

Harrow Way Community School



**Home Learning
Booklet**

Year 7 Spring Term 2018

Harrow Way Community School
Andover

Your Home Learning: Spring 2018

We have made some changes to Home Learning which we believe will encourage your child to make the most of their learning.

In English homework will be set weekly and may take a variety of forms: research, reading, learning spellings, revision or written work. In addition to homework, students may be required to prepare information or questions required for the next topic.

In Maths homework will take various forms. The most common will be mixed question worksheets requiring written answers with full workings shown and computer tasks set using the MyMaths website. In addition homework may be set on a specific topic requiring written solutions, mathematical investigations, functional skills tasks or on revision leading up to assessments.

In Science students will receive some weekly written homework but also some project style tasks which will last a period of approximately 3 weeks.

In French and Spanish weekly homework tasks will be set and may involve practice or revision of any of the four key skills: listening, reading, speaking and writing.

Every three weeks students are expected to update their HWCS Guarantee blog to reflect the activities that they have been doing outside of the classroom. Students will receive guidance on this from their tutors.

All of your homework should be recorded in your planner. Your teachers will also add these projects to Show My Homework along with any additional resources.

This booklet contains all your home learning tasks for the autumn term. It should give you a clear idea of what has been set and when it should be completed and handed in. The tasks will be varied with an emphasis on extended study and independent research.

Managing Your time

Each subject has set an extended Home Learning task that should take **three to four** hours to complete over a **three** week period.

We want you to become **self-managers**. A good self-manager can organise their time, prioritise tasks and work to deadlines (all essential life skills). To help with this we have staggered the tasks so that you only have to hand in a maximum of two at any one time. The timetable below shows exactly when each home learning task is to be undertaken.

N.B You should only complete the D&T home learning that is relevant to the subject you are studying this term, either Product Design or Food Technology.

Year 7 Spring	1 Jan	8 Jan	15 Jan	22 Jan	29 Jan	5 Feb	19 Feb	26 Feb	5 Mar	12 Mar	19 Mar	26 Mar
Geography										H		r
History							H		r			
RE					H		r					
DT				H		r						
Art							H		r			
ICT									H		r	
Blog	every 3 weeks											

KEY

Grey boxes - work on your home learning during these weeks. Don't leave it until the last minute!

H – Hand your Home Learning in to your subject teacher during the lesson(s) you have with them that week.

r: your Home Learning will normally be marked and returned during this week.

Your Home Learning Tasks

Each Home Learning task has detailed instructions on:

- What you are expected to do
- How to complete the task
- Where to find help
- Remember you can always ask your teacher if you need help with your home learning.

Your Marks

All Home Learning Tasks will be marked using the school's A O B policy

A – An outstanding piece of Home Learning, showing that you fulfilled or exceeded the time expected to complete it and gave it your best efforts. It is a piece of work that exceeds your targeted level.

O – A good, sound piece of Home Learning showing you have fulfilled the time expected to complete it and it is at your expected level.

B – A disappointing piece of work which looks as though not enough time was spent and/or you didn't work hard enough on it and it is below the level I would have expected from you.

A note to your parents

Copies of this booklet are available on our website www.harrowway.hants.sch.uk via the parent links tab and on the school VLE. In addition staff will put the projects with any additional resources on to Showmyhomework at the appropriate times.

If you have questions about the new Home Learning tasks, please do contact the relevant Head of department at the school by telephoning 01264 364533. In addition if you would like to give feedback please do come to the termly Parents' forum meetings with the Headteacher.

Home Learning Order

Start	Subject	Hand in during the subject lesson during the week of
8 January	Guarantee Blog	N/A - complete 3 weekly
8 January	DT	22 January
15 January	RE	29 January
29 January	History	19 February
29 January	Art	19 February
19 February	ICT	5 March
26 February	Geography	12 March

Food Preparation and Nutrition - Year 7

International Cuisine

By the end of this task you will have:

- Chosen a country of your choice to research in depth.
- Chosen three traditional dishes you would like to cook from the country you have researched.
- Calculated the cost to make one of your chosen dishes.

