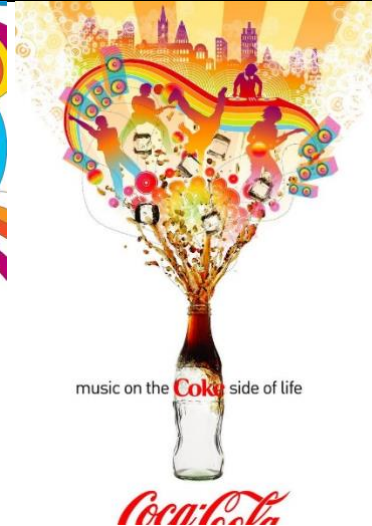
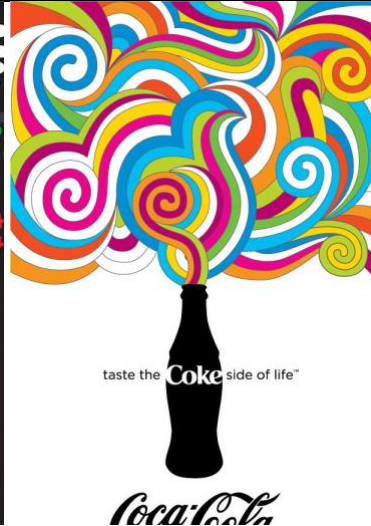
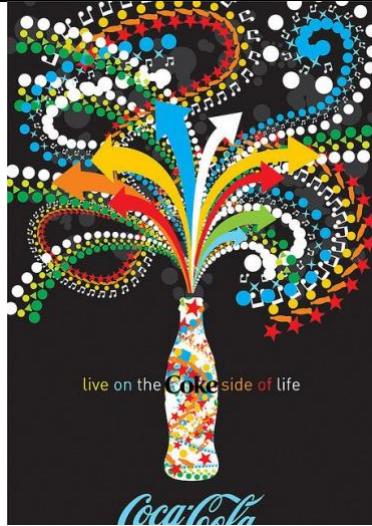


## Home Working – Year 8

Subject	We recommend starting here...	Additional work (for some subjects)
Art	<p>You are going to be a GRAPHIC DESIGNER.</p> <p>Activity 1 - Research the graphic designer <b>Milton Glaser</b> and how he creates his iconic illustrations (in particular his Coca Cola posters). Produce an artist research by answering in the questions below about the following images. Make sure you answer all questions in full sentences. You can produce your Artist Research on a word document or by hand. If you complete by hand, think about your presentation and how you can make it bright and bold like the Milton Glaser's designs.</p> <p>Definition of an Artist Research - Art research of an artists life and techniques used in their artwork. A summery of what you can see and your opinion of the artwork.</p> <p>Questions to answer to help you complete your Artist Research:</p> <ol style="list-style-type: none"> <li>1. Who is Milton Glaser? (2/3 sentences about the artist background)</li> <li>2. In the pictures I can see? (describe the main things you can see. Don't worry if it seems obvious!)</li> <li>3. How does Milton use line, shapes and patterns? (straight, curved, repetitive pattern?)</li> <li>4. The colours I can see are? (soft and subtle, tonal, bright, dull. Colours change the mood of the piece)</li> <li>5. The picture makes me feel? (any personal response is relevant)</li> <li>6. My final opinion? (What is your overall opinion of his Coca Cola posters)</li> </ol>	<p><b>Activity 2</b> - Complete your own Milton Glaser Coca Cola poster. Use similar design principles to Milton Glaser. If possible, use colours to make it bold and stand out.</p> <p>Make sure you:</p> <ul style="list-style-type: none"> <li>• include a coca cola bottle in your drawing</li> <li>• use lines, shapes and patterns to build up your design coming out of the top</li> <li>• CHALLENGE - Add your own quote to the centre of the bottle</li> </ul> <p>If you finish your design and can take a picture, upload it to Microsoft Teams so we can all see your amazing Artwork! 😊</p>



Computing

### Unit 5: System Software

<https://www.bbc.co.uk/bitesize/guides/zmqw7p3/revision/1>

Topics to look at:

- System Software
- Operating System
- Utility Software
- Defragmentation
- Back-ups
- Lossy and lossless

Revise and complete Tests

### Unit 6: Spreadsheet

<https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/2>

Topics to look at:

- How spreadsheets work
- Making a spreadsheet
- Formatting
- Formulas and functions

Unit 5: System software

Lesson 1: Read through pages on the link to the left and complete the tests. Correct any questions you got incorrect.

