



# Rastrick High School

## KEEPING IN TOUCH SESSION

Name: .....

Year Group:      Year 7    Year 8    Year 9

# Welcome back ...

Hello Year 8,

I'll begin by welcoming you all back to the building after such a long time spent away from school. Many of you have told us you have missed coming to school and we have certainly missed having you. We have all been looking forward to being back in the building, to be back in our regular routines, doing what we do best and although it certainly isn't a return to normal, we are glad that we get the opportunity to see you before the summer break.

As a staff body, we know and appreciate how tough the past few months have been. Being unable to see family or friends, taking part in our usual hobbies and even basic education has presented many challenges. You will all enter today having completed different quantities of work, you will have all had different routines and different experiences during the lockdown. However, please do not compare yourselves to anybody else because we certainly won't be. I'm confident that you have all endeavoured to do your very best and if you don't feel you have, it's still not too late to start.

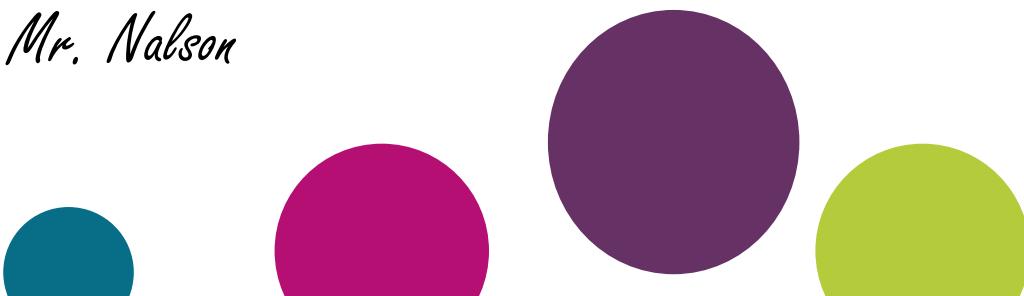
Today is all about getting back in touch and re-familiarising ourselves with both each other and our core purpose of education. Today is the first step of your transitional to Year 9 – which is without doubt the most important year of your education so far. Throughout this year you will make choices which may determine the path you take for the rest of your lives. Year 9 is all about becoming 'GCSE ready' – which means your behaviours, attitude and mindset are all focused on working towards achieving what you need in your GCSEs to allow you to take the next steps on your journey. Today you will spend time with the one person you will see every day in school – your Form Tutor – and this is a relationship which becomes more and more important as you move through the school so make sure you make the most of this time today and show your form tutor who you want to be from this point forward.

As you leave today, remember what it means to be successful. Success isn't perfection. It comes from failure, acknowledging our flaws, and amending our routines to ensure we don't repeat mistakes. If you leave here today thinking that you could complete more work, don't dwell. Instead use it to motivate yourself to establish that routine from here on out. And if you need help, ask for it!

I speak on behalf of all the Year 8 Team when I say that we can't wait to hear how you have been during our time apart and see how much you've all grown. I have always been incredibly proud to call myself your Achievement Leader, but the maturity, dignity and independence you have demonstrated, as a whole, during such turbulent times makes me prouder than I could have imagined.

Enjoy yourselves today and keep making sure everything you do reflects your best!

*Mr. Nelson*



# In the Building ...

It's great to see you back in school. As you are probably already aware, there have been a number of changes to the site to help limit the transmission of the COVID-19 virus. Before you can get started, please take the time to read this page.

## Movement around school

Throughout the building there are a number of places you can wash your hands. Please try to wash them regularly.



## Start of the session

When you arrive at school, you will go straight to the sports hall. When all of your group has arrived, you will be taken to your designated classroom by your form tutor.



## Classroom

We will be using a range of classrooms for the sessions but each classroom has been altered to adhere to government guidance. This includes:

- All students being 2 metres apart.
- No more than 15 students in a classroom.
- All excess furniture has been removed.
- Hand washing/ sanitizing facilities in every classroom.

