

Year 7 Extended Homework Projects Booklet

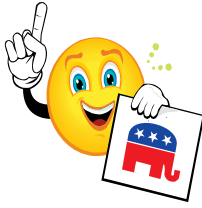


EGA
2011 - 12

Name:

Tutor Group





Equipment for Learning!

- You will need a sensible school bag to carry your books and equipment in without damaging them.
- You must have a pencil case containing pen, pencil, eraser and ruler.
- **It is useful to have:**
- Calculator, coloured pens/pencils, sharpener and glue stick.



Keep your library card with you in case you want to borrow books or DVDs. And always carry a reading book!

Year 7 2011 Autumn Term

Personal Learning Extended Homework Projects

Week beginning September 12th	Week beginning September 19th	Week beginning September 26th	Week beginning October 3rd	Week beginning October 10th	Week beginning October 17th	Week beginning October 31st
English Novel Study	English Novel Study	English Novel Study	English Novel Study	English Novel Study	PSHE Project	PSHE Project
	Science Measuring time	Science Measuring time	Science Measuring time	Science Measuring time	Science Measuring time	Design and Technology
Week beginning November 7th	Week beginning November 14th	Week beginning November 21st	Week beginning November 28th	Week beginning December 5th	Week beginning December 12th	
Design and Tech.	Design and Tech.	Design and Tech.	Drama Darkwood Manor	Drama Darkwood Manor	Drama Darkwood Manor	
PSHE Project	PSHE Project	Art Project 1	Art Project 1	Art Project 1	Music Orchestra Project	

You can see that there are six projects to be completed before the end of this term.

Your teachers in these subjects will give you information to help you to complete these projects. There is also some brief information in this booklet.

Prizes and certificates will be given to students who complete the best projects and work will be displayed. To get the best result, start your project on time and make sure that you add to it every week.

Your new year Resolution?

To be the best you can be at your homework projects!



Spring Term Timetable

2012

Week beginning Tuesday Jan 3rd	Week Beginning Jan 9th	Week Beginning Jan 16th	Week Beginning Jan 23rd	Week Beginning Jan 30th	Week Beginning Feb 6th
PE Project The Skeleton	PE Project The Skeleton		Art project 2	Art project 2	Art project 2
Music Orchestra Project	Music Orchestra Project	Geography Project Old Harry	Geography Project Old Harry	Geography Project Old Harry	Geography Project Old Harry
Week beginning Feb 20 th	Week beginning Feb 27th	Week beginning March 5th	Week beginning March 12th	Week beginning March 19th	Week beginning March 26th
ICT Project	ICT Project	ICT Project	ICT Project		
		Maths Measurement	Maths Measurement	Maths Measurement	Maths Measurement
		Languages Project	Languages Project	Languages Project	Languages Project
RE Project 1 Significant People	RE Project 1 Significant People	RE Project 1 Significant People			

Keeping up to date is the key to success!



Summer Term Timetable 2012

Week beginning April 16th	Week beginning April 23rd	Week beginning April 30th	Week beginning Tues May 8th	Week beginning May 14th	Week beginning May 21st
History Project Explorers	History Project Explorers	History Project Explorers	History Project Explorers	Art project 3	Art Project 3
	English Olympics Project	English Olympics Project	English Olympics Project	English Olympics Project	English Olympics Project
Drama Project Greek Theatre	Drama Project Greek Theatre				
Week beginning May 28th	Week beginning Weds 6th June	Week beginning 11 th June	Week beginning 18 th June	Week beginning 25 th June	Week beginning 2 nd July to the 20 th July
Cultural Dance Project	Cultural Dance Project	Cultural Dance Project	Cultural Dance Project	Individual Projects	Individual Projects
Art Project 3	RE Holy Book Project	RE Holy Book Project	RE Holy Book Project	RE Holy Book Project	

English Extended Homework Project (five weeks)

Brief description of project:

This will be an independent novel study. Pupils will be expected to read a novel of their choice. They will then choose four tasks from the list following for their homework project.

Pupils should complete one of their chosen tasks each week in the first four weeks then in the fifth week they will prepare for their presentation.

