


## Home working – Year 8

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

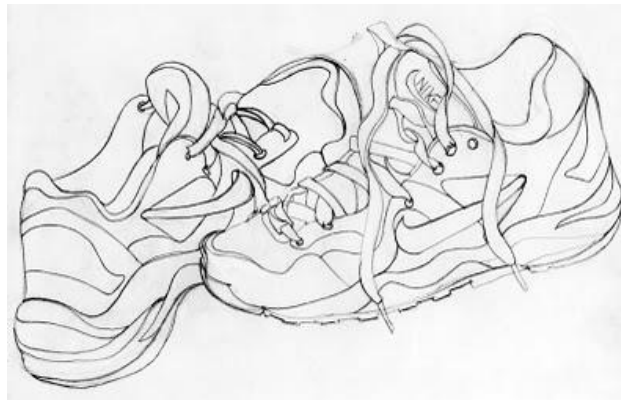
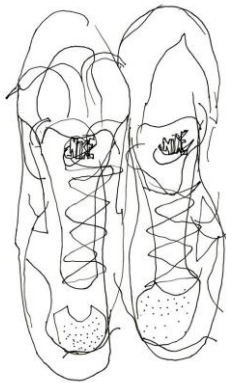
Art, food, textiles and media have 4 weeks' worth because some pupils will be at different stages of a rotation.

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>TWO WEEK ART ACTIVITY</u></b></p> <p>Visit Barr Beacon website &gt; working from home &gt; All Resources (scroll down) &gt; Art &gt; Y8 &gt; Art PowerPoint Continuous line</p> <p><b>WEEK 1 – 04/05 TO 10/05</b></p> <p>Research the portrait artist <b><u>Kris Trappeniers</u></b> and how he creates his iconic continuous line studies. 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 stand out.</p> <p>Definition of an Artist Research - Art research of an artist's life and techniques used in their artwork. A summary 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 Kris Trappeniers? (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 Trappeniers use line and shape to show tone and form? (continuous lines, build up of line, layers?) <a href="https://www.bbc.co.uk/bitesize/topics/z9kmhyc">https://www.bbc.co.uk/bitesize/topics/z9kmhyc</a></li><li>4. The picture makes me feel? (any personal response is relevant)</li><li>5. My final opinion? (What is your overall visual opinion of his work)</li></ol>	<p><b>Challenge:</b> Produce a continuous line observation of yourself or a family member.</p> 



**WEEK 2 – 11/05 TO 17/05**

Select an object from home. Work from observation and try fill a full size A4 paper. Create a contour line drawing using lines to describe the shape and surface texture of your object like Kris Trappeniers.



If you finish your drawing and can take a picture, upload it to Microsoft Teams so we can all see your amazing Artwork! ☐

Computing

**Unit 6: Spreadsheet**

<https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1>  
<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/2>

Write down a list of all the key terms and definitions for these terms, for this unit.

	<p>Topics to look at:</p> <ul style="list-style-type: none"> <li>• How spreadsheets work</li> <li>• Making a spreadsheet</li> <li>• Formatting</li> <li>• Formulas and functions</li> </ul> <p>Revise and complete Tests</p> <p><b>Lesson 1: Spreadsheet basics</b> Read through the pages on the link to the above, make notes (use the bullet points above as subheadings for your notes and write information on each one underneath) and complete the tests. Write down any questions you got wrong and write down the correct answers.</p> <p><b>Lesson 2: Functions and Formulas</b></p> <ul style="list-style-type: none"> <li>• Use what you have learnt in the previous lesson to build a spreadsheet on Microsoft excel.</li> <li>• Split your page in half write down the differences between functions and formulas.</li> <li>• Redo the test and see how many you can get correct this week.</li> <li>• Extension: make a list of terms and definitions relating to databases.</li> </ul>	
Dance	<p>Complete one of the following hip hop routines. You can pause the videos as many times as you want to make it easier for you to pick up the choreography.</p> <p>Option 1 - <a href="https://www.youtube.com/watch?v=E46hW9XcOBI">https://www.youtube.com/watch?v=E46hW9XcOBI</a></p> <p>Option 2 (Challenge) - <a href="https://www.youtube.com/watch?v=7tNYEr1uybU">https://www.youtube.com/watch?v=7tNYEr1uybU</a></p>	
Drama	<p><b>Update: If you have not already completed your model set for Romeo and Juliet please see the previous weeks lessons: scroll down to the bottom of <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> or look at Teams for further information.</b></p> <p><b>Lesson focus: To Create your own Radio Commercial</b></p> <p><b>Please follow the instructions given below for task 1.</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>

# 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

**Task 2 Instructions:** 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.

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.

