

# Fortnightly subject overviews

WEEK COMMENCING 22 JUNE 2020

The Halifax Academy



## ENGLISH

Dear Parents and Carers,

The English faculty has been setting work weekly for each year group which should take your child between 1½ to 2 hours to complete. Year 10 is the only exception to this as they will have work to complete for two English subjects: Language and Literature; it is imperative that they engage with the work set for both.

Work set using Google Classroom is either self-marking, student marked (with answers), or feedback will be provided by the teacher at the beginning of the following week.

In addition to the work set, your child should be completing a minimum of two Bedrock lessons each week. Years 7 & 8 also have reading books to read and links have been shared to free Audible books for all year groups to access.

The activities and methods of work set differs year group to year group, so please ensure your child understands how he/she should find and submit work. English teachers are easily contactable via email or Google Classroom for your child to ask any questions. We politely request that you remind your child to be patient when awaiting replies/feedback.

Thank you for your continued support.  
The English Faculty

	w/b: 15/06	w/b: 22/06	w/b: 29/06
Year 7	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on complex sentences. 3. Improve one paragraph about a person from your Cold Task using metaphors. 4. Complete the quiz.	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on prepositions, simple and complex sentences. 3. Improve one paragraph about the journey, from your Cold Task using personification and sensory descriptions. 4. Complete the quiz.	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on sentence types. 3. Improve one paragraph on the journey. Use personification and sensory descriptions of the weather. 4. Complete the quiz.
Year 8	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on complex sentences. 3. Improve one paragraph about a person from your Cold Task using metaphors. 4. Complete the quiz.	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on prepositions, simple and complex sentences. 3. Improve one paragraph about the journey, from your Cold Task using personification and sensory descriptions. 4. Complete the quiz.	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.  1. Watch 2 Videos. 2. Complete work on sentence types. 3. Improve one paragraph on the journey. Use personification and sensory descriptions of the weather. 4. Complete the quiz.

# ENGLISH



<p>Year 9 English Literature</p>	<p>Retrieval and recall tasks for the poem 'Poppies'. Work can be completed using Google Slides, typed up or written by hand, photographed and uploaded.</p> <p>Loom video and accompanying tasks and quiz for the poem 'Checking out me History', including notes on context and key quotations.</p> <p>Complete 2 x Bedrock lessons</p>	<p>Retrieval tasks and quiz for all of the poems from the poetry anthology studied to date.</p> <p>Loom video and accompanying tasks and quiz for the poem 'Tissue', including notes on context and key quotations</p> <p>Complete 2 x Bedrock lessons</p>	<p>Retrieval tasks and quiz for all of the poems from the poetry anthology studied to date.</p> <p>Loom video and accompanying tasks and quiz for the poem 'Ozymandias', including notes on context and key quotations</p> <p>Complete 2 x Bedrock lessons</p>
<p>Year 10 English Language</p>	<p>Attend in-school session - creating mood and tone in writing; and exploring different perspectives.</p> <p>Use feedback video for positioning to update whale plan for assessed piece. Draft your setting and positioning paragraphs for whale image.</p> <p>Complete 2 x Bedrock lessons</p>	<p>Watch the loom videos exploring the arriving and approaching paragraphs.</p> <p>Craft your own on the Google form provided - based on the cruise ship image.</p> <p>Update your plan for whale picture incorporating any new information.</p> <p>Complete 2 x Bedrock lessons</p>	<p>Watch the loom video modelling the farewell paragraph.</p> <p>Update the plan for your assessment image (whale).</p> <p>Complete the write-up of your assessment: <i>write a description inspired by the whale image.</i></p> <p>Complete 2 x Bedrock lessons</p>
<p>Year 10 English Literature</p>	<p>Use links to recall plot and character for Macbeth - complete quizzes. Pre-read two extracts ready for next week and complete comprehension questions.</p> <p>Complete and submit the one page poetry practice Google form for the poem London.</p>	<p>Pre-read two extracts ready for next week and complete comprehension questions.</p> <p>Complete and submit the one page poetry practice Google form for the poem Poppies.</p> <p>Complete pre-reading material and activities connected to 'supernatural' lecture on Macbeth.</p>	<p>Pre-read two extracts ready for next week and complete comprehension questions.</p> <p>Complete and submit the one page poetry practice Google form for the poem Ozymandias.</p> <p>Complete pre-reading material and activities connected to 'ambition' lecture on Macbeth.</p>



# MATHEMATICS

Dear Parents and Carers,

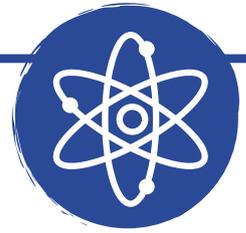
The Maths faculty have set work using Google Classroom; in each lesson there will be a link to HegartyMaths, videos and worksheets. Please follow the instructions on Google Classroom. Your child can ask questions either by emailing their teacher or using the send message facility within the stream in their classroom on Google Classroom.

