

Week beginning – Monday 8th February 2021

Please remember to submit all completed learning to the Remote Learning account of the Academy, the email address is:

- Remote-Learning@twapa.co.uk

KS3 PE

Day 1

Go for a 40 minute walk.

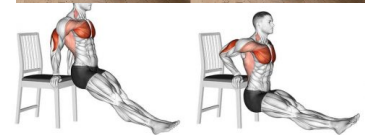
Make sure you are wearing appropriate trainers and you make someone aware of where you are going. Try and walk at a consistent, but fast walk. This will push your heart and lungs which will improve your Cardiovascular fitness.

How many Tricep Dips can you do in a row?

- Can you beat Mr. Nicholas' score of 29?

Using a chair, table or step, place your hands out flat behind you and hold your body weight above your chair, table or step.

With only your arms working, lower your body towards the floor flexing



Plank for as long as possible.

- Can you beat Mr. Dennis' time of 83 seconds?

Plank position:

On the floor on all fours, positioning your hands slightly wider than your shoulders then place forearms flat with hands and elbows on the floor. Extend your legs back so that you are balanced on your hands and toes and hold keeping your body straight.

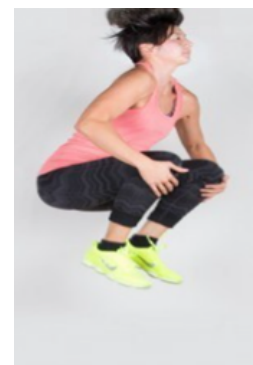


Day 2

How many Squat Jumps can you do in one minute?

- Can you beat Mr. Nicholas' score 39 squat jumps?

Stand up straight feet should width apart, lower body until knees are bent keeping your back as straight as possible, then push up from your legs as hard as possible into a jump



Complete as many Sit-ups as possible.

- Can you beat Mr. Nicholas' score of 32?

Lie on the ground with your shoulders in-line with your knees. Raise your legs up so that your knees are the highest part of your body and the soles of your feet are on the ground. With your hands on your head, see how many times you can sit up using your core muscles – Abdominals.



Shuttle Runs

Pick a landmark on your road, whether it be two bins or two lamp-posts and see how many runs there and back you can do before you stop.

Remember - Focus on your breathing, this will make it easier in the long run!



Day 3

Go for a 20-minute jog.

Make sure you are wearing appropriate trainers and you make someone aware of where you are going. Try and run at a steady pace for 3 or more minutes, the walk for 2 minutes to recover. Try and stretch out your running phases and shorten your walking phases as your run goes on.

Bicep Curls

Grab two weight or fill two carrier bags with tins of food so that the weight is challenging. Starting with your arms at the sides curl one arm towards your chest and return to your side. Then repeat for the other arm. Aim to complete 10 repetitions for each arm, so 20 repetitions in total.



Repeat this exercise three times or as many times as you can for extra challenge.

Complete as many Press-ups as possible.

- Can you beat Mr. Dennis' score of 46?

Press-up position:

On the floor on all fours, positioning your hands slightly wider than your shoulders. Extend your legs back so that you are balanced on your hands and toes. Lower body until elbows are bent then return to starting position.



KS3 PSHCE

Learning Objective:

- To begin to understand the effects of social media.

Success Criteria:

- To identify what social media is.
- To evaluate the advantages and disadvantages of social media.
- To begin to understand how we can stay safe on social media.

Task 1

What is social media?

Identify as many social media platforms as you can think of.

What do you think the advantages of social media are?

What do you think the disadvantages of social media are?

Task 2

Watch these videos:

- [POSITIVE BENEFITS OF SOCIAL MEDIA | 5 REASONS TO USE SOCIAL MEDIA - YouTube](#)
- [UK cracks down on harmful social media content - YouTube](#)
- [Social media advantages and disadvantages: Do you use social media? || This English Malarkey #16 - YouTube](#)

Now you have watched them, re-answer these questions:

What do you now think the advantages of social media are?

What do you now think the disadvantages of social media are?

Evaluate social media, for example, do you think there are more positives than negatives to social media or is it the other way round?

Explain your opinion and justify it with what you have seen in the videos.

Task 3

Give examples of how we can stay safe on social media.

KS3 Computing

Lesson 1

Learning objective:

- Understand internet safety and the laws in computing.

