



Covid-19 Closure : Online Teaching and Learning Supplement



Challenge and extra-curricular activities for students during partial closure of the school

Dear Parent/Carer,

We hope that this period of online learning is not for the long term. Although a date of 8th March has been suggested for the opening of schools, clarity is lacking at the time of writing.

The links provided in this booklet are provided to supplement online learning, but also to provide challenge and extra-curricular learning opportunities for our students during this period of partial school closure.

Please be aware that although the sources and links referred to here have been checked, we do not directly endorse them and we cannot take full responsibility for their full content. We therefore advise that you oversee your child's access to any internet sites,

Mr Mark Bamford

Assistant Headteacher

Part A: Training courses

Alison	https://alison.com/ Empower yourself – huge range of courses (including diplomas) available in industry, education, business etc. The courses are free, although a nominal amount is needed for the certificate
Open University	www.open.edu/openlearn/free-courses/full-catalogue Free OU short courses (particularly for Y11-13)
Futurelearn	www.futurelearn.com Online courses suitable for Y11-13 to widen knowledge.

Students can use Unifrog - <https://www.unifrog.org/> - to explore information related to Careers. Contact Mrs McQuiston if you need your username and password details.

Part B: General learning resources

Provider	Description/ weblink
BBC Teach Live Lesson – 2021 programme	Find thousands of free curriculum-linked class clips to help you keep learning at home. All arranged by subject and age group. www.bbc.co.uk/teach
BBC Bitesize	Link to BBC home learning (TV channel full of learning content, podcasts on BBC Sounds and a variety of educational videos on iPlayer) – www.bbc.co.uk/bitesize
BBC Bitesize Daily	Daily online lessons for all ages: www.bbc.co.uk/bitesize/dailylessons
BBC Bitesize KS3 (most subjects)	www.bbc.co.uk/bitesize/levels/z4kw2hv
BBC Bitesize KS4 (most subjects)	www.bbc.co.uk/bitesize/levels/z98jmp3
BBC Bitesize Revision Guides	www.bbc.co.uk/bitesize/levels/z98jmp3
Oak National Academy	Online classroom and resource hub – it offers 180 video lessons each week, across a broad range of subjects. www.thenational.academy
Seneca learning	All year groups; almost all subjects – www.senecalearning.com

The BBC are showing educational programmes each day (and on the red button)

Part C: Learning resources/ extra-curricular challenges for various subjects

RE	
1	<p>https://www.youtube.com/watch?v=0B54PR2kvWE - virtual tour of St Peter's basilica (20 mins)</p> <p>https://www.youtube.com/watch?v=sJR8qHZwbyI – virtual tour of Sistine Chapel (6 mins)</p> <p>https://www.youtube.com/watch?v=ofBvFQ_eCkA – virtual tour Sistine Chapel & Last Judgement (5 mins)</p> <p>Watch the different links and at the end create a post card to explain WHAT people might experience if they visit St Peter's. Make sure to include pictures on the front.</p>
2	<p>https://gloria.tv/post/4pMrMARu4k4oAgCqtvFwhwjyt - film 'The Way' (2 hours)</p> <p>Watch the film and think about the reasons WHY people go on pilgrimage. Why do non-religious people sometimes choose to go? Does it make a difference to what you'll get from the pilgrimage if you are religious or not?</p> <p>If you can then discuss these questions with your family</p>
3	<p>EITHER:</p> <p>Create a poster to encourage or inform pilgrimage to a specific place of religious significance (e.g. Rome, Lourdes, Santiago, Mecca, Jerusalem, Amritsar, Lumbini). Make it attractive and include images.</p> <p>OR</p> <p>Can you find places of pilgrimage in UK? Create a map to show where they are and why they are sites of pilgrimage (what happened there, who, etc). Include images.</p>

