

Home working – Year 8

This work is designed to last for weeks commencing Monday 1st June and Monday 8th June

The work now 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.</p> <p>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@barrbeaconschool.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 Art, then Click Year 8. Open the document titled "Year 8_Home Learning_with Audio"</p> <p>The PowerPoint has audio instructions to help you</p> <table border="1" data-bbox="297 1262 2074 1471"> <thead> <tr> <th data-bbox="297 1262 472 1337">Project week</th> <th data-bbox="472 1262 680 1337">Week Commencing</th> <th data-bbox="680 1262 904 1337">Visual Element</th> <th data-bbox="904 1262 2074 1337">Tasks</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 1337 472 1471">1</td> <td data-bbox="472 1337 680 1471">1st June</td> <td data-bbox="680 1337 904 1471">Line</td> <td data-bbox="904 1337 2074 1471"> <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> </td> </tr> </tbody> </table> | | 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> |
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| 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> | | | | | | | |

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| | | | | 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. |
| | 2 | 8 th June | Shape | 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 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. |

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|-------------|--|---|---|-------------|---|---|---|---|---|---|---|--|
| Computing | <p>Lesson: Database terms – 1st June Find the PowerPoint for today's lesson at: Home learning resources- Computer Science> Year 8> 01.06.20</p> <p>Answer the following questions: What is a database? List 1 advantage & disadvantage of a paper-based database List 1 advantage & disadvantage of an electronic database What is a field? What is record?</p> <p>Make a database for a school storing 10 records, pick the field names and fill in all the data.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="font-size: 1.5em;">Name</td> <td style="font-size: 1.5em;">?</td> <td style="font-size: 1.5em;">?</td> <td style="font-size: 1.5em;">?</td> </tr> <tr> <td style="font-size: 1.5em;">?</td> <td style="font-size: 1.5em;">?</td> <td style="font-size: 1.5em;">?</td> <td style="font-size: 1.5em;">?</td> </tr> </table> <p>What is a primary key? Why can it be useful?</p> <p>Lesson: Data types – 8th June Find the PowerPoint for today's lesson at: Home learning resources- Computer Science> Year 8> 08.06.20</p> <p>Copy out and fill in the table.</p> | | | Name | ? | ? | ? | ? | ? | ? | ? | <p>Write down a list of all the key terms and definitions for these terms, for this unit.</p> <p>Unit 6: Spreadsheet https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1 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> |
| Name | ? | ? | ? | | | | | | | | | |
| ? | ? | ? | ? | | | | | | | | | |

| Statement | Why was it wrong? |
|--|-------------------|
| 1. A database can only be stored on a computer | ? |
| 2. A record contains one piece of data about a person or thing | ? |
| 3. All of the records in a database are stored together in a field | ? |

Copy out this table.

| Data type | Explanation | Example |
|-------------|----------------------------|---------------------------|
| Text | Letters, number or symbols | WV7 9HG / Mrs Mistry |
| Number | Numbers | 34 |
| Date/Time | Date and time | 23/4/2018 / 03:00 |
| Currency | Money | £3.99 |
| Boolean | Yes / No | Yes / No |
| Auto number | Auto increment of a number | 0001 ... 0002... 0003.... |

Copy out and fill in this table, with the correct data types.

| Field Name | Data Type |
|----------------|-----------|
| Name | ? |
| Job | ? |
| Job start date | ? |
| Contact Number | ? |

Copy out and fill in the table below

| Organisation | What they may use a database for? | Fields that they may use in the database. | Match the field with the data type which will be used to store the data. (e.g. name = text) |
|-----------------|-----------------------------------|---|--|
| School | | | |
| Doctors surgery | | | |
| Vets | | | |