We will check the usage and completion of work at the end of each week. These are unusual times, but it will be of great benefit to your child if they can continue with their maths work at home, so that when they return to school they will not have fallen behind in their maths skills.

Thank you for your continued support.  
The Maths Faculty

[www.hegartymaths.com](http://www.hegartymaths.com)

MATHS		
Year 7	Expanding Expressions and simplifying	Angles and angles in parallel lines
Year 8	Percentage increases and decreases	Calculations with negative numbers
Year 9 upper	Finding the equation of a line, including parallel and perpendicular lines	Probability and relative frequency
Year 9 lower	Square and cubed roots Angles in triangles	Probability language
Year 10 Higher	Surds and calculating with surds	Bounds and calculating with bounds (error intervals)
Year 10 Foundation	Equivalent fractions and calculating with fractions	Proportion of amounts with fractions and percentages



# SCIENCE

Year 10 students are starting a new topic P5 Forces in Science. They will be learning about Scalar and Vector quantities, weight and gravity. Each week a booklet of exam questions will be handed out during the science lesson in school which needs to be completed by Sunday. Students should take a photo of their work and upload it to Google Classroom before Sunday evening every week. They will also be set a "pre reading" task which is something they need to read and watch online before they come into school for their next lesson.

All students in Years 7-9 will be set Educake questions (on the topics below) to complete on a weekly basis. This should take around 30-45 minutes to complete each week. Alongside this there will be a science inquiry set once every fortnight. These tasks will be broken down into two sections, week 1 and week 2 and each week there will be clear objectives that need to be completed and submitted. From the week commencing Monday 15th May, the inquiries will be based on the following topics:

Year 7: Cells and Microscopes

Year 8: The Solar System

Year 9: B7 Ecosystems

These are due in before Sunday 5th July.

We would expect every child to spend at least 2 hours per week working on this - so a minimum of 4 hours for each inquiry in total.

Any questions about the tasks should be sent directly to science teachers using Google Classroom or using the school email system.

Thank you  
The Science Faculty



Heart



Mind



Connect

# HUMANITIES

Dear Parent/Carer,

Thank you for all you are doing to support your son/daughter through their home learning during this difficult time. The Humanities department is setting two lessons worth of work a week for all students to complete in each of the Humanities subjects they usually have on their timetable at school. All work is posted on the individual Google Classroom and is a mixture of videos, quizzes, worksheets and questions to complete. All work can be completed and submitted online and where this does not work, students can email their work or an image of their work to their teacher to mark.

Below I have broken down some information around their work and topics in each subject and year group.

## HISTORY

All students are expected to complete two lessons worth of History work a week through Google Classroom.



### YEAR 8 HUMANITIES

Students are starting a five week cycle focusing on a History topic. Students will be completing work on the Second World War. All work can be completed and then submitted on Google Classroom for their teachers to mark.

### YEAR 9

Each class will be working at their own pace but Hitler's Steps to War include: Hitler's aims, rearmament and conscription, the Dollfuss Affair (1934), the Return of the Saar (1935) and the remilitarisation of the Rhineland (1936), Anschluss (1938), the policy of appeasement, the Sudetenland Crisis (1938), the collapse of Czechoslovakia (1938-9), the Nazi-Soviet Pact (1939) and the invasion of Poland (1939). (Most classes are working on the topics in bold or recap activities).

Some classes will be moving on with learning about new steps to war, and others will be doing recap activities to help them remember previous content. All work is important and should be completed in order to help them when they return to school. Their work will involve quizzes and worksheets to complete online. There will be information sheets and GCSEPod clips to help them with the work, as well as videos to help with instructions.

### YEAR 10

When back in school, Year 10 students will be learning about Hitler's early actions and how he escalated tension. They will be given a small booklet in school and will have tasks on Google Classroom to complete after their time in school. The work set on Google Classroom will then have to be completed before they come back in to school. There are Loom videos to help with every task and explain how students can complete the work.