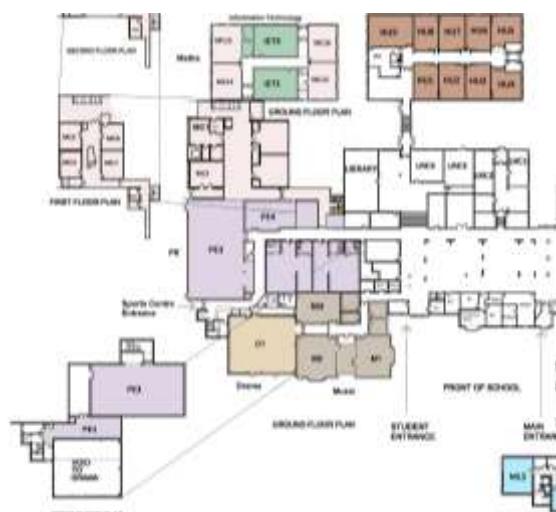
## Rooming

You will be in different rooms depending on your form. Your form tutor will take you to one of the following:

ICT1  
ICT2  
HU9

## Toilet

If you need to use the toilet during your time in school, you will have access to the toilets in the Maths block.



# Productivity...

One of the issues we have discussed with a number of student and parents, is the fact that many people are struggling to maintain focused and productive towards their school work. There is no 'one size fits all' solution to this problem. But here are three things you could try to help you:

01

Healthy

02

Mindfulness

03

Gratitude

04

Organisatio

# Healthy

After being at home without the routine of coming to school 5 times a week, there is a possibility that you have not maintained healthy routines for eating, sleeping and exercise. Before coming back to school in September, try and re-establish some good habits. Take a look the suggestions below:



# 02

# Mindfulness

Many students have told us that they are concerned with the amount of school they have missed and that they feel overwhelmed with the amount of work they need to do. I want to assure you that we have plenty of time to catch up on any missed work when you can return to school safely. If you still feel stressed or anxious, why not try some mindfulness techniques. Here are 3 you could try today:

## **Mindful Breathing**

This exercise can be done standing up or sitting down, and pretty much anywhere at any time. If you can sit down in the meditation (lotus) position, that's great, if not, no worries.

Either way, all you have to do is be still and focus on your breath for just one minute.

1. Start by breathing in and out slowly. One breath cycle should last for approximately 6 seconds.
2. Breathe in through your nose and out through your mouth, letting your breath flow effortlessly in and out of your body.
3. Let go of your thoughts. Let go of things you have to do later today or pending projects that need your attention. Simply let thoughts rise and fall of their own accord and be at one with your breath.
4. Purposefully watch your breath, focusing your sense of awareness on its pathway as it enters your body and fills you with life.
5. Then watch with your awareness as it works its way up and out of your mouth and its energy dissipates into the world.

## **Mindful Awareness**

This exercise is designed to cultivate a heightened awareness and appreciation of simple daily tasks and the results they achieve.

Think of something that happens every day more than once; something you take for granted, like opening a door, for example.

At the very moment you touch the doorknob to open the door, stop for a moment and be mindful of where you are, how you feel in that moment and where the door will lead you.

Similarly, the moment you open your computer to start work, take a moment to appreciate the hands that enable this process and the brain that facilitates your understanding of how to use the computer.

These 'touch point' cues don't have to be physical ones.

For example: Each time you think a negative thought, you might choose to take a moment to stop, label the thought as unhelpful and release the negativity.

Or, perhaps each time you smell food, you take a moment to stop and appreciate how lucky you are to have good food to eat and share with your family and friends.

Choose a touch point that resonates with you today and, instead of going through your daily motions on autopilot, take occasional moments to stop and cultivate purposeful awareness of what you are doing and the blessings these actions brings to your life.

## **Mindful Appreciation**

In this last exercise, all you have to do is notice 5 things in your day that usually go unappreciated.

These things can be objects or people; it's up to you. Use a notepad to check off 5 by the end of the day.

The point of this exercise is to simply give thanks and appreciate the seemingly insignificant things in life, the things that support our existence but rarely get a second thought amidst our desire for bigger and better things.

For example: electricity powers your kettle, the postman delivers your mail, your clothes provide you warmth, your nose lets you smell the flowers in the park, your ears let you hear the birds in the tree by the bus stop, but...