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| <p>Dance</p> | <p>Watch the video 01.06 KS3 Dance in home learning resources. This will show you how the access this week's work on YouTube from your phone along with how to use the app.</p> <p>Last week, you learnt the first section of High School Musical's 'Get your head in the game'. This week, you are going to continue by learning 'we're all in this together'.</p> <p>Follow this YouTube link and fast forward to 5 minutes 30 seconds. The cast will go through the movements step by step and then show you at half speed and full speed. You must complete the video tutorial to the end this week.</p> <p>https://www.youtube.com/watch?v=H_LQeYUHm4M</p> <p>Aim to match the dancers' bodies and leg positions as accurately as you can. It's a mirrored tutorial to help master the directional changes whilst learning!</p> <p>Listen to the counts to help you to understand that timing of the music. Practise it slowly then build up the speed for each part to gain confidence in your performance.</p> | <p>.</p> |
| <p>Drama</p> | <p>Update: If you have not already completed your model set for Romeo and Juliet, created a radio commercial 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.</p> <p>Project 3 Lesson focus: To create an interview with an expert- USING PUPPETRY!</p> <p>BOTH TASKS TO BE COMPLETED (AN EXTRA EXTENSION IS AVAILABLE FOR PART 2 OF THE TASK WHICH HAS BEEN ADDED THIS WEEK.)</p> <p>I HAVE ALSO COMPLETED A POWERPOINT AND VIDEO FOR YOU TO FOLLOW IN THE YEAR 8 AREA. To support you a video has been developed with step by step instructions. https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EqB0lrBgN7BjNBn6k5WOWr8BUUzE82ukzyo2_gt9MRsiKg?e=L1dd8y</p> | <p>PROJECT 4 LESSON FOCUS: TO CREATE A PUPPET WITH A PURPOSE</p> <p>Task 1 – Making a puppet from a play.</p> <p>Once you have completed your puppet expert interview, have a go at thinking of the characters in the play Romeo and Juliet.</p> <p>Create a puppet based on one of these characters.</p> <ol style="list-style-type: none"> 1- Romeo 2- Juliet 3- Mercutio 4- Tybalt 5- Friar Lawrence <p>Take a look at this link to recap on the play. https://www.bbc.co.uk/bitesize/topics/zfdj6sg</p> |

Please click on the following link and look for Drama. The video you will need is called KS3 vid part 1 and KS3 vid part 2.

Scroll down to follow the instructions.

DRAMA at home
with @rotherswaindrama

INTERVIEW WITH AN EXPERT

Find a "lonely" sock and create a puppet using items you can find in your home.

TIP! Use felt tip markers, bits of wool, buttons, bits of ribbon or material - be **CREATIVE!**

1 Start making a "Wacky Character" who is going to be an Expert on a subject.

2 Make a list of topics your character can be an expert on.
They can be **REALISTIC** or completely **WACKY!**
For example:
"How to bake bread" **REALISTIC**
"How to train ants to dance in formation" **WACKY!**

3 Make a list of questions that you as the interviewer will ask your character.
Will you be yourself? Or are you going to be a different character?

4 Rehearse your interview.

5 Film your interview and share it with your teacher and friends.

TIP! When filming, you may only want to film one character in the frame at a time, or both.
If you put both in the frame, you may want to try some ventriloquist skills as you become the voice of your puppet.
You can do loads of these! Create a host of interesting characters and practise your accent skills too.

USE YOUR IMAGINATION AND HAVE FUN!
@rotherswaindrama

By completing this lesson, you will also be improving your speaking and listening skills. If you are brave enough, have a go at doing ventriloquism.

As you are developing your puppet think about characterisation.

What accents would you use?

Does your puppet have any phrases that they like to say or mannerisms that they like to do?

You can also watch clips from the play here.

<https://www.youtube.com/watch?v=YY85VwSHFmA>

Task 2: Hot- seating your puppet character.

With your Romeo and Juliet puppet completed.
Create an interview using HOT SEATING technique.

Use these tips to help you.

- 1- Make sure you know a bit about your character first- **RESEARCH THE PLAY.**
- 2-Prepare and write open questions- This will allow a character to explain their answers.
- 3-Remember with Hot Seating, it is the characters **REACTIONS** that will give information.
- 4-Remember a character might not want to tell the truth and may explain things from their perspective.
- 5-**HAVE FUN** and enjoy learning about the play through the backstories of the characters.

Extension task.

