Year 8
Distance Learning Overview Booklet

Name:

Form:
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Introduction to this booklet

This booklet outlines the work that you will be completing in every subject over this half term.

**LEARN**

- Students should refer to the *Distance Learning Overview Booklets* to see what tasks they should be completing for each subject, each week.
- For students working **online**, they may be directed to online platform (e.g. BBC Bitesize, Seneca, Hegarty maths) to support them with the completion of the tasks or for additional online activities.
- For students working **offline**, students should use the *Distance Learning Learn and Quiz* booklet to support them with the completion of the weekly tasks.

**QUIZ**

- You have only **learnt** something, if you can **remember** it. After students have finished their weekly activities for each subject, they should take the **quiz** to see how much they’ve remembered.
- For students working online, the links to the quizzes can be found in the *Distance Learning Overview Booklet*.
- For students working offline, there is printed versions of the weekly quizzes in the *Distance Learning Learn and Quiz Booklet*.

**SUBMIT**

- It is essential for students to submit their work each week so that their teacher can see how much they’ve **engaged** with the activities and how much they’ve **learnt**. Students should submit in the one of the following ways:
  
  ✓ Completing an online quiz on Microsoft Forms or one of the other online platforms
  ✓ Taking a photo of the quiz and sending it to their teacher
  ✓ Dropping completed work into the Ark Kings post-box in reception

- Your teachers, form tutors, Student Support Managers and Heads of Year will be checking your engagement through online platforms, Microsoft Forms or photos of your completed work.
Timetable and Advice

Following a timetable will add structure to your day and support you in completing your work. Below is an example timetable which you may find helpful.

At the start of every day:

- Eat a healthy breakfast – have a bowl of cereal or a piece of toast
- Get washed and dressed so it feels like a normal day at school
- Read over your timetable for today – what do you need to do?
- Take out all the books and stationery you will need

At the end of every day:

- Submit work through the online quizzes or Microsoft Forms
- Email your teachers your work and your Form Tutor anything you’re really proud of
- Tell parents what work you have done and what you’re proud of
- Tidy away your things and have a relaxing evening with your family
- Stay safe and email your Form Tutor or SSM if you need anything
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>09:00 – 10:00</td>
<td>PE with Joe Wicks</td>
<td>Yoga with Adriene</td>
<td>Mr Smith’s PE Challenge!</td>
<td>PE Challenge</td>
<td>Choose your favourite activity from the week and do it again! Or look here for some more ideas</td>
</tr>
<tr>
<td></td>
<td>Get moving and start the day off well!</td>
<td>Find a comfortable space and try this yoga session</td>
<td>Join Mr Smith for his weekly workout!</td>
<td>20x star jumps 20x sit ups 15x push ups 15x burpees</td>
<td>Time ________</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
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<tr>
<td>10:45 – 11:30</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
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<tr>
<td>11:30 – 12:15</td>
<td>Science</td>
<td>RE</td>
<td>Science</td>
<td>RE</td>
<td>Science</td>
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<tr>
<td>12:05 – 13:00</td>
<td>Lunch</td>
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<td></td>
<td>Eat a healthy meal, including at least 1 piece of fruit or veg. Drink some water Have a break – get some fresh air, if you can.</td>
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<tr>
<td>13:00 – 13:45</td>
<td>History</td>
<td>Geography</td>
<td>French</td>
<td>History</td>
<td>Geography</td>
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<tr>
<td>13:45 – 14:30</td>
<td>Dance</td>
<td>Art</td>
<td>Music</td>
<td>PE</td>
<td>Computer Science</td>
</tr>
<tr>
<td>14:30 – 15:00</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
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</table>
**English**

<table>
<thead>
<tr>
<th><strong>Week</strong></th>
<th><strong>Learn</strong></th>
<th><strong>Quiz</strong></th>
<th><strong>Submit</strong></th>
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</thead>
</table>
| w/c 1st June | **Contexts and Settings**  
  - Read the two articles linked below:  
    1. [British Society](#)  
    2. [Crime and punishment and The Police Force in Victorian London](#)  
  Activity 1 - Create a mindmap of what you learn about life in Victorian London.  
  Activity 2 - answer the following question - Why does Victorian London make a good setting for a story? Write a paragraph answer explaining why  
  Activity 3 - [Watch the clip on creating a setting](#)  
  Activity 4 - Come up with a setting for your own detective story which you will plan and write over the next 4 weeks | **Now complete quiz 1.** | **Tick when complete** |
| w/c 8th June | **Plot – features of a detective story**  
  - [Read The Red Headed League and create a storyboard of the events](#)  
  - [Read through the features of a detective story](#)  
  - Look back at the Sherlock Holmes story (The red-headed league) you read earlier – which features of a detective story can you find? Answer the following question: What features of a detective story must you include? | **Complete quiz 2 (click here)** |  |
| w/c 15th June | **Characters**  
  - Read about [Sherlock Holmes](#) and [Doctor Watson](#)  
  - What characteristics does Sherlock Holmes have that make him a good detective and interesting character?  
  - What characteristics does Doctor Watson have that make him a good sidekick and interesting character?  
  - What characteristics does a villain have in a story?  
  - [Read about how to create an interesting character](#)  
  - Create your own main character and sidekick. The main character must be a detective. | **Complete Quiz 3 (link here)** |  |
<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th>Complete Quiz 4 (Link here)</th>
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<tbody>
<tr>
<td>w/c 22nd June</td>
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<tr>
<td><strong>Plan the beginning, middle and ending of your own detective story using the setting, characters and plot devices you have studied over the last 3 weeks.</strong></td>
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<tr>
<td><strong>Read about planning and writing a fiction story</strong></td>
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<tr>
<td><strong>Write the opening of your detective story. Your story must include:</strong></td>
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<td>- A mystery (this could be a murder or a missing item)</td>
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<td>- Three clues – a key, an old letter and fingerprints</td>
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<td>- An investigation using a magnifying glass and forensics</td>
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<tr>
<td><strong>Challenge task: Write the complete story!</strong></td>
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</table>