## GEOGRAPHY

### YEAR 7 HUMANITIES

Students are now starting a new five week cycle focusing on a Geography topic. Students will be completing work on the geography of the local area. All work can be completed and then submitted on Google Classroom for their teachers to mark.



# GEOGRAPHY

## YEAR 9

Students are exploring uneven development in the UK through an exam question and Coggle mind map. Then students will begin to learn about immigration. All instructions are provided on Google Classrooms and tasks must be submitted there when specified.

## YEAR 10

When Year 10 Geography students come into school, their face-to-face sessions will focus on ecosystems. Students will have work to complete following their time at school. This will include the characteristics and distribution of ecosystems and the Peruvian Amazon. Students will also need to continue with the remote learning on coral reef ecosystems. All instructions are provided on Google Classroom and tasks must be submitted there when specified.

# RE

All students are expected to complete two lessons worth of RE work a week through Google Classroom.



## 9.2 - MS SADDIQUE

Ms Saddique's Year 9 RE students will continue to work on the second topic of Paper 1 - Islamic Practises, and will be learning about Salah. Ms Saddique will be using Loom video to directly teach students and they will need to complete tasks throughout the video and then answer one exam question. All work should be submitted in Google Classroom for marking. All resources will be uploaded on to Google Classroom and students will also be using GCSEPod for extra knowledge.

## 9.4 - MS NAZIR

The Religious Studies GCSE is 75% Islam and 25% Christianity. Ms Nazir's class will continue to work on the Christianity Module of GCSE RE. Ms Nazir would like them to make a head start in ensuring they are successful by completing the resources on Google Classroom over the coming weeks. If they need support they can email Ms Nazir during school hours. Forthcoming topics include creation and incarnation. All work will be set via Google Classroom for students to complete and 'turn in' for marking.

# CITIZENSHIP

All students are expected to complete two lessons worth of Citizenship work a week through Google Classroom.



## YEAR 9

Students will be set work over the next two weeks. All work should be completed on Google Classroom and will involve key word tasks, activities and exam questions. Topics will include: devolution and devolved powers. Students will then consolidate their learning on devolution with a focus on exam questions. Mr Giles divides each week's work into two lessons and has a separate deadline for each lesson to help students complete work regularly.

## YEAR 10

As 10.2 students will be coming into school once a week, their Citizenship work will be split across face-to-face time with Mr Giles and remote learning to be completed at home. All work should be completed on Google Classroom and will involve key word tasks, activities and exam questions. Topics will include: direct & indirect political participation; democratic vs non-democratic states; what is a 'free press' and why is it important? And press censorship & media ownership.



# BUSINESS

## YEAR 9

All Year 9 Business students will be set two lessons worth of Business work a week to complete. All tasks on Google Classroom will focus on consolidating their learning so far before moving on to new topics. Work will include short tasks, recall questions and exam questions. 9.2 students should continue the work set focusing on their mini design project, focusing on customer feedback techniques and the product life cycle. 9.4 students' topics will be focusing on pricing strategies through exam skills.

## YEAR 10

When 10.2 Business students come in to school they will be focusing on the R065 Unit: Task 3. They will be working on the development of their hat designs and writing an analysis for each one. Remote learning away from school will focus on completing these tasks.

We really appreciate everything you are doing to support your son/daughter during this strange time. Please do get in contact if you have any issues or there is anything we can do to help.

Thanks again,  
Mrs Kennedy



Heart



Mind



Connect



# LANGUAGES

Dear Parent/Carer,

Please find all work for German/Spanish from 21st June – 5th July. Years 7-9 should be completing approximately 90 minutes of work on Language Perfect. If your child is struggling to access Language Perfect, please ask them to email their class teacher and we will reset their password for them. A little and often is the best way to tackle the tasks (rather than trying to do it in one big chunk), as it will help with language retention.

In addition to this, extension tasks for each year group are included below, should your child wish to put their vocab learning into practice. The extension tasks should be uploaded to the Google Classroom or emailed to their class teacher so that teachers can access and feedback to your child.

Year 10 are using the new website [languagenut.com](http://languagenut.com) and can access extra resources from Monday's lesson (15th June) in their Google Classroom, the new teaching and learning process has also been explained to them in there.