Remember if you would like to watch live theatre live musicals are still being shown on #TheShowsMustGoOn

<https://www.youtube.com/channel/UCdmPjHKMaXNNeCr1FiuMvag>

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

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| | <p>Research on the internet what ventriloquism is and see how the performer distracts the audience by keeping the focus on the puppet. You can use your mirror to practise and perform to family or friends via Teams.</p> <p>Your character should be an expert on a topic of your choice.</p> <p>Great topics for your interview could be...</p> <p>Wacky Topics How to make a smelly cheese. How to juggle making Jelly How to create the perfect flea circus</p> <p>Realistic Topics How to make a fruit salad Creating the perfect pizza Knitting for beginners</p> <p>This can be a comedy or serious, and you can make up your own topics so how you create this is totally up to you!</p> | |
| English | <p>Books to read: <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> <p>Week Commencing 1stJune - You will be using the following booklets</p> <p>4. Creative Writing Booklet 5. Skellig Full Text 5. Skellig Workbook</p> <p>Any tasks that you have not completed in previous weeks, please complete them first and then continue with the work outlined below.</p> <p>Lesson 1:</p> | <ol style="list-style-type: none"> 1. Complete lessons on Exploring Fiction and Non-Fiction Writing: Crime and Mystery in Victorian Literature: 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. <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> |

1. **Skellig Text and Workbook:** Complete page 9 'Chapter 6-10 Comprehension questions' in full sentences.
2. In your workbook, you have an outline of Skellig. On the inside, write down how you would describe her personality with quotes to support and on the outside, write down quotes on how he is described. Feel free to add some artistic flair and include drawings of what you think he looks like in your head!
3. Complete the quiz on page 11 and use the text to mark your answers!

Lesson 2:

1. Watch the audio-visual English lesson on 'Descriptive Writing - use of imagery' to help you within your diary task within the Skellig booklet.
2. BBC Bitesize: Writing Skills - <https://www.bbc.co.uk/bitesize/topics/zywfbk7> - Complete guides for 'Sentences', 'Structure and paragraphs' and 'tone and style'.
3. **Skellig Text and Workbook:** Write down all the features of a diary entry.
4. Your task is to write a diary entry about Michael's meeting with the creature for the first time. You need to consider:
 - How would Michael feel?
 - What does he look like to Michael? (You can use your work from last lesson to help you).
 - What atmosphere is created in this moment?
 - What are you going to do about him moving forward?
5. Self- assess your work, have you included:
 - Writing in first person (using 'I')
 - Dear Diary,
 - Included your thoughts and feelings about the creature?
 - A range of punctuation to help show your emotions such as an exclamation mark (!) to show you are shocked or scared.
 - Sign off
 - Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which of these bullet points above aren't highlighted very much? That will help you see which skill you need to improve on.

Lesson 3:

1. Watch BBC Bitesize:
 - 'Creative and narrative writing' - <https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1>
 - 'Writing to describe' - <https://www.bbc.co.uk/bitesize/guides/zpp4kqt/revision/1>
 - 'Planning - Preparing and Drafting' - <https://www.bbc.co.uk/bitesize/guides/z96r4wx/revision/1>
2. **4. Creative Writing Booklet:** Watch the English lesson on 'Descriptive Writing - use of imagery' to help you within your diary task within the Skellig booklet.
3. Select **one** of the 19 images that shown in the booklet (select one you have not done before). 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:

Netflix watchlist:

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

BBC iPlayer Watchlist:

- A Christmas Carol: <https://www.bbc.co.uk/iplayer/episodes/m000csdp/a-christmas-carol>
- Novels That Shaped Our World: [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))

- 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?
1. Plan your story - what are you going to write in each paragraph? An example is below: Paragraph 1 - Describing the weather - the moon shone brightly through the devilish clouds.

Lesson 4:

1. BBC Bitesize: 'Planning - Preparing and Drafting' - <https://www.bbc.co.uk/bitesize/guides/z96r4wx/revision/1>
2. Complete your plan of your story - what are you going to write in each paragraph
3. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet.

Week Commencing 8th June - You will be using the following booklets

5. Skellig Full Text

5. Skellig Workbook

Lesson 1:

1. **Skellig Text and Workbook:** Read through Chapters 10 - 16 of Skellig and write a summary of what has happened from what you have read.
2. Complete the comprehension questions on page 13 of your workbook. Make sure these are written in full sentences with enough detail.