Maths	
1	<p>This is a link</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSfINxNM0jzbZJjUqOcXkwhGTfii4CM_CA3kCxImbY8c3AABEA/viewform?fbclid=IwAR03dqi3JdnowG6otNE4JdiSdLrB9_7a_arYoAlp028LINP_1YaOGiqYyaE&fbzx=-868366914093761177 for a Harry Potter Maths Escape Room, it can be played through a web browser.</p>
2	<p>Who Owns The Fish?</p> <p>There are five houses in a row and in five different colours. In each house lives a person from a different country. Each person drinks a certain drink, smokes a certain cigar and keeps a certain pet. No two people drink the same drink, smoke the same cigar or keep the same pet.</p> <ul style="list-style-type: none"> • The Brit lives in a red house • The Swede keeps dogs • The Dane drinks tea • The green house is on the left of the white house • The green house owner drinks coffee • The person who smokes Pall Mall rears birds • The owner of the yellow house smokes Dunhill • The man living in the house right in the centre drinks milk • The Norwegian lives in the first house • The man who smokes Blends lives next to the man who keeps cats • The man who keeps horses lives next to the one who smokes Dunhill • The man who smokes Bluemaster drinks beer • The German smokes Prince • The Norwegian lives next to the blue house • The man who smokes Blend has a neighbour who drinks water. <p>Who Owns The Fish</p> <p>This puzzle is often attributed to Albert Einstein. He claimed that 98% of the world could not work it out. Can you?</p>

- 3 **Access other online resources:**
<https://corbettmaths.com/>
<https://mathsmadeeasy.co.uk/revise>

English	
1	<p><u>Lockdown Time Capsule</u></p> <p>We hope that the current pandemic is a once in a lifetime event, yet for obvious reasons it is something that we are likely to look back on for many years to come.</p> <p>Whilst you are safe at home, you could create a time capsule of what you have been up to and what life is like. There are many things you could include, but here are some ideas:</p> <ul style="list-style-type: none"> • A letter to whoever opens your capsule. • A newspaper clipping or a news article from the Internet. There have been lots of important stories during lockdown - both associated with coronavirus and other events around the world. • Drawings or photos. • Evidence of games or activities you did as a family. • Some diary entries. • A record of any special memories (for example: Clap for Carers). • A book you have read during lockdown, or a review of it. <p>Please take a photo of your time capsule and send it to your English Teacher!</p>
2	<p><u>Reading</u></p> <p>We would like you to choose one or more of the books in your year group to read and complete a written book review or video review.</p> <p>All the listed books below are available FREE on the School Library eBook platform by Wheelers, download the App for your devices or access the website on your computers. Sign on with your School email and use the password 12345, alternatively you may be able to access them from your local library eBook platform or a possible click and collect service from your local library.</p> <p>Year 7</p> <ul style="list-style-type: none"> • The Dog who saved the World – Ross Welford • Matilda – Roald Dahl • Once – Morris Gleitzman • Away for the weekend – Dylan Sheldon • Pages & Co , Tilly and the book wanderers – Anna James <p>Year 8</p> <ul style="list-style-type: none"> • The Crossover - Kwame Alexander • Booked - Kwame Alexander • The Austen Girls – Lucy Worsely • Boy 87 – Ele Fountain • Alpha Force – Chris Ryan • The Boy in the Tower – Polly He Yen <p>Year 9</p> <ul style="list-style-type: none"> • Lies we tell ourselves – Robin Talley • The hate u give – Angie Thomas • Noughts & Crosses – Malorie Blackman • The quiet at the end of the world – Lauren James • The rest of us just live here – Patrick Ness
3	<p><u>Listen to an audio book</u></p> <p>https://stories.audible.com/start-listen</p>

