

Y8 Guide for Term 6 Home Learning

The Remote Curriculum for Parents and Students

Y8 English

What will students learn and be able to do?

We want students to understand what they have learnt so far in Y7 and 8 and remind them of some core concepts in English. For example, an understanding of genre is essential for their knowledge for Y9. Their work on sentences consolidates what they have worked on in Biography but also is applicable to reading and writing longer term. This is revision/ reinvention of knowledge we know they have but are reapplying to new content.

Core knowledge

- Genre - review of Y7 and 8 knowledge
- Language techniques
- Sentence structures

Core skills

- Crafted writing
- Application of features of genre

Overview of tasks

Wk 1 – application of language techniques to bio write up - reviewing draft ideas

Wk 2 – creating a finished biography (non-fiction style) with accurate sentences and golden sentences

Wk 3 – overview of key stage - significance of genre. The Gothic Genre

Wk 4 – writing in the Gothic style (with golden sentences)

Wk 5 – Significance of genre - Realism and Naturalism (Multiple choice test)

Wk 6 – writing in Naturalist Style (with golden sentences) Formative Assessment

Wk 7 – finding your own style/ creative writing inspired by choice of images (or own choice)

Wk 8 – presenting your best work - a showcase of class work

How will this be assessed?

- Google multiple choice form on core knowledge of Y7 and Y8.
- Whole class formative assessment from teacher
- Teacher assessment of final written piece

Further support - where can students look for more information on the topic?

In English books

Their English teacher

Reading and thinking about genre (*Novels - Jane Eyre, Oliver Twist, The Black Cat, Call of the Wild, Huckleberry Finn, Wild Places. Biography - Malala, or a person you are interested in.*)

Listen to Mr Strickland read on www.tinyurl.com/CherwellReads (Call of the Wild here)

Enrichment - where can students look to explore this content further?

Use some of the resources and links in the Enrichment package to learn more about genre.

Complete a study into other realist writers. Who are they? What are the similarities and differences in their writing? How do they differ from realist writers from France and Britain? How does American realism differ from other American novels?

EXPLORE THE BRITISH LIBRARY start with <https://www.bl.uk/romantics-and-victorians/themes/the-gothic> and <https://www.bl.uk/romantics-and-victorians/articles/oliver-twist-and-the-workhouse>

Y8 Maths

What will students learn and be able to do?

Core knowledge

- Linear sequences
- Proportional reasoning
- Indices
- Standard index form
- Linear equations
- Using decimals (support groups only)
- Parallel lines

Core skills

- Finding the nth term of a linear sequence
- Using proportional reasoning
- Use the laws of indices
- Convert between normal and standard forms
- Solving linear equations
- Finding the equations of parallel lines

Overview of tasks

- Wk 1 Linear sequences / Area (support groups)
Wk 2 Proportional reasoning/ Decimals (support groups)
Wk 3 Proportional reasoning/ Decimals (support groups)
Wk 4 Indices
Wk 5 Solving equations
Wk 6 Standard form
Wk 7 Parallel lines
Wk 8 Feedback

How will this be assessed?

Tasks will be set on [hegartymaths.com](https://www.hegartymaths.com). Students watch an instructional video and then complete a quiz and are given a score.
Maths teachers monitor these scores.

Further support - where can students look for more information on the topic?

Their maths teacher via Google Classroom or email

Videos on Hegarty Maths explain content but students can also look on

- <https://www.mymaths.co.uk/>
- <https://corbettmaths.com/>

Enrichment - where can students look to explore this content further?

- <https://parallel.org.uk/>
- <https://nrich.maths.org/>
- <https://brilliant.org/>

Y8 Science

What will students learn and be able to do?

Core knowledge

- Ecosystems
- Energy stores, transfers and resources.
- Magnets and Electromagnets
- Sound and Light

Core skills

- Learning how to predict population changes in food webs.
- Learning how to show transfer between energy stores for different devices.
- Learning how to make an electromagnet.
- Learning how to plan an investigation to test the strength of an electromagnet.
- Learning how to make a spectrum from white light.

Overview of tasks

Each week students will be set three assignments; each assignment consists of a

- video to teach the knowledge and skills
- PowerPoint
- short task

Assignment 3 contains a short set of questions from Educake, which assesses the learning for each week and teachers feedback on the work submitted.

The topics to be studied are:

Wk 1: Ecosystems

Wk 2: Energy Stores, Transfers, Resources and making electricity.