Lesson 2:

1. **Skellig Text and Workbook: 'Which school system is better?':** Revise over the list of devices on page 14. 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. Go over the chapters and complete the pros and cons for state school and pros and cons for home school. Have a look on the news websites to see if you can find any information that shows the advantages and disadvantages of both. Here are some examples:
 - <https://www.theguardian.com/education/2018/nov/03/get-to-be-free-rise-in-home-schooling>
 - <http://www.ahomeeducation.co.uk/home-school-vs-school-education.html>
 - <https://www.independent.co.uk/voices/home-schooling-children-disabilities-government-state-education-a8858041.html>
 - <https://www.bbc.co.uk/news/education-52151411>

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 Home - Twelfth Night Full Show <https://www.youtube.com/watch?v=aig5ObghHS4>

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| | <p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Watch the English lesson on 'Writing to Argue' to help you with this writing task. (For this video, you need to put it on full screen (pressing F5) and select the sound button for you to hear Mr Murphy talk through the video!) 2. BBC Bitesize: Writing Skills - https://www.bbc.co.uk/bitesize/topics/zywfbk7- Complete guides for 'Sentences', 'Structure and paragraphs' and 'formal and informal.' 3. Using the work from your previous lessons, you are to write a persuasive argument stating which you think is a better school system and why. Make sure you use the information from your table in your argument. Include: <ul style="list-style-type: none"> • A range of different language devices (which you should have quizzed yourself on) • Include several different reasons as to why you believe state or home school is better. Ensure you explain why this is the case. • Include punctuation throughout. 4. Self-assess using the criteria above ^. Highlight them in different colours. 5. Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which of these bullet points above aren't highlighted very much? That will help you see which skill you need to improve on. <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Skellig Text and Workbook: Complete the questions on page 17. These questions are from the most recent chapters you have read. 2. Learn and test yourself on the spelling and definition of Charactornym using the say, cover, write method. 3. Complete the table - what do these character's names suggest about them? 4. Read the extract from 'The Secret Place' on page 19 of your workbook. Answer the questions below. | |
| 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 Right click here, select open link, to access Year 8 Food resources</p> | <p>Watch: Food on the brain https://www.youtube.com/watch?v=f78L_guecfM</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: https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixac</p> |

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| | <p>The PowerPoint has audio instructions to help you</p> <p><u>Week 1: 1st June</u></p> <p>Task 1: (look at the PowerPoint to see how I would like your work laid out)</p> <ul style="list-style-type: none"> • Find out what a micro-organism is and what the different types are. • Find out what a pest is • Create a list of 10 different types of insects, pests or pets. <p>Task 2:</p> <p>Using the link below, write a report with detailed information on chilling food correctly. If you scroll through the web page you will find videos, make sure you watch these as part of your research for your leaflet.</p> <p>https://www.food.gov.uk/business-guidance/chilling-food-correctly-in-your-business</p> <p>Your leaflet must:</p> <ol style="list-style-type: none"> 1. Be no less than 1 side of A4 2. Have the title “<u>Chilling food correctly in your business</u>” 3. Include information the headings chilling, freezing and defrosting food. 4. Include pictures and or colour <p><u>Week 2: 8th June</u></p> <p>Task 1: Using the internet, find out the definition of a ‘Staple food’.</p> <p>Task 2: Imagine you are going to give a speech to year 6 children about the different types of staple foods. For each of the countries listed research what ‘Staple Food’ means to them and the different types of staple foods they have.</p> <ol style="list-style-type: none"> 1. Spain 2. Italy 3. Great Britain 4. Japan 5. Ghana <p>You will need to make a note of the information you want to use in your speech</p> <p>You may want to use Britannica to help you. You can access this by clicking https://barrbeaconschool.rmunify.com/ , logging in, then clicking on the Britannica School application tile</p> | <p>ademytrust.co.uk/EniLDHW7c1pNtfvZnWGwhCQBOf9mIQR97M7w1z5fVgl0A?e=8Yhk2m</p> <p>Where necessary use the PowerPoint to help you complete the worksheets</p> <p>Complete the Eco systems worksheet in number order</p> <p>The other worksheets can be completed in any order</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 8 + 9 (w/b 01/06 AND w/b 08/06)</u></p> <p><u>Year 8 Module 3</u></p> | Year 8 Learning pack French to complete |

