which visual elements have been used?
  - What type of lines have they used?
  - Have they used organic or geometric shape or a mixture of both?
- Why do you think the artist made the artwork?
- What do you think about the artwork?
  - What do you like/dislike about it?
  - How does it make you feel?

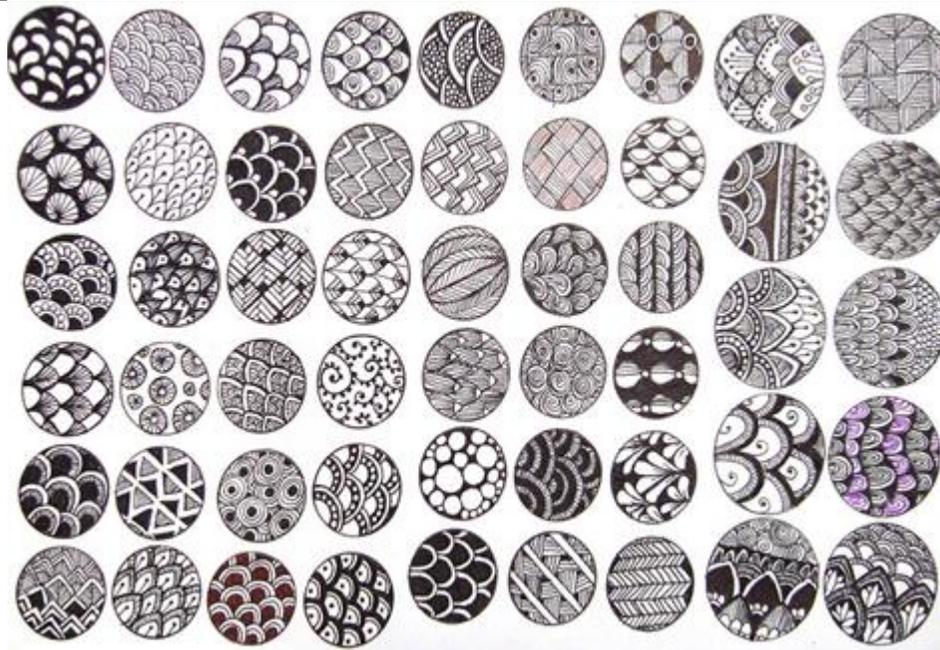
These websites are a good place to start your research:

<https://mymodernmet.com/zentangle-art/>

<https://zentangle.com/pages/how-did-zentangle-begin>

**Task 2:** *Creating zentangle patterns*

Practice different zentangle patterns. Below are some ideas for inspiration:



Evaluate the work you produce:

- Which techniques do you think look best?
- Which would you like to improve?
- What could your next steps be?

#### **Week 4**

**Main Task:** create your own zentangle following the steps on this website:

<https://zentangle.com/pages/get-started>

**Extension Task:** use zentangle patterns as part of a larger art work. Think about which patterns contrast well with each other and which patterns you could use for lighter tones and which you would use for dark tones.

**Find the zentangle project file on the school website following this file path for more examples of zentangle art:**

<http://barrbeaconschool.co.uk/working-at-home/>

All Resources (scroll down) > Art > Y7 > Zentangle 2 week project

Computing

**Unit 5: Components**

Extension: make a list of all key terms for each unit we have looked at this year in Computer Science.

<https://www.bbc.co.uk/bitesize/topics/zmpsgk7>

<https://www.bbc.co.uk/bitesize/guides/zgg9q6f/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z67j2nb/revision/2>

Topics to look at-

- Digital devices
- Software
- CPU
- Networks

Revise and complete Tests

### **Lesson 1: Input and Output devices**

Complete the following task using the link above to help you:

- Define what an input device is.
- Define what an output device is.
- Make a list of input devices.
- Make a list of output devices.
- Make a list of devices used by disabled users of a computer, next to them write down if it is an output or input device.
- Make a list of input and output devices which can be found in different places, e.g. Car speakers- Output device

### **Lesson 2: Storage devices**

Define the following:

- Storage device
- Secondary storage

Define the 3 main types of technology used as storage:

- Magnetic
- Optical
- Solid state

Write examples for each one.

Write down characteristics of storage and definitions for them.

