

Fortnightly subject overviews

WEEK COMMENCING 6 JULY 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: 06/07	w/b: 13/07
Year 7	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.	Complete 2 x Bedrock lessons. Read for 30 minutes 4 times per week.
Year 8	Watch loom video. Complete IPEELL planning. Write end of year Narrative Assessment.	Watch loom video. Score assessment. Make purple pen improvements.
Year 9 English Literature	Complete recall work on the character of Scrooge and consider his character in a 21 st century context. Complete 2 x Bedrock lessons	Complete work linking to <i>An Inspector Calls</i> in preparation for summer learning and new work beginning in September. Complete 2 x Bedrock lessons
Year 10 English Language	Use your knowledge of the supernatural in <i>Macbeth</i> to complete the tasks planning descriptive writing. Complete 2 x Bedrock lessons	Use the planning and activities from the previous week to complete a 150 word description challenge. Complete 2 x Bedrock lessons
Year 10 English Literature	Attend the in-school lecture (or engage with remote learning activities) on Appearance vs. Reality in <i>Macbeth</i> . Complete a critical response paragraph and share with your teacher.	Attend the in-school lecture (or engage with remote learning activities) on Betrayal and Loyalty in <i>Macbeth</i> . Complete a critical response paragraph and self-mark using codes. Make use of the lecture booklets and work you've been doing over the last four weeks to complete practise essays over the summer holidays.



MATHEMATICS

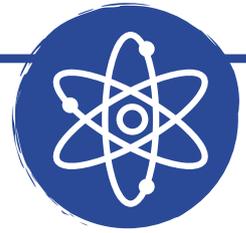
Dear Parents and Carers,

The Maths faculty have set work using Google Classroom and Hegarty Maths; in each lesson there will be a link to Hegarty, videos and worksheets. Please follow the instructions on Google Classroom; your child can ask questions by emailing their maths teacher. 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 maths work at home, so when they return to school they will not have fallen behind in their maths skills.

Thank you for your continued support.
The Maths Faculty

MATHS		
Year 7	Perimeter and Area	Area of special quadrilaterals and compound shapes
Year 8	Angles and Parallel Lines	Properties of special quadrilaterals
Year 9 upper	Two-way tables and probability trees	Sequences, n^{th} term and problem solving
Year 9 lower	Listing outcomes and probability	Two way-tables and algebra recap
Year 10 Higher	Ratio and problem solving with ratios	Relative Frequency and Probability Trees
Year 10 Foundation	Ratio and problem solving with ratios	Probability and probability trees



SCIENCE

All students in Years 7-10 have been set Educake questions to complete on a weekly basis, which should take around 30 - 45 minutes to complete each week. Alongside this there has been a science inquiry set once every fortnight. The most recent inquiries have been based on:

- Year 7: The Rock Cycle
- Year 8: Particle and Collision Theory
- Year 9: Adaptations (Triple Science are being set separate tasks)
- Year 10: Green House effect (Triple Science are being set separate tasks)

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.

For the week commencing Monday 6 July, students have been asked to review and improve their previous work.

For the week commencing Monday 13 July, we would like students in Years 7, 8 and 9 to complete a simple experiment at home. It involves putting some coins (1p or 2p) into different liquid solutions such as water, soap, vinegar and recording their observations. There will be follow up questions to get students thinking about how their scientific knowledge applies to this experiment. Year 10 will have another question booklet to complete which consolidates the work we have been doing on Forces this month.

We will be issuing summer science work booklets to all year groups.

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 Classrooms 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 currently focusing on a History topic. Students will be completing work on the Second World War including the impact of the war on Britain: the Blitz, rationing and whether World War Two modernised the world. 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

As Year 10 students have now completed their work on Conflict and Tension, they will be moving on to a new module: Elizabeth I. This will include their Site Study, which is an essay they will know in advance of their exam and be able to prepare for. The work set on Google Classroom will then have to be completed before they come back into school. There are Loom videos to help with every task and explain how students can complete the work.

