

## Year 8 Remote Learning – January 2021

<b>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</b>	<b>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</b>	<b>When and how will my child receive feedback on their work?</b>	<b>How will my child be taught remotely?</b>
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### English

<p>This term, students would have been studying the Journeys unit. This would have included travel writing. Whilst at home, students will focus on identifying and using language devices, beginning with AFOREST (alliteration, facts, opinions, rhetorical questions/repetition, emotive language, statistics, and triples). By embedding these skills, students will improve their own writing and their ability to analyse texts.</p> <p>Students would have covered some persuasive techniques in the Michaelmas term, so this is a chance for them to develop their skills and improve their confidence. These skills are vital to the English curriculum; revisiting and consolidating them at home will give students the best chance of success when they return to school.</p>	<p>Each student will have access to one 'live' lesson a week which will be taught by their class teacher. This lesson will set up the content for the rest of the week. Every lesson will begin with a Do Now task which recaps the learning from a previous lesson. They will then move onto a number of different tasks (each task is labelled and has a suggested time limit). Each lesson will finish with a Quick Exit – a task that summarises the lesson. By the end of remote learning, students will have researched and created a piece of travel writing about a place of their choice. This may take the form of a leaflet, a web page or a diary entry. You can support your child by checking they understand and use AFOREST (alliteration, facts, opinions, rhetorical questions/repetition, emotive language, statistics, triples) techniques in their writing. We constantly look to build on our students' vocabulary so it would also be immensely helpful if you encouraged them to use a thesaurus or Google synonyms for 'boring' words whilst writing.</p> <p>Encourage your child to read as much as they can. You can borrow books online, free, at <a href="https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary">https://www.suffolklibraries.co.uk/borrow/recommendations/elibrary</a>.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> <li>• If you could go anywhere in the world, where would it be? Why?</li> <li>• What's your favourite place? Why?</li> <li>• What makes a good piece of travel writing?</li> <li>• Can you give me an example of alliteration/repetition/triple etc.?</li> <li>• What might be a better word for....?</li> </ul>	<p>Students should submit their main written activity each week. Students should expect group feedback the following week. Individual feedback will follow as necessary.</p> <p>When they return to school, students will complete an assessed writing task, where they will be marked on their vocabulary and use of language devices.</p>	<ul style="list-style-type: none"> <li>• One 'live lesson' per week. This will cover the week's learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work.</li> <li>• Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat.</li> <li>• A list of websites and online resources that can be used for additional support.</li> <li>• Bespoke Powerpoints</li> </ul>
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## Maths

<p>Over the next two weeks students will look at Percentages and Area, Perimeter and Volume topics.</p> <p>These are topics that are covered this term every year so students will build on the prior knowledge in year 7. Students will begin on these topics from where they got up to on these areas in year 7.</p> <p>In year 8 the most able mathematicians will get on to Compound Interest for Percentages and Area of Sectors and Length of Arcs.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths. The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions.</li> <li>• Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/ resources.</li> <li>• Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.</li> </ul>
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## Science