	Science
1	<p>Complete a CREST award</p> <p>https://collectionslibrary.crestawards.org/#11-18</p> <p>Follow the guidance to complete your own STEM project and earn a prestigious CREST award.</p>
2	<p>Complete your own experiments at home (ask your parents first!)</p> <p>a. https://sciencebob.com/category/experiments/ A list of fun, exciting experiments that can be carried out at home (but be sure to follow the safety advice and check with your parents first).</p> <p>b. https://www.rigb.org/families/experimental Further experiments that can be completed at home from The Royal Institution.</p> <p>c. https://spark.iop.org/collections/marvin-and-milo#hovercrafty Experiments and activities that can be completed at home from the Institute of Physics</p> <p>d. https://practicalaction.org/stem/ STEM challenges from Practical action</p> <p>e. https://www.gla.ac.uk/events/sciencefestival/community/ashedloadofscience/ashedloadofexperiments/ Home-based activities from the University of Glasgow</p>
3	<p>Explore a museum virtually, for example:</p> <p>a. Natural History Museum virtual exhibits https://www.nhm.ac.uk/visit/virtual-museum.html</p> <p>b. Smithsonian https://naturalhistory.si.edu/visit/virtual-tour</p> <p>c. NASA https://www.nasa.gov/nasa-at-home-virtual-tours-and-augmented-reality</p> <p>d. A list of 11 Science and Technology museums that offer virtual activities https://interestingengineering.com/11-science-and-tech-museums-you-can-tour-virtually</p>
4	<p>STEM Clubs week</p> <p>https://www.stem.org.uk/news-and-views/news/stem-clubs-week-2020</p> <p>STEM Clubs Week was 22 – 26 June 2020 and the theme was sustainability. There are a number of activities on there that you can attempt.</p>
5	<p>‘Discovering Antarctica’ with the British Antarctic Survey.</p> <p>https://www.bas.ac.uk/science/science-and-society/education/discovering-antarctica/</p> <p>Discovering Antarctica has been produced by the British Antarctic Survey, Royal Geographical Society and Foreign and Commonwealth Office Polar Regions Department and is packed full of interactives, downloads, images, video, lesson-based activities, worksheets and teachers notes. It introduces the Earth’s polar regions and the science and wildlife of Antarctica, its history, natural resources, tourism, political management and its incredible awe and wonder. The website can be used in class or by students for research and homework.</p>
6	<p>Complete LEGO based STEM projects</p> <p>https://thestemlaboratory.com/lego-stem-activities/</p>

History/Geography task - The area around you

As a Geographer, I have always been interested in what is around me. However, I also have a keen interest in History. The two can combine using the mapping software that the school has a subscription to.

Step 1: Log in

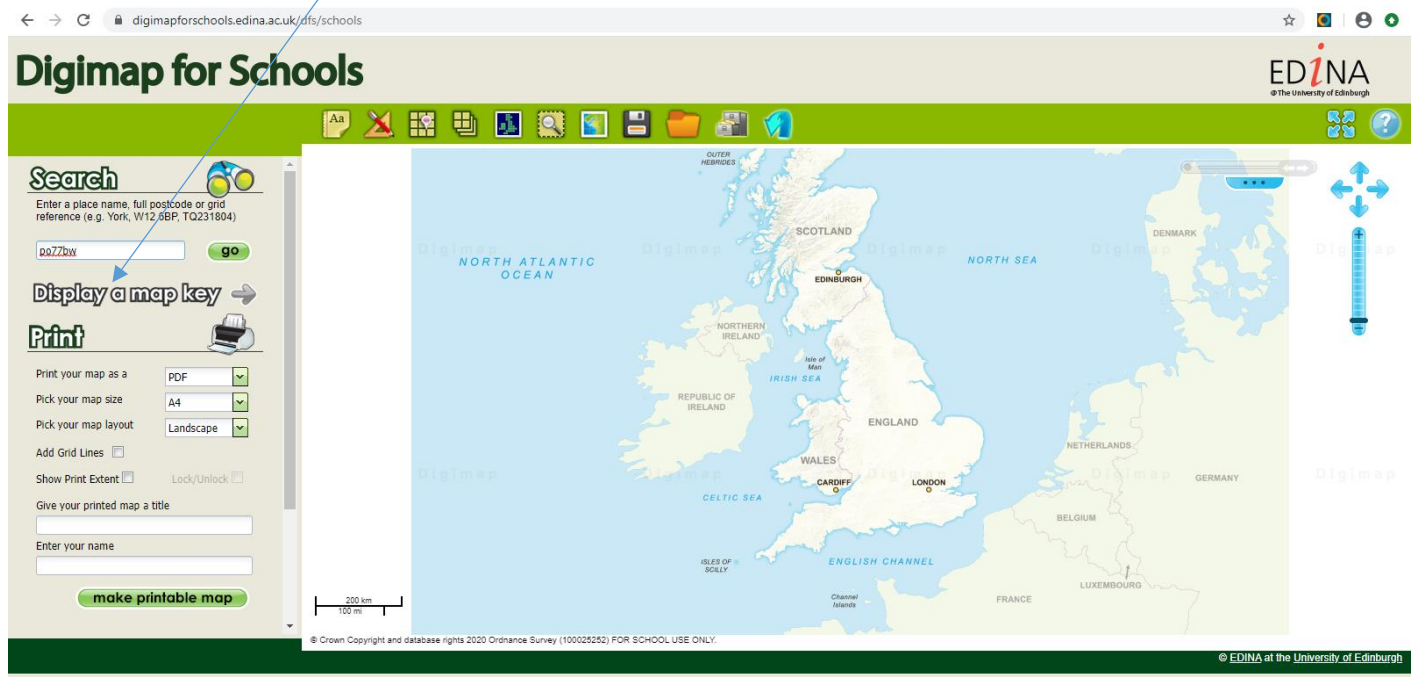
<https://digimapforschools.edina.ac.uk/login>

