



The Albion Academy
The best in everyone™
Part of United Learning

Half Term 6 - Year 8 Parent Checklist

HALF TERM 6 1ST JUNE-17TH JULY

Year 8 Half Term 6 Parent Checklist

The parent checklist provides an overview of the remote learning that has been set for your child to complete this term. It is broken down into weekly learning tasks for each of their subjects.

The aim of this checklist is to enable you to effectively monitor the work your child is being set and to indicate if they require any support from their subject teacher to complete.

| ENGLISH | | | |
|---------|---|-----------|----------------|
| Week | Explanation | Completed | Support Needed |
| 1 | <p><u>Section A</u></p> <p>Task 1 - Quiz on the context of the play</p> <p>Task 2 – Learn key terminology and vocabulary</p> <p>Task 3 - Read through the information in this section and answer questions A - I</p> <p>Task 4 – Review your learning</p> <p><u>Section B</u></p> <p>Task 1 - Quiz on what happens in Act 1 of the play</p> <p>Task 2 – Learn key terminology and vocabulary</p> <p>Task 3 – Inference question - Write about what you infer about Dom (explicit and implicit)</p> <p>Task 4 – Read and answer questions on Act One</p> <p>Task 5 – Review your learning</p> | | |
| 2 | <p><u>Section A</u></p> <p>Task 1 – Quick quiz</p> <p>Task 2 – Learn key terminology and vocabulary</p> <p>Task 3 – Summarise the bullet points about class</p> <p>Task 4 – Read extract 1 and answer the questions</p> <p>Task 5 – Read extract 2 and answer the questions</p> <p>Task 6 – Read extract 3 and answer the questions</p> <p>Task 7 – Review your learning</p> <p><u>Section B</u></p> <p>Task 1 – Essay - How does Shaw establish ideas about Eliza’s class in Act One?</p> | | |
| 3 | <p><u>Section A</u></p> <p>Part 1 – Recap</p> <p>Part 2 – Key Vocabulary and Terminology</p> <p>Part 3 – New Information</p> <p>Part 4 – Questions and feedback</p> <p>Part 5 – Review</p> <p><u>Section B</u></p> <p>Part 1 – Recap</p> <p>Part 2 – Key knowledge and recap</p> <p>Part 3 – Weekly Task explanation</p> <p>Part 4 – Complete Weekly Task</p> | | |

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|----------------|---|------------------|-----------------------|
| | Part 5 – Review | | |
| 4 | <u>Section A</u> Part 1 – Recap Part 2 – Key Vocabulary and Terminology Part 3 – New Information Part 4 – Questions and feedback Part 5 – Review <u>Section B</u> Part 1 – Recap Part 2 – Key knowledge and recap Part 3 – Weekly Task explanation Part 4 – Complete Weekly Task Part 5 – Review | | |
| 5 | Assessment Week | | |
| 6 | Assessment feedback and improvements Quiz and unit based activities | | |
| 7 | Quiz and unit based activities | | |
| SCIENCE | | | |
| Week | Explanation -Topic: Photosynthesis Use the guided power point and live lessons to complete the question booklet or tasks set. Upload answers to Teams by 12pm Friday Content covered: - Parts of a typical plant cell - Plant roots - Transport systems - Leaf adaptations - Rate of photosynthesis | Completed | Support Needed |
| 1 | Live lesson: Photosynthesis | | |
| 2 | Live lesson: Uses of sugar | | |
| 3 | Live lesson: Rate of photosynthesis | | |
| 4 | Live lesson: Leaf adaptations | | |
| 5 | Live lesson: Transport | | |
| 6 | Live lesson: Revise and topic summary | | |
| 7 | Assessment | | |

HT6 Y8 Remote Learning Curriculum Plan- Mathematics Department

This half term, students will be using Hegarty Maths (www.hegartymaths.co.uk) to continue to study the Mathematics curriculum. They will be expected to watch 2 videos per day, taking detailed notes and completing the online quiz (as per our usual homework expectations). All content Monday-Thursday is considered new learning for students.

Every Friday, students are given the opportunity to review prior knowledge (just as they would in school with a Fluency Friday assessment). Fluency Friday assessments are split into two sections: Section A – knowledge and skills recall and Section B – application and problem solving. All students are expected to attempt both sections of the Fluency assessments.

End of Year Assessments will take place in week 5 of this half-term. Given the current circumstances, more information will be given to students closer to the time regarding the practicalities of how assessments will take place, however the assessments will most likely be in the form of an online quiz (in a similar format to the HT5 assessment).

