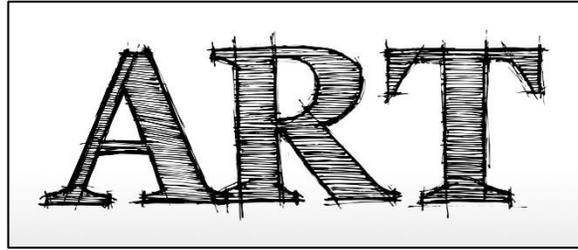


Work to be Completed During the School Closure Years 7-10

This is a copy of the instructions provided for pupils so they can complete work at home over the next two weeks.

Most pupils have been provided with a folder containing these instructions, resources and an exercise book to complete some of the work in.

If your child has been absent from school and you have not managed to collect their work packs over the last few days, there are plenty of activities that are detailed within these instructions to be completed online.



It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed to the best of your ability.

You are expected to complete 1 task per week and spend around 1 hour for each task.

Please refer to the Art booklet provided.

If you have any queries regarding any of the tasks, please email your class tutor.

gwalker@allsaintschs.org.uk

rooney@allsaintschs.org.uk

arudd@allsaintschs.org.uk

In addition to the tasks set, you can also visit

<https://www.bbc.co.uk/bitesize/levels/>

and complete a range of further activities.

Teacher:

Name:

Class:

Y8 English Animal Farm Tasks:

In the grid below are 20 tasks for you to complete.

You should take 1 hour to complete each task.

Use the extracts provided in your booklet to help you complete the tasks.

<p>1) Draw a storyboard with at least 6 boxes of the events that you feel are important in Animal Farm. Make sure that you explain what is happening in your drawing and why you think it is important.</p>	<p>2) Read the summary and the commandments that the animals create for Animalism. Which commandments do you think are broken? And why is it important? What does it suggest about society?</p>	<p>3) Answer the questions on the Napoleon card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>	<p>4) Answer the questions on the Squealer card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>
<p>5) Answer the questions on the Boxer card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>	<p>6) Answer the questions on the Snowball card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>	<p>7) Answer the questions on the Clover card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>	<p>8) Answer the questions on the Moses card. Make sure that you are answering in full sentences. Ensure that you fully explain your answers.</p>
<p>9) Imagine you are either Clover or Napoleon and write entries in your diary for Old Major's speech and the singing of 'Beasts of England'.</p>	<p>10) Imagine you are either Clover or Napoleon and write entries in your diary for the Battle of the Cowshed.</p>	<p>11) Imagine you are either Clover or Napoleon and write entries in your diary for the building of the windmill and the pigs' move into the farmhouse.</p>	<p>12) Imagine you are Squealer, write a speech for the animals about Boxer's collapse and removal from the farm.</p>

<p>13) Create the 7 commandments for the whole of Y8 and turn them into a poster.</p>	<p>14) Write a speech as Mr Jones, convincing the animals that Napoleon is evil. Remember to use DAFOREST techniques.</p>	<p>15) Read extract 1. Explain how Mollie is presented in this extract. Use point, evidence, explain (PEE).</p>	<p>16) Read extract 2. Explain how Clover is presented in this extract. Use point, evidence, explain (PEE).</p>
<p>17) Imagine you are Snowball. Write a letter to the animals explaining why you are innocent and why Napoleon is the villain.</p>	<p>18) Read extract 3. Explain how Boxer is presented in this extract. Use point, evidence, explain (PEE).</p>	<p>19) SPaG 1) Copy the text, correcting all the errors you notice [25], including punctuation and paragraphing:</p>	<p>20) SPaG 2) Read the 25 simple sentences below. Rewrite the passage using at least four complex sentences and no more than a total of six sentences in two paragraphs. [Continue the story in a new paragraph]</p>

Year 8 Computer Science

Online Resources

Google Classroom - use your school email and password

Your teacher has set you some online learning on Google Classroom.

If you have problems getting online then you can just complete the paper-based work below.

