

# YEAR 8

	Instructions	Useful Links
<b>ENGLISH</b>	<p>Reading</p> <p>First News 711 First News 713 First News 716 First News 717 Read the articles and then answers the questions. The answers are provided – please use these to assess your responses or ask an adult to assess them for you.</p> <p>Writing</p> <p>Follow the instructions in the box below to activate a free one-month membership to Twinkl. On here, you will find a range of resources to support you in producing quality pieces of writing, e.g. sample pieces, writing frames and success criteria. It would be a good idea to save any downloads somewhere safe so that you can access them beyond the trial period.</p> <p>Use the mark scheme to help you produce a successful piece of writing.</p> <p>Imaginative Writing Children Dreams</p>	<p><a href="http://www.pobble365.com/">http://www.pobble365.com/</a></p> <p><a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a></p> <p><a href="https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools">https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools</a></p> <p>You are also very welcome to complete the activities intended for other year groups once you have completed the work set for your own year group.</p>

	<p>Non-Fiction Writing Disaster Internet</p>	
<b>MATHS</b>	<p>Pupils should have log in details for the following two websites.</p> <p>Revision of topics especially for year 6</p>	<p><a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p><a href="https://maths4everyone.com/">https://maths4everyone.com/</a> <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p>
<b>ART</b>	<p>All year groups to continue observational drawings. This can be of people, the environment, objects or animals. Consider including mirrors and lights to create reflections and shadows. Work on different scales, focus in at certain areas. Don't worry about what materials you can use and experiment with anything! Biro, pencil or colours.</p>	<p><a href="https://www.redtedart.com/">https://www.redtedart.com/</a></p>
<b>GEOGRAPHY</b>	<p>Your child has a log in for the website <a href="http://www.kerboodle.com">www.kerboodle.com</a>, it is their first intital followed by surname for both their username and password (JBloggs – JBloggs) and the school code is me7. If pupils click on the Geography section they should find several small end of lesson recap tests for the areas they have covered so far. This is a good opportunity to review and consolidate prior learning.</p>	<p>A fun website to use is <a href="http://www.geography-map-games.com">www.geography-map-games.com</a> This site challenges pupils to locate Cities in the UK or other countries along with lots of other map games challenging their global knowledge.</p>



The screenshot shows the homepage of Geography-Map-Games.com. The website has a blue header with the site name and navigation links for AMERICA, EUROPA, ASIA, OCEANIA, AFRICA, WORLD, LEARNING, CLUBS, PREMIUM, and Help?. Below the header, there are several game categories displayed as buttons with flags and map icons. The categories include:

- UNITED KINGDOM: CITIES OF UK JUNIOR, COUNTRIES OF ENGLAND, REGIONS OF SCOTLAND, BOROUGHS OF LONDON
- POLAND: MIASTA W POLSCE, WOJEWODZTWO, RZECZ POLSKI
- CZECH REPUBLIC: CITIES OF CZECH REPUBLIC, REGIONS OF CZECH REPUBLIC
- AND ALSO...: CITIES OF EUROPE JUNIOR, CITIES OF EUROPE

At the bottom of the page, there is a yellow button with a 'C' icon and the text "Create your Club!".

**Google Earth – Where on Earth is Carmen Sandiago?**  
Download or Open Google Earth and open up the game. There will be a series of investigations that need to take place with clues to solve leading players around the world until the crime has been solved.

		 <p><b>The True Size of...</b>          Go to <a href="http://www.thetruesize.com">www.thetruesize.com</a> to discover how big countries really are compared to one another. Simply search for a country and drag it other another. Quite often our idea of a countries size is distorted by the way maps turn a 3D image into a 2D image. How many UK's fit into Africa? Are there any other countries or continents whose size surprised you?</p>
<p><b>MUSIC</b></p>	<p>Creating a Band Image and Identity:          Imagine you are forming a band with some friends. What will your band be called? What sort of genre of music will you play?          Now design a band logo, a poster advertising your next concert/gig and an album cover.          Colour in your designs for display and label</p>	

	<p>your logo to explain the significance/symbolism of each part.</p> <p>Singing: Use the link to open up the St John's Music KS3 Singing playlist on YouTube. Take some time to learn the songs – remember that practice makes perfect! For more challenge see if you can add some vocal harmonies!</p> <p>Composing: The Four Elements/ Seasons: Using the online virtual piano (in free-mode) compose a four short pieces (30secs-1 minute each) describing each of the four elements: Air, Fire, Water and Earth; or each of the Four Seasons: Spring, Summer, Autumn, Winter. Notate your pieces either by writing down all the notes use, or, for more challenge, by printing off some musical staves and notating using staff notation.</p>	<p><a href="https://www.youtube.com/playlist?list=PLqTgk19dUxvKXKo7SubPjgnCxTikmDuLH">https://www.youtube.com/playlist?list=PLqTgk19dUxvKXKo7SubPjgnCxTikmDuLH</a></p> <p><a href="https://www.onlinepianist.com/virtual-piano">https://www.onlinepianist.com/virtual-piano</a></p>
<p><b>PSCHE</b></p>	<p>Mental wellbeing: Taking care of mental health A series of lessons on Understanding and expressing emotion</p> <p>Please do not teach lessons from higher year groups though you can do lower year groups if necessary, more lessons will be sent after Easter.</p> <p>The ever-changing situation can be concerning for everyone. There are some</p>	