Lesson 2: Redo the test again and see what information you can remember.

Create a poster that can be used as a revision tool on system software. Use the bullet points on the left to help you with what to put on the poster.

Unit 6: Spreadsheet

Lesson 1: Spreadsheet basics

Read through the pages on the link to the left, make notes (use the bullet points on the left as subheadings for your notes and write information on each one underneath) and complete the tests.

Correct any mistakes you have made and write down the correct answers.

	Revise and complete Tests	<p>Lesson 2: Functions and Formulas Use what you have learnt in the previous lesson to build a spreadsheet on Microsoft excel. New task- Split your page in half write down the differences between functions and formulas.</p> <p>Lesson 3: Electronic and Paper Databases Define what an electronic database is, define what a paper database is. Next task- Write a list of advantages and disadvantages of an electronic databases. Write a list of advantages and disadvantages of an electronic databases.</p> <p>Lesson 4: Database Terms Make a list of all terms that relate to a database, write down which each of the terms mean next to them.</p> <p>Lesson 5: Data Types Write down all 6 data types, define them and give examples of each of them.</p> <p>Lesson 6: Revision Make a revision poster with information about spreadsheets on.</p>
Dance	Year 8 - Create a fact file on your favourite style of street dance that we have looked at so far this year. This must include the origin of the style, the era it was created in, any key movements, what the dancers may wear and what type of music this style is performed to.	Extra - Create a timeline about the evolution of dance. Use this video to help you. <a href="https://www.youtube.com/watch?v=NnjUFPy1AOk">https://www.youtube.com/watch?v=NnjUFPy1AOk</a>
Drama	<p>Learning how to design a set for a production.</p> <p>We will be considering designing a set for the production of Shakespeare's "Romeo and Juliet".</p>	Think about how the different settings are going to be shown and how the actors would use the stage space.

	<p>As a recap of the play follow the overview using the link here. <a href="https://www.bbc.co.uk/bitesize/guides/z3mtpv4/video">https://www.bbc.co.uk/bitesize/guides/z3mtpv4/video</a></p> <p>Now think about the different settings that the play has to consider. Here is a list to help you.</p> <p>The Streets of Verona  The Capulet mansion  Juliet's Balcony/Juliet's bedroom  Friar Laurence's church</p> <p>Research the different types of stage layout using information from <a href="https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z26bjxs/revision/1</a></p> <p>The different types of stage are:</p> <ol style="list-style-type: none"> <li>1- In-the-Round (audience in a circle)</li> <li>2- Traverse (audience opposite each other)</li> <li>3- Proscenium arch (just like the stage in the school hall)</li> <li>4- Promenade (No see stage an open space with areas laid out for scenes)</li> </ol> <p>Watch this video too on how to design a set for Romeo and Juliet <a href="https://www.bbc.co.uk/bitesize/clips/zch34wx">https://www.bbc.co.uk/bitesize/clips/zch34wx</a></p> <p>Task-Using ideas from your research, design on paper or make using recycled materials your own stage design or stage model for the play.</p> <p>You can show Mrs Wibberley your work by sending her a photo of your creation on Teams or by emailing a copy of your design if it is drawn.</p>	<p>Watch the video on creating stage models using this link. <a href="https://m.youtube.com/watch?v=jBMqnLbOSbA&amp;list=PL48EDBCB4915D0ACA&amp;index=4&amp;t=0s">https://m.youtube.com/watch?v=jBMqnLbOSbA&amp;list=PL48EDBCB4915D0ACA&amp;index=4&amp;t=0s</a></p> <p>A stage model is a miniature version of the set.</p>
English	<p>Books to read:</p> <p><i>The Help</i> by Kathryn Stockett  <i>The Selection</i> by Kiera Cass  <i>Oliver Twist</i> by Charles Dickens  <i>Ready Player One</i> by Ernest Clint  <i>Northern Lights</i> by Philip Pullman  <i>Pig Heart Boy</i> by Malorie Blackman  <i>Journey to the River Sea</i> by Eva Ibbotson  <i>I Am Malala</i> by Malala Yousafzai</p>	<ol style="list-style-type: none"> <li>1. Complete the KS3 Creative Writing Pack which contains 44 creative writing activities. You may choose to complete all of the tasks or pick out the ones that interest you.</li> <li>2. 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!</li> <li>3. Complete the Writing a Review booklet. Use your reading book or a film you have recently watched. If you wish to be reflective, go back and improve your</li> </ol>

