

Year 8 Autumn Term Homework Overview 2011-12

ART

Homework for Art is set once a fortnight.

YEAR 8 HOMEWORK – ANIMALS IN ART	
Homework 1	Using the 2 animals drawn in class, combine your favourite body parts together to create a new creature. Colour it according to the original body parts colouring and name it.
Homework 2	Divide your page into 4. Label sections: Lizard scales, fish scales, fur, feathers. Draw a section of each skin quality as if enlarged under a magnifying glass to fill its labelled section. Colour using coloured pencil.
Homework 3	Find a piece of 3D artwork of an animal. Print out/photocopy picture and glue into sketchbook. Label with artists name, title and date produced. Write some information about the artist.
Homework 4	Using the keywords – “pinch-pot, hollow, score and slip, modelling”, show how you made your clay animal in a cartoon strip.
Homework 5	Create a brainstorm of the word “ Jungle ”. Consider presentation and make it visually interesting.
Homework 6	Draw a selection of leaf shapes (at least 4) to fill your page and add colour to 2 of them, shade the others with pencil only.
Homework 7	Find an image of a Henri Rousseau Jungle painting . Glue into book, write about what you see within the painting and what you think of the picture. Add in at least 5 facts about Henri Rousseau.
Homework 8	Make up a short story from looking at the Henri Rousseau jungle painting you collected for your previous homework. Write up into book.
YEAR 8 HOMEWORK – EMPHASIZING FORM THROUGH TONE	
Homework 1	Set up 3 cylindrical white objects with a light shining from one side. Draw and shade using pencil.
Homework 2	Using the glued in image given to you in the lesson describe it using the knowledge you gained in class. Use specialist vocabulary where possible.
Homework 3	Draw the 3 shapes from the board accurately into your sketchbook. (Circle, Pyramid and Cube) As homework shade them in, one with pencil the other two with biro, one in cross-hatching and the other in scribbling.
Homework 4	Find an example of a Monochrome painting, glue in an example and write about it in your own words. Its mood, the choice of colour, the topic, your own opinion of it etc.

YEAR 8 HOMEWORK – FIGURES	
Homework 1	Ask a family member to pose for you in 3 different positions, then as you have done in class draw the figure in the 3 different positions. Do not draw detail, simplify the figure into shapes. Focus on correct number of shapes and joints.
Homework 2	Find a full-length picture from a magazine of a fashion model (male or female) stick it in your book leaving enough space to do a drawing of this next to it. Focus on elongating the legs and the detail of the clothes. You must colour it in using coloured pencils.
Homework 3	Research Giacometti in preparation for next lesson. Print a picture of a Giacometti figure sculpture and stick in sketchbook. Read your research and re write it in your own words. Who is he? where is he from, when? What did he do? What is your opinion of his work? Do you like it? Why?
Homework 4	Draw a figure in a fashion pose and design your own clothes onto it. You must chose a theme for the clothes e.g. nature or party. Make sure you write what your theme is and make notes explaining how the clothing relates to the theme.

YEAR 8 HOMEWORK - MATISSE and KLIMT	
Homework 1	30 minute life drawing of family member/peer
Homework 2	Artist research Klimt, one full page of colour Klimt figure images, plus 5 artist facts
Homework 3	Collect metallic and brightly coloured collage resources, tin foil, sweet wrappers, stickers, metallic pens for Klimt background

BUSINESS ENTERPRISE

Week	w/b	
1	Tues 06/09/11	Homework: Give 4 examples of leisure facilities in your local area (anything that supports a leisure activity of yours).
3	19/09/2011	Homework: Carry out your questionnaire on your family and bring in your answers next week.
5	03/10/2011	Homework: Find out details of a local amateur dramatic group/society and write about it.

7	17/10/2011	Homework: Revise
9	07/11/2011	Homework: Visit your local leisure centre and consider the layout.
11	21/11/2011	Homework: Find the timetable for your local leisure centre and swimming pool.
13	05/12/2011	Carry out research necessary for your presentation

DRAMA

Drama is predominantly a practical based subject in KS3.

