

Academy Closure – July 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 Computing

LO: To understand how data is collected when using the internet

Lesson 1

For this lesson I would like you to watch the following video on cybersecurity and how data is collected online.

Have you ever stopped to think how your data is collected when using the internet?

In this lesson we are going to look on how your data is shared online and the techniques used by cyber criminals to steal information.

<https://classroom.thenational.academy/lessons/you-and-your-data-c4t30t>

Task 1 part 1 - Customer data

A customer bought the following items:

- A tent
- Dog toys
- A fitness tracker

Now that you have started to create a profile for this customer, write down three assumptions that you made about them:

1.

2.

3.

Task 1 part 2 – Recommendations

Based on the assumptions that you have made about this customer, which of the following items that the company also sells would you recommend to the customer, to encourage them to spend more money at your online store?

Item	Recommend? (yes/no)	Justify your answer
DVD player		
Running shoes		
Torch		
Subscription to online TV-on-demand service		
Travel book: <i>Touring Europe</i>		

Task 2 – Categorise the data

Complete the mind map by adding examples of data for each of the four categories.



Task 3 – Privacy policies: Be informed

Pick two of the companies below you wish to research.

Spend five minutes researching each one and answer the question, 'What data do these companies collect about their users?'

Add your new findings to your mind map

Snapchat: oaknat.uk/comp-snapchatprivacy

Instagram: oaknat.uk/comp-instagramprivacy

Google: oaknat.uk/comp-googleprivacy

Facebook: oaknat.uk/comp-facebookprivacy

Lesson 2

For this lesson I would like you to watch the following video on cybersecurity and how data is collected online.

Last lesson we talked about how your data is shared online, in this lesson we are going to talk about social engineering, how human errors pose security risks to data and how to implement strategies to minimize the risk of data being compromised.

<https://classroom.thenational.academy/lessons/social-engineering-6cr68r?step=2&activity=video>

Task 1 - Phishing advice

A phishing attack is an attack in which the victim receives an email disguised to look as if it has come from a reputable source, in order to trick them into giving up valuable data.

The email usually provides a link to another website where the information can be inputted.

What three pieces of advice would you give to someone to stop them from becoming the victim of a phishing attack?

Task 2: Protecting your customers

Put yourself in the shoes of the cybersecurity team of a national bank. Your job is to try to prevent your customers becoming victims of social engineering.

Task 2 part 1: Complete the information poster

Shouldering

Keep your pins and passwords safe from shouldering.

What is shouldering?

What can I do to stop myself becoming a victim?

Task 2 part 2: Blagging/phishing email

Write a short blagging email that tries to convince the recipient that they need to send you some money. Add in some obvious characteristics that are common in blagging emails.

Task 2 part 3: Scam email warning!

Give advice to the customers on how to spot a blagging or phishing email.

Success criteria:

- Gold: to describe how data is collected online and how to protect yourself from malicious emails.
- Silver: to describe how to recognize malicious emails.
- Bronze: to describe how data is collected online.

KS3 Geography

Lesson one

Geography: Renewable Energy

LO – I will explain the positives and negatives and benefits behind renewable energy

Bronze – Explain the benefits of using renewable energy

Silver – Explain the negatives of using renewable energy

Gold – Evaluate the positives and negatives behind these.

What do I need to do?

<https://classroom.thenational.academy/lessons/what-are-the-advantages-and-disadvantages-of-renewables-6xh38r>

On the link above, follow through the lesson content which recaps the work we have covered thus far this term. After you have answered the multiple-choice questions, it will link you to a video where Mr Harding will talk to you about some of the positives and negatives surrounding the use of renewable energy.

Throughout the video you will get asked questions based on the information taught within the video lesson. At these times, pause and write down your answers. If you are unsure, remember you can rewind the video to try and find the information that you require.

At the end of the lesson, I want you to do the exit quiz which will test you on some of the questions that you have learnt throughout the lesson.