Dance	<p>The haka is a ceremonial dance. It is performed in large groups and uses vigorous movements and stamping of the feet with rhythmical shouting. You will usually see the New Zealand sports teams' practicing the haka before international matches.</p> <p>Follow the YouTube tutorial to learn a basic haka. If you want an extra challenge, learn the words in the right-hand column to perform alongside the actions. The choreographer demonstrates this towards the end of the video.</p> <p><a href="https://www.youtube.com/watch?v=id-Bvcc6YbQ">https://www.youtube.com/watch?v=id-Bvcc6YbQ</a></p>	<p>Want a challenge?</p> <p>Learn the words to perform with the haka actions.</p> <p><b>Ka mate ! Ka mate ! Ka ora ! Ka ora !</b>  <b>Ka mate ! Ka mate ! Ka ora ! Ka ora !</b>  <b>Tenei tangata puhuru huru</b>  <b>Nana nei I tiki mai</b>  <b>Whakawhiti te ra</b>  <b>A upa ... ne ! ka upa ...ne !</b>  <b>A upane kaupane whiti te ra</b>  <b>Hi !!!</b></p>
Drama	<p><b><i>Update: If you have not already completed your model set for Romeo and Juliet please see the previous weeks lessons (at the bottom of the Working From Home page <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a>) or look at Teams for further information.</i></b></p> <p><b><i>Lesson focus: To create your own Radio Commercial</i></b></p> <p><b><i>Scroll down to follow the instructions.</i></b></p>	<p><b>Task 1 instructions:</b> This task is focusing on the ability to write, direct and develop Drama for a purpose. In this instance creating something to sell.</p> <p>As you are developing your advert think about what would hook the audience in, what would make the item special? What can you include to make the listening audience want to buy it?</p> <p><b>Task 2 Instructions:</b> Once you have completed your commercial for your invention, have a go at thinking of a short advert which could sell and advertise the play of Shakespeare's Romeo and Juliet.</p> <p>Basing your ideas on what you have learned about the play already, how could you get audiences to want to go and see the play? Research a little about past productions of the play and include some of this information if you can.</p> <p>Extension: If you are unable to complete an advert on Romeo and Juliet watch a live performance of Drama on You Tube and use this instead.</p> <p>To help please look at the link below for some of Andrew Lloyd Webbers' musicals on #TheShowsMustGoOn</p> <p><a href="https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag">https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag</a></p>

# DRAMA *at home*

with @rotherswaindrama

## CREATE A RADIO COMMERCIAL

Think of a product that hasn't been invented yet. Something you wish you had! For example: "A Homework Machine."

**TIP!** It can be absolutely crazy and fantastical! This is **DRAMA!**

- 1 Give it a name
- 2 Think of all the special things it can do
- 3 Who do you think will buy this product?
- 4 What type of radio commercial would the buyers enjoy?
- 5 Create a 30 second radio commercial. It should persuade the buyer to buy the product.
- 6 You can include a jingle (a catchy tune) You can use existing tunes and change the words.
- 7 You can include sound effects and sound scapes
- 8 You should include the price of the item
- 9 Explain how their lives will improve when they buy it
- 10 Record it as a voice note

SHARE YOUR COMMERCIAL WITH YOUR FRIENDS AND TEACHER

@rotherswaindrama

Remember your work can be shared to Mrs Wibberley through Teams or by email.

English

Choose one or more of these books:

*New Boy* by Tracy Chevalier

*Vinegar Girl* by Anne Taylor

*Looking For Alaska* by John Green

*Uglies* by Scott Westerfeld

*Stone Cold* by Robert Swindells

*Northern Lights* by Philip Pullman

1. Complete the autobiography booklet. This is meant to be completed over a six-week period but feel free to complete the tasks sooner.
2. Complete the story writing booklet – be as imaginative as possible to write what or however many stories you want!

*The Hunger Games trilogy by Suzanne Collins*  
*Pig Heart Boy by Malorie Blackman*  
*Noughts and Crosses by Malorie Blackman*  
*Oliver Twist by Charles Dickens*  
*Alice in Wonderland by Lewis Carroll*

**Week commencing 4<sup>th</sup> May - You will be using the following booklet for this week:**

**3. Year 7 Reading and Writing Booklet**

Lesson 1:

1. Reading Section: Match the techniques with the correct definitions
2. Read and annotate the text from Roald Dahl's 'The Witches'. Label any techniques you find interesting and note down why they are interesting.
3. Complete Step 1/2 to help **plan** your answer to the following question: How does Dahl create an effective atmosphere in this extract? Use the annotations you made to help you.

Lesson 2:

1. Complete your plan, making sure you have at least three **different** points to make about the atmosphere.
2. Write your plan into 3 paragraph (minimum) using PEEZL. Remember the question is: How does Dahl create an effective atmosphere in this extract?  
Point: Dahl creates a \_\_\_\_\_ atmosphere by using...  
Evidence: A quote that supports this is "..."  
Explanation: This suggests / This tells me...  
Zoom in: The word "..." is important because...  
Link to the reader: This makes the reader think/feel...