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.

To help please look at the link below for some of Andrew Lloyd Webbers' musicals on #TheShowsMustGoOn

<https://www.youtube.com/channel/UCdmPihKMaXNNeCr1FiuMvag>

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

English

Books to read:

*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

1. 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!
2. Complete the Imaginative Writing booklet. This is written as a six-week project but at the end you will

*Pig Heart Boy* by Malorie Blackman  
*Journey to the River Sea* by Eva Ibbotson  
*I Am Malala* by Malala Yousafzai

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

**3. Year 8 Reading and Writing Booklet**

Lesson 1:

1. Reading Section: Match the techniques with the correct definitions
2. Read through the extract from Romeo and Juliet from the fight scene. Can you find any techniques in it? If so, label them and try to say why they are interesting. If you are having trouble understanding it, use this link from No Fear Shakespeare which is a Standard English translation: [https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page\\_144/](https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_144/)
1. Complete Step 1/2 to help **plan** your answer to the following question: How does Shakespeare present Mercutio in this extract? Use the annotations you made to help you.

Lesson 2:

2. Complete your plan, making sure you have at least three **different** points to make about Mercutio. There are some words on Step 1 to help you.
3. Write your plan into 3 paragraphs (minimum) using PEEZL. Remember the question is:
  - How does Shakespeare present Mercutio in this extract?
  - Point: Shakespeare presents Mercutio as \_\_\_\_\_ 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 audience: This makes the audience 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 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?
  - Describe the weather/setting/character

Lesson 4:

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 (adaptation of 'Pride and Prejudice' by Jane Austen)
- Sense and Sensibility (adaptation of 'Sense and Sensibility' by Jane Austen)
- Arrietty (anime adaptation 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)
- The Circle (Adaptation 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: [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))

3. Plan your story - what are you going to write in each paragraph? An example is below:
  - Paragraph 1 - Describing the setting: The merciless cold air cut through Romeo as he read the sorrowful letter about his dear Juliet.
4. 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?
  - 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?

- 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](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 Home - Twelfth Night Full Show  
<https://www.youtube.com/watch?v=aig5ObghHS4>
- National Theatre Home - Jane Eyre Full Show
- National Theatre Home:  
[https://www.youtube.com/user/ntdiscovertheatre- Every Thursday, they present a free showing on YouTube at 7pm. The current schedule is:](https://www.youtube.com/user/ntdiscovertheatre-EveryThursday,theypresentafreeshowingonYouTubeat7pm.Thecurrentscheduleis:)
- 30<sup>th</sup> April - Frankenstein
- 1<sup>st</sup> May - Frankenstein
- 7<sup>th</sup> May - Antony and Cleopatra.

	<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>.</b></p> <p><b>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/zxfqxnbn">https://www.bbc.co.uk/bitesize/clips/zxfqxnbn</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.</p>	<p>Watch: Food on the brain <a href="https://www.youtube.com/watch?v=f78L_guecfM">https://www.youtube.com/watch?v=f78L_guecfM</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/EniLDHW7c1pNtfvZnWGwhCQBO_f9miQR97M_7w1z5fVgl0A?e=8Yhk2m">https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EniLDHW7c1pNtfvZnWGwhCQBO_f9miQR97M_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>