<p><b>Work and Movement of Energy</b> - How does energy allow work to be done? How does energy move through an object or material?</p> <p>These are the key questions that students will prepare to answer in the Year 8 Energy Unit. In this Physics unit students will learn to use an equation to calculate the work done when a force acts over a distance and how this idea can be applied to explain simple machines such as pulleys and levers. They will also learn about different ways in which energy moves through solids, liquids, gases and through space.</p> <p>This is an important unit that introduces some key ideas which will be revisited in more detail at GCSE. Students will also learn how to use investigative skills, such as using variables in planning and experimental design. They will also learn how to analyse data about heating and cooling. The concepts learnt help to explain many familiar phenomena, such as why steam rises from a kettle, why saucepans are made of metal and how jumpers keep us warm. There will be opportunities for students to perform simple kitchen experiments.</p>	<p>Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete. Students should spend approximately 50 minutes on each lesson. For some lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. It is good to get students thinking about explanations for different observations around them and how their ideas could be investigated, for example:</p> <ul style="list-style-type: none"><li>• Which is more useful: a long door handle or a short one?</li><li>• Does ice melt faster nearer the ceiling or nearer the floor?</li><li>• Does the colour of a mug affect how long it takes for a cup of tea to cool down?</li></ul> <p>Students also have access to a wealth of resources on Kerboodle (<a href="http://www.kerboodle.com">www.kerboodle.com</a>). This provides them with, amongst other things, a digital text book. The relevant text book for this unit is "AQA Activate Student Book 2". On Kerboodle the learning is covered by <b>Energy 2 (P3.3 &amp; P3.4)</b>. Links to specific resources on Kerboodle will also be given in some lessons where relevant.</p> <p><b>Students have been sent an email link to their school email address to sign up to Kerboodle resources.</b></p> <p>The school institution code is <b>wt9</b>. Student usernames are the same as the first part of their school e-mail (e.g. abloggs).</p> <p>Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson; where necessary these will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.</p> <p>Before half term, students will complete a review task where they will get a chance to demonstrate how they can apply their knowledge to a specific scenario. They will get feedback from the teacher on their use of English to communicate their scientific ideas.</p> <p>After half term, all students will complete an assessment which will focus on the topics studied since December, including while working remotely, with a synoptic element to check links to knowledge learnt earlier in Year 8 and in Year 7. Students will be given more details about this, including what to revise, nearer the time.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will also be Live Lessons, where students will follow the lesson remotely with the rest of the class. Details of this will be posted in the Google Classroom and times are below. A link will appear shortly before the lesson is due to commence.</p> <p><b>8.1 – Ms Brown</b> 11<sup>th</sup> January; Period 4</p> <p><b>8X – Mr Neale</b> 13<sup>th</sup> January; Period 4</p> <p><b>8Y – Ms Brown</b> 11<sup>th</sup> January; Period 3</p> <p>Live lessons will be used both to check and review learning up to that point and introduce new concepts.</p>
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## MFL - French

<p>During the period of online learning students will be learning about "Mes résolutions".</p> <p>The key focus here is that students will learn how to use a verb plus an infinitive to say what their resolutions are for the new year, such as what they are going to do, intend to do or want to do.</p> <p>This will build on the learning they have been doing regarding their diet and develop work on a healthy lifestyle.</p> <p>It will consolidate key vocabulary to talk about themselves and express their plans for the near future. It will also allow them to make comparisons, using more and less.</p>	<p><b>Live lessons:</b>  <b>8X</b>          Wednesday; Period 2</p> <p>During a live lesson the teacher will provide a do it now task, explanations and assess students through questioning and activities. The activities will be shared on screen via a Powerpoint.</p> <p><b>Independent learning:</b>          One or two additional lessons a week.</p> <p>For an 'independent learning' lesson, a Do it now task will be given, followed by online activities and/or tasks to be completed through Google Forms. The Powerpoint will also provide activities to complete.</p> <p>For pre-learning, students will be provided with a set of Quizlet vocabulary and/or a Powerpoint slide to read through and make notes from. Some may be on external websites, such as Language Gym, but this will be explained and links provided in the Google Classroom. Most students are already experienced in using these platforms due to classwork and homework already being set on them.</p>	<p>At the end of the period of lessons based on "Mes Résolutions" students will be expected to create a poster or leaflet giving details about what their resolutions for the year are. Once submitted this will be marked and feedback given and assessed according to a range of criteria which will be shared with the students.</p> <p>Immediate feedback will be given when Language Gym activities or Google Form Quizzes are completed. Students will self-assess their progress on Quizlet.</p> <p>During a live lesson, immediate feedback will be given on pronunciation and how improvements can be made. This will provide the opportunity for any misconceptions or particular difficulties to be addressed.</p> <p>Following the initial work on 'Mes Résolutions' this term, students will be learning to talk about their daily lives and routines, as well as that of others', offering the opportunity to discover more about the Francophonie world and how their lives might differ from others'. The final assessment will expect students to talk about what their present daily lives as well as their plans for the immediate future, consolidating the work done in this initial work done this term.</p>	<p>A combination of resources will be used in order to be as effective as possible:</p> <ul style="list-style-type: none"> <li>• Students will have access to the teacher during their live lesson and for a period at the beginning of the lesson during independent work (via Google Chat).</li> <li>• Live teaching will take place via Google Meet.</li> <li>• Other external links such as TeachVid, Language Gym and Quizlet may be used.</li> <li>• Powerpoints or other external resources will be uploaded for independent lessons.</li> </ul>
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## History

