

Year 7-Autumn Term Homework Overview 2011-12

ART

Homework for Art is set once a fortnight.

YEAR 7 HOMEWORK – BUILDINGS & ARCHITECTURE	
Homework 1	Collect images of different types of buildings. Stick them into your sketch book, you must fill at least 2 pages. Write 6 words you could use to describe what a building looks like.
Homework 2	Find 3 pictures of Ely Cathedral and stick in. Write a description of each of your chosen images. You must write more than 2 sentences for each.
Homework 3	Research the Spanish architect Antoni Gaudi. Write 5 facts about him. Print off a picture of one of his buildings and write a description of that building.
Homework 4	Fill your page with a basic outline of a doorway. Adapt left-hand side in Cathedral style and right-hand side in Gaudi style (tonal drawings in pencil).
Homework 5	Draw the front of your own house so that it fills the page. Use full colour to enhance your image.

YEAR 7 HOMEWORK – NATURAL FORMS INSPIRING IMAGINATION	
Homework 1	Collect leaves and press them between heavy books to flatten. Collect pictures of natural objects such as fruit, vegetables, tree bark. Bring the leaves and pictures to your next Art lesson.
Homework 2	Using a wax crayon make a rubbing from a tree trunk onto A4 paper (it will need to be thin paper).
Homework 3	Make half cup of strong coffee. Use a twig as your 'pen' and dip this into the coffee as your 'ink'. Look carefully at a tree or plant and draw this using the twig and coffee. Make sure you include lots of detail. Protect your clothes to avoid staining. You must use at least one of the following techniques: cross hatching, pointillism or continuous line.
Homework 4	Draw the same tree or plant using a pencil, this time you must also use your imagination to make all or part of the plant / tree look half human. (like the 'Tree Beard' characters in Lord of the Rings) You must use at least one of the following techniques: cross hatching, pointillism or continuous line.

YEAR 7 HOMEWORK – COLOUR

Homework 1	Find an example of a painting by Wassily Kandinsky, print it off in colour and stick it in. Include 5 interesting facts about the artist and describe how the colour he uses expresses a mood or emotion e.g. energetic, exciting, loud, restful, quiet.
Homework 2	Collect lots of sweet and chocolate wrappers (don't have to be all your own!). On a page in your sketchbook, position the wrappers so that they overlap and look interesting and stick them in place using glue. You must fill the whole page, leaving no gaps except for just around the edges.
Homework 3	Produce an observational drawing of a food item that is colourful and has an interesting shape e.g. a cake, a sandwich etc. Observe it carefully at and draw it as accurately as possible using pencil to fill most of the page. Choose a 'family' of colours and then add these colours instead of <i>actual</i> colours, using coloured pencils
Homework 4	Divide page into 4 sections. Cut out lots of different colours and coloured objects from magazines and arrange and overlap them into to each section to show all the colours in the colour wheel. 1st section: reds and oranges, 2 nd yellows and greens, 3 rd section: dark greens and blues, 4 th section: purples and pinkish reds. Stick them in carefully.
Homework 5	Find definitions for the following printing making terms: REGISTER, REPEAT, REVERSE, COLLOGRAPHY, RELIEF PRINT. Write the terms and a detailed definition written in your own words alongside them. Definitions must relate to printing!

YEAR 7 HOMEWORK – THE FACE

Homework 1	Find an example of an artist's Self-Portrait. Print it out or photocopy it from a book and glue into your sketchbook with the artists name, title of the image and the date it was produced. Write what you see in the image and your opinion of it. Add some information about the artist.
Homework 2	Find an image of a famous person and copy it.
Homework 3	Draw 4 small portraits under the headings of: evil, scared, happy, and confused. Add coloured pencil.
Homework 4	Draw a portrait of a member of your family using pencil only. Add shading
Homework 5	Fill 2 pages at least with information about masks. Include images
Homework 6	Draw how you see your face in a curved reflective surface such as a shiny spoon, a silver teapot, vase, etc.

Homework 7	Divide your page into 4 sections. In one section draw 4 pairs of eyes, in the 2 nd section draw 4 noses, in the 3 rd section draw 4 mouths, in the 4 th section draw ears.
Homework 8	Using your previous homework choose your favourite feature from each section and put them together to create a face.

