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**Work set for Year 8**

Each subject has set tasks for you to complete:

* A **knowledge** based task (KO learning or BBC bitesize learning, for example)
* A **development** task (Seneca Learning, Hegarty, Quizlet, etc.)
* You must complete both parts of the work.
* Many of your teachers will be monitoring your work online (Seneca learning, Hegarty, Quizlet, etc.)
* Some of your teachers will ask you to upload work to Microsoft Teams if they cannot monitor it online.
* As of Monday 11 May, **you do not need to complete a work log** and submit this to your tutor. You can still use this document to plan out your working week, but this is optional.

**English**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | This work pack we are working on using your knowledge of Romeo and Juliet to write about relationships. You will need to complete these Seneca tasks to revise before you start.   * Seneca Learning: Punctuation * Seneca Learning: Grammar * Seneca Learning: Language Techniques.   Class codes:  8a -781y7diy5b  8b -shhjvy82hm  8c -gu0gmf7xt4  8d - 4x4jpo5qvd |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * <https://www.newyorker.com/magazine/1948/06/26/the-lottery> Read the short story called ‘The Lottery’. Write a response to these two questions: How does the writer present the relationship between the neighbours in the town? * What is your opinion on the town’s tradition? * <https://www.bbc.co.uk/bitesize/articles/zkfwqp3> This lesson looks at how to redraft a piece of writing. There are three activities for you to complete. * Write a story that explores a relationship between two people. (For example, you might look at a friendship that changes when you get to secondary school, family relationships or a story about two rivals.) Write at least two pages and use a variety of language techniques, sentence structures and punctuation. Look over your own story and see if you can redraft any sections. |  |

**Maths**

**Science**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8X1, X2, Y1 and Y2** | * **KO Earth Rocks, Section B**   Use look, cover, write check to memorise this section (mark in green pen).   * **KO Earth Rocks, Section D and H** * Create a mind map to summarise the key points. * **KO Earth Rocks, Section E**   Use look, cover, write check to memorise this section (mark in green pen). |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8X1, X2, Y1 and Y2** | * Complete the ‘**Types of rock’** assignment on Seneca learning. * Complete the ‘**Weathering’** assignment on Seneca learning. * Complete the BBC bitesize tests on **‘The rock cycle’**   Links: <https://www.bbc.co.uk/bitesize/guides/zwd2mp3/test> |  |

**Philosophy & Ethics**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Section C**: Make a mind map that answers the questions in this table. You should start from 1 chilli and work your way up as far as you can. This KO is on teams. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **Design your multi-faith centre.** This could be drawn on paper or it could be 3D structure from lego or cardboard. You could even do it on Minecraft. Use section C of the KO (on Teams) to help you and this checklist. It might also be useful to look at Derby multi-faith centre.  <https://multifaithcentre.org/>  What does it look like outside? What does it look like inside?  What rooms will it include? Where and how will people sit? Why? Where will scriptures be kept and read from? What do people need to do before they enter the place of worship? What key features will you include?  **Please submit your designs on teams.** |  |

**History**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Section A:** Create a mindmap of the reasons why the Industrial Revolution began in Britain  **Sections B and C:** Draw and label a typical factory workers house from the Industrial Revolution  **Section D:** Create a mnemonic of the word ‘DISEASE’ to explain why so many people suffered from deadly diseases, such as cholera, during the Industrial Revolution. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **One Chilli:**  Design a poster that displays key pictures of buildings, transport and housing from the Industrial Revolution.  **Two Chilli:**  Divide your page in two. On the one side, show images of England before the Industrial Revolution (e.g. mostly rural/countryside) and on the other side, show images during the Industrial Revolution (e.g. mostly cities with factories)  **Three Chilli:**  Design a poster that shows the **living conditions** and **problems of poverty and disease** during the Industrial Revolution.  Then write a short paragraph that explains your image. Explain why you have chosen particular images or themes.  To complete further research to help with these developmental tasks go to:  <https://www.bbc.co.uk/bitesize/topics/zm7qtfr> |  |

**Geography**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Using your South America 3 KO:  **Box 1 – learn the information on the population density of Asia**  Research examples of the different Asian countries to find out how big the populations are. Rank them in order of largest to smallest.  **Box 2 – compare and contrast the two different *Population Pyramids***  Read the graphs carefully! Searching for different Population Pyramids in Asia, which countries have the strangest shapes? Who has the most old people? Who has the most young people? Why?  **Box 3 – learn the potential impacts of overpopulation**  Explain which one you think is the biggest threat to humans? What could be done to help lessen the impact on humans? |  |
| **Development Opportunities**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * <https://www.bbc.co.uk/bitesize/topics/zg7nvcw> Complete all of the three sections and their tests. * <https://www.ft.com/content/520cb6f6-2958-11e9-a5ab-ff8ef2b976c7>- read this news article. What do you think will happen in the next 100 years? |  |