- 1) Design a cover (including blurb)
- 2) Write a detailed character study of a favourite character
- 3) Write a sequel
- 4) Write a prequel
- 5) Write a review targeted at a school magazine
- 6) Research the life of the author
- 7) Research the historical background or setting of the novel
- 8) Write a series of diary entries for a character

Success criteria

- Pupils will present their work individually to the class
- A speaking and listening level will be given
- Prizes will be given to the best projects over the year group

Research support:

Learning Resource Centre EGA

Local Libraries

Authors' and publishers' websites



Year 7 Instruments of the Orchestra

Choose from two options:

EITHER

- A) Make a poster for the music room on EITHER an instrument OR a family from the orchestra (eg strings, brass etc)
Make it bright, beautiful and interesting!

Your poster should be no smaller than A3

Include illustrations and clearly label parts of the instruments, showing how they work

OR

- B) Make a model of an instrument of the orchestra. Use household objects (eg card, paper, glue, paint etc)

Your model can be any size and should be as realistic as possible

Be prepared to present your model to the class and explain how the instrument works. To do this, you will need to create EITHER a powerpoint presentation of your instrument OR a detailed information sheet (minimum one A4 side) on how the instrument works and any other interesting facts about its history.

EXTENSION WORK:

Extra credit will be given to students who bring in audio examples to play with their presentations. Find a piece of music in which your instrument can be heard (eg clarinet in Peter and the Wolf, or Trumpet at the start of Mahler's 5th Symphony).

Year 7 Music : Instruments of the Orchestra

Success criteria:

- Level 6: Excellent work, clearly presented and well researched with lots of accurate information about instruments OR a well constructed, realistic and detailed model in which parts of the instrument are clearly visible
- Level 5: Well presented , with a good understanding of how the instrument works OR a well constructed model showing good attention to detail
- Level 4: Some simple illustrations, with a good basic understanding of how the instrument works OR a simply constructed model with some attention to detail

REMEMBER, the more effort you put in, the more successful your project will be. Write in your own words (don't just copy and paste from the internet) and spend time getting to know how your chosen instrument/family sounds and works. Try the following excellent websites:

<http://www.sfskids.org/templates/instorchframe.asp?pageid=3>

<http://www.dsokids.com/listen/InstrumentDetail.aspx?instrumentID=6>

<http://www.bbc.co.uk/orchestras/learn/guidetotheorchestra/>

http://www.philharmonia.co.uk/thesoundexchange/the_orchestra/instruments/

Alternatively, have a look at the Music section in your local library or the school library. Ask the librarian for help if you need it.

The best work will be displayed in the music department or school reception!

You have two weeks to complete the project

GOOD LUCK!!!!

Religious Education
Year 7 Significant People Project
Task Sheet

We have been studying significant people from different religions. For this project you need to do a presentation about a religious person from the Twentieth or Twenty-first Centuries. You should have at least one page of writing about the person and should be able to do a presentation in front of the rest of the class explaining who the person is and how they have put their religion into practice.

WHAT DO YOU NEED TO HAVE?

You can choose any person but they must be from the Twentieth Century.

Some ideas for you are *Martin Luther King, Nicky Cruz, Hugo Gryn, Aung San Suu Kyi, Lady Blomfield, Jawaharlal Nehru.*

Or you could choose one of the people that we have studied - *Gandhi, Mother Theresa, Yusuf Islam, Oscar Romero or Farid Esack.*

Make sure you have checked the person with your teacher

You need to write down what this person has done to make them famous and how their religion influenced them.

You need to write down what you have learned from this person.

You must have at least one side of writing about this person.

You must use religious vocabulary.

To get Level 4

You need to explain how the person's religion has guided their actions, using proper vocabulary.

To get Level 5

You need to explain how the person has influenced and guided others, using proper vocabulary.

To get Level 6

You need to say how this person's teachings and experiences have influenced other believers and yourself, using specialist vocabulary correctly.

You can get information from books or from the internet. Many people have their own sites, e.g. www.malcolmx www.yusufislam

You can find names of lots of famous people from different faiths at www.ks3.reonline.org.uk/teens.pof.php (you can access this website through the RE folder on studentshare at school).



Extended Learning Project for MFL (4 weeks)

Aim:

To complete research on 2 women of your choice who inspire you. One must be from Spain/Germany/Turkey/Bangladesh and the second should be Spanish, German, Turkish or Bengali speaking.