YEAR 7 HOMEWORK - FESTIVALS

Homework 1	Create a visually interesting page in your sketchbook containing imagery and written information about the “Divali Festival”.
Homework 2	Design an alternative “Divali” light in a different form to the one you have made in class and include “Rangoli” style patterns on its surface. Colour using coloured pencils.
Homework 3	Colour 5 minute sketches produced in class and complete any other unfinished design work.

BUSINESS ENTERPRISE

Week	w/b	Homework
1	06.09.11	Collect a range of leaflets/printouts provided by leisure facilities/amenities in your area
3	19.09.11	Explain the difference between a charter and scheduled flight
5	03.10.11	Revision
7	17.10.11	Research hotels in your favourite holiday destination and find 3 good examples
9	07.11.11	Research Paris and find out what children can do there
11	21.11.11	List as many advantages and disadvantages that you can think of for travelling by car and train, which do you think is best?
13	05.12.11	Complete evaluation

DRAMA

Drama is predominantly a practical based subject in KS3.

Units to be studied in Year 7:

- Introduction Unit
- Haunted House Unit

Homework will include – writing scary story at home, write up of a presented Drama, designing a DVD cover for scary Drama

ENGLISH



A Knight's Tale - Y7 Homework Project

Your task is to imagine that you are a knight and write a journal that gives an insight into your crusading lifestyle. You may use a computer to present your project if you wish.

- 1) Use this homework time to research everything you can about knights. Use the internet and books from the library. The more you read and research the better your homework project will be. Bullet point or make notes on your findings.
- 2) Open your journal with an introduction: My Knight Self. You can include
 - a. your name and a portrait (or detailed description) of yourself
 - b. a labelled picture of the knight's outfit that you wear
 - c. information about your background, including where you are from and how you became a knight.
- 3) Describe your castle and fellow knights. You can include:
 - a. a labelled drawing of your castle (this is when your research will come into use)
 - b. a labelled drawing or a written description of up to three members of your band of knights, explaining their names, what they are best at fighting and some interesting things about them
 - c. a labelled drawing or written description of some of the beasts you have killed and of your horse
 - d. a typical menu for an evening's meal in your castle
 - e. a labelled drawing of an amazing weapon that will knock down your enemy's castle.
- 4) Explain your fascination with fighting and protecting the innocent ladies. You can include:
 - a. An leaflet advising someone on how to behave and what to have when they have become a knight
 - b. Include a section on how to rescue damsels in distress
 - c. Include advice on how to capture and train a dragon
 - d. a letter from a damsel in distress begging for help
- 5) Tell all about knightly conduct. You can include
 - a. A story of how you won your first battle and rescued your first damsel in distress.
- 6) Use this homework time to write up your project and make it look attractive. Make sure that you produce a front cover with your name on it. Within your project use:
 - a. Sub-headings, drawings, written descriptions, diagrams, maps, bullet points
 - b. Correct spelling, punctuation and grammar

GEOGRAPHY

Lesson	Homework
1 'Establish expectations in the geography department'	'My favourite place'
2'To appreciate the different aspects of geography - human, physical and environmental'	What is geography poster
3 To introduce students to using an atlas	
4 For students to learn how to use longitude and latitude to find places.	Latitude / Longitude sheet
5 To learn how to draw plans and use scale.	Lauren's room
6 To learn how to use 4 and 6 figure grid references.	'Where are you?' worksheet
7 To understand how to read and use compass point directions and use scale.	Design your own compass
8 To understand what contour lines show on a map and how to read them..	
9 To learn the main OS map symbols.	Journey to school maps
10 To understand how photographs can be used to study geography	
11 To practice using the map skills learnt over the past few weeks.	Revise for test on map skills
12 GIS	Revise for test on map skills
13 Test	

HISTORY

Students can expect to be set homework twice each fortnight. All homework activities have been listed, but students will only be set 2/3 each fortnight.

