

## Year 8 Homework Spring term 1, 2016

### Instructions

**Date set: Monday 16<sup>th</sup> January 2017.**

- You must complete homework every night and record what you do in your Academy planner. It is recommended that you spend about half an hour on each assignment each week.
- Please read the deadline instructions carefully as this will tell you how the work is to be handed in, spread your workload out over this time.
- Your **Form Tutor** will discuss how you are getting on with your projects in your tutor time.
- Your **Subject teacher** will also make sure that they discuss the project set in your lessons and to answer any questions you may have.
- Be creative – you decide on how you present your work for each subject. You may decide to design and make something, create a piece of giant ground art and take photographs or create a short film. Your work may not necessarily have to be in a written or poster format. **Let's see where your learning takes you!**
- In addition to the **English** 'Big Question' homework, English will also set weekly spellings for you to learn. **Mathematics** will also set arithmetic problems for you to solve.
- Students who do not complete the work by this deadline will receive a sanction.
- **If you misplace this booklet a new copy can be printed from our website or learning platform.**

Subject	Head of Department	Parent / Carer Signature	Parent / Carer Comment: Did your child find the work easy/hard? Did they complete it independently or with support? Did they enjoy the tasks?
English	Mr Day		
Mathematics	Mrs Sahota		
Science	Miss Brown		
Technology	Mr McCulloch		
Art	Mr McCulloch		
Citizenship	Mr Rowe		
Computing	Mr Kalair		
Drama	Mr Paskin		
Geography	Ms Allsopp		
History	Ms Allsopp		
Music	Mr Paskin		
Physical Education	Mr Paskin		
Religious Education	Ms Allsopp		

## Information for students on how to present your work

Don't forget about Language for Learning!

Each task will include your ability to:

- Present your work neatly and appropriately.
- Use standard English.
- Write in properly punctuate, full sentences.
- Write in different styles to adapt your writing for different audiences and purposes.

## Suggested activities that you could choose to present your responses to the 'Big Question'

You could decide to base your response to each 'Big Question' by producing / using:

- A Design and Make piece.
- A piece of Art work.
- Maths related work.
- Science related work.
- Media and ICT.
- A performance piece.
- A demonstration.
- Paper based work.

	<b>English</b>
<p><b>Homework Instructions:</b></p> <p>Writing a persuasive speech both in favour of and against animal being used for entertainment.</p>	<p><u>Big Question:</u></p> <p><b>Is it ethical to keep animals restricted in cages and used for human entertainment?</b></p> <p><u>Task:</u> You are an animal rights campaigner. You are protesting about the large and renowned animal circus that has just arrived in your town/city. You will be required to write a persuasive speech which reflect the two opposing stand points. Then you will choose and adapt the most effective of the two speeches and present it to the class at end of course.</p> <p><b>You believe it is wrong to exploit animals in this way for mere public entertainment.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>You believe that using animals for entertainment in the circus is perfectly acceptable, even educational.</b></p> <p>Write a heartfelt and convincing persuasive speech presenting your point of view.</p> <p>N.B: Use some of the key persuasive techniques you have learned during this Scheme of Work. You will be expected to present your speech to the whole class at the end of this course.</p>
<p><b>Language for Learning skills:</b></p>	<p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• developing vocabulary</li> <li>• using skills of persuasive techniques.</li> </ul>
<p><b>Deadline:</b></p>	<p><b>To be completed by Monday 13<sup>th</sup> February 2017</b></p>

	<b>Mathematics</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>What is the Fibonacci sequence and where can it be found?</b></p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• What is the Fibonacci sequence and how is it created?</li> <li>• Write down the first 15 numbers in the Fibonacci sequence</li> <li>• Look at every 3<sup>rd</sup> number, what do you notice?</li> <li>• Look at every fourth number, what is it divisible by?</li> <li>• Look at every fifth number, what is it divisible by?</li> <li>• a) Add up the first five Fibonacci numbers. Compare your answer with the 7<sup>th</sup>.</li> <li>• b) Add up the first 10 Fibonacci numbers. Compare your answer with the 12<sup>th</sup>.</li> <li>• c) Add up the first fifteen Fibonacci numbers. By looking at your answers for a and b can you work out the 17<sup>th</sup>?</li> <li>• It's possible to make different Fibonacci sequences by using different starting numbers. Copy and complete these sequences. <ul style="list-style-type: none"> <li>○ 2, 2, 4, 6, 10, __, __, __</li> <li>○ 0, 4, 4, 8, __, __, __</li> <li>○ 6, __, 8, __, 18, __</li> <li>○ __, 5, __, 11, __, __</li> </ul> </li> <li>• Create your own Fibonacci Sequence</li> <li>• Investigate who Leonardo Fibonacci was and Mathematical discoveries he has made (including Fibonacci sequences found in nature – include pictures and explanations.</li> <li>• You may present this in a booklet or a PowerPoint.</li> </ul>
<b>Language for Learning skills</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Researching from a variety of sources.</li> <li>• Selecting relevant information.</li> <li>• Reading for meaning.</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to inform and explain findings.</li> <li>• Using correct mathematical language.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

