

Harrow Way Community School



**Home Learning
Booklet**

Year 8 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 weekly homework tasks will be set and may involve practice or revision of any of the four key skills: listening, reading, speaking and writing.

In Performing Arts subjects (Drama and Music), students will receive regular homework to support each new topic and there will be assessments at the end of each project.

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(s) you are studying this term, either Product Design or Food Technology.

Year 8 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
DT						H		r				
Art					H		r					
ICT											H	
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 schools 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

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
15 January	Art	29 January
22 January	DT	5 February
29 January	Geography	19 February
19 February	History	5 March
5 March	ICT	19 March
12 March	RE	26 March

Art - Year 8 Spring Term

Cultural Project

By the end of this task you will have:

- ...created a cultural artefact

By the end of this task you will know:

- ...about another culture and its artwork

How to complete the task:

1. All information, guidance and examples will be given to you in lesson and on Show My Homework

Exceptional Home Learning may include:

- Further challenges as given to you by your Art Teacher

Where to find help:

- Art Teacher and Show My Homework
- After school clubs available to complete homework

Food Preparation and Nutrition - Year 8

Local and Seasonal Cooking

By the end of this task you will have:

- Researched local produce and food manufacturers.
- Researched which fruit and vegetables are in season during the spring.
- Researched a seasonal (spring) two course meal which includes at least 2 ingredients that can be sourced locally.
- Created a menu showcasing your two course meal which includes prices and a detailed description (see sample a la carte menus online).

By the end of this task you will:

- Be able to explain where produce can be sourced locally as well as identify any local food manufacturers, farms etc.
- Be able to identify which fruit and vegetables are in season during the spring months.
- Have researched and written a menu which incorporates local and seasonal ingredients.

How to complete the task:

- 1. Research where ingredients such as fruit, vegetables, meat, dairy etc. can be sourced locally or ingredients that might be manufactured locally (Andover and Hampshire).**
 - In detail (paragraph form) explain at least one of the ingredients/foods you researched and included within your menu. Include where and how it is grown, reared or produced.
- 2. From your research, design a two course meal (starter + main or main + dessert) which can be prepared and made in 1.5 hours.**
 - Menu must have a spring theme with seasonal spring produce.
 - Menu must include the use of at least 2 locally grown, reared or produced ingredients.
 - Dishes must not contain nuts or alcohol.
- 3. Please take into consideration the following when creating your menu:**
 - Flavour, texture and appearance
 - Use of a wide range of cooking skills
 - Nutritional Analysis
 - Budget (total cost of ingredients for menu must be under £25)

Exceptional Home Learning may include:

See Levelled Success Criteria in L1

Where to Find Help:

- <http://www.visit-hampshire.co.uk/food-and-drink/local-produce>
- www.hampshirefare.co.uk
- <http://www.localfoods.org.uk/local-food-directory?catid=24>

Design and Technology - Year 8

Inspired by Design

By the end of this task you will have:

- Investigated and analysed the work of previous designers.
- Identified a gap in the market for a new innovative design.
- Researched a variety of materials.
- Designed a variety of new innovative products.
- Manufactured your own model or prototype.

By the end of this task you will know:

- The work of previous designers.
- How to design your own prototype to meet the needs of a specific target group.

How to complete the task:

1. **Investigate** and create an A3 board of inspiration of a selection of work from 5 of the following designers, include an **explanation** of each piece of work researched: *Harry Beck, Marcel Breuer, Coco Chanel, Norman Foster, Sir Alec Issigonis, William Morris, Alexander McQueen, Mary Quant, Louis Comfort Tiffany, Raymond Templer, Gerrit Teitveld, Charles Rennie Macintosh, Aldo Rossi, Ettore Sottsass, Phillip Starke, Vivienne Westwood, Aletta Baun, Dyson, Apple, Alessi.*
2. **Research** the following materials, explain (font 10) their properties (strength, hardness, toughness, malleability) and potential uses: Ash, beech, larch, pine, plywood, low carbon steel, iron, copper, tin, brass, acrylic, high impact polystyrene, polyvinyl chloride, melamine formaldehyde, cotton, wool and polyester,
3. **Identify** a particular target group (disabled, elderly, different religious groups, toddlers, sportsman, gardeners, etc.) and design 4 new products (combination of 2D and 3D drawings) inspired by the work of previous designers. All designs must be completed on A4 paper and using detailed graphical techniques, be fully annotated (font 10) with: Link to designer, description, 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. This could be a scaled model or prototype in real size.

Exceptional Home Learning may include:

- Clear analysis for the work of previous designers.
- Detailed research with clear and concise explanations.
- 4 excellent designs with detailed graphical techniques (tonal shading, thick and thin lines).
- A model or prototype using a variety of materials.

Where to find help:

- Internet, library, class teacher, newspapers

History - Year 8 Spring Term Slavery and Empire

Imagine that you are slave. You are attending a court case about the abolition of slavery. You need to tell your story. You could look at your life on the plantations or you could focus on your journey on the slave ships.