Username: PO77BW

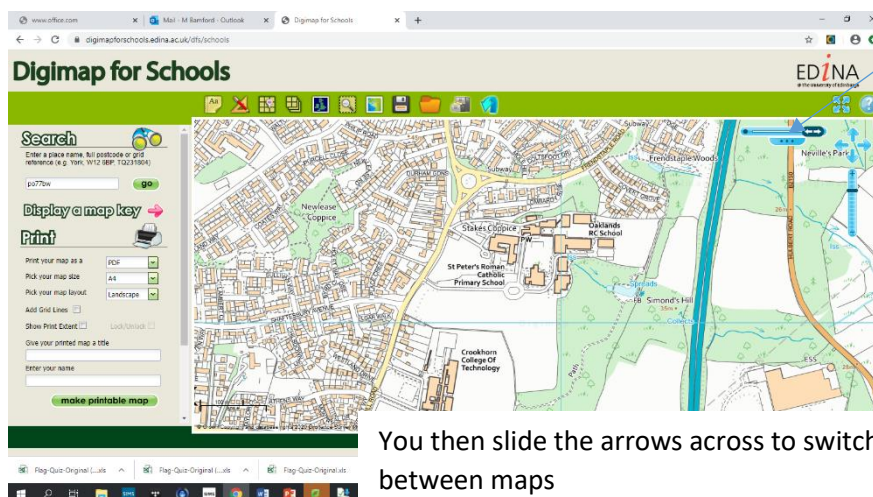
Password: phalbs6974

PIN: 9607

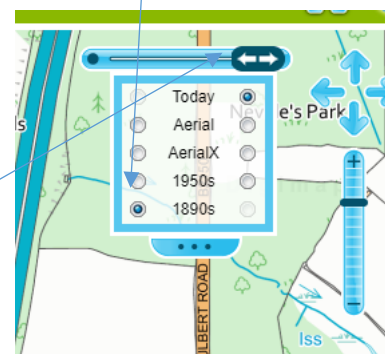
Step 2: Find where you live (post code). I have put the school in here (PO7 7BW)