Success Criteria:

- Bronze - Identify at least one way on how to protect data online.
- Silver - Identify two or more ways on how to protect data online.
- Gold - Explain how to protect data online.

In this lesson we are going to have a look on the laws that are important in computing.

There are laws in place to ensure that technology is used responsibly.

Read page 27 – Section Two- Networks and the Internet – Laws from Key Stage 3 Computing book.

Explain on your own words why cyber-crime is a major problem.

Read page 28 – Section Two- Networks and the Internet – Censorship and Surveillance from Key Stage 3 Computing book.

Censorship and surveillance are both controversial topics. There are countries which have few restrictions on what people access on the internet, and others with much stricter rules.

Task:

- Research a country that has few restrictions on what people can access on the internet and country that is stricter with what people can access on the internet and complete the table below.

Country	Restrictions

Useful link:

- <https://www.bbc.co.uk/bitesize/guides/z9nk87h/revision/2>

Lesson 2

Learning objective:

- Understand internet safety and the laws in computing.

In this lesson we are going to have a look on online privacy, social media and e-safety.

Online privacy is the level of a privacy a person has when connected to the internet.

Why is online privacy important?

Read page 29 – Section Two- Networks and the Internet – Online Privacy from Key Stage 3 Computing book.

What is digital footprint?

How can web activity be tracked?

Read page 30 – Section Two- Networks and the Internet – Social Media from Key Stage 3 Computing book.

Complete the table below by either printing this page off or if easier just sketch the table down in your workbooks.

Advantages and disadvantages of social media.

Advantages	
Disadvantages	

Read pages 31 and 32 – Section Two- Networks and the Internet – E-safety from Key Stage 3 Computing book.

Complete the table below by either printing this page off or if easier just sketch the table down in your workbooks.

What is?

Cyberbullying	
Trolling	
Grooming	

Complete the practice questions on pages 33 and 34 of Section Two – Networks and the internet from Key Stage 3 Computing book.

Useful link:

- <https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1>

KS3 Geography

Learning Objective:

- I will describe some of the reasons why the world's population is increasing so quickly.

Success Criteria:

- Bronze – Be able to read figures off a basic graph.
- Silver – Explain why population is increasing.
- Gold – Describe basic terms based around population increase and how these factors impact population increase.

Activate

For the next block of lessons, we will be looking into Human Population and how this population is distributed (spread) around the world.

Last lesson we looked at inaccessible areas and the reasons why it wasn't ideal for people to be living in particular areas, and if they did live in those areas, how did they adapt to do so.

This lesson, we are looking into the population growth and why this is happening. One obvious way to look at it is that more people are having children, but is this the only reason?

Read Page 76 and 77 of your CGP Geography Book, which will provide information on the way that the population is distributed throughout the planet.

Demonstrate

In full sentences, answer the questions below. If you get stuck, remember to use the useful links below.

1. Using the graph, approximately, what was the world's population in 1850?
2. What was the approximate population in 2000?
3. What was the main reason that there was a population explosion in the 20th century?
 - a. Give me some reasons why this might have happened? (Think about - Why do people die? What can stop them dying? Where were people living?)
4. In your own words, explain what the terms Birth-rate, Death-rate and migration mean.

Gold Task:

Using the terms that you have used in your demonstrate, explain how the factors of birth rates, death rates and migration can impact on population increase.

Think about: Why might people migrate? Think back to the last two geography lessons, how might this increase someone's age of death?

Useful links: <https://www.youtube.com/watch?v=QsBT5EQt348>

KS3 History

Learning Objective:

- I will explain how the arms race 'ramped up' the countries ready for WW1.

Success Criteria:

- Bronze – I will explain what an arms race is.
- Silver – I will describe who had won the arms race and explain what caused both sides to build.
- Gold – I will explain whether I think this was a major factor in the start of WW1.

Activate

In Lesson 5 (the last lesson) we investigated one of the key causes of WW1, the assassination of the Archduke Franz Ferdinand. This one bullet, triggered the dominos of the Triple Alliance and Entente into action.

For this lesson, you will not need your CGP book. All of your lesson content and questions are below.

What is an arms race? (Q1)

An arms race is when two nations (or groups of nations) compete to develop the best military technology or the largest armed forces. The 'race' is driven by fear that the other country will establish military superiority, and therefore become dominant.

Germany felt left out (Q2 & 3)

By 1914, Britain had the biggest empire in history, giving it vast wealth and global power. Germany wanted an empire too, but with much of the world already claimed Germany would have to fight to get one.