1. Complete the 'Writing Skills booklet' alongside your choice of reading book. There will be tasks that look at different writing skills and you will be asked to find examples from your reading book. Some tasks ask you to look through your exercise book, if you do not have this then please refer to your reading book for these tasks too.
2. Complete the KS3 Reading and Writing Task booklet which focuses on our current topic of Real World Writing and non-fiction.
3. Complete the Year 8 Reading and Writing Task booklet. Use all the skills you have been using in lessons: annotating, selecting quotations, picking out key words to help you understand the extract.
4. Complete a range of different creative writing tasks – there are 20 different pictures to use as part of your description. Try to create a story **around** the picture, rather than just a description of what you can see.
5. Read Skellig (Full text available on school website) and complete the Skellig Workbook alongside each of the chapters.
6. Complete the KS3 Reading Booklet. There will be a variety of tasks for you to complete an independent project on your reading book. There is a list of 32 challenge tasks which can be completed as optional extension work.

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

book reviews you have previously written, using what you have learnt in these tasks.

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' - Ms Collins's favourite book of all time!)
- Emma (adaptation of 'Emma' by Jane Austen)
- Pride and Prejudice (adaption of 'Pride and Prejudice' 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 Chbosky)
- Mary Shelley (a biopic of the author of 'Frankenstein')
- The Great Gatsby\* (adapted from the novel by F. Scott Fitzgerald)

Other:

- Watch theatre productions online: [https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online\\_51198.html](https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html) (definitely check out the recent and ongoing production of The Wind in the Willows which has been made available for free online specifically because of social distancing!)

		<ul style="list-style-type: none"> <li>Project Gutenberg offers free ebooks of classic literature <a href="https://www.gutenberg.org/browse/scores/top">https://www.gutenberg.org/browse/scores/top</a></li> <li>Free audiobooks available here <a href="http://www.openculture.com/freeaudiobooks">http://www.openculture.com/freeaudiobooks</a></li> <li>Creative writing prompts available here <a href="http://www.pobble365.com/">http://www.pobble365.com/</a></li> </ul>
Food	<p>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/zxfqxn">https://www.bbc.co.uk/bitesize/clips/zxfqxn</a></p> <p>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>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>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>
French	<p>Week1 + 2 Students are to complete 1 unit of work per lesson missed – 3 Units per week.</p> <p>Log onto your Active Teach account here: <a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a></p> <p>All students will have received a username and password from your MFL teacher. If you experience any issues with logging in, please email your MFL teacher who should be able to reset your password for you.</p> <p>Week 3 + 4 <u>Year 8 Module 1</u> Complete Year 8 Module 1 PUPIL VERSION PowerPoint to complete skills from this Module. Please use the date in French and the title Module 1 Revision in your exercise books.</p>	Year 8 Learning pack French to complete