Year 7 - Unit 1 - What is History? (Change and Continuity)		
1	Time Zone	Draw your own version of an Anachronism scene.
2	Giving Evidence	Find an historical source on the Romans and explain its usefulness.
3	Interpreting the Past	Find an historical interpretation of Henry VIII and explain its aims.
4	Why Oh Why	Explain the reasons behind asking why questions in History. Think about: What information do you get from asking why? Why are they so important to Historians?
5	How Important	Design a poster for your chosen 'Greatest Briton' and give at least 3 reasons for your choice.
6	Empathy	Complete an account of a typical day at school for your grandparents (or similar). You will need to interview them first!
7	Getting Better at History	Work out 6 different questions on an historical event of your choice.
Year 7 - Unit 2 - Which is the most significant Olympics over time? (Significance)		
1	London Olympics 2012	Create a new brand for the London 2012 Olympics. Think carefully about the 7 values and make sure it gives the right message!
2	Ancient Olympics	Google image search Greek vase – Olympic games and describe 2 of the images. Go on to explain why artefacts are important to Historians.
3	Cotswold Olympics	Create an advert for the Cotswold 2012 Olympics! Think carefully about how it might complement the Modern Olympics.
4	Modern Olympics	Research a famous Olympic athlete.
5	Bring it Back	Now imagine you are the chairman of the IOC. Write a reply to your bid either accepting or declining, and explain your reasons why.
Year 7 - Unit 3 - How did the Black Death affect people's lives? (Change and Continuity)		
1	Historical Fiction	Find an example of a historical novel and write down what it is about in a paragraph. You may need to go to the LRC!
2	Causing a Plague	Imagine you lived in 1348 England. Write down how you would try to avoid catching the Black Death!
3	The Plague Arrives	Imagine you are a Medieval Doctor and come up with your own cures for the Black Death! Explain what the patient needs to do in a step-by-step form.
4	Plague Fears	Find an image of the Black Death and explain

		why it was produced. (Who was it drawn for? What was it showing?)
5	Doom and Gloom	Explain whether you think the Black Death brought more disaster than good to England.
6	Black Death Story	Complete your Black Death Story
Year 7 - Unit 4 - How far did the Peasants' Revolt really change anything? (Change and Continuity)		
1	Picture from Memory	Find a picture of the Peasant's Revolt and explain how it could be useful to Historians.
2	Trends and Triggers	Explain how trends and triggers are different and how they helped to start the Peasant's Revolt.
3	Threats and Violence	Create a storyboard to show the violence that was carried out by the Peasant's during the revolt.
4	Death and Defeat	Using all of the information from your classwork, explain who do you think was to blame for the outbreak of the Peasant's Revolt?
5	Significance Alley	Using the skills you have acquired today, write a comparison of which event you think was more significant: The Black Death or the Peasant's Revolt?

ICT

In Year 7 homework is set every other week. Homework will be set during the **Week A** lesson. Where there is no lesson during Week A homework will be set during the **first Week B lesson**. Where there are two ICT lessons scheduled for Week A, homework will be set on the **second lesson of week A**.

SAM learning tasks consolidate learning in lessons and familiarise students with SAM Learning features.

Week Commencing	Details – SAM Learning Task
19.09.11	Communication by Email
3.10.11	Word Processing Basics
17.10.11	Presentation Basics
7.11.11	Presentation Features
21.11.11	Presentation Setup
5.12.11	Desktop Publishing Basics

LANGUAGES

Homework is broadly set once per week. Homework will be based on the following areas/topics:

Week:

- 1 Greetings
- 2 Expressing how I feel, including *ca va* and likes/dislikes
- 3 The alphabet
- 4 Ages, including numbers 1-31
- 5 Birthdays. Numbers 1-1000+
- 6 A consolidation of work completed in weeks 1-6

Half Term

- 7 Family members
- 8 Physical descriptions
- 9 Characteristics and descriptions
- 11 Pets
- 12 Practicing numbers and descriptions with family & pets

MATHS

Year half	Week A	Week B
7X	Thursday	Wednesday
7Y	Thursday	Thursday

The information above shows the days when maths home work will be set. If there are any variations, your child will be informed.

Staff will inform pupils when the work is due in. Most tasks will be due the following week, however some tasks will task longer. Please see your child's planner for exact details of the work set and the deadline.

Pupils will be set one piece of maths homework every week. This may be paper based, an online activity or a mixture of both.

If your child is unable to complete a maths homework for any reason, please write a note in their planner to inform their maths teacher. If your child does fail to complete a maths homework, they will be given an opportunity to bring it to their teacher the following morning. If they fail to do this, the KS co-ordinator will write to inform you.