Units to be studied in Year 8:

- Cadbegrim Unit
- Battle Cries Unit

Homework will include – postcards in Role, letters in role, researching crimes and punishments, newspaper articles.

ENGLISH

The Modern Novel – English Project



Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

- Francis Bacon

Introduction

Your task is to produce a project folder about a book you have read and enjoyed.

The deadline for this project is _____ You will not be given any other English homework in this time, but I will from time to time check the progress of your work.

Your homework days are**Week A** and**Week B**. During this time you will share your ideas with each other and assess each other's work and I will check the progress of your project and help if need be.

Below are the assessment foci that you will need to concentrate on when doing your project. Your project is going to be divided into sections, and it is up to you to do the research.

- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Organise whole texts effectively, sequencing and structuring
- Write imaginative, interesting and thoughtful texts

Section One: The Novel

In this section, you have to pick out a paragraph or short passage of your favourite novel and then either draw an illustration or find one from a famous artist that you think best goes with your passage.

You then have to write between 250-400 words on the following:

- explain what the context of the passage is,
- explain why you have chosen that particular passage and what it means to you
- explain why you chose that picture and why you think it links with your chosen passage.



The books that help you the most are those which make you think the most.

- **Theodore Parker**

Section Two: A Book review

In this section, you will need to write a book review on a book you have recently read. In order to do this successfully you will need to use the words from the following word banks.

SEQUENCE		
In the end	Initially	Finally
Eventually	First	Once
Succeeding	Firstly	Secondly
Following	Then	Next
Since	So far	Subsequently
Prior to	After	Meanwhile
Previously	Afterwards	At length
Later	At last	
To begin with	Lastly	

SUMMARY		
In brief	In all	In summary
In short	Overall	To sum up
Throughout		

First, write a brief summary of what your book is about, try to make it sound interesting because you need to get people to read this book.

Next, describe in detail what the main character is like, and get some quotes from the book to support your opinion.

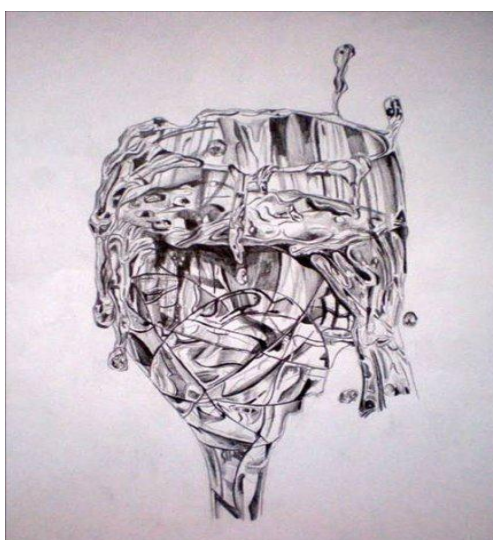
Then, pick out the best bit, explain to your readers why this bit was so good, and explain how the author helped to make it so good with the way he either structured the story or used language in a clever way. Do not forget to give examples from the book to support your opinion.

Finally, say who you would recommend the book to and why.

Section Three: Creative

Create your own story based on one of the characters. You must pick a scene from your class novel and write it from a different perspective than the one used in the novel. Ask your teacher if you are unsure. Alternatively, this could be done as a piece of speaking and listening, as long as you thoroughly prepare and speak as if you actually were that character.

Your story should be between 500-800 words long.



