

**Harrow Way Community School**



# **Home Learning Booklet**

**Year 8 Autumn Term 2017**

Harrow Way Community School  
Andover



# Your Home Learning: Autumn 2017

We have made some changes to Home Learning which we believe will encourage your child to make the most of their learning. The Core subjects, along with French and RE, will continue to set homework weekly.

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 My Maths 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.

All of your homework should be recorded in your planner.

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 or four** week period. Performing Arts subjects (Drama and Music) set self-evaluation tasks to be completed each half-term.

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.**

Autumn w/c	11 Sep	18 Sep	25 Sep	2 Oct	9 Oct	16 Oct	30 Oct	6 Nov	13 Nov	20 Nov	27 Nov	4 Dec	11 Dec	18 Dec
Geography					H		r							
History										H		r		
RE				H		r								
DT						H		r						
Art									H		r			
Music														
Drama														
ICT												H		

## 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](http://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**

<b>Start</b>	<b>Subject</b>	<b>Hand in during the subject lesson during the week of</b>
<b>18 September</b>	<b>RE</b>	<b>2 October</b>
<b>25 September</b>	<b>Geography</b>	<b>9 October</b>
<b>2 October</b>	<b>DT</b>	<b>16 October</b>
<b>30 October</b>	<b>Art</b>	<b>13 November</b>
<b>6 November</b>	<b>History</b>	<b>20 November</b>
<b>20 November</b>	<b>ICT</b>	<b>4 December</b>
	<b>Music</b>	<b>Completed each half-term</b>
	<b>Drama</b>	<b>Completed each half-term</b>

## Religious Education - Year 8 Autumn Term

### History of Terrorism

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#### By the end of this task you will have:

- Not used the internet for any part of the homework.
- Completed 1 page in your work books answering the questions.

#### By the end of this task you will know:

- Where the word 'assassin' comes from.
- Whether terrorists today are different to those of the 12<sup>th</sup> century.

#### How to complete the task:

1. Read through the worksheet which is on SMHW and will give all the information you need for this piece.
2. Copy out any words you don't understand, use a dictionary to look them up and write the definition next to it.
3. Answer the following questions in full sentences;
  - Where does the word 'assassin' come from?
  - Who were the assassin's targets during the 11<sup>th</sup>-13<sup>th</sup> century?
  - What can be gained by the removal of political and financial rivals?
  - What did the assassins do to get rid of anti Nizari rulers?
  - What were assassins promised if they completed their mission?
  - Do you think it required an intelligent person to become an assassin? Why?

#### Exceptional Home Learning may include:

- What similarities are there between these 12<sup>th</sup> century assassins and modern terrorists? Explain fully just using the worksheet

#### Where to find help:

- The worksheet on SMHW
- A dictionary
- Ask your teacher for additional help

## Geography - Year 8 Autumn Term

### Sustainable Cities

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#### By the end of this task you will have:

- Designed your own sustainable city.
- Described the key features that make your city sustainable.
- Explained how your city is sustainable.

#### By the end of this task you will know:

- What a sustainable city looks like.
- How we can improve our cities in order to make them more sustainable.

#### How to complete the task:

1. Design your new city. Include residential areas, roads, schools, shops, transportation links, open space, lakes, rivers, sea, mountains etc.
2. **Define** what it means to be sustainable.
3. **Select** three of the six key questions that you wish to focus on and research methods to meet these demands in a sustainable way.
4. **Describe** the methods you will use to create your sustainable city (three methods for three problems).
5. **Explain** how these methods will make your city sustainable – socially, economically and environmentally.
6. **Compare** your city to another one around the world that claims to be sustainable. How are your cities similar and different?

#### Exceptional Home Learning may include:

- **Evaluate** how sustainable your city is likely to be in reality? Will there be any people that are unhappy with your plans? Where will the money come from?