	<b>Science</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u></p> <ul style="list-style-type: none"> <li>• <b>What are all the different ways that scientists represent data?</b></li> </ul> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• Create a poster of different symbols, unit of measurements, formulas, chemical names, graphs, diagrams, charts, flow diagrams and tables used in Science and explain why/how they are used. Extension: include primary &amp; secondary data, qualitative &amp; quantitative data and simulations.</li> <li>• Some students are carrying out an investigation measuring current at different voltages. How could they student communicate the data they collect and in which ways could they collaborate with others to validate their own results? – Write a report to solve this problem.</li> </ul> <p>For further guidance, please refer to the key concept <b>Communicating &amp; Collaborating in Science</b> individual learning ladder as this homework will be assessed against this.</p>
<b>Language for Learning skills:</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Scientific and mathematic conventions which are used internationally to communicate</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to inform/ explain/describe.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

	<b>Technology</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>What makes a product iconic?</b></p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• Research and present your response to the question using examples of iconic design showing you understand the term iconic. Explain, justify and evaluate how the products are iconic.</li> <li>• Present the work of an individual product example to show how it is iconic and show how it has evolved over time. (A product timeline) This could be a logo, a car, a building, a mobile phone etc....</li> <li>• Research into a key designer who may be famous for developing a product that is iconic and evaluate how their work became so iconic showing examples of their work.</li> <li>• Design and/or make a new product that you think could be iconic, justify how. You could base your work on a key designer.</li> </ul>
<b>Language for Learning skills:</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Research.</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Write a three hundred word essay on the Iconic design.</li> <li>• Explaining, justifying and evaluating your thinking.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

	<b>Art</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>What inspired the work of artist Heather Hansen?</b></p> <p>Research the work of Heather Hansen. Produce an artist information page including images and your own opinion of the work. Produce your own piece in the style of this artist.</p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• Research the work of the named artist and produce an artist page to include images, information about the artists inspiration and style, your own opinion of the work and an explanation about how you will use it to develop your own piece</li> <li>• Create your own piece in the style of the artist. If you do a piece of paper large enough, you could draw with chalk on the floor or you could do a scaled down version based on the movement of your hand. If you manage to do a large piece, you will need to photograph it to go in your book.</li> </ul>
<b>Language for Learning skills:</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Research the work of the artist. Read about her inspiration and the style of her work. Selecting the most relevant information to include.</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Rewriting your research in your own words to include all of the information mentioned above.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

	<b>Citizenship</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>What rights and responsibilities do UK police officers have when arresting or questioning young citizens in the UK?</b></p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• A power point presentation about the rights and responsibilities of the police with stories and video links.</li> <li>• Poster about police rights and responsibilities.</li> <li>• A leaflet about the rights and responsibilities of the police.</li> <li>• A story or role play about a police officer arresting and questioning a young person.</li> </ul>
<b>Language for Learning skills:</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Researching from a variety of sources.</li> <li>• Selecting relevant information.</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to persuade/ analyse/evaluate/ inform/ explain/ describe.</li> <li>• Writing in full, properly punctuated sentences (If writing a report or creating a leaflet).</li> <li>• Spelling.</li> <li>• Writing in paragraphs.</li> <li>• Writing as characters in a role play.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>



	<b>Computing</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>What is a computer virus?</b></p> <p><u>Suggested tasks</u></p> <ul style="list-style-type: none"> <li>• What does a virus do? – Research 3 famous computer virus attacks and explain what happened.</li> <li>• How are viruses spread?</li> <li>• How can you get rid of a virus from your phone or computer?</li> <li>• Why are software updates important?</li> <li>• How do hackers steal passwords?</li> <li>• What makes a strong password?</li> <li>• How does a Firewall work?</li> </ul>
<b>Language for Learning skills:</b>	<p><u>Reading Skills</u></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Researching from a variety of sources.</li> <li>• Selecting relevant information</li> </ul> <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> <li>• Writing to inform.</li> <li>• Spelling</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

	<b>Drama</b>
<b>Homework Instructions:</b>	<p><u>Big Question</u></p> <p><b>Why should people still go to the theatre?</b></p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• Creating a PowerPoint presentation outlining the reasons why people should go to the theatre, including examples of theatre you have seen or been a part of.</li> <li>• Create a poster outlining the reasons why people should go to the theatre</li> <li>• Create an argument to why people should go to the theatre instead of watching films on their televisions.</li> </ul>
<b>Language for Learning skills:</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Researching key information.</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to describe/explain/persuade and argue.</li> <li>• Spelling, punctuation and grammar.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