GEOGRAPHY

Lesson:	Homework:
1 To establish expectations for the following year in geography. To introduce students to the topic of 'My Local Area'.	Sheet 'Settlement function'
2 Why was Ely chosen for a settlement?	Sheet 'Prehistoric site settlement'
3 For students to learn about the different settlement patterns within Cambridgeshire.	
4 For students to learn about the settlement hierarchy.	Sheet 'Hunt the settlers'
5 For students to know the different land use patterns within towns.	Sheet 'Housing types on a map'.
6 Does Ely fit the urban land use model? Virtual fieldtrip along Downham Road.	
7 To complete an assessment to assess whether Ely fits a land use model.	Assessment work
8 To complete an assessment to assess whether Ely fits a land use model.	
9 To produce a poster highlighting the problems and possible solutions of settlement growth in Cambridge or Ely.	Complete poster illustrating the problems and possible solutions for the city of Cambridge or Ely.
10 To develop a 'new town' as a solution to the growth of Ely.	Find a newspaper article that addresses either a result, problem or solution of the growth experienced by Ely.
11 For students to take a closer look at one of the main types of industry affecting East Anglia – Farming.	Sheet 'farming factors'.
12 For students to understand how and why farming has changed over the last 50-60 years.	
13 For students to know the pattern of farming across the UK.	Describe what farming is like in the Fens surrounding Ely

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 8 - Unit 1 - How important was the Medieval Church? (Cultural, Religious and Ethnic Diversity)		
1	Medieval Church	Design your own version of a Medieval Doom Painting or pathway to Heaven.
2	Role of the Church	Medieval people were afraid of Judgement Day. Find out what this was and why they were so Scared!
3	Lollards	Write a balanced paragraph about why Medieval people were so desperate to get to Heaven.
4	Pilgrimages	Create an advert poster inviting people to come on pilgrimage to Ely Cathedral. Explain why they should come, what will they see when they get there, explain why they should come.
5	Ely Cathedral	Research why people called Ely Cathedral 'the Ship of the Fens'.
6	Thomas Becket	Write a speech about what happened to Thomas Becket from the viewpoint of the Church.
7	Assessment	No Homework as Assessment Lesson

Year 8 - Unit 2 - What was the impact of changes to the Tudor Church? (Cultural, Religious and Ethnic Diversity)		
1	Catholics and Protestants	Find a song that could be a useful historical source and explain your choice.
2	Henry VIII and Monasteries	Research evidence to show that Henry VIII was a Star or Monster.
3	Richard Whiting	Research each of Henry VIII's wives and explain which ones were beheaded and why.
4	Edward I	List 5 differences between the Protestant and Catholic Churches.
5	Bloody Mary	Explain why Mary I was nicknamed 'Bloody Mary.'
6	People and the Reformation	Imagine you are a Catholic extremist. Write to Elizabeth explaining why and how she should turn England into a Catholic country like her sister did.
7	A Church for Everyone?	Other than sorting out the religious problem in England, research one other factor that made Elizabeth I a significant monarch.

Year 8 - Unit 3 - Was Hitler entirely to blame for the Second World War? (Causes and Consequence)		
1	Treaty of Versailles	Explain why you think the Treaty of Versailles contributed to the start of the Second World War.
2	Democracy and Dictatorship	Explain why the increase in dictatorships during the 1920's and 1930's helped to contribute to the Second World War.
3	Hitler's Foreign Policy	Explain why the invasion of countries by Hitler would help to contribute to the outbreak of the Second World War.

4	League of Nations	Explain how the weakness of the League of Nations helped to contribute to the outbreak of the Second World War.
5	Appeasement	Explain why Britain's policy of appeasement helped to contribute to the outbreak of the Second World War.
6	Nazi-Soviet Pact	Explain how the Nazi-Soviet Pact helped to contribute to the outbreak of the Second World War.
7	Final Judgement	No Homework

ICT

In Year 8 homework is set every other week. Homework will be set during the **Week B** lesson. Where there is no lesson during Week B homework will be set during the **following first Week A lesson**. Where there are two ICT lessons scheduled for Week B, homework will be set on the **second lesson of Week A**.

Overview: Project to research and produce a travel agency brochure on a destination of the student's choosing.