	<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>	
French	<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> <p><u>Year 8 Module 2</u></p> <ol style="list-style-type: none"> <li>1. Complete Year 8 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 8 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/yr-8-dynamo-2-module-2?x=1xqt&amp;i=1spamx">https://quizlet.com/MissMcGoldrick/folders/yr-8-dynamo-2-module-2?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>	Year 8 Learning pack French to complete
Geography	<p>Read the BBC Bitesize section on Globalisation <a href="https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zrycwmn/revision/1</a></p> <p>Create a knowledge organiser to include (this can simply be 8 boxes on an A4 page or you can be more creative using PowerPoint/ Word/ Publisher):</p> <ol style="list-style-type: none"> <li>1. Define globalisation</li> <li>2. Explain what factors cause globalisation</li> <li>3. Describe global trade and how it varies across the world.</li> <li>4. What are Trans National Corporations?</li> <li>5. What are the positives and negatives of globalisation?</li> <li>6. How ethical is global trade?</li> <li>7. How does global trade impact the environment?</li> <li>8. Draw an image to represent Globalisation</li> </ol> <p>Complete the BBC bitesize test.</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.</p>



	<p>Use the following link and your own research to create a TNC case study for Nike  <a href="https://www.bbc.co.uk/bitesize/guides/zxm3srd/revision/4">https://www.bbc.co.uk/bitesize/guides/zxm3srd/revision/4</a>          Include: Where is the head office? Where are their factories? What are the positive and negative impacts of Nike in High Income Countries and Low Income Countries?</p> <p>Extended Writing Task: Use your case study to write a report which answers the question -Do you think TNC's are a positive thing? 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>	
German	<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 + 6:</p> <p><b><u>Week 5 (04/05/2020 – 08/05/2020)</u></b></p> <ol style="list-style-type: none"> <li><b>1. Read through and complete the activities on the PowerPoint (in the folder online)</b></li> <li><b>2. Go to BBC Bitesize Key Stage 3 German: <i>How to use the infinitive and other verbs in German</i></b> <a href="https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/z44v6v4">https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/z44v6v4</a> <ul style="list-style-type: none"> <li>• Read the introduction</li> <li>• Watch the video</li> <li>• Read the section on <i>Modal Verbs</i></li> <li>• Complete the Gap Fill Activity</li> <li>• Read and take notes on <i>The future tense: werden + infinitive</i></li> <li>• Read the rest of the page and then take the quiz at the end.</li> </ul> </li> <li><b>3. Watch the YouTube video of Herr Antrim making plans with his girlfriend in German</b> <a href="https://www.youtube.com/watch?v=G4PE3wVROPM">https://www.youtube.com/watch?v=G4PE3wVROPM</a> <b>then complete the following tasks based on what you have watched</b>  <b>(You can put on subtitles if you find it difficult to follow)</b> <ul style="list-style-type: none"> <li>• Watch the video</li> <li>• Complete the task <i>Pläne Machen Activities</i> by listening to the video carefully and finding the correct words. Use the document <i>Pläne Machen Transcript</i> to help you.</li> <li>• Translate the sentences at the bottom of the <i>Pläne Machen Activities</i> document using the transcript for and the 1<sup>st</sup> activity for help.</li> <li>• Write your own dialogue of two people making plans using new vocabulary that you have learned. <b>Include at least 2 sentences with the future tense which you learned in Task 2.</b></li> </ul> </li> </ol>	<p>Week 5 + 6 Extension work:</p> <p>These tasks are optional, and you do not need to complete them all. Please choose the tasks you would find most useful. Write a letter/email/paragraph to a friend about what you will do when lockdown is over, using the future tense. End your paragraph by asking your friend what he/she will do when lockdown ends. Here are some sentence starters: Wenn die Ausgangssperre endet werde ich....          (When lockdown ends I will...) Wenn ich ausgehen kann, werde ich....          (When I can go out I will...) Ich möchte... (I would like to) Was wirst du machen? (What will you do?) Watch this video on the future tense:  <a href="https://www.youtube.com/watch?v=AfuPxqM1jHU">https://www.youtube.com/watch?v=AfuPxqM1jHU</a>          complete the tasks which show up at the end of the video (pause the video so you can take your time). Watch this video on the past tense:  <a href="https://www.youtube.com/watch?v=2RVuGDIGyt4">https://www.youtube.com/watch?v=2RVuGDIGyt4</a>          complete the tasks which show up at the end of the video (pause the video so you can take your time).</p>