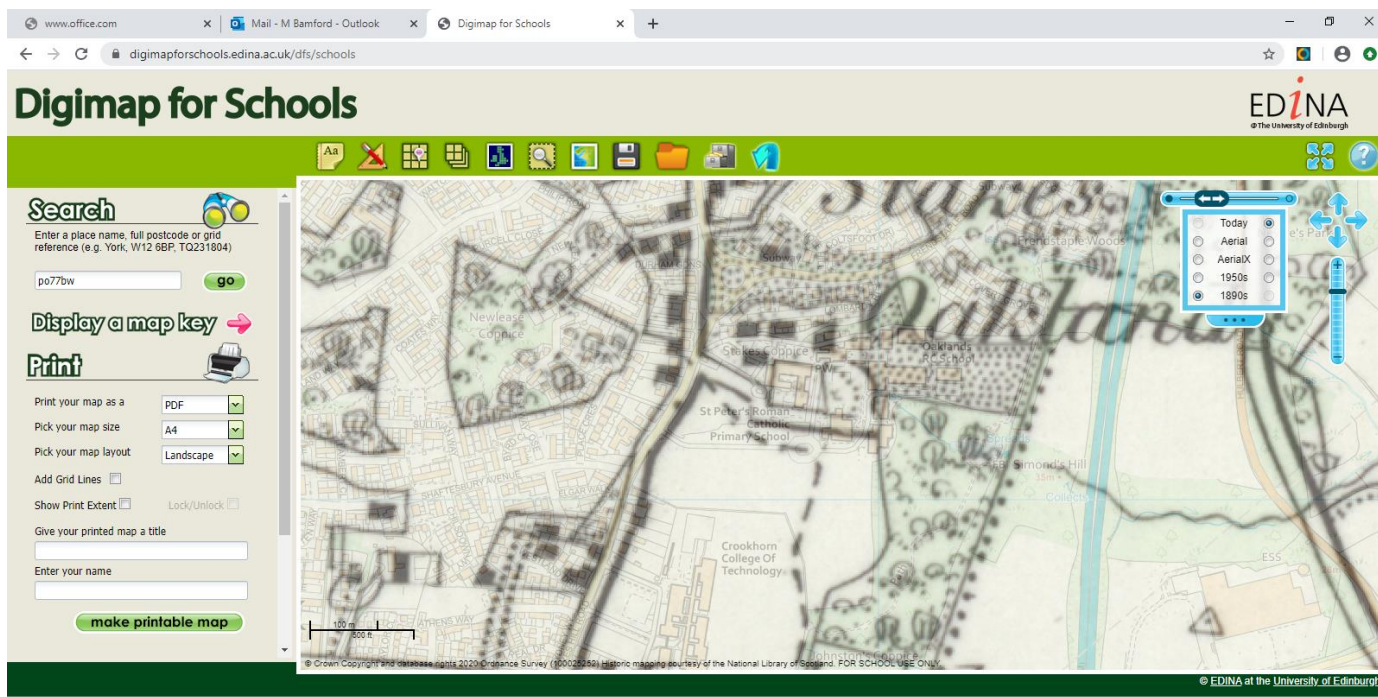
Step 3: have a look at the historic maps



Click on the three dots just below the slider. Once you have done that you can select 1950s or 1890s as I have done here to see what the place looked like in the past.

