



# REMOTE LEARNING YEAR 8



## DAILY SCHEDULE:

- 8:25:** Register in the Year 8 Google Registration Room
- 8:40 - 9:00:** Tutor Group activities in Google Tutor Room
- 9:00 - 9:55:** Period 1 in relevant Google Classroom
- 9:55 - 10:15** Breaktime
- 10:15 - 10:35** Reading Time
- 10:35 - 11:35** Period 2 in relevant Google Classroom
- 11:35 - 12:25** Period 3 in relevant Google Classroom
- 12:25 - 13:00** Lunchbreak
- 13:00 - 14:00** Period 4 in relevant Google Classroom
- 14:00 - 14:45** Period 5 in relevant Google Classroom

## USEFUL LINKS

**Mental Health Support**  
[www.kooth.com](http://www.kooth.com)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)

**Online Safety**  
[www.childnet.com](http://www.childnet.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

**Safeguarding**  
**Email: Ms Jen Burniston**  
[jbu@hws.haringey.sch.uk](mailto:jbu@hws.haringey.sch.uk)

**ICT Access**  
**Email: Mr T Ashman**  
[tas@hws.haringey.sch.uk](mailto:tas@hws.haringey.sch.uk)

## LEARNING OVERVIEWS:

*Please be aware that schemes of learning do not always run exactly as planned, some aspects may take longer, some are completed more swiftly.*

### SUBJECT: ENGLISH:

Outline: "Detective Fiction" writing unit.

#### Weekly objectives:

##### 1 Understanding some of the key conventions of detective fiction

- Introducing the genre – look at a range of extracts from detective fiction and consider what they have in common
- Read example of a short detective story – Lamb to the Slaughter

##### 2 Exploring settings

- Common settings of murder mysteries - Narrative openings – how is setting used to create tone?
- Write opening to piece of detective fiction

##### 3 What makes a good detective?

- Sherlock Holmes, Miss Marple, Inspector Morse - Different types of detective – police, private investigator, amateur
- Research: consider characterisation – personality traits - Create own detective

##### 4 Understanding the role of structure

- Narrative arc – how is information revealed? - Explore one or two whole short stories. - Map reveal of information

##### 5 Creating suspense and mystery

- Using lexical fields, sentence construction and paragraphing to create tone
- Explore extracts from different texts and practise writing

##### 6 Planning and creating own short murder mystery story

## **SUBJECT: ENGLISH (contd):**

### **Feedback opportunities:**

- After analysing different genres and writing styles, students produce texts of their own to adhere with specific genre conventions.
- Students can share their work aloud / use the type-chat feature if they have no microphone.
- Formative feedback throughout lesson through questioning.
- Formal writing assessments set as 'assignments' on Google Classroom, allowing for individual feedback.

### **Key assessment tasks:**

Self-assessment: Creating character      Structural writing      Lexical fields

Final assessment task: Produce own detective fiction short story.

## **SUBJECT: MATHS:**

**Outline:** INDEX LAWS—EXPRESSIONS

### **Weekly objectives:**

- 1 Introducing basic Index Laws
- 2 Harder Power rules and practice
- 3 Language of Algebra and Simplifying Expressions. Writing information from diagrams and problems as an expressions
- 4 Factorising and Expanding Brackets Substitution
- 5 Solving and Making Equations
- 6 Solving and Making Equations

**Feedback opportunities:** Via Maths Watch/DFM websites which allow staff to leave individual comments

### **Key assessment tasks:**

DFM weekly homeworks which assess past and current units of work.

One GC assessment from Diagnostic Questions at end of half term on Sequences and Graphs

One short assessment on RATIO GC

## **SUBJECT: SCIENCE:**

**Outline: BIOLOGY: Food and Nutrition CHEMISTRY: Combustion PHYSICS: Energy Transfers**

### **Weekly objectives:**

**Understanding Food and Nutrition:** Testing for protein and fat, Food groups and labelling, Balanced diet, digestive system, Enzyme Action, Absorption into the Blood.

