

Home Learning Booklet



YEAR 8
Spring Term
2012

Your Home Learning: Spring 2012

Dear Parents

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

From January 2012 Maths & MFL will set tasks weekly while Science & English will set tasks on a fortnightly basis. The tasks will be recorded in their Student Planner. The Maths homework can be found on MyMaths website www.mymaths.co.uk, the school has a password for this which the students will record in their student planner. The students also have an individual password to access their own homework. If the homework is not related to MyMaths, we will still record the homework as an activity on this website.

This booklet contains all your Home Learning tasks for the Spring 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 between 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've 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.

*Self-Manager's tip:
don't try to do each
task all in one go; break
it into chunks and
spread each chunk over
two weeks.*

| Year 8 Spring | 1 | 2* | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 02-Jan | 09-Jan | 16-Jan | 23-Jan | 30-Jan | 06-Feb | 20-Feb | 27-Feb | 05-Mar | 12-Mar | 19-Mar | 26-Mar |
| Geography | | | | | | H | | r | | | | |
| History | | | | | | | | | H | | r | |
| Music | | | | | | | | | | | H | |
| RPE | | | | | | | H | | r | | | |
| Design & Technology | | | | | | | | H | | r | | |
| Art | | | | H | | r | | | | | | |
| Drama | | | | | H | | r | | | | | |
| Dance | | | | | | | | | | H | | r |

Key

 : work on your Home Learning during these weeks. Don't leave it until the last minute!

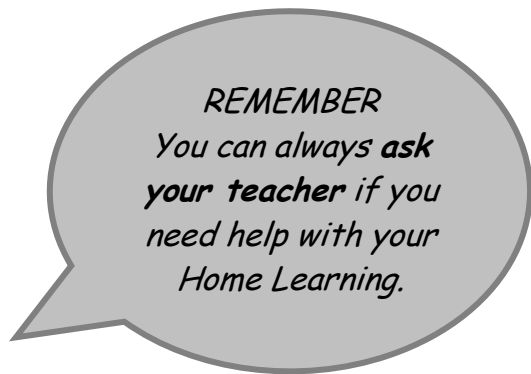
H: hand your Home Learning in to your subject teacher during the lesson you have with them in that week

r: your Home Learning will normally be marked and returned during this week. If the deadline is close to the end of term the return date will be at the start of the next term.

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**
- **how** to challenge yourself further with an extension task



Your marks

All Home Learning tasks will be marked using the six point scale below.

| Grade Awarded | What this means | Rewards for this grade |
|----------------------|--|--|
| 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. The final outcome is in line with meeting your target level. | 2 merits |
| B | A good, sound piece of Home Learning, showing that you fulfilled the time expected to complete it and worked hard. The final outcome shows good progress towards meeting your target level. | 1 merit |
| C | A satisfactory piece of Home Learning, showing that you completed the work, with some effort. The final outcome is on track to meeting your target level. | 3 stamps |
| D | A disappointing piece of work, which looks as though not enough time was spent on it and / or that you didn't work hard enough on it. The final outcome is below your target level. | 0 stamps |
| E | An unsatisfactory attempt. | 0 stamps Work returned to be done again |
| F | Home Learning not completed. | 0 stamps Parents informed |

These grades will be reported along with the normal RoPs and attitude grades. As the Home Learning tasks are staggered, not all subjects will be able to report a Home Learning grade with every report.

A note to your parents

Copies of this booklet are available on our website at www.petersfieldschool.com.

If you have any questions about the new Home Learning tasks or would like further details, please contact the relevant person at the school using the email contact list shown at the back of the booklet or by phoning 01730 263119. If you would like to provide feedback on any aspect of Home Learning please join the parents' online forum and let us know what you think. If you wish to join the forum, please send an email to forum@petersfieldschool.com and your user ID and password will be sent to you.