- Do you know how these things/processes came to exist, or how they really work?
- Have you ever properly acknowledged how these things benefit your life and the lives of others?
- Have you ever thought about what life might be like without these things?
- Have you ever stopped to notice their finer, more intricate details?
- Have you ever sat down and thought about the relationships between these things and how together they play an interconnected role in the functioning of the earth?

Once you have identified your 5 things, make it your duty to find out everything you can about their creation and purpose to truly appreciate the way in which they support your life.

# Gratitude

'Studies suggest that finding things to be thankful for is important for our well-being, leading to physical and psychological benefits.'

**In each of the rays emanating from the sun, write down things you have been thankful for during this time.**

What are you  
thankful for  
right now?

# 04

## Organisatio

One thing that could be creating stress is organisation. When you are in school, every minute of your day is structured and planned. In the absence of this, it is easy to put things off and get distracted. Try and plan your week so that you can be sure you are using your time effectively. Use the blank timetable below to plan:

- When you are going to do each of your different subjects.
- When you are going to take breaks.
- When you are going to participate in some of our Enrichment activities.
- When you are going to give yourself a reward.
- When you are going to spend some time reading on Sora.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am					
10:00am					
11:00am					
12:00pm					
1:00pm					
2:00pm					
3:00pm					
4:00pm					
5:00pm					
6:00pm					
7:00pm					

The sections shaded grey are the hours you can email members of staff for guidance.

### Top tips

We completely understand that everyone's circumstances have been different during the lockdown period and so working hours vary from person to person. Just remember, doing something is better than doing nothing and that you don't have to always necessarily work during school hours. If you prefer to work in the evening, that's also absolutely fine. Ensure you don't work too late in to the evenings though.

# Sora...



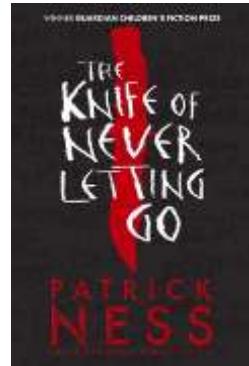
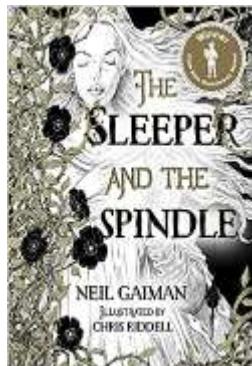
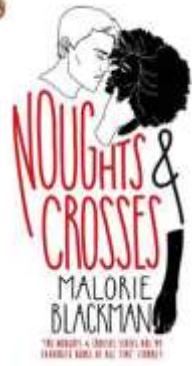
# Sora

The student reading app  
[soraapp.com](http://soraapp.com)



Sora is our exciting new digital reading platform in school. Sora offers all our students easy access to a collection of over 1500 Ebooks and audio books, so you are sure to find something to enjoy. Rastrick High Students have already achieved over 750 hours reading on Sora – so a huge well done! So we can reach 2000 hours by September, set yourself a challenge to read for 20 minutes a day over summer.

## Year 9 Recommended Reads



'Noughts and Crosses'

'The Noughts and Crosses series are my favourite books of all time' - Stormzy

"Firewall"

A brilliant read for any gaming fans!

'The Sleeper and The Spindle'

A thrillingly reimagined fairy tale.

'Shadow Frost'

A must read for fans of the Supernatural.

'The Knife of Never Letting Go'

Why not finish off one of our 'Read Aloud' books?

For even more popular recommended reads, visit our school website.

If you there is a wait time for any popular read on Sora, then please reserve the book. The wait time goes down much quicker than the estimate and Sora will notify you when your book is ready.

If you still haven't downloaded Sora, follow the four easy steps below to get started:

**Step 1** Install the Sora app from the [Apple App Store](#) or [Google Play Store](#), or go to [soraapp.com](http://soraapp.com).

**Step 2** In Sora, select '**Rastrick High School**' from the 'Find your school' drop down menu. Then enter your Outlook 365 Rastrick email address and password.