Lesson 3:

1. Writing Section: Correct the SPAG mistakes in the paragraph provided. Make sure you rewrite the whole paragraph with all the corrections.
2. Using a thesaurus or [www.thesaurus.co.uk](http://www.thesaurus.co.uk) find more interesting words for the following: **bad, good, dark, light, big, small, scary, happy**. **Make sure you write a range of better words down in your book as you will need them later!**
3. Annotate around the image provided in the booklet. Use the questions below to help you:
  - What do you see? (Use your better words to help you describe)
  - What do you think you could hear if you were there?
  - What could you smell?
  - What could you touch?
  - What devices (in the box labelled 'Toolkit') could you use to help describe the image?
  - Think about a story behind the image - What is going to happen? Who is involved? Why has this happened?

If you need any help or would like your teacher to check your work – feel free to email them!

**Additional:**

Netflix watchlist:

- Dickensian (adaptations of Dickens's writings)
- Anne with an E (adaptation of L.M. Montgomery's
- 'Anne of Green Gables' (Book Adaptation)
- Emma (adaptation of 'Emma' by Jane Austen)
- Pride and Prejudice (adaption of 'Pride and Prejudice' by Jane Austen)
- Sense and Sensibility (adaption of 'Sense and Sensibility' by Jane Austen)
- Arrietty (anime adaption of 'The Borrowers' by Mary Norton)
- The Hobbit (adaptation of 'The Hobbit' by J.R.R. Tolkien)
- The Perks of Being a Wallflower (adapted from the novel by Stephen Chomsky)
- Mary Shelley (a biopic of the author of 'Frankenstein')
- The Great Gatsby\* (adapted from the novel by F. Scott Fitzgerald)
- The Circle (Adaption of 'The Circle' by Dave Eggers)
- The Sun is also a Star (Adaptation by Nicola Yoon)
- To All the Boys I've Loved Before (Adaptation of book by Jenny Han)

BBC iPlayer Watchlist:

- A Christmas Carol:  
<https://www.bbc.co.uk/iplayer/episodes/m000csdp/a-christmas-carol>
- Novels That Shaped Our World (contains some strong language):  
[https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place\(contains-some-strong-language\)](https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place(contains-some-strong-language))

Other:

- Watch theatre productions online:  
<https://www.whatsonstage.com/london->

Lesson 4:

1. Plan your story - what are you going to write in each paragraph? An example is below:
  - Paragraph 1 - Describing the weather - the moon shone brightly through the devilish clouds.
2. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet.

**Week commencing 11<sup>th</sup> May - You will be using the following booklets**

**4. Creative Writing Booklet**

**5. Skellig Full Text**

**5. Skellig Workbook**

**Lesson 1:**

1. **Skellig Workbook:** Read through the context of the book (page 2). Write down key pieces of information. Quiz yourself on the information you have read to make sure you can remember it (there is a video on the school website to help you: <http://barrbeaconschool.co.uk/how-to-self-quiz/>).
2. Page 3: Look at the front covers of the text and write down what you can infer from these images? What do we learn? What do you think the story will be about?
3. **Skellig Full Text:** Read Chapters 1 - 3 and write a summary of what happens in each chapter.

**Lesson 2:**

1. **Skellig Workbook:** Go to page 4 titled 'Starting a Novel'. Re-read the opening chapter and annotate the extract for key words or techniques that help describe the setting. Explain what it tells us about the setting.
2. Complete the table with any language techniques that David Almond uses to hook the reader. Explain how they have hooked the reader in a table format (like shown in the booklet).
3. **Skellig Full Text:** Read Chapters 4 - 6 and write a summary of what happens in each chapter.

**Lesson 3:**

1. **4. Creative Writing Booklet:** Select **one** of the 19 images that shown in the booklet. This lesson you will **plan** a piece of creative writing using the image as inspiration. You can build a story around the image, just making sure your story links in some way. Annotate around the image provided in the booklet. Use the questions below to help you:
  - What do you see? (Use your better words to help you describe)
  - What do you think you could hear if you were there?
  - What could you smell?

[theatre/news/stage-shows-musicals-opera-free-stream-online\\_51198.html](http://theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html)

- Project Gutenberg offers free Ebooks of classic literature
- <https://www.gutenberg.org/browse/scores/top>
- Free audiobooks available here <http://www.openculture.com/freeaudiobooks>
- Creative writing prompts available here <http://www.pobble365.com/>
- National Theatre Home - Twelfth Night Full Show <https://www.youtube.com/watch?v=aig5ObghHS4>
- National Theatre Home - Jane Eyre Full Show
- National Theatre Home:(You can watch LIVE shows every Thursday at 7pm via YouTube) <https://www.youtube.com/user/ntdiscovertheatre>
  - 30<sup>th</sup>April - Frankenstein
  - 1<sup>st</sup>May - Frankenstein
  - 7<sup>th</sup>May - Antony and Cleopatra.