Lesson 2

Geography: Non-renewables

LO – I will be able to explain the positives and negatives behind the use of Non-renewables

Bronze – Explain the benefits of using Non-renewables

Silver – Explain the negatives of using Non-renewables

Gold – Evaluate the positives and negatives behind Non-renewables

What do I need to do?

[What are the advantages and disadvantages of non-renewables? \(thenational.academy\)](https://www.thenational.academy/lessons/what-are-the-advantages-and-disadvantages-of-non-renewables-6xh38r)

In your first home-learning lesson, you evaluated the positives and negatives behind the use of renewable energy sources. For this lesson, we are going to evaluate the positives and negatives behind non-renewables. These include fossil fuels and nuclear energy – which we haven't covered yet this term. Again, Mr Harding will talk to you about what each different non-renewable is. This can be done at your own pace, you can pause and rewind the video at different points, so if he is going too fast, or you need to recap something said, you can do.

Tasks to complete:

- 1.) Attempt the quiz at the start of the lesson – see if you can get 2 or 3 out of 5 which are on the topics we have covered over the last few weeks.
- 2.) Pause the video at 5.45 and create your list for the positives and negatives behind fossil fuels.
- 3.) Pause the video at 11.23 to answer the 4 questions. Again, rewind the video which will help you find your answers.
- 4.) Pause the video at 15.04 and extend on the answers given by Mr Harding. He has provided some tips on how to extend your answers

KS3 History

History: How did the British Empire help the allied forces?

LO – I will be able to evaluate how 'the forgotten armies' helped the allied forces through WW1.

Bronze – Identify who the forgotten armies were

Silver – Explain what the situation was like for the allies in 1914.

Gold – Evaluate how British India helped the War effort.

What do I need to do?

<https://classroom.thenational.academy/lessons/what-are-the-advantages-and-disadvantages-of-renewables-6xh38r>

So far since returning to school after lockdown 2, we have been looking at how World War 1 started, who was involved in the war, and finally what the conditions were like in trenches. For the most part we have looked at how the White British were involved in WW1, but what I want us to focus on today is how the British Empire came to assist in the War effort. In particular, we are focusing on the story of Ganga Singh. Ganga Singh was a soldier from Punjab in British India (a

collection of countries now known as Pakistan, India, Bangladesh and Burma).

For this lesson, you will follow the link above and follow the instructions of Miss Cusworth, it is only a 30 minute lesson and you can pause to complete the tasks, and rewind to recover anything you may have missed or need to recap.

There are 3 demonstrate tasks that I want you to complete through this.

These are:

- 1.) Task at 8.13 with the four boxes. You will need to pause the video and copy the table and titles.
- 2.) Answer the 5 questions at 23.11.
- 3.) The exit quiz that can be found underneath the video.

KS3 PSHCE

Lesson 1

LO: To understand what it means to be a responsible citizen in British society.

Success Criteria:

Bronze I understand the requirements to become a British citizen.

Silver I understand the requirements to become a British citizen and can give examples of how to be a responsible citizen.

Gold I understand the requirements to become a British citizen, can give examples of how to be a responsible citizen and describe how these relate to British values.

What does **diversity** mean?

Being different and including everyone from a range of different **social** and **ethnic** backgrounds.



What does it mean to be a British citizen?

Access these web pages to find out more

<https://www.gov.uk/british-citizenship>

<https://www.youtube.com/watch?app=desktop&v=ydCNQjvciMc>

What does it mean to be a **responsible** citizen?

Watch the video and think about ways you could be a responsible citizen.

<https://www.youtube.com/watch?v=MEW-Y6bejJM>

Use the British value sheet and give an example to explain how following these values would make you a 'responsible citizen'

e.g.

Democracy

Making sure that you use your vote when given the opportunity.

British Values

Democracy

Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.

Individual Liberty

Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control.

Rule of Law

Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own.'