If your child needs any further resources or support, please encourage them to see their maths teacher before the work is due.

MUSIC

Autumn Term

1st Homework (1st lesson) – to read (with parents) the Specifications/Schemes of Work for the year and to return with questions or enquiries.

2nd Homework (at an unspecified time) - to download the website home.musicatschool.com and explore some of the musical games and quizzes for Y7.

3rd Homework will be toward the end of the 1st full project (due to close mid-October) and will form a review/feedback exercise.

PHYSICAL EDUCATION

The sporting activities that will be studied during the Autumn term are:-

Boys – Football/Badminton & Rugby/Trampolining

Girls – Netball/Touch Rugby & Football/Badminton

Students will be assessed at the end of each half term. There is no homework for Key Stage 3 Physical Education. However with the current concerns over Health and Well-being there is a strong agenda to support out of school exercise.

The following piece is taken from www.nhs.uk

Children and young people aged 5 to 18 should do at least 60 minutes (one hour) of aerobic activity every day. This should include a mix of:

- **moderate-intensity activities:** this means your child is working hard enough to raise their heart rate and break a sweat, and
- **vigorous-intensity activities:** this means they're breathing hard and fast, and their heart rate has gone up quite a bit

As part of your child's 60 or more minutes, they should also do activities that strengthen their muscles and bones.

RELIGIOUS EDUCATION

Homework for Personal and Social Development is set once a fortnight.

YEAR 7 AUTUMN TERM	UNIT: WHO AM I?	Lesson 1: How are our beliefs similar and different? Homework: 'My beliefs' piece of writing based on game played in lesson
		Lesson 2: Why do we study PSD? No homework this week
		Lesson 3: What gives us our identity? Homework: Write a poem called 'Who am I?', using some of the ideas you have thought about during the lesson
		Lesson 4: What are some of the things that give religious people their identity? No homework this week
		Lesson 5: How do we look at life and how does this shape our identity? Homework: Create your own symbol to show how you view life and its meaning.
		Lesson 6: How does religion add to a Jew's identity? No homework this week
		Lesson 7: What beliefs are expressed during the Hajj? (assessment) Homework: What do you do to remember special people and events? How does this help or change you?
		Lesson 8: How does the Hajj add to a Muslim's identity? (assessment) No homework this week

	Lesson 9: How does the use of murtis add to a Hindu's identity? Homework: Design a murti which represents the things <u>you</u> think are important in life.
	Lesson 10: How does worship express a Christian's identity? Homework: Research (for next lesson): what can you find out about the Eucharist?
	Lesson 11: How does the Eucharist express a Christian's identity? No homework this week
	Lessons 12-14: Who are we? (group work on presentations explaining and evaluating the diverse make-up of the group and demonstrating its value. Lessons 12+14: No homework this week Lesson 13: Homework: Continue work on 'Who Are We?' lesson project (e.g. find resources to use in presentation)

SCIENCE

Year 7 are following the KS3 two year program. They will receive a project based homework that will take between 2-4 hours of work outside the classroom. A new project will be issued for every unit of work studied. A summary of what to expect is shown in the table below.

Term	Unit of Work	Name of Project	General ideas
1	Sting in the tail	Colourful Chemistry	making and using an indicator at home. Presenting Scientific ideas.
1	All Mixed Up	pocket particles	making and using models of solids, liquids and gases.
1	Fuel Up	Power Politics	Research and report on electricity production.
1	Alien Hunters	Solar shoebox	Research then making a model of the solar system.
2	London Bridge	Marketing Metals	Internet research, using scientific knowledge and presenting scientific ideas.
2	Shocking	How does a torch work?	Using scientific ideas to explain observations.
2	Recipe for life (start)	Tissue Issues	Internet research on the use of organ donation cards then making informed decisions. Presenting as a letter for an MP.
2	Recipe for life (half-way through)	Baby Booklet	Collating research and knowledge from lessons to produce a leaflet for new mothers.
3	Home and away	Scientific Snap	Make a snap or top trumps game based on the animal kingdom groups
3	Lights, camera, action	Looking at light	Research and mini-investigation to prove that light travels in straight lines.
3	May the force be with you	Faces in forces	Internet research on the history of forces and the people who have contributed to our understanding of forces today.
3	Graphic graphs	Working with graphs	Making choices for selecting a graph to suit the data given. Exploring the various ways of presenting data.