Week Commencing	Details
26 Sept	Research brochures
10 Oct	Select and research location
31 Oct	Produce design sketch for front cover, double page spread and rear
14 Nov	Produce first draft on DTP software, without images
28 Nov	Select, collect and combine images with text
12 Dec	Evaluate finish brochure

LANGUAGES

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

Week:

- 1 School subjects & re-capping opinions
- 2 Telling the time & linking to school timetable, inc. revision of days of week
- 3 Daily routine vocabulary, simple future saying what you will do tomorrow
- 4 European school routines
- 5 Revision of weeks 1-4
- 6 Preparation for Writing Assessment 1 – Description of School Life

Half Term

- 1 Job titles & pros and cons of jobs
- 2 Part-time jobs & opinions thereon
- 3 Pocket money habits & revision of numbers
- 4 The future tense & reasons why you would/would not like a job
- 5 Revision of weeks 1-4
- 6 Preparation for Speaking Assessment 1 – Interview about Jobs

MATHS

Year half	Week A	Week B
8X	Friday	Friday
8Y	Thursday	Thursday

The information above shows the days when maths home works 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

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

Second homework (unspecified time) will be research related to the music project which they are currently engaged in (Music within the SEAL agenda).

Third Homework will be toward the end of the first full project (due to close half term) 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 usually set once a fortnight; however, for the main part of this term students will be working on a homework project so will have greater freedom to organise their time throughout the term in order to complete this project.

Learning Questions and Homework tasks for this unit:

YEAR 8 AUTUMN TERM	UNIT: BELIEF INTO ACTION	Lesson 1. What skills do I need to practice in order to reach the next level in R.E.? No homework this week
		Lesson 2. How can beliefs change lives? Homework: Keep a list of the ways in which this week your actions are affected by your beliefs.
		Lesson 3. How do religions try to put their beliefs into practice through charity work? No homework this week
		Lesson 4. How much do people in Britain want to make a difference to their world? How do they try to do that? Homework: Begin work on Unfairness Game project
		Lesson 5. How free are we? Homework: Continue work on Unfairness Game project
		Lesson 6. What is the story of Aung San Suu Kyi? What were the reasons for her decisions? (assessment) Homework: Continue work on Unfairness Game project
		Lesson 7. How were Aung San's decisions influenced by Buddhist teachings? How good was the way she followed these teachings? (assessment) Homework: Continue work on Unfairness Game project
		Lesson 8. How can we persuade people to support Aung San? (assessment) Homework: Continue work on Unfairness Game project
		Lesson 9. What are some of the projects that enable Christians to put their beliefs into practice? What are their strengths and weaknesses? Homework: Continue work on Unfairness Game project
		Lesson 10. How do religious and non-religious people work to care for the environment? Why do they do this? How successful is their work? (project week 1) Homework: Continue work on Unfairness Game project
		Lesson 11. How do religious and non-religious people work to care for the environment? Why do they do this? How successful is their work? (project week 2) Homework: Continue work on Unfairness Game project
		Lesson 12. How do religious and non-religious people work to care for the environment? Why do they do this? How successful is their work? (project week 3) Homework: Continue work on Unfairness Game project
		Lesson 13. How do people respond to things that are unfair? How effective are our games at teaching these ideas? Homework: Write an evaluation of your Unfairness Game

SCIENCE

Year 8 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	Treasure Hunting	Perceptions of Science	Mini-investigation – survey the processing results.
1	It's a Kinda Magnet	Static investigation	Mini-investigation and write up.
1	You are what you eat (start)	Views on Vitamins	Research and report. Use of internet.
1	You are what you eat (1/2 way through)	Black death danger	Newspaper report on causes and symptoms of disease.
2	Grand designs	Heated Houses	Building a model house and using to show where insulation is and how it works.
2	A hitchhikers guide to the universe	Interplanetary postcards	Cartoon strip/presentations to show how an alien's weight will change as it visits all of the different planets. Develops numeracy through calculations.
2	Rock detectives	Saving Shorelines	Internet research: Where in the UK is affected, what is being done and which methods are most effective. Students have to make an informed decision.
2	What's the matter?!	Atom Antics	Design a board game to test the players' knowledge of atoms, elements and compounds.
3	A winning formula	Behaviour bother	Research into finding out how what students eat for lunch affects their behaviour.
3	It's a balancing act	Weight a moment!	Problem solving calculations
3	Setting the scene	Seeing through space	Explaining how see objects in space and how a telescope works
3	Telling a story	Graphic experts	Using graphs to work things out and write detailed scientific conclusions.