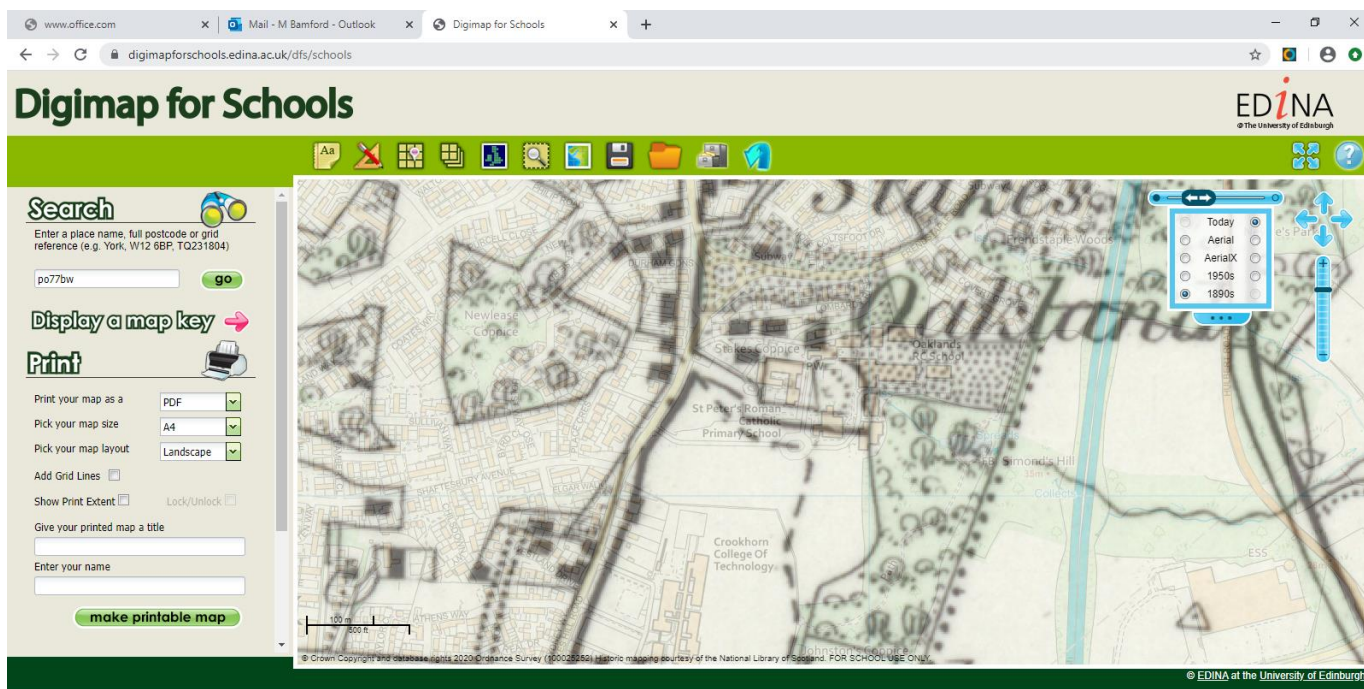


You then slide the arrows across to switch between maps



You can then start to see the changes that have taken place. It looks as though the main entrance to the White House would have been somewhere near the present St. Peters entrance, rather than where our main gate is now. I think it went along the wall (you can still see it in the playground at St. Peters to the south of their main reception) and then turned into our drive near where the horticulture club tend to their patch there.

If you look at the 1950s map below, there is hardly any housing around our school:



Following the WW2, German bombing had destroyed many of the housing areas in Portsmouth, and instead of just rebuilding the same terraced housing, tower blocks were built (like Somerstown) – these had a lower density, which meant that people needed to be housed elsewhere. Estates like Leigh Park were built, but more people wanted to move away from city locations (Geographers call this ‘counter-urbanisation’), so areas to the north of Portsdown Hill grew. Smaller settlements started to grow rapidly in a process that Geographers call ‘suburbanisation’.

What has happened over the years to the place where you live? Perhaps produce a series of maps like mine and annotate what you see.

Geography

- 1 Despite how much we might love the area we live there will be some issues, such as:
- Litter
 - Too much traffic
 - Lack of green space and wildlife
 - Development of new housing
 - Theft
 - Lack of parking
 - A lack of shops or shops going having to close due to a lack of business
 - Unattractive housing
 - Graffiti and vandalism
 - Unemployment
 - Provision of services (doctors, good schools)
- ...The list goes on.
- We should be conscious of these issues and attempt to overcome them as a member of our community and as good geographers.
- You are going to be tasked with identifying an issue within your community (you could look at one of the issues in the list above) and presenting what you find out.
- You can present your idea in one of the following formats:
- Poster
 - Web Article
 - News article
 - Video
- The information you must ensure that you include:
- photographic evidence of the issue
 - describe how it is effecting your community negatively,
 - research the wider social, economic and environmental effects of the issue on the community (social issues are one's which effect the wellbeing and happiness of people, economic issues are issues relating to money and how people make money and environmental issues effect nature ie animals and trees)
- Extras you could include:
- map of the local area showing where the issue occurs
 - interviews (which could be conducted via video call)
 - statistics to show the cost of the issue on your community
 - examples of other places that have been impacted by the issue
 - ideas to help solve this issue (presenting examples from other places maybe?)
 - Has lockdown impacted this issue? If so, how?