**Spanish**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Practise the links below little and often, as there is a lot to learn but you can re-visit the Quizlet and keep practising until you remember them.    Year 8 KO 6 Future: [https://quizlet.com/\_6rvhiw](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_6rvhiw&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116180571&sdata=ziTyho00zO8E6hddSBb3G4qyBeZqEzr3NB3pkFko62o%3D&reserved=0)    Practise ‘mi futuro’ Quizlet [https://quizlet.com/\_4nnyys](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4nnyys%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116180571&sdata=%2BT6wd0jfyTl2r0OZOyxe2ESAyIFIT3DdBSPkne4hjtM%3D&reserved=0) |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * Practise ‘mi mundo’ vocab Quizlet [https://quizlet.com/\_50sfl0](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_50sfl0&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116190526&sdata=YIpmbpNNVQv7McXoK%2BTPay9M7Y1FKmc6YrXpXUEJpNw%3D&reserved=0) * Practise Seneca KS3 Spanish [www.senecalearning.com](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.senecalearning.com%2F&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116190526&sdata=t6%2FC7jH0uA4B47R6V%2BgcT7LwT6Jj5VzKyDLSz7ap4ho%3D&reserved=0) * Practise Spanish on Duolingo * Do some BBC Bitesize practice [https://www.bbc.co.uk/bitesize/subjects/zfckjxs](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Fsubjects%2Fzfckjxs&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116190526&sdata=14J8ex0RAuF%2BRJ4AhzfxhePQSqY5ySy%2Fl2ER8kSR1Tg%3D&reserved=0) * Do some Spanish writing and email it to your teacher * Revise previous sections of vocabulary from your pink booklet |  |

**Drama**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Complete Summer Term 1 Knowledge Organiser ***Shakespeare***  Section A – mind map  Section B – Macbeth – create your own storyboard of the plot |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | ***Who was Shakespeare?***  <https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zrxwy9q>  <https://www.ducksters.com/biography/authors/william_shakespeare.php>  ***Royal Shakespeare Company***  Have a look at Macbeth and Romeo and Juliet and any other of Shakespeare’s plays that catch your interest. Read the plot, character, language and staging information and interact with the ‘Test Yourself’ facility.  <https://www.rsc.org.uk/shakespeare-learning-zone>  ***Look out for a quiz on Teams w/c 20th June*** that will be based on your KO learning and development work, especially that of your learning about Macbeth and Romeo and Juliet (see above link.) |  |

**DT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Read the following KO, you may wish to make notes/flashcards/mind maps as you will be set a weekly Seneca task that related to each KO.  Week one: Paper and board on your graphics KO  Week two: Special diets  Week three: Smart and modern materials |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **Join the relevant Seneca class using the link below, make sure you pick your DT group.**  **8A** <https://app.senecalearning.com/dashboard/join-class/555fokjhim>  **8B** <https://app.senecalearning.com/dashboard/join-class/5y5i3i4ako>  **8C** <https://app.senecalearning.com/dashboard/join-class/04ucjc9lfj>  **8D** <https://app.senecalearning.com/dashboard/join-class/hcj3r616x6>  **Take part in the following online lesson from BBC bitesize:**  <https://www.bbc.co.uk/bitesize/articles/zvxwqp3> |  |

**ICT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | Using the Graphics KO can you please   * Section A – Make notes * Section B – Mind map * Section C – Mindmap * Section D – Look ,cover write, check * Section E – Flash cards |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | * [**www.code.org**](http://www.code.org) **– have a go at the programming challenges** * [**www.codecombat.com**](http://www.codecombat.com) **– have a go at programming challenges** * <https://scratch.mit.edu/> use the tutorials to make a game in scratch |  |

**Art**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | * Memorise the time line as much as possible, try to remember the order and century that the different movements occurred. Then create your own art history timeline. Can you find any other movements not included on this time line? You could look at other timelines on line to make yours as accurate as possible. * Make your time line creative, if you have a printer you can include pictures on it or you could create one on the computer. Otherwise write it out neatly and make the name of the movement stand out. Once you have created your timeline take a picture of it and send it to me or send me the document. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **This work continues to expand your knowledge of art movements, focusing on Modernism and how it came about.**   * **Follow the lesson link** <https://ed.ted.com/on/KyByAU25> * **Watch the clip carefully, I recommend taking notes.** * **Then see how much you have remembered and take the quiz, have a go at the dig deeper task if you can but I’d like everyone to contribute to the discussion point at the end-you can simply add your comment and initial it so I can see who has contributed.** * **Picasso was hugely inspirational to many art movements and created a variety of work. Find another piece by him and then create your own version inspired by his work.** |  |