	<p>Use Year 8 Module 1 TEACHER VERSION PowerPoint to self-assess your work or ask someone else in your house to peer-assess it on your behalf.</p> <p>Use Quizlet to revise the vocabulary from this Module via Miss McGoldrick's Account:  <a href="https://quizlet.com/MissMcGoldrick/folders/yr-8-dynamo-2-module-1?x=1xqt&amp;i=1spamx">https://quizlet.com/MissMcGoldrick/folders/yr-8-dynamo-2-module-1?x=1xqt&amp;i=1spamx</a></p> <p>Complete Active Teach Module 1 Activities on Pearson Active Learn at  <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></p>	
Geography	<p>Task 1: Complete the Year 8 home learning booklet on locational knowledge.</p> <p>Task 2: Use the Year 8 Climate Change and Weather knowledge organisers to self-quiz the key topics on this document. Create revision flash cards for each section of the topic, using the knowledge organiser to help with this.</p> <p>Task 3: Complete the Year 8 home learning booklet on geographical map skills.</p> <p>Test and develop your knowledge and play these online quizzes:  <a href="https://www.educationquizzes.com/ks3/geography/">https://www.educationquizzes.com/ks3/geography/</a></p> <p>Watch the following clips on BBC Bitesize for Weather and Climate and Development:  <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a>. Using this information, create an information booklet on Weather and Climate and Development.</p>	<p>All additional resources are in the All Resources home learning folder.</p> <p>BBC Race Across the World is a fantastic program to show the diversity about the world we live in. It is on iPlayer or is shown on Sunday evening BBC2 at 8pm.</p>
German	<p><b>Week 1 + 2</b></p> <ol style="list-style-type: none"> <li>1. Complete blank knowledge organiser for module 4 'daily routine'</li> <li>2. Translate the model text on module 4 knowledge organiser – look up any unknown vocabulary</li> <li>3. Create a topsy-turvy house and make up 10 strange rules that you have to follow.        Success criteria:       <ul style="list-style-type: none"> <li>• use man darf (nicht) and man muss (nicht).</li> <li>• Which time or day do you have to do it? (um neun Uhr? Am Montag?)</li> </ul> </li> <li>4. <b>Create a poster about any German Festival in German</b></li> </ol> <p><b>Success criteria:</b></p>	<p><b>Teach someone in your household how to tell the time in German</b> – show written evidence (has to be signed).</p> <p><b>Create a mind map of festival related vocab</b></p> <p><b>Come up with a fun way to remember these grammar/vocabulary rules and ideas</b>, choose the one(s) you find most difficult:</p> <ul style="list-style-type: none"> <li>• numbers</li> <li>• time</li> <li>• past tense</li> </ul>

- pictures/print outs/drawings- show off your artistic skills  
include vocabulary about festivals (“Auf einem Fest” section of knowledge organiser” )
- use „es gibt” / “es gab“ (which means “there is” / “there were”)
- use adjectives with correct endings (e.g. es gibt einen **leckeren** Imbiss)

**5. Choose your favourite celebrity and write about their daily routine. (Change the verb for he/she OR pretend to be the celebrity and use “ich”)**

Success criteria:

- Must include name, age, where do they (you as that celebrity) live?
- What’s your daily routine: Use at least 2 reflexive verbs and 2 separable verbs.
- Include time phrases and opinion phrases.

**6. Prepare answers to speaking questions (Use both present and past tenses!!):**

-Beschreib deinen Tagesablauf?

-Was hast du gestern gemacht?

-Wie ist die Hausordnung bei dir?

-Was für ein Fest hast du besucht?

-Findest du Feste in England oder Deutschland besser? Warum?

**Week 3 + 4:**

**1) Objective: to revise clothing and colours so that you can describe them in German**

- Create a mindmap of German items of clothing. Think of as many as you can.

When finished, take a look at this website; <https://ielanguages.com/german-clothes.html> and add any vocabulary you didn’t know in green pen. (Include the gender: der/die/das)

- Revise colours from this website;
- Write 8 sentences on what you wear in the following situations (remember to include the colour of the clothing)
  - a. Wenn die Schule geschlossen ist, trage ich....  
(When school is closed I wear...)
  - b. Normalerweise trage ich....  
(Usually I wear...)
  - c. Am Wochenende trage ich...  
(On the weekend I wear)

- what happens to word order after “weil” and “obwohl”
- adjective endings
- capitalising nouns



- d. Im Sommer trage ich...  
(In summer I wear)
- e. Im Winter trage ich...  
(In the winter I wear...)
- f. Wenn es regnet trage ich...  
(When it rains I wear...)
- g. Wenn es sonnig ist trage ich...  
(When it is sunny I wear...)
- h. One sentence of your own.

**2) Objective: To be able to describe your school uniform and understand descriptions.**

- Translate the following paragraph into English:  
In meiner Schule muss man die Schuluniform tragen. Man muss einen roten Pullover und eine graue Hose oder einen grauen Rock tragen. Man muss auch ein weißes Hemd tragen. Man muss nicht eine Krawatte tragen aber man darf gar kein Make-Up tragen! Man darf ein Armbanduhr tragen.
- Describe the school uniform at Barr Beacon using:

\_\_\_\_\_ “man mus \_\_\_\_\_ tragen”

\_\_\_\_\_ “man darf \_\_\_\_\_ tragen”

**3) Objective: to revise free time activities**

1. Write the German for these:
  - a. Rugby
  - b. Table tennis
  - c. Cricket
  - d. Football
  - e. Badminton
  - f. Tennis
2. What are these called in English:
  - a. Die Gitarre
  - b. Das Klavier
  - c. Die Querflöte
  - d. Das Schlagzeug
  - e. Die Geige
3. Write 3 German sentences starting with “Ich spiele” about sports or instruments
4. How do you say these in German?
  - a. I cycle
  - b. I go bowling

