

Home working – Year 8

This work is designed to last for weeks commencing Monday 29th June and Monday 6th July.

The work includes videos featuring teacher instruction. These are all in the All Resources folders or available via direct links in this document.

Some 'videos' are PowerPoint files. Just start the presentation (press F5) and you should hear your teacher talking. You may also need to press the Play icon. Others are a variety of file formats. We recommend downloading and installing the free VLC player which is compatible with most formats:

<https://www.videolan.org/vlc/index.en-GB.html>

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 csmith@barrbeaconschool.co.uk.</p> <p>If you would be taking sports science in your rotation, please complete the additional work in the PE section. Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>Visual Element Art Project</p> <p>During your 7 week Art Project you will be exploring the Visual Elements in Art and Design. You will be looking closer at each element and producing artwork to show your understanding. Once you have completed each task you can email them over to me at (edutton@barrbeaconaschool.co.uk) or upload them onto Microsoft Teams for feedback.</p> <p>How to access the PowerPoint and resources...</p> <p>To access the PowerPoint go to http://barrbeaconschool.co.uk/working-at-home/ scroll to the bottom of the page, find where it says "home learning resources for all", click on <u>Art</u>, Click <u>Year 8</u>, click <u>W.C.</u> Open the document titled "<u>Year 8 Home Learning with Audio</u>" The PowerPoint has audio instructions to help you. There are also videos in each folder showing you how to complete each task.</p>			
	Project week	Week Commencing	Visual Element	Tasks

	1	1 st June	Line	<p>Task 1 – Watch the video below on LINE and take notes https://www.bbc.co.uk/bitesize/guides/z3pp3k7/revision/1 You can also get information on LINE from our classroom knowledge organizer in the PowerPoint</p> <p>Task 2 – Produce a line drawing of an object from home. In the PowerPoint there are some examples using a continuous line. You can achieve this type of drawing by placing your pen/pencil on a paper and not lifting it until you have finished your drawing.</p>
	2	8 th June	Shape	<p>Task 1 – Watch the video below on SHAPE and take notes https://www.bbc.co.uk/bitesize/guides/z3ssgdm/revision/1 You can also get information on SHAPE from our classroom knowledge organizer in the PowerPoint</p> <p>Task 2 – Produce an abstract art piece that is influenced by both Geometric and Organic shapes. This art piece needs to reflect your mood and personality so think about what shapes you choose and if you can, use colour.</p>
	3	15 th June	Pattern	<p>Task 1 – Watch the video below on PATTERN and take notes https://www.bbc.co.uk/bitesize/guides/z3c4jty/revision/1 You can also get information on PATTERN from our classroom knowledge organizer in the PowerPoint</p> <p>Task 2 – Produce a piece of Art using both your knowledge of shapes and pattern. Step 1. Draw overlapping circles (you can use the inside circle of a tape roll) Step 2. Populate the segments created with different patterns. Make sure each segment holds a different pattern. (see teacher video for exemplar)</p>
	4	22 nd June	Assessment	<p>Pupils will complete a Microsoft Forms quiz which will consist of multiple choice questions. This will be assessing their knowledge of Line (continuous/mark-making), Shape (organic/geometric), Pattern (natural/man-made). This quiz will be emailed to pupils in advance of the assessment week but will not be open until 9:00am 22nd June. Responses will not be shared with anyone else in the class. , The multiple choice questions will be marked automatically with effective feedback and next steps being generated from this. This will be shown through Microsoft Forms. For individual feedback they click onto the original link sent to them – they will not be notified of this but feedback will be ready by 3pm on Monday 6th July at the latest.</p>
	5	29 th June	Tone	<p>Task 1 – Watch the video below on TONE and take notes https://www.bbc.co.uk/bitesize/guides/z2thmsg/revision/1 You can also get information on TONE from our classroom knowledge organizer in the PowerPoint</p> <p>Task 2 – Complete a tone drawing of the lollypop. Try to add 5+ tones and make sure your shading is smooth. (image in PowerPoint)</p>