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<thead>
<tr>
<th><strong>The Tempest Context</strong></th>
<th>The Tempest Quiz 1</th>
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<tbody>
<tr>
<td>w/c 29th June</td>
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<tr>
<td><strong>Read this blog that tells you about the key context of The Tempest: Context Blog</strong></td>
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<td><strong>Activity 1: Summarise the main things that influenced Shakespeare when he was writing The Tempest.</strong></td>
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<td><strong>Read this information about Elizabethan Explorers on BBC bitesize: Elizabethan Explorers and then watch this YouTube video about what life was like in Elizabethan England.</strong></td>
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<td><strong>Activity 2: Make a mind map or a poster about what life was like in Elizabethan England.</strong></td>
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<td><strong>Activity 3: Write a diary from the point of view of a teenager in Elizabethan England. Describe what life is like and how society is changing and developing.</strong></td>
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<td>Date</td>
<td>Activity</td>
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| w/c 6th July | **The Tempest Plot Overview**  
Read through the plot summary of the Tempest on BBC Bitesize, Then complete the BBC Bitesize Test.  
Watch this tour of the Globe Theatre on YouTube or read this article that describes what the theatre was like and this article that describes what audiences were like.  
**Activity 1)** Create a story board that shows all the key events in the play. Use this timeline of the play to help you.  
**Activity 2)** Imagine you are an Elizabethan person who is watching a The Tempest in The Globe Theatre. Describe your experience of seeing the play there. |
| w/c 13th July | **Key Characters in The Tempest**  
You need to revise the key characters from the play. Use BBC Bitesize Key Characters and The Tempest Character Summaries to help you.  
**Activity 1)** Create a mind map/summary/facebook page for these key characters:  
- Ariel  
- Caliban  
- Prospero  
- Miranda  
- Ferdinand  
Include:  
- Who they are  
- What they are like  
- What happens to them in the play  
**Activity 2)** Look at the key quotes here and write down what the quote means, what it shows about the character and what it shows about their relationship with other characters. |
### Key Themes in The Tempest

Revise the key themes of The Tempest on **BBC Bitesize** and then complete the **BBC Bitesize Quiz**.

Read this article about the themes of **power and colonisation**.

Activity 1) Create a mindmap for each key theme of the play. Use this **example** to help you.

Activity 2) Write a summary of two of the theme that you think are most important.
Include:
- Why do you think this theme is important?
- How is this theme presented in the play?
- What do you think Shakespeare wants the audience to learn from this theme?

### Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.
- **Read through the question again.**
- **Google the meaning of any words or key terms you are not sure of.**
- **Search for the topic on the BBC Bitesize website.**
- **Search for a video on the topic on Youtube with KS3 in the title.** For example “KS3 energy”

If you are really stuck, make a note of what your question is, and e-mail your teacher.
<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
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<tbody>
<tr>
<td></td>
<td><strong>Complete the following activities</strong></td>
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</tr>
<tr>
<td>1</td>
<td>What is Sikhism?</td>
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<tr>
<td>w/c 1st June</td>
<td>- Read through the information on key beliefs about Sikhism on bitesize and/or on your knowledge organiser.</td>
<td>Now complete quiz 1.</td>
<td>Do this online or the printed copy.</td>
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<td></td>
<td>- Create a mind map on their key beliefs and include why each even is important to Sikhs.</td>
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<td></td>
<td>- Complete the following question in the form of a PEEL paragraph: Explain the importance of one of the key Sikh beliefs (4 marks).</td>
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<tr>
<td>2</td>
<td>Sikh Worship and Symbolism</td>
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<tr>
<td>w/c 8th June</td>
<td>- Read through the information on your knowledge organiser and/or read through the information on bitesize on ‘Religious Symbols’.</td>
<td>Now complete quiz 2.</td>
<td>Do this online or the printed copy.</td>
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<td></td>
<td>- Write down definitions for what the following books teach: <em>The Khanda, the 5 K’s and gurdwara</em>.</td>
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<td></td>
<td>- Answer the following question: Explain why religious symbolism is important to Sikhs (4 marks).</td>
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<td>3</td>
<td>The Khalsa</td>
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<tr>
<td>w/c 15th June</td>
<td>- Read through the information on the Khalsa on bitesize and/or read through the information on your knowledge organiser.</td>
<td>Now complete quiz 3.</td>
<td>Do this online or the printed copy.</td>
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<td></td>
<td>- In your own words, explain what the Khalsa is and how it was formed.</td>
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<td></td>
<td>- What are the 5 Ks? Do you think there is one more important than the others?</td>
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<tr>
<td>4</td>
<td>Sikh Beliefs</td>
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<tr>
<td>w/c 22nd June</td>
<td>- Read through the information about Sikh beliefs on your knowledge organiser and/or read the information on the ‘three pillars of Sikhism’ on bitesize.</td>
<td>Now complete quiz 4.</td>
<td>Do this online or the printed copy.</td>
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<tr>
<td></td>
<td>- Create a mind map on the different pillars and what they teach.</td>
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<tr>
<td></td>
<td>- Explain why the pillars may help Sikhs to live a good life.</td>
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</tbody>
</table>
### Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.
- **Read through the question again.**
- **Google the meaning of any words or key terms you are not sure of.**
- **Search for the topic on the BBC Bitesize website.**
- **Search for a video on the topic on Youtube with KS3 RE in the title e.g. KS3 RE Sikhism.**

If you are really stuck, make a note of what your question is and e-mail your teacher: e.stevenson@arkkingsacademy or a.rafiq@arkkingsacademy.org

