

Week beginning – Date: 31/01/22

**English****Lesson 1****Learning Objective:** To explore the writer's use of language**Success Criteria:****Bronze:** I can summarise the main events in the extract**Silver:** I can begin to comment on the writer's methods**Gold:** I can confidently comment on the writer's methods and perspective

Watch the lesson alongside completing the activities below:

[Analysing the writer's use of language \(thenational.academy\)](https://www.thenational.academy)

Make a list of the language devices. Add a definition to each.

Read the passage through. Focus on how the environment is described.

Follow the planning technique on the video. Add in your quotations.

How does the writer use language to present the environment? Write at least three PEE paragraphs answering the question. Remember to comment on your reaction as a reader.

**Lesson 2****Learning Objective:** To consider the writer's perspective**Success Criteria:****Bronze:** I can explain some of the thoughts and feelings in the extract**Silver:** I can begin to recognise and explain the writer's perspective**Gold:** I can confidently recognise and explain the writer's perspective

Watch the lesson alongside completing the activities below:

[Considering the writer's perspective \(thenational.academy\)](https://www.thenational.academy)

Write down two words to describe the writer's feelings based on your reading from lesson one.

Complete the review sentences on the video.

Why does Ondaatje travel to Africa? What is his perspective? Write an overview statement for the two questions.

Use the model response to write your own explanation of the what writer's perspective is.

**Lesson 3****Learning Objective:** To explore the role of Macbeth as a tragic hero**Success Criteria:****Bronze:** I can understand the key vocabulary and terminology in Macbeth**Silver:** I can understand key vocabulary and terminology and can summarise the play

**Gold:** I can confidently explain how Shakespeare has used language to present Macbeth as a tragic hero

Watch the lesson alongside completing the activities below:

[Shakespeare, tragedy and the tragic hero \(thenational.academy\)](https://www.thenational.academy)

Write down the key vocabulary. Read through the examples of each.

Read the summary of The Tragic Hero. Create a mind map which includes the key words in the glossary.

Read Act One, Scene Two. Write down two key quotes from this scene which show Macbeth is a hero. Write a PEE paragraph for each quote to explain how the quote implies Macbeth is a hero.

Answer the questions on the video in full sentences.

Compare your answers to the models on the video.

## Maths

### Lesson 1

**Learning Objective:** Understand how to collect algebraic terms

#### Success Criteria:

**Bronze:** I can simplify expressions by collecting like terms

**Silver:** I can simplify expressions by multiplying terms

**Gold:** I can confidently simply expressions, collect like terms and expand single brackets

This should act as a refresher from half term two. Remember, always look at the symbol to the left to decide whether you are adding or subtracting. Consider that  $-x = +$  and  $a - x a + =$  and  $-$ . These are operations that we commonly get wrong, be mindful of that in this section. There are four videos to watch which will take you around thirty minutes. However, there are tasks to complete and a small end of unit test which should take around twenty minutes.

Please find the link below:

<https://classroom.thenational.academy/units/collecting-like-terms-simplifying-59b1>

### Lesson 2

**Learning Objective:** Understand how to collect algebraic terms

#### Success Criteria:

**Bronze:** I can solve one-step linear equations

**Silver:** I can solve two-step linear equations

**Gold:** I can confidently solve two-step linear equations with an unknown on both sides

This should act as a refresher from half term two. Remember, you are looking to solve the value of  $x$ , so you should manipulate the  $x$  by balancing the equation. 'What you do to one side, you must do to the other'.

Remember, when you have an  $x$  on both sides you need to cancel out the smallest  $x$  as your first step. Please watch the videos attached which will take you around twenty

minutes. There are numerous tasks to complete which could take you around thirty minutes.