**Step 3** Click to browse the collection and borrow a book.

**Step 4** Close the book and go to to see all the books you are currently borrowing.

From there, you can:

- Select 'Open book' or 'Open audiobook' to read or listen to the book.
- Select 'Options' to renew or return the book.



# How to Access Home Learning.

The resources that have been prepared for you to work through at home by Rastrick teachers, can be found in two places:

- 1) The school website <https://www.rastrick.calderdale.sch.uk/>
- 2) Paper copies can be collected from school reception.

## Where are the resources on the school website?

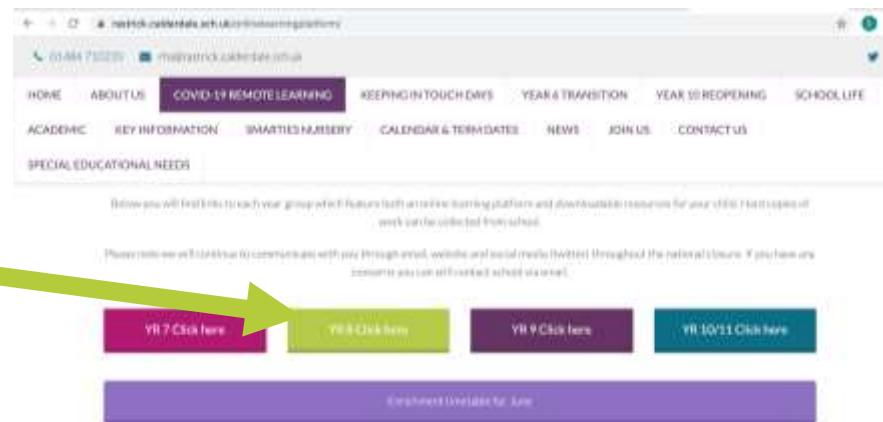


The screenshot shows the Rastrick High School website. At the top, there is a banner for 'Remote Learning' with three green buttons: 'LINK HERE', 'LINK HERE', and 'LINK HERE'. Below this, there is a large image of students in school uniforms. To the right of the image, there is a green sidebar with the text 'Remote Learning', 'Covid-19 Support', and 'Covid-19 Wellbeing'.

When you land on the school website select 'Remote Learning'



Click the correct button for your year group resources

This screenshot shows the 'COVID-19 REMOTE LEARNING' page. At the top, there is a navigation bar with links for HOME, ABOUT US, COVID-19 REMOTE LEARNING (which is highlighted), KEEPING IN TOUCH DAYS, YEAR 6 TRANSITION, YEAR 10 REOPENING, and SCHOOL LIFE. Below the navigation bar, there is a section for 'SPECIAL EDUCATIONAL NEEDS'. Further down, there are four buttons labeled 'YR 7 Click here', 'YR 8 Click here', 'YR 9 Click here', and 'YR 10/11 Click here'. A purple arrow points to the 'YR 8 Click here' button.

Remote Learning YR 8



This screenshot shows the 'Remote Learning YR 8' page. At the top, there is a red button labeled 'Teacher Led Learning'. Below this, there is a blue button labeled 'Homework'. A purple arrow points to the 'Teacher Led Learning' button.

Click on the 'Teacher Led Learning' button

# How to Access Home Learning...



A screenshot of the Rastrick High School website. At the top, there's a navigation bar with links like 'HOME', 'ABOUT US', 'COVID-19 REMOTE LEARNING', 'KEEPING IN TOUCH DAYS', 'YEAR 6 TRANSITION', 'YEAR 10 REOPENING', and 'SCHOOL LIFE'. Below this is a secondary navigation bar with 'ACADEMIC', 'KEY INFORMATION', 'SMARTIES NURSERY', 'CALENDAR & TERM DATES', 'NEWS', 'JOIN US', and 'CONTACT US'. A 'SPECIAL EDUCATIONAL NEEDS' link is also present. On the left side, there's a sidebar menu with subjects: Maths, English, Science, Geography, Religious Studies, History, and ICT. A large red arrow points from the text 'Click on the subject that you are looking for work from' to this sidebar.

Click on the subject that you are looking for work from

You can then view/download the work pack.