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructions</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>5 w/c 29th June</td>
<td>Sikh Festivals</td>
<td>- Read through the information on your knowledge organiser on what festivals there are in Sikhism and/or Guru Nanak's Gurpurab on <a href="https://www.bbc.co.uk/bitesize/">bitesize</a>.&lt;br&gt;- Explain what Sikhs do to celebrate Guru Nanak Gurpurab.&lt;br&gt;- Explain the importance of doing a ‘langar’ in Sikhism and how it may help promote teachings of equality.</td>
<td>Now complete quiz 5. Do this online or the printed copy.</td>
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<tr>
<td>6 w/c 6th July</td>
<td>Guru Nanak</td>
<td>- Read through the information on Guru Nanak on <a href="https://www.bbc.co.uk/bitesize/">bitesize</a>.&lt;br&gt;- Create a mind-map on who Guru Nanak was.&lt;br&gt;- Explain the story of Guru Nanak and how he founded Sikhism.&lt;br&gt;- Answer the following question: Explain why Guru Nanak is a role model for Sikhs today (4 marks).</td>
<td>Now complete quiz 6. Do this online or the printed copy.</td>
</tr>
<tr>
<td>Stretch</td>
<td>What is Vaisakhi?</td>
<td>- Read through the information on your knowledge organiser and/or read about Vaisakhi on <a href="https://www.bbc.co.uk/bitesize/">bitesize</a>.&lt;br&gt;- Explain when Vaisakhi is and what the story means.&lt;br&gt;- Explain how Vaisakhi is celebrated.&lt;br&gt;- What did you find out about the meaning behind Sikh names?</td>
<td>Now complete quiz 7. Do this online or the printed copy.</td>
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<tr>
<td>Week</td>
<td>Learn</td>
<td>Quiz</td>
<td>Submit</td>
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</tr>
<tr>
<td>1</td>
<td><strong>Angles on parallel lines and Area of parallelograms</strong>&lt;br&gt;Watch videos 481/483 and 556 on Hegarty Maths, or read through pages 43 and 46 in your booklet, and take notes, including notes on:&lt;br&gt; - What are corresponding and alternate angles&lt;br&gt; - How to use the angle laws to find missing angles&lt;br&gt; - How a parallelogram looks and its properties&lt;br&gt; - How to calculate a parallelogram’s area&lt;br&gt;Complete Skills Challenge 1 in your home learning booklet (page 49).</td>
<td>Now complete Hegarty Quizzes 481/483 and 556.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages 44 and 47 in your home learning booklet and self-mark.</td>
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<td>w/c 1st June</td>
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<td>2</td>
<td><strong>Area of a trapezium and metric unit conversions</strong>&lt;br&gt;Watch videos 559 and 691 on Hegarty Maths, or read through pages 50 and 53 in your booklet, and take notes, including notes on:&lt;br&gt; - What a trapezium looks like&lt;br&gt; - What the formula of a trapezium is&lt;br&gt; - What the conversions between key units are&lt;br&gt;Complete Skills Challenge 2 in your home learning booklet (page 56).</td>
<td>Now complete Hegarty Quizzes 559 and 76.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages 51 and 54 in your home learning booklet and self-mark.</td>
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<tr>
<td>w/c 8th June</td>
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<td>3</td>
<td><strong>Percentages of an amount and FDP equivalence</strong>&lt;br&gt;Watch videos 84/85 and 149 on Hegarty Maths, or read through pages 57 and 26 in your booklet, and take notes, including notes on:&lt;br&gt; - What a percent is and how to find percentages of an amount&lt;br&gt; - A summary of how to convert between fractions, decimals and percentages&lt;br&gt;Complete Skills Challenge 3 in your home learning booklet (page 63).</td>
<td>Now complete Hegarty Quizzes 84/85 and 149.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages 58 and 27 in your home learning booklet and self-mark.</td>
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<tr>
<td>Week</td>
<td>Content</td>
<td>Notes</td>
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<td>4 w/c 22nd June</td>
<td><strong>Rounding to a number of decimal places</strong>&lt;br&gt;Watch videos <strong>56 and 592</strong> on Hegarty Maths, or read through <strong>pages 64 and 67</strong> in your booklet, and take notes, including notes on:&lt;br&gt;  o What place a decimal is in using knowledge of tens, hundreths and thousandths.&lt;br&gt;  o How to round to a certain number of decimal places&lt;br&gt;  o What the different parts to a circle are Complete Skills Challenge 4 in your home learning booklet (page 71).</td>
<td>Now complete Hegarty Quizzes 56 and 592.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages <strong>65/66</strong> and 68 in your home learning booklet.</td>
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<tr>
<td>5 w/c 29th June</td>
<td><strong>Multiplying fractions and Parts of a circle.</strong>&lt;br&gt;Watch videos <strong>68 and 69</strong> on Hegarty Maths, or read through <strong>pages 37 and 40</strong> in your booklet, and take notes, including notes on:&lt;br&gt;  o How to multiply fractions&lt;br&gt;  o How to multiply fractions when one of both numbers are mixed numbers&lt;br&gt;Complete Skills Challenge 5 in your home learning booklet (page 43).</td>
<td>Now complete Hegarty Quizzes 68 and 69.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages <strong>38</strong> and 41 in your home learning booklet and self-mark.</td>
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<tr>
<td>6 w/c 6th July</td>
<td><strong>Naming 3D solids and prisms and Nets.</strong>&lt;br&gt;Watch videos <strong>829/830 and 833/834</strong> on Hegarty Maths, or read through <strong>pages 72 and 75</strong> in your booklet, and take notes, including notes on:&lt;br&gt;  o What the properties of a prism are&lt;br&gt;  o How to describe a shapes vertices, edges and faces.&lt;br&gt;  o How a 3D shape can be taken apart to form a net in 2D form.&lt;br&gt;Complete Skills Challenge 5 in your home learning booklet (page 79).</td>
<td>Now complete Hegarty Quizzes 829/830 and 833/834.&lt;br&gt;Or&lt;br&gt;Complete the questions on pages <strong>73</strong> and 76 in your home learning booklet and self-mark.</td>
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</tbody>
</table>
Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.

- Read through the question again.
- Remember to watch the Hegarty video in full.
- Google the meaning of any words or key terms you are not sure of.
- If you get stuck part of the way through a Hegarty quiz, click ‘get help’ on the right-hand side of the quiz to see the part of the video linked to that question.
- Follow the hyperlinks/QR codes in your home learning booklet to watch extra videos on Corbett Maths on that topic.
- Search for the topic on the BBC Bitesize website.
- Search for a video on the topic on Youtube with KS3 in the title. For example “KS3 dividing fractions”.

If you are really stuck, make a note of what your question is, and e-mail your teacher.

| Stretch | Complete the challenge task on mean, median mode and range from your home learning booklet (using Hegarty videos 404, 405, 406, 409 and 410 to help you).
Create a poster that summarises all of the learning you have done on this half term. Try to use mathematical language and diagrams to make it clear and easy to understand. |  |
## Art