	Spanish	German	Extension Tasks
Year 7	<p><b>21st - 28th June:</b> In the city / arranging to go out / seasons</p> <p><b>28th June - 5th July:</b> my city / useful words / time phrases</p>	<p><b>21st June- 28th June:</b> Past tense holidays 1/Key places in a town</p> <p><b>28th June - 5th July:</b> Where did you go? How did you get there? Where did you stay?</p>	<p><b>German:</b> Student could write a description of their holiday last year and upload this onto google classroom or email to their teacher.</p> <p><b>Spanish:</b> Students could create a cartoon storyboard of two characters arranging to go out in their town. Once completed they can upload onto google classrooms or email it to their teacher. <i>(Use the vocab from the tasks on language perfect to help with these tasks)</i></p>
Year 8	<p><b>21st - 28th June:</b> In the city / arranging to go out / seasons</p> <p><b>28th June - 5th July:</b> my city / useful words / time phrases</p>	<p><b>21st June- 28th June:</b> Past tense holidays 1/Key places in a town</p> <p><b>28th June - 5th July:</b> Where did you go? How did you get there? Where did you stay?</p>	<p><b>Purple GCSE Revision Workbook:</b> Students could continue to practise the listening, reading and translation activities in the revision workbook. The mark scheme for each task is in the back of the workbook.</p>
Year 9	<p><b>21-28th June:</b> What do you do in summer?</p> <p><b>28th June - 5th July:</b> Which activities do you like doing on holiday?</p>	<p><b>21st June - 28th June:</b> How was your holiday? What there is/was in your town/Ideal future</p> <p><b>28th June - 5th July:</b> Problems on Holiday/in a restaurant</p>	<p><b>Purple GCSE Revision Workbook:</b> Students could continue to practise the listening, reading and translation activities in the revision workbook. The mark scheme for each task is in the back of the workbook.</p>
Year 10	<p><b>Spanish and German:</b> <b>21st-28th June</b> Students will write up their answers to the first 3 speaking test questions in Unit 5 (Holidays) in their speaking test booklet.</p> <p><b>28th June-5th July</b> Complete the work on Holidays assigned on 'Languagenut.com'. Students have received their passwords and can access all tasks on the website. The tasks are all in manageable chunks, try to do 10 minutes per day. A little and often will aid with retention of the vocabulary.</p>		

Many thanks to many of you who are continually encouraging your child to continue with their language learning during these difficult times. If your child has completed the work set for the previous two weeks you will have received a group call message and we will endeavour to keep feeding back to you on your child's progress. If there are any issues regarding your child's work, please ask your child to contact their class teacher by email and we will address the issue as soon as possible.

Kind regards

Mr Kirby, Mrs Kozic-Shaw & Mrs Burns - MFL Faculty – The Halifax Academy



# ART

## YEAR 7

Inspired by Willy Wonka and the Chocolate Factory, your task is to recreate your favourite chocolate bar logo as one high quality coloured pencil crayon drawing.

For high marks...

- You need to focus on accuracy (size, shapes, colours, details)
- You also need to use TONAL BLENDING on your colouring for high quality. Please watch the video to help you with this.

### Bonus marks!

This is a great opportunity to show off your skills and knowledge of tonal blending and colour theory – maybe change some of your chocolate bar logo colours using harmonious and contrasting colours, warm and cold colours.

## YEAR 8

Your task is to create a coloured pencil crayon drawing of ONE object that means something to you. It can be a personalised object or something you use a lot during your time in lockdown. It could be anything but it has to represent yourself.

For high marks...

- You need to focus on accuracy (size, shapes, colours, details)
- You also need to use TONAL BLENDING on your colouring for high quality. Please watch the video to help you with this.

### Bonus marks!

This is a great opportunity to show off your skills and knowledge of tonal blending and colour theory – maybe change some of your personal object colours using harmonious and contrasting colours, warm and cold colours.

## YEAR 9

### RAW 9.3/9.4

Pupils are to create a mood-board and research page based on the eccentric artist Grayson Perry. They are to find a wide range of imagery for their mood-board that showcases the breadth of his work, including; Julie's house, tapestries, himself dressed as Claire, ceramics and objects from "The Tomb of the Unknown Craftsman."

Pupils gain 25% of marks for their GCSE on Artist research; this will gain them a better understanding of the practical work they will produce when back in school.

### WOO 9.2

Extension on quotes task. Students to use magazines/newspaper letter clippings to create three quotes pages, quotes must relate to hybrid animal, eg. you have to kiss a few frogs before you find your prince.