- c. I go shopping
- d. I go hiking
- e. I go ice-skating
- 5. Write a German sentence using "Ich \_\_\_\_\_ gern \_\_\_\_\_" or "Ich \_\_\_\_\_ nicht gern \_\_\_\_\_" about each of these:
  - a. Cricket
  - b. Listening to radio
  - c. Watching TV
  - d. Going shopping
  - e. Going ice-skating

**4) Objective: to know how to ask people out to events**

- Match the German to the English:

- |                        |                   |
|------------------------|-------------------|
| 1. die Stadtmitte      | a. cinema         |
| 2. das Freizeitzentrum | b. Restaurant     |
| 3. das Schwimmbad      | c. Home           |
| 4. das Restaurant      | d. Theatre        |
| 5. zu Hause            | e. swimming pool  |
| 6. das Theater         | f. Town centre    |
| 7. das Kino            | g) leisure centre |

- Practise speaking with someone at home:

"Hast du Lust \_\_\_\_\_ zu gehen?"

(Do you want to go \_\_\_\_\_)

Responses:

Ja, gerne	Nein, danke
(yes of course)	(no thanks)

Ja, das wäre schön	Ich gehe nicht gern _____
(yes that would be nice)	(I don't like going _____)

Ja, gute Idee	Ich habe kein Geld
(yes good idea)	(I have no money)

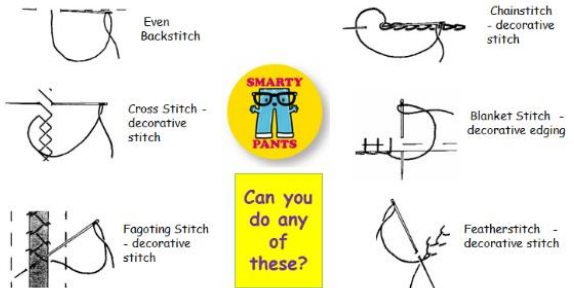
Ich muss meine Hausaufgaben machen  
(I have to do my homework)