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
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<tbody>
<tr>
<td>1 w/c 1st June</td>
<td>Complete the following activities</td>
<td>Follow the link to complete the quiz</td>
<td>Tick when complete</td>
</tr>
<tr>
<td><strong>Studying Guiseppe Arcimboldo</strong></td>
<td></td>
<td>Now complete this quiz!</td>
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<tr>
<td></td>
<td>Click <a href="https://www.giuseppe-arcimboldo.org/">https://www.giuseppe-arcimboldo.org/</a> and navigate your way through the wonderful paintings by <em>Arcimboldo</em></td>
<td></td>
<td><a href="https://forms.office.com/Pages/ResponsePage.aspx?id=dBTLADSljUaCn2NuziLCTOU0GHWP6FGrhYe8qD2eihURFVBTE9NMENZMU13MVVIUJUSFRaODBHMi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=dBTLADSljUaCn2NuziLCTOU0GHWP6FGrhYe8qD2eihURFVBTE9NMENZMU13MVVIUJUSFRaODBHMi4u</a></td>
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<td>- Read through the sections titled 'biography' and 'Home' then spend some time looking through the work in the section titled 'Gallery'</td>
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<td></td>
<td>- Neatly write your title ‘Guiseppe Arcimboldo’ and try to decorate this using images such as fruit and veg these can be drawn or collaged!</td>
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<tr>
<td>2 w/c 8th June</td>
<td>Return to the website Click <a href="https://www.giuseppe-arcimboldo.org/">https://www.giuseppe-arcimboldo.org/</a> This week you will focus on accuracy of line</td>
<td></td>
<td>Ensure your work is presented to a high standard</td>
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<td>- Spend a few minutes looking through the gallery and select one of the portraits based on fruit and veg, books or fish and begin to sketch this on paper</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Think carefully about the scale making sure your drawing takes up most of an a4 sizes piece of paper (like your sketch book at school !)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take care to keep your lines accurate, pressing very lightly with your pencil.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Spend about 45 mins just drawing the outline, the lines, crinkles in the wrapper, any detail in the background and the lettering. You will add tone next week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 w/c 15th June</td>
<td>Return to your line drawing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check again that your lines are as accurate as they can be and spend about 5 mins making any adjustments.</td>
<td></td>
<td>Your task instead of a quiz this week is to try and complete your drawing to the highest standard you can do!</td>
</tr>
</tbody>
</table>
### Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution. *Read through the question again.*

- Google the meaning of any words or key terms you are not sure of.
- Search for the topic on the BBC Bitesize website.
- Search for a video on the topic on Youtube with KS3 in the title. For example “KS3 ART”

If you are really stuck, make a note of what your question is, and e-mail your teacher.

---

<table>
<thead>
<tr>
<th>Week</th>
<th>Task Description</th>
</tr>
</thead>
</table>
| 4 w/c 22nd June | **You may need to spend a few minutes completing last weeks drawing**  
Reflect on last week's drawing by **annotating** next to it or underneath, wherever you have space. Explain what you enjoy, found easy and what you are most pleased with. Explain how your work reflects the style of the artist **Arcimboldo**  
Present all drawing and written work to the highest standard you can! |
| 5 w/c 29th June | **Observational study!**  
You will work in the style of **Arcimboldo** to create your own version of a fruit face, using food objects that you can find at home, (or use google images if you are struggling to find something at home!)  
Remember to use the excellent drawing skills you have used in the past.  
This week's task is to present your work with an eye catching title |
| 6 w/c 6th July | Reflect on your drawing through annotation, see Art week 4 for advice.  
Focus on explaining how you have tried to use a similar style to **Arcimboldo**.  
Ensure your page is beautifully presented |
| Stretch | Choose another piece by artist Sarah Graham to copy in pencil, or in colour! |
Summer Science Distance Learning

Scientists have proven that when we do not use information we know, the pathways in our brain actually decay (breakdown) - this is what happens when we forget something. By engaging with your study (reading and doing quizzes) you are not just learning new information you are actually holding on to the information you have already have! Well done on all the work you have done to this point, you are not letting all your hard school work and study go to waste! 😊

How does distance learning work this term?

1) This is the week that you should be completing your work.
2) This is the link to GCSE Bitesize. It contains content and videos with a small practice quiz at the end (see A-D below for more information).
3) This is the link to the MS forms quiz that we will mark and give you feedback on. This is how we know you have completed the lesson and if you need any help. Show what you can do!
4) This is a space just for you to experience the sweet satisfaction of placing a tick in this box for a job well done!

Getting the most from GCSE bitesize

A) Use the revision tab to review content relevant to this lesson.
B) This is the number of pages left to review- scroll down to see all the information on each page. Sometimes there are small practice questions to check you are on track.
C) At the bottom is the glossary- click to see the definitions of key terms from the lesson
D) Click this tab to complete a quick practice quiz- this will mark itself instantly and give you feedback. You can repeat this quiz as many times as you like- keep going till you get full marks!

Having problems?
If you are stuck on a piece of work, work through this check-list until you can find a solution.

- Read through the question again. Google the meaning of any words or key terms you are not sure of.
- Read through the topic on BBC Bitesize again (online or in your work pack).
- Search for a video on the topic on Youtube with KS3 in the title. For example “KS3 cells”

If you are really stuck and you want to get in touch about your work please email your teacher.
<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1st June)</td>
<td>Health and lifestyle</td>
<td>Bio Sum 2 Week 1 MS Form</td>
<td></td>
</tr>
<tr>
<td>2 (8th June)</td>
<td>Photosynthesis and respiration</td>
<td>Bio Sum 2 Week 2 MS Form</td>
<td></td>
</tr>
<tr>
<td>3 (15th June)</td>
<td>The Periodic Table</td>
<td>Chem Sum 2 Week 3 MS Form</td>
<td></td>
</tr>
<tr>
<td>4 (22nd June)</td>
<td>Separation techniques</td>
<td>Chem Sum 2 Week 4 MS Form</td>
<td></td>
</tr>
<tr>
<td>5 (29th June)</td>
<td>Astronomy and Space Science</td>
<td>Phy Sum 2 Week 5 MS Form</td>
<td></td>
</tr>
<tr>
<td>6 (6th July)</td>
<td>Rocks</td>
<td>Phy Sum 2 Week 6 MS form</td>
<td></td>
</tr>
<tr>
<td>7 (13th July)</td>
<td>Rock Cycle</td>
<td>Phy sum 2 week 7 MS form</td>
<td></td>
</tr>
</tbody>
</table>

Stay Sharp!

Log in or sign up to Seneca to continue to develop your understanding and stay on top of your studies so far.

The best Seneca learners of the week will receive shout outs in our weekly communications.