What do I have to do? :

- Produce an Identity card for each person in German/Spanish/Turkish/Bengali.
- Complete 2 PowerPoint presentations of at least 4 slides in English showing what you have learned about each woman.
- Keep a note of the websites you have used and any other materials, such as books.

How do I make it as good and as informative as possible? :

- Think very carefully about who you are going to choose to write about.
- Do a lot of relevant research to get as much information as possible.
- Include pictures.
- Write clearly and be creative with your design for your PowerPoint and your ideas.

The Identity Card:

- This should be a summary of your chosen woman's life and useful information about her.
- It should be written in German/Spanish/Turkish/Bengali.
- The headings will be : Name
Photograph
Where they are from
Where they live now
Date and Place of Birth
Interests
How they inspire you (written in the Target Language)

The PowerPoint presentation:

- It should be written in English but you can use German/Spanish/Turkish/Bengali where possible.
- It should consist of at least 4 slides but no more than 7 and you should include a title page with photographs of your chosen person.

Content of the powerpoint:

- Title page
- Why I have chosen this person
- What kind of person is she / was she?
- What has she achieved?
- This woman inspires me because.....
- I could be more like her by being.....
- Resources used

Year 7 Holy Book

Extended Research Task Sheet



Over the next few weeks you are going to produce a piece of extended research that will be presented in the form of a book.

- 1 You will need to choose the Holy Book of one of the following religions to do your research on:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism

DO NOT CHOOSE THE HOLY BOOK OF YOUR OWN RELIGION

- 2 Your research **MUST** cover the following topics:
 - A summary of the content of the book
 - The history of the book, for example when it was written, who wrote it, where it was written and its current history
 - Rules or guidelines for how the book is to be looked after
 - How, when and by whom the book is used, originally and now
 - A comparison with the book you have researched and the holy books of other religions

You could also include:

- How the book is decorated and presented
- The festivals it is used for
- Information about the language it was written in
- The guidelines and history of its translation
- The importance of the book in the religion

- 3 Your research will be presented as a book. It will include;
 - A front cover
 - A contents page
 - Pictures
 - A bibliography

You may use the computer for part of your book **BUT** some of it must hand written or illustrated.

Maths and Science Extended Homework Project (four weeks)

Brief description of project :

To continue on from your first Maths and Science project by investigating the range of measurements we can make to describe the physical world. (This will be run as part of your maths lessons but you should ask your science and other teachers questions to support this work.)

After 1 Week: You should have identified as many different types of measurement that you can and the unit of measurement used. How many can you find? You may find old units and new units or different units from around the world.

After 2 weeks: You will have chosen a particular kind of measurement and researched different techniques (historical and modern) for making these measurements. This might have an international perspective.

For example: How would you measure very small things? How would you measure very big things? Ambitious students may look at a compound measurement such as speed or density. How was time measured in ancient times. Why was measuring time so important for navigation? How did they measure the pyramids?

After 3 weeks: You will have measured an item of your choice as accurately as possible. (eg the mass of your bed or a £10 note, the height of your house, the time it takes to walk a mile. Or can you be more imaginative?)

After 4 weeks: You will have finished your presentation and shared it with your class. This will explain to others what you measured and how you did it. How accurate do you think your measurement was and how do you know.

Success Criteria

- You can present your research as written work, a display or poster, a leaflet or a Power Point presentation. Whichever method you choose you will be expected to share your findings with the class.
- Excellent work will be displayed in the Maths and Science areas.
- Examples of outstanding work will be presented to other students through assemblies.

Research support:

Website links

School Learning Resources Centre, local public library, Website links will be given to you as you progress with your project.

In class support: writing frames, answer grids for research, exemplar pieces of work, extension task sheets.

Talking to Maths and Science teachers, family and other students.

Design and Technology

Contemporary Design

You are expected to use your homework time over the next few weeks to complete these tasks. Working independently is a key skill. Make sure you organise your time so you can get things printed – this is also part of the tasks.

The first part of this project is designed to help familiarise you with some contemporary design styles and some useful websites

Task 1

Go to www.designmuseum.org or www.google.co.uk images and type **Memphis designs** into the search.