You can also listen to Rastrick teachers guide you through the pack

A screenshot of a 'Teacher Led Learning Yr 8' pack for English. It shows a green header with 'Yr 8 English' and a preview of the pack content below. A large red arrow points from the text 'You can then view/download the work pack.' to this screenshot.

You can click on the archive to access all the work that has been set for each subject during the school closure

A screenshot of the 'Teacher Led Learning Yr 8' pack. It includes a purple banner at the top with the title. Below it is a detailed description of the pack. At the bottom, there's a yellow button labeled 'View and download now' and a larger orange button labeled 'Archive'. A large red arrow points from the text 'You can click on the archive to access all the work that has been set for each subject during the school closure' to the 'Archive' button.

A screenshot of the Rastrick High School website under 'YEAR 10 CURRICULUM'. The page has a similar navigation bar to the 'HOME' page. Below the navigation, there's a note about using Acrobat Reader and a link to download it. A large red arrow points from the text 'We have also included the link to the GCSE exam boards, so you can find out more about the courses you will be studying in Year 10 and 11' to the 'Click here' button at the bottom of the page.

We have also included the link to the GCSE exam boards, so you can find out more about the courses you will be studying in Year 10 and 11

## Yr8 Checklists

The following section outlines all topic areas that have been included in teacher led learning since March 2020. Subjects areas included are Maths, English, Science and Humanities.

During the rest of this term and throughout the summer please tick off what you have completed during home learning. We appreciate your home learning experience may have been very different to others for a variety of reasons.

Our philosophy since lockdown began has been to not put you under any pressure or stress regarding your home learning. Conversely, we appreciate at times you will have struggled to stay motivated as the weeks have passed by. What you have completed though will stand you in good stead moving forward, however much that has been.

Completing the checklists will help us support you when we return to school in September. From understanding what you have and haven't completed will give your teachers good information to be able to plan your learning accordingly as we return to normality.

We do want to make the next point very clear though. You will not be in any trouble regarding how much work you have completed. Please do not be anxious if you haven't completed much work, we will support and ensure you catch up. Be honest when completing the checklists and don't be overawed.

If you wish to go back through previous teacher led content to complete more topic areas please use the archive section in your year group area within teacher led learning on the school website. For any issues please contact school or email [year8support@rastrick.calderdale.sch.uk](mailto:year8support@rastrick.calderdale.sch.uk)

Thanks

Year 8 Achievement & Support Team

# English

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson title/Learning aim	Completed Yes/No
Reading Project: Fake News – research social media, fake news and language use	
Writing Project: Relationship – how social media can shape relationships with those around you	
<b>Myths &amp; Legends</b>	
<ul style="list-style-type: none"> <li>- Plot, character, historical contexts – understanding the origins of narrative</li> <li>- Ancient Greece</li> <li>- Arthurian Legend</li> <li>- Norse Myths</li> <li>- Assessment task (self-assessed)</li> </ul>	
<b>Crime and Mystery Unit</b>	
<ul style="list-style-type: none"> <li>- Crime in Victorian Literature ('Oliver Twist')</li> <li>- Diary entries</li> <li>- Mystery Genre Conventions and the Short Story</li> <li>- Sherlock Holmes ('The Speckled Band')</li> <li>- Modern Mystery</li> <li>- Crafting a mystery opening ('Holes')</li> <li>- Structuring a story ('The Curious Incident of the Dog in the Night-time')</li> </ul>	
<b>Project - Shakespeare's World</b>	
<ul style="list-style-type: none"> <li>- Discover who Shakespeare was</li> <li>- Discover Shakespeare's England</li> <li>- Shakespeare's plays – tragedies, comedies, histories</li> <li>- 'A Midsummer Night's Dream'</li> <li>- Arguments in his plays – Shakespearean insults</li> <li>- Becoming confident with Shakespeare's language</li> <li>- Magic, witchcraft and the supernatural</li> <li>- Quizzes and puzzles</li> </ul>	
<b>Narrative Writing unit:</b>	
<ul style="list-style-type: none"> <li>- How to create 'interest' in a story</li> <li>- Story openings</li> <li>- Structuring a successful narrative</li> <li>- Characterisation</li> <li>- Varying sentences and vocabulary</li> <li>- 'Lamb to the Slaughter' – Roald Dahl</li> <li>- Improving writing</li> </ul>	