If you need any help accessing this platform please email one of your Science teachers.
# History

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Complete the following activities</strong></td>
<td><strong>Follow the link to complete the quiz</strong></td>
<td><strong>Tick when complete</strong></td>
</tr>
</tbody>
</table>
| 1 w/c 1st June | **Causes of the British Civil Wars**  
- Read through all the information on the causes of the British Civil Wars on [BBC Bitesize](https://www.bbc.co.uk/bitesize/) (pages 1, 2 and 3)  
- You may also watch this [YouTube video](https://www.youtube.com) to help.  
- Create a mind map of the events that caused the British Civil Wars. Indicate which of these causes can be considered long-term and short-term.  
- **Stretch:** Identify connections between the different causes on your mind map | Now complete the quiz for this lesson. | Do this online or the printed copy. |
| 2 w/c 8th June | **Events of the Civil Wars**  
- Read through all the information on the events of the British Civil Wars on [BBC Bitesize](https://www.bbc.co.uk/bitesize/) (Pages 4 and 5)  
- Create a timeline showing the key events of the Civil Wars  
- **Stretch:** Create profiles of the Parliamentary and Royalist sides in the war. You should include key information such as the supporters, and leading figures on each side | Now complete the quiz for this lesson. | Do this online or the printed copy. |
| 3 w/c 15th June | **Living Through the Civil Wars**  
- Watch [this video](https://www.bbc.co.uk) from BBC Bitesize  
- As you’re watching, create a bullet point list of evidence from the sources which demonstrates the suffering created for ordinary people during the Civil Wars  
- **Stretch:** Review the sources from this lesson again. Do you think the author of each source was sympathetic to either side in the war? Explain your answer. | Now complete the quiz for this lesson. | Do this online or the printed copy. |
<table>
<thead>
<tr>
<th>Week 4</th>
<th><strong>Consequences of the Civil Wars</strong></th>
<th><strong>Now complete the quiz for this lesson.</strong></th>
</tr>
</thead>
</table>
| 22nd June | • Read through all the information on the consequences of the Civil Wars on [BBC Bitesize](http://www.bbc.co.uk) (page 6)  
• Create a table and classify each of the consequences, identifying whether they represent no change from before the Civil Wars, some change, or major change  
• **Stretch:** Attempt the following question. ‘Overall, the Civil Wars didn’t make much difference to Britain.’ How far do you agree? | Do this online or the printed copy. |
| 29th June | **The Defenestrations of Prague**  | **Now complete the quiz for this lesson.** |
| 5 | • Watch this [YouTube video](https://www.youtube.com) about the Defenestrations of Prague  
• You may also read [this web page](http://www.example.com) for some more detail about the defenestrations  
• Create two ven diagrams. Use one to compare the similarities and differences between the first (1419) and second (1483) defenestrations. Use your other ven diagram to compare the first (1419) and third (1618) defenestrations.  
• **Stretch:** Research the Bohemian Revolt and causes of the Thirty Years War. Was the Defenestration of Prague *really* important for the beginning of war? | Do this online or the printed copy. |
| 6th July | **The Aztecs**  | **Now complete the quiz for this lesson.** |
| 6 | • Read through the information on the Aztecs on [Aztec History](http://www.aztecs.org)  
• Complete the quizzes on the website  
• Write a paragraph describing differences between Aztec society and European Medieval Society or society today | Do this online or the printed copy. |
| Stretch | **The Ancient Egyptians**  | **Now complete the quiz for this lesson.** |
| | • Read through the information on [BBC Bitesize](http://www.bbc.co.uk)  
• Make a poster describing Egyptian medicine | Do this online or the printed copy. |
## Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.

**Read through the question again.**
- Google the meaning of any words or key terms you are not sure of.
- Search for the topic on the BBC Bitesize website.
- Search for a video on the topic on Youtube with KS3 in the title. For example "KS3 energy"
- Have a look on Wikipedia around the topic (but be careful)

If you are really stuck, make a note of what your question is, and e-mail your teacher.

If you are working with paper copies, don’t forget to submit any work you do to your teachers either through the school work postbox or emailing pictures or copies of any work done to either a.mcewan@arkkingsacademy.org, c.peacock@arkkingsacademy.org or j.marchant@arkkingsacademy.org.
Welcome to the Summer term in PE. Over the next term, we will be focusing on the YouTube LIVE workout and participating in that each Wednesday. If you do not have internet access you can complete your own workouts at home, which are attached to this document. Once you have completed the workout you need to complete the Microsoft form which will give me useful feedback on how you found the workout and any changes I may need to make. If you have any issues then please email Mr Smith (c.smith@arkkingsacademy.org).

<table>
<thead>
<tr>
<th>I work online (on a computer)</th>
<th>I work offline (follow booklet)</th>
</tr>
</thead>
</table>
| 1. Click on the link for each workout which takes you to a YouTube video which you will need to complete the workout from.  
2. Click on the link for the MS Form and give feedback on your workout.  
3. When you’ve finished, email a picture of your workout to Mr Smith (email above) | 1. Follow the correct week’s workout on the sheet attached, using a Tabata training style, 20 seconds’ work and 10 seconds’ rest completing 5 rounds.  
2. Complete the form attached to rate and feedback on your workout |

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
</table>
| 1 w/c 1st June | **Workout Wednesday LIVE – 3rd June**  
Live at 09:50  
**Complete the following workout:**  
https://youtu.be/ZRw1YYHMKZ0  
**OR**  
Complete workout number one, which is attached, following the Tabata timings of 20 seconds’ work, 10 seconds rest and 5 sets. | **Complete the feedback form on MS Forms - click here** | **OR**  
Complete reflection task 1 in the booklet |
| 2 w/c 8th June | **Workout Wednesday LIVE – 10th June**  
Live at 09:50  
**Complete the following workout:**  
https://youtu.be/m9sSaGHwvAE  
**OR**  
Complete workout number two, which is attached, following the Tabata timings of 20 seconds’ work, 10 seconds’ rest and 5 sets. | **Complete the feedback form on MS Forms - click here** | **OR**  
Complete reflection task 2 in the booklet |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Workout Details</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>15th June</td>
<td><strong>Workout Wednesday LIVE – 17th June</strong>&lt;br&gt;Live at 09:50&lt;br&gt;<strong>Complete the following workout:</strong>&lt;br&gt;<a href="https://youtu.be/-tYqSnZHE">https://youtu.be/-tYqSnZHE</a></td>
<td>Complete the feedback form on MS Forms - <a href="https://forms/ms/forms">click here</a> OR Complete reflection task 3 in the booklet</td>
</tr>
<tr>
<td></td>
<td>w/c 15th June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>22nd June</td>
<td><strong>Workout Wednesday LIVE – 24th June</strong>&lt;br&gt;Live at 09:50&lt;br&gt;<strong>Complete the following workout:</strong>&lt;br&gt;<a href="https://youtu.be/8Ytt1Z4YtA">https://youtu.be/8Ytt1Z4YtA</a></td>
<td>Feedback form on MS Forms - <a href="https://forms/ms/forms">click here</a> OR Complete reflection task 4 in the booklet</td>
</tr>
<tr>
<td></td>
<td>w/c 22nd June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>29th June</td>
<td><strong>Workout Wednesday LIVE – 1st July</strong>&lt;br&gt;Live at 09:50&lt;br&gt;<strong>Complete the following workout:</strong>&lt;br&gt;<a href="https://youtu.be/U_5OjrTPr1c">https://youtu.be/U_5OjrTPr1c</a></td>
<td>Feedback form on MS Forms - <a href="https://forms/ms/forms">click here</a> OR Complete reflection task 5 in the booklet</td>
</tr>
<tr>
<td></td>
<td>w/c 29th June</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6th July</td>
<td><strong>Workout Wednesday LIVE – 7th July</strong>&lt;br&gt;Live at 09:50&lt;br&gt;<strong>Complete the following workout:</strong>&lt;br&gt;<a href="https://youtu.be/tr9HBxgQK-w">https://youtu.be/tr9HBxgQK-w</a></td>
<td>Feedback form on MS Forms - <a href="https://forms/ms/forms">click here</a> OR Complete reflection task 6 in the booklet</td>
</tr>
<tr>
<td></td>
<td>w/c 6th July</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Need Help?**