GEOGRAPHY



YEAR 7 HUMANITIES

Students are currently focusing on a Geography topic. Students will be completing work on the Geography of the local area including map skills, online fieldwork and learning about the North-South divide. All work can be completed and then submitted on Google Classroom for their teachers to mark.

YEAR 9

This coming week Year 9 students will study aging populations and changes to the UK's population. All instructions are provided on Google Classroom and tasks must be submitted there when specified. As part of this work students will be required to write model answers on the effects and responses of an aging population.

YEAR 10

When Year 10 Geography students come into school, their face-to-face sessions will focus on ecosystems using national academy biomes; global factors affecting biomes and the interaction of biotic and abiotic factors. Students will have work to complete following their time at school. Work via Google Classroom to complete at home will include review work on coral reefs including the conditions needed, nutrient cycle and interdependence and review work on the Andros Barrier looking at both threats and attempts to mitigate this. 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 and Sawm. 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. Topics over the next fortnight will include incarnation and resurrection. 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: the powers of the Chancellor and the Treasury. Students will then consolidate their learning on Theme B. 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: the organisations that the UK is a part of and international conflict solutions.

BUSINESS



YEAR 9

All Year 9 Business students will be set 2 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 extension strategies. 9.4 students' topics will be focusing on external factors 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 as well as revision for their R064 in January 2021.

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 5th –19th 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 in the letter 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.

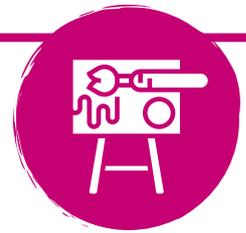
All instructions for Year 10 are also available in Google Classroom.

	Spanish	German	Extension Tasks
Year 7	<p>5th July - 12th July: Free time and friends</p> <p>12th July - 19th July: Comparisons/daily routine/ time phrases/nationalities</p>	<p>5th July - 12th July: Cinema/TV Shows and Opinions</p> <p>12th July-19th July: Reading/Opinions on films</p>	<p>German: Students could write a review of their favourite book or film and upload their review to google classroom/send to their teacher via email.</p> <p>Spanish: Students could create a story of an imaginary day. What do they do and when? What do they do with their friends? This should be uploaded to google classrooms or emailed to their class teacher. <i>(Use the vocab from the tasks on language perfect to help with these tasks)</i></p>
Year 8	<p>5th July - 12th July: Free time and friends</p> <p>12th July - 19th July: Comparisons/daily routine/ time phrases/nationalities</p>	<p>5th July - 12th July: Cinema/TV Shows and Opinions</p> <p>12th July-19th July: Reading/Opinions on films</p>	<p>Purple GCSE Revision Workbook: 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>5th- 12th July: Where did you go on holiday?</p> <p>12th - 19th July: What did you do on holiday and how was it?</p>	<p>5th July - 12th July: Jobs</p> <p>12th July - 19th July: Places of work</p>	<p>Purple GCSE Revision Workbook: 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>Spanish and German: 5th July – 12th July Students will write up their answer to question 4 Unit 5 (Holidays) in their speaking test booklet.</p> <p>12th July – 19th July Complete the work on Past Tense 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

Your task: Imagine that Willy Wonka has been at home on lockdown, what do you think he would be wearing?

Think about his character, his style, the colours he might wear. You are to design a lockdown outfit for Willy Wonka.

You must produce:

- A full outfit
- Include colour
- Include any special features or accessories (such as secret pockets, hats etc.)

The slides provided are there to help inspire you:

- Slide 2 - images of Willy Wonka and what he normally wears
- Slide 3 - examples of different styles of fashion outfit drawings

The deadline for this task is 17/7/20.

If you have any questions then please do email to ask or message on the Google Classroom stream.

Thank you and good luck.

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

10.2

Pupils are now being set weekly tasks to extend from their learning in school.

PUPILS IN SCHOOL - WEEK 1: DISCOVERING AN ARTIST'S STORY

Pupils are to research and find an artist that they like or draw them, whether through style, media choice, colour usage, subject etc. They are to collate images of their found artist's work into a mood board which includes a paragraph of research explaining what influences/inspires their artist. Pupils should aim to find blogs, interviews and social media accounts to help with this.