<b>Geography</b>	
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>Is human activity threatening animals and the environment?</b></p> <p><u>Suggested possible tasks</u> Make a poster presentation identifying how human activity is threatening animals and the environment.</p> <ul style="list-style-type: none"> <li>• Briefly introduce your species, for example, where is it found, what does it eat, etc...</li> <li>• Explain how your species is threatened by human impacts on the environment, including any facts and statistics you can find.</li> <li>• Describe the ways in which scientists could measure the human impact on your chosen species.</li> <li>• Suggest ways in which people could help protect this species</li> </ul>
<b>Language for Learning skills</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Use the internet wisely to research ideas about how human activity is threatening animals and the environment e.g. <a href="http://www.arkive.org/">http://www.arkive.org/</a></li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Summarise key information and annotate your poster with relevant information.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

<b>History</b>	
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>Why did Henry VIII change the church?</b></p> <p><u>Suggested possible tasks</u></p> <ul style="list-style-type: none"> <li>• Design 2 images or models to show a church before the Reformation and after the Reformation</li> <li>• Write a speech as though you are Henry VIII explaining about why you have changed the church in England</li> </ul>
<b>Language for Learning skills</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Research skills</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to inform and persuade</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

<b>Music</b>	
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>Use research and previous knowledge to answer the online questions</b></p> <p>On the internet go to <a href="https://www.socrative.com/">https://www.socrative.com/</a> Click on student login</p> <p>Room number: <b>8ccmuzj8n</b></p> <p><b>Complete the 3 online quizzes – each week a new quiz will be added</b></p>
<b>Language for Learning skills</b>	<p><u>Reading Skills:</u></p> <ul style="list-style-type: none"> <li>• Research into the various topics to answer the questions correctly</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

<b>Physical Education</b>	
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>How many extra-curricular clubs can you attend during this half term? How can extra-curricular clubs benefit you?</b></p> <p><u>Task</u></p> <p>To attend as many different extra-curricular clubs as possible during this first half term of 2017.</p> <p>You will receive a postcard from your PE teacher. Each time you attend an extra-curricular club you must write on the postcard which club it was along with the date and ask the member of staff in charge of the club to sign it.</p> <p>You must:</p> <ul style="list-style-type: none"> <li>• Attend a <b>minimum</b> of 7 clubs of the half term (one a week)</li> <li>• This can include lunchtime clubs as well as after school.</li> <li>• It can be the same club each week.</li> </ul> <p>Try:</p> <ul style="list-style-type: none"> <li>• Try new activities you have not been to before.</li> <li>• Continue attending clubs that you have previously enjoyed.</li> <li>• Being active during lunchtimes at badminton and table tennis club in the sports hall.</li> </ul>
<b>Language for Learning skills:</b>	
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

<b>Religious Education</b>	
<b>Homework Instructions:</b>	<p><u>Big Question</u> <b>How can religious beliefs help change the lives of others?</b></p> <p><u>Suggested Possible Tasks</u> Religion guides people in their lives. They can use religious beliefs to help change and support the lives of others. Use the structure below to support you to create a booklet to answer the BIG question. For example Desmond Tutu was a bishop who campaigned for equality in South Africa. You are expected to be able to complete feedback sheets at certain points during the half term to assess your progress.</p> <p>Supportive structure and organisation</p> <p><b><u>Week one</u></b> Research and plan your work. E.g. Make sure you understand what morality means and find resources (Pictures images, explanations, examples) to complete your homework.</p> <p><b><u>Week three</u></b> Mid-term assess and booklet should started with a clear direction and what is needed to complete the task e.g. – include further explanation/key terms.</p> <p><b><u>Week five</u></b> Booklet should be near completion and final checks underway to ensure the BIG question is answered with relevant and clear examples and explanations.</p> <p><b><u>Week Seven</u></b> Hand in project which represents at least 3 hours of high quality work</p> <p><b>You must make sure you include.</b> You must answer the BIG QUESTION in a concluding paragraph or statement.</p>
<b>Language for Learning skills</b>	<p><u>Reading Skills</u></p> <ul style="list-style-type: none"> <li>• Researching Skills</li> </ul> <p><u>Writing Skills:</u></p> <ul style="list-style-type: none"> <li>• Writing to inform and explain.</li> <li>• Paragraphs.</li> </ul>
<b>Deadline:</b>	<b>To be completed by Monday 13<sup>th</sup> February 2017</b>