#### Where to find help:

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

## Design and Technology - Year 8

### Energy

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#### By the end of this task you will have:

- Investigated how power is generated.
- Identified the environmental impact.
- Researched more efficient energy sources.
- Designed and manufactured your own model.

#### By the end of this task you will know:

- How power is generated and the environmental impact.
- How power can be generated more efficiently.

#### How to complete the task:

1. **Identify** where various non-renewable sources come from (coal, gas, oil), download or draw a fully annotated map.
2. **Explain** the local and environmental impact of using non-renewable resources including mileage of raw materials, manufacture, distribution and disposal.
3. **Identify** where various power stations are located (include nuclear).
4. **Describe** how power is generated amongst different power stations.
5. **Explain** the environmental impact of power generation and distribution, global warming, atmospheric pollution and the use of nuclear fuels.
6. **Research** cleaner efficient methods of producing power (tidal, biomass, hydro-electric, wind, geothermal, solar).
7. **Design and make** a model of a cleaner method of producing power.

#### Exceptional Home Learning may include:

- Arguments for and against the use of various fuels.
- Detailed 3D annotation on your model to explain the process of power generation.

#### Where to find help:

- Internet including Blogs
- Library
- Class teacher
- Newspapers
- Local tourist information



## 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 sources 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.hampshirefare.co.uk)
- <http://www.localfoods.org.uk/local-food-directory?catid=24>

## Art & Design - Year 8 Autumn Term

### Metamorphosis

#### By the end of this task you will have...

- ...completed a pencil drawing, demonstrating your knowledge of tonal shading.

#### By the end of this task you will know...

- ...how to combine two images to create a Surrealist inspired drawing.
- ...how to use tonal shading to create 3D effect in your drawing.

#### How to complete the task:

1. Follow the instructions on the worksheet provided by your Art teacher.
2. See Show My Homework for links to tutorials.

#### Exceptional Home Learning may include:

- After completing the homework you may wish to attempt the challenge on the worksheet.

#### Where to find help:

- Show My Homework for links to a tutorial.
- Your Art teacher for help and advice.

## History - Year 8 Autumn Term

### Tudor Magazine Project

#### By the end of this task you will have:

- Created a magazine on a Tudor topic of your choice

#### By the end of this task you will know:

- The different features you would find in a magazine
- Key bits of information about your chosen Tudor topic

#### How to complete the task:

1. Think about possible topics you could do and decide on the one you would like to do.
2. Research your chosen topic and other magazines for feature ideas
3. Plan your magazine, for example what you will include and the lay out
4. Write your magazine

#### Exceptional Home Learning may include:

- Detailed explanation of the topics inside your magazine, written in your own words.

#### Where to find help:

- Your teacher
- The Internet
- The Library

## Computing - 2017 Yr8 Autumn Term

### “E-Safety”

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#### By the end of this task you will have:

1. Created a 4 page document using Google docs. The 3 main sections should include how to look after yourself, your friends and your computer when online.
2. Researched what an acceptable use policy looks like. Your teacher could help with examples and you also signed one when you started the school. Discuss why you think we need an acceptable use policy in school.

#### By the end of this task you will know:

How to create a Google doc and share it with someone else from your class.  
Add comments and feedback to someone else's Google Doc.  
The dangers of being online.  
How to protect yourself, your friends and your computer when online.  
Who to contact if there are any issues while online.

#### How to complete the task:

Once finished you will have created a four page information leaflet aimed at 11-16 year olds.

1. Page 1: Create a front cover. **What goes here?** This should tell the reader what is in the leaflet. The information must be well-presented with creative use of colour, font styles and images. Avoid lists or standard fonts. This 'poster' style cover must be attractive and engaging.
2. Page 2 and 3 will be the centre pages. Information must be accurate, but again with creative presentation. **What goes here?** This will present, clearly, (1) The dangers of being online. How to protect yourself, your friends and your computer: (2) when using the internet (3) using social media and (4) when sharing files.  
E.g. How to avoid putting personal data on the system.  
E.g. The dangers of and preventing different viruses getting onto your devices, such as tablet, computer or phone.
3. Page 4: Create your back page. This will contain your top 10 Acceptable Use Rules. Look at school rules, based on your research. Why you think we need one. Think about what it should look like and what it should include. You can include the legal side of E-Safety as well as the moral and ethical issues. You can research using KS3 and GCSE BBC Bitesize.
4. Once completed submit it to your teacher for marking via Google classroom.