TECHNOLOGY			
Food	Silver Award- Design and make a healthy Pizza	<p>About this Unit: Students will develop their baking skills by making scones, bread rolls and pizza. Students will discuss and investigate healthy toppings for pizza and the best type of base for the pizza. They will then design and make a pizza product that would be healthy yet still appeal to teenagers. They will learn how to evaluate the work of others</p> <p>Outcome/Expectations: All students will:</p> <ul style="list-style-type: none"> • be able to make, scones, bread rolls and pizza. • Understand the value of using healthy ingredients • be able to make simple adaptations to recipes e.g. flavourings. • Be able to evaluate food products and make suggestions for improvement. <p>Some students will:</p> <ul style="list-style-type: none"> • be able to plan their work independently • be able to make more complex recipe adaptations – e.g. alter main ingredients • Evaluate food products, taking into account the needs of the user 	<p>Wk 1 Bring ingredients Wk 2 Evaluation Wk 3 Bring Ingredients Wk 4 Evaluation Wk 5 Bring Ingredients Wk 6 Pizza Research Wk 7 Bring Ingredients Wk 8 Evaluation Wk 9 Baking skills worksheet</p>
Textiles	Design and make a 'Puggly'	<p>About this unit Students will design and make a 'Puggly' Students will develop their design and making skills. Students will increase their knowledge Of the characteristics of fabrics. Students will understand why recycling is important and how recycled fabrics can be used. Students will develop their practical skills. Students will use a range of decorative techniques.</p>	<p>Wk 1 Research soft toys Wk 2 Research Quilting Wk 3 Complete design ideas annotate sketches. Wk 4 Write up how to make a pattern Wk 5 Research and list materials required Wk 6-8 Students will keep a weekly log of the practical processes carried out in the lesson. Wk 9 Make a list of the positive things about your work and improvements that could have been made</p>
Resistant Materials	Money Box	<p>About this unit Students will design and make a Moneybox. Students will develop their design and making skills. Students will increase their knowledge Of the characteristics of materials.</p>	<p>Wk 1 Homework sheet – Continuous to deadline (Wk 6)</p> <ul style="list-style-type: none"> - Research ideas, create design sheet of research - Design sheet, final two

		Students will develop their practical skills. Students will use decorative techniques.	design ideas - Create colour final idea & template
	Structures	About this unit: In groups, students will design and make a structure. They will learn about <ul style="list-style-type: none"> The size, shape and design bridge structures. The forces acting upon it (tension, compression, torsion) How the materials can be used, designed and combined (triangulation, corrugation) 	Wk 1 Complete a front cover for the project Wk 2 Research a structure of choice Wk 3 Complete the word search and puzzle – key words for starter, next lesson
	Graphics - Hand	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 drawing board. 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 drawing board. Be able to understand between different drawing techniques. Be able to understand the importance of accuracy in graphics. 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 come up with their own style of drawing. 	Wk 1 Complete a front cover for module Wk 2 Pupils to complete a colour wheel and research complementary colours Wk3 Collect examples of lettering and logos – magazines and newspapers Wk 4 Complete the words as they sound. See homework sheet Wk 5 Design your own logo for your name Wk 6 Complete car

Year 8 Homework themes.

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

1) Find four different textiles items in your home.

- Look at the label, what fibres are the items made of? i.e. 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, 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.