Wk 3: Permanent magnets and magnetic fields

Wk 4: Electromagnets and their uses

Wk 5: Light and sound waves and their properties

Wk 6: Light and sound waves and their properties

Wk 7: Colour. The Eye and the Ear.

Wk 8: The Eye and the Ear.

How will this be assessed?

Students will complete a short weekly test on Educake

Class feedback

Short 5 question task to check the improvement from their feedback.

Further support - where can students look for more information on the topic?

Their teacher via Google Classroom or email

The BBC teach and Bitesize websites.

The students each have a KS3 Science Revision Guide which contains useful summaries of topics.

Enrichment - where can students look to explore this content further?

New Scientist Website <https://www.newscientist.com/>

BBC Teach <https://www.bbc.co.uk/teach/secondary/zkqp47h>

BBC Bitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Seneca Learning <https://senecalearning.com/en-GB/>

Oak National Academy <https://www.thenational.academy/>

NASA website <https://www.nasa.gov/kidsclub/index.html>

List of Good Science Websites <https://interestingengineering.com/11-of-the-best-science-websites-for-interactive-learning>

Y8 Art

What will students learn and be able to do?

- Build on prior learning of skills and knowledge covered in Year 8 during the first part of the year focusing on portraiture, extending, consolidating and reapplying observational drawing skills and use of mixed media in a new context.
- Learn about how a range of artists have portrayed themselves and others using a variety of different approaches.
- Learn about how a range of artists have communicated information about themselves and others using different formats.
- Learn how to develop practical artwork to portray and communicate information about them self.
- Be ready to start Year 9 by revisiting and extending drawing skills, analysis of other artists artwork, and learning how to bring these elements together to form their own personal response; providing an essential foundation to communicating messages and concepts via artwork, ready to build on next year.

Core knowledge

- The different forms portraits can take.
- How portraits can communicate information.
- How non literal representation of the face can be used to convey information.

Core skills

- Observational drawing
- Practical techniques using mixed media
- Analysis of artwork
- Evaluation

Overview of tasks

Wk 1 – Analysis of a ‘portrait’ painting by Vincent Van Gogh.

Wk 2 – Analysis of a selection of ‘portraits’ created by a range of different artists.

Wk 3 – Plan a non-literal Self Portrait practical outcome.

Wk 4 – Experimentation with composition and media.

Wk 5 – Start to create a non-literal Self Portrait practical outcome.

Wk 6 – Continue and complete a non-literal Self Portrait practical outcome.

Wk 7 – Evaluation and review.

Wk 8 – Refining and responding to feedback.

How will this be assessed?

- Google multiple choice review of core knowledge.
- Whole cohort and class formative teacher assessment to inform student self-assessment and review.
- Teacher assessment of final practical outcomes.

Further support - where can students look for more information on the topic?

- Their art teacher
- National Portrait Gallery - extensive collection of portraiture and thematic exhibitions, take a look here: <https://www.npg.org.uk>

Enrichment - where can students look to explore this content further?

Discover more artists and artwork based on the theme of portraiture in the Tate Gallery student resource here: <https://www.tate.org.uk/art/student-resource/exam-help/self-image>

- If you are interested use the links within the resources to find out more about the artwork featured.
- You may be able to find further examples by scrolling to the bottom of page of a featured piece of artwork to discover other linked artwork the Tate Gallery recommends to look at.
- Choose an artist and piece of portrait artwork that interests you.
 - Put together a profile about the artist containing some brief facts and images of their work, include dates when they were alive, where they lived, type of artwork they produced and materials used.
 - Plan and create a self-portrait inspired by the artwork you have chosen – use any materials you have available.
 - Explain how you have been inspired by your chosen artwork.

Y8 Computing

What will students learn and be able to do?

Core knowledge

- Key terminology for computer science
 - Algorithms
 - Control / Program flow
 - Programming constructs
 - Sequence
 - Selection
 - Iteration
 - Condition
- What is a flowchart - purpose and structure
- What is pseudocode - purpose and structure

Core skills

- Ability to write simple algorithms
- Some awareness of basic pseudocode to show selection
- Ability to create flowcharts to show
 - Sequence
 - Selection
 - Iteration
- Ability to read flowcharts

Overview of tasks

Wk 1 - intro to algorithms (in real life - not programming) and sequence programming construct.