#### Exceptional Home Learning may include:

- Share your document with someone else in your class and ask them to feedback on your design on a separate page of the Doc.
- You can also feedback on someone else's document.

#### Where to find help:

1. Google classroom under the Home learning project sections
2. Your teacher
3. You friends by sharing your work

## Music - Year 8 – Autumn Term

### Evaluate Your Performance

You will evaluate your work every half-term. You will then select specific skills upon which you can improve during the next half-term.

#### By the end of this task you will have:

- Identified your strengths & weaknesses in Music.
- Written a short evaluation of your class work / performance work.
- Set yourself clear, precise & simple targets for improvement.

#### By the end of this task you will know:

- Which musical skills are your strengths.
- Which musical skills you need to improve.

#### How to complete the task:

1. Log on to [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk) (SMH) via the link on the Harrow Way website. YOU DO NOT HAVE TO HAVE A LOG IN. You will find an explanation of this task in the SMH assignment.
2. If you cannot access the internet and need to listen to your work, ask your Music teacher for a copy of your performance on a USB memory stick.
3. Evaluate your work using the *KS3 Music Evaluation Form* you were given in class. Spare copies are available on SMH.
4. You will have completed some of the form in class. Now complete the rest by watching the film of your performance / listening to your work / reviewing your composition several times and picking the statements which you believe best describe your performance in this project.
5. Complete the *Targets* section by writing an evaluation using full sentences and paying attention to your spelling, grammar and use of punctuation.
6. Finally, set yourself targets to improve upon in your next project. Again, your teacher will show you how to do this correctly in class.

## Drama - Year 8 – Autumn Term

### Evaluate Your Performance

You will watch & evaluate your performances every half-term. You will then set yourself targets to improve during the next half-term.

#### By the end of this task you will have:

- Identified your strengths & weaknesses in Drama.
- Written a short evaluation of your rehearsal process & performance.
- Set yourself clear, precise & simple targets for improvement.

#### By the end of this task you will know:

- Which Drama skills are your strengths.
- Which Drama skills you need to improve.

#### How to complete the task:

1. Log on to [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk) via the link on the Harrow Way website. YOU DO NOT HAVE TO HAVE A LOG IN. You will find an explanation of this task in the SMH assignment.
2. If you cannot access the internet, ask your Drama teacher for a copy of your performance on a USB memory stick.
3. Watch your performance & mark it using the *KS3 Drama Evaluation Form* you were given in class. Spare copies are available on Show My Homework.
4. You will have completed the *Rehearsal Skills* page in class. Now complete the *Performance Skills* pages (Acting and Technical) by watching the film of your performance several times and picking the statements which you believe best describe your performance.
5. Complete the *Targets* page using full sentences and paying attention to your spelling, grammar and use of punctuation.
6. Finally, set yourself three targets: *Rehearsal, Acting & Technical*.

To do this, look at the *Rehearsal* section of your form and pick the skill (*Ideas, Focus, Collaboration or Organisation*) for which you got the **lowest** score. Then turn the comment **above** the one you ticked into your target.

For Example: If you ticked 'I can **occasionally** suggest ideas in rehearsals' then the comment above that is 'I can suggest ideas in rehearsals **most of the time**'.

Your target therefore would be '*I need to...* suggest ideas in rehearsals **most of the time**' because '**most of the time**' is better than '**occasionally**'. Repeat this for your *Acting & Technical* targets.