	<p><b><u>Week 6 (11/05/2020 – 15/04/2020)</u></b></p> <p><b>1. Go to BBC Bitesize Key Stage 3 German: <i>How to talk about the past in German</i></b>  <a href="https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zrrfmfr">https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zrrfmfr</a></p> <ul style="list-style-type: none"> <li>• Read through the web page</li> <li>• Watch the video</li> <li>• Write notes in your book, on paper or on a word document</li> <li>• Complete the gap fill exercise</li> <li>• Complete the quiz at the end of the page</li> </ul>	
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>Lead up to the Second World War</b></p> <p><b>The Great Depression</b>  (20 minutes)  Watch the video and answer the questions:  The Great Depression: Crash Course US History #33  <a href="https://www.youtube.com/watch?v=GCQfMWAikyU">https://www.youtube.com/watch?v=GCQfMWAikyU</a>  What was the cause of the Great Depression?  What was the key effects of the Great Depression?  How does the Great Depression lead to international problems?  (30 Minutes)  Task:  Write a newspaper article explaining how the Great Depression affected people.  include made up quotes from people, the impact of different people (worker, factory owner, etc) and a picture.</p> <p><b>Why was Hitler so Popular?</b>  (30 Minutes)  Complete the Document called Why was Hitler so Popular Activity Sheet?  Pupils in C1,B1,W1,M1 to also complete Who Voted for Hitler Activity Sheet.  (40 Minutes)  Read, (watch each video) and take notes from</p>	<p>All additional resources are in the All Resources folder. <a href="http://barrbeaconschool.co.uk/working-at-home/">http://barrbeaconschool.co.uk/working-at-home/</a> 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> <p>Extension Tasks 27/04/2020</p>

<https://www.bbc.co.uk/bitesize/guides/zsrwjxs/revision/1>  
about why the Nazis Achieved Power? – Then Complete the test alongside it

### **Rise of Hitler**

(12 Minutes)

Watch the video once, then play it again whilst answering the questions

How did Hitler rise to power? Alex Gendler & Anthony Hazard

<https://www.youtube.com/watch?v=jFICRFKtAc4&t=58s>

What was the name of the government formed after the first world war in Germany? What was there first task?

Why were people humiliated in Germany?

Why were the Nazi party banned originally?

How does the Great Depression change Hitler's fortune?

What was the impact of the Fire at the German parliament?

(10 minutes)

Watch the second video, to help with the next task.

Adolf Hitler's rise to Power | History – Andrew Marr's History of the World

<https://www.youtube.com/watch?v=Br-QxsOJ-Jg>

(30 Minutes)

Task: Create a poster which shows the links between the financial crash and the rise of Hitler.

### **Causes of the Second World War**

(10Minutes)

Define the Keywords:

Invasion

Fascism

Treaty

Treaty of Versailles

(45 minutes)

Research and write up half a page on each (in your own words)}

The Invasion of Poland

Rise of Fascism in Europe

The Failing of the Treaty of Versailles.

(20 Minutes)

**Answer the Question:**

(30 minutes, per person)

Research and Create a fact files for each of the following people, before 1939.

What had they done up to that point; what are like; what is their leadership style.

Winston Churchill (before he was prime minster)

Neville Chamberlain

Adolf Hitler

Woodrow Wilson

Benito Mussolini

Josef Stalin (before the Second World War)

Édouard Daladier

For each profile you must write up half a page on each (in your own words)

(30 Minutes)

Listen to the Podcast about 'The Rise of Hitler'

<https://www.historyextra.com/period/second-world-war/rise-hitler-power-nazi-germany-world-war-two-how-did-he-podcast/>

How and why has the story of the rise of Hitler changed?

