

# REMOTE CLASSROOM



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**DETERMINED TO MAINTAIN ACCESS TO HIGH QUALITY LESSONS**

## DESIGN THINKING work for students NOT attending school

**Friday 4 – Friday 11 September**

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| SUBJECT               | DT   |
| Year Group            | 7  |
| Fortnight beginning   | 2 <sup>nd</sup> Sept   |
| Remote Classroom work | <p><b>DT – 3D Print a well-designed and successful key fob</b></p> <p>The Context = The problem<br/>           You will have been given the key to your new school locker by now. The key is small and difficult to identify from other locker keys and if lost, it would be almost impossible to describe it without some other distinguishing feature.</p> <p>The Task =The solution<br/>           'I am going to design and make a key fob that will enable me and others to easily identify my school locker key.'</p> <p><b>Lesson one - tasks...</b><br/>           Use the step by step PowerPoint/PDF provided by your teacher on Class Charts to understand the new project.</p> <ul style="list-style-type: none"> <li>• Understand the job and function of the key fob</li> <li>• Compare a successful and less successful design and understand what makes a design successful</li> <li>• Create a list of design criteria (specification) – your list of targets to achieve with your key fob</li> </ul> |
| SUBJECT               | Food   |
| Year Group            | 7  |
| Fortnight beginning   | 2 <sup>nd</sup> Sept   |
| Remote Classroom work | <p><b>Food Miles: how far has your food travelled?</b><br/> <i>A food mile is how many miles your food has had to travel from where it has been grown/reared/produced to where it is being eaten.</i></p>  |

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|  | <p>Over the next few days have a look at the packaging on some of the food in your cupboards/fridges for example fruit or vegetables to see where they have come from.</p> <p>Use the website link:<br/> <a href="http://www.foodmiles.com/">http://www.foodmiles.com/</a></p> <p>Once on the website use the food mile calculator (in green). Enter the country where the food item comes from and what item it is and see how far the food has travelled?</p> <p><b>Task 1:</b> Record the amount of food miles travelled for at least 5 different foods.</p> <p><b>Challenge task:</b> Use the egg tracker on the website by typing in the code that is found on the eggs into the website and follow the instructions.</p> <p>Write your results on the computer or on paper. Evaluate your results by explaining how food miles effect the environment and explain whether the food your eating is a local food or not (remember a local food is a food within a 100 mile radius). Continue to use the website to help you.</p> |
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| <b>SUBJECT</b>               | DT   |
| <b>Year Group</b>            | 8  |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept   |
| <b>Remote Classroom work</b> | <p>Year 8 Architecture project – see class charts for the PowerPoint for the lesson</p> <p>Your task is to:<br/> Choose an Architect and find some examples of their work<br/> Then write up a report that includes:</p> <ul style="list-style-type: none"> <li>•Images of their work</li> <li>•Some information about the architect and their style</li> <li>•Your own thoughts on their work (like your own mini-review)</li> </ul>  |
| <b>SUBJECT</b>               | Food   |
| <b>Year Group</b>            | 8  |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept   |
| <b>Remote Classroom work</b> | <p><b>Food Miles: how far has your food travelled?</b></p> <p>Over the next few days have a look at the packaging on some of the food in your cupboards/fridges for example fruit or vegetables to see where they have come from.</p> <p>Use the website link:<br/> <a href="http://www.foodmiles.com/">http://www.foodmiles.com/</a></p> <p>Once on the website use the food mile calculator (in green). Enter the country where the food item comes from and what item it is and see how far the food has travelled?</p> <p><b>Task 1:</b> Record the amount of food miles at least 5 different foods have travelled.</p> <p><b>Challenge task:</b> Use the egg tracker on the website by typing in the code that is found on the eggs into the website and follow the instructions.</p> |

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|  | Write your results on the computer or onto paper. Evaluate your results by explaining how food miles effect the environment and explain whether the food your eating is a local food or not (remember a local food is a food within a 100 mile radius). |
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| <b>SUBJECT</b>               | Engineering   |
| <b>Year Group</b>            | 9   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept  |
| <b>Remote Classroom work</b> | <p><b>Forming methods research</b><br/>Watch all videos from the PowerPoint</p> <ul style="list-style-type: none"> <li>• List the stages of the who process</li> <li>• What materials are being formed</li> <li>• What are the 2 main advantages?</li> <li>• What are the 2 main disadvantages/problems</li> </ul> <p>S:\Design Technology\Engineering KS4 KS5\KS4 TECH AWARD\Year 9 and 10 2019 20\Miss Wareing\Theory work for Exam</p>   |
| <b>SUBJECT</b>               | Food  |
| <b>Year Group</b>            | 9   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept  |
| <b>Remote Classroom work</b> | <p><b>Teenager Nutrition mini project: Healthy Savoury Meals</b></p> <p>You are going to start a mini project into teenagers nutrition and health. You can present your work as an information leaflet, powerpoint or posters. The guide is to give to teenagers aged 13 – 17 information to help them make the right choices when it comes to diet, exercise and health. You will be completing 4 tasks over the next few weeks. Below is task one.</p> <p>Task 1: Research the nutritional needs of teenagers. You need to find out:</p> <ol style="list-style-type: none"> <li>1. How many calories they should be consuming</li> <li>2. How much protein, fat (including saturated fat), salt and sugar they can have</li> <li>3. Why it is important for them to have at least five portions of fruit and vegetables per day</li> <li>4. Why teenagers need a good source of iron and NSP (fibre) in their diet</li> </ol> <p>S:\Food and Nutrition\hospitality and Catering\year 9\Healthy Savoury Meals for a Teenager</p> |

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| <b>SUBJECT</b>               | Engineering   |
| <b>Year Group</b>            | 10  |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept (work is project based and will take 6 weeks)  |
| <b>Remote Classroom work</b> | <p><b>Class work to be set if student absent</b><br/>Long term absence – None of - Provide multi tools to students – DWA need to know who<br/>PowerPoint to support the completion of coursework on class charts.<br/>Student booklet to be completed and returned to school.<br/>All resources on class charts</p> |

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| <b>SUBJECT</b>               | Food   |
| <b>Year Group</b>            | 10   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept                           |
| <b>Remote Classroom work</b> | <b>Class work to be set if students absent</b> |

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| <b>SUBJECT</b>               | Engineering  |
| <b>Year Group</b>            | 11   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept (work is project based and will take 6 weeks)   |
| <b>Remote Classroom work</b> | <b>Class work to be set if student absent</b><br><br>Provide multi tools to students – DWA needs to know who PowerPoint to support the completion of coursework on class charts. Student booklet to be completed and returned to school. All resources on Class Charts |
| <b>SUBJECT</b>               | Food   |
| <b>Year Group</b>            | 11   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept   |
| <b>Remote Classroom work</b> | <b>Class work to be set if students absent</b>   |

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| <b>SUBJECT</b>               | Engineering  |
| <b>Year Group</b>            | 12   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept   |
| <b>Remote Classroom work</b> | Unit 2 – Report, plan and diary<br>Team work coursework unit<br><br>3 forming methods, produce a written report using the guidance on class charts |

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| <b>SUBJECT</b>               | Engineering  |
| <b>Year Group</b>            | 13   |
| <b>Fortnight beginning</b>   | 2 <sup>nd</sup> Sept   |
| <b>Remote Classroom work</b> | Unit 2 – Report, plan and diary<br>Team work coursework unit<br><br>3 forming methods, produce a written report using the guidance on class charts |