**5) Objective: to continue learning how to ask people out to events**

	<ul style="list-style-type: none"> <li>• Draw a group chat in German of 4 friends deciding when to go out and where to meet. Use the following vocabulary:</li> <li>• Wann treffen wir uns? (when are we meeting?)</li> <li>• Wo treffen wir uns? (where are we meeting?)</li> <li>• Treffen wir uns... (we are meeting...)</li> <li>• In der Stadt (in town)</li> <li>• Im Restaurant (in a restaurant)</li> <li>• Um zwei Uhr (at two o'clock)</li> </ul> <p>Um vierzehn Uhr fünfundvierzig (at 14:45)</p>	
History	<p>Complete the home learning booklet on the Suffrage Movement.</p> <p>Use the revision websites and quizzing guide to create knowledge organisers and self quizzing cards for the key topics on this document.</p> <p>Use the extended learning document to choose two topics not studied yet and create a presentation, poster, handout, leaflet or powerpoint covering key information for the topic.</p> <p>Read the chapter “The Home Front in Britain”  Complete all activities in the light green boxes.  Complete focus activity on first page of the Second World textbook file.  Use the rest of the chapter to help you with this activity.</p> <p>Extension – complete the 25 questions on the chapter in the file named “summary of Homefront in Britain”</p> <p>*Using the new resources, begin to look at the rise of Hitler. Look through the attached lesson and complete the graph plotting Hitler’s rise. This will help you to look at the Second World War in Year 9 and links to the work you were doing on inter-war Britain.</p>	<p>All additional resources are in the home learning folder.</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><b><u>Before Easter</u></b>  Complete the checklist of topics for the next half term using mathswatch which can be found on the website.</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>One week project on designing your own holiday to Inverness which can be found on the website.</p> <p><b>After Easter</b></p> <p>Complete the checklist 2 of topics using mathswatch which can be found on the website.          Complete project on designing your own bedroom found on website.          One week project on designing your own lunar theme park which can be found on the website.          Complete the mathswatch test on the topics completed before Easter.</p> <p><b>Ongoing</b></p> <p>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.</p>	<p>Complete challenge puzzles and UKMT maths challenge material found on website.</p>																																								
<p>Media Studies</p>	<p>Find definitions for the below media terms, add to the first column (There is a copy of this document in the All Resources folder which you can type into)</p> <table border="1" data-bbox="297 635 958 1249"> <thead> <tr> <th data-bbox="297 635 461 794">Advertising technique</th> <th data-bbox="461 635 573 794">Definition – What does it mean?</th> <th data-bbox="573 635 734 794">Example: Write down where you have seen this in the advert examples</th> <th data-bbox="734 635 958 794">Impact - What impact do you think this has on an audience? How does this technique help sell the product/service?</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 794 461 831">Emotional appeal</td> <td data-bbox="461 794 573 831"></td> <td data-bbox="573 794 734 831"></td> <td data-bbox="734 794 958 831"></td> </tr> <tr> <td data-bbox="297 831 461 900">Persuasive language</td> <td data-bbox="461 831 573 900"></td> <td data-bbox="573 831 734 900"></td> <td data-bbox="734 831 958 900"></td> </tr> <tr> <td data-bbox="297 900 461 936">Humour</td> <td data-bbox="461 900 573 936"></td> <td data-bbox="573 900 734 936"></td> <td data-bbox="734 900 958 936"></td> </tr> <tr> <td data-bbox="297 936 461 1032">Editing techniques i.e. Slow motion</td> <td data-bbox="461 936 573 1032"></td> <td data-bbox="573 936 734 1032"></td> <td data-bbox="734 936 958 1032"></td> </tr> <tr> <td data-bbox="297 1032 461 1091">Celebrity endorsement</td> <td data-bbox="461 1032 573 1091"></td> <td data-bbox="573 1032 734 1091"></td> <td data-bbox="734 1032 958 1091"></td> </tr> <tr> <td data-bbox="297 1091 461 1128">Escapism</td> <td data-bbox="461 1091 573 1128"></td> <td data-bbox="573 1091 734 1128"></td> <td data-bbox="734 1091 958 1128"></td> </tr> <tr> <td data-bbox="297 1128 461 1165">Tone of voice</td> <td data-bbox="461 1128 573 1165"></td> <td data-bbox="573 1128 734 1165"></td> <td data-bbox="734 1128 958 1165"></td> </tr> <tr> <td data-bbox="297 1165 461 1201">Direct address</td> <td data-bbox="461 1165 573 1201"></td> <td data-bbox="573 1165 734 1201"></td> <td data-bbox="734 1165 958 1201"></td> </tr> <tr> <td data-bbox="297 1201 461 1249">Facts/statistics</td> <td data-bbox="461 1201 573 1249"></td> <td data-bbox="573 1201 734 1249"></td> <td data-bbox="734 1201 958 1249"></td> </tr> </tbody> </table> <p>Then watch these three advertisements and identify each of the editing techniques in the first column (not every advertising technique is in every video):</p> <p><a href="https://www.youtube.com/watch?v=y3EEIcPkcO4">https://www.youtube.com/watch?v=y3EEIcPkcO4</a></p> <p><a href="https://www.youtube.com/watch?v=xdJeCefyGMY">https://www.youtube.com/watch?v=xdJeCefyGMY</a></p>	Advertising technique	Definition – What does it mean?	Example: Write down where you have seen this in the advert examples	Impact - What impact do you think this has on an audience? How does this technique help sell the product/service?	Emotional appeal				Persuasive language				Humour				Editing techniques i.e. Slow motion				Celebrity endorsement				Escapism				Tone of voice				Direct address				Facts/statistics				<p>EXTENSION: Find your own three TV advertisements using youtube or watching TV and complete the table.</p>
Advertising technique	Definition – What does it mean?	Example: Write down where you have seen this in the advert examples	Impact - What impact do you think this has on an audience? How does this technique help sell the product/service?																																							
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	<p><a href="https://www.youtube.com/watch?v=Hbib-A6NpW8">https://www.youtube.com/watch?v=Hbib-A6NpW8</a></p> <p>After you have identified each of the advertising techniques in the adverts, complete the table's final column and discuss the impact that these techniques have on the audience. How do they make them feel/think.</p>	
PE	<p>The Body Coach 5 minute workouts</p> <p><b>Video 1</b> - <a href="https://www.youtube.com/watch?v=d3LPrhI0v-w">https://www.youtube.com/watch?v=d3LPrhI0v-w</a></p> <p><b>Video 2</b> - <a href="https://www.youtube.com/watch?v=SbFqQarDM50">https://www.youtube.com/watch?v=SbFqQarDM50</a></p> <p><b>Video 3</b> - <a href="https://www.youtube.com/watch?v=pnKCGY9ZocA&amp;spfreload=5">https://www.youtube.com/watch?v=pnKCGY9ZocA&amp;spfreload=5</a></p> <p><b>Video 4</b> - <a href="https://www.youtube.com/watch?v=fAUckPMJKSY">https://www.youtube.com/watch?v=fAUckPMJKSY</a></p> <p><b>Video 5</b> - <a href="https://www.youtube.com/watch?v=rN0h6EZd6TM">https://www.youtube.com/watch?v=rN0h6EZd6TM</a></p> <p>Watch 1 video and complete the workout each day.</p> <p>Year 8s to complete 3 sets, with 90 seconds rest in between, each activity each day.</p> <p>Would You Rather Fitness Videos</p> <p><a href="https://www.youtube.com/watch?v=Paidh0xw-y4">https://www.youtube.com/watch?v=Paidh0xw-y4</a></p> <p><a href="https://www.youtube.com/watch?v=EQ5ESPJIX5Q&amp;feature=youtu.be">https://www.youtube.com/watch?v=EQ5ESPJIX5Q&amp;feature=youtu.be</a></p>	<p>Netflix watch List:</p> <p>Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;</p> <p>Prime Watch List:</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:</p> <p>The Real Science of Sport Podcast; 30 for 30;</p>
RE- Philosophy and Ethics	<p>Using the knowledge organisers do self-quizzing of key topics.</p> <p>Test and develop your knowledge and play these online quizzes</p> <p><a href="https://www.educationquizzes.com/ks3/religious-education/">https://www.educationquizzes.com/ks3/religious-education/</a></p> <p>Watch the clips on different religions <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a> and access Britannica on the school website to research the major world religions. This is key knowledge you need in RE. Then create a separate information leaflet for each of the 6 major world religions – Christianity, Buddhism, Islam, Sikhism, Judaism, Hinduism.</p> <p>New Task 26/3/20 - Complete all of the tasks and reading on the Religion and Science worksheet.</p>	<p>Watch the clips and use the interactive pages on this link:</p> <p><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><b>New Task 26/3/20</b> - 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</p>