HOME LEARNING ORDER

| Start | Year 8 Subject | Hand in during the subject lesson during the week of |
|-----------------------|-----------------------|---|
| 9 th Jan | Art | 23 rd Jan |
| 16 th Jan | Drama | 30 th Jan |
| 23 rd Jan | Geography | 6 th Feb |
| 30 th Jan | RPE | 20 th Feb |
| 6 th Feb | Design & Technology | 27 th Feb |
| 20 th Feb | History | 5 th March |
| 27 th Feb | Dance | 12 th March |
| 5 th March | Music | 19 th March |



Religion, Philosophy & Ethics

Holocaust Task



NC Level 4-7

By the end of this task you will have:

Produced a memorial to remember the people who died in the Holocaust

By the end of this task you will know:

The importance of remembering key events in history and evaluating how we can learn from them

KEY WORDS

Holocaust
Judaism
Memorial
Concentration Camp

Genocide
Nazi
Hitler
Survival

Empathy
Human Rights
Courage
Faith

How to complete the task:

1. Think about how, today, families of people who died in the Holocaust would choose to remember their loved ones. (For example a 3D model, a poem, a song)
2. Make a memorial which helps us understand the emotions surrounding these deaths and which helps us to actively prevent such events occurring again.
3. To work towards level 6 justify in writing the thoughts and planning behind your piece of work.
4. To work towards level 7 analyse in writing how the Holocaust may have changed Jewish understanding of God and covenant.

Exceptional home learning may include:

Stories of faith and the ability of Jews to practise their religion inside the concentration and death camps

Where to find help:

Library
www.bbc.co.uk
www.holocaustsurvivors.org
www.hmd.org.uk
www.holocaustpictures.org



Drama
World War One



NC Level: 3-7

By the end of this task you will have:

Performed a monologue in character

By the end of this task you will know:

How to learn, prepare and perform a monologue

KEY WORDS

- | | | |
|-----------|------------|-----------------|
| Monologue | Projection | Proscenium arch |
| Props | Diction | Props |
| Costume | Accent | Diary |

How to complete the task:

For a World War 1 soldier, write one or more diary entries, learn them and then perform it in class as a monologue (speech in character for one person). In total, your monologue should be about 2 minutes. Make your entries into a coherent story, e.g. before and after a “big push”, or raid into No-Man’s Land or a German attack. You can write about your feelings, about other soldiers, the war, your commanding officers, the enemy, life on the front line, and your hopes and fears.

Exceptional home learning may include:

Use of appropriate props, costume, background music to enhance your performance. Prepare an appropriate accent.

Where to find help:

Blackadder Goes Forth (BBC DVD)
“All Was Quiet on the Western Front” by Remarque. A German take on the war, for higher ability students
Library at TPS has many books on the First World War – ask Mrs Wilde
Home Learning Help Board in Studio 2
<http://www.bbc.co.uk/history/worldwars/wwone>



Geography

London 2012!



NC Level 4-7

By the end of this task you will have:

Created a booklet or speech to launch an Olympic competitor or country.

By the end of this task you will know:

All about one of the countries taking part in the Olympic games and how the features of that country may have influenced its success.

KEY WORDS

Economy

Political

Climate

Physical

Sport

Society

Human

Investment

How to complete the task:

You are an Olympic Ambassador and your task is to write a speech or create a booklet about one country which will be taking part in the London 2012 Olympic games.

You need to use the compass rose (Natural, Economy, Social and Who decides) to make sure you look at every aspect of your country, and then look at how this may affect the type of events that they enter and how successful they have been in the past.

For example we all love the film 'Cool Runnings' but in real life why does Jamaica not have a successful bob sleigh team? The climate would be an obvious factor.

Exceptional Home Learning may include:

An exceptional Home Learning will compare your country to the UK and look at the similarities and differences between the two and how this may have affected their success.

Where to find help:

There are books in the school and local libraries about many countries around the world.

You can also use website to help for example,

<http://www.worldatlas.com/aatlas/world.htm>

<http://www.olympic.org/>

<http://www.databaseolympics.com/> This data base will help you search for the medals your country has won and in which events.



Art
Recycled Art!



NC Level 3 to 8

By the end of this task you will have:

Explored ways in which various artists, designers and crafts people recycle materials to make their own artwork and sell it.