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| | <ol style="list-style-type: none"> 1. Complete Year 8 Module 3 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. 2. Use Year 8 Module 3 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: https://quizlet.com/MissMcGoldrick/folders/yr-8-dynamo-2-module-2?x=1xqt&i=1spamx 4. Complete Active Teach Module 3 Activities on Pearson Active Learn at www.pearsonactivelearn.com | |
| <p>Geography</p> | <p>Week commencing 1st June</p> <p>Over the last 2 weeks you have researched globalisation. Specifically, as part of your learning last week you looked at describing global trade and how it varies across the world. One of the most traded items globally are clothes and the materials that make them.</p> <p><u>What is fast fashion?</u></p> <ol style="list-style-type: none"> 1. Define the term fast fashion. <p><u>What is the life of a T Shirt?</u></p> <ol style="list-style-type: none"> 2. Create a story board to show the creation of a T Shirt using this link https://www.youtube.com/watch?v=BiSYoeqb_VY. <p>You need to show where the T Shirt Starts its life and how it changes over time. At each stage of the production, consider the environmental impacts of creating a T Shirt</p> <p><u>What are the positives and negatives of the trade in clothing/ fast fashion?</u></p> <p>In Bangladesh one of their main sources of income is the garment industry. Many large retailers (Primark, H and M, Zara) in the UK buy their clothing from factories in Bangladesh. Although</p> | <p>There are loads of brilliant Geographical programs on Netflix. You can also find lots of brilliant programs on BBC iPlayer and other catch up channels. BBC iPlayer has a whole section on Science and Nature. Here are my top picks.</p> <ul style="list-style-type: none"> • Seven Worlds One Planet (looks at the different continents) • Climate Change – The Facts • Coast • Equator • Expedition Volcano |

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| | <p>most of these retailers do not own the factories in Bangladesh, they buy the clothing from them and sell it onto us.</p> <p>3. Watch the H and M Bangladesh factory video. https://www.youtube.com/watch?v=WY4FeUYMFzM</p> <p>4. Create a mind map of the key information. Specifically focus on the key facts about why the garment industry is important to Bangladesh, the positive impacts of the industry in Bangladesh, how H and M ensure that people who work in factories in Bangladesh are safe and well treated.</p> <p>This video is created by a huge clothing shop so they will only show the positives of their industry. However, there are also negatives of this industry in Bangladesh.</p> <p>5. Read from page 12 the section called “The impacts of rapid growth” https://www.hoddereducation.co.uk/media/Documents/Geography/WJEC-GCSE-Geography_Sample-Material.pdf.</p> <p>6. Now write a letter to me to explain your views on the garment industry. You should include;</p> <ul style="list-style-type: none"> • A definition of fast fashion • The environmental impacts of fast fashion and the global trade in clothes. • The social impacts of fast fashion and the global trade in clothes. <p>Use the video called Fast fashion Year 8_ with audio to test what you have learnt and guide you through the process of writing your letter.</p> <p>Week commencing 8th June</p> <p>Watch the video Year 8 June 8th _ Rivers an Introduction. Complete all activities set by the teacher.</p> | |
| German | <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 8 (01/06/2020 – 05/06/2020)</u></p> | <p><u>Week 8 Extension work:</u></p> <ul style="list-style-type: none"> • Translate the model text into English (use the knowledge organiser document to help you) |

1. Watch the **three videos** explaining the perfect tense.
(The PowerPoint used in the video is available if you would like to look through it.)

When you have watched the videos read the article and complete the exercises to further revise the perfect tense

<https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zrrfmfr>

2. Revise the knowledge organiser on the topic of holidays (we completed this topic earlier this year):
- Fill out the gaps in the English part of the knowledge organiser. [HT1 Blank KO Fill in English.doc]
 - Fill out the gaps in the German part of the knowledge organiser. [HT1 Blank KO Fill in German.doc]
 - Self-assess by checking your answers with the complete knowledge organiser. [HT1 Knowledge Organiser.doc]
3. Answer these questions on the topic of holidays in German.
(use the knowledge organiser document to help you)
(Your answers do not have to be based on real events, you just need to show that you can give detailed answers in German. If you haven't travelled anywhere make it up).
- Wohin bist du letztes Jahr gefahren?
Where did you travel last year?
 - Mit wem bist du gefahren?
Who did you travel with?
 - Wie bist du gefahren?
How did you travel?
 - Was hast du gemacht?
What did you do?
 - Wie war die Stadt?
How was the town?
 - Was hast du noch gemacht?
What else did you do?
 - Wo hast du gewohnt?
Where did you stay?