	<ul style="list-style-type: none"> <li>• What could you touch?</li> <li>• What devices (in the box labelled 'Toolkit') could you use to help describe the image?</li> <li>• Think about a story behind the image - What is going to happen? Who is involved? Why has this happened?</li> </ul> <p>2. Plan your story - what are you going to write in each paragraph? An example is below: Paragraph 1 - Describing the weather - the moon shone brightly through the devilish clouds.</p> <p><b>Lesson 4:</b></p> <ol style="list-style-type: none"> <li>1. Complete your plan of your story - what are you going to write in each paragraph</li> <li>2. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet.</li> </ol> <p>If you need any help or would like your teacher to check your work – feel free to email them!</p>	
Food	<p><b>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email <a href="mailto:csmith@barrbeaconschool.co.uk">csmith@barrbeaconschool.co.uk</a>. Please also check your Microsoft Teams files as there are resources that have been uploaded.</b></p> <p>Week 1 Health and Safety in food production: Watch the video and identify key safety points when undertaking food practical work <a href="https://www.bbc.co.uk/bitesize/clips/zxfqxb">https://www.bbc.co.uk/bitesize/clips/zxfqxb</a></p> <p>Week 2 How cola is produced: Watch the video and make detailed notes on the process involved in making cola <a href="https://www.bbc.co.uk/bitesize/clips/z8sjmp3">https://www.bbc.co.uk/bitesize/clips/z8sjmp3</a></p> <p>Week 3 Video: Watch an episode of MasterChef and identify 3 foods they use that you are unfamiliar with. Use the internet or books to research what these foods are and their origins.</p> <p>Week 4 Restaurant review: Use the following website as a guide to help you in writing a review of a restaurant you once visited. <a href="https://www.grammarly.com/blog/how-to-write-a-restaurant-review/">https://www.grammarly.com/blog/how-to-write-a-restaurant-review/</a></p>	<p>Watch: Food on the brain <a href="https://www.youtube.com/watch?v=f78L_quecfM">https://www.youtube.com/watch?v=f78L_quecfM</a></p> <p>Netflix: Theatre of Life (2016) - This documentary follows chef Massimo Bottura as he opens a soup kitchen to cook gourmet meals for the needy from food waste at the 2015 Milan Expo.</p> <p>Additional worksheets: <a href="https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/EniLDHW7c1pNtfvZnWGwhCQBOf9mIQR97M_7w1z5fVgl0A?e=8Yhk2m">https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/EniLDHW7c1pNtfvZnWGwhCQBOf9mIQR97M_7w1z5fVgl0A?e=8Yhk2m</a></p> <p>Where necessary use the PowerPoint to help you complete the worksheets Complete the Eco systems worksheet in number order The other worksheets can be completed in any order</p>

<p>French</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b><u>Week 5 + 6 (w/b 04/05 AND w/b 11/05)</u></b></p> <ol style="list-style-type: none"> <li>1. Complete Year 7 Module 2 PUPIL VERSION PowerPoint to complete skills from this Module. Please use the date in French and the title Module 2 Revision in your exercise books.</li> <li>2. Use Year 7 Module 2 TEACHER VERSION PowerPoint to self-assess your work or ask someone else in your house to peer-assess it on your behalf.</li> <li>3. Use Quizlet to revise the vocabulary from this Module via Miss McGoldrick's Account: <a href="https://quizlet.com/MissMcGoldrick/folders/77050322?x=1xqt&amp;i=1spamx">https://quizlet.com/MissMcGoldrick/folders/77050322?x=1xqt&amp;i=1spamx</a></li> <li>4. Complete Active Teach Module 2 Activities on Pearson Active Learn at <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> </ol>	<p>Year 7 Learning pack French to complete (in All Resources folder on Working At Home website)</p>
<p>Geography</p>	<p>Read the BBC Bitesize section on Tourism. <a href="https://www.bbc.co.uk/bitesize/topics/zcmfb9q">https://www.bbc.co.uk/bitesize/topics/zcmfb9q</a></p> <p>Create a knowledge organiser to include (this could simply be an A4 page with 8 boxes or you could be more creative on PowerPoint/ Word/ Publisher):</p> <ol style="list-style-type: none"> <li>1. Define what tourism is</li> <li>2. Explain how tourism has changed over time</li> <li>3. Explain why tourism has grown</li> <li>4. Define the different types of tourism.</li> <li>5. Positive impacts of tourism</li> <li>6. Negative impacts of tourism</li> <li>7. Explain what National Parks are and why they are important places.</li> <li>8. Explain how we can manage the impacts of tourism</li> </ol> <p>Complete the BBC bitesize test.</p> <p>Create 3 case studies for tourism and its impacts. You can use Bath, Antarctica and Snowdonia which can be found on BBC bitesize or you can research your own.</p>	<p>BBC Race Across the World is a fantastic programme to show the diversity about the world we live in. Although this series how now finished you can watch the whole series on iPlayer.</p>