	6	6 th July	Form	<p>Challenge: Add the paint splays using tone</p> <p>Task 1 – Watch the video below on FORM and take notes https://www.bbc.co.uk/bitesize/guides/zypp3k7/revision/1</p> <p>You can also get information on FORM from our classroom knowledge organizer in the PowerPoint</p> <p>Task 2 – Produce a one-point perspective drawing of your name.</p> <p>Step 1: Draw 3 lines and put a cross in the middle of your top line.</p> <p>Step 2: Draw your name in bubble writing and join the top points to the cross</p> <p>Step 3: Add in the back lines to make your letters look 3D</p> <p>Step 4: Rub out lines you no longer need</p>	
Computing	<p>Lesson: Python</p> <p>Find the PowerPoint for today's lesson at: Home learning resources- Computer Science> Year 8> 29.06.20</p> <p>Answer the following questions: Get python the following: My name is And a sum to work out your age. <i>Extension: What other operators can you use?</i></p> <p>Use the internet to help you define the following python terms: String Integer Float Variables</p> <p>Answer the following questions: Create 10 variables about you, remember variables can not have spaces (use the _ instead of the space): Examples: Name = "Mr Anderson" Height = 6.0 Job = "Teacher" Age = 22</p>			<p>Write down a list of all the key terms and definitions for these terms, for this unit.</p> <p>Unit 6: Spreadsheet</p> <p>https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/2</p> <p>Topics to look at:</p> <ul style="list-style-type: none"> • How spreadsheets work • Making a spreadsheet • Formatting • Formulas and functions <p>Revise and complete Tests</p>	

```
print (Name)
print (Height)
print (Job)
print (Age)
```

Extension:

We can use the comma symbol, to join up strings and variables. Have a go at building sentences doing this.

Plenary:

What is a variable?

What is the difference between a string and an integer?

Give an example of where variables can be used in the real world?

Lesson: Python

Find the PowerPoint for today's lesson at:

Home learning resources- Computer Science> Year 8> 06.07.20

Answer the following question:

Write down 5 variables that a school database would need to store about its pupils.

What does the input function do.

Task 1:

```
variable1 = input("what is your name? ")
var1 = input("where do you live? ")
v3 = input("do you have any pets? ")

print "your answers where..."
print variable1
```

a) Copy the above code and then write down what would appear on the module side if you "ran" this code.

b) Add one new input line.

	<p>c)Change the variable names so they are more suitable to the questions</p> <p>EXT – Use # to comment what is happening in the program</p> <p>Task 2: num1 = int(input ("enter a number: ")) num2 = int(input ("enter a 2nd number: ")) num3 = int(input ("enter another number: ")) print (num1 + num2 + num3)</p> <p>a)Copy the above code and then write next to it what would appear on the module side if you "ran" the code.</p> <p>b)Get it to print</p> <ul style="list-style-type: none"> -num2 <u>takeaway</u> num3 -num1 <u>divided by</u> num2 -num2 <u>times</u> num2 <p>EXT- Use # to explain what is happening in the program</p> <p>Plenary: Define the following:</p> <ul style="list-style-type: none"> • Integer • Input • Float 	
Dance	<p>Week commencing 29th June.</p> <p>Well Done to everyone that completed the Dance assessment last week!</p> <p>This week your teacher will send a message to your Teams Dance group with feedback on how you performed in your assessment. Your teacher will also set you a task to complete that week based on the questions that the class need extra support with.</p> <p>Week commencing 6th July.</p>	

	<p>This will be the final week of musicals. This week you will be looking at ‘You can’t stop the beat’ from Hairspray. If you participated in last year’s school musical, this choreography is different to the one taught by Miss Salmon.</p> <p>https://www.youtube.com/watch?v=FTZgSy7HKAw</p>		
Drama	<p><i>Update 29/06: If you have not already completed your model set for Romeo and Juliet, created a radio commercial, developed a role on the wall or created a puppet please see the previous weeks lessons (at the bottom of the Working from home page http://barrbeaconschool.co.uk/working-at-home/) or look at Teams for further information.</i></p> <p><i>Scroll down to follow the instructions.</i></p> <p><i>WELL DONE ON COMPLETING YOUR ASSESSMENT! You will be provided with your results and feedback from your teacher through teams.</i></p> <p>Project 6 Lesson focus: To learn how to use improvisation with props to develop character</p> <p>I HAVE ALSO COMPLETED A POWERPOINT AND VIDEO FOR YOU TO FOLLOW IN THE YEAR 7 AREA.</p>	<p>Take a look at this link to recap on the play. https://www.bbc.co.uk/bitesize/topics/zfdj6sg</p> <p>PART 3: Revising the synopsis of R & J and producing an improvisation of a telephone conversation as a character from ACT 4 SCENE 5.</p> <ol style="list-style-type: none"> 1- Read the instructions on the ppt. 2- Find out what Act 4 scene 5 is about. 3- Develop an improvisation as if you are one of the characters in the scene having a telephone conversation based on one of the listed scenarios. <p>Extension task.</p>	<p>Extra information- Assessment week</p> <p>As of next week you will need to look at your feedback based on the play Romeo and Juliet, look at how production elements work to help answer the incorrect quiz questions. THIS WILL BE HIGHLIGHTED THROUGH TEAMS.</p> <p>Use this link to help you. https://www.bbc.co.uk/bitesize/guides/zyr7fg8/revision/1</p>