TECHNOLOGY			
Food	Healthy eating.	<p>Bronze award</p> <p>About this unit</p> <p>Students will develop their knowledge and understanding of healthy eating. They will design and make a product.</p> <p>Outcome / expectations:</p> <p>Build on principles of healthy eating, food safety, hygiene and health and safety covered during introductory session.</p> <p>Develop an awareness of how their diet compares with the guidelines and how they may make changes.</p> <p>Carry out tasks that develop food preparation skills, including some use of electric equipment.</p> <p>Develop investigative skills regarding food markets and food types.</p> <p>Carry out presentations, self and peer assessment.</p> <p>Be able to design, plan and make products based on basic recipes.</p> <p>Take part in tasks that develop numeracy, literacy, drawing and science awareness.</p>	<p>Wk 1 Design a game that helps to understand the safety and hygiene rules and equipment used in a food room</p> <p>Wk 2 Prepare ingredients for Fruit Fusion</p> <p>Wk 3 Evaluation of Fruit Fusion. Ask members of your family to comment on the different success criteria.</p> <p>Wk 4 Research dairy allergies and alternative products</p> <p>Wk 5 Write out the order of work for making a smoothie and prepare ingredients.</p> <p>Wk 6 Evaluation of smoothie. Ask members of your family to comment on the different success criteria.</p> <p>Wk 7 Research carbohydrates</p> <p>Wk 8 Prepare and weigh ingredients for flapjacks</p> <p>Wk 9 Evaluation of Flapjacks. Ask members of your family to comment on the different success criteria.</p>
Textiles	Drawstring bag	<p>About this unit:</p> <p>Students will make a simple decorated drawstring bag through focussed practical tasks.</p> <p>This will incorporate revision of the use of sewing machine and new textiles techniques</p> <p>Outcome / expectations:</p> <p>Students will gain experience using the computerised sewing machine</p> <p>They will have the experience of using CAD</p> <p>They will learn about the following techniques: seam allowance, neatening seams, use of transfer paper, appliqué as a method of decorating a fabric and making a casing.</p>	<p>Wk 1 Log of things to think about and consider for the completion of the topic(Task analysis)</p> <p>Wk 2 Complete plan/work sheet correctly</p> <p>Wk 5-7 To make any additions to plan where modifications may be required. Update making diary</p> <p>Wk 8 Students complete evaluation/ Test outcome</p>
Resistant Materials	Jigsaw	<p>About this Unit: Students will develop their health and safety within a workshop, learning about the machinery and hand tools.</p> <p>They will learn how to use a coping saw and file.</p> <p>They will learn about different types of wood.</p> <p>Outcome/Expectations:</p> <p>All students will:</p> <ul style="list-style-type: none"> • Be able to use a coping saw. • Be able to work safely in the workshop. • Be able to use paints and varnishes. <p>Some students will:</p>	<p>Wk 1 Design a front cover for the project</p> <p>Wk 2 Work through homework sheet on wood</p> <p>Wk 3 Choose a magazine image of your choice and cut into a jigsaw</p> <p>Wk 4 Create a final drawing of your jigsaw</p> <p>Wk 5 Produce a production plan stating the processes, tools and equipment that has been used</p>