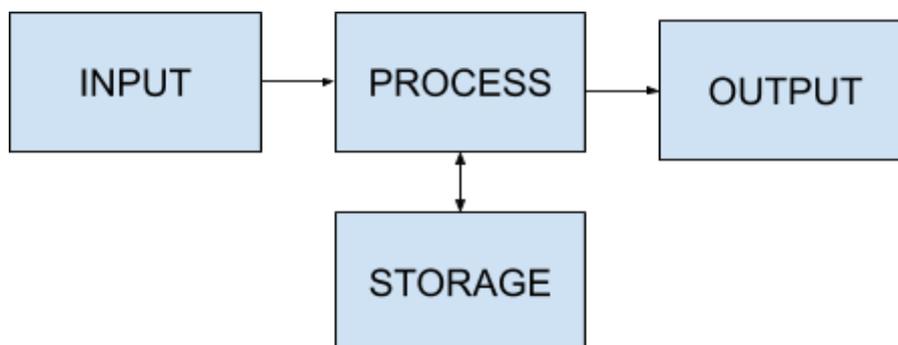
PAPER WORK

ALGORITHMS

An **algorithm** is a plan, a logical step-by-step process for solving a problem.

The key to any problem-solving task is to guide your thought process. The most useful thing to do is keep asking 'What if we did it this way?' Exploring **different** ways of solving a problem can help to find the **best** way to solve it.

Any algorithm works just like a computer system:



You need to decide:

- What are the inputs into the problem?
- What are the outputs of the problem?
- What order do the instructions need to be in?
- Do we need to make any decisions in the problem?
- Does any part of the problem repeat?

Once we have all of this worked out we can design an algorithm.

Algorithms we use all the time include:

Recipes - following the steps to make something

Directions - such as following a route on GPS

Mathematics - doing a calculation or sum follows certain steps

Remember, an algorithm is an ordered list of steps to solve a problem.

Choose any 3 of the algorithms below and create your own algorithm. Pay attention to the details - a computer might not understand all of your instructions if you don't explain them properly.

1. An algorithm to make a sandwich (choose your own filling)
2. An algorithm to play your favourite computer game
3. An algorithm to cook your favourite meal
4. An algorithm to get you from your house to school
5. An algorithm to take a dog for a walk and throw a ball
6. An algorithm to make a paper aeroplane
7. Write your own algorithm for some other activity

Extension Task

Can you work out what this is an algorithm for? You might need to re-order the steps

- Sprinkle with cheese
- Eat
- Take out of oven
- Roll out the dough into a circle
- Cut into triangles
- Put in the oven for 15 minutes
- Get the dough
- Cover dough in tomato sauce

Year 8 DT

Using the knowledge organisers provided create a detailed, well presented and comprehensive mind maps demonstrating the following:

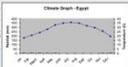
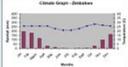
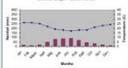
- Key words and their definitions, within the technology areas which you have studied to date
- Key skills within the technology areas which you have studied to date
- Key materials/ingredients within the technology areas which you have studied to date
- Processes which you have studied, e.g cross filing and draw filing, vacuum forming, line bending, rendering in CAD, rubbing in method, melting method, peeling chopping and slicing
- Health and Safety rules and their importance.

Year 8 – Geography School Closure Work

1. Knowledge Organisers

Using the page of the Knowledge Organiser that is shown below (you will receive a separate copy of this), complete the following activities:

- Copy out each table from the page into your exercise books.
- For each definition, you will draw a sketch to show what the key word means.
- Create your own map of Africa. Label onto the map what the climate is like in 3 different areas of Africa using the information on the Knowledge Organiser.