By the end of this task you will know:

- Understood how to go and find your own materials
- Looked at the way other artists recycle materials to make art

KEY WORDS

Craft
Design

Modelling
Found materials

Technique
Material

How to complete the task:

1. Look at the work of one or more of the suggested artists (see below). Collect and present images of their work, study the materials they use and why they use these materials, (does this have meaning in the work)? Study where the artists are from and how this might affect the work that they do. Produce drawings of their work, collect scrap materials for your own work and even create a small scale model based on your ideas and the artist that you have looked at.
2. Any artwork should be presented as a booklet or sheet of paper including presented images, drawings and written findings and ideas about the work and how you may use it as inspiration in lesson time.
Suggested Artists:
3. Dilomprizulike, David Kemp, Jessica Stockholder, Robert Rauschenberg, Romuald Hazoume, Antonio Ole, Willie Bester, Tony Cragg.

Exceptional Home Learning may include:

- Covering the whole paper, avoiding gaps
- Finding and making connections with other artists
- Producing high quality observational drawings, paintings, collage etc
- Links to other cultures that may use recycling in creative ways

Where to find help:

- There will be high quality examples on display in the Art Department
- The VLE provides links and pictures to help inspire you.
- Art Club is on Mondays, Tuesdays and Thursdays, 3.15pm – 4.15pm



Design Technology
Product Development



NC Level 4-6
Independent Enquiry &
Creative Thinking

By the end of this task you will understand:

- That products develop over time
- That design reflects human need
- That different technologies can affect each other

By the end of this task you will know:

Reasons why products develop and factors that allow for products to develop

KEY WORDS

Product
Design

Development
Manufacture

Consumer
Process

How to complete the task:

1. Find out what the key words mean.
2. Choose one well known product which has a history e.g. car; phone; TV.
3. Find pictures of present day and early examples and use to produce a timeline.
4. Generate a presentation or booklet (maximum of 3 sides of A4) that shows changes in the design of your chosen product and at least one reason for each change.

Extension Home Learning:

Draw a possible future version of this product
(This section must be attempted for a grade A)

Where to find help:

Catalogues, photographs of products, parents, grandparents.

www.designmuseum.org/exhibitions/online/a-century-of-chairs

www.tvhistory.tv

These websites are to give you some ideas (do not copy them)



History

Make your own trench!

NC Level All



By the end of this task you will have:

Designed and created your own World War One trench

By the end of this task you will know:

About some of the features of Trench Warfare

KEY WORDS

Trench Warfare

Duckboards

Sandbags

Stalemate

Firing Step

Barbed Wire

Conditions

Ammunition Shelf

Dugout

How to complete the task:

1. Research or use pictures/diagrams of a trench to design your own version.
2. Your trench must have labels explaining the different areas or objects
3. Your trench must be no bigger than a shoe box so that you can bring it into school
4. You can use ANY materials to complete your trench – try to make it as realistic as possible but be careful if using wiring etc.

Exceptional Home Learning may include:

A detailed explanation of what life was like for soldiers fighting in the trenches.

Where to find help:

- *There are several books in our School Study Centre – see Mrs Wilde*
- *There is a large number of books in the Petersfield Library*
- *Websites: <http://www.bbc.co.uk/history/worldwars/>*
- *<http://www.schoolhistory.co.uk/year9links/wwi.shtml>*
- *Year 8 History Folder on the VLE/ School O Drive*



Dance
Contact Duet Motif



NC Level 3 - 7

By the end of this task you will have:

- Choreographed a duet motif (a set of movements lasting 30 seconds), that uses a variety of different lifts
- Explained your choreography through diagrams or pictures and labels on one side of A4

By the end of this task you will know:

- Advanced dance lifts
- How to link lifts to create a fluid motif
- How to notate (write down) your dance choreography

KEY WORDS

Fluid transitions

Knees bent

Fish hook lift

Peripheral vision

Upside down
lift

Giraffe lift

Wide stance

Tyre lift

Roll up lift

How to complete the task:

