

## Year 8 Weekly Remote Learning Overview Week beginning 15<sup>th</sup> June

### CAREERS EDUCATION

At this time of year students in Year 8 would usually spend some time on the Careers Education Curriculum and just before school closed in March they had been working with their tutors on a project looking at Employability Skills - the eight skills that Employers tell us they value and look for in job applicants. While we cannot complete this year's project we would like students in Year 8 to complete two Careers Projects between the 15th June and the end of term in July.

The first project is on the Careers and Professions that are being recognised and celebrated as part of the COVID 19 Pandemic and we have partnered with an organisation called Success at School to use the materials. Students will be sent information and a link in ShowMyHomework and the link will take them to the Success at School site. From there pupils can access the jobs and professions involved with handling the Pandemic - from Nurses to Transport workers with many others.

There are case studies showing the real work of some of these employees as well as information on how to access teach profession along with the Career prospects for each employment area.

We hope all students will be encouraged to access the Success at School site to look at this information and find out about this range of Careers.

The address is: <https://successatschool.org/advisedetails/1232/crisis-careers-heroes-coronavirus-key-workers>

	Year 8
<b>Maths</b>	<p>Students will be on the third week of their <b>HANDLING DATA MODULE</b> This module should have lasted about 3 weeks, Last week and this week will be about presenting and processing data. We will also look at collecting data.</p> <p>*Tallies and Charts *Pictograms *Bar Charts of all types *Pie-Charts *Questionnaires *Scattergraphs *Frequency Polygons *Cumulative Frequency Graphs*Box Plots; up to *Histograms, dependent on set and time available</p> <p>*Students will be reminded via SMH to check their Google Classroom where there will be instruction for their individual classes. Tasks will mainly be on MathsWatch/My Maths/MATHSPAD and Sam Learning. Some staff might also post PowerPoints and worksheets for completion.</p> <p><i>If students want more work or more challenging work they can email their class teacher, that way we won't overload other students.</i></p>
<b>English</b>	<p>Year 8 continue their work on creative writing, with a focus on exploring effective narrative hooks. All resources posted on Show My Homework and Google Classrooms.</p>
<b>Science</b>	<p><b>This week we will finish: 9b Plant Growth</b> Detailed instructions will be on SHMH and Google Classroom</p> <p>1)Read through the link <a href="https://www.bbc.co.uk/bitesize/guides/zg6t2nb/revision/2">https://www.bbc.co.uk/bitesize/guides/zg6t2nb/revision/2</a> Watch the video: <a href="https://www.youtube.com/watch?v=cWj3u8voDSg">https://www.youtube.com/watch?v=cWj3u8voDSg</a> and write in your book: definitions for <b>respiration, photosynthesis, combustion, decomposition</b></p> <p>2)Complete <b>9Be-1</b> and <b>9Be-5</b> WS</p> <p>3)Make a photo of your work and upload this on Google Classroom</p> <p>4)Complete your daily goal on <b>Tassomai</b></p>

<b>History</b>	<b>Women's Campaigns For the Vote</b> Students will work through slides and clips to understand different strategies and methods of Suffragettes and Suffragist. They will use what they have learn to write a comparative judgement paragraph
<b>Geography</b>	<b>Against Globalisation</b> - Read the information sheet, watch the video and answer the questions in full sentences. Upload your work on Google Classroom (code to join: 7art7jf)
<b>Computer Science</b>	<b>Computing basics Lesson 3</b> <b>How it all works:</b> Task Instructions sheet and Activity workbook will be set and attached to SMHW as pdfs and pupils can ask question in the google classroom if they need help
French	<p>1. 1. End of module tests for Studio 2 module 5 – Quel talent. This follows last week's revision – make sure you top up your revision first:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Grammar (modal verbs: devoir, pouvoir, vouloir)</li> <li>• Translation into French</li> <li>• Writing – 4 bullet points about your talents</li> </ul> <p>2. Do the tests then use the answers provided for self-correction to see how you got on. 3. Work set on Google Classroom and SMHK 4. Upload screenshots of the work to the teacher for feedback/merits 5. Use of linguascope/ quizlet, zut, languagesonline is extra</p>
Spanish	<p><b>Year 8 Spanish</b></p> <p>1. End of module tests for Mira 2 module 5 – La Ropa (clothes). This follows last weeks revision – make sure you top up your revision first:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Translation into Spanish</li> <li>• Writing – 4 bullet points about clothes using present past and future tenses and an opinion</li> </ul> <p>2. Do the tests then use the answers provided for self-correction to see how you got on. 3. Work set on Google Classroom and SMHK 4. Upload screenshots of the work to the teacher for feedback/merits 5. Use of linguascope/ quizlet, languagesonline is extra</p>
<b>Art</b>	Watch the video on the use of pattern in cultures round the world. Choosing one or two of the cultures and creating your own versions. Review your work, annotate and set targets. Act on your targets to improve your work. All resources are now on Google classroom.
<b>Drama</b>	<b>Live Theatre Evaluation – Lesson 3</b> Students complete their structured notes to analyse a chosen actor's performance skills. All resources and links on SMHW and Google Classroom. No need to submit these notes as they will help you to create a piece of extended written work next week.
<b>PE</b>	This week, we would like you to complete the following sections on SAM learning: - Effects of Exercise on the Body 'Revise' - Effects of Exercise on the Body A 'Test Questions' - All sections on Hockey Also you are to hand in your completed PE booklet which you have been working on for the past 4 weeks.

<b>PHSEE</b>	<p><b>L2 - Civil Rights and Protest</b></p> <p>Students will watch a series of videos to learn the history of our basic civil rights. They will learn about how we can have our say through voting and protest including the impact of protest; good and bad. Students will learn through video about the current BLM protest and everyday racism in the UK with a final task asking them to read the reflections of some prominent black Briton's on the current protests where students will be invited to write a question to ask them or a message to send them. Some of these will be emailed to them, any response will be published on the classrooms and on the school website. All details are on SMHW and Google Classroom</p>
<b>REP</b>	<p><b>Science and Religion Essay Planning</b></p> <p>Plan the essay set on SMHW using the essay plan and guidance provided.</p>
<b>Technology</b>	<p><b>Food Technology</b></p> <p><b>Social Inclusion and Food Choices.</b></p> <p>Review the resources in Social Inclusion on Google Classroom and complete and submit the related documents.</p> <p><b>Textiles</b></p> <p><b>Smart and Modern Materials</b></p> <p>So far we have looked at the types of materials we use at school in textiles and the types of materials you are likely to find in your own wardrobes. This week we are going to be looking at new development in materials and the impact they can have on function and aesthetics. Watch the video linked her and then complete the worksheet, use the resource linked below to help you. Do not copy and paste; make sure you are writing in your own words so that you understand the key terms.</p> <p>Once you have done this complete the Smart &amp; Modern Materials Quiz to test your knowledge.</p>
<b>Music</b>	<p><b>Black Music Matters</b></p> <p>A reflection on the influence of black musicians on the music of the 20th century.</p> <p>Follow the PowerPoint slides:</p> <ul style="list-style-type: none"> <li>• consider how many popular music genres are influenced by black musicians.</li> <li>• listen to protest songs of the 1960s and think about their relevance today.</li> <li>• name the musician quiz.</li> </ul> <p>Extension task:</p> <p>Choose some musicians and make some fact files through on-line research.</p> <p>Learning support:</p> <p>Second version of the project available for students who receive learning support or who may find reading and writing difficult.</p> <p>What to hand in.</p> <p>Upload your thoughts about the protest songs and fact files to SMHW and add a comment about how much you enjoyed learning about this subject.</p>