<p>Africa: A Continent of Contrasts</p> <p>The peoples of Africa belong to hundreds of different ethnic groups. Each ethnic group has its own distinct language, traditions, arts and crafts, history, way of life and religion.</p> <p>There are 54 countries in Africa, and some of these have 20 or more different ethnic groups living within their boundaries. Over 1000 different spoken languages have been identified within the continent of Africa.</p> <p>The majority of the countries in Africa are inhabited by peoples of African origin. Some ethnic groups have been affected by the migration of Arab peoples into northern Africa. There are also many Europeans whose families moved to Africa during the colonial period and have stayed on. In some parts of East Africa, there are also large numbers of people of Asian origin.</p> <p>In Africa:</p> <ul style="list-style-type: none">there is extreme poverty and vast wealth;there are people who suffer from droughts and famine and people who have plentiful food;there are vast, magnificent natural reserves with an abundance of wildlife and there are highly urbanized areas with major cities with high-rise buildings and modern services.		<p>Climate Graph - Desert</p>  <p>In this Desert location, it is dry all year round, with almost no rainfall throughout the year. Temperatures are always above 20C, but peak in July at 35C.</p>
<p>Physical Causes of Uneven Development</p> <p>Climate - The Sahel region in Africa suffers from a lack of rainfall. This means that droughts are common. This means people will struggle to grow crops and provide food for their family. This also leads to less money as people cannot trade these crops for money.</p> <p>Natural Hazards - Floods, droughts and tectonic activity (earthquakes) can limit development and destroy buildings and agricultural areas. This will mean the country will have to spend money on repairs then further development.</p> <p>Landlocked countries - 13 countries in Africa are landlocked - see the picture to the right- this means surrounded by land. This means it is more difficult to trade as goods have to be driven through other countries to get to the coast for shipping.</p>	<p>Year 8 - Africa</p> 	<p>Climate Graph - Savanna</p>  <p>In this Savanna location in the Southern hemisphere, it is warm all year round with temperatures consistently above 20C. It is a desert during May to October, but heavy rains fall from November to April, bringing long, lush grasses and lots of wildlife.</p> <p>Climate Graph - Temperate Forest</p>  <p>In this Temperate Forest location, it is warm all year round with temperatures consistently above 20C, but it is warmer from November to April. There is rainfall all year round, but the highest levels of rainfall are from April to September.</p>
		<p>Human Causes of Uneven Development</p> <p>Historical Development - In the past, European explorers set out to control new territories, and earn greater wealth. Over 10 million people were transported from Africa to North America to work as slaves on plantations, with most of the money made going to the European powers.</p> <p>Political Factors - Some governments use the money they have to fund the countries army for war or keep it for themselves and live a better life style than the rest of the country.</p> <p>Economic Factors - World trade is often not fair. Lower income countries tend to sell primary products. LICs have to compete with each other to win the trade which lowers the prices farmers get. Foreign investment can help countries to develop. Africa receives less than 5 per cent foreign direct investment while Europe receives 45 per cent of foreign direct investment.</p>

2. Project

You will study the Ebola Outbreak in Africa in detail. You will make a presentation on paper or on computer. Complete the following activities:

- What is Ebola? Detailed description, including pictures.
- What effect does Ebola have on humans?
- Include a map to show the areas that were affected by the outbreak.
- Explain how the outbreak happened.
- What strategies were put in place to stop the outbreak?
- Explain why the Ebola outbreak never became a major world pandemic like Coronavirus.

3. Geography in the News

Geography in the News this week examines food insecurity in Lesotho.

Define It

To begin with, it will be very useful to know what the following terms mean. Write a definition for each:

Drought

Famine

Mitigation

Inter-governmental organisation (IGO)

International Monetary Fund

Next, read this article about the drought in the African country of Lesotho:

<https://www.theguardian.com/global-development/2020/jan/30/drought-leaves-tens-of-thousands-in-lesotho-one-step-from-famine>

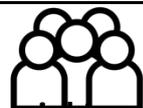
Tiny URL: <https://tinyurl.com/lesothodrought>

The Facts

1. Why is Tšepo Molapo concerned for his grandchildren?
2. How many people in Lesotho face severe hunger?
3. Why are people in Lesotho facing severe hunger?
4. How many people in rural areas are one step away from famine?
5. Identify the inter-governmental organisation (IGO) that launched a \$34m appeal for more funding.
6. Why are the government facing difficulties in receiving help from its development partners?
7. How is the European Commission providing support?
8. How is the World Food Programme (WFP) providing support?

The Impacts

What are the social, economic and environmental impacts of drought?

 Social Impacts	 Economic Impacts	 Environmental Impacts

History Instructions – Year 8

Complete the work in this order.

1. Work through the chapter with the title 'How should Winston Churchill be remembered?' (pages 214-221).
 - a. Make notes on all of the information
 - b. Complete **ALL** of the tasks and questions detailed on each of these pages

2. Work through the chapter with the title 'Migration to Britain through time' (pages 188-199)
 - a. Make notes on all of the information
 - b. Complete **ALL** of the tasks and questions detailed on each of these pages

Year 8 Maths Work to Complete

Task 1:

During your time off, it is important that you are working on fluency questions and practising various topics to consolidate the maths that you have been learning. In order to make this possible you need to complete a Mini Test 40 Question worksheet from the booklet.

Full working out must be shown in your exercise books. An answer booklet is also attached and it is important that you mark what you have answered and make corrections where needed.

There are 10 of these in total so that one can be completed each day.

Task 2

Complete a Mathswatch Quiz online using your login details

Username: ib1234@allsaintschs (Using your unique login details)

Password: mathswatch

Any questions that you are struggling to complete, watch the mathswatch video, making notes where needs be

Task 3

Knowledge Organisers: These can still be completed on the required dates, making full notes and using your purple pens in order to make corrections

If you have any issues, please do not hesitate to contact your maths teacher

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mieblingdavis@allsaintschs.org.uk

memmett@allsaintschs.org.uk

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lmcfadden@allsaintschs.org.uk

cnolan@allsaintschs.org.uk

dhenderson@allsaintschs.org.uk

cgraham@allsaintschs.org.uk

cowen@allsaintschs.org.uk

Religious Education Instructions – Year 8

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

You have also been given access to a Google Classroom where you can access resources to support with this. You can also contact Mr Hayes via e-mail dhayes@allsaintschs.org.uk .