	<p>Extended Writing Task: Use your case studies to write a report on the impacts of tourism in different places across the world. The report needs to be at least 1 side of A4. Use this BBC bitesize video to help you write your report:  <a href="https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zffy92p">https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zffy92p</a></p>	
<p>German</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>Week 5 (w/c 4.5) Year 7 (3 hours)</p> <ol style="list-style-type: none"> <li>1. This week we want you to focus on some more interactive resources using BBC Bitesize. You should spread out your work on these resources below throughout the week. Work through every web-link below, which will help you to recap some of the work that you have been doing over the past two weeks. Remember – Practice makes perfect, but only when you practice beyond the point of perfection! Make clear vocabulary notes in your book and present your activities neatly in your books.       <ol style="list-style-type: none"> <li>a. Practise your pronunciation:  <a href="https://www.bbc.co.uk/bitesize/topics/zrdvy9q/articles/zidrnr">https://www.bbc.co.uk/bitesize/topics/zrdvy9q/articles/zidrnr</a></li> <li>b. Introducing Yourself:  <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zh6jri6">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zh6jri6</a></li> <li>c. Family and Pets:  <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/znh747h">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/znh747h</a></li> <li>d. Describing People:  <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zfnmkmn">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zfnmkmn</a></li> <li>e. Days and months:  <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zvytwty">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/zvytwty</a></li> </ol> </li> <li>2. If you manage to finish all of this, go back over any new vocabulary and complete self-checking to see how much you have learned and if you need to revise anything. If you don't quite finish these in the set time, move them to the start of next week.</li> </ol> <p>Week 6 (w/c 11.5) Year 7 (3 hours)</p> <ol style="list-style-type: none"> <li>1. Complete self-checking on the Knowledge Organiser for Kapitel 3 (Unit 3).       <ol style="list-style-type: none"> <li>a. Learn all of the vocabulary off by heart. Complete Look, Say, Cover, Write and Check for each of the boxes on the Knowledge Organiser until you are getting 100% and can do it from both English to German and German to English.</li> </ol> </li> </ol>	<p>Once you have finished all of these activities:        Research a town in Germany, for example Köln, Berlin, Stuttgart or Hamburg. Create a brochure on what you find in German.</p>

	<p>2. Complete this Bitesize pack Talking about your free time:  <a href="https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z4cyxyc">https://www.bbc.co.uk/bitesize/topics/zk7rgwx/articles/z4cyxyc</a></p> <p>3. Read the work on the model text (WAGOLL)</p> <ol style="list-style-type: none"> <li>Read through the text once. Highlight any words that you don't know as you read.</li> <li>Look up the words that you are unsure of in your book, on the knowledge organiser or on an online dictionary:  <a href="https://en.langenscheidt.com/">https://en.langenscheidt.com/</a></li> <li>Translate the Model Text (WAGOLL) into English.</li> <li>Write your own version of the text personalised to you and your family (you can make it up if you would like).</li> </ol> <p>4. Revisit Kapitel 3 Reading, Grammar and Translation activities</p> <ol style="list-style-type: none"> <li>Complete the reading activities. Some of these you may have completed before – see if you can find out all of the answers. If you get stuck, use your book or your knowledge organise to help you.</li> <li>Revise all of the key words from this topic.</li> </ol>	
History	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b>1: 'Everyday life in the Tudor and Stuart Times.'</b>  Using BBC Bitesize  <a href="https://www.bbc.co.uk/bitesize/guides/zwbj6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/zwbj6sg/revision/1</a>  Read the information pages and create a booklet/ project of life in the Tudor and Stuart Times.' Tips: Focus on the following areas: Types of jobs and work .Life for poor people. Life for wealthy people- fashion, diet...Life in towns. Types of entertainment. Create a catchy front cover and use pictures, sources and drawings to illustrate your work.</p> <p><b>2. The British Empire</b>  Using BBC Bitesize-  <a href="https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1">https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1</a>  For this new learning topic, create a summary of: What was the British Empire? Find a map and label the countries that were part of the British Empire. How and when the British Empire began? How people felt about the British Empire? Two arguments for and against. Find out about the Great Exhibition of 1851 by Queen Victoria and Prince</p>	<p>If this is completed then please choose additional topics to research from the extended learning document.</p> <p><u>If age appropriate</u>  Write a film review on any of the following historical representations.</p> <p>Dunkirk. Netflix  Boy in the Striped Pyjamas.  The Horrible History Movie. Amazon Prime.  War Horse.  The Darkest Hour. Netflix.  The Book Thief.</p> <p>List of Documentaries on BBC iPlayer.  Suffragettes by Lucy Worsley  Back in time for the corner shop.  England's forgotten queens.</p>