By the end of this task you will:

- Be able to describe in detail the culture, traditions and cuisine from your country of choice.
- Have selected three traditional dishes from your country of choice which will take no longer than an hour to prepare and cook.
- Understand the importance and relevance of the cost of ingredients.

How to complete the task:

1. Select a country of your choice to research in depth.
 - In paragraph form, with images, research the following areas: Culture, currency, population, traditions, celebrations, eating habits, traditional ingredients and food.
2. From your research, choose three suitable dishes which can be prepared and made in an hour.
 - Dishes must include at least one fruit or vegetable to incorporate what you have been learning about in lessons.
 - Dishes must not contain nuts or alcohol.
3. Provide a detailed cost analysis for your chosen recipe. Use the table below as a guide (Total cost must be under £5).

Food Item	Packet price in pence	÷	Weight of Packet in grams	x	Amount used in recipe in grams	=	Cost in Pence

Exceptional Home Learning may include:

See Levelled Success Criteria in L1

Where to find help:

- www.bbc.co.uk/food/cuisines
- www.bbcgoodfood.com/recipes/category/cuisines
- www.tesco.com/groceries (costing sheet)

Design and Technology - Year 7

Activity Pack for Children

By the end of this task you will have:

- Researched a variety of activity packs and their materials.
- Designed a selection of innovative ideas.
- Manufactured your own activity pack.

By the end of this task you will know:

- How to follow the design process to create a quality product.
- Possible new ideas.

How to complete the task:

1. **Investigate** a variety of activity packs (minimal 10) that are available and complete a board of inspiration using an A3 publisher document. Include images with explanations (font 10) to explain each one both function, form and target market.
2. **Research** the following, explain (font 10) their properties (strength) and potential uses: bleed proof paper, cartridge paper, grid, layout paper, tracing paper, corrugated card, duplex board, foil lined board, foam core board, ink jet card and solid white board
3. **Design** 3 new ideas. Your designs must be a combination of 2D and 3D drawings. All designs must be completed on A4 paper using detailed graphical techniques, be fully annotated (font 10) with: Product description, target market, function, materials, cost (sale), key selling points, environmental factors (recyclable parts, reuse) and dimensions.
4. **Manufacture** a prototype for one of your designs to take to a potential investor (Burger King, Mcdonalds, Finkly Farm).
5. **Evaluate** your model or your designs. Collate feedback from home/school and complete a report. Discuss good and bad points, commercial viability and how it could be further developed to meet a particular function/target market. Reflect critically, responding to feedback when evaluating own prototypes, suggest modifications to improve through inception and manufacture, assess if prototypes are fit for purpose.

Exceptional Home Learning may include:

- Enhanced investigation and research with good analysis.
- Detailed research with clear and concise explanations.
- 4 excellent designs with detailed graphical techniques (tonal shading, thick and thin lines).
- A model or prototype.
- A reflective report based upon your evaluation.

Where to find help:

- Internet, library, class teacher, newspapers

Geography - Year 7 Spring Term

Ecosystem Explorers

By the end of this task you will have:

- Identified and described one ecosystem of your choice (polar regions, coral reefs, grasslands, temperate forests, tropical forests, and hot deserts)
- Described the location of your ecosystem and explained the current threats and issues facing your ecosystem.

By the end of this task you will know:

- Lots of amazing ecosystems around the world and how diverse these all are.
- How to describe the location of these places.
- Current geographical issues facing these amazing places.

How to complete the task:

1. Decide which ecosystem you wish to explore and **describe** the landscape characteristics of this place.
2. Locate your ecosystem on a world map and **describe** where it is using key geography words.
3. **Describe** the climate, flora and fauna (plants and animals) of your ecosystem.
4. **Explain** one current geographical issue facing your ecosystem – this will need to be place specific e.g. tourism in Antarctica.
5. Use place-specific facts and figures to **explain** why this threat is a huge risk to the future of your ecosystem.

Exceptional Home Learning may include:

- **Propose** a solution to protect your ecosystem and explain how this will work in detail. How will different stakeholders (groups of people) respond to your solution – will everyone be happy? Is there anywhere else around the world that has experienced the same threat/issue and resolved these?