We are also supporting students at home by regularly posting videos on The Albion Academy's YouTube channel, as well as offering live 'drop-in' sessions and tailored live lessons. This information is communicated to students on a weekly basis via Microsoft Teams.

| MATHS ALBI | | | | | |
|------------|---|--|---|-----------|----------------|
| Week | Core Clips (1) | | Core Clips(2) | Completed | Support Needed |
| 1 | 27- Factors | | 31-HCF(listing) | | |
| | 33-Multiples | | 34-LCM(listing) | | |
| | 28-Primes | | 30-Product of Primes | | |
| | 692 – Converting lengths | | 695- Converting mass | | |
| | Fluency | | | | |
| 2 | 329- Simplify Ratio | | 330- Write ratios as fractions | | |
| | 739- Recipes (1) | | 740- Recipes (2) | | |
| | 557- Area of triangle | | 559- Area of Trapezium | | |
| | 199- Co ordinates | | 205 –Equation of straight line | | |
| | Fluency | | | | |
| 3 | 477- Angles on a straight line (1) | | 478- Angles on a straight line (2) | | |
| | 481- Angles in parallel lines (1) | | 482- Angles in parallel lines (2) | | |
| | 483- Angles in parallel lines (3) | | 485- Angles in triangles (1) | | |
| | 486- Angles in triangles (2) | | 490- Angle Problems | | |
| | Fluency | | | | |
| 4 | 534- Circumference (1) | | 535- Circumference (2) | | |
| | 536- Circumference (3) | | 537- Circumference (4) | | |
| | 539- Area of Circle (1) | | 541- Area of Circle (3) | | |
| | 542- Area of Circle (4) | | 543- Area of Circle (5) | | |
| | Fluency | | | | |
| 5 | 156- Collecting like terms (1) | | 157- Collecting like terms (2) | | |
| | 160-Expand single brackets | | 161- Expand 2 brackets | | |
| | 180- Solving linear equations | | 183- Solving linear equations | | |
| | 184- Solving linear equations | | 185- Solving linear equations | | |
| | End of Year Assessment | | | | |
| 6 | 349- Express a Probability in Words | | 353-Probability of an Event Not Happening | | |
| | 351-Probability of Single Events 1 | | 352-Probability of Single Events 2 | | |
| | 353-Probability of an Event Not Happening | | 422-Two Way Tables (1) | | |
| | 423-Two Way Tables (2) | | 424-Two Way Tables (3) | | |
| | Fluency | | | | |

| MATHS ALBI | | | | | |
|------------|------------------------------------|--|-------------------------------------|-----------|----------------|
| Week | Core Clips (1) | | Core Clips(2) | Completed | Support Needed |
| 7 | 73- Fraction to decimal (1) | | 74- Fraction to decimal (2) | | |
| | 149- Converting FDP | | 78- Increase/Decrease by fraction | | |
| | 79-Reverse Fractions | | 80- Fraction worded problems | | |
| | 89- Percentage/Decimal multipliers | | 90- Increase/Decrease by percentage | | |
| | Fluency | | | | |

| MATHS ON | | | | |
|----------|---|---|-----------|----------------|
| Week | Core Clips (1) | Core Clips(2) | Completed | Support Needed |
| 1 | 27- Factors | 31-HCF(listing) | | |
| | 33-Multiples | 34-LCM(listing) | | |
| | 28-Primes | 30-Product of Primes | | |
| | 692 – Converting lengths | 695- Converting mass | | |
| | Fluency | | | |
| 2 | 329- Simplify Ratio | 330- Write ratios as fractions | | |
| | 739- Recipes (1) | 740- Recipes (2) | | |
| | 557- Area of triangle | 559- Area of Trapezium | | |
| | 199- Co ordinates | 205 –Equation of straight line | | |
| | Fluency | | | |
| 3 | 477- Angles on a straight line (1) | 478- Angles on a straight line (2) | | |
| | 481- Angles in parallel lines (1) | 482- Angles in parallel lines (2) | | |
| | 483- Angles in parallel lines (3) | 485- Angles in triangles (1) | | |
| | 486- Angles in triangles (2) | 490- Angle Problems | | |
| | Fluency | | | |
| 4 | 534- Circumference (1) | 535- Circumference (2) | | |
| | 536- Circumference (3) | 537- Circumference (4) | | |
| | 539- Area of Circle (1) | 541- Area of Circle (3) | | |
| | 542- Area of Circle (4) | 543- Area of Circle (5) | | |
| | Fluency | | | |
| 5 | 156- Collecting like terms (1) | 157- Collecting like terms (2) | | |
| | 160-Expand single brackets | 161- Expand 2 brackets | | |
| | 180- Solving linear equations | 183- Solving linear equations | | |
| | 184- Solving linear equations | 185- Solving linear equations | | |
| | End of Year Assessment | | | |
| 6 | 349- Express a Probability in Words | 353-Probability of an Event Not Happening | | |
| | 351-Probability of Single Events 1 | 352-Probability of Single Events 2 | | |
| | 353-Probability of an Event Not Happening | 422-Two Way Tables (1) | | |
| | 423-Two Way Tables (2) | 424-Two Way Tables (3) | | |
| | Fluency | | | |