	<p>Albert. It took place at Hyde Park, London. Using your information make a front page newspaper report of the events.</p> <p><b>3. The French Revolution</b></p> <p>For this new learning topic create a factual poster or a presentation power point of the French Revolution. It must include a timeline of key events and an explanation of 5 events of your choice. Create a quiz on the topic of the French Revolution to consolidate your learning.</p>	<p>Take the BBC Bitesize quiz!  <a href="https://www.bbc.co.uk/bitesize/guides/zwbj6sg/test">https://www.bbc.co.uk/bitesize/guides/zwbj6sg/test</a>  Create a knowledge organiser and 20 question and answer quiz of life in the Tudor and Stuart Times. Watch Horrible Histories. ‘Terrible Tudors’ and ‘Slimy Stuarts,’ clips as a supporting source for your project.</p> <p>Take the BBC Bitesize quiz!  <a href="https://www.bbc.co.uk/bitesize/guides/zf7fr82/test">https://www.bbc.co.uk/bitesize/guides/zf7fr82/test</a> Compare what you have learnt about the British Empire to another Empire of your choice. For example, the Roman Empire or Medieval Islamic World. Create an information page on your chosen Empire so you can teach it to someone else. Ensure there are at least 5-10 key pieces of information. You make use diagrams and sources to illustrate your points. Watch the 9 class clips about the British Empire and create a film review of what you have learnt about this topic.  <a href="https://www.bbc.co.uk/bitesize/topics/zsnp34j/resources/1">https://www.bbc.co.uk/bitesize/topics/zsnp34j/resources/1</a>  BBC production of ‘Victoria.’</p> <p>BBC Bitesize clip KS3 on the French Revolution.  <a href="https://www.bbc.co.uk/bitesize/topics/zw8k7ty/resources/1">https://www.bbc.co.uk/bitesize/topics/zw8k7ty/resources/1</a>  Now research another Revolution of your choice in History. For example, the Industrial Revolution or the American Revolution. Write a summary of 10-20 learning points about your chosen Revolution.</p>
Maths	<p>For previous weeks’ work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p><b><u>29th April Update</u></b></p> <p>There will be a mathswatch test each week to complete based on work completed this year – these are timed so make sure you have gone through the topics prior to completing the test.</p> <p>Complete the follow up intervention work, these include videos and helpful hints for the topics from each of the previous tests set on mathswatch.</p>	<p>Use websites such as <a href="https://corbettmaths.com/">https://corbettmaths.com/</a>  <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a> to work through topics with GCSE style questions</p> <p>Complete challenge puzzles and UKMT maths challenge material found on the website.</p> <p><b><u>Oak Learning Instructions – Online Lessons</u></b></p> <ol style="list-style-type: none"> <li>1. Go on <a href="http://www.thenational.academy">www.thenational.academy</a></li> <li>2. Click on online classroom</li> </ol>

	<p>There is a selection of new investigations to attempt which can be found on the website. Every Monday, there will be a BBC bitesize document which will detail what topics are being covered in the Daily lessons of BBC bitesize. These are recap topics from work we have completed this year.</p> <p><b>Ongoing</b> Use mathswatch to review topics which have been covered this year, you may find it useful to use the curriculum map on the website to see what has been covered this year. New material and tests will be added onto the website and mathswatch each Wednesday after the Easter break by the maths department.</p>	<ol style="list-style-type: none"> <li>3. Press subject and pick the appropriate year group</li> <li>4. Pick maths (there are also loads of different subjects on this website)</li> <li>5. Start the lesson you would like to do - then follow the on screen instructions. Please note - more lessons will be added each week.</li> </ol>
Media Studies	<p><b>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email <a href="mailto:csmith@barrbeaconschool.co.uk">csmith@barrbeaconschool.co.uk</a>. Please also check your Microsoft Teams files as there are resources that have been uploaded.</b></p> <p><b>Week 1:</b> Complete research to find different types of camera angles (here is a youtube video that might help <a href="https://www.youtube.com/watch?v=lrB7Ce0J0UM&amp;t=2s">https://www.youtube.com/watch?v=lrB7Ce0J0UM&amp;t=2s</a>). Find out why filmmakers use specific shots or angles and decide what you think they might use them for and how this affects the audience. Then, watch the Bruce vs. Cake scene on youtube (linked here <a href="https://www.youtube.com/watch?v=EQQeU_6vbeg">https://www.youtube.com/watch?v=EQQeU_6vbeg</a>) and identify the different camera angles used and why the filmmaker has chosen to use the different angles in that shot, if you want a challenge decide how using that specific shot has had an affect on the audience.</p> <p><b>Week 2:</b> Choose your own film clip (this can be a film you have on dvd or online or it could just be a clip that you have found on youtube). Write down the camera angles that have been used in the scene and the affect that using these angles has had on the audience.</p>	<p>If you would like you experiment more with storyboards, you can use this website to create your own online: <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a></p>

**Week 3:**

A film production company have approached you and asked you to produce your own horror film. Use your knowledge of camera angles to create your own storyboard for your horror film.