# Maths

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Week	Topic	MathsWatch Video Reference Use these to search for clips that will help you	Mathswatch Task (Set by my teacher)	Printable Worksheets (ClassCharts)
30/03/2020	Multiplying and Dividing Decimals	Multiplication of decimals – N15b and N28b Division of decimals – N29b and N40b		
06/04/2020	Unit Conversions	Multiply and Divide by powers of 10 – N17a and N17b Unit Conversion – R2		
13/04/2020	Prime factors - HCF /Lcm	Prime Numbers – N30a Prime Factors - N30b HCF – N31a LCM – N31b		
20/04/2020	Four Operations with fractions	Equivalent Fractions – N23b Improper fractions to mixed numbers – N35 Add and Subtract Fractions – N36 Multiply Fractions – N42a Divide Fractions – N42b		
27/04/2020	BIDMAS	Order of Operations – N20		
04/05/2020	F/D/% Equivalence	Fractions/Decimals/Percentage – N32		
11/05/2020	Expand and collect like terms	Algebraic Notation – A4 Collecting like terms – A6 Expand a bracket – A8		
18/05/2020	Solve Equations	Solve basic equations – A12 Form and solve equations – A17 Solve equations with x on both sides – A19b		
25/05/2020	Fractions with Algebra	Solve Equations with brackets and fractions - A19a		
01/06/2020	Simple Angle Facts	Angle Facts – G13 Angles in triangle – G17		
08/06/2020	Angles in parallel lines	Angles and parallel lines – G18		
15/06/2020	Share in a ratio	Introduction to ratio – R1a and R1b Share a ratio – R5b		
22/06/2020	Sequences nth term	Sequences term to term rule – A11a Generate the sequence from nth term – A11b Find the nth term – A11c		
29/06/2020	Area and Perimeter	Perimeter – G8 and G8a Area Rectangle – G20a Area Triangle – G20c Area trapezium – G20d Area of a Circle – G22b Circumference of a Circle – G22a		
06/07/2020	Data Project	Tally – S3 Pictogram – S1a and S1b Bar chart – S2a and S2b Pie Chart – S9 Mean, Median and Mode – S6, S7 and S10a Scatter Graph – S8		
13/07/2020	Problem Solving	Try to draw diagrams to support you	N/A	

# Maths (Nurture Group)

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Week	Topic	<b>MathsWatch Video Reference</b>  Use these to search for clips that will help you	<b>Mathswatch Task (Set by my teacher)</b>	<b>Printable Worksheets (ClassCharts)</b>
30/03/2020	Number: Properties and mental methods	N3b Adding integers – mentally N4b Subtracting integers - mentally		
06/04/2020	Number: Place value, addition and subtraction	N17a multiplying and dividing by powers of 10 N3b Adding integers – written method N4b – Subtracting integers – written method N2a Ordering numbers - integers		
13/04/2020	Measures: Properties of shapes	N7a Units – Length, mass and capacity G8a Perimeter – counting squares G8b Perimeter – Using a formula G9 Area – counting squares G20a Area – Rectangles N8 - Reading scales		
20/04/2020	Handling data	S3 Frequency tables – Ungrouped data S6 Median, mode and range S2a Bar charts interpreting		
27/04/2020	Fractions, decimals and percentages	N23b Introduction to fractions – equivalent fractions N24a Percentages – Introduction N32 Fractions, decimals and percentages N33 Fractions of an amount N24b Percentages – Percentage of an amount		
04/05/2020	Number: Calculations	N5 Multiplication but 2,3,4,5 and 10 N15a,b short multiplication integers, decimals N13b Addition decimals N14b Subtracting decimals		
11/05/2020	Probability	P1 The probability scale P2a Outcomes - Basic		
18/05/2020	Coordinates and shape	G14 Properties of quadrilaterals G16 Properties of special triangles A1a Coordinates – 1 <sup>st</sup> quadrant A1b Coordinates – All four quadrants		
25/05/2020	Number: Properties and place value	N9 Mathematical symbols N10 Factors N11 Multiples		
01/06/2020	Number: Calculations	N5 Multiplication by 2, 3, 4, 5 and 10 N15a,b Short multiplication – Integers, Decimals N13b Addition – Decimals N14b Subtracting – Decimals N16 Short division of integers N27a Rounding – Nearest 10, 100, 1000 N27b Rounding – Decimal places		

