



# St. Joseph's Catholic School and Sixth Form Centre

## **Distance Learning Information: Key Stage 3**

Dear Student and Parent / Guardian,

The current Covid-19 outbreak means these are difficult and uncertain times for us all. We now know that our school will be closed to most of our pupils for a significant length of time. We are determined that while we follow all of the official advice from Public Health Wales and the UK government, we are able to give our pupils the best chance to continue their education.

In the case of a school closure, we have put the following provision in place for pupils in Year 7, Year 8 and Year 9.

Resources and packs of work will be available for all subject areas. The table on the following page shows you how and where those resources can be accessed. It also lists useful websites to support your child's independent study.

Work should be completed and returned to form teachers when school re-opens.

We would encourage all of our Key Stage 3 pupils to engage in meaningful learning tasks each school day during a school closure. Please support your child by making sure they have the equipment and working space they need to complete these tasks.



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## **Core Subjects:**

### **English:**

Visit the English department blog where work for pupils in year 7, 8 and 9 can be found. Email completed learning activities to your English teacher using the email addresses listed.

<http://stjoesenglish.blogspot.com/>

### **Mathematics:**

All pupils in years 7, 8 and 9 have received a pack of practice procedural key skills with answers. Some useful websites to visit include:

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

<https://www.twinkl.co.uk/resources/keystage3-ks3> - using code UKTWINKLHELPS to gain access to free resources.

All packages are different for each year group with the exception of Year 8/9 top sets who have been given targeted topics to revise and complete at home.

### **Science:**

All KS3 class have been added to a "Science Team" for their year group in [Microsoft Teams in HWB](#). Assignments are set here for the pupils to complete and return, via Teams, to their teachers. All necessary resources to complete the assignment are included.



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## Religious Education:

### Year 7

#### Research Project: Baptism

Focus: Catholic Infant Baptism, Orthodox Infant Baptism and Believer's Baptism (Adult)

Aspects to research:

- What is Baptism? History of Baptism.
- Why do people get baptised? The meaning of Baptism.
- The role of Godparents.
- Ceremonies of Baptism and symbols used.
- Differences and Similarities between Catholic Infant Baptism and Believer's Baptism.

Task: Imagine you are the Godparent of a child who has just been baptised in a Catholic Church as an infant. Write a letter to your Godson/daughter explaining how the ceremony was, what happened there, the symbols used and make links with the points above. Imagine that this letter will be opened by your Godson/daughter after their Confirmation (research this quickly if you are not sure about what it means).

Useful websites:

<https://www.reonline.org.uk/>

<https://request.org.uk/>

<http://www.aboutcatholics.com/beliefs/a-guide-to-catholic-baptism/>

<https://www.youtube.com/watch?v=pD7kE8qUz5A>

<https://bustedhalo.com/video/baptism>

<https://www.youtube.com/watch?v=uQzHH7qMqSs>

<https://www.teddingtonbaptist.org.uk/tbcbapt4.htm>

<https://www.youtube.com/watch?v=KoPEMVTAl9M>

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/3>

### Year 8

#### Research Project: Catholic Social Teaching

Focus: to research the ideas behind Catholic Teaching about justice and to find examples of how Catholic organisations and people help others.

Task: Imagine that you are in a position to create a new charity. Design a project covering the following aspects:

- Who you will help and why.
- How you will be able to manage your organisation.



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- Where you could have help in terms of funds, and people to work for your charity.
- Why you will do this (make links to Catholic Social Teaching).
- Who will benefit and how.

Useful websites:

<https://cafod.org.uk/>

<https://cafod.org.uk/Pray/Catholic-social-teaching>

<https://www.caritas.org/who-we-are/>

<https://www.christianaid.org.uk/>

<https://www.youtube.com/watch?v=HU8b0E-SPTw>

<https://missio.org.uk/catholic-social-teaching/>

## Year 9

### Research Project: Religion and Science

Focus: To research the issues regarding the differences and possible conflict between religion and science through the following website:

<http://www.neverofftopic.com/>

There is a Year 9 section here, but you may study other parts of the website. On the basis of what you have researched, you will need to provide a written discussion with the title 'Science and Religion are at war.'

Remember to:

- Study the different viewpoints; don't just write from what you 'have heard'.
- Think about the strength of each position.
- Give different reasons for and against the statement.
- Arrive at a reasoned conclusion.
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Use evaluative language: 'It could be argued...' 'A key issue here is...' 'An opposing point may be that ...' and connectives.

Other websites:

<https://www.bbc.co.uk/bitesize/guides/zx7634j/revision/1>

<https://request.org.uk/?s=religion+and+science>



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## Welsh:

Booklets and accompanying worksheets/tasks can be found on [Microsoft Teams](#). The topics being studied are:

Year 7 - Dyma Fi & Ysgol

Year 8 - Amser & Trefn Ddyddiol

Year 9 - Yr Ardal

Some useful websites to visit include:

[https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=corona](https://www.twinkl.co.uk/blog/how-to-utilise-twinkl-during-the-coronavirus-shutdown-a-guide-for-schools?utm_source=twitter&utm_medium=social&utm_campaign=corona)

## Design & Technology:

All year 7, 8 and 9 design and technology learning can be accessed on google classrooms. This can be accessed via [HWB](#).

Food Technology – pupils can visit the site 'Food a Fact of Life': <https://www.foodafactoflife.org.uk> .

Once on the site pupils can click on 11-14. The topics they can look at are healthy eating, cooking, where food comes from and food commodities. There are PowerPoints and worksheets for each topic on the site.

## Expressive Arts:

All resources and further guidance on the tasks will be uploaded to [ClassCharts](#).