		<p>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=1QKFFGLbbjkfJC-qla4AZR8uVRYyF9uo">https://drive.google.com/open?id=1QKFFGLbbjkfJC-qla4AZR8uVRYyF9uo</a>          There is an instruction document with further instructions. Your aim 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>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>If you have materials at home:          Attempt an applique sample!</p> <p><a href="https://www.youtube.com/watch?v=mFAFobPR3CQ">https://www.youtube.com/watch?v=mFAFobPR3CQ</a>          You can do this without bondaweb</p> <p>If you have dyes at home:          Attempt tie dye</p> <p><a href="https://www.youtube.com/watch?v=abjpy72Sf6U">https://www.youtube.com/watch?v=abjpy72Sf6U</a></p> <p>Attempt the spellings:          Sewing          Thread          Environment          Stitch          Scissors          Machine          Measuring          Tacking          Safety          Ironing</p>	<p>Try out new stitches.          There are helpful videos on YouTube as well.</p>  <p>The image shows six diagrams of decorative stitches arranged in a grid. Top-left: 'Even Backstitch' with a simple U-shaped diagram. Top-right: 'Chainstitch - decorative stitch' with a diagram of a chain of loops. Middle-left: 'Cross Stitch - decorative stitch' with a diagram of a cross. Middle-right: 'Blanket Stitch - decorative edging' with a diagram of a thick, flat edge. Bottom-left: 'Fagoting Stitch - decorative stitch' with a diagram of a decorative border. Bottom-right: 'Featherstitch - decorative stitch' with a diagram of a feathered edge. In the center of the grid is a yellow circular logo with a blue character and the text 'SMARTY PANTS'. Below the logo is a yellow rectangular box with the text 'Can you do any of these?'.</p>

Needle  
Pinking shears  
Tailors chalk  
Printing  
Pinning  
Applique  
Molar  
Batik

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

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

Create a moodboard for your cushion cover theme

Use the moodboard to help you design 4 design ideas for your cushion

Create a final design idea for your cushion

Create a range of accessories to go with your cushion cover