Extension

<https://classroom.thenational.academy/lessons/respecting-difference-c9gkct>

Access the link above to learn more about respecting each other’s differences as learnt earlier in the week.

Lesson 2

LO: To understand what is meant by the word ‘consent’ and what this looks like.

Success Criteria:

Bronze I understand what ‘consent’ means.

Silver I understand what ‘consent’ means and how we can respect the privacy and boundaries of others.

Gold I understand what ‘consent’ means, how we can respect the privacy and boundaries of others and share my opinion about giving or withdrawing consent in certain situations.

Access:

<https://classroom.thenational.academy/lessons/boundaries-privacy-and-consent-69h3ct>

Complete the quiz as this is a recap from last week’s lesson.

Watch the video carefully and follow the instructions.

REMEMBER TO TAKE THE ADVICE ON THE VIDEO AND CHECK WITH A TRUSTED ADULT CLOSEBY.

Miss Stringer’s challenge:

Read the scenario cards below, about consent and think about whether you would give your consent easily in a situation or whether you would have to think about it very carefully and why.

Set your work out like this:

Copy the scenario down onto some paper.



Someone you’ve just met asks for your phone number.

I would think very carefully about whether I would consent to/ I would easily give my consent to this because...



Write your thoughts beneath the copied scenario.

Giving Consent - Scenario

A friend asks whether you would like a drink.



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Giving Consent - Scenario

A stranger asks whether you would like a drink.



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Giving Consent - Scenario

Your parent or carer asks whether you would like a lift.



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Giving Consent - Scenario

A friend of a friend who you don't know well asks whether you would like a lift.



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Giving Consent - Scenario

A friend suggests that you each tell your parents that you are staying at the other person's house so that you can stay over at a house party without your parents knowing.



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Giving Consent - Scenario

Someone you've just met asks you for your phone number.



twinkl.com

Giving Consent - Scenario

A friend suggests you just have a try of the alcohol they are drinking.



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Giving Consent - Scenario

A friend you met online wants to know where you live.



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Giving Consent - Scenario

A friend asks whether you would like to go shopping in town.



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Giving Consent - Scenario

A friend says that a classmate's house party will be amazing and asks whether you are planning to go.



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Giving Consent - Scenario

A friend asks whether they can use photos of you on social media.



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Giving Consent - Scenario

A friend asks you whether you will go with them to meet someone they have met online.



twinkl.com

KS3 Religious Education

Key Stage Three Religious Studies W/C 26.4.21

LO: To understand the concept of 'sewa'

Success Criteria:

1. **Bronze:** I can explain the meaning of topic-related vocabulary.
2. **Silver:** I can explain the meaning of topic-related vocabulary and understand why sewa is such an important part of the Sikh religion.
3. **Gold:** I can explain the meaning of topic-related vocabulary and understand why sewa is such an important part of the Sikh religion and explain how Sikhs may act on sewa.

Activate

Important vocabulary

Sewa – A selfless service e.g., a service to the community.

Community spirit – Helping one another within the community, working together, getting involved and caring for one another.

Humble – Do good deeds but without showing off about it.

Activate
How have Sikhs helped the local community?

<https://www.facebook.com/watch/?v=227181348973955>

<https://www.youtube.com/watch?v=x1aAHHCHvMA>

<https://www.youtube.com/watch?v=bEIVvZYcjk>

How have Sikhs helped the local community?

<https://www.facebook.com/watch/?v=227181348973955>

<https://www.youtube.com/watch?v=x1aAHHCHvMA>

<https://www.youtube.com/watch?v=bEIVvZYcjk>

Demonstrate

Read these scenarios and think about what a devoted Sikh would do when acting on Sewa. Explain your answer.

e.g.

In this situation, I think a devoted Sikh would..... because.....

- 1. Seeing that someone has sprayed graffiti all over the walls of the local community centre.

- 2. Walking past a homeless person in town.

- 3. Spotting someone stealing a chocolate bar in your local corner shop.