I will be posting an artist I like every day this week on Google Classroom explaining why I like them and what influences them.

PUPILS IN SCHOOL - WEEK 2: NATALIE FOSS INTRODUCTION

Pupils are to create a section of a chosen Natalie Foss image using their favoured paper choice from next week's session.

PUPILS NOT IN SCHOOL - WEEK 1: WEST MINSTER FASHION INTRODUCTION

Pupils are to follow the links on Google Classroom and look through the West Minster Fashion illustration collections from the years 2015-2019. They are then to create a copy of their favoured illustration style in a media of their choice.

I would encourage pupils to be expressive and confident with their approach and try not to be too precious if they get stuck. The lesson delivered in school is on Google Classroom if they have the materials at home and would like to follow it but this is not essential.

PUPILS NOT IN SCHOOL - WEEK 2: DISCOVERING AN ARTIST'S STORY

Pupils are to research and find an artist that they like or draw them whether through style, media choice, colour usage, subject etc. They are to collate images of their found artist's work into a mood board which includes a paragraph of research explaining what influences/inspires their artist. Pupils should aim to find blogs, interviews and social media accounts to help with this. I will be posting an artist I like every day this week on Google Classroom explaining why I like them and what influences them.

YEAR 10

BIR

Watch the Loom videos: -

<https://www.loom.com/share/bb72a07c4baf43818c5278cc16f7504b>

<https://www.loom.com/share/01c1651754224a29981d7c87b32223d3>

<https://www.loom.com/share/34de1096ddfd4723a060fe96d80c055a>

<https://www.loom.com/share/e1c5c797fbfe46f0999f35f5c3ed1e0d>

Pupils are to read through Miss Birchall's introduction.

Pupils are to create a set up for a photoshoot. Students should document their set up in progress as this will award them marks with AQA. Once they have completed their set up they are to undertake a photoshoot comprising of an aftershave/perfume bottle. All PowerPoints are on Google Classroom.

DESIGN

YEAR 8

Pupils are to take inspiration from artist Lisa Congdon and create their own colourful illustration which includes an uplifting message marking the 50th anniversary of the first Pride Parade or something that they feel is a valuable lesson for the world to take away from lockdown. Resources to follow for hand lettering and Lisa Congdon style influence will be uploaded to Google Classroom along with a success criteria.

YEAR 9

9.3/9.4

<https://www.loom.com/share/61c3f4c52b574490a729de8b65162a16>

Your challenge for the next two weeks is to understand and demonstrate the basics of Tinkercad.

1. Follow the Loom video to create your own version of a spanner. You may pause the video when you like and work step by step to recreate.

2. Now you have created a spanner and are able to join shapes together your task for the next two weeks is to re-create FOUR more items you can find at home using the software. For example you could replicate a mobile phone or a console controller. Use your imagination to think outside of the box.

YEAR 10

10.2

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Your challenge for the next two weeks is to understand and demonstrate the basics of Tinkercad.

1. Follow the Loom video to create your own version of a spanner. You may pause the video when you like and work step by step to recreate.

2. Now you have created a spanner and are able to join shapes together your task for the next two weeks is to re-create FOUR more items you can find at home using the software. For example you could replicate a mobile phone or a console controller. Use your imagination to think outside of the box.

GRAPHICS

YEAR 9

9.3

Think of your festival, Your task is to produce FOUR T-shirt designs for the staff to wear at the event similar to the ones attached for YOUR festival. You can find many more examples on Google if you search for Festival T-shirt design or T-shirt designs for inspiration 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

Please send a picture when it is completed.

Due date is 17/7/2020

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.

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.



HEALTH & SOCIAL CARE

YEAR 9

- Completing exam style questions on stress and mental health using feedback sheet to make any improvements
- Students can email Mrs George if they need help. Work can be sent to Mrs George for feedback

YEAR 10

- Students are evaluating coursework against checklist to ensure all points have been covered



SPORT (BTEC)

YEAR 9

Completing and improving assignments using feedback from Mr Peel:

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

YEAR 10

- Ensuring all of this year's assignments are completed
- Evaluating coursework using checklist to ensure all points have been covered

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