Wk 2 - how selection can improve the (control) flow of an algorithm. Including basic pseudocode of selection using conditions.

Wk 3 - introduction to flowcharts - purpose and structure for simple sequence programs (showing simple shapes required)

Wk 4 - introduction to the use of flowcharts to represent the programming construct of selection (intro to the decision symbol)

Wk 5 - introduction to the programming construct iteration - what it is and how it can be used in flowcharts to repeat a process(es)

Wk 6 - practice with flowcharts - completing symbols, moving symbols, choosing the correct shapes, writing new flowcharts, reading flowcharts to find an answer.

Wk 7 - end of unit assessment - testing understanding of key terms, flowchart symbols, being able choose the correct flowchart out of a choice of 3 for a given situation, reading flowcharts.

Wk 8 - construct a final flowchart.

How will this be assessed?

All work will be uploaded to Google Classroom as files that the students can edit.

The teachers will be checking emails to offer advice to students who request it.

Each week we will look through a number of pieces of work in each class to see strengths and weaknesses and then will give whole class feedback on common mistakes and misconceptions along with the correct answers for students to self-assess.

At the end of the unit (week 7) the students will be given a Google form quiz which will assess their knowledge and understanding of the key terminology and skills that have been covered in this unit of work.

Further support - where can students look for more information on the topic?

BBC Bitesize covers programming constructs (Sequence, Selection and Iteration) as well as algorithms, pseudocode and flowcharts. Students are welcome to look through the KS3 computer science information there for more information on this topic.

Enrichment - where can students look to explore this content further?

Algorithmic Doodle Art Students can explore algorithms further with this fun task. It looks at how algorithms are used in nature. <https://teachinglondoncomputing.org/algorithmic-doodle-art/>

Y8 Design Technology

What will students learn and be able to do?

We want to equip students with key concepts which will enable them to analyse and evaluate a product. Students will learn about the properties of materials, including an introduction to smart materials. They will be able to discuss form and function. Students will learn how designers look to nature for inspiration in solving problems. We will consider how products fit human beings, with an introduction to ergonomics. These concepts should help students critique the products around them and their own designs.

Core knowledge

- Physical and mechanical properties
- Alloys and composites
- Smart materials
- Form and function
- Ergonomics
- Biomimicry
- Life cycle of a product
- SCAMPER

Core skills

- Identifying required properties
- Designing - ideation, drawing
- Analysing a design using key terms.
- Evaluating a design using key terms

Overview of tasks

Wk 1 – Slides document with reading, video and exercisers, on properties of materials and an exploration of alloys and composites.

Wk 2 – Introduction to smart material and a case study from NASA.

Wk 3 – Analysing iconic past designs with regards to form and function.

Wk 4 – Designing from iconic past designs with regards to form and function.

Wk 5 – Watching documentary on biomimicry and designing something inspired the biology and mechanics of nature, building a robotic hand out of card.

Wk 6 – A photography study of the ergonomics of handheld objects.

Wk 7 – Analysing and evaluating a design based on the concepts learnt this term.

Wk 8 – Redesigning an aspect of a product in a new and improved way.

How will this be assessed?

- Google multiple choice form on core knowledge.
- Whole class formative assessment from teacher.
- Teacher assessment of final design and life cycle assessment evaluation.

Further support - where can students look for more information on the topic?

Their DT teacher

Case study

Enrichment - where can students look to explore this content further?

Follow the links to -

- [Better by Design documentary - channel 4](#)
- [Zoe Laughlin - How To Make: series](#)
- [NETFLIX - Abstract: The Art of Design](#)
- [Design museum website](#)
- [V&A website](#)
- [NatureTech - The Material World BBC](#)

Y8 Drama

What will students learn and be able to do?

We want Y8 students to develop their knowledge and understanding of the basic acting skills related to Characterisation. We also want them to study how meanings are communicated through the way actors in character roles interact and use their performance space. The tasks and activities set consolidate the key skills pupils have learnt to date - and will aid their transition into their new work next academic year.