**Music**

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| **There is no Knowledge organiser for Music this half term. Please use the tasks below for your work. Miss Wilson will set these on teams for you where there will be links to help you with your tasks and it will tell you when you need to complete each assignment.** | | **Tick when complete** |
| **8a, b, c and d** | **M – MUSICALS –** Read the BBC Bitesize article about Musicals and take the quiz. Write a review on your favourite musical including your favourite song.  **N – NOTES AND RHYTHM -** Watch the clip linked on teams. Write a paragraph discussing if Body Percussion is a real form of music? Give arguments for and against as well as your own opinion.  **O - ORCHESTRA** – Watch the link on Teams of ‘Peter and the Wolf’ by Prokofiev. Each character has a musical theme played by a certain instrument. Write a sentence or two about why the theme/ tune fits each character. Then find five facts about Prokofiev.  **P – POP -** Pop music stands for ‘Popular’ Music. This means that Pop music  can change rapidly over time. Research who was number one in the UK  charts in the following dates: 1st June 2006, 1st June 2013 and 1st June 2018.  Compare how each song is different.  **Q – QUEEN -** Find out about the members of Queen and write a quick fact file**.** Listen to one of their songs and write a review of why you like or dislike it. Use the elements reminder sheet on the hub to help.  **R – RAP -** Teach yourself to rap with the link on teams.  Jay Z said “Rap is Poetry”. Write a paragraph to explain whether you agree or disagree with this statement. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | **S - STEEL DRUMS –** Make a fact file about the steel drums – where they are from, how they are played, characteristics of the music etc.  Use the link in teams to listen to how they sound.  **T – TREBLE CLEF -** Make yourself a revision card on treble clef using the link  on teams then test yourself using your revision card. |  |

**PE**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **8a, b, c and d** | **Week 8th – 14th June:**  Fitness Testing  Complete each of the fitness test and record your results, complete the tests again at the end of the three weeks and submit the two scores you received. Train in the 3 weeks and see how much you can improve your score by!  Cardiovascular fitness – Cooper Run   * Set out a course, this can be the perimeter of your garden, a local football pitch or you could use a GPS tracker like a Fitbit or Strava if you have one. * Set a timer for 12 minutes and see how far you can run in this time. * Repeat the test every 2 weeks (with training in between to see if you make any improvements! Remember an extra meter is an improvement on last time!   Co-ordination – Alternative hand toss test   * You will need a ball that bounces, similar to a tennis ball. * You will stand 2m from a clear wall and you will need to throw the ball from your right hand against the wall and then catch it with your left hand. The repeat from left to right etc. * Complete as many catches as you can in 1 minute. Work on your catching skills with a family member and retest yourself in 2 weeks to see if you have improved   Balance – Standing Stork Test (Hard)   * You will need a timer for this one! * You need to stand on one leg, with you’re the sole of you non-standing leg pressed against the inside of your standing leg knee. * When you are ready go onto your tiptoes and start the timer. * If you move or place your foot back on the ground you need to stop the timer. * Practice regularly and then test yourself every 2 weeks.   **Week 15th – 21st June:**   * Athletics Event   You will need to research your favourite athletics event and create a peer assessment card to be used in a lesson. This can be completed digitally or on paper.  The resource card needs to contain at least 5 key coaching points of how to complete or get better at the throw, run or jump. Pictures and diagrams plus a ranking system for each coaching point so people can see what they need to work on.  **Week 22nd May – 28th June:**  Fun activities and developing throwing accuracy   * Follow the link below and have a go at each of the tasks * Can you think of developing the tasks to make them harder? * This can be done with household items and scrunches of paper- be creative and **get parents/guardians/siblings involved:**   <https://www.youtube.com/watch?v=tHRvquNKf1Q&list=PLYGRaluWWTojV3An2WEgsQ4qGFy_91jDL&index=5&t=0s>  Apps to use on your phone:   * Strava * Nike + Run Club * Endomondo. * Runtastic. Runtastic GPS Running App / iTunes. * RunKeeper. * 5K to 10K. * Fitness22 Couch To 10K. * MapMyRun. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **8a, b, c and d** | Please see the two attached documents on teams outlining weekly plans for Orienteering and Football that you may wish to follow alongside the tasks above.  If you can set any of your own sporting challenges let your PE teacher know! |  |