	<p>ideas on how to address coronavirus with your child.</p>	
<p><b>R . E</b></p>	<p>You can have a choice of 3 research projects that you can do. Choose one project which should take should take 2-3 hours to complete. Please be ready to share your project with your class on your return to school. You can present your work as a large poster. It should include both writing and images.</p> <p><b>Research project on a faith or worldview,</b> Here are some ideas of relevant pieces of information to contain in the project: Name of the faith or world view Key beliefs and teachings Important leaders Holy Buildings Holy Book Symbols Festivals Rituals How people put their beliefs into action in their lives</p> <p><b>Research project on Easter or Lent</b> Choose a Christian Country and research some of their traditions around Easter or Lent. (Fact Files attached to help with this)</p> <p><b>Research Project Three</b> These festivals are coming up in the next few weeks. Choose a festival to research.</p>	<p>BBC Bitesize RE – KS2 (Year 5 and Year 6) and KS3 (Year 7 and Year 8) – There are lots of clips and interactive activities on here. reonline.org.uk <a href="http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/">http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/</a></p>

	<p>25th March – The Annunciation of The Lord (Christianity)                  2nd April Rama Navami- Birthday of Rama (Hinduism)                  5th April – Holy Week (Christianity)                  9th April Passover (Judaism)                  12th April Easter (Christianity)                  13th April Vaisakhi/Baisakhi- New Year Festival (Sikhism)</p>	
<p><b>DT</b></p>	<p>It would be useful for pupils to continue with their technical drawing skills, to enable them to present better design ideas for a variety of future product design activities.</p> <p>One example might be to take a small object like an ornament or child's toy and draw this from 3 different angles – Perhaps top, front and side. The technical name for this is 'orthographic projection.' The three images should be coloured in carefully and any annotation could be added to make details of the chosen object clearer.</p> <p>Start with a simple object and increase the challenge by selecting more detailed and complicated objects when confidence increases.</p>	
<p><b>HISTORY</b></p>	<p>Question: What was the impact of the Industrial Revolution on Great Britain?</p> <p>Create one of the 5 following projects:</p> <p>1) Acrostic Poem: Using the letters from the word Industrial Revolution, spell out sentences that explain the answer to the question.</p>	<p>Marking Criteria:</p> <p>I can pick out information, organise and use the important pieces to produce structured work.</p> <p>I can show that I know and understand of the Industrial Revolution by analysing some of the main events/people/places in the context of their developing timeline of the Industrial Revolution</p> <p>I can begin to recognise and describe what change is and how far it has gone in the Industrial Revolution.</p> <p>I can begin to explain the connections between different causes and consequences within the context of the Industrial Revolution.</p>

	<p>2) Comic strip: create a comic strip that answers the question.</p> <p>3) First Person narrative: Start it out with “I am the Industrial Revolution”</p> <p>4) Interview with the Industrial Revolution – the Industrial Revolution is a person and you are speaking to it about its ideas, how it works, what its life goals are, and how it led to imperialism.</p> <p>5) Epic Poem – it must rhyme, and it must answer the question.</p> <p>Things to include:</p> <ul style="list-style-type: none"> <li>· Changes to the landscape</li> <li>· Changes to Farming</li> <li>· Changes to transport</li> <li>· Changes to production</li> <li>· Working condition</li> <li>· Changes to society</li> <li>· Impact on Law and Order.</li> </ul>	<p>I can evaluate sources to obtain relevant evidence for a particular question.</p>
<p><b>SCIENCE</b></p>	<p>There are many activities that you can do whilst at home that are linked to science. Some involve using computers, others watching television and some watching nature.</p> <p>Here is a list of activities you could do:</p> <p>Use the BBC Bitesize website Years 7 &amp; 8 access revision, tests and videos from BBC bitesize –</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></p>