- Begin by using the knowledge acquired during your Dance lessons
- Select lifts learnt and link them together
- You may devise (create) new lifts
- Once the lifts are linked together you need to develop the use of spacing, and the dynamic

Exceptional Home Learning may include:

- Selecting music that will suit the movements choreographed
- Including new skills learnt, that challenge you physically
- Describing your choreography in detail

Where to find help:

- *'YouTube' search for the following dance pieces that include lift work.
Perfect by Motionhouse, Siobhan Davies Wyoming, Swansong by Christopher Bruce, Ghostdances by Christopher Bruce*
- *Watch the Dance department's selection of DVD's that include lifts. (Ask your dance teacher)*
- *The TPS Dance Dept Choreography guide available from the TPS library and on the VLE*



Music
Ongoing Home Learning



Due to the practical nature of learning in Music lessons, this task is intended as an extension to the performances/compositions done in class, to be completed at several different points during the term.

By the end of this task you will have:

Made significant progress towards completing ARTS AWARD BRONZE.

By the end of this task you will know:

- How to write an effective evaluation / review
- How to use musical terminology appropriately

How to complete the task:

Arts Award Bronze consists of four projects:

- *My Music Hero*
- *Musical Event Review*
- *Skills Challenge*
- *Skills Sharing*

For this Home Learning task you should complete the second Arts Award project: Musical Event Review. In order to complete the project you will need to attend a musical event and write a detailed review, together with evidence of attendance (such as a ticket, programme or photos). Your review should follow the standard structure: what the event was (including a detailed description), what you enjoyed or thought was good about it, what you didn't enjoy or thought could have been better, and a conclusion. You can produce your work using any informative medium. A basic template is available in the Arts Award Bronze booklet (which can be found on the O:drive or VLE).


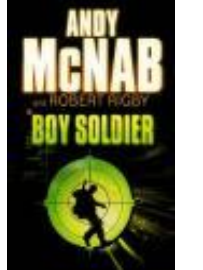
Exceptional Home Learning may include:

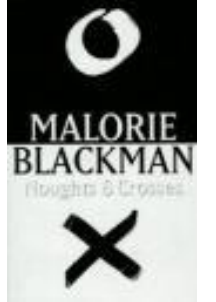
A review containing a detailed description of the event, with clearly set out personal opinions with supporting justifications

Where to find help:

Look at event reviews in published magazines or online as examples. For further advice on how to complete the Arts Award projects, please look on the VLE.

Year 8 Reading List: 'Reading for Fun'

| | | |
|---|---|---|
| <p>Across The Nightingale Floor</p> <p>Lian Hearn</p> |  | <p>Set in an imaginary, ancient Japanese society dominated by warring clans, <i>Across the Nightingale Floor</i> is a story of a boy who is suddenly plucked from his life in a remote and peaceful village to find himself a pawn in a political scheme, filled with treacherous warlords, rivalry--and the intensity of first love. In a culture ruled by codes of honour and formal rituals, Takeo must look inside himself to discover the powers that will enable him to fulfil his destiny.</p> |
| <p>Animal Farm</p> <p>George Orwell</p> |  | <p>Power corrupts, but absolute power corrupts absolutely--and this is vividly and eloquently proved in Orwell's short novel. "Animal Farm" is a simple fable of great symbolic value, and as Orwell himself explained: "it is the history of a revolution that went wrong".</p> |
| <p>Boy Soldier</p> <p>Andy McNab, Robert Rigby</p> |  | <p>Danny Watts is going to be a soldier. He's planned it. And he's on his way. He's actually doing very well in the three day selection procedure at the Army Regular Commissions Board - until he's suddenly dropped, because of something his grandfather did.</p> |
| <p>Fat Boy Swim</p> <p>Catherine Forde</p> |  | <p>Catherine Forde's debut novel is centred in Glasgow, Scotland. The author's hero is overweight, fourteen-year old Jimmy Kelly. Jim has a secret - he likes to cook, he's very good at it, and loves the words '<i>Jim the Chef</i>'. Mum and Aunt Pauline (Pol) are the only ones who know Jim's secret ... so far. Actually, Mum and Aunt Pol have a few secrets they haven't shared with Jimmy yet either.</p> |
| <p>Little Soldier</p> <p>Bernard Ashley</p> |  | <p>Revenge is a terrible thing to live with. Kaninda Bulumba is the victim of a tribal atrocity. His parents and little sister have been gunned down by government troops in their own home. They are dead and Kaninda only survives by lying and 'thinking dead' in the blood wet mud for hours along with them until the government Yusulu soldiers leave. Traumatized and haunted by the face of his dead sister he joins up with the rebel soldiers of his own tribe, Kibu. He is in need of revenge. Sergeant Matu teaches Kaninda all he needs to know about survival and warfare and killing. He is Kaninda's new father-figure. But Kaninda is scooped up by the Red Cross as a child victim of the war and hurtled thousands of miles across the face of the earth to East London where he is adopted by a God's Force family.</p> |
| <p>'Percy Jackson and the Lightning Thief'</p> |  | <p>Now a blockbuster movie, <i>Percy Jackson and the Lightning Thief</i> is a tale of a regular boy, well he was a regular boy until he discovers that he is a 'Demi- God' (half Greek God half human to us 'regular' people), that is packed full of adventure and witty comebacks. For those of you who loved Harry Potter you will love this more! Read it and the rest of the series before the movie comes out because everybody knows the book is always better than the film.....</p> |