Collect 6 images of designs that you like.

Stick these on an A4 sheet and do a Memphis inspired title.

Task 2

Now go to www.google.co.uk images and type **Philippe Starck** into the search.

Find an image of:

- A Philippe Starck kettle
- A Philippe Starck juicer
- A Philippe Starck toothbrush
- A Philippe Starck chair

Stick these on an A4 sheet and annotate (add labels) saying what you think is good and bad about each design.

Have fun and good luck!

Art
Project 1
Yr 7 Independent Research Project-Landscapes

You will be expected to use your homework time to complete this project. Working independently is a key skill not only in art but in all other subjects.

It's up to you how you develop this work in your book. You will be assessed on your research and how you use it.

We have suggested some of the things you could do below **BUT** you may choose to do something different!

- | | |
|--|--------------------------|
| 1. Look up 'pigment' and 'Hue' in a dictionary and note their meanings. Choose 1 Hue and research how the pigment is made and what it is made from. Use the website: http://webexhibits.org/pigments/ Or I will... | <input type="checkbox"/> |
| 2. Choose one hue and collect different shades of that hue from magazines, wrappers etc. Keep them safe to use later. Or I will... | <input type="checkbox"/> |
| 3. Write down words that are connected to your hue. Create a poem using these words. Or I will... | <input type="checkbox"/> |
| 4. Find an example of an artist who has painted a landscape. Write down the artist's name, its title and describe the work (use the resources in the library). Or I will... | <input type="checkbox"/> |
| 5. Make a colour collage of a landscape in your hue using the things you have collected. Or using my research I will... | <input type="checkbox"/> |

Art
Project 2
Yr7 Independent Research Project
Family & Friends

You are expected to use your homework time to complete this project. You should spend 1 hour on each task.

It's up to you how you develop this work in your book. You will be assessed on your research and how you use it.

We have suggested some of the things you could do below **BUT** you may choose to do something different!

- | | |
|--|--------------------------|
| 1. Find examples of artists' work that show people doing things at www.tate.org . Sketch or print their work and comment on what you like or dislike about it. | <input type="checkbox"/> |
| 2. Make observational drawings of your friends or family while they are doing something they often do (e.g. a chore, watching TV, eating). Or I will... | <input type="checkbox"/> |
| 3. Write a list of all the things that you do more than once during the day. Write how you feel when you do that thing. Or I will... | <input type="checkbox"/> |
| 4. Try different materials and techniques to express how the people in your drawings might feel while they are doing that thing (try making different marks and using different colours).
Or I will... | <input type="checkbox"/> |
| 5. Use the best parts of your drawings and experiments and some of your words to produce an artwork called 'Doing it again'. Fill your page.
Or using my research I will... | <input type="checkbox"/> |

Art

Project 3

Yr7 Independent Research Project

ME ME ME!

You are expected to use your homework time to complete this project.

It's up to you how you develop this work in your book. You will be assessed on your research and how you use it.

We have suggested some of the things you could do below **BUT** you may choose to do something different!

- | | |
|--|--------------------------|
| 1. Research the work of artists that make self portraits. Sketch or print out their work and comment on what you like or dislike about it. <u>Or I will...</u> | <input type="checkbox"/> |
| 2. Make observational drawings of your own face. Try and use different types of materials. <u>Or I will...</u> | <input type="checkbox"/> |
| 3. Write a list of all the things in your life. Think about your family, your clothes, your food, your possessions (include pictures of these things) <u>Or I will...</u> | <input type="checkbox"/> |
| 4. Make some drawings or cut out some images of things you think are important in our world (try making different marks and different colours). <u>Or I will...</u> | <input type="checkbox"/> |
| 5. Use the best parts of your drawings and experiments to produce a piece of artwork that is named after you <u>Or using my research I will...</u> | <input type="checkbox"/> |

Geography Extended Homework Project (four weeks)

Brief description of project :

As year 7 students you will be learning about the geographical processes that create a coastal feature called Old Harry in Dorset, Southern England. Your task is to produce a booklet for year 6 students to help them understand processes of tectonic forces, weathering, erosion and deposition.