Where to find help:

- Your class teacher ☺
- Library
- Internet
- Travel brochures at your local friendly travel agent.
- Friends and family – people like to travel!

Art - Year 7 Spring Term

Artist Research (Collect an art pack from your Art Teacher)

By the end of this task you will have:

- Learned about the life and works of an artist works (Artist given to you by your Art Teacher)
- Gathered images of artworks by an artist and researched information on him/her

By the end of this task you will :

- Be familiar with the work of an artist
- Have enough information to present two pages in your sketchbook
- Be able to create your own artwork which is influenced by the artist

How to complete the task:

1. Collect your information pack from your Art Teacher to help you
2. Bring in all research work to next lesson
3. Get instructions on how to complete the task from your Teacher

Exceptional Home Learning may include:

- Writing a detailed description of one of the artworks collected in research, using a writing frame

Where to find help:

- Websites and further information will be given to you by your teacher
- Extra-curricular sessions available for assistance

ICT - Year 7 Spring Term
Algorithms and flow diagrams

By the end of this task you will have:

Given a description of Computational thinking and Algorithms
Identified and used the symbols to create effective Flow Charts
Created 3 Flow Charts for 3 different algorithms

By the end of this task you will know:

- What symbols are used in Flow diagrams and how to construct them
- What an algorithm is and how it is used

How to complete the task:

Open the Year 7 Spring Home Learning project assignment link which can be found in Google Classroom. Then complete the questions in the Google slides presentation using as much detail as possible.

Continuing to use the Google Slides presentation under the correct slide headings create the 3 algorithms, in flowchart form, for the following household tasks:-

- § Make a cup of tea
- § Do the washing up
- § One of your own!!

Make sure you use the correct symbols for your flow chart using insert - Shape

Submit all your work to Google Classroom

Exceptional Home Learning may include:

More complex algorithms with decisions and loops.

Consider what inputs and outputs there are. Label these on your flow charts.

Where to find help:

Google

Your ICT teacher

Websites such as YouTube and BBC bitesize.

History Year 7 Spring Term
Castles

Imagine you are an advisor to King William I. Following his arrival in England and accession to power in 1066 he is building a number of castles to protect his land. You must design a new castle for William and justify why he should build your design.

By the end of this task you will have:

Created a model or drawing of a castle including details of methods of defence and produced a piece of written work to explain your creation.

By the end of this task you will know:

Which features a castle should include and understand what William I would be looking for in a good design.

How to complete the task:

- Use your class work to consider the various methods of defence you would include on your castle design.
- Use the internet or books in the school library to help you with your model or drawing.
- Produce a piece of written work to explain your castle design, which addresses the reasons why William should build your castle.

Exceptional Home Learning may include:

Comparisons with other types of castle to justify your design

Clearly labelled features, explaining how they would be used

A clearly written letter or document which confirms why your castle is the best option

Where to find help:

Your class notes or teacher

Text books in library or History classroom

Internet e.g. google search Stone castles after William the Conqueror

Religious Education - Year 7 Spring Term

Symbols

By the end of this task you will have:

- Drawn a religious symbol in your blue HLP books
- Written a page of your blue HLP books explaining what the symbol means.

By the end of this task you will know:

- The meaning of the symbol you have chosen.
- What it means to followers of the religion you have chosen.

How to complete the task:

Choose the religion you are going to research.

1. Look in a book or on the internet for any symbols linked with the religion.
2. Draw the symbol, in pencil, over a whole page in your blue HLP books.
3. Use colouring pencils if you wish.
4. What does the symbol mean?
5. Where does it come from?
6. Is it instantly recognisable? To whom?
7. Is the symbol seen in non-religious places? e.g. a flag etc.
8. **IF YOU COPY FROM THE INTERNET, YOU WILL HAVE AN AFTER SCHOOL DETENTION**

Exceptional Home Learning may include:

An unusual or unknown symbol.
The history of the symbol and how it has changed over time.

Where to find help:

- School library or town library.
- Internet
- Christianity; cross, crown of thorns, fish, rosary, crucifix etc.
- Islam; crescent moon and star, Shahadah etc.
- Hinduism; Om symbol