The German Kaiser, Wilhelm II, also wanted Germany to become a powerful force in world politics, able to influence and command other countries as Britain and France did. If Germany were to fulfil its imperial and global ambitions, it would need to develop a strong military.

Kaiser Wilhelm II of Germany wanted Germany to have an empire of her own. He was closely related to the British royal family and admired Britain's empire and powerful navy. It was felt that in order to compete, Germany needed to develop its navy.

Mighty Britain (Q4 & 5)

For a long time, Great Britain had ruled the waves. Britain had spent a great deal of time and money building a strong navy to protect its trade routes and overseas empire. Britain did not want other nations rivalling its dominance at sea. But Germany wanted to build its empire, which caused them to develop their naval power. This worried Britain as they wanted to remain the dominant force of the oceans. In 1906, the Royal Navy launched HMS Dreadnought. It was a new style of battleship that was faster and more heavily armoured than any previous warship.

Who won the arms race? (Q6 & 7)

Demonstrate

Using full sentences, answer the questions below. If you get stuck, use the useful links below, or re-read over the page.

Questions:
In your own words, describe what an arms race is?

How might this lead to world conflict?

Which country do you think would feel most threatened if Germany built up its navy?

Give me two reasons why the development of the HMS Dreadnought might have worried the Germans?

Why did Britain want to build bigger and better?

Using the table above, how many ships in total did Germany and Britain have individually?

Which country won the naval arms race? Use a calculator if you need!

Which alliance, Triple Alliance or Triple Entente - look at page 110 in your CGP book to remind you, had the largest army?

Gold Task:

Do you think the build-up of the navy and the army was an important reason in the outbreak of the war? Why?

Useful links:

- <https://youtu.be/AhgGIFLLOtc>

KS3 Creative Art

Learning Objective:

- Understand Portraiture and be able to sketch the ears

Success criteria:

- Bronze - Ear and lobe have been attempted. Some shading has been attempted and is in the correct areas.
- Silver - Shape of ear and lobe are proportionate. Shading has been used and is consistent.
- Gold - Shape of ear and lobe are proportionate. Shading is of a high standard.

You can, and I would advise that you do, watch the following clip to support your learning:

<https://youtu.be/GmTya4Z6UTQ>

Mr Sheard's Tip:

- Make sure when watching the you tube clip you pause it at important points and replay if required. Make sure you research and understand the parts of the ear such as lobe so you can meet the success criteria.
- The ear is a complicated arrangement of ripples and folds of flesh.
- You need to organize its irregular shape into some basic forms that are easier to outline.
- You can then use this linear framework to gradually build up its complex form with tone.
- Simplify the tonal structure into three areas:
 - 1. Areas that are mostly light - Leave these un-shaded.
 - 2. Areas that are mostly dark - Shade these with a mid-tone.
 - 3. Areas that are extremely dark - Shade these with a dark tone.
- Look deeply into each area of tone and try to pick up on the subtle variations that lie within.

- You may have to darken some of the light areas and lighten some of the dark areas to achieve a balance of tone.

At the end of this PDF is a worksheet for you to complete your ear drawing; after you finish your drawing - complete the self-assessment.

KS3 Design and Technology

This week's Success Criteria:

- Bronze- The 6 R's table has been attempted, 6/14 correct on the exam questions.
- Silver- Keyword table is fully complete, 8/14 correct on the exam questions.
- Gold- Keyword table is fully complete, 12/14 correct on the exam questions.

Lesson 1

Learning Objective:

- Understand how systems are powered.

You can watch the following short clip to support your learning:

- <https://youtu.be/TJBGbufexEM>

Read page 12 – Technology in Manufacturing - Production Systems – **Powering Systems** from the blue GCSE AQA Design & Technology Revision Guide.

Complete the table below by either printing this page off or if easier just sketch the table down in your workbooks. You can use a dictionary or the internet to find the words.

	Keywords	Meaning
1.	Fossil Fuel	
2.	Nuclear	
3.	Non-finite	
4.	Alkaline Batteries	
5.	Rechargeable Batteries	

Lesson 2

Learning Objective:

- Understand how systems are powered using renewable energy.