After 1 Week: students will have researched geographical processes

After 2 weeks: students will have drafted the story

After 3 weeks: Students will have added graphical material

After 4 weeks: Students will have completed the booklet and where possible have shown it to a younger child

Success Criteria

You will have produced a booklet that presents;

- graphical material
- Explains technical vocabulary
- Contains a narrative telling the story of a stack
- Has creativity
- Is well presented

Research support:

EGA Learning Resource Centre

Public Libraries

Google maps

www.geography.learnontheinternet.co.uk

Extended Projects Summary Sheet

Department: ICT
Brief description of project: ICT and Communications
<p>The ICT and Communications project will raise students' awareness of developments in telecommunications, e-mail and the Internet. This will also include e-safety when using e-mail and the Internet. Students will compare traditional and electronic communication methods and consider video-conferencing.</p> <p>Students will be given a paper-based resource on which they can complete and submit their project.</p>
Criteria for judging success and project ending
<p>What I will be looking for (WILF)</p> <p><u>Students who:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Can list the ways in which people communicate with each other<input type="checkbox"/> Choose the best way to communicate, using the given examples<input type="checkbox"/> Can give three of their own examples, and ways of communicating<input type="checkbox"/> Can write about the advantages and disadvantages of communicating using e-mail instead of letters or telephoning<input type="checkbox"/> Can research and describe the usefulness of video-conferencing<input type="checkbox"/> Understand how they can safely use electronic communications such as e-mail and the Internet (including MSN messenger) <p>Certificates issued to the 3 best homework projects in the year group.</p>
Length of project : 4 weeks
Deadlines for completion
<p>End of week 1: List the ways in which people communicate with each other Choose the best way to communicate, using the given examples Give three examples, and ways of communicating</p> <p>End of week 2: Write about the advantages and disadvantages of communicating using e-mail instead of letters or telephoning</p> <p>End of week 3: Research and describe the usefulness of video-conferencing</p> <p>End of week 4: Safely use electronic communications such as e-mail and the Internet (including MSN messenger)</p>
Support for Research
<p><u>Internet:</u> http://www.google.co.uk</p> <p><u>Software:</u> Web browser (Internet Explorer)</p>

YEAR 7 CREATIVE ARTS / P.E. HOMEWORK PROJECT

MOVEMENT

YOUR TASK

To make a copy of the human skeleton on A3 paper.

Research about the names of 10 major bones and label them clearly

Where our bodies move is called a joint. This is where two or more bones meet together.

If you would like to be more adventurous and win a prize, you can make a moving model on card (available from the P.E. Dept)

Make your skeletons colourful and well labelled.

These will be put on a power point presentation for the school.

Make sure your name is clearly visible and your class.

Hand this in to your P.E teacher, who will tell you when it is due.

Good Luck



Year 7 'Darkwood Manor' Drama Independent Research Project

You should use your allocated homework time and spend about 1 hour on each task.

Task 1:

Find an example of a haunted house / ghost story (perhaps from a different culture) and outline the beginning, middle and end of that story.

Task 2:

Draw and label a picture of what you expect Darkwood Manor to look like.

Task 3:

Write a definition of each of the following drama techniques we have used during our Darkwood Manor topic:

Narration

Thought-Tracking

Physical Theatre

Hot-seating

You may find this website helps you:

<http://www.bbc.co.uk/schools/gcsebitesize/drama/>

Task 4:

Design a poster or a flyer for a new play of the story of Darkwood Manor. Think carefully about how you would grab the audience's attention. Look at the examples on this website for a current spooky play that is on in London:

<http://www.thewomaninblack.com/>



English Extended Homework Project (5 weeks)

Brief description of project:

Students will complete a series of writing and research tasks themed around the 2012 Olympics. Students will complete 5 tasks from a list that they will be given looking at various aspects of the Olympics past and present.

After one week: you will have completed task one.

After two weeks: you will have completed task two.