Week 9 (08/06/2020 – 12/06/2020)

- Watch the video [Möchtest du ins Kino gehen part 1](#) and complete the activities there
- Watch the video [Möchtest du ins Kino gehen part 2](#) and complete the activities there

[HT1 Model Text.doc]

[HT1 Knowledge Organiser.doc]

- Look up these German-speaking tourist destinations:

- Schönbrunn Palace, Vienna, Austria
- Hallstatt, Austria
- Matterhorn, Switzerland
- Jungfrauoch, Switzerland
- Interlaken, Switzerland
- Brandenburg Gate, Berlin, Germany
- Neuschwanstein, Füssen, Germany

Where would you like to go the most and why?

Where would you not want to go and why?

Answer in English.

- Watch the video on the 10 best places to visit in Austria

<https://www.youtube.com/watch?v=xHUTACt84n0>

- Watch the video on cultural differences between Germany and the UK (subtitles on)

https://www.youtube.com/watch?v=bzrQPA mzY_o

Week 9 Extension Work

- Watch the video on free time in Germany, write a summary of the video
<https://www.youtube.com/watch?v=XVu1r5r85a0>
- Watch a German film on Netflix and write a review
- Draw a pretend screenshot of a German group chat where some friends are trying to decide on plans to go out.

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| | <p>3. Complete the week 9 activity worksheet document</p> <p>4. Complete the week 9 exercise PowerPoint</p> | |
| History | <p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>1st 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>1st June-Week 1: The Build up to World War Two. Watch this audio lesson and complete all activities set by the teacher.</p> <p>8th June- Week 2: Life in Nazi Germany. Watch this audio lesson and complete all activities set by the teacher.</p> | <p>All additional resources are in the All Resources folder. http://barrbeaconschool.co.uk/working-at-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>1st June onwards</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 videos, questions, textbook exercises as well as exercise and worksheets in the home learning for that topic.</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 |

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| | <p>On a Friday there will be a quiz day with instructions on the home learning area.</p> | <p>3. Press subject and pick the appropriate year group 4. Pick maths (there are also loads of different subjects on this website) 5. Start the lesson you would like to do - then follow the on screen instructions. Please note - more lessons will be added each week.</p> |
| <p>Media Studies</p> | <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.</p> <p>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.</p> <p>Week beginning June 1st Identify and understand advertising techniques used within the media industry. See video found via school website > http://barrbeaconschool.co.uk/working-at-home/ > Media > Year 8 Media</p> <p>Week beginning 8th June Create a magazine front cover. See video found via school website > http://barrbeaconschool.co.uk/working-at-home/ > Media > Year 8 Media</p> <p>Week 3 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: https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/ for a script layout.</p> <p>Week 4 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</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> |

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| | <p>website storyboardthat.com to create an online version or hand draw one on paper. Aim to produce</p> | |
| <p>PE</p> | <p>Home workouts: Joe Wicks YouTube Channel: https://www.youtube.com/user/thebodycoach1 (Daily workouts on this YouTube channel)</p> <p>Workouts (Different workouts for different muscle groups): Lower body: https://www.youtube.com/watch?v=vzNUH11jGLA https://www.youtube.com/watch?v=d-bA4qHWnL0</p> <p>Upper body: https://www.youtube.com/watch?v=zwAkH0XFrgw https://www.youtube.com/watch?v=K9s8bRd4Fwx (if you can use some bottles as your weights)</p> <p>Abs: https://www.youtube.com/watch?v=NFihdhNFhdo https://www.youtube.com/watch?v=NOVbSpQMjKA</p> <p><u>Things to think about when exercising:</u> 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><u>Extension:</u> 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>1ST June</p> | <p>Netflix watch List: 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: Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</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> |