| Week | Core Clips (1) | Core Clips(2) | Completed | Support Needed |
|------|------------------------------------|-------------------------------------|-----------|----------------|
| 7 | 73- Fraction to decimal (1) | 74- Fraction to decimal (2) | | |
| | 149- Converting FDP | 78- Increase/Decrease by fraction | | |
| | 79-Reverse Fractions | 80- Fraction worded problems | | |
| | 89- Percentage/Decimal multipliers | 90- Increase/Decrease by percentage | | |
| | Fluency | | | |

| MFL | | | | | |
|------|---|----------------|-----------------|-----------|----------------|
| Week | Explanation | Skills covered | Content covered | Completed | Support Needed |
| | To complete 2 live lessons on the school's YouTube channel per week. | | | | |
| | Reading, Writing, Listening and Speaking | | | | |
| | Opinions and justification - Present tense - Preterit tense - Free time activities - Health and lifestyle | | | | |
| 1 | Live lessons: Opinions | | | | |
| 2 | Live lessons: Present tense | | | | |
| 3 | Quiz | | | | |
| 4 | Live lessons: Irregular verbs | | | | |
| 5 | Live lessons: Daily routine | | | | |
| 6 | Live lessons: Describe a photo | | | | |
| 7 | Quiz | | | | |


| TECHNOLOGY | | | | |
|---|------------------------------------|-----------|----------------|--|
| Week | | Completed | Support Needed | |
| Teacher Mr Lewis – Art To practice drawing, shading artist styles. Skills covered: Sketching, drawing, shade and tone. Guides and further instructions can be found on Teams | | | | |
| 1 | Drawing Challenge Food | | | |
| 2 | Drawing Challenge Flower | | | |
| 3 | Drawing Challenge Something Yellow | | | |
| 4 | Drawing Challenge A Robot | | | |
| 5 | Drawing Challenge Zentangle | | | |
| 6 | Drawing Challenge Manga | | | |
| 7 | Sea Creatures Assessment | | | |

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| Teacher Miss Hodgkinson- Under the Sea Project. To plan and design an under the sea piece in the style of Isobel Moore. Skills covered: Planning, mood boards, mind maps, sketching, drawing, shading, hand embroidery and applique Guides and further instructions can be found on Teams | | | |
| 1 | Mood board (Under the Sea) (Completed on PPT or Paper) | | |
| 2 | Mind map (Completed on PPT or Paper) | | |
| 3 | Hand Embroidery Theory | | |
| 4 | Drawing Task | | |
| 5 | Artist Research 1 Isobel Moore | | |
| 6 | Sewing machine Theory | | |
| 7 | Assessment | | |
| Teacher Mr Hough- To learn about importance and dangers of using ICT Skills covered: Planning, computer game design and internet safety Guides and further instructions can be found on Teams | | | |
| 1 | Cyberbullying | | |
| 2. | Poster Design | | |
| 3 | Game Design | | |
| 4 | Remote Learning | | |
| 5 | Cloud Computing | | |
| 6 | How has Coronavirus affected businesses? (report) | | |
| 7 | Quiz/Assessment | | |
| Teacher Mr Quilliam - To learn the principles of photography and using woodworking tools Skills covered: Planning, mood boards, mind maps, sketching, drawing and shading Guides and further instructions can be found on Teams | | | |
| 1 | Principles of photography | | |
| 2 | Hand Tools | | |
| 3 | Types of Wood | | |
| 4 | Videography | | |
| 5 | Colour grading | | |
| 6 | Portfolio work | | |
| 7 | End of Unit Assessment | | |
| Teacher Ms Bonner- To learn about food hygiene and the sources of food Skills covered: Food Safety and cooking skills Guides and further instructions can be found on Teams | | | |
| 1 | Practical – Omelette | | |
| 2 | Practical – Scones | | |
| 3 | Practical – Sausage and Egg McMuffin | | |
| 4 | Practical – Mac and cheese | | |