### Year 7:

1. 31 Day drawing challenge (complete alongside the tasks below)
2. Colour theory revision - Make a list of 5 items/objects that are primary and secondary colours (5 examples for each colour) Red / Orange / Yellow / Green / Blue / Violet
3. Research - Complete 1xA4 page of research on the artist Chris Neale and an additional page of research on the artist David Hockney. Both are landscape painters who use bright colours and paint outside.



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4. Practical - Make a small study of one piece by Chris Neale and one piece by David Hockney. Label the drawings to explain the similarities and differences of the artists.
5. Development- Select a landscape image from google images or a family holiday photo. Re-draw this photo in the style of Chris Neale, David Hockney or a combination of both. Add colour or pencil shading.

## Year 8:

1. 31 Day drawing challenge (complete alongside the tasks below)
2. Imagination task - Draw the view from a window in your house and adapt it to create a space landscape. Include the window frame in your picture to show that you are looking out from inside your house.
3. Research - Creative careers – Select a career to research and follow the steps provided on ClassCharts. Present your research on a platform of your choice – PowerPoint/ Word or you could choose to make a vlog about the facts you've found.
4. Practical – Design two new alternative film posters for one of the following blockbuster films - *Star Wars: The rise of Skywalker*, *Avengers: End game* or *Spiderman: Far from home*. Or alternatively select another sci-fi film of your choice. Your design should feature characters from the film, a film title, actors involved, production company etc.
5. Development – Select your favourite design to re-draw and add colour or pencil shading. If you have access to a drawing tablet with pro-create/paint you can use these kinds of apps. Alternatively you can download Adobe Draw on your phone and use this to sketch out your design. You can use digital or hand-drawn techniques.

## Year 9 Art:

1. Watch the two clips about Pablo Picasso and his famous work, 'Guernica'. Make ten bullet points with key information from the clips to use later in the project.
2. Using the image provided on ClassCharts draw out a section of the famous work, Guernica. You can choose to use the gridded image if you wish to help you with the proportion. Add tonal shading with pencil and paint if you have it at home. Stick to the monochrome colour scheme.
3. Write a response to the questions about Picasso and his Guernica piece.
4. Picasso was part of a famous Art movement called Cubism. Create three observational sketches of your choice of Cubist art pieces. (pinterest page link to follow to help you select images). Write 5 sentences about the artist Pablo Picasso and Georges braque, explaining the different styles of artwork that they created.
5. Make a study of Pablo Picasso based on images that you can access on an internet search engine (eg: Google/Pinterest etc.)

All resources and further guidance on the tasks will be uploaded to [ClassCharts](#).



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## Humanities (including Year 9 Geography and History):

All pupils studying Humanities in years 7, 8 and 9 including Year 9 geography and history are expected to keep a diary of their time at home through the period of school closure.

### Diary Entry Task

During this time of uncertainty, it is a good idea for everyone to start keeping a diary. A diary is a brilliant way to personally record your feelings and the events as they unfold.

Imagine in 40 or 50 Years' time you could be reading these entries to your children, or your grandchildren even!

You can use your exercise books, a small notebook, a diary book or even online. Some things that you could include day to day:

- The date
- Where you are
- What has happened?
- Has Boris or anyone else announced anything?
- How do you feel? (Nervous, bored, scared.)
- How have things changed in the area you live?
- How has your daily routine changed?
- What are your family and friends doing?



This diary will not be read aloud to anyone but you are more than welcome to show certain days to others when we return. You are welcome to collect anything to remind yourself of the day. Things like:

- Newspaper cuttings
- Selfies
- Anything you find interesting.



This is an opportunity for you to create something that will last for generations!

Good Luck!



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## **MFL (French/Spanish):**

- Pupils to create a Duolingo French or Spanish account. Select beginner level and do 15 minutes a day.
- BBC Bitesize KS3 have a range of resources for pupils to work through. Vocabulary learning. Reading and video clips.
- ZUT languages website is free after 4pm on weekdays and there are various activities for year 7, 8 and 9.
- Pupils are encouraged to continue with learning vocabulary and to make independent notes.
- A useful website to visit <https://www.thefrenchexperiment.com/learn-french>

## **Topics:**

### **Year 7 topics:**

Free time activities, Months, Days of the week, colours, animals, clothes, numbers to 100 and understanding festivals and traditions in France / Spain

### **Year 8 topics:**

Free time activities, sports, places in town, asking for direction and giving directions and studying French / Spanish cities and regions.

### **Year 9 topics:**

Holidays, clothes, colours, agreement of adjectives, discussing school uniform, talking about what you wore, wear and will wear. Opinions on fashion





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## **Music:**

Resources are to be found on HWB, following this link:

<https://hwb.gov.wales/repository/tree?sort=created&language=en&tags=Music&tags=Key%20Stage%203&nodeId=bb7a47df-9dc9-4f55-9ecf-40cb8f925742>

### **Yr 7**

HWB resources: Pupils to choose one of the starter activities on either duration pitch or timbre. There are several exercises in each one so will last for weeks.

Listening and/or written activities will then be placed on Google Classrooms. There will also be hyperlinks to BBC Bitesize where related activities can be found to facilitate this.

### **Yr 8**

HWB resources: Pupils to choose one of the starter activities on either duration pitch, timbre or difference in elements. There are several exercises in each one so will last for weeks.

Listening and/or written activities will then be placed on Google Classrooms. There will also be hyperlinks to BBC Bitesize where related activities can be found to facilitate this.

### **Yr 9**

HWB resources: Pupils to choose one of the starter activities on either duration pitch, timbre, difference in elements and dynamics and pace. There are several exercises in each one so will last for weeks.

Listening and/or written activities will then be placed on Google Classrooms. There will also be a number of research tasks listed with relevant hyperlinks to music websites. This will help to facilitate the research.