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| | <p>Challenges</p> <p>Baby shark challenge- https://youtu.be/LurCQ9XGkt0</p> <p>Cha cha slide challenge- https://youtu.be/x_YFkVSp34s</p> <p>Bring Sally up squat challenge- https://youtu.be/bql6slU2A7k</p> <p>Bring sally up leg raisers- https://youtu.be/Q9cnrvL4Apc</p> <p>Bring sally up lunges- https://youtu.be/rULLHE41UtM</p> <p>5 minute moves</p> <p>1-https://youtu.be/d3LPrhI0v-w</p> <p>2https://youtu.be/SbFqQarDM50</p> <p>Workouts for this week</p> <p>10 MINUTE HITT- https://youtu.be/yv2XE_Ut3KU</p> <p>20 MINUTE HITT- https://youtu.be/fHfTCd2q-rg</p> <p>15 MINUTE BOOTCAMP- https://youtu.be/rzogO3ENKNk</p> <p>8 MINUTE Pilates- https://youtu.be/R13LDVZDIOc</p> <p>Mindfulness moments- https://youtu.be/b5Hw-6HzLPM</p> | |
| PSHE | <p>Week Commencing 1st June</p> <p>Using BBC Bitesize, Secondary, KS3, PSHE & Citizenship, Healthy Lifestyles, Mental and Emotional Health</p> <p>Watch the class clips on:</p> <p>Anorexia - then research the extent anorexia can affect sufferers lives, early indicators of the condition and the consequences of anorexia for sufferers and their families.</p> <p>What support is available both locally and nationally?</p> <p>How could we help support someone who we believe may be at risk?</p> <p>Pupils could present this in the form of a leaflet / presentation / web page.</p> <p>Week Commencing 8th June</p> <p>Watch the class clips on:</p> | |

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| | <p>Anxiety disorder - then research what are the symptoms of anxiety disorders? What advice could be given to sufferers to help them cope / overcome the condition? Where could they go to obtain support with their condition? What would be the best way to obtain medical help? Pupils could present this in the form of a leaflet.</p> | |
| <p>RE- Philosophy and Ethics</p> | <p>Complete any previous work that has been set then you need to do the following:</p> <p>Week commencing 1st June: We are starting a new topic focusing on Religion and the world around us. Watch the PPT on the Golden Temple. A teacher's voice will guide you through all the tasks. The lesson is about learning the importance of the temple to Sikhs and how they worship there. The video in the PPT will support you in retaining this information.</p> <p>Week commencing 8th June: You will have looked at the Golden Temple as a place of pilgrimage. We will now study Jerusalem as one of the most significant places of worship to Christians. Note- it is a place of pilgrimage for other religions, but this lesson focuses on Christianity. Watch the PPT and a teacher will guide you through the tasks. The PPTs and cards and all be found in the All Resources area.</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> |
| <p>Science</p> | <p>Complete any previous work that has been set by accessing the old documents on: https://rebrand.ly/ScienceSUM1</p> <p>All your work for after half term can be found at: 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-classroom/year-8/science#subjects</p> <p>Also, if you want to do some practical activities and you're allowed to (ask permission)</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.

Year 8 science:

Week 1.6.20 - Completing work on bioenergetics.

Week 8.6.20 - Starting Climate Change Project

<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.**

For audio instructions:

All Resources (scroll down) > Design & Technology> Textiles> Year 8> Y8 - TEXTILES - 01.06.20 and Y8 - TEXTILES - 08.06.20

Week Commencing 1st June

Week 1 of rotation

Task 1

Watch this video:

<https://www.youtube.com/watch?v=WfLep31Icz0>

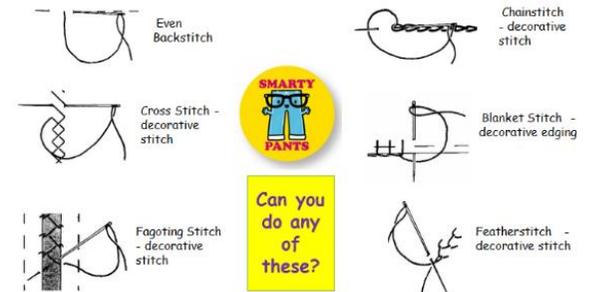
Create a sewing machine manual on how to thread a sewing machine. You can also use other videos on Youtube.

Task 2

Create a safety poster for the textiles classroom.

Try out new stitches.

There are helpful videos on YouTube as well.



Week Commencing 8th June

Week 2 of rotation

Task 1

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>

Attempt embroidery sewing or piece of work created with fabrics thanking the NHS and its workers.