Please find the link below:

<https://classroom.thenational.academy/units/solving-equations-1-one-step-two-step-and-brackets-2ba6>

### Lesson 3

**Learning Objective:** Understand how to expand single and double brackets

#### Success Criteria:

**Bronze:** I can expand a single bracket

**Silver:** I can expand a double bracket

**Gold:** I can expand a double bracket with a mixture of positive and negative integers

This should act as good revision before we complete our half term assessment on your return to school. You should now be well versed in how to expand, simplify and factorise a bracket. There are four videos that should take you around twenty-five minutes to watch and the tasks should take around forty minutes to complete. However, with your existing knowledge I imagine that you could complete the tasks in around thirty minutes. Remember the FOIL method.

Please see the link below:

<https://classroom.thenational.academy/units/expand-and-simplify-brackets-8710>

## Science

### Lesson 1

**Learning Objective:** To describe the life cycle of a star

#### Success Criteria:

**Bronze:** State what a star is

**Silver:** To describe the lifecycle of a star

**Gold:** To explain why stars change

In this lesson, we will explore the lifecycle of stars similar to our own and those of significantly more mass. We will look at the birth and death processes for each.

Please find the link below:

<https://classroom.thenational.academy/lessons/life-cycle-of-a-star-6ctket>

Answer the questions when prompted by the video and complete all worksheets.

### Lesson 2

**Learning Objective:** To explain the evidence for the origin of the universe

**Success Criteria:**

**Bronze:** To know what the 'Big Bang' is

**Silver:** To describe the Doppler effect

**Gold:** To explain the evidence for the Big Bang theory

In this lesson, we will explore the scientific evidence available for the origins of the Universe, with a particular focus on understanding the Doppler effect and its importance to our understanding of the formation of the Universe.

Please find the link below:

<https://classroom.thenational.academy/lessons/origins-of-the-universe-70rp8t>

**PE****Lesson 1**

**Learning Objective:** To be able to create a rule and regulations sheet for Hockey

**Success Criteria:**

**Bronze:** Create a basic rule and regulations sheet with rules for attack and defence

**Silver:** Create a rule and regulations sheet detailing what is allowed and not allowed in attacking play

**Gold:** Create a rule and regulations sheet detailing what is allowed and not allowed in attacking and defensive play

**Task:**

Using the above links and resources, the objective is to create a rules and regulations information poster for Hockey to be used in school.

For **bronze** the rules and regulations poster should include basic rules and regulations such as:

- Number of players on a team
- How to score
- How much a score is worth
- How to play
- How long a game can last

For **silver** the rules and regulations poster should include what is allowed in attacking play. For example:

- Players must not play the ball dangerously or in a way which leads to dangerous play

For **gold** the rules and regulations poster should include what is allowed in attacking play and what is allowed in defensive play. For example:

Attack:

- Players must not play the ball dangerously or in a way which leads to dangerous play

Defence:

- Players must not touch, handle or interfere with other players or their sticks or clothing

**Useful links:**

Rules and Regulations of Hockey:

<https://www.youtube.com/watch?v=3oIWk5qhlC0>

Field Hockey Fouls explained:

<https://www.youtube.com/watch?v=tk9eHqF6zZ0>

Olympic Hockey Game:

<https://www.youtube.com/watch?v=02uh5ZBXokg>**Lesson 2****Learning Objective:** To be able to create a skill sheet for Hockey**Success Criteria:****Bronze:** Create a basic skill sheet for one skill used in Hockey**Silver:** Create a skill sheet for two skills used in Hockey**Gold:** Create a skill sheet for three skills used in Hockey**Task:**

Using the above links and resources, the objective is to create a skill sheet to be used in school detailing how to perform specific skills used in Hockey.

For **bronze** the skill sheet should focus on one skill used in Hockey giving basic information of the skill. For example:

- What is the skill
- When this skill will be used
- Coaching points to perform the skill

For **silver** the skill sheet should focus on two skills used in Hockey giving basic information of the skill. For example:

- What are the skills
- When these skills will be used
- Coaching points to perform these skills

For **gold** the skill sheet should focus on three skills used in Hockey giving basic information of the skill. For example:

- What are the skills
- When these skills will be used
- Coaching points to perform these skills

**Useful links:**

Hockey essential skills and techniques:

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

Hockey Basic Skills:

[http://news.bbc.co.uk/sport1/hi/other\\_sports/hockey/4186758.stm](http://news.bbc.co.uk/sport1/hi/other_sports/hockey/4186758.stm)

Olympic Hockey Game:  
<https://www.youtube.com/watch?v=02uh5ZBXokg>

## RE

**Learning Objective:** To understand the significance that Jesus' life has on Christians

### Success Criteria:

**Bronze:** I can identify examples of Jesus' miracles

**Silver:** I can identify examples of Jesus' miracles and actions

**Gold:** I can identify examples of Jesus' miracles, actions and teachings

To follow on from the work we had been studying in RE we would like you to access the links below, watch the videos about the incarnation of God and the life of Jesus and complete the work on paper, if you have it.

Please find the link below:

<https://classroom.thenational.academy/lessons/life-of-jesus-ccrk6d>

## Personal Growth and Wellbeing

**Learning Objective:** To understand the health effects of using cocaine and heroin

### Success Criteria:

**Bronze:** I understand the definitions of key vocabulary

**Silver:** I understand the definitions of key vocabulary and the effects of these drugs

**Gold:** I understand the definitions of key vocabulary and the effects and risks of using these drugs

To follow on from the work we have been completing about in Unit 1: Improving Physical Health and Wellbeing, Miss Stringer would like you to access the link below, watch the video about drug abuse and complete the work on paper, if you have it. Please note, this warning applies for this lesson:

*This lesson deals with aspects of drugs education. If this is sensitive to you, you might wish to consult a trusted adult before completing it, or have a trusted adult nearby.*

Please find the link below:

<https://classroom.thenational.academy/lessons/cocaine-and-heroin-68u68t>

## Sport and Active Leisure

### Lesson 1

**Learning Objective:** To be able to describe and explain the different training methods used to improve health and fitness

**Success Criteria:**

**Bronze:** Complete descriptions and definitions for the different types of aerobic endurance training

**Silver:** Complete descriptions and definitions for the different types of aerobic endurance training, then complete descriptions and definitions for the different types of muscular endurance, strength and power training

**Gold:** Complete descriptions and definitions for the different types of aerobic endurance training, then complete descriptions and definitions for the different types of muscular endurance, strength and power training, then complete questions for each type of training

**Useful links:**

Methods of Training – information video:

<https://www.youtube.com/watch?v=qQwP93idzHk>

**Task:**

Using the above links and the Learning Outcome A.P1 – Gym Induction worksheet and PowerPoint, the objective is to describe and explain the different principles of training then apply these to a case study

For **bronze** learners will describe and define the different types of aerobic endurance training

For **silver** learners will complete the descriptions for the different types of aerobic endurance training, then complete descriptions and definitions for the different types of muscular endurance, strength and power training

For **gold** learners will complete the descriptions for the different types of aerobic endurance training, then complete descriptions and definitions for the different types of muscular endurance, strength and power training, then complete questions for each type of training

**A.P1 – Produce a training plan that identifies specific needs – Training Methods**

**Aerobic Endurance Training**

**There are four types of Aerobic Endurance Training:**

1. F \_\_\_\_\_ T \_\_\_\_\_
2. C \_\_\_\_\_ T \_\_\_\_\_
3. I \_\_\_\_\_ T \_\_\_\_\_
4. C \_\_\_\_\_ T \_\_\_\_\_

**F Training:**

- The \_\_\_\_\_ of training is varied by running at different speeds or over different \_\_\_\_\_
- Short, fast runs are alternated with \_\_\_\_\_ periods of slow running or jogging
- The training is \_\_\_\_\_ with no \_\_\_\_\_
- Intensity can be increased, including the use of \_\_\_\_\_ (harness, running with weights, or weighted backpack)



**Key words:**

Recovery   Intensity   Equipment   Terrains   Continuous  
Rest Period

**Task**

Using the satellite image below draw a Fartlek route you could take if you were to run from school and back.

**Note:** When drawing the route make sure to consider different terrains as this will relate to the varying intensities of Fartlek training.