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| 5 | Practical– Fairy cakes | | |
| 6 | Practical cooking – Chill con carne | | |
| 7 | End of unit assessment | | |

| MUSIC | | | |
|-------|---|-----------|----------------|
| Week | Explanation Birth of the Blues and Jazz Music | Completed | Support Needed |
| 1 | African Music: the influence of the slave trade and the movement of African music around the globe, spiritual song | | |
| 2 | Plantation Entertainment: Cakewalk, Minstrel Shows and Ragtime | | |
| 3 | End of slavery: Explosion of creative expression and the proliferation of different styles, effect of segregation on music | | |
| 4 | 12 bar blues: consolidate knowledge of chords C, G and F, the sequence of a 12-bar blues chord pattern Tasks: learn the chords for C, G and F, write your own lyrics for a 12-bar blues | | |
| 5 | The Blues scale: walking bass, improvisation | | |
| 6 | Links to music today: Gospel, Rock n Roll, RnB, Pop | | |
| 7 | End of year review: Self-assessed test - Listening, appraising and written tasks | | |

| DRAMA- | | | |
|--------|---|-----------|----------------|
| Week | Explanation – Radio and Screen Play | Completed | Support Needed |
| 1 | Introduction to radio play and screen play – differences/approaches/techniques. Questions to test understanding. | | |
| 2 | Radio Acting – Creating sound effects and soundscapes for radio play. | | |
| 3 | Radio Acting – Brief is given to students and plan for radio play is conducted: Characters Sound effects Dialogue | | |
| 4 | Radio Acting – Students perform radio play scenes. | | |
| 5 | Screen Acting – Physical skills when acting for screen. Questions and activities to test understanding. | | |
| 6 | Screen Acting – Students convert radio plays to screen performances. Rehearse and film. | | |
| 7 | End of scheme assessment quiz. | | |

| PHYSICAL EDUCATION | | | |
|--------------------|--|-----------|----------------|
| Week | CHALLENGE  | Completed | Support Needed |
| | <p>Our United Learning wide festival #Challenge2020 is encouraging creative physical challenges. The aim is to be ambitious and make a physical activity pledge by finding a creative way to use the numbers '2020' in our pledge. All key stage 3 students at Albion Academy are challenged to complete 20 differentiated training sessions lasting at least 20 minutes across the final half term. We know that in an ideal world you would prefer to be on the AstroTurf enjoying the sunshine and practicing your Rounder's, Cricket and Athletics. Obviously we cannot do this at the moment, so we have decided to build our #Challenge2020 around the components of fitness needed for the track and field in Athletics. Each week will focus on a different track and field event and there will be a "live lesson" uploaded to YouTube by a different member of the PE team. Your teacher will also set your weekly challenge on Microsoft Teams so you can access it there too. At the end of the challenge, you will be assessed on the components of fitness that you have learned about.</p> <p>Good luck! Mr Walton (Head of Performance)</p> | | |
| 1 | <p>#Challenge2020 – Short distance running Complete the 3 x 20 minute physical challenges set by Mr Walton. Complete the tasks around the components of fitness needed for short distance running.</p> | | |
| 2 | <p>#Challenge2020 – Long Jump Complete the 3 x 20 minute physical challenges set by Miss Tonge. Complete the tasks around the components of fitness needed for long jump.</p> | | |
| 3 | <p>#Challenge2020 – Middle Distance Running Complete the 3 x 20 minute physical challenges set by Mr Wild. Complete the tasks around the components of fitness needed for middle distance running.</p> | | |
| 4 | <p>#Challenge2020 – Discus Complete the 3 x 20 minute physical challenges set Miss Leigh. Complete the tasks around the components of fitness needed for the discus.</p> | | |
| 5 | <p>#Challenge2020 – Long Distance Running</p> | | |

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| | Complete the 3 x 20 minute physical challenges set by Mr Marsh. Complete the tasks around the components of fitness needed for long distance running. | | |
| 6 | #Challenge2020 – High Jump Complete the 3 x 20 minute physical challenges set by Mr Tonge. Complete the tasks around the components of fitness needed for the high jump. | | |
| 7 | #Challenge2020 – Heptathlon and end of unit assessment Complete the final 2 x 20 minute physical challenges set by Mr Walton. Complete the tasks around the components of fitness needed for the heptathlon. Complete the remote assessment of learning. | | |