By the end of this task you will have:

Researched what life would have been like for a slave and produced a presentation to explain your evidence about why slavery should be abolished.

By the end of this task you will know:

What slaves would have experienced in their day to day life and how they were treated. You will also understand the reasons why people campaigned for the trade to be abolished.

How to complete the task:

1. Research life as a slave and decide which aspect of life you wish to focus on
2. Investigate the reasons why people would want to see the trade abolished.
3. Put together either a poster or PowerPoint presentation to explain your point of view
4. Add evidence to demonstrate your ideas and support your points.

Exceptional Home Learning may include:

- A PowerPoint presentation that you are prepared to present in class.
- A piece of written work explaining your point of view and reasons why the trade should be abolished.
- Supporting evidence to justify your opinions for example pictures of the layout of a slave ship and an explanation of why that was not acceptable.

Where to find help:

- Your class notes on Slavery and Empire or ask your teacher
- Text books in the Library or History classroom
- Internet eg Google Search the Slave trade or life on the slave plantations

Geography - Year 8 Spring Term

Violent Volcanoes

By the end of this task you will have:

- Designed and created your own model of a volcano.
- Completed a thorough investigation into a volcanic eruption of your choice.

By the end of this task you will know:

- The structure of a volcano.
- The risks associated with volcanic eruptions and the impacts caused by these risks.
- How humans use volcanic areas and respond to volcanic eruptions.

How to complete the task:

1. Create a model of a volcano.
2. **Describe** the structure of your volcano using key geography words.
3. **Identify** and **locate** (on a map) one volcano around the world. **Describe** the location of your volcano using key geography skills.
4. **Describe** the impacts caused by your volcano during past eruptions (include specific facts and figures to support your points).
5. **Explain** the short and long term impacts of your eruption, including how these are linked - Use connectives to develop your points.
6. **Explain** how different groups of people responded to your volcanic eruption – locally, nationally and globally.
7. **Evaluate** the reasons why people still live in areas of volcanic hazards.

Exceptional Home Learning may include:

- How technological developments can have a positive impact on mitigation in areas prone to volcanic eruptions (ideas include building design, prediction, and early warning systems).

Where to find help:

- Your class teacher ☺
- Library
- Internet
- Geography textbooks
- Newspaper articles/reports.

Religious Education Year 8 Spring Term
Religion and Conflict

By the end of this task you will have:

- Definitions of key words for the HLP written down.
- A map labelled with the countries involved and how they are involved, glued into your blue HLP book.

By the end of this task you will know:

- Why the Syrian civil war happened and is ongoing.
- The effects of a civil war.

How to complete the task:

1. Look up the words; secular civil war and al-Qaeda and write the definitions in your blue HLP books in **FULL SENTENCES**.
2. Print off the blank map from SMHW and label it with the countries involved. Glue into the blue HLP book.
3. **Using the video link on SMHW**; what started off the Syrian war?
4. How many lives have been lost?
5. Syria used to be a 'secular nation'; what does this mean?
6. The video says that Syria is no longer a secular nation. What does it say is happening now?
7. The video mentions several groups living in harmony before the war. Which groups?
8. Which group is responsible for the 'devastating sectarian civil war'?
9. How did the UN describe the refugee crisis?

Exceptional Home Learning may include:

Additional research into the Syrian war; watch the news and say what the latest is.
How does the Syrian war affect the refugee crisis? What is the effect on Europe?

Where to find help:

- Dictionary and internet for the definitions.
- You will need to watch the video on YouTube which will be put on SMHW with a link. It is 6 minutes long. If you don't have the internet at home, you can watch the video in the library at school.
- Miss Priestman; if you get stuck, come to H7 lunch times and I will help. Don't just send a message on SMHW.

**ICT- Year 8 Spring Term
Research Project and Timeline**

By the end of this task you will have:

- Completed a task sheet based on the history of computing
- Created a glossy magazine cover for advertising technology in 2117

By the end of this task you will know:

How technology has progressed over time
How to research the latest technological advances
How to create a glossy magazine cover

How to complete the task:

1. Open the Year 8 Spring Home Learning project assignment link in Google Classroom. Then complete the questions in the Google Doc "History of Computers" using as much detail as possible. You may need to research the answer on the internet. Remember the answers need to be in your own words.
2. Research front covers of glossy magazines. In a separate Google Doc paste 2 different covers that you have found which you think are good examples.
3. Research technological advances in computing using a variety of websites. Using your research and your own interpretation of the future, create a glossy magazine front cover using Google Docs. Remember to use colour, a catchy headline and include images with details of the technology so the reader gains an idea of the products.
4. "Hand in" all your work to Google classroom for marking

Exceptional Home Learning may include:

All information uploaded to Google Classroom including the main tasks and any research which has taken place.

Where to find help:

- Google
- Your ICT Teacher
- Your history Teacher