4. Children and teenagers around the local estate are looking really bored and need something to do. As a result of this, they seem to be causing trouble and, in some cases, are getting involved in petty crime.

Extension

Overhearing a desperate mum outside school saying that she's worried she's not going to have enough money to feed her children this week.

A well-known member of the local community has cancer. They want to travel to America for some treatment which they believe could save their life, but they cannot afford it.

Witnessing or experiencing racism.

Additional learning

<https://classroom.thenational.academy/lessons/how-do-sikhs-express-their-faith-today-cgr3jd?activity=video&step=2&view=1>

Watch the video and complete the tasks to learn more about the different ways Sikhs express their faith today.

KS3 PE

LO: I will develop my understanding of the different components of fitness.

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-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

(Challenge someone else in your household for extra fun!)

Can you beat Mr. Dennis – 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 1 minute?



Can you beat Mr. Nicholas – 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
(Challenge someone else in your household for extra fun!)**

Can you beat Mr. Nicholas – 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
(Workout with someone in your household for extra fun)**



Pick a landmark on your road, whether it be 2 bins or 2 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

(Workout with someone in your household for extra fun)



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 3 times or as many times as you can for extra challenge.

Complete as many Press-ups as possible

(Challenge someone else in your household for extra fun!)

Can you beat Mr. Dennis – 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 Creative Arts

Lessons 1 and 2

Learning Objective- Understand Portraiture and be able to sketch the nose

Success criteria for the week.


Gold- Shape of nose, dorsum and nostril are proportionate. Shading is of a high standard.

Silver- Shape of nose, dorsum and nostril are proportionate. Shading has been used and is consistent.

Bronze- Nose, dorsum and nostril have been attempted. Some shading has been attempted and is in the correct areas.

You can and I would advise you watch the following clip to support your learning-
https://youtu.be/DeFv3pg_Fxk (17 Minutes long)

Mr Sheards tip- Make sure when watching the YouTube clip you pause it at important points and replay if required. Make sure you research and understand the parts of the nose such as dorsum so you can meet the success criteria.

	<p><u>Self evaluation</u> <u>Star</u> (What are you proud of?)</p> <p><u>Wish</u> (what would you improve?)</p>
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KS3 Design and Technology

I want you to access The Oak National Academy

Link - <https://classroom.thenational.academy/units/core-design-skills-a819>

I would like you to complete all four lessons

Lesson 1 - Title - Graphic communication. LO – I understand the importance of including Graphical communication in my planned work.

Lesson 2 – Title - An introduction to CAD and 3D modelling. LO – I am able to pick a programme to aid with my projects design.

Lesson 3 – Title - The world of design. LO – I can identify why products are designed to meet local/national/world needs.

Lesson 4 – Title - Technical drawings. LO – I understand why technical drawing are used and the importance of these.

Success Criteria

Gold – 90%+ on the quiz

Silver – 70% - 90% on the quiz

Bronze – 40% – 70% on quiz

You are required to answer the four opening questions for all four lessons this will help you understand what level you are currently working towards, you will the need to watch the lesson and answer the questions in the quiz at the end of the video.

KS3 Food Technology

Lesson 1

LO: To be able to follow a recipe and make tuna pasta salad

Success Criteria

Bronze: I can independently select the ingredients and equipment I need.

Silver: I can independently select the ingredients and equipment I need and follow a method accurately.

Gold: I can independently select the ingredients and equipment need, follow a method accurately and identify other salad recipes.

Hi everyone,
I've just sent this to keep you all busy as I know you'll be missing

School terribly! 😊

This salad is named after titanium because it will keep you very strong (just like titanium) as it contains protein but, it will also keep you very light (again like titanium) as it's low in fat.

Mr Dundaven

Mr Dundaven's 'Titanium' Tuna Pasta Salad

Ingredients

- 100g of pasta
- 1 tin of tuna
- Salad items e.g. lettuce, tomato, cucumber or pepper
- Salad cream or mayonnaise (optional)

Method

- Boil your pasta until soft and then drain off the water.