After three weeks: you will have completed task three

After Four weeks: you will have completed task four

After Five weeks: you will have completed task five

Success criteria

- Completion of all five writing and research tasks
- Completed work handed in to meet all deadlines
- Certificate of Olympic achievement for fully completed and well presented booklets

Research support:

Learning Resource Centre EGA

<http://www.london2012.com/>

<http://getset.london2012.com/en/the-games/news/archive/2009-Feb/get-set-looking-for-budding-journalists>

<http://getset.london2012.com/en/discover/11-14>

<http://getset.london2012.com/en/heroes>

<http://getset.london2012.com/en/discover/11-14/11-14-fact-file>

http://en.wikipedia.org/wiki/Ancient_Olympic_Games



Josephine Peary

History Extended Homework Project (four weeks)

Brief description of project:

To produce an account of a famous explorer in the 16th or 17th century (male or female)

After 1 week: Title page and cover

After 2 weeks: Introduction, name, details of your initial research

After 3 weeks: Chapters, map and pictures of explorers

After 4 weeks: Contents list, bibliography/ presentation by booklet or power point

Success criteria

- Title page cover and contents page complete
- Introduction completed
- Chapter Titles (for example, The Life of the Explorer, Voyages / journeys, impact / importance) completed
- Map of journey / picture of explorer completed
- Bibliography completed
- Self assessment completed
- Certificate of Achievement

Research support
School LRC
Internet schools History.uk

Year 7 Dance Homework Project



Use the internet to research any cultural dance and tell me:

- What culture the dance is from
- What country it comes from
- The history of the dance style
- When the dance is performed and for what reasons

Now you need to present your research. Choose from the following...

1. Using your own words:

An essay (minimum of 1/2 side of A4) answering the questions above.

Or

2. A poster/leaflet; using key words, pictures, paragraphs explaining the dance.

Or

3. Create the cultural dance; find appropriate music, organise rehearsals in your own time. You may work in groups of 4 but must all contribute!

Maximum time limit for your dance is 1 minute 30 seconds.



PSHE Extended Homework Project (four weeks)

Brief description of project:

Pupils will explore what is meant by the term “identity”. They will be asked to consider the concept of multiple “identities” eg: Cultural, social, religious, etc.

Week 1: Pupils will have completed work using the worksheet “Identities”. Pupils will complete work that describes their own identity/identities.

Week 2: Pupils will have interviewed at least one family member about their own Identity / identities.

Week 3: Pupils will have drawn their own family tree.

Week 4: Pupils will present work that showcases the experiences of at least one family member as well as themselves

Success Criteria

- All pupils will have interviewed at least one family member about their experiences.
- All pupils will have completed a written piece of work that reflects their own experiences as well as one other family member.
- All pupils must have completed a family tree showing as many family connections as possible.
- All pupils will prepare a presentation to the class

Research support:

Learning Resource Centre EGA

Internet

Family members



GREEK THEATRE

Drama Homework project

Find out the answers to the following questions. Include pictures and examples. Present your work as a PowerPoint presentation or Word document and submit it on Fronter.

1. Ancient Greek Theatre History

When were ancient Greek plays performed? How many years ago was this? What different types of plays were performed?

2. The Theatre Space

What is a traditional Greek Theatre called? What shape is it? What do they look like? Why were they built this way? What different scenic elements are there?

3. Dionysus

Who is Dionysus? Why is he important to Greek Theatre?

4. Performers

What is a Greek chorus? What purpose do they serve in the performance? How and why were masks used?

Time project - Measuring time



What is time? ...

1. List at least 5 countries that have a New Year other than 1st January. (Ask someone in our school)...

2. Write down at least 3 ways that time is measured...

3. Some people say that sometimes time stands still. Is it possible to pause/stop time?



4. How did we measure time over the ages? Draw a timeline for history of clocks. Pick at least 6 dates to do.

e.g. 742 B.C. The Sundial

<http://creativeclock.com/Clock-History.php>

Bonus challenge: Design a water/sand clock that measures 30 seconds. You can also design a time measuring device of your own. (Draw your plan here and talk to your class teacher. Make a list of materials to collect)

Use the web links below to start your research (tick the ones that you've used)

<http://www.britannica.com/clockworks/atomic.html>

<http://inventors.about.com/library/weekly/aa070701a.htm>

http://www.msichicago.org/scrapbook/scrapbook_exhibits/time/educ_pages/act_sundial.html

<http://www.fi.edu/time/Journey/OnceUponATime/slideshow.htm>

<http://www.time-for-time.com/history.htm>

References - Make note of any resources you've used e.g. names of books and author