Music	
1	1. A-Z challenge - Create a list of musicians or band name that begin with each letter of the alphabet or a list of songs that begin with each letter eg. A = Adele, A = A Girl and his cat
2	2. Musicians are still making music during lockdown – check out some performances that have been made following the rules of social distancing and the use of technology - what other examples can you find? All I ask of You – Andrew Lloyd Webber - https://www.youtube.com/watch?v=o04ECIpQFi0&feature=youtu.be Viva l'Orchestra : La valse n°2 de Chostakovitch avec l'Orchestre National de France https://www.youtube.com/watch?v=8c9QzDfFjxY From Now On [The Greatest Showman] - The Welsh of the West End https://www.youtube.com/watch?v=W2clQvaVCxA "For Good" from Wicked West End Elphabas and Glindas reunite for Make a Difference https://www.youtube.com/watch?v=q60SEfPSUnE A variety of musical theatre, opera, music popular, world and classical tradition from across the world. https://www.socialdistancingfestival.com/music
3	3. Learn to do the rhythm from the cup song https://www.youtube.com/watch?v=Y5kYLOb6i5I
4	4. Watch a live concert (or part of) of your choice (look on YouTube). If you are not a classical fan, I really liked this which is electronic/Dance music but played in the Albert Hall. https://www.youtube.com/watch?v=xs3BXVTF7mw (Radio 1 Ibiza Prom).
5	Close your eyes and listen to music for at least 10 minutes. No phones, no distractions! Try and listen to a classical work in full. A couple of Mr. Bamford's favourites: • Beethoven-Piano Sonata No.14 in C sharp minor 'Moonlight' - https://www.youtube.com/watch?v=rIJHNufoI8Q • Elgar-Cello Concerto. Here, played by Sheku Kanneh-Mason at the 2019 BBC Proms (he played at Harry and Meghan's wedding). Elgar was an English composer and – like me – was a Wolves fan! https://www.youtube.com/watch?v=INVe_1Eb5dw This piece was written immediately after the 1st World War at his cottage near Fittleworth in West Sussex (he was originally from near Worcester).
6	Write a summary of the favourite band/performer. Where are they from? What are their famous songs? Which would be your favourite – why?

Drama	
1	Make a brown paper puppet- you can make a smaller version and use any scrap paper you have at home. https://www.youtube.com/watch?v=pFEnZfS5IXQ&list=PLJgBmjHpqgs6etjpNkjBZZghQohg95dNc&index=4
2	Watch this short video which shows you backstage at the National Theatre https://www.youtube.com/watch?v=z06k9xgogEY
3	Go backstage on Broadway at the Gershwin Theatre and see behind the scenes of Wicked https://www.youtube.com/watch?v=3DHcON8JKhY
4	Watch a film/ program that celebrates diversity: Black Panther (12) on Disney+, Hidden Figures (PG) Channel4 online (All4) and Black-ish (11+ Sitcom) Channel 4 online (All4)

PE – Go for a walk (locally)

A series of walks from various places in the catchment area of the school that you could attempt have been created for you. Do not do these on your own and ensure that you are well prepared (sun lotion, suitable shoes, water, check the weather forecast, let people know where you intend to go and your route).

If you want really detailed mapping to help you on your phone whilst out and about, the school has a subscription to Digimap that you can access:

<https://digimapforschools.edina.ac.uk/login>

Username: PO77BW

Password: phalbs6974

PIN: 9607

There are 23 walks to choose from – click on the weblink to access the maps/instructions:

[Walks 1 & 2 – Around Clanfield](#)

[Walks 3 & 4 – Emsworth](#)

[Walk 5 – Fareham \(Titchfield\)](#)

[Walks 6 & 7 – Hambledon & Meon Valley](#)

[Walk 8 – Havant to Hayling \(Billy Trail\)](#)

[Walk 9 – Leigh Park Gardens](#)

[Walks 10 & 11 – Around Portsdown Hill](#)

[Walk 12 – Farlington](#)

[Walk 13 – Hilsea](#)

[Walk 14 – Old Portsmouth](#)

[Walks 15 & 16 – near Rowlands Castle](#)

[Walk 17 – Horndean](#)

[Walk 18 – Waterlooville](#)

[Walk 19 – Denmead 1](#)

[Walk 20 – Denmead 2](#)

[Walk 21 – Denmead 3](#)

[Walk 22 – Denmead 4](#)

[Walk 23 – Denmead 5](#)