<p>Students will begin a new topic this term that looks at 'Witches - fact or fiction?'. This topic follows on chronologically from the topic students completed last term that looked at the English Civil War. Students look at why there was a belief in witches in 16th and 17th Century England, how witches were identified, who the main victims of the witchcraft accusations were and links with similar events in other parts of the world.</p> <p>This topic will develop the key historical concept of significance, a concept that students will build on in year 9 and that is a key concept that is examined in GCSE History.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>An 'Enquiry overview' sheet will be uploaded to Google Classroom that can be used at home to support your child. After each on-line lesson you can encourage them to add to this document. This will help consolidate what they have learnt and will create a sheet that can be used for revision for the end of unit assessment.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure that they are completing the 'Enquiry Overview' sheet. The assessment will contain short answer questions testing recall of knowledge and a question that will require an extended answer to be written about the existence of witchcraft in the 16<sup>th</sup> and 17<sup>th</sup> centuries.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work.</li> <li>• Work set will use bespoke Powerpoints/resources produced by SET staff</li> <li>• The class teacher will be available to answer questions via Google Chat</li> </ul>
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## Religion and Ethics

<p>Students will continue with the topic that they were studying at the end of the Michaelmas Term which looked at 'How does Buddhism help people who are suffering?' and work will be set that gets the students to use the knowledge they learnt about how Buddhism and compare it to their life.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom which will contain that tasks they are expected to complete. Additional resources, such as sources and video clips that they need to refer to will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>To support your child after they have completed their online Religion &amp; Ethics lesson you could ask them about what they have been learning about. Each lesson will contain a discussion point – which you could use a basis for a conversation about their view.</p>	<p>The work set will feed into the end of topic assessment that students will sit, the class teacher will respond to all work that is submitted via Google classroom.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and answer any questions that the students have. The live lessons will also be used to build on new skills that are needed for the independent work and to hold discussions on the topics and issues covered.</li> <li>• Work set will use bespoke Powerpoints/resources produced by SET staff.</li> <li>• Teachers being available to answer questions via Google Chat.</li> </ul>
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## Geography

<p>Students will begin a new topic looking at the Geography of Africa. The title of the unit of work is 'Is all of Africa the Same?' This topic will build in the work done on continents and lines of latitude as part of the year 7 unit 'What is Geography?'. Students have also looked at the Physical features of the UK and so will be able to compare these with the Physical features of Africa. The work looking at the Biomes of Africa will help prepare students for the year 8 unit 'Should humans exploit the World's ecosystems?' and the work looking at fair trade will help prepare students for the year 9 unit 'Is the World shrinking?'. The topics of population, biomes and fair trade are also part of the GCSE Geography course.</p>	<p>The Oak National Academy lessons will follow a set structure which will contain an explanation of new content, independent work and knowledge check activities. Students will need to work on a Google Doc file so that they can submit their work electronically via Google Classroom or work on paper and take a photo of their work that they can then submit.</p> <p>Following a live lesson, students will have GCSE style exam question set that they can submit via Google Classroom.</p> <p>A 'Key Knowledge, Skills and Vocabulary' sheet will be uploaded to Google Classroom that can be used at home to support your child. This sheet will be useful for students when revising for the end of topic assessments and can be used at home to test their recall of the key knowledge, skills and vocabulary they will need for it.</p>	<p>The work set will feed into the end of topic assessment that students will sit, to fully prepare for this students should ensure they revise the key knowledge, skills and vocabulary from the revision sheet provided. The assessment will contain short answer questions testing recall of knowledge and GCSE exam style questions – similar to those practised in the live lessons.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete a GCSE style exam question.</li> <li>• Oak National Academy lessons will be set once a week to introduce new knowledge for the topic on Africa.</li> <li>• The class teacher will be available to answer questions via Google Chat</li> </ul>
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## Art and Design

<p>We will continue to focus on the formal elements of colour, shape and line through drawing using the work of natural forms as inspiration.</p> <p>This work will help embed the core skills students have started to develop and give them the opportunity to explore expressive mark-making.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further visual resources. They should create a colour study of the imagery demonstrating understanding of the various visual elements.</p>	<p>We will be looking for students to respond to the imagery through direct visual analysis and through drawn responses. This work forms part of the body of work exploring the formal elements and will help embed key skills.</p> <p>The work will continue to be developed on return to school before final assessment.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff.</li> <li>• All material will be available in Google Classroom.</li> <li>• Teachers will be available to answer questions on Meet and email.</li> </ul>
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## Music