	<p>The video is called KS3 vid lesson 2 part 1 and then watch KS3 vid lesson 2 part 2.</p> <p>Scroll down to follow the instructions.</p> <p>There are 3 parts to this weeks lesson. Part 1- To work on the Telephone Drama task. Part 2- Creating different characters in the Telephone task. Part 3-Revising the synopsis of R&J and producing an improvisation of telephone conversation as a character from ACT 4 SCENE 5.</p> <p>PART 1 & PART 2- To work on the Telephone Drama task and the character telephone improv task.</p> <p>Have a go at task 1 and 2 on this link. https://mcusercontent.com/d50523db557804e4d5e3f83ce/files/123a01d3-d7ab-4094-9244-co48aa9ocdba/Telephone_Fun_Drama_Lesson.pdf</p>	<p>Remember if you would like to watch live theatre live musicals are still being shown on #TheShowsMustGoOn</p> <p>https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag</p> <p>Remember your work can be shared to Mrs Wibberley through Teams or by email.</p>	
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DRAMA

with Out of

TELEPHONE P

YOU WILL

A telephone or a prop th
into a telephone. Eve



This exercise can be done as
you can join up with a drama
of the conversation.

EXERCIS

Let us see how many char
you answer th

The phone is ringi

For example: "Hello, Guiseppi's Pizz

EXERCIS

This time, you will be the

- Phone your friend to gossip.
- Phone the neighbour to complain
- Phone the police to report a stran
- Phone to reply to a job advertiser
- Phone to invite someone to go to

Create your own scenario

HAVE P

www.outofthebo

English

Books to read:

1. Complete lessons on Exploring Fiction and Non-Fiction
Writing: Crime and Mystery in Victorian Literature:

The Help by Kathryn Stockett
The Selection by Kiera Cass
Oliver Twist by Charles Dickens
Ready Player One by Ernest Clint
Northern Lights by Philip Pullman
Pig Heart Boy by Malorie Blackman
Journey to the River Sea by Eva Ibbotson
I Am Malala by Malala Yousafzai

Week Commencing 29th June - You will be using the following booklet:
Year 8 - 2. Poetry across different cultures (Booklets will be found in the '1st June onwards' folder)

Lesson 1:

1. Before you read the poem, answer the questions about the title of the poem.
2. Complete some background research, Grace Nicols. Consider the following:
 - Where did Nicols grow up?
 - What was her life like?
 - What other topics does her poetry typically cover? Can you find examples of other poems she has written?

Lesson 2:

1. **Re-watch the teacher video on '15th June - How to annotate a poem'** and make a range of annotations on the poem. Consider:
 - Finding definitions of words, they don't understand
 - highlighting key quotes (explaining the meaning of the quotes)
 - annotating pieces of terminology effect on the reader
 - Why the poet may have done this?
2. Answer the questions provided in detail.

Lesson 3:

1. **Watch the video which explains how to write a response to the following question: '29th June - How does the poet explore the differences between the Caribbean island and London?'**
2. Using the notes and help from the video. Complete your answer to the question using the PETAL structure: How does the poet explore the differences between the Caribbean island and London?
3. Green Pen Self-Assessment using the success criteria provided

<https://www.thenational.academy/online-classroom/year-8/english#subjects>

2. Work your way through the educational quizzes, found here: <https://www.educationquizzes.com/ks3/english/>
3. Complete the Advertising Booklet. This is written as a six-week project so you may want to be selective about which activities you choose to complete – try to challenge yourself!
4. Complete the Imaginative Writing booklet. This is written as a six-week project but at the end you will have written your own story and become an author! Feel free to send it to your English teacher for feedback.

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

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)

Lesson 4:

1. Poetry Terms - research and write a definition for the following terms relating to **form**.
2. Poetry Terms - research and write a definition for the following terms relating to **structure**.
3. Poetry Terms - research and write a definition for the following terms relating to **language techniques**.

Week Commencing 6th July - You will be using the following booklet:

Year 8 - 3. Pop Poetry Booklet

Lesson 1:

1. Read through the song 'Salute' by Little Mix and highlight and label as many imperatives as you can.
2. Answer the questions provided in as much detail as possible.
3. Read 'Stardust' by Nat King Cole and answer the questions provided in the booklet.