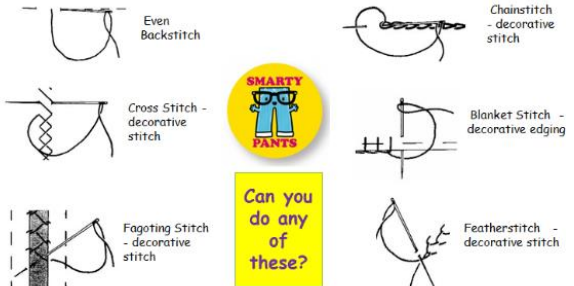
Why does the historian believe the story has changed?

How did some people describe Hitler?

	<p><b>Which was the biggest reason for the start of the Second World War?</b></p>	
<p>Maths</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. 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>There is a selection of new investigations on the website to attempt.</p> <p>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 topics we have completed this year.</p> <p><b><u>Ongoing</u></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.</p> <p>New material and tests will be added onto the website and mathswatch each Wednesday after the Easter break.</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 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> <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.</li> </ol> <p>Please note - more lessons will be added each week.</p>
<p>Media Studies</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>Planning to create an advert. Your task is to produce a 400 word document outlining ideas for a new mobile phone advert. You will need to outline the following:</p> <ul style="list-style-type: none"> <li>- Phone name/brand</li> <li>- USP (unique selling point) what makes your new phone stand out and better than the rest</li> <li>- What X3 advertising techniques would you apply and <u>explain why</u>.</li> <li>- Who would you have star in your advert? Friends, celebrities etc... Explain why you would use these people.</li> <li>-How long would your advert be and why/</li> <li>- How would you make sure your advert doesn't contain false advertising?</li> </ul> <p><b><u>Week 2</u></b></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>

	<p>Produce a script for your advert following the correct script layout. You could research the font style, positioning of text and overall layout of a professional script to help you with this. Week 4 - Produce a script for your advert following the correct script layout. You could research the font style, positioning of text and overall layout of a professional script to help you with this. Visit the website: <a href="https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/">https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/</a> for a script layout.</p> <p><b>Week 3</b> Produce a storyboard/cartoon strip as a visual for your advert ideas. Aim to draw actual people instead of stick-men. Consider writing the shot-type next to the cell/box/illustration. Visit the website <a href="http://storyboardthat.com">storyboardthat.com</a> to create an online version or hand draw one on paper. Aim to produce at least 6 cells (storyboard boxes) per page. Google/research professional exiting storyboards to see how they should look and what they include.</p> <p><b>Week 4</b> Design a magazine front page advertising your new mobile phone. Think about where the text goes, where the images are places, what persuasive or eye-catching words are used to capture the reader’s attention. Research magazine front covers for layout and general inspiration. Consider creating this on an A4 piece of paper or electronically using a word programme. Think about using colour as colour has a huge impact on the magazines overall tone and impression.</p>	
PE	<p>Home workouts: Joe Wicks YouTube Channel: <a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a> (Daily workouts on this YouTube channel)</p> <p>Workouts (Different workouts for different muscle groups): Lower body: <a href="https://www.youtube.com/watch?v=vzNUH11jGLA">https://www.youtube.com/watch?v=vzNUH11jGLA</a> <a href="https://www.youtube.com/watch?v=d-bA4qHWnL0">https://www.youtube.com/watch?v=d-bA4qHWnL0</a></p> <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:</p>	<p>Netflix watch List: <b>Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance</b></p> <p>Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;</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><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=NOVbSpQMjka">https://www.youtube.com/watch?v=NOVbSpQMjka</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>Podcast List:  <b>Families in Sport</b></p> <p>The Real Science of Sport Podcast  30 for 30</p>
<p>PSHE</p>	<p>Using BBC Bitesize – Secondary, KS3, PSHE and Citizenship, Risk, ESafety  <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  Answer the following questions:  What are the dangers to the individuals / friends in the 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>RE- Philosophy and Ethics</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>Complete all of the tasks and reading on the Religion and Science worksheet (All Resources folder, halfway down the main page: <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><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 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></p> <p>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><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>Week 1</b> 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>Try out new stitches. There are helpful videos on YouTube as well.</p> 

Create a safety poster for the textiles classroom.

**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



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

**Week 4**

Create a final design idea for your cushion

Create a range of accessories to go with your cushion cover