Core knowledge

- Physical and Vocal skills - Characterisation
- Communicate meaning through interactions and use of space
- Interpreting characters within given scripts

Core skills

- Physical Skills:
- Vocal Skills
- Interactions, Action & Reaction
- Interpretation of script to create character

Overview of tasks

- Wk 1 - Review and practice - physical skills used by actors to portray different characters
Wk 2 - Review and practice - vocal skills used by actors to support physical characterisation
Wk 3 - Duologue - focusing on character interactions; using 'Action and Reaction' and subtext
Wk 4 - Planning use of space for Chorus and interactions within a chorus
Wk 5 - Assessment task on knowledge and understanding of basic acting skills (Multiple choice test)
Wk 6 - Interpretation of character - Role-on-the-Wall; Writing-in-role
Wk 7 - Interpretation of more than one character through multi-roling

How will this be assessed?

- Week 5 - Google multiple choice forms on core knowledge; foundation Y7 & intermediate Y8
- Whole class formative assessment from teacher

Further support - where can students look for more information on the topic?

Their drama teacher via Google Classroom or email

Silent Storytelling: The Art of the Mime - <https://www.youtube.com/watch?v=LDN0fxGByko>

National Theatre - developing physical skills for actors - <https://www.youtube.com/watch?v=1RRc4tq2kpE>

Enrichment - where can students look to explore this content further?

Film 4 – Actors on Acting - https://www.youtube.com/watch?v=UI_wE953yPQ

Y8 French

What will students learn and be able to do?

In Year 8 French, we want our students to familiarise themselves with the topic of School Life. In this topic, students will be able to list the subjects in French, express simple opinions and justify them, learn the gist of how to say the time, describe what you eat in the canteen and what you do with your friends at school.

This topic is new but revisits many areas of language that they have already learnt. It gives opportunities for revision and extension.

Core knowledge

- School subjects and genders
- Opinions and justifications- present tense of -er verbs
- Describing school food and using the verbs Manger (to eat) and boire (to drink)
- Telling the time using the 12 hour clock

Core skills

- Learning new items of vocabulary
- Expressing opinions
- Telling the time
- Understand a French school timetable and what school life is like in France/ the French-speaking world.

Overview of tasks

Wk 1: Learn the vocabulary of new subjects and their genders.

Wk 2: Express opinions about school subjects

Wk 3: Justify your opinions about school subjects and justify them.

Wk 4: Learning to say the time using the 12 hour clock

Wk 5: Describing what you do with your friends at school

Wk 6: Describing what you eat at school.

Wk 7: Embedding and extending the whole topic with a set of revision tasks

Wk 8: Embedding and extending the whole topic with a set of revision tasks

How will this be assessed?

There will be three assignments set in Google Classroom to submit to the teachers.

1. Google forms to fill in at the end of the first fortnight.
2. A formative assessment at the end of week 6
3. A paragraph to submit at the end of Week 7 for your teacher to mark and feedback on.

Further support - where can students look for more information on the topic?

Their teacher via Google Classroom or email

You Tube clips

BBC Bitesize

- Talking about Food in French

<https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z4xjrj6>

- Days and months in French

<https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc>

- Telling the time in French:

<https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zfkqpg8>

Enrichment - where can students look to explore this content further?

If you want a taste of the summer in the south of France, watch these clips from the lovely BBC2 series Vingt Minutes. This is the story of a very successful school exchange between Michael, an Irish boy, and a French girl.

<https://www.bbc.co.uk/programmes/b0077wh2/clips>

Y8 German

What will students learn and be able to do in Year 8 German?

We want our students to familiarise themselves with the topic of 'Clothing/styles and Going Out.' In this topic, students will be able to learn clothing and style vocabulary, talk about plans for a date or going out in general, discuss their plans in the future and other key grammar points. This topic is new but revisits some areas of language that they have already been covered in Year 7 and 8. It gives opportunities for extension and revision as well as a focus on speaking and writing skills. The unit covers all three tenses (present, past and future).

Core knowledge

- Clothing vocabulary and adjectives used to describe what an item of clothing is like
- Using 'wenn' conjunctions
- Using the verb 'tragen'- to wear/ accusative adjectival endings after Ich trage
- Using other verbs that talk about getting ready to go out
- Recognising question forms and asking questions using a variety of verbs
- Talking about uniforms and expressing opinions for/against
- Focus on writing skills

Core skills

- Learning new items of vocabulary
- Recap of colours
- Adjectival endings (accusative case)
- Understanding how to use 'wenn' conjunctions and mastering the correct word order with 'wenn' clauses
- Recognising the future tense and being able to express future ideas (1st person)
- Giving opinions
- Learning the **TMP** (Time/Manner/Place) rule and other word order rules
- Recap and introduction of high-frequency words
- Revision of all three tenses

Overview of tasks

Wk 1: Learn vocabulary discussing clothes and style. Introduce 'wenn' clauses.