Lesson 2:

1. Read through the song 'Imagine' by John Lennon and answer the questions provided.
2. Find your own song and find three lyrics that you think use some good metaphors, similes or personification.
3. Fill in the table with the lyrics. Consider what device is used? Why is this line effective? Pick one word from the lyric and think about the different connotations of that word.
4. Choose your favourite lyric from the table and draw an image it creates in your mind.

Lesson 3:

1. Read through Toy Soldiers by Eminem and answer the questions regarding rhythm and rhyme.
2. Write a rap about something you struggle with, and think about the rhythm, rhyme and syllables per line.

Lesson 4:

1. Watch the video on '6th July - How to write a poem using poetic devices' to help you with writing your own poem this lesson.
2. Choose one of the following titles to use an inspiration to write your own song:
 - Whistling on the wind
 - Red
 - Memories of tomorrow

- The Circle (Adaptation of 'The Circle' by Dave Eggers)
- The Sun is also a Star (Adaptation by Nicola Yoon)

BBC iPlayer Watchlist:

- A Christmas Carol:
<https://www.bbc.co.uk/iplayer/episodes/m000csdp/a-christmas-carol>
- Novels That Shaped Our World:
[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%20some%20strong%20language))
- Noughts and Crosses (Adaptation of 'Noughts and Crosses by Malorie Blackman):
[https://www.bbc.co.uk/iplayer/episodes/p082w992/noughts-crosses\(contains some strong language\)](https://www.bbc.co.uk/iplayer/episodes/p082w992/noughts-crosses(contains%20some%20strong%20language))

Other:

- Watch theatre productions online:
https://www.whatsonstage.com/london-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 Live Shows (available to watch Live on YouTube):
 - A Midsummer Night's Dream 25th June (available to watch on YouTube for a week)
 - Les Blancs 2nd July
 - The Deep Blue Sea 9th July

	<p>1. Revise and go over. Can you:</p> <ul style="list-style-type: none"> • Improve any words • Add in capitals where necessary • Improve the imagery you have used <p>Tick off the techniques you have used on a check list</p>	<ul style="list-style-type: none"> •
Food	<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 csmith@barrbeaconschool.co.uk.</p> <p>If you would be taking sports science in your rotation, please complete the additional work in the PE section.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>To access the resources go to http://barrbeaconschool.co.uk/working-at-home/ scroll to the bottom of the page, find where it says “home learning resources for all”, click on Design and Technology, then click year 8 Food or Click here to access the resource</p> <p>The PowerPoint has audio instructions to help you</p> <p>Week 1: 29th June – Food and the Environment</p> <p>Task 1: Find the definitions of the following subject specific words</p> <p>Target group</p> <p>Nutritional profile</p> <p>Marketing</p> <p>Appetising</p> <p>Food provenance</p> <p>Climate change</p> <p>Greenhouse gases</p> <p>Non-renewable energy</p> <p>Fossil fuels</p> <p>Carbon footprint</p> <p>Food security</p> <p>Sustainability</p> <p>Fairtrade</p>	<p>Watch: Food on the brain https://www.youtube.com/watch?v=f78L_quecfM</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><u>W Week 1 – 15th June - Staple Foods</u></p> <p>Task 1: Based on the information you found on the different types of staple foods for the countries, write a speech that you will give to year 6 children based on what you have found out. Your speech must:</p> <ol style="list-style-type: none"> 1. Be between 1 minute 30 and 2 minutes 2. Include an explanation of what a staple food is 3. Explain why staple foods are different around the world 4. Give specific country examples of staple foods and examples of some dishes that use staple foods <p>Don't forget to practice your speech! When you are confident give your speech to a friend or family member, see what they think!</p>

Task 2:

Watch the videos on the you tube links below.

Whilst watching the video's you will need to answer the questions about information in the video (you can find the questions in the resource bank on the school website). You may need to pause and rewind the video to get all the information you need.

Its important that you do this because you will need this information for your task next week (week commencing 6th July 2020)

Food wastage footprint

<https://www.youtube.com/watch?v=loCVrkcaH6Q>

Scale of UK food waste 'repugnant'

<https://www.youtube.com/watch?v=ZYIQGs0fbr4>

Task 3:

Using the information on the webpages listed below, create a full page A4 poster on Ways you can reduce food waste.