You can watch the following short clip to support your learning:

- <https://youtu.be/TJBGbufexEM>

Read page 13 – Technology in Manufacturing - Production Systems – **Powering Systems** from the blue GCSE AQA Design & Technology Revision Guide

Complete Technology in Manufacturing and page 13 & 14 Production Systems – **Powering Systems** in the white GCSE AQA Design & technology Practice Workbook.

Mr Sheard's Exam Practice Tip:

- Make sure you fully understand phrases used in the table above. Take the time to learn the definitions before the taking the exam to avoid losing easy marks.

KS3 Food Technology

Hi guys,

Mr Nicholas here.

I'm sure you all enjoyed making Miss Stringer's Marvellous Mug Cakes last week. Anyway, she's been nagging us all to help out with some recipe ideas so here goes. This is a family favourite of mine and goes down a treat in my house. Enjoy; hopefully you can handle the spice!

Mr Nicholas' Mexican Madness - Serves 2

Ingredients

- Uncle Ben's Mexican rice
- 1 red pepper
- Diced onion (half)
- Chorizo (optional)
- Clove of garlic
- 1 red chilli

Method

1. Dice the garlic and lightly fry in some olive oil with the onions until they are softened then add diced chorizo and the diced chilli.
2. Cook for two minutes stirring so the chorizo doesn't burn.
3. Place the rice in the microwave for 1 minute and 50 seconds.
4. Add the red pepper and stir for a further two minutes.



5. Turn the pan off and remove from the heat and then add the rice to the pan and stir in.

6. Serve, eat and enjoy!



Evaluation of Mexican Madness

Self-Assessment

Words I would use to describe the texture of my Mexican Madness dish:

Words I would use to describe the taste of my Mexican Madness dish:

Words I would use to describe the appearance of my Mexican Madness dish:

What went well when I made my Mexican Madness dish was _____

If I made my Mexican Madness dish again, to improve them I would: _____

KS3 Religious Education

Lesson 1

Learning Objective:

- To understand how the Jewish religion is practiced in daily life.

Success Criteria

- I understand the religious beliefs of Jewish people.
- I can understand the different reasons for Jewish prayer.
- I can understand the different Jewish beliefs about what is morally right and wrong.

To follow on from the work we carried out last half term about Judaism, and to build on your knowledge from the remote learning tasks that you should have completed over the last five weeks, Miss Stringer would like you to complete the following tasks.

Task 1

Using your Key Stage Three Religious Education CGP book, you will need to read page 52 to be able to answer the following question and complete the task. The heading at the top of the page is:

- The importance of Prayer: Judaism.

Answer the following questions:

1. What 'three special times' do Jews have their daily prayers?

2. Identify two ways Jewish women may pray.

3. What important information does the Siddur contain?

4. Identify five reasons for prayer according to the Siddur.

5. Why do Jewish men wear a kippah?

6. Complete the revision task at the bottom of page 52. The heading is Jews have lots if set prayers.

Task 2

Using your Key Stage Three Religious Education CGP book, you will need to read page 56 to be able to complete the following tasks. The heading at the top of the page is Religious Beliefs and Daily Life:

- Judaism.

Answer the following questions_

1. Identify four topics that the mitzvot covers.

2. Describe the process that Jews go through when they are deciding how to behave.

3. What is the name of the festival that reminds Jews to ask for God's forgiveness?

4. Describe the different beliefs of Reform Jews and Orthodox Jews about what is moral.

Research

Research the 613 mitzvot that Jews must obey - not the 10 Commandments. You will need to internet to do this. Identify at least five of these and make a note of them. Out of the five mitzvot that you have recorded, which do you think is the most important and why?

You will need paper to complete Task 1 and 2 and to record the findings from your research. Please ensure that your work is clear and that you write in full sentences.

E.g.

Task 1

1. The three special times that Jews pray are: _____

2. Identify two ways Jewish women may pray.

1. _____

2. _____

3. Identify five reasons for prayer according to the Siddur.

1. _____

2. _____

3. _____

4. _____

5. _____

Task 2

1. Four topics that the mitzvot covers are:

1. _____

2. _____

3. _____

4. _____

Extension task

Visit:

- [Judaism: beliefs and teachings - Oak National Academy \(thenational.academy\)](http://thenational.academy)

- Access Lesson 10 – 13 Principles of Faith
- Watch the video.
- Answer the 'Final Quiz' questions – you should now know the answers from watching the video.

Creative Art Resource

Portraiture – Ears

Self-Evaluation

Star (What are you proud of?) _____

Wish (What would you improve?) _____