Your storyboard should look something like this and should have at least 6 boxes and a description of what is happening in the scene under each box

Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

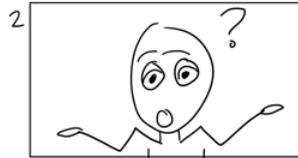
Create your own at Storyboard That

Here is an example of how it should look, although you should include colour in yours to make it interesting!

"CS2C: Fun with Storyboards" by Kenneth Chan



Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



Moment of clarity. "Aha!" Ding or chimes; lightbulb moment.



Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.



Submitting via Coursework. Fade out as if ending.



Back to the classroom. Keep as similar as possible to original. "Elaborate on your storyboards!"



Back to the drawing board. Looking haggard but determined. Fade out.

"CS2C: Fun with Storyboards" by Kenneth Chan



1 Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



2 Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



3 Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



4 Moment of clarity. "Aha!" Ding or chimes; lightbulb moment.



5 Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



6 Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.



7 Submitting via Coursework. Fade out as if ending.



8 Back to the classroom. Keep as similar as possible to original. "Elaborate on your storyboards!"



9 Back to the drawing board. Looking haggard but determined. Fade out.

#### Week 4:

Finish off your storyboard, ensuring you have filled all boxes, included descriptions and images and included lots of colour!

Evaluate how effectively you have used camera angles and appealed to your audience.

PE

Home workouts:

Joe Wicks YouTube Channel: <https://www.youtube.com/user/thebodycoach1>  
(Daily workouts on this YouTube channel)

Workouts (Different workouts for different muscle groups):

Lower body:

<https://www.youtube.com/watch?v=vzNUH11jGLA>

<https://www.youtube.com/watch?v=d-bA4qHWNLO>

Netflix watch List:

**Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance**

Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;

	<p>Upper body:  <a href="https://www.youtube.com/watch?v=zwAkH0XFrgw">https://www.youtube.com/watch?v=zwAkH0XFrgw</a>  <a href="https://www.youtube.com/watch?v=K9s8bRd4Ffw">https://www.youtube.com/watch?v=K9s8bRd4Ffw</a> (if you can use some bottles as your weights)</p> <p>Abs:  <a href="https://www.youtube.com/watch?v=NFihdhNFhdo">https://www.youtube.com/watch?v=NFihdhNFhdo</a>  <a href="https://www.youtube.com/watch?v=N0VbSpQMjka">https://www.youtube.com/watch?v=N0VbSpQMjka</a></p> <p><b><u>Things to think about when exercising:</u></b>  How can I make these exercises easier/harder?  What changes are happening to my body before I exercise?  What changes are happening to my body during exercise?  What is happening to my body after exercise?  What muscles have I used by doing this exercise?  Why is it important to warm-up, cool-down and stretch?  What is a HIIT workout?  What is the difference between a HIIT workout and a normal circuit?</p> <p><b><u>Extension:</u></b>  Create your own HIIT workout. Pick a set a muscle you want to focus on and use exercises from these videos and use the internet to create your own 10-minute HIIT workout.</p>	<p>Prime Watch List:  <b>Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</b></p> <p>The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92</p> <p>Podcast List:  <b>Families in Sport</b></p> <p>The Real Science of Sport Podcast  30 for 30</p>
PSHE	<p>Using BBC Bitesize – <a href="https://www.bbc.co.uk/bitesize/topics/zrr4jxs/resources/1">https://www.bbc.co.uk/bitesize/topics/zrr4jxs/resources/1</a></p> <p>Watch class clip – SEN skills for life - online safety Pt 1/ 2  Answer the following questions:  What are the dangers to the individuals / friends in this situation?  How could you avoid getting into a similar situation?  What would you do and why in the same situation?</p> <p>Watch class clip - Sen skills for life – online safety Pt 2 / 2  Answer the following questions:  What are the dangers to the individuals / friends in this situation?  Which of the three choices would be best and why?  Why should this situation be reported?  Who should be told about this / reported to?</p>	<p>Using your own knowledge and the following websites, produce a poster or leaflet on staying safe online.</p> <p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  <a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>  <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  <a href="http://www.safetynetkids.org.uk">www.safetynetkids.org.uk</a></p>