<https://www.foodcycle.org.uk/news/5-realistic-ways-can-help-reduce-food-waste-uk/>

<https://friendsoftheearth.uk/food-waste>

<https://www.bhf.org.uk/informationsupport/heart-matters-magazine/news/food-banks/10-ways-to-cut-your-food-waste>

<https://wrap.org.uk/food-drink>

Week 2: Food and the environment continued 6th July

Task 1: Using the information you gathered on food wastage and its impact on the environment, write a letter to the Prime minister about the problem with food waste, and what can be done to improve it.

- Structuring your letter:
 - Introduce yourself
- Compose the main part of your letter.
 - Engage your reader. Get their attention with a dramatic fact or short statement
 - State the problem. How serious is the problem?
 - What is the potential impact on people in the local area and the community?
Demonstrate the impact by real examples – here is a good time to start using facts and figures and explaining why food waste is a problem. What can the long-term effects be?

	<ul style="list-style-type: none"> • Call to Action - Let them know what you want them to do about the problem • Thank them for taking the time to read your letter <p>There is an example in the slide and further documents in the resource bank to help you.</p>	
French	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p><u>Week beginning 29th June</u></p> <p><u>Week 4 (Part 2)</u></p> <ol style="list-style-type: none"> 1. Complete Year 8 Module 4 PUPIL VERSION PowerPoint to complete skills from the second half of this Module. Please use the date in French and the title Module 4 Revision in your exercise books. 2. Use Year 8 Module 4 TEACHER VERSION PowerPoint to self-assess your work or ask someone else in your house to peer-assess it on your behalf. 3. Use Quizlet to revise the vocabulary from this Module via Miss McGoldrick's Account. Type "missmcgoldrick" into the search bar and select Module 4 vocab 4. Complete Active Teach Module 4 Activities on Pearson Active Learn at www.pearsonactivelearn.com <p><u>Week beginning 6th July</u></p> <p>Pupils will be preparing a PowerPoint Presentation (or equivalent on Mac) about an aspect of French culture.</p> <p>A guide on how to produce this has been created and can be found on the Home Learning resources with a range of links to help with research</p>	Year 8 Learning pack French to complete
Geography	<u>Week commencing 29th June</u>	There are loads of brilliant Geographical programs on Netflix. You can also find lots of brilliant programs on

We are continuing with our new topic of rivers. Watch the PPT which is all about the landforms that occur along a river. A teacher's voice will guide you through all the tasks. The lesson is about learning how different processes lead to a variety of different landforms at different points along the river. The video in the PPT will support you with any tasks you are asked to do.

Week commencing 6th July

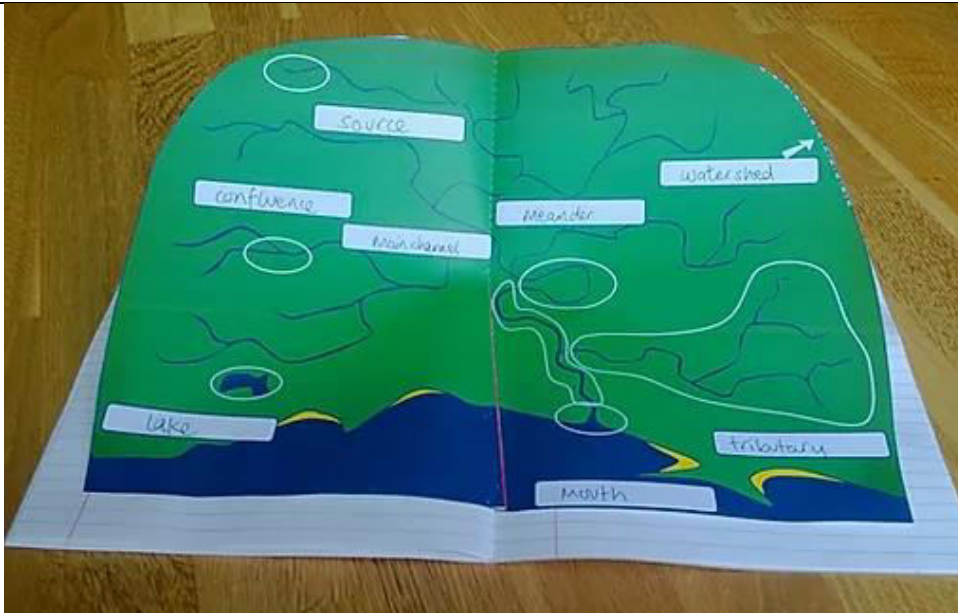
We are continuing with our new topic of rivers. Watch the PPT which is all about the causes of flooding along a river. A teacher's voice will guide you through all the tasks. This lesson focuses on both the natural and human causes of river flooding over time. The video in the PPT will support you with any tasks you are asked to do.