### FARTLEK DIAGRAM



### C\_\_\_\_\_ Training

Activities for Continuous Training (Circle):

- |             |         |              |
|-------------|---------|--------------|
| SPRINTING   | CYCLING | FREE WEIGHTS |
| JOGGING     | PNF     | SWIMMING     |
| PLYOMETRICS | ROWING  | FIELD EVENTS |

Fill in the gaps:

- Usually done for about \_\_\_\_\_ minutes without rest, with a minimum requirement of \_\_\_\_\_ minutes.



- To improve our a\_\_\_\_\_ f\_\_\_\_\_ continuous training should be completed \_\_\_\_\_ to \_\_\_\_\_ times a week

**Key words:** 30 20 aerobic fitness three four

**Advantages**

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**Disadvantages**

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**Question:**

Why would an athlete like Mo Farah need good aerobic endurance? Explain your answer below:

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**Interval Training**

- A period of exercise followed by a \_\_\_\_\_ and \_\_\_\_\_ period
- Exercise can be done from \_\_\_\_\_ seconds to \_\_\_\_\_ minutes
- Typical exercise intervals for aerobic endurance will be around 60% of maximum oxygen uptake (\_\_\_\_\_)
- \_\_\_\_\_ the number of rest periods and \_\_\_\_\_ work intensity to develop aerobic endurance



**Key words:** Increase Recovery 5 VO2 Max 30 Rest Decrease

**Advantages**

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**Disadvantages**

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**Question:**

Why might an athlete like Usain Bolt need speed and power?

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**C Training**

- This is where different s\_\_\_\_\_ /e\_\_\_\_\_ that are resistance based.
- Can be a\_\_\_\_\_ to develop aerobic endurance, muscular strength, muscular endurance and power.
- The stations/exercises use different muscle groups to avoid f\_\_\_\_\_.



**Key words:** Stations      exercises      fatigue      adapted

**Advantages**

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**Disadvantages**

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**Question:**

Gareth wants to play professional Rugby League but feels that his upper body Muscular Strength and Muscular Endurance are not at required levels. He wants to improve this through Circuit Training. Give examples of exercises Gareth could use to improve below:

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**Muscular Endurance, Strength and Power Training**

**MUSCULAR STRENGTH**

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**MUSCULAR ENDURANCE**

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**POWER**

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**Question**

Why is power important to a boxer? Explain.

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MUSCULAR STRENGTH AND ENDURANCE TRAINING:

- \_\_\_\_\_
- \_\_\_\_\_



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Repetitions

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## Sets

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## Advantages:

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## Disadvantages:

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\_\_\_\_\_
- \_\_\_\_\_  
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- \_\_\_\_\_  
\_\_\_\_\_

**Advantages:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Disadvantages:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Self-assessment	
<b>I am confident that I am able to ...</b>	<b>The most useful part of this subject was ...</b>
List at least three types of training	
Describe at least three types of training	
<b>How could you improve your work or further your learning on this subject?</b>	

## Computing

### Lesson 1

**Learning Objective:** To understand how software is used against cyberattack.

**Success criteria:**

**Bronze:** I can explain what cyberattack is.

**Silver:** I can explain how to protect from a cyberattack.

**Gold:** I can explain the difference between malware and antivirus.

In this lesson, we will discover different ways to protect software systems. This will include approaches to design and approaches to access.

Please find the link below:

<https://classroom.thenational.academy/lessons/fighting-fire-with-fire-c8r3ce>

### Lesson 2

**Learning Objective:** To understand the need and importance of network security.

**Success criteria:**

**Bronze:** I can explain what network systems are.

**Silver:** I can identify defence mechanisms used to stop network attacks.

**Gold:** I can explain the need and importance of network security.

In this lesson, we will find out about ways to protect network systems from cybercrime. We will learn about the importance of network security before looking at several ways to achieve network security.