If you are really stuck and you want to get in touch about your work you can email me or Miss Lloyd on the following email addresses:

- c.smith@arkkingsacademy.org
- h.lloyd@arkkingsacademy.org
Welcome to your French work for the next 6 weeks. You will be using the following booklet, which you can access online. Each week, we will be testing your learning on the Active Learn Quiz.

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 w/c 1st June</td>
<td>TV and Reading</td>
<td>Complete the quiz</td>
<td>Tick when complete</td>
</tr>
<tr>
<td></td>
<td>- Work through <strong>week 1</strong> of the booklet, (<a href="#">click here</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- You should write your answers in an exercise book, on OneNote or into the booklet itself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 w/c 8th June</td>
<td>Paris</td>
<td>Complete the Week 2 quiz on active learn (<a href="#">click here</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Work through <strong>week 2</strong> of the booklet (<a href="#">click here</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- You should write your answers in an exercise book, on OneNote or into the booklet itself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 w/c 15th June</td>
<td>The Perfect Tense with Etre</td>
<td>Complete the Week 3 quiz on active learn (<a href="#">click here</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Work through <strong>week 3</strong> of the booklet (<a href="#">click here</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- You should write your answers in an exercise book, on OneNote or into the booklet itself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 w/c 22nd June</td>
<td>Personality</td>
<td>Complete the Week 4 quiz on active learn (<a href="#">click here</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Work through <strong>week 4</strong> of the booklet (<a href="#">click here</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- You should write your answers in an exercise book, on OneNote or into the booklet itself</td>
<td></td>
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</tbody>
</table>
**Reflexive Verbs**

- Work through **week 5** of the booklet ([click here](#))
- You should write your answers in an exercise book, on OneNote or into the booklet itself

<table>
<thead>
<tr>
<th>5</th>
<th><strong>Where I live</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>w/c 29th June</td>
<td>Work through <strong>week 6</strong> of the booklet (<a href="#">click here</a>)</td>
</tr>
<tr>
<td></td>
<td>You should write your answers in an exercise book, on OneNote or into the booklet itself</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th><strong>Stretch</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>w/c 6th July</td>
<td>To go further with your learning visit BBC Bitesize French, you could even try a different language – what about Spanish or German! (<a href="https://www.bbc.co.uk/bitesize/subjects/zgdqxnb">https://www.bbc.co.uk/bitesize/subjects/zgdqxnb</a>)</td>
</tr>
</tbody>
</table>

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**Getting Help**

If you are stuck on a piece of work, work through this check-list until you can find a solution.

- Read through the question again. Use an online dictionary such as [www.wordreference.com](http://www.wordreference.com) to help
- Search for a video on the topic on YouTube with KS3 in the title. For example “KS3 French perfect tense”
- If you are really stuck and you want to get in touch about your work, you can email many of the French teachers for help.

j.brocklebank@arkkingsacademy.org  
l.poneau@arkkingsacademy.org  
j.tomkinson@arkkingsacademy.org  
v.moothialoo@arkkingsacademy.org
## Geography

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 w/c 1st June</td>
<td><strong>Settlement in Urban Areas</strong>&lt;br&gt;Read through the information on BBC Bitesize&lt;br&gt;Answer: Explain why people like to live in the central areas of cities.</td>
</tr>
<tr>
<td>2 w/c 8th June</td>
<td><strong>Population and Migration</strong>&lt;br&gt;Read through the information on BBC Bitesize&lt;br&gt;Answer: Create a fact file explaining why people migrate. Include both push and pull factors. Make it eye-catching!</td>
</tr>
<tr>
<td>3 w/c 15th June</td>
<td><strong>Population and Migration in Europe</strong>&lt;br&gt;Read through the information on BBC Bitesize&lt;br&gt;Research: ‘An ageing population is a bad thing’ Do you agree? Explain why. Write a short report summarising your findings with examples.</td>
</tr>
<tr>
<td>4 w/c 22nd June</td>
<td><strong>Development</strong>&lt;br&gt;Read through the information on BBC Bitesize&lt;br&gt;Answer: Write a newspaper article explaining how China and India have developed, and the issues with development in these countries.</td>
</tr>
<tr>
<td>5 w/c 29th June</td>
<td><strong>Volcanoes</strong>&lt;br&gt;Read through the information on BBC Bitesize&lt;br&gt;Answer: Draw a labelled diagram of volcano to show the key features (e.g: where is the magma chamber and what is it?).</td>
</tr>
</tbody>
</table>

### Quiz
- Follow the link to complete the quiz<br><br>Now complete Quiz 1<br>Do this online or the printed copy.
- Now complete Quiz 2<br>Do this online or the printed copy.
- Now complete Quiz 3<br>Do this online or the printed copy.
- Now complete Quiz 4<br>Do this online or the printed copy.
- Now complete Quiz 5<br>Do this online or the printed copy.

### Submit
Tick when complete
| 6 w/c 6th July | **Earthquakes**  
Read through the information on [BBC Bitesize](https://www.bbc.co.uk)  
**Answer:** Create an eye-catching fact file about the 2010 Haiti Earthquake.  
*Include information on causes, impacts and responses.* | **Now complete Quiz 6**  
Do this online or the printed copy |

**Getting Help**

If you are stuck on a piece of work, work through this check-list until you can find a solution.
- Read through the question again.
- Google the meaning of any words or key terms you are not sure of.
- Search for the topic on the BBC Bitesize website.
- Look in your Knowledge Organisers and Self Quizzing packs
- Search for a video on the topic on Youtube with KS3 in the title. For example “KS3 energy”
- Have a look on Wikipedia around the topic (but be careful)

If you are really stuck, make a note of what your question is, and e-mail your teacher

**Don’t forget to submit any work you do to your teachers either through the school work postbox or emailing pictures or copies of any work done to either:**

Ms Coton - l.coton@arkkingsacademy.org
Mr Jennings - l.jennings@arkkingsacademy.org
Computing

The tasks in this document mostly focus on how you can use computational thinking to understand and change the world. It builds on the work you’ve completed earlier in the year.