Additional Tasks

Create a river drainage basin pop up. https://12ee0b5a-abb3-9812-7a54-6dc8dc507f17.filesusr.com/ugd/5cd6ef_a8c5d943ecd2c7ac91b42d7814b84c53.pdf use this link for the template.

BBC iPlayer and other catch up channels.
BBC iPlayer has a whole section on Science and Nature. Here are my top picks.

- Seven Worlds One Planet (looks at the different continents)
- Climate Change – The Facts
- Coast
- Equator
- Expedition Volcano



German

For previous weeks' work (which leads into these activities) scroll to the bottom of <http://barrbeaconschool.co.uk/working-at-home/>

Week 12 (29/06/2020 – 03/07/2020)

1. Watch the video lesson on giving opinions on films and complete the exercises in the video.
2. Complete the "Was für ein Filmfan bist du?" quiz.
3. Do the reading comprehension PowerPoint and the final activity.

Week 13 (06/07/2020 - 10/07/20)

1. Watch the video lesson and complete the activities set by the teacher

Week 12 Extension Work:

1. Watch this episode of extra and give your opinion on it in German. Remember to mention your favourite thing and your least favourite thing about the episode. <https://youtu.be/iGovllrEsF8>
2. Design a poster for a German film/book/TV show that you know.
3. Write a review of your favourite movie/film/book/game in German.

History

For previous weeks' work (which leads into these activities) scroll to the bottom of <http://barrbeaconschool.co.uk/working-at-home/>

All additional resources are in the All Resources folder. <http://barrbeaconschool.co.uk/working-at->

	<p>June onwards- You will be looking at the build up to World War Two in the next 7 weeks and will begin with looking at the state of Europe in the 1930s.</p> <p>29th June- Week 5: Home Front: What was evacuation? Watch this audio lesson and complete all activities set by the teacher.</p> <p>6th July-Week 6: The Battle of Britain. Watch this audio lesson and complete all activities set by the teacher.</p>	<p>home/ Scroll down to the middle of this page.</p> <p>If this is completed then please choose additional topics to research from the extended learning document.</p> <p>Watch Boy in The Striped Pyjamas. Write a film review on any of the following things;</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 I-player. Suffragettes by Lucy Worsley Back in time for the Corner shop. England's forgotten queens.</p>
Maths	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p><u>Weeks commencing 29th June and 6th July</u></p> <p>There will be a daily lesson which can be accessed through the home learning section every day from Monday to Friday.</p> <p>On a Monday to a Thursday this will consist of a topic to complete, for each of these topics there will be links to a selection of tutorial videos, questions, textbook exercises as well as exercise and worksheets provided by teachers in the home learning for that topic. If you would like guidance on which exercise to attempt from the home learning on that day then please contact your</p>	<p>Use websites such as https://corbettmaths.com/ https://www.mathsgenie.co.uk/gcse.html to work through topics with GCSE style questions</p> <p>Complete challenge puzzles and UKMT maths challenge material found on website.</p> <p><u>Oak Learning Instructions – Online Lessons</u></p> <ol style="list-style-type: none"> 1. Go on www.thenational.academy 2. Click on online classroom 3. Press subject and pick the appropriate year group

	<p>teacher via teams</p> <p>On a Friday there will be a quiz day with instructions on the home learning area. There will also be numeracy ninjas on kahoot which your teacher will post the link to complete in Microsoft teams.</p>	<p>4. Pick maths (there are also loads of different subjects on this website)</p> <p>5. Start the lesson you would like to do - then follow the on screen instructions.</p> <p>Please note - more lessons will be added each week.</p>
Media Studies	<p>Week commencing June 29th</p> <p>Target audience investigation. Your task is to identify the various target audiences for TV/film production. You will watch two (or more) different TV programmes/films and investigate what techniques are used in order for the product to appeal towards the specific age and gender. Write a summary (approximately 1/2 A4 page) explaining your findings.</p> <p>Week commencing July 6th</p> <p>The impact of typography. Look through various websites, magazines or books and pay close attention to the style of font used. This has a big impact on how the target audience perceive the media product. Analyse two (or more) media products and write a 400 word summary describing and explaining the typography style and how it was designed to appeal towards a specific target audience.</p>	<p>EXTENSION: Record your own advert using your mobile phones. Consider using a variety of advertising techniques learnt in lesson 1. Use varied camera angles and use only bright areas to film. Use free software to edit this such as iMovie and Splice. You can do this on your mobiles.</p>
PE	<ul style="list-style-type: none"> • Use the hyperlink on Barr Beacon School website and go to the Year 8 Core PE Area • Watch the video – Core PE Voiceover, where Mr Totty will be speaking to you about this fortnight’s work • Click on the Workout Powerpoint and complete the workouts throughout the fortnight as you wish • Create your own fitness log /diary and record the physical activities you are taking part in (on Microsoft Word, PowerPoint or a piece of paper) 	<p>Netflix watch List:</p> <p>Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance</p> <p>Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;</p> <p>Prime Watch List:</p> <p>Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</p>