	<p>Watch a scientific documentary and write a summary of what you've seen. What was it about? How do you feel now you watched it? What can we do to help? Etc. Documentaries on the BBC iPlayer include: The Blue Planet and The Blue Planet II; Frozen Planet; The Planets, Planet Earth II and Seven Worlds, One Planet. Parents please check the episodes beforehand in case there are some upsetting scenes</p> <p>Create a poster for display in the labs or classrooms using the British Science Week 2020 Theme: 'Our Diverse Planet' Years 7 &amp; 8 – the activity pack is below – if you have some time, try some of the other activities too. Bring in some evidence (photos, mini projects etc. to show your science teachers)</p> <p>Do a spot of Bird Watching – and write a report on the wildlife that is in your garden <a href="http://sustainability.leeds.ac.uk/wp-content/uploads/2016/01/Common-Garden-Birds.jpg">http://sustainability.leeds.ac.uk/wp-content/uploads/2016/01/Common-Garden-Birds.jpg</a> Remember – you might also see other animals visiting your garden, so record these too. Extra Challenge: make it into a scientific investigation and create a results table, bar chart and conclusion.</p>	<p><a href="https://www.britishtscienceweek.org/app/uploads/2020/01/BSA_BSW_secondary_1119v13.pdf">https://www.britishtscienceweek.org/app/uploads/2020/01/BSA_BSW_secondary_1119v13.pdf</a></p> <p><a href="http://sustainability.leeds.ac.uk/wp-content/uploads/2016/01/Common-Garden-Birds.jpg">http://sustainability.leeds.ac.uk/wp-content/uploads/2016/01/Common-Garden-Birds.jpg</a></p>
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	<p>Do some online revision and activities using Kerboodle (Year 7 &amp; 8 only) – Mr Field and Dr Dowler will set these  <a href="http://www.kerboodle.com">www.kerboodle.com</a>                  username: initial surname e.g. mfield                  password: initial surname e.g. mfield                  institution code: me7</p> <p>If you login for the first time, please put the same password (initial surname) back in as it is easier to use in school. If students struggle to login, they may need to add a 1 to the end of their surname (mfield1). Any issues, please contact Mr Chadwick on return to school.</p>	<p><a href="http://www.kerboodle.com">www.kerboodle.com</a></p>
<b>ICT</b>	<p>Children would be able to access code club from home. This would give them access to scratch and python.</p>	<p><a href="https://docs.google.com/spreadsheets/d/1NUKLZN7hGSu1Hzm70kfzBKs-lsSELaEMggS60Bi2O2l/htmlview?usp=sharing&amp;sle=true">https://docs.google.com/spreadsheets/d/1NUKLZN7hGSu1Hzm70kfzBKs-lsSELaEMggS60Bi2O2l/htmlview?usp=sharing&amp;sle=true</a></p>
<b>FRENCH</b>	<p>Each class will be sent a link via epraise to access the virtual learning.</p>	<p>1-DUOLINGO APP</p> <p>2-QUIZLET (<a href="https://quizlet.com">https://quizlet.com</a>) OR APP:                  Revise topics studied so far ( eg- les animaux/ les opinions etc)                  Or focus on the year curriculum, search for:                  Year 8= studio 3</p> <p>3- SENECA APP OR <a href="https://app.senecalearning.com/teacher/classes">https://app.senecalearning.com/teacher/classes</a></p>
<b>PE</b>	<p>When at home try to stay as active as you can. The government recommends that children take part in at least 60 minutes of physical activity every day. Have a go at some of these activities to keep active and improve your coordination skills.</p> <p>1. Throw a tennis ball against a wall or with a partner and catch it with the same hand after one bounce.</p>	

	<p>2. Alternately roll two balls against a wall or to a partner, using both hands, sending one as the other is returning.</p> <p>Find a tutorial video and try to learn how to juggle – come and show your PE teacher on your return to school!</p> <p>3. Come up with a sequence of jumps that you can synchronise and which includes changes of height, flight and shapes.</p> <p>4. Create a short dance to a particular piece of music. Choose your year group theme as your stimulus. (Year 5 – Africa, Year 6 – Musicals, Year 7 Cheerleading, Year 8 – Own choreography choice) or just to any music you enjoy! Create the dance and either draw out the movements with the help of their parents or video it and email it to the teacher.</p> <p>5. Fitness Personal Challenge - Every other day see many of the following exercises you can do in 60 seconds. Record your score and try to improve it each time you do it! Star jumps, sit ups, burpees, and press ups. Speed skips (if you have a skipping rope).</p> <p>6. Find a 30 minute physical activity workout that is appropriate for your age from a fitness magazine or fitness website – have a go at the routine from home.</p> <p>7. If you have one – wear your fitbit or pedometer at home. Set up a group of friends to compete with and email each other your results each evening.</p> <p>8. Design a 5 minute exercise routine you can lead your family in. You could include</p>	
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	<p>running, sit up, press up, marching on the spot, touching your toes – add music to make it more enjoyable!</p> <p>TV Challenge; if you are watching TV during the evening, complete one of these challenges in each advert break;</p> <ul style="list-style-type: none"><li>- Hop on one foot (change every 30 seconds)</li><li>- Walk around the room on your tip toes</li><li>- Hold a wall sit for the whole break!</li><li>- 15 sit ups (repeat 3 times)</li><li>- 15 press ups (repeat 3 times)</li></ul>	
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