Wk 2: Talk about plans for a date using the future tense.

Wk 3: Talk about getting ready to go out, asking questions using a variety of verbs.

Wk 4: Describing how a date went using past, present and future tenses.

Wk 5: Speaking skills: Talking about uniforms, preparing for a debate

Wk 6: Writing skills: Differentiated writing tasks based on this unit

Wk 7: Embedding and extending the whole topic with a set of revision tasks

Wk 8: Embedding and extending the whole topic with a set of revision tasks

How will this be assessed?

At the end of Week 2, students will submit one piece of work of their choice to their teachers.

At the end of Week 6, students will submit a piece of written work based on this unit.

Further support - where can students look for more information on the topic?

Their teacher via Google Classroom or email

Languages online- German Games to recap Kleidung (clothes) and Farben (colours)

Memrise- Great way of recapping vocab for chapter 5. (Search for Stimmt 2 Kapitel 5 in courses)

BBC Bitesize is excellent – short videos followed by explanations and activities.

Youtube clips galore to go with Unit 5:

- Talking about clothing - <https://youtu.be/rtZp3bUQrKA> or <https://youtu.be/WCiRvSS8BHw>

- Talking about colours - https://youtu.be/KQ-P0t5nr_E

- Clothing and adjectival endings - https://youtu.be/H4RUQil_FHo

- 'Wenn' clauses explained - <https://youtu.be/5IcT8QIzh4w>

- Future Tense explained - <https://youtu.be/AfuPxdM1jHU>

- Time Manner Place rule explained - <https://youtu.be/xjAmznkSjB0>

Enrichment - where can students look to explore this content further?

For more in-depth grammar practice choose any of the topics listed on the BBC Bitesize KS3 German page e.g. Word order <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zkbbhbk>

or Adjectives in German <https://www.bbc.co.uk/bitesize/topics/zm3m47h/articles/zdkbf4j>

Y8 Geography

What will students learn and be able to do?

Students will complete a series of lessons building on the Polar Environments Unit from Term 5. Students will learn about wildlife and interdependence in the Polar Environments, as well as Human Impact on these biomes.

Students will finish the year with an assessment examining their learning throughout the term.

Core knowledge

- Food webs in polar regions
- How the greenhouse effect causes climate change
- Impacts of climate change on polar environments
- Human Impact on Polar regions and managing this impact

Core skills

- Comparative writing
- Using evidence to back up points (PEE paragraphs)
- Evaluating different issues

Overview of tasks

Wk 1 – Food Webs in Polar Regions
Wk 2 – The Greenhouse Effect and Climate Change
Wk 3 – Impacts of Climate Change on the Poles
Wk 4 – Recap and Revision and Formative Assessment
Wk 5 – Human Impact on the Poles
Wk 6 – Managing Human Impact on the Poles
Wk 7 – Review and revision of Y8 Term 5 and 6 Topics
Wk 8 – Assessment of Y8 Term 5 and 6 Topics

How will this be assessed?

- Google multiple choice form on core knowledge of Y8 Term 5 and 6 topics
- Teacher assessment of one written task

Further support - where can students look for more information on the topic?

- These pages have some material on Polar Environments which stretch up to GCSE level but would be useful for extension reading - http://www.coolgeography.co.uk/gcsen/GCSE_LW_Cold_Characteristics.php
- These websites from the BBC provide a good summary of many of the topics - <https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1>;
<https://www.bbc.co.uk/bitesize/guides/zwvh82p/revision/1>

Enrichment - where can students look to explore this content further?

Note the Royal Geographical Society Young Geographer of the Year 2020 - OPTIONAL EXTENSION TASK that is set in your Google Classroom. Ask your geography teacher if you are unsure.

Y8 History

What will students learn and be able to do?

Students will finish their study of 'Revolutions that Shook the World' by learning about the Haitian Revolution and considering the long and short term causes of this.

Students will also study the aftermath of the British Empire, both in terms of how it affected the people of the former British colonies and how it ushered in an era of multiculturalism in Britain.

Core knowledge

Causes and events of the Haitian Revolution
Effects of the British Empire collapsing in the West Indies
The Windrush and the beginnings of multiculturalism in Britain
The obstacles facing people of colour in Britain in the 1950s – 1980s.