		<ul style="list-style-type: none"> • Be able to plan their work independently. • Be able to use tools and equipment accurately. • Be able to name different types of wood. 	over the last weeks
Bottle Opener	<p>Bottle opener Bottle Opener SOW</p> <p>About this Unit: The pupils will learn the techniques to work with metals in a basic way, they will learn how to use the specialised tools and how to shape metals. This project will introduce the pupils to a new material and help them to produce a quality product for others.</p> <p>Outcome/Expectations: All students will:</p> <ul style="list-style-type: none"> • Be able to make bottle opener • Understand how to use the correct tools and equipment to work with metal. • Evaluate their work. <p>Some students will:</p> <ul style="list-style-type: none"> • make an accurate and quality product • use the tools with precision • Constructively evaluate their work 	<p>Wk 1 Metals worksheet. Wk 2 Fill in Work diary – focus on tools used Wk 3 Fill in Work diary – focus on quality control Wk 4 Fill in Work diary – focus on health & safety Wk 5 Fill in Work diary – Complete diary in full</p>	
Coat Hook	<p>Coat hook</p> <p>About this Unit: Students will develop their health and safety within a workshop, learning about the machinery and hand tools. They will learn how to use a coping saw and file. They will learn about acrylic.</p> <p>Outcome/Expectations: All students will:</p> <ul style="list-style-type: none"> • Be able to use a coping saw. • Be able to work safely in the workshop. • Be able to use hand tools with some help. <p>Some students will:</p> <ul style="list-style-type: none"> • Be able to plan their work independently. • Be able to use tools and equipment accurately. • Be able to name different types of wood. 	<p>Wk 1 Complete a front cover for the project Wk 2 Research other coat hooks and materials (worksheet) Wk 3 Draw a 3D picture of their coat hook Wk 4 Start a production plan Wk 5 Complete a production plan stating the processes, tools and equipment that has been used over the last weeks</p>	
Graphics - Computer	<p>About this Unit: Students will use SERIF DRAW to design and produce the packaging for a snack size soup product. They will learn card modelling techniques and research to find out what information should appear on food products</p> <p>Outcome/Expectations: All students will: Complete a card model of their packaging Learn and practice card modelling skills.</p> <p>Some students will: Complete a card model of their packaging complete with all the necessary information which would be</p>	<p>Wk 1 Research examples to see information that might be needed. Wk 2 Thinking of ideas – product name, deciding ingredients Wk 3 Project diary</p>	

		present on this product Learn and practice card modelling skills	
Graphics - Hand	Hand Drawing About this Unit: Students will develop their graphic and drawing skills by learning different techniques of drawing and shading. They will learn how to use a ruler and pencil. They will learn how to evaluate their work and the work of others. Outcome/Expectations: All students will: <ul style="list-style-type: none"> • Be able to draw using a grid as a guideline. • Be able to shade using different techniques. • Be able to understand the difference between different drawing styles. Some students will: <ul style="list-style-type: none"> • Be able to plan their work independently. • Be able to take techniques further and draw more detailed drawings. • Be able to draw techniques without grids as guides 	Wk 1 Complete a front cover for module Wk 2 Pupils to complete small shading grid Wk 3 Shade the work that was completed in today's lesson using pencils and a light source Wk 4 Rendering techniques to shade in shapes Wk 5 Draw what wasn't completed in class your name or a kitchen	

Year 7 Textiles themes for Homework .

Students to complete 3 in a year **alongside** Technology homework per module.

1) Find 4 different textiles items in your home.

- Look at the label, what fibres are the items made of? ie polyester, cotton, wool, acrylic.
- Now research into these fibres. What and how are they made. What properties do the fibres have. How are they suitable for the items you have chosen.

2) Redesign the Ely College Uniform.

- Design a questionnaire to find out students opinions on current uniform. Carry out the questionnaire.
- Use your findings to design a new range of uniform for Ely College.
- Think about materials, colours, logos boys and girls sports kit, shoes and bags.
- Present your ideas.
- Suggestions for presentation: pencil and coloured drawings, computer drawings, collage, mini cardboard cut -out with paper clothes

3) The 2012 Olympics planning is well underway.

- Britain will need a new Olympic flag that has a British theme and includes a new Olympic Logo.
- Research into flags from different nations. Research the makings of a good logo. Using this for inspiration, design your Olympic flag which should include your new logo. Present your ideas on a computer .

4) Develop a design for a piece of furniture made from recycled cardboard.

- Collect some cardboard, i.e. cereal boxes, old packaging.
- Experiment with card. Cut, bend shape it, join pieces together and record what happens.
- From your experiments produce a range of designs.
- Construct a scale model and take a photograph for evidence.

5) Look at traditional board games and puzzles.

- Think about how these could be reduced in size to fit inside your pocket.
- Design a new pocket sized game or puzzle or improve an existing one so that it sits in your pocket.
- Explain what material you would use and how it is suitable.

6) Start looking at the events that will take place at the Olympics.

- Using information about past and present Olympics (logos styles etc)
- Produce some rough sketch ideas for a seat.
- Produce a final drawing of your seat design, colour and label it in detail.