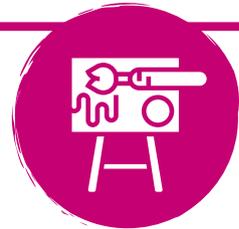
### WOO 9.4

Tin foil organic forms. Students to take influence from organic shape studies or Laura Horn art work, and create a series of small tin foil sculptures (3+), no bigger than palm size.

## YEAR 10

### STA 10.2

Pupils are to upload an image of their finished 'Grayson Perry Vase Design' ready to bring to school with them for their session on Wednesday. Alongside this pupils have their next fashion illustration tutorial to complete on Google Classroom. This week I would really encourage pupils to push their normal boundaries whether that be challenging themselves through a different media choice, a different scale or a more dramatic application of tone.



# ART

## YEAR 10 WOO 10.2

Extension on West Minster studies. Students all have images to work from and paper/equipment to create high quality copies of imagery.

## YEAR 9 DED DX

Your task is to recreate a Michael Craig Martin picture in TinkerCAD. How the object is put together, the bright colours used, accuracy of the object – size, details etc...The best way to make these objects in TinkerCAD would be building it up in flat layers – please see the images on the slide for examples.

# GRAPHICS

## WAD 9.3

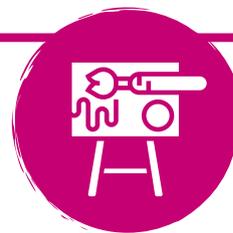
Think of your festival, what will be there and where it will be. Your task is to produce a map similar to the ones below for YOUR festival. You can find many more examples on Google in your search for festival map on images.

Use whatever media you have to produce it but remember we are looking for quality and to ensure we can include the work with the rest of the project to help you gain the best grade possible.

If you have any questions or need help please message on Google Classroom or send me an email: [jwadhia@thehalifaxacademy.org](mailto:jwadhia@thehalifaxacademy.org)

Please send me a picture of it when it is complete.





# DESIGN

## WAD/DED 9.3

### TinkerCAD Fortnightly Task 3

#### Overview:

- Create a Memphis inspired building.
- This will link well with the project as the clocks you are designing would potentially be placed in a building.
- The expectation is that all the TinkerCAD work done at home will be part of your portfolio/coursework and is a part of your GCSE mark.
- Follow the links already in the Google Classroom discussion – you'll find the TinkerCAD link, class code, student nicknames and helpful YouTube videos to help you get started. You will need to look further down the stream to see the link and nicknames you require to set up an account using your school email.

The task: create a Memphis building with colours and patterns that link to the Memphis style. Remember to have mechanical neat patterns and shapes. Use bright 1980s colours and make sure not to put too many patterns on your shape, just enough to make it fit the Memphis style (less is more).

Have a look at Memphis patterns in Google images to get an idea of what you might want to create. Your building can be any style and shape, be creative, what base shapes might a Memphis design have used?



# PHOTOGRAPHY

## YEAR 9

### STA 9.2/9.3/9.4

Pupils who have completed Session 4 'Destroy Photoshoot' and session 5 'Photoshop - Rankin Lines' are to create a photograph/series of photos meeting the brief of the 'Hold Still' competition run by The National Portrait Gallery. Pupils are to upload their photos to Google Classroom alongside their written paragraph explaining the emotions/experiences they have captured in their photo. If they wish to enter their image into the competition, please speak with Mrs Stead first before doing so.

## WOO 9.3

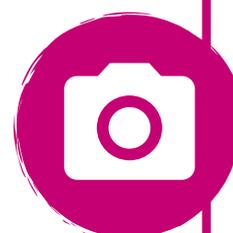
Sellotape transfers from newspaper images. Students to use tape to cover an image, cut excess page away, cut tape section into strips and arrange onto page, disguising the original image.

## YEAR 10

### RAW 10.2

Research the artists/practitioner Javier Perez. Find your own objects around the house. Add your imagination to create your own artwork. Take photographs of your creations and upload onto Google Classroom. Can you create a whole series?

If you have any questions, please contact your teacher. Take care.





# HEALTH & SOCIAL CARE

## YEAR 9

- Relationships and social interactions – exam style answers.
- Stress and mental health.
- Students can email Mrs George if they need help. Work can be sent to Mrs George for feedback.



# SPORT (BTEC)

## YEAR 9

Completing outstanding assignments:

- Component 1 LA A Leaflet & PPT.
- Component 3 LA A PPT.

If you have any questions, please contact your teacher. Take care.