Core skills

- Historical causes and consequences
- Historical writing

Overview of tasks

Wk 1 – The Haitian Revolution
Wk 2 – The Haitian Revolution
Wk 3 – The end of the British Empire (effects in the former colonies)
Wk 4 – The end of the British Empire (effects in the former colonies)
Wk 5 – The end of the British Empire (effects in Britain)
Wk 6 – The end of the British Empire (effects in Britain)
Wk 7 – Review and revision of Y8 topics
Wk 8 – Review and revision of Y8 topics

How will this be assessed?

- Google multiple choice form on core knowledge of Y8
- Teacher assessment of one written task

Further support - where can students look for more information on the topic?

- Their teacher
- Imperial War Museum resources on the collapse of empire: <https://www.iwm.org.uk/history/the-end-of-the-british-empire-after-the-second-world-war>

Enrichment - where can students look to explore this content further?

- British Library resources: <https://www.bl.uk/windrush/articles/windrush-and-the-making-of-post-imperial-britain>

Y8 Music

What will students learn and be able to do?

Core knowledge

- Listening
- Appraising.
- Planning to compose music.

Core skills

- Recognising musical features in certain film soundtracks.
- Learning about some of the key elements and key words of film music.
- Creating music, at least in plan form, to fit a movie storyboard.
- Identifying and using the elements of music in examples from films and adverts.

Overview of tasks

- Wk 1 – Identifying some features in the musical theme to the Western “Big Country”.
- Wk 2 – Learning about some of the principles and techniques in creating a soundtrack.
- Wk 3 – Planning music for a short science-fiction storyboard.
- Wk 4 – Identifying and listing certain musical elements used in different film genres.
- Wk 5 – Planning a musical storyboard for a film genre of choice.
- Wk 6 – Listening to the music in TV adverts and listing the elements used.
- Wk 7 – Appraising the music used in a well-known TV advert.

How will this be assessed?

- Whole class feedback from the teacher.

Further support - where can students look for more information on the topic?

Their music teacher via Google Classroom or email

BBC Bitesize work on film music - see link below <https://www.bbc.co.uk/bitesize/guides/zwdhqv4/revision/1>

Film music article in Gramophone magazine - link below
<https://www.gramophone.co.uk/other/article/the-art-of-film-music>

Enrichment - where can students look to explore this content further?

Classic FM History of Film Music.

<https://www.classicfm.com/discover-music/periods-genres/film-tv/recent-movie-soundtracks/film-music-where-start/>

Y8 Religious Studies

What will students learn and be able to do?

Core knowledge

- Nature of religious truth
- Analogy
- The Design Argument
- Previous Year 8 knowledge of Christian and Islamic creation beliefs
- Previous Year 7 knowledge of Buddhism, Christianity and Islam

Core skills

- Using evidence to support or challenge an argument
- Reflection on personal perspectives

Overview of tasks

Lessons will be assigned on a Wednesday and due the following Tuesday

Wk 1 [03.06.20-09.06.20] Introduction - what is truth?

Wk 2 [10.06.20-16.06.20] Understanding and using analogies to talk about the existence of God (MCQ)

Wk 3 [17.06.20-23.06.20] The Design Argument as an example of an argument for the existence of God

Wk 4 [24.06.20-30.06.20] The Design Argument as an example of an argument for the existence of God (MCQ)

Wk 5 [01.07.20-07.07.20] Writing a personal response

Wk 6 [08.07.20-14.07.20] Stretch and Challenge

Wk 7 [15.07.20-21.07.20] Celebration of wonderful work

How will this be assessed?

- Google multiple choice forms on core knowledge
- Teacher assessment of written personal response

Further support - where can students look for more information on the topic?

RS Philosophy of Religion Knowledge Organiser

Key word sheet

Term 5 RS work on creation beliefs

Their RS books

Their RS teacher

Remembering and re-visiting other arguments for and against the existence of God they have encountered in their lives, either through their own religion or their education

Enrichment - where can students look to explore this content further?

BBC GCSE Bitesize, Design Argument <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/3>

Video: William Paley and the Divine Watchmaker <https://www.bbc.co.uk/programmes/p02qsh40>

Does God Exist: <https://www.reonline.org.uk/resources/does-god-exist/>

God and truth: <https://www.bbc.co.uk/bitesize/guides/zpxpr82/revision/1>

Humanist perspective on the existence of God: <https://www.reonline.org.uk/concepts-of-god-and-the-ultimate/humanism-ultimate-reality-god-and-gods-sara-passmore/>

Incorporeality / Immateriality of God: <https://www.reonline.org.uk/subject-knowledge/16-plus-philosophy/incorporeality-immateriality-of-god/>

Y8 Physical Education

What will students learn and be able to do?

