

**Year 8**

**Wigston Academy**

**Responsibility Ambition Resilience Engagement Respect**

Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

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|  | **28.04.25** | **05.05.25** | **12.05.25** | **19.05.25** |
| **Maths**[Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage)[Sparx Maths](https://sparxmaths.com/) | [Circles](https://teachers.thenational.academy/units/circles-a020)Lessons 1-4Independent Learning:**Geometry**Circles | [Circles](https://teachers.thenational.academy/units/circles-a020)Lessons 5-8Independent Learning:**Geometry**Circles | [Symmetry and reflection](https://teachers.thenational.academy/units/transforming-2-d-figures-59ab)Lessons 1-4Independent Learning:**Geometry**Transformations | [Symmetry and reflection](https://teachers.thenational.academy/units/transforming-2-d-figures-59ab)Lessons 5-8Independent Learning:**Geometry**Transformations |
| **English**Oak National Academy  | Begin this scheme about the supernatural lessons 1-3 [English, secondary, Year 8 - Lesson listing | Oak National Academy](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/a-monster-within-reading-gothic-fiction/lessons) | Lessons 4-6 [English, secondary, Year 8 - Lesson listing | Oak National Academy](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/a-monster-within-reading-gothic-fiction/lessons) | Lessons 7-9 [English, secondary, Year 8 - Lesson listing | Oak National Academy](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/a-monster-within-reading-gothic-fiction/lessons) | Lessons 10-12 [English, secondary, Year 8 - Lesson listing | Oak National Academy](https://www.thenational.academy/pupils/programmes/english-secondary-year-8/units/a-monster-within-reading-gothic-fiction/lessons) |
| **Science** | Motion and Pressure – P3Activate 2[I can draw and interpret motion graphs.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/9dc2b69d-e651-4ccd-a33b-c0af09d5357d/session) [I can explain how factors such as volume and temperature affect gas pressure.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/9dc2b69d-e651-4ccd-a33b-c0af09d5357d/session)  | Motion and Pressure – P3Activate 2[I can explain how pressure changes in fluids (liquids and gases).](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/9dc2b69d-e651-4ccd-a33b-c0af09d5357d/session)[I can calculate pressure on solids.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/9dc2b69d-e651-4ccd-a33b-c0af09d5357d/session)  | Motion and Pressure – P3Activate 2[I can describe what the centre of mass is and how it can create a moment.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/9dc2b69d-e651-4ccd-a33b-c0af09d5357d/session)  | [Skills](https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/z794g7h) |
| **Languages French** | [Say what you do this week and what you do every week - Part 1](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-3-d40e/lessons/talking-about-what-you-are-doing-this-week-and-what-you-do-every-week-part-12-cgu36c)[Say what you do this week and what you do every week – Part 2](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-3-d40e/lessons/talking-about-what-you-are-doing-this-week-and-what-you-do-every-week-22-c9j3gc)  | [Description with multiple adjectives](https://www.thenational.academy/pupils/programmes/french-secondary-year-8/units/in-the-news-plural-adjectives/lessons/descriptions-with-multiple-adjectives)[What is it like? Describing things - Part 1](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-3-d40e/lessons/what-is-it-like-describing-things-part-12-68tpac)[What is it like? Describing things - Part 2](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-3-d40e/lessons/what-is-it-like-describing-things-part-22-cngk6c) | [What is it like? Comparing things - Part 1](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-4-fc8f/lessons/what-is-it-like-comparing-things-part-12-c5j34d)[What is it like? Comparing things – Part 2](https://www.thenational.academy/pupils/programmes/french-secondary-year-8-l/units/year-8-unit-4-fc8f/lessons/what-is-it-like-comparing-things-part-22-ctj6ad) | [Eating routines](https://www.thenational.academy/pupils/programmes/french-secondary-year-8/units/everyday-activities-preposition-de-partitive-frequent-ir-and-re-verbs/lessons/food-and-drink-boire-singular-write-about-own-eating-routines)[Food](https://www.thenational.academy/pupils/programmes/french-secondary-year-8/units/everyday-activities-preposition-de-partitive-frequent-ir-and-re-verbs/lessons/food-and-drink-definite-and-partitive-articles)[Shopping for food](https://www.thenational.academy/pupils/programmes/french-secondary-year-8/units/everyday-activities-preposition-de-partitive-frequent-ir-and-re-verbs/lessons/shopping-and-other-activities-faire-and-de-questions-with-quels-quelles) |
| **Languages Spanish** | [Comparing Past experiences - 1](https://classroom.thenational.academy/lessons/comparing-past-experiences-part-12-chhk6t) | [Comparing past experiences. – 2](https://classroom.thenational.academy/lessons/comparing-past-experiences-part-22-c8wked) | [Talking about places in general](https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-12-ccuk0t) | [Talking about places in general part 2](https://classroom.thenational.academy/lessons/talking-about-people-and-places-now-vs-in-general-part-22-60vkjr) |