| | | |
|---|---|--|
| <p>Noughts and Crosses</p> <p>Malorie Blackman</p> |  | <p>Sephy is a Cross - a member of the dark-skinned ruling class. Callum is a nought - a 'colourless' member of a different class. This is a story of two people who are destined to be kept apart when really their destiny is meant to be together. A sophisticated 'Romeo and Juliet' style story that raises many issues along the way.</p> |
|---|---|--|

KS3 SPELLING LIST: RECOMMENDED SPELLINGS

| | | |
|---------------------|-----------------|---------------|
| accommodation | conclusion | explanation |
| actually | conscience | February |
| alcohol | conscious | fierce |
| although | consequence | forty |
| atmosphere | decide/decision | happened |
| audible | definite | health |
| audience | design | height |
| autumn | development | imaginary |
| beautiful | diamond | improvise |
| beginning | diary | industrial |
| believe | disappear | interesting |
| beneath | disappoint | interrupt |
| persuade/persuasion | separate | weird |
| physical | sequence | Advise/Advice |
| analyse/analysis | continuous | fulfil |

Email Contacts

Heads of Department

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Special Needs Coordinator Mrs S. Brill

senco@petersfieldschool.com

- If you do not have access to email please ring the school on **01730 263119** and ask to speak to the relevant person.
- In the event of an unresolved issue please contact:
Mr A. McDougall deputyhead@petersfieldschool.com

Head of English /Assistant Principal
Key Stage Coordinator: English
English
English
English
English
English
English/Head of House
English
English/Head of Media Studies
[English/Head of House](#)
Head of Mathematics
Mathematics
Key Stage Coordinator: Maths
Mathematics / Associate Principal
Mathematics
Mathematics
Mathematics
Mathematics/Head of House
Mathematics
Mathematics
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JCarson@petersfieldschool.com

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ICT/Assistant Principal
ICT
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Art/ Creative & Media/Vice Principal
Head of Arts Faculty/Head of Dance
Head of Dance
Head of Drama
Drama
Drama
Head of Music
Music
Music
Head of Art
Art/Photography
Art
History
Geography/Assistant Principal
Geography
Head of Geography
Geography
History / Vice Principal
History/Head of Humanities Faculty/PSHE
Head of History
History
Head of RE
RE
RE
Vocational Education Coordinator/H&SC
Head of PE
Assistant Head of P.E/Senior Head of House
PE/Head of House
PE/Head of House
PE/Head of House
PE
PE
Head of Technology
Key Stage Coordinator: Design Technology
Food Technology
Food Technology
Technology
Textiles