**Understanding Combustion:** Burning fuels, Oxidation, Fire safety, Air pollution, Global warming, Reducing pollution

**Understanding Energy Transfers:** Temperature and Energy Changes, Energy transfers, Energy Power and Efficiency, Controlling transfers, Paying for Energy

### **Feedback opportunities:**

Verbal feedback in lessons, Answers in chat

Q&A in lessons verbally. Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy

### **Key assessment tasks:**

Uploaded answers to Quick quizzes

Uploaded answers Set H/W worksheets

## **SUBJECT: ART:**

**Outline:** Colour photography and weaving. What we can learn from nature and how artists respond to environmental concerns.

### **Weekly objectives:**

1 Taking colour images of colour and pattern

2 Arranging photographs into colour grids

3 and 4 Introduction to disappearing bees project. Endangered bees - how can we use activism and the experience of art to highlight this problem?

5 and 6 Study of natural forms leading to collaborative printing

### **Feedback opportunities:**

Verbal and written on Google Classroom

### **Key assessment tasks:**

Found images weaving      Printing responses to bee project

## **SUBJECT: COMPUTER SCIENCE:**

**Outline:** Unit 8.2 Python Basics This is an introduction to Python, a powerful but easy-to-use high-level programming language. They will be learning to use some basic functions like print, input, if statements and how variables are used to store data.

**Weekly objectives:**

- 1 Input, Output and variables (strings)
- 2 Input, Output and variables (integer)
- 3 Selection and input if/else
- 4 Selection and input if/else
- 5 Unit 8.2 final assessment
- 6 Unit 8.2 final assessment

**Feedback opportunities:** Test score and live lesson feedback

**Key assessment tasks:** Unit 8.2 Interim and Unit 8.2 final assessment

## **SUBJECT: DESIGN TECHNOLOGY:**

**Outline:** 8.2 Food Preparation & Nutrition

An introduction to the food preparation and nutrition theory to support in school practical.

**Weekly objectives:**

- 1 How can I work safely around food?
- 2 How can I store food safely?
- 3 What are the key requirements of a balanced diet?
- 4 What factors can affect someone food choices?
- 5 How can I adapt a recipe for different audiences?
- 6 How does food advertising affect our decisions?

**Feedback opportunities:**

In class questioning

Google forms quiz – students will get feedback on areas of strength and weakness

Feedback on submitted work at end of each section – identifying misconceptions and any missing information

Continual assessment against Rubric

**Key assessment tasks:**

Food waste – guide for consumers (SA/TA)

Making informed food choices (Google Quiz)

Menu design – creating a balanced meal.

## **SUBJECT: DRAMA:**

**Outline:** Clowning

**Weekly objectives:**

- 1 Introduction to clowning. Watching the masters at work.
- 2 The Faces of a Clown. Learning about communicating a mood, as a clown.
- 3 The innocent clown
- 4 The trickster clown.
- 5 The clown who breaks the rules
- 6 The clown as translator and mediator
- 6 Rehearsing and performing monologues from Shrek.

**Feedback opportunities:**

Private teacher comments on work submitted through Google Classroom.

With an expectation that students will improve work, when asked to do so.

Peer and teacher feedback on students' practical work.

**Key assessment tasks:**

Students' practical work, interpreting one of the clowns.

## **SUBJECT: GEOGRAPHY:**

**Outline:** 1 Changing Climates – past climate change and glaciation, and the enhanced greenhouse effect contributing to anthropogenic climate change 2 Development – Ghana and commercial agriculture

### **Weekly objectives:**

- 1 Impacts of climate change
- 2 What is development
- 3 Ghana Development
- 4 Cocoa Farming
- 5 Fair trade
- 6 Development overview

### **Feedback opportunities:**

- In lesson teacher questioning and verbal feedback
- Model answers for use in live lessons
- Merits for uploaded work shown on camera at end of lesson (or uploaded on the lesson assignment if no camera)
- EBI comments on assessed pieces of work

### **Key assessment tasks:**

Climate change impacts assess question – Teacher assessed (uploaded to google classroom)

Development data interpretation – Self assessed

Essay: 'Assess the view that being paid a higher price for cocoa beans is the biggest benefit of Kuapa Kokoo.' – Teacher assessed

## **SUBJECT: HISTORY:**

### **Outline: Power and Protest**

### **Weekly objectives:**

1. Role of abolitionists
- 2 Why was slavery abolished in 1833. Essay writing
- 3 How should we remember the slave trade?
- 4 Power in Middle Ages
- 5 Peasant's Revolt
- 6 Compare Magna Carta and Peasant's Revolt

### **Feedback opportunities:**

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms

All students who demonstrate engagement will be rewarded with merits.