	<ul style="list-style-type: none"> • Send these to your PE teacher for them to see how active and physical you have been for the past 2 weeks. <p>Below are examples of some of the new workouts, feel free to complete others or previous activities that you enjoyed.</p> <p>https://www.youtube.com/watch?v=v7AYKMP6rOE</p> <p>https://www.youtube.com/watch?v=CBWQGb4LyAM</p> <p>https://www.youtube.com/watch?v=2XbILyWFJyw</p> <p>https://www.youtube.com/watch?v=gIxrwC9zsHY</p> <p>https://www.youtube.com/watch?v=GfUpbhaCK7Y</p> <p>Remember to try different activities (you may enjoy something you thought you wouldn't!)</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: Families in Sport</p> <p>The Real Science of Sport Podcast 30 for 30</p>
PSHE	<p>Week Commencing 29th June</p> <p>Teenage Pressures – Media and Body Image / Media and the Body Beautiful</p> <p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/z2btfg8 and https://www.bbc.co.uk/bitesize/clips/zv24wmn</p> <p>Watch the video clips and consider the following questions:</p> <p>Why is there so much pressure today on teenagers specially to match the perfect images they see of famous people? What technology is enabling such perfect images to be distributed? Why are these perfect images not realistic for many young people? What pressures are being placed on individuals as a result? Is there any way around these unrealistic images and expectations?</p> <p>Based on what you have seen produce a mood board of images of celebrities that are divided into three categories – those who are valued for their achievements, those who are valued for their looks, those who are criticised for their looks. What do you notice in terms of numbers of images in each category? Are they evenly balanced?</p> <p>Acting as an Agony Aunt or Uncle write a reply to a teenage boy or girl who are worried that they do not meet up to the 'perfect' standards of the celebrities that they see on TV and the internet. What advice would you give them?</p>	

	<p>Week Commencing 6th July</p> <p>Teenage Pressures – Body Image and Weight</p> <p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/zhkyr82</p> <p>Watch the video clip and consider the following questions:</p> <p>What is happening In the UK in terms of childhood obesity? Why is this such an issue? What has enabled childhood obesity to become such a problem? What are the health issues associated with being overweight? What did schools do to help combat the problem? What lifestyle choices lead to gaining weight? How can you lose weight in a healthy way? What mental health disorders are associated with eating? What are these eating disorders and what are the consequences of them?</p> <p>Based on what you have seen and your own knowledge produce a magazine article for young people who are interested in being a healthy weight. You need to include advice on healthy eating, exercise and being realistic about their body image.</p>	
RE- Philosophy and Ethics	<p>Complete any previous work that has been set then you need to do the following:</p> <p>Week commencing 29th June:</p> <p>We are going to start the topic concern for the poor. Pupils will work their way through the activities on the lesson. Resource can be found on the website.</p> <p>Week commencing 6th July:</p> <p>Pupils will complete the audio lesson on charity work. Pupils will work their way through the activities on the lesson. Resource can be found on the website.</p>	<p>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>
Science	<p>Complete any previous work that has been set by accessing the old documents on: https://rebrand.ly/ScienceSUM1</p> <p>New work here: https://rebrand.ly/ScienceSUM2 or you can scan this QR code with your device:</p>	<p>The National Oak Academy has produced some excellent resources for science:</p> <p>If you are looking for more science you can find them at: https://www.thenational.academy/online-</p>



Go to your year group and there will be an instruction document in the folder for you which highlights what to do each week.

There is at least one video to watch per week along with a variety of other activities.

Week 29.6.20 - Science Skills Project Introduction

Week 6.7.20 - Science Skills Project Week 2

[classroom/year-8/science#subjects](https://www.barrbeaconschool.co.uk/classroom/year-8/science#subjects)

Also, if you want to do some practical activities and you're allowed to (ask permission) <https://www.science-sparks.com/kitchen-science-round-up/> has some great kitchen science activities.