Do not worry if you cannot access the Google Classroom as all of the resources have also been provided on paper.

1. The first priority is complete the Judaism Booklet in the following order:

Key beliefs in Judaism.

The Beginning of Judaism.

Judaism and children.

Jewish Beliefs about life after death.

The Holocaust.

2. Learn and use the key words from the Year 8 Knowledge Organiser.

KS3 Year 8 Science Work

- 1) **Complete 500 correct questions on Tassomai** <https://www.tassomai.com/>
If you have not logged onto Tassomai please follow the instructions below.
- 2) **Complete assignments set on Seneca** – Please follow instructions below if you have not yet logged into Seneca or need the class code.
- 3) Read pages 22-33 on the unit **9Ba Reaction In Plants**. The unit is broken down into 5 lessons:
 - **9Ba** Reactions In Plants
 - **9Bb** Plant Adaptations
 - **9Bc** Plant Products
 - **9Bd** Growing Crops
 - **9Be** Farming Problems

For each lesson, you should complete the following:

- Read the information on each page and highlight key words/phrases
- Answer the questions on the pages as full sentences in your book.

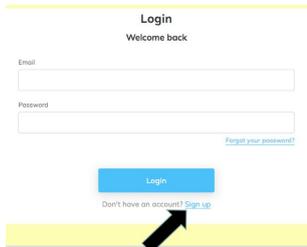
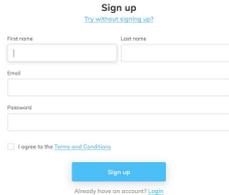
4) Read pages 133-148 on the unit **8I Fluids**. The unit is broken down into 9 lessons:

- **8Ia** Exploring Extremes
- **8Ia** The Particle Model
- **8Ia** Calculations With Density
- **8Ib** Changing State
- **8Ic** Pressure In Fluids
- **8Ic** Presenting information
- **8Id** Floating and Sinking
- **8Ie** Drag
- **8Ie** Humans At The Extremes

For each lesson, you should complete the following:

- Read the information on each page and highlight key words/phrases
- Answer the questions on the pages as full sentences in your book.

Step by Step Guide To Access Seneca intervention Work

<p>Step 1: Go to https://app.senecalearning.com/login</p> 	<p>Step 2 Click on sign up</p> 	<p>Step 3 Type in details. Your child can input their school email address.</p> 
<p>Step 4 Click on courses and assignments</p>	<p>Step 5 Click on join a class and type in the following code</p>	<p>Step 6 Click on Science KS3</p> 

	<p>5w1xaaq15j</p>	<p>Your child can start working through the tasks by clicking on each topic</p>
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Step by Step Guide to Tassomai

<p>Step 1 Go to app.tassomai.com/signup</p>	<p>Step 2 Click "sign in" in the top right corner of the screen.</p>	<p>Step 3 Click on Register with code.</p>
<p>Step 4 Enter the code: EVVD5SE0</p>	<p>Step 5 Enter your details (name and school email)</p>	<p>Step 6 Select your correct class. This is the class you attend in school.</p> <p>Example: 8J1 is 8JSc1 on the list.</p>

Spanish Instructions – Year 8

It is essential that you use this time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

Recently you have completed the module on Media – TV, Cinema, Computers, Music.

Next, you will move on to holidays and then on to food and drinks.

1. The first priority is the photocopied worksheets from the work-book that compliments your text book.
 - a. Work your way through each page.
 - b. Complete all questions and tasks throughout.
2. Once you have completed all of the above, you should:
 - a. Convert the new knowledge and vocabulary acquired into revision notes / mind maps / dictionary pages etc
 - b. Use Linguascope to consolidate your learning.
3. In addition to the above, you can also set up a Duolingo account where you will be able to complete additional revision.
4. As a further activity, you should carry out research into festivals in Spain, and the Spanish speaking world. You should complete a project based activity where you inform the reader about festivals in the Hispanic world and then have a specific focus on one particular festival. “Coco” would be a good movie to watch as a starting point for this project.

Login details for Linguascope are as follows:

www.linguascope.com

Username: ASCHSK

Password: Granada