<p>Religious Studies</p>	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a></p> <p>New Task from 4<sup>th</sup> May - Complete all of the tasks and reading on the Religion and Science worksheet (in All Resources <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a>)</p> <p>Complete the worksheets on the festivals of light. You will need to write the answers on a separate piece of paper. You then need to research at least 1 festival to do with light from any of the main world religions and produce an information sheet on it.</p> <p>Using the knowledge organisers do self-quizzing of key topics. Test and develop your knowledge and play these online quizzes <a href="https://www.educationquizzes.com/ks3/religious-education/">https://www.educationquizzes.com/ks3/religious-education/</a></p>	<p>Watch the clips and use the interactive pages on this link: <a href="https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j">https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j</a></p> <p>Then choose one of the clips or pages that you found interesting to do further research on. Write a magazine article outlining what you researched and learnt about this aspect of religious studies.</p> <p>New Task 26/3/20 - Complete the 'Spirited Arts/Poetry' task. This is a real competition run by NATRE. Complete the tasks first to give you some ideas, then go back on choose one of the 3 themes to base your art or poetry on - 'God's good Earth', 'Holy Words' or 'Where is God'. Once you have created your art or poem you need to write a detailed paragraph explaining what you have created. Use the sentence starters on the sheet to help you. Even if you don't enter your work for the competition this is a good task to complete. If you choose to enter your work follow the instructions on the sheet.</p>
<p>Science</p>	<p>Resources are available on <a href="https://drive.google.com/open?id=1Qo5WfuRyRDbqmt5UnkWmmT6iBnwCgJ-f">https://drive.google.com/open?id=1Qo5WfuRyRDbqmt5UnkWmmT6iBnwCgJ-f</a></p> <p>There is an instruction document with further instructions. Your main focus is reviewing past content and looking at summer term content through use of knowledge organisers, self-quizzing and other resources.</p>	
<p>Textiles</p>	<p><b>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email <a href="mailto:csmith@barrbeaconschool.co.uk">csmith@barrbeaconschool.co.uk</a>.</b></p> <p><b>Please also check your Microsoft Teams files as there are resources that have been uploaded.</b></p> <p><b><u>Week 1</u></b></p> <p>Watch this video: <a href="https://www.youtube.com/watch?v=WfLep31icz0">https://www.youtube.com/watch?v=WfLep31icz0</a></p> <p>Create a sewing machine manual on how to thread a sewing machine. You can also use other videos on Youtube.</p> <p>Create a safety poster for the textiles classroom.</p>	<p>Try out new stitches.</p> <p>There are helpful videos on YouTube as well.</p>

## **Week 2**

If you have materials at home:  
Attempt an applique sample!

<https://www.youtube.com/watch?v=mFAFobPR3CQ>

You can do this without bondaweb

If you have dyes at home:  
Attempt tie dye

<https://www.youtube.com/watch?v=abjpy72Sf6U>

## **Week 3**

Attempt the spellings:

Sewing

Thread

Environment

Stitch

Scissors

Machine

Measuring

Tacking

Safety

Ironing

Needle

Pinking shears

Tailors chalk

Printing

Pinning

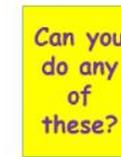
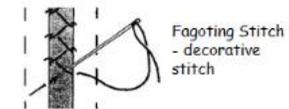
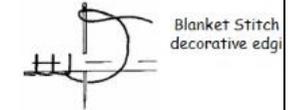
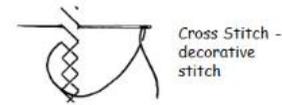
Applique

Molar

Batik

Create 4 design ideas for your bag

Create a final design idea for your bag



#### **Week 4**

If you would like to attempt to make a drawstring bag, here are the instructions.

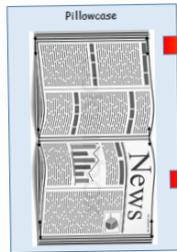
You will need:

A pillow case

A JD bag

Scrap materials for decoration

→ Today's lesson - cutting out and starting casing →



Put newspaper onto pillowcase

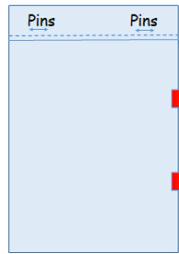
Pin 6 pins into newspaper and pillowcase (see Miss Smith's demo)

Cut around your newspaper neatly

Take out pins and remove newspaper

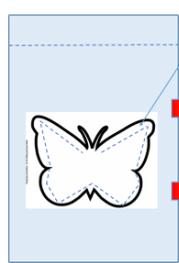
Come to Miss Smith at the iron with 4 pins

→ Today's lesson - cutting out and starting casing →



- Fold and iron casing
- Add pins
- Sew along the folded edge, making sure the edge doesn't come unfolded
- Neat and small stitches!

→ Today's lesson - decoration →



- Pin animal template onto fabric
- Cut around animal template
- Make sure you pin your animal onto the correct side
- Neatly sew around your animal and add details
- EXT: add extra details
- See Miss Smiths examples!

→ Today's lesson - decoration →



- Pin your front and back right side to right side
- Sew the 3 edges like the diagram
- Thread chord through the casing
- Pull the chord through the bottom edges and sew a diagonal line over the chord to secure into place

Create a promotional poster for your bag

Create a range of accessories to go with your bag.