<p>Students will be developing their use of key words and musical vocabulary. Each lesson will focus on one specific key element and students' will be introduced to key terminology for that element. As well as expanding their musical vocabulary, students will also develop listening skills through a range of aural exercises.</p> <p>Year 8 students were about to start a music technology unit but, as not all students will have access to the music software, learning key words and vocabulary will be really useful for all future work.</p>	<p>All lessons will have a similar structure: Students will be expected to complete a starter exercise before the main activity which will consist of watching a short extract on the focused key element.</p> <p>I may provide a PowerPoint or worksheet with accompanying resources – these will mainly be listening extracts.</p> <p>By the end of this period of remote learning, students will have acquired a growing knowledge of key words and developed their aural skills.</p> <p>If students are struggling with the work, they can search up definitions for the main key elements of music.</p>	<p>This work will feed into this half term's assessment in February when students will have a listening assessment based on this topic.</p> <p>To prepare for this, students should complete the various tasks using the extracts provided and submit photos or copies of their work onto Google Classroom – class code for Yr8s is <b>nlgozak</b>.</p>	<ul style="list-style-type: none"> <li>• Students will either be expected to attend live lessons or use the resources on Google Classroom.</li> <li>• Live teaching will be on Google Meet and I will also be available to answer questions via Google Chat.</li> </ul>
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## Design and Technology

<p>In Year 8, Students in Design and Technology will have the opportunity to explore 3D Design specialism. This means that they will be able to create a range of digital and non-digital techniques using a variety of materials. This term, year 8 will be exploring Architecture, this will enable Students to design and make their own architectural model.</p> <p>Students in year 8 have already in this term explored a wide variety of different techniques and materials.</p>	<p>In each lesson, there will be a variety of information to help Students achieve each task. Students will experience worksheets, video clips and demonstrations. Students should spend no less than 30 minutes on their selected activity.</p> <p>By the end of each lesson, Students will have completed a finished design or variety of techniques. This work should be kept safely and uploaded to Google classroom at the end of each lesson.</p> <p>Parents can help by reminding Students that within Design Technology accuracy and presentation is vital, Students should spend time on their work and not rush the work produced.</p>	<p>By half term, Students will have an Architecture assessment. In this assessment Students will need to draw and annotate a plan view model of their chosen space. Students can do this by hand or using a computer. In the lead up to the assessment, students will be taught how to effectively draw Plan view models.</p> <p>At the end of each lesson, Students will need to take a photograph of the task they have produced and upload this to Google Classroom. Feedback will then be sent to each Student via Google Classroom.</p>	<ul style="list-style-type: none"> <li>• Live teaching (Google Meet) – either to introduce new content and or to consolidate.</li> <li>• Bespoke Powerpoints/resources produced by SET staff.</li> <li>• Teachers being available to answer questions via Google Chat.</li> </ul>
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## Drama

<p>Students will be introduced to Mark Duggan and The Riots of 2011. They will be given a character involved in the scenario- such as policeman, Mark Duggan, eye witness, Mark's mother, anonymous teenager in Birmingham and will be asked to create a series of small hand movements that are specific to their character. They will rehearse this series of moves. Students will be challenged to choose a piece of music to perform the moves to. The moves and the music should be appropriate for the role.</p> <p>When we return to school, students will amalgamate their movements in a physical montage in a socially distanced setting. This will be possible in classrooms with desks.</p> <p>This physical interpretation is helping students to understand historical context. This will be a new topic for Year 8 students.</p>	<p>Students will be expected to engage with the lessons to learn who Mark Duggan was and what he was alleged to have done, to question whether the police acted appropriately or not and to understand how the 2011 riots began and spread.</p> <p>Students must consider their appointed character and experiment and rehearse a series of hand movements that convey the situation and emotions felt by their character.</p> <p>Students should also think about underscoring their performance with a piece of music that is suitable to their character and adds meaning or feeling to the work.</p> <p>Parent/carers can help by asking the following questions:</p> <ol style="list-style-type: none"><li>1) Who was Mark Duggan?</li><li>2) What did the police think he was going to do?</li><li>3) Do you think the police's actions were justified?</li><li>4) Why did this one shooting lead to riots throughout Britain?</li></ol>	<p>The students will receive feedback within the live lessons as a way to push for further development or detail in their work. Students will receive feedback on their performance and choice of music once it is uploaded to google classroom or performed in school.</p> <p>At the end of the half term, students will perform a devised or scripted performance based around the stimulus of Mark Duggan and/or the play, The Riots. These online lessons will teach the students context and how to use a character's emotions to fuel Physical Theatre.</p>	<ul style="list-style-type: none"><li>• Live teaching (Google Meet)</li><li>• Recorded teaching.</li><li>• Bespoke Powerpoints/ resources produced by SET staff.</li><li>• Teachers being available to answer questions via Google Chat.</li></ul>
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