| HISTORY | | | |
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| Week | Explanation- Topic Migration | Completed | Support Needed |
| 1 | What role did the empire and impact of the Slave Trade? | | |
| 2 | What role did raw materials and inventions play? | | |
| 3 | Why did the Industrial Revolution take place when and where it did? | | |
| 4 | What was the impact of railways? | | |
| 5 | What was it like to live in Industrial Towns and Cities | | |
| 6 | Factories | | |
| 7 | Assessment – source and knowledge based about Industrial Life | | |
| GEOGRAPHY | | | |
| Week | Explanation-To complete 1 live lesson on the UL website per week. https://curriculum.unitedlearning.org.uk/Student?t=1203 Content covered: High Pressure Weather Systems Low Pressure Weather Systems Tropical Storms Hurricane Katrina Hard Copy of Weather & Climate Home Learning Booklet available | Completed | Support Needed |
| 1 | Live lesson 4: The Different Climatic Conditions Across the UK Continued | | |
| 2 | Live lesson 5: High Pressure Weather Systems | | |
| 3 | Quiz on MS testing previous live lessons: The Different Climatic Conditions Across the UK Continued and High Pressure Weather Systems | | |
| 4 | Live lesson 6: Low Pressure Weather Systems | | |
| 5 | Live lesson 7: Tropical Storm | | |
| 6 | Live lesson 8: Hurricane Katrin | | |

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| 7 | Quiz- Open Book Assessment | | |
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| RE | | | |
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| Week | Explanation- Hinduism | Completed | Support Needed |
| 1 | <p>Hinduism Worship at a temple Defining what the term 'Puja' means The different features of a Hindu Temple How these are used in ceremonies for worshipping different deities.</p> <p>Core Task: Create a descriptive piece of writing to describe the different features of a Hindu temple including: Gopuram, garpa, griha, side shrines, offerings and Brahmin priest Explain how each of these features are then used in Hindu worship at a temple</p> <p>Additional Points Students are welcome to use images from the internet/drawn to aid in their descriptions of different features.</p> | | |
| 2 | <p>Hindu worship at home What is a shrine? Exemplar diagrams showing shrines in the home which are used in worship ceremonies How Hindu's are able to worship different deities from the comfort of their own homes.</p> <p>Core Task Example diagram of a shrine used in the home for worship – Labelling and describing the different features of the shrine. Explaining how the shrine is then used as part of daily worship at home Two different case studies explaining their reasons for worship in a temple and at home- Create a compare and contrast argument to decide which is the best form of worship, either in a temple or in the home with explanations to discuss reasoning's .</p> | | |
| 3 | <p>Symbolism in Hinduism Symbols as images Symbols from nature Symbols in murtis – Statue of Ganesha</p> <p>Core Task Describing the three categories of symbols in Hindus with examples Choosing just one symbol from any of these three categories (murtis, nature or signs), and construct a diagram of it. Explain what that particular symbol they have chosen will mean to a Hindu Longer styled question – "A picture is worth a thousand words'- Do you agree that symbols are better than words for understanding religious concepts? Explain your answer" Success criteria given to help structure a coherent answer.</p> | | |
| 4 | <p>Celebrations in Hinduism The origins of two particular Hindu festivals, where they come from, what Gods/Goddesses are involved and how Hindu's celebrate these festivals: Holi Diwali</p> <p>Core Task Construct a four-sided card on just one of the two festivals we have looked at. On the front: Title and an image of something occurring during the chosen festival (i.e. a parade) Inside cover 1: The story of the festival's origins including what God/Goddesses it is most associated with Inside cover 2: The</p> | | |

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| | moral/message of the story. What is the festival trying to teach Hindu's today? Back cover: How is the festival celebrated today? | | |
| 5 | Assessment | | |
| 6 | <p>Introduction to Sikhism – The First Guru: Guru Nanak Leading on from Hinduism – A story history of Guru Nanak including where he was born and what his Hindu family was like. Teaching stories – The places that he travelled, learning from other holy men and teaching is own ideas</p> <p>Core Task Do Now: 5 recap questions from previous term. Using the PowerPoint to help in creating a newspaper article. Imagine you are a journalist. Guru Nanak has recently died and you have been asked to write an obituary for his, describing what his early life was like and how he went on to spread the religion of Sikhism to others. True/False review quiz</p> | | |
| 7 | <p>The Tenth Guru: Guru Gobind Singh The founding of the Khalsa and the importance of Guru Gobind Sigh – Last of the 10 human Gurus, the one who put together the Sikh holy book and the leader of the Sikh community.</p> <p>Core Task Reading the story of how the Khalsa was founded – Explanation as to who was the bravest of the five volunteers and why? Extended writing question – Do you think that Khalsa Sikhs show great commitment to their faith? Explain your arguments. Success criteria to be provided to help in structuring a coherent answer.</p> | | |