Please find the link below:

<https://classroom.thenational.academy/lessons/network-defence-70wkce?activity=video&step=2&view=1>

### Lesson 3

**Learning Objective:** To understand the different methods of identifying cybersecurity vulnerability.

**Success criteria:**

**Bronze:** I can explain what cybersecurity is.

**Silver:** I can identify at least one cybersecurity vulnerability.

**Gold:** I can describe how to identify cybersecurity vulnerability.

In this lesson, we will begin to understand how companies can and do test their own vulnerability to cybercrime.

Please find the link below:

<https://classroom.thenational.academy/lessons/where-is-the-danger-cmr3ad>

## Public Services

### Lesson 1

**Learning Objective:** To be able to describe and explain why public servants need good interpersonal skills in their job roles

#### Success Criteria:

**Bronze:** Complete descriptions for the interpersonal skills used by public servants

**Silver:** Complete descriptions for the interpersonal skills used by public servants, then complete case studies for each skill

**Gold:** Complete descriptions for the interpersonal skills used by public servants, then complete case studies for each skill, then complete consolidate questions

Useful links:

Junior Doctor using interpersonal skills – video case study:

<https://www.youtube.com/watch?v=2DGcvMoiGbc>

#### Task:

Using the above links and the Learning Outcome 1.2 – Outline the need for good interpersonal skills in the public services - worksheet and PowerPoint, the objective is to describe and explain the different interpersonal skills needed for public servants then apply these to different case studies.

For **bronze** learners will describe and define the interpersonal skills used by public servants.

For **silver** learners will complete descriptions for the interpersonal skills used by public servants, then complete case studies for each skill.

For **gold** learners will complete descriptions for the interpersonal skills used by public servants, then complete case studies for each skill, then complete consolidate questions.

Learning Outcome 1.2 – Outline the need for good interpersonal skills in the public services

#### Connect:

What are 'interpersonal skills'? Give examples using the spider diagram.



Interpersonal skills

Definition:

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Teamwork  
Description:

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Case study:

There has been a serious traffic collision between three cars. In one of the cars the driver is trapped and cannot open his door as it has been crushed. In the second car a passenger is unconscious and bleeding heavily from the head. The third car's driver and passenger have minor injuries but are in shock at the incident. There is a large crowd gathering at the scene.



Explain the role of each emergency service listed below in response to the traffic collision.

Police Service:

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Fire and Rescue Service:

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Ambulance Service:

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**Case study:**

Michael is an MP. He often falls asleep when present in the House of Commons. When Michael is addressing other MP's, he regularly uses inappropriate language and has made sexist comments to female members of the house. What effect might Michael's behaviour have on the reputation and public image of Members of Parliament?



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**Task**

**Consolidation Questions**

Answer the following questions below describing and explaining your answers. Why is teamwork essential to each public service? Give an explanation for each. Emergency Services:

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Armed Services:

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Local Authority:

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Central Government:

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Voluntary Services:

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Why is it important that the prime minister acts professionally at all times?

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<b>Self-assessment</b>	
I am confident that I am able to ...	The most useful part of this subject was ...
Identify at least three different types of communication	
Describe at least three different types of communication	
<b>How could you improve your work or further your learning on this subject?</b>	

**Construction**

**Learning Objective:** To understand materials and their uses in buildings.

**Success Criteria:**

**Bronze:** 40% – 70% on the quiz.

**Silver:** 70% - 90% on the quiz.

**Gold:** 90%+ on the quiz.

In this lesson we will investigate iconic designs

Please find the link below:

[The world of design \(thenational.academy\)](https://thenational.academy)

To further your learning, you can also complete lesson four – Technical drawings. You are required to answer the four opening questions so 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.

## Hospitality

**Learning Objective:** To understand what influences our food choice.

**Success Criteria:**

**Bronze:** 40% – 70% on the quiz.

**Silver:** 70% - 90% on the quiz.

**Gold:** 90%+ on the quiz.

In this lesson we will look at several factors that can impact our food decisions.

Please find the link below:

[An introduction to what influences our food choices \(thenational.academy\)](https://thenational.academy)

To further your learning, you can also complete lesson Two;

[Recipe development \(thenational.academy\)](https://thenational.academy)

You are required to answer the four opening questions so 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.