# Maths (Nurture Group)

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08/06/2020	<b>Measures</b>	<b>N7a Units – Length, mass and capacity</b> <b>N7b Units - Time</b>		
15/06/2020	<b>Handling data</b>	<b>S2a Bar charts – interpreting</b> <b>S2b Bar charts – drawing</b> <b>S4 Frequency tables – Grouped data</b>		
22/06/2020	<b>Fractions, decimals, percentages, ratio and proportion</b>	<b>N2b Ordering numbers - Decimals</b> <b>N33 Fractions of an amount</b> <b>N24b Percentages – Percentage of an amount</b> <b>N34 Ordering fractions</b> <b>R1a – Introduction to Ratio</b> <b>R8 Direct proportion</b>		
29/06/2020	<b>Area and Perimeter</b>	<b>G8a Perimeter – counting squares</b> <b>G8b Perimeter – Using a formula</b> <b>G9 Area – counting squares</b> <b>G20a Area – Rectangles</b>		
06/07/2020	<b>Data Project</b>	<b>S1a Pictograms – interpreting</b> <b>S1b Pictograms -drawing</b> <b>S2a Bar charts – interpreting</b> <b>S2b Bar charts – drawing</b>		
13/07/2020	<b>Problem Solving</b>	<b>Try to draw a diagram to support you with this.</b>	<b>N/A</b>	

# Science

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

## Ecosystems 2 checklist

Task	Description	Progress		
		R	A	G
1 – Aerobic respiration	I can state what respiration requires and the products made			
	I can provide examples of sports where aerobic respiration occurs			
	I can explain the main differences between both types of respiration			
	I can suggest activities that may rely on aerobic respiration			
2 – Anaerobic respiration	I can state what respiration requires and the products made			
	I can provide examples of sports where anaerobic respiration occurs			
	I can explain the main differences between both types of respiration			
3 – Plant Processes	I can name the main reactants and products in photosynthesis			
	I can state the requirements a plant needs for successful growth			
	I can describe the process of photosynthesis			
4- Structure of a leaf	I can match the leaf structure to its function			
	I can label these structures on a scientific diagram			
	I can suggest ways a leaf can be adapted for photosynthesis			
	I can explain the process of transpiration and how plants can reduce water loss			

# Science

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## Forces 2 checklist

Task	Description	Progress
		R A G
1- Equilibrium	Identify forces and their directions	
	Describe how opposing forces can result in equilibrium	
	Calculate resultant force	
2 – Friction and Drag	Describe the effects of drag on objects as they move	
	Describe factors that affect the size of drag forces	
	Evaluate how well technology reduces drag forces	
3 – Hooke's Law	Identify the forces involved in changing an object's shape	
	Explain what is meant by elastic behaviour	
	Design an experiment to investigate stretch	
4 – Pressure on Solids	Explain what is meant by pressure	
	Describe effects of varying pressure	
	Calculate pressure	
5 – Pressure on Fluids	Describe how pressure in a liquid changes with depth	
	Explain pressure changes using the particle model	
	Describe how pressure in a gas changes with height	
6 – Sinking and Floating	Explain why objects float or sink	
	Describe the forces involved in sinking and floating	
	Describe how to measure <u>upthrust</u>	

# Science

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

## Waves 2 checklist

Task	Description	Progress		
		R	A	G
1 - Introduction to sound	I can Describe how sound travels			
	I understand frequency, wavelength and amplitude			
	I can Explain how your ear detects sound			
2 – Exploring sound	I understand the function of microphones and loudspeakers.			
	I understand how audio equipment responds to different frequencies			
3 – Sound systems	I understand the function of microphones and loudspeakers.			
	I understand how audio equipment responds to different frequencies			
4 – Introduction to light	I can describe how light travels and how we see			
	I understand reflection and refraction			
	I can explain that light is white light is a mixture of different colours			
5 – Exploring light	I understand light can vary in frequency			
	I can describe UV light and its risks			
	I can explain the uses of UV light.			
6 - Comparing transverse and longitudinal waves	I understand longitudinal waves.			
	I understand transverse waves.			
	O=I can compare types of wave			