| **Humanities Geography**Allied Learning Continuity Oak | [Causes of climate change](https://classroom.thenational.academy/lessons/what-are-the-natural-causes-of-climate-change-6rwk8r)[Effects of climate change](https://classroom.thenational.academy/lessons/what-are-the-possible-effects-of-climate-change-cdhpcc)  | [Climate change affect Bangladesh](https://classroom.thenational.academy/lessons/how-could-climate-change-affect-bangladesh-c8wpcd)  | [Future of climate change](https://classroom.thenational.academy/lessons/why-are-future-predictions-about-climate-change-uncertain-6ngk8d)  | [How can Humans adapt to climate change](https://classroom.thenational.academy/lessons/how-can-humans-adapt-to-climate-change-c8t66d) [Mitigation](https://classroom.thenational.academy/lessons/how-can-humans-mitigate-the-effects-of-climate-change-c4ukec) |
| **Humanities History** | **The American Revolution**[Oak Academy: Did the Enlightenment fuel the American Revolution?](https://www.thenational.academy/pupils/programmes/history-secondary-year-8/units/the-enlightenment-what-was-the-enlightenment/lessons/the-american-revolution-and-enlightenment-ideas/overview) | **Protest**[Watch](https://www.youtube.com/watch?v=q9trALPRYAc)Task: Describe the different theories about the massacre.Categorise them into the following groups – accident, fault of the protesters and fault of the authorities. Explain which one was the most likely. Link it to the evidence presented in in the short film.Stretch: Develop a series of questions for further research. Try to find the answers out for yourself. | **Suffragettes**[Watch](https://www.bbc.co.uk/teach/did-the-suffragettes-win-women-the-vote/z7736v4)[Watch](https://www.bbc.co.uk/teach/class-clips-video/history-ks3-emmeline-pankhurst-and-the-suffragettes/zffrxyc)TaskCreate a mind map about suffragettes. Include details about:Why suffragettes campaigned for the vote; what actions suffragettes took; the importance of the First World War.Challenge: Write a profile about Emmeline Pankhurst. Include details about why she has been considered an icon of the Twentieth Century by the BBC. | **BBC Teach: Empire**[Watch](https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zpjv3j6#zv9j7yc)Task - Create a storyboard about the development of the British Empire. Include sections on:The Middle Ages; the first British Empire (1497-1763); the American war of Independence (1775-1783); Growth up to the Empire Exhibition (1783-1924); and Empire after 1924. |
| **Performance Studies (Dance)** All resources and instructions will be on [Satchel:One](https://www.satchelone.com) |  Research contemporary dance and create a poster that describes the features of this style    |  Research the choreographer ‘Christopher Bruce’ and create a fact file about him  |  Research the dance piece ‘Swansong’ and create a poster on this  | Use the [flashcards](https://quizlet.com/gb/500750467/ks3-dance-flash-cards)  |
| **Performance Studies (Drama)** | Write your own soap opera scene including a freeze frame. | Write your own soap opera scene including a freeze frame and cliff-hanger. | Write your own soap opera scene including a freeze frame, thought tracking and a cliff-hanger. | Write your own soap opera scene, including a freeze frame, thought tracking and mime. |
| **Performance Studies (Music)** | [To understand how to communicate the meaning of a song effectively.](https://classroom.thenational.academy/lessons/to-understand-how-to-communicate-the-meaning-of-a-song-effectively-70uk8e) | [To explore more advanced body percussion techniques.](https://classroom.thenational.academy/lessons/to-explore-more-advanced-body-percussion-techniques-cgrp4c)  | [To recap rhythms and how they are notated. Using the body as an instrument](https://classroom.thenational.academy/lessons/to-review-how-rhythms-are-notated-and-how-the-body-can-be-used-as-a-musical-instrument-65h66c) | [Performing pulse and rhythms in a structure.](https://classroom.thenational.academy/lessons/performing-pulse-and-rhythms-in-a-structure-6rup6r)Paste link into Chrome |
| **PE**  | [New Age Kurling – At Home](https://youtu.be/C-j4jgzc2j8) | [Sitting Volleyball – At Home](https://youtu.be/1rpLzAY9p0E) | [Boccia – At Home](https://youtu.be/6gOKknFCE0Q) | [Wheelchair Basketball – At Home](https://youtu.be/KISyO02EZTk) |
| **Computing**Web Design | [Web Building Blocks](https://thenational.academy/pupils/lessons/website-building-blocks-68v66e?share=true) | [Words are not enough](https://thenational.academy/pupils/lessons/words-are-not-enough-crv3jt?share=true) | [Taking Shortcuts](https://thenational.academy/pupils/lessons/taking-shortcuts-6mu64r?share=true) | [Searching the Web](https://thenational.academy/pupils/lessons/searching-the-web-75jp4c?share=true) |
| **ADT** | Research what continuous line is and the different artists that use this method to create their artwork | [Research the artist Jon Burgerman and how he uses continuous line in his work](https://youtu.be/lKnvgjhW4j4?si=ACkUJyCYbKtojXT)  | [Jon Burgerman Doodle exercises](https://youtu.be/YRIjbDzweM8?si=V5J-0FnyjWus84KH) | [Create a range of characters from continuous line](https://youtu.be/Jp1nxsCMI1U?si=o8VWYtR4qH7pTRbM)  |