Core knowledge

- Various training principles
- Importance of warm-up and cool-down
- A variety of exercises that work particular areas of the body
- Introduced to the language and function of repetition

Core skills

- Develop their physical strength and cardio-vascular fitness
- Experience the benefits of staying active
- Refine techniques such as plank, push-ups etc.

Overview of tasks

Wk 1: Pyramid workouts
Wk 2: Activity Week!
Wk 3: HIIT training
Wk 4: Cardio-vascular - fartlek training
Wk 5: Skill based
Wk 6: Virtual Sports Day
Wk 7: Circuit training
Wk 8: Yoga/stretching

How will this be assessed?

Through encouraging students to take photos/videos to send to their PE teachers.
Ongoing dialogue between classroom teachers and the students they teach.
Feedback forms set as assignments

Further support - where can students look for more information on the topic?

The weekly slides will have details, tips and guidance on each type of training.
Follow on Twitter @CherwellPE

Enrichment - where can students look to explore this content further?

Joe Wicks' daily PE lessons – <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/zxf3cdm>

Y8 Spanish

What will students learn and be able to do?

In Year 8 Spanish, we want our students to study the topic of planning a party, arranging to go out and how to make excuses. In this topic, students will discuss the food they are going to buy for a party then give an account of a party. They will learn how to make arrangements to go out and how to make excuses to decline an invitation. These topics are new but revisit many areas of language that they have already learnt. It gives opportunities for revision and extension.

Core knowledge

- Food and drink
- Quantities
- The near future tense
- The preterite, present and near future tenses
- Using me gustaría + infinitive
- Using the verbs poder and querer

Core skills

- Learning new items of vocabulary
- Expressing opinions
- Identifying different tenses when reading and listening
- Understanding a party invitation
- Arranging to go out

Overview of tasks

Wk 1 & 2 - Lesson 3: Ordering a meal and understanding a menu.

Embed and review vocabulary and grammar by completing a knowledge organiser.

Wk 3 & 4- Lesson 4: Arranging to go out and make plans with friends. Knowledge quiz to consolidate.

Wk 5 & 6 - Revision from the year. Revise topics covered. A choice of approaches will be offered, so that students can choose the revision method that works for them. Write and submit a written paragraph.

Wk 7 & 8 - End of year quiz and cultural enrichment - Google knowledge quiz of modules 1-4.1, cultural activities

How will this be assessed?

There will be four assignments set in Google Classroom to submit to the teachers.

Wk 1 & 2 – A formative assessment (knowledge organiser, as normally done in school)

Wk 3 & 4 – A 10 question multiple choice knowledge quiz (Google quiz) to engage learning of new language

Wk 5 & 6 – A written paragraph (to cover a range of Y8 topics) to submit at the end of Week 6

Wk 7 & 8 – Google Quiz of all topics covered this year

Further support - where can students look for more information on the topic?

You Tube clips

BBC bitesize

<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb>

In a restaurant lessons

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

Memrise

Quizlet

<https://quizlet.com/class/8623803/>

<https://quizlet.com/qb/423499195/spanish-viva-3-unit-3-flash-cards/>

Enrichment - where can students look to explore this content further?

Cultural activities will be provided

Lyrics Training

<https://lyricstraining.com/es/play/la-sonora-santanera-aleks-syntek/donde-estas-yolanda/H4Vxsilo74#b7c>

You don't need an account if you select 'maybe later' below. Select beginner level then choice mode (top right). You can also search for the lyrics on google search and see a translation on google translate!

Then practise with different songs.

Duolingo www.duolingo.com including Duolingo Tiny cards

Past tense of IR verbs <https://tiny.cards/decks/37osGjbj/ir-in-the-preterite>

Viva 2 module 3 <https://tinycards.duolingo.com/decks/Ke8Sxkbp/viva-2-module-3>

Viva 2 module 4 (for extra work) <https://tiny.cards/decks/6iD1ojEE/viva-2-module-4>

Other sets for Viva 2 <https://tinycards.duolingo.com/search?query=viva%202>