Textiles

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 would be taking sports science in your rotation, please complete the additional work in the PE section. **If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk.**

Week Commencing 29th June

To access the powerpoint:

Please see the PowerPoint available at: barrbeaconschool.com, then click working from home. Scroll down to all resources. Click on design and technology, download here. Click on textiles > Year 8 > Y8 – TEXTILES – 29.06.20 and you will see the audio Powerpoint.

Task 1

Create 4 design ideas for your cushion. Use your mood board for inspiration to help you create exciting and original design ideas. Make sure your 4 designs are coloured in and think about your presentation.

Try out new stitches.

There are helpful videos on YouTube as well.



Label with:

Aesthetics (what it looks like)

Cost (how much its going to cost to make and how much you will sell it for)

Customer (age and gender)

Environment (recycled materials, hand sewing instead of using a machine?)

Size (cm's please)

Safety (no loose threads, no sharp edges, secure components)

Function (what is it going to do?)

Materials (cotton, denim, crushed velvet, fluffy polyester?)

Week Commencing 6th July

To access the powerpoint:

Please see the PowerPoint available at: barrbeaconschool.com, then click working from home.

Scroll down to all resources. Click on design and technology, download here. Click on textiles >

Year 8 > Y8 – TEXTILES – 06.07.20 and you will see the audio Powerpoint.

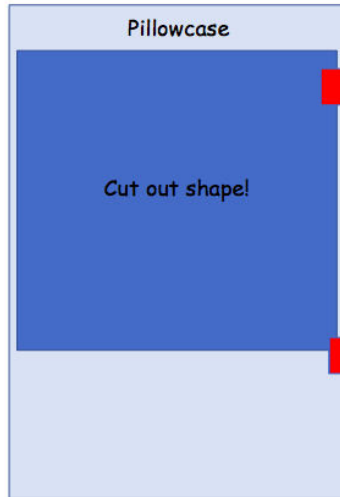
Task 1

If you would like to attempt to make your cushion and have the tools and equipment please see this video. There are many different YouTube videos on cushion covers so please watch them.

<https://www.youtube.com/watch?v=kRzGh7rX1P0>

Please also see slides 3-5.

Today's lesson - cutting out



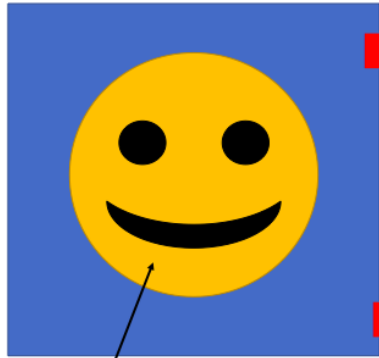
If you have a pillowcase:
Cut out your shape

If you have a big piece of
material:
Fold in half and cut out your
shape

*Hint: always cut bigger than you
want as it will get smaller when
you sew around the edges



Today's lesson - cutting out/applique



Sew around your design,
remember lesson 2 applique!
Small neat stitches

Get your moodboard and create
a paper template of your design

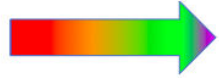
Pin the paper template onto
material out the scrap box

Cut around your paper template
so you have your design in
material. Remember to get
correct colours!

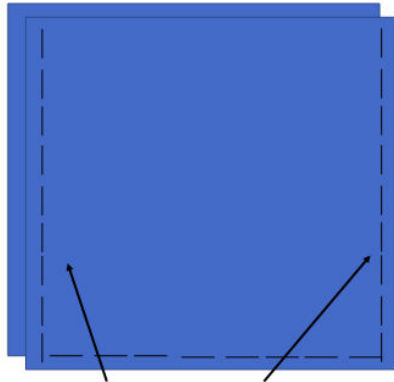
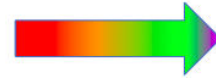
Pin your material design onto
one side of your cushion shape

Thread needle and start to sew
your design onto one side of
your cushion

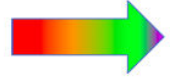




Today's lesson - finishing decoration/ sewing edges



Tack 3 edges, right side to right side
(it will look like its inside out)



Stitch on all decoration neatly
Right side to right side and tack 3 of the
edges

Machine 3 of the edges

Turn inside out and stuff cushion with
stuffing



Fold 4th side inside the cushion and
machine sew along edge

**If you have finished, create an
applique sample!**