You have two ways to complete the tasks for each week, if you have easy access to a computer and the internet you can work online (on a computer), if you do not, you can work offline using a printed booklet which will be sent to you:

<table>
<thead>
<tr>
<th>I work online (on a computer)</th>
<th>I work offline (on paper)</th>
</tr>
</thead>
</table>
| 1. Click on the link for each topic which takes you to BBC Bitesize, make notes to summarise what you’ve read (you will receive this in an email)  
2. Create a mind map with the key information about each week’s topic  
3. In the ‘Quiz’ column click on the link to complete the quiz on MS Forms  
4. Tick the submit column when you’ve finished and email a picture of your work to Mr Kolawole – m.kolawole@arkkingsacademy.org | 1. Read about this week’s topic in your booklet whilst underlining/highlighting key information  
2. Create a mind map with the important information you’ve picked out  
3. At the back of the booklet find this week’s quiz to complete  
4. Tick in the submit column and send pictures of your work to Mr Kolawole – m.kolawole@arkkingsacademy.org |

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Complete the following activities</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
</table>
| 1 w/c 1st June | Introduction to Computational Thinking  
Before computers can be used to solve a problem, the problem itself and the ways in which it could be resolved must be understood. Computational thinking techniques help with these tasks.  
- Read and take notes about Computational Thinking (click here) or in your booklet underline and highlight key information  
- Create a mind map about how computational thinking is used to solve problems | Complete the quiz (click here)  
Or  
Complete the printed copy in the back of your booklet. | |
| 2 w/c 8th June | Decomposition  
Before computers can solve a problem, the problem and the ways in which it can be resolved must be understood. Decomposition helps by breaking down complex problems into more manageable parts.  
- Read and take notes about Decomposition (click here) or in your booklet underline and highlight key information | Complete the quiz (click here)  
Or  
Complete the printed copy in the back of your booklet. | |
### Pattern Recognition

*Once we have decomposed a complex problem, it helps to examine the small problems for similarities or 'patterns'. These patterns can help us to solve complex problems more efficiently.*

- Read and take notes about Pattern recognition [(click here)](link) or in your booklet underline and highlight key information
- Create a mind map about how pattern recognition helps to examine problems efficiently

Complete the quiz [(click here)](link) or Complete the printed copy in the back of your booklet.

### Abstraction

*Once we have recognised patterns in our problems, we use abstraction to gather the general characteristics and to filter out of the details we do not need in order to solve our problem.*

- Read and take notes about Abstraction [(click here)](link) or in your booklet underline and highlight key information
- Create a mind map about to use abstraction to solve problems

Complete the quiz [(click here)](link) or Complete the printed copy in the back of your booklet.

### Algorithms

*An algorithm is a plan, a set of step-by-step instructions to resolve a problem. In an algorithm, each instruction is identified and the order in which they should be carried out is planned.*

- Read and take notes about Algorithms [(click here)](link) or in your booklet underline and highlight key information
- Create a mind map about the process of using algorithms to solve problems

Complete the quiz [(click here)](link) or Complete the printed copy in the back of your booklet.

### Evaluating solutions

*Before solutions can be programmed, it is important to make sure that it properly satisfies the problem, and that it does so efficiently. This is done through evaluation.*

- Read and take notes about Digital devices [(click here)](link) or in your booklet underline and highlight key information
- Create a mind map about how evaluation is used to check the solution works properly

Complete the quiz [(click here)](link) or Complete the printed copy in the back of your booklet.

### Stretch

Reflect on each of the sections, pick three pieces of information that you feel is the most important and explain why.

In addition to this, choose an item you want to design, for example a website, a car, a toy, etc. Use computational thinking techniques to describe how you would be able to design this item, and how you can evaluate it.
Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.

- Read through the question again. Google the meaning of any words or key terms you are not sure of.
- Read through the topic on BBC Bitesize again (online or in your work pack)
- Search for a video on the topic on Youtube with KS3 in the title. For example “KS3 Hardware and Software”

If you are really stuck and you want to get in touch about your work you can email me or Mrs. Chetwynd using the following email addresses:

m.kolawole@arkkingsacademy.org
a.busby@arkkingsacademy.org

Also, work towards your Digital Enterprise Award by signing up on the website www.idea.org.uk. You can choose any badge you wish to complete and I'll also email you each week with suggestions.
The tasks in this document mostly focus on electronic music. This year you have been using music technology to create music and to experiment with sound. Also, we used technology to write music for film.

You have two ways to complete the tasks for each week, if you have easy access to a computer and the internet you can work online (on a computer), if you do not, you can work offline using a printed booklet which will be sent to you:

<table>
<thead>
<tr>
<th>I work online (on a computer)</th>
<th>I work offline (on paper)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Click on the link for each topic which takes you to BBC Bitesize, make notes to summarise what you’ve read (you will receive this in an email)</td>
<td>5. Read about this week’s topic in your booklet whilst underlining/highlighting key information</td>
</tr>
<tr>
<td>6. Create a mind map with the key information about each week’s topic</td>
<td>6. Create a mind map with the important information you’ve picked out</td>
</tr>
<tr>
<td>7. In the ‘Quiz’ column click on the link to complete the quiz on MS Forms</td>
<td>7. At the back of the booklet find this week’s quiz to complete</td>
</tr>
<tr>
<td>8. Tick the submit column when you’ve finished and email a picture of your work to Mr Collier - <a href="mailto:p.collier@arkkingsacademy.org">p.collier@arkkingsacademy.org</a></td>
<td>8. Tick in the submit column and send pictures of your work to Mr Collier - <a href="mailto:p.collier@arkkingsacademy.org">p.collier@arkkingsacademy.org</a></td>
</tr>
</tbody>
</table>

### Week 1

**Found Sounds**

Found sounds is the process of using every day sounds to make music. Capturing these sounds can create unique compositions that set your music away from the rest.

- **Learn**
  - Read about found sounds [Click Here](#) or in your booklet underline and highlight key information
  - Create a mind map about found sounds and how they are constructed.

**Quiz**

Complete the quiz [Click Here](#)  
Or Complete the printed copy in the back of your booklet.

### Week 2

**Electronic Music**

Since the 50's and 60's musicians have started to experiment with using electricity to make sound. When modern computers were invented in the 80's, music changed forever.