# Science

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## Genes 2 checklist

Task	Description	Progress		
		R	A	G
1 - Biodiversity	Describe and explain the factors of high and low biodiversity ecosystems.			
	Compare a high and low biodiversity ecosystem based on living and non-living factors.			
2 – Competition	Identified adaptations of different living creatures.			
	Identified factors that species compete for from given scenarios.			
	Explain how specific adaptations aid species in survival.			
3 - Natural Selection	Describe and explain how the peppered moth populations changed through Natural Selection.			
4 – Extinction	Identify and explain risks that endanger species or cause their extinction.			
5 – DNA & Genes	Construct and evaluate a model of DNA.			
6 – Chromosomes	Use karyotypes to identify causes of genetic disease.			
	Describe the symptoms and life expectancy of sufferers of specific genetic diseases.			
7 – Variation	Identify inherited traits from given data.			
	Explain how certain traits are inherited from our parents.			
8 - Inheritance	Draw a punnet square from given data.			
	Identify alleles from parental genotypes.			
	Calculate probability of offspring inheriting genotypes and phenotypes.			

# Science

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# History

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Lesson title/Learning aim	Completed Yes/No
<b>The Slave Trade</b>	
1. How did Britain establish the slave trade? 2. How horrific was the middle passage? 3. What was life like for a slave on a plantation?	
<b>The British in India</b>	
1. The British Empire 2. The History of India 3. Indian Independence and the Partition of India and Pakistan	
<b>The Windrush</b>	
1. Positive & negative aspects of the British Empire 2. Who were the Windrush Generation 3. Why did they emigrate to Britain after the Second World War? 4. What was their experience of Britain like? 5. What was the long term impact of the Windrush in Britain?	
<b>Winning the Vote (part 1)</b>	
1. Introduction to the election system of the 1800s. 2. What happened at St Peter's Field? 3. How did the government react to the protests for reform?	
<b>Winning the Vote (part 2)</b>	
1. The Position of Women in 1900 2. The Suffragist Movement versus The Suffragette Movement 3. How the British government Reacted to the Votes for Women Campaign. 4. The Impact of the First World War on the Votes for Women Campaign. 5. How & why did women win the vote? 6. Women's Equality Campaigns in More Recent Years.	
<b>US Civil Rights</b>	
1. What was life like for black people in America in the 1900s? 2. What methods were used by people to achieve Civil Rights? 3. How successful was the Civil Rights Movement? 4. Medieval Public Health – Black Death case study 5. Practice question	

# Geography

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Lesson title/Learning aim	Completed
Extended Project – Physical Geography	
Extended Project – Human Geography	
<b>Tourism</b>	
What is Tourism	
The impact of tourism	
Tourism South America – Race Across the World.	
<b>Natural Hazards</b>	
Volcano	
Earthquakes	
Earthquakes part 2	
Droughts	
Wildfires	
Landslides	
<b>Urbanisation</b>	
Urbanisation	
Population	
Sustainability	

# RE

Below is a list of the lesson titles you have been set during the school closure. The purpose of the checklist is to support you in checking through the learning you have completed during the school closure. You may choose to use the remaining time during this term and over the summer to catch up on any areas you identify as having not managed to complete.

Lesson title/Learning aim	Completed Yes/No
Extended Project – Special Journeys	
Extended Project – Social Justice	
<b>The Nature and Existence of God</b>	
Does God exist?	
Did God design the universe?	
Did God design the universe – Evaluating the argument.	
Was God the first cause of our universe?	
What is Atheism?	
If God exists, what is he like?	
<b>Introduction to Judaism</b>	
What do Jews believe about the Almighty?	
Why is Shekinah important?	
Why is Moses important to the Jewish faith?	
What are the Tanakh and the Talmud?	
How do Jews worship?	
What is Shabbat?	