- Whilst the pasta is boiling, chop your salad items and place them directly into a sieve.
- Rinse the salad in cold water and toss to remove any excess water.
- Carefully remove the lid of the tuna with a tin opener and press the lid down to remove any excess liquid.
- Place the tuna into a bowl.
- Add the salad items and pasta to the bowl of tuna and stir until all ingredients are mixed together.
- Add a dollop of mayonnaise or salad cream if you would like to.

Miss Stringer's challenge

Can you think of three other salad recipes?

e.g. Caesar Salad

- 1.
- 2.
- 3.

Extension

<https://classroom.thenational.academy/lessons/how-can-we-prepare-ingredients-for-a-ready-meal-70rp2c>

Access the 'preparing ingredients for a ready-meal' link above and follow the instructions.

Lesson 2

LO: To be able to follow a recipe and make biscuits.

Success Criteria

Bronze: I can independently select the ingredients and equipment I need.

Silver: I can independently select the ingredients and equipment I need and follow a method accurately.

Gold: I can independently select the ingredients and equipment I need, follow a method accurately and decorate my biscuits to represent a theme.

To celebrate the much loved 'Star Wars Day' this week (May the 4th be with you) I'm challenging you to make some Star Wars-themed biscuits.

A lot of the recipes I looked at are based in America and require a lot of the ingredients that I'm not sure we sell in England. Therefore, I have found a basic biscuit recipe that you can make and achieve your LO, no problem! If you wish to go above and beyond and decorate your biscuits to represent a Star Wars theme, I have attached a link below to help you with this. Or, if you wish to decorate them to represent any other theme e.g. sugar skulls, animal-themed (whatever you cool kids are into these days) then I would LOVE to see them so remember to take photos.

The ingredients for your biscuits are listed on the next page but I have listed some additional ingredients you may wish to buy if you intend to decorate your biscuits:

Writing icing – These aren't too expensive and are easy to use.

Fondant icing – Useful, but you will need a rolling-pin to roll in out and stick over your biscuit. Brushing the icing with a little water will help this stick to your biscuit.

Food colouring – If you buy white fondant icing, you can divide it up and add the food colouring

to the icing and knead it (squash it between your hands) to mix the colour into the icing. It can be quite expensive though if you only need to use it for a little bit of icing.

ALWAYS check with your parent/carer before buying any of these products or using food colouring as it can stain.

Here is the link to the video which will show you how to decorate your biscuits in a Star Wars.

<https://www.youtube.com/watch?v=WXAjKjC6uwY>

BBC good food biscuit recipe

Ingredients

- 200g [unsalted butter](#), softened
- 200g [golden caster sugar](#)
- 1 [large egg](#)
- ½ tsp [vanilla extract](#)
- 400g [plain flour](#), plus extra for dusting



Method

• STEP 1

Heat the oven to 200C/180C fan/gas 6 and line a baking sheet with baking parchment. Put the butter in a bowl and beat it with electric beaters until soft and creamy. Beat in the sugar, then the egg and vanilla, and finally the flour to make a dough. If the dough feels a bit sticky, add a little bit more flour and knead it in.

• STEP 2

Pull pieces off the dough and roll them out to about the thickness of two £1 coins on a floured surface. The easiest way to do this with small children is to roll the mixture out on a baking mat. Cut out shapes using a 9cm biscuit cutter, or a use the rim of a small glass and peel away the leftover dough around the edges. Press some clean toys gently into the biscuits, making sure you make enough of a mark without going all the way through. Re-roll off-cuts and repeat.

• STEP 3

Transfer the whole mat or the individual biscuits to the baking sheet and bake for 8-10 mins or until the edges are just brown. Leave to cool for 5 mins, then serve. *Will keep for three days in a biscuit tin.*

KS3 Remote Learning Non-Core