### **Key assessment tasks:**

Essay. Why was slavery abolished in 1833? The actions of enslaved people themselves or the role of abolitionists?

Self assessment. Compare Magna Carta and Peasant's Revolt

## **SUBJECT: MODERN FOREIGN LANGUAGES (FRENCH)**

**Outline:** Talking about personality and relationships with others

### **Weekly objectives:**

- 1 Talking about your personality
- 2 Talking about relationship
- 3 Talking about music
- 4 Talking about clothes
- 5 Talking about your passion
- 6 Assessment and revision

### **Feedback opportunities:**

Describe your relationship with your friends and your family H/W

Quizlet/ linguascope

### **Key assessment tasks:**

Vocab test

Extended writing

## **SUBJECT: MODERN FOREIGN LANGUAGES (SPANISH)**

**Outline:** Talking about holidays

**Weekly objectives:**

- 1 Saying where you went on holiday
- 2 Saying how you travelled
- 3 Saying what you did on holiday
- 4 Giving more details of your holidays
- 5 Giving a presentation about holidays
- 6 revision / assessments

**Feedback opportunities:**

Giving a presentation about holidays- writing GC

All activities are feedback with answers ( verbally or written) Quizlet/ linguascope

**Key assessment tasks:**

- Vocab test
- Extended writing

## **SUBJECT: MUSIC**

**Outline:** Descriptive Music - Black Music Matters

**Weekly objectives:**

- 1 Holst - The Planets – History/Mars/Venus
- 2 Holst – The Planets – The other 5 planets
- 3 Moon Music, Music and Space
- 4 3 other famous Pieces of Descr. Music
- 5 Saint-Saens - Dance Macabre
- 6 Black Music Matters

**Feedback opportunities:**

Students answer questions throughout the lesson, some targeted and teacher responds to the questions to support learning and check understanding.

All students who demonstrate engagement will be rewarded with merits

**Key assessment tasks:**

Key assessed - Dance Macabre, Listen and Analyse what you hear using key terminology.

Students upload work to google classroom to be given individual feedback by teacher

Self assessment. Students improve their own work using model answers shared by teacher in lesson(L2, L3)

## **SUBJECT: PE:**

**Outline:** Health and Fitness

**Weekly objectives:**

- Throughout the lockdown period students are expected to engage in two lessons of Physical Education a week (but students are encouraged to do some physical activity daily).
- Students are expected to complete a workout session, chosen by them, given to them by their sports clubs or chosen from the list available on Google Classroom (min 30minutes).
- It is highly advised that students engage and participate in physical activity to help maintain physical and mental health and well-being..

**Feedback opportunities:**

- Students are expected to give feedback on tracking document (located in classroom material), uploaded to Google Classroom for the respective session.
- Teacher will then give feedback directly to the student and use this document to advise and challenge students in the next lesson.

**Key assessment tasks:**

- Performance related assessment document.
- Students will have a document outlining all of the sessions they have completed.
- In the last week students will be given an evaluation form analysing performance progress.

## **SUBJECT: PHSEE**

**Outline: Personal Finance and Life Online 2**

**Weekly objectives:**

- 1 My Financial Personality
- 2 Value for Money
- 3 Consumer Rights
- 4 Saving, Borrowing and Protecting
- 5 Digital Footprint
- 6 Using Social Media

**Feedback opportunities:**

- Comments/messages on work
- Feedback on reflective tasks
- Merits awarded

**Key assessment tasks:**

- Ongoing assessment through answers to financial questions and calculations. (L2, L3 and L4)
- Online Quiz

## **SUBJECT: REP**

**Outline: The Problem of Evil and Suffering**

**Weekly objectives:**

1. The problem of Evil and Suffering
2. The inconsistent Triad
- 3 Does suffering have a purpose?
- 4 The Freewill defence
- 5 12 Mark essay - assessment
6. Religious responses to suffering

**Feedback opportunities:**

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms  
All students who demonstrate engagement will be rewarded with merits.

**Key assessment tasks:**

Teacher assessed – 12 mark question ‘Suffering proves God does not exist’  
Students to assess model answers provided for the 12 mark essay prior to writing their own.