- **Learn**
  - Read about electronic music [Click Here](#) or in your booklet underline and highlight key information

**Quiz**

Complete the quiz [Click Here](#)  
Or Complete the printed copy in the back of your booklet.
Getting Help

If you are stuck on a piece of work, work through this check-list until you can find a solution.

- Read through the question again. Google the meaning of any words or key terms you are not sure of.
- Read through the topic on BBC Bitesize again (online or in your work pack)
- Search for a video on the topic on Youtube with KS3 in the title. For example: “Synthesizers KS3” If you are really stuck and you want to get in touch about your work you can email me or Mr. Bull using the following email addresses:

  p.collier@arkkingsacademy.org
  p.bull@arkkingsacademy.org

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 3 w/c 15th June | o Create a mind map about how electronic music is made. Complete the quiz [Click Here]  
**Recording Music**  
_The process of recording music, revolutionised music forever. Recording music gave everybody access to listen to music. This expanded people’s ideas and views of the world and culture._  
- Read about recording [Click Here] or in your booklet underline and highlight key information
- Create a mind map about recording music. Or Complete the printed copy in the back of your booklet. |
| 4 w/c 22nd June | **Djing and Mixing**  
_Modern music has seen the rise of DJ’s who use recorded sound and mix this sound live with other recorded sound. This has become a form of music in its own right using different skills._  
- Read about DJ’s and Mixing [Click Here]  
- Create a mind map about DJ’s and Mixing. Complete the quiz [Click Here] Or Complete the printed copy in the back of your booklet. |
| 5 w/c 29th June | **Music Rights and Publishing**  
_The music business is famously difficult to work in. The law also holds musicians and composers to account over what they can and can't do._  
- Read about music rights and publishing [Click Here]  
- Create a mind map about music rights and publishing. Complete the quiz [Click Here] Or Complete the printed copy in the back of your booklet. |
| 6 w/c 6th July | **Ableton**  
_Ableton is a DAW that is used for live performance. The link below will take you to a tutorial of how to use Ableton. Follow it through and use google chrome for the best results!_  
- Read about texture [Click Here]  
- Create a mind map about texture. Complete the quiz [Click Here] Or Complete the printed copy in the back of your booklet. |
| Stretch | 1. Create a composition using Bandlab online software as set previously. Email myself or Mr Bull to set this up if you are stuck. |
Welcome to the Summer term in Dance. Over the next term we will be looking at creating motifs with a stimulus idea. You will need to complete all tasks that are on the work sheet and send back to me to mark each week. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

You have two ways to complete the tasks for each week, if you have easy access to a computer and the internet you can work online (on a computer), if you do not, you can work offline using a printed booklet which will be sent to you:

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<tr>
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<th>I work offline (on paper)</th>
</tr>
</thead>
</table>
| 1. Click on the link for each topic which takes you to a youtube video which you will need to watch  
2. Create a motif linked to the weeks theme, outlined below  
3. In the ‘Quiz’ column click on the link to complete the quiz on MS Forms  
4. Tick the submit column when you’ve finished and email a picture of your work to Miss Wells (email above) | 1. Read about this week’s topic in your booklet whilst underlining/highlighting key information  
2. Create a motif linked to the weeks theme, outlined below  
3. At the back of the booklet find this week’s quiz to complete  
4. Tick in the submit column and send pictures of your work to Miss Wells or drop them in the school work letterbox |

<table>
<thead>
<tr>
<th>Week</th>
<th>Learn</th>
<th>Quiz</th>
<th>Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete the following activities</td>
<td>Follow the link to complete the quiz</td>
<td>Tick when complete</td>
</tr>
</tbody>
</table>
| 1 w/c 1st June | Twister:  
Watch the following  
https://www.youtube.com/watch?v=44kKLeDKI1c  
Create a motif based on a theme around twister  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might see whilst you play twister | Online quiz- click here  
OR  
Complete reflection task in the booklet | |
| 2 w/c 8th June | Clocks and time:  
Watch the following  
https://www.youtube.com/watch?v=aggUa2_CfX8  
Create a motif based on a theme around clocks and time  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might link with telling the time | Online quiz- click here  
OR  
Complete reflection | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Resource Links</th>
</tr>
</thead>
</table>
| 3 w/c 15th June | **Kandinsky artwork**  
Watch the following: [https://www.youtube.com/watch?v=E-opKBBNopo](https://www.youtube.com/watch?v=E-opKBBNopo)  
and create a motif using similar movements to the one in the video  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might link with the picture of Kandinsky’s artwork | [Online quiz-click here](https://www.youtube.com/watch?v=E-opKBBNopo)  
OR  
Complete reflection task in the booklet |
| 4 w/c 22nd June | **Emotions**  
Watch the following: [https://www.youtube.com/watch?v=8FSW_LfFjhk](https://www.youtube.com/watch?v=8FSW_LfFjhk)  
Create a motif using different emotions (happy, sad, angry, excited)  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might link with different emotions | [Online quiz-click here](https://www.youtube.com/watch?v=8FSW_LfFjhk)  
OR  
Complete reflection task in the booklet |
| 5 w/c 29th June | **Harry Potter**  
Watch the following: [https://www.youtube.com/watch?v=9ssHB7aThek](https://www.youtube.com/watch?v=9ssHB7aThek)  
Create a motif using different movements linked with Harry Potter seen in the video  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might link with Harry Potter | [Online quiz-click here](https://www.youtube.com/watch?v=9ssHB7aThek)  
OR  
Complete reflection task in the booklet |
| 6 w/c 6th July | **Elements**  
Watch the following: [https://www.youtube.com/watch?v=QE6IlA1M3wM](https://www.youtube.com/watch?v=QE6IlA1M3wM)  
Create a motif using different movements linked with different elements seen in the video  
OR  
Complete the tasks on the sheet before creating a motif linked with moves you might link with different elements (use the booklet to help you) | [Online quiz-click here](https://www.youtube.com/watch?v=QE6IlA1M3wM)  
OR  
Complete reflection task in the booklet |

**Getting Help**

If you are stuck on a piece of work, work through this check-list until you can find a solution. Read through the question again. Google the meaning of any words or key terms you are not sure of.

- Read through the topic on BBC Bitesize again (online or in your work pack)
- Search for a video on the topic on Youtube with GCSE in the title

If you are really stuck and you want to get in touch about your work you can email me or Miss Lloyd on the following email addresses  
**b.wells@arkkingsacademy.org**  
**h.lloyd@arkkingsacademy.org**