



Year 7
English
Homework
HT3

Read the opening of 'Allacott Hill' by Richard Durant

It may help you to annotate (make notes on) the text.

EMERGING

How does the writer hook the reader in this opening section? You should write at least two PEE paragraphs.

EXPECTED

How does the writer hook the reader in this opening section? Use your annotations to write at least three PETER paragraphs. Remember to comment on important words/phrases or language techniques wherever you can.

EMBEDDED

How does the writer hook the reader in this opening section? Use your annotations to write at least three PETER paragraphs. Remember to comment on important words/phrases or language techniques wherever you can.

A student, having read this extract, said, "*This is a boring opening section. We don't even know why they are running*". Explain whether you agree/disagree/partly agree with this statement and **why**.



OVERVIEW

Complete targeted reading practice.

Start by annotating all the words you recognise and the cognates, highlight the key words in the questions and try to predict the answers before you actually answer.

Record all new vocabulary in your vocab book. Use www.wordreference.com to look up unknown words.

Task 1: Difficulty Level: Expected

Task Description and resources

Read the text carefully and answer the 'expected' questions in English

Task 2: Difficulty Level: Embedded

Task Description and resources

Read the text carefully and answer the 'embedded' questions in English.

Task 3: Difficulty Level: Exceptional

Task Description and resources

Read the text carefully and answer the 'exceptional' questions in English.

Science



Expected:

Collect a home-learning sheet from your teacher.
Read through the information about Forces.
Produce a poster containing all the key facts about forces.

Embedded:

Collect the home-learning sheet from your teacher.
Read through the information about Forces.
Answer the questions about forces on the final page.

Exceptional:

Watch the video “The Science of the Space Dive” parts 1-6

These can be found on BBC Bitesize:

<https://www.bbc.co.uk/education/topics/z4brd2p/resources/4>

Or on YouTube (search ‘The Science of the Space Dive’)

Write an essay about Forces and the space jump. You should use ideas about balanced and unbalanced forces in your work.

Y7 French Home learning half term 3 reading task

Read the following text carefully. Start by annotating all the words you know and recognise in the text and write next to them what they mean in English. Then answer the questions your teacher has ticked for you below in English. Use 'www.wordreference.com' to look up the underlined words you are unsure of.

Bonjour je m'appelle Patrice et j'habite à Lille, en France. Mon anniversaire est

le vingt-neuf mars et j'adore mon anniversaire car c'est passionnant et amusant.

J'ai une soeur qui s'appelle Joelle et elle a seize ans. Elle est petite et gentille

mais elle n'est pas très drôle. En plus j'ai un frère qui s'appelle Pierre. Pierre est

grand est sportif mais il n'est pas très intelligent. J'aime ma famille car ils sont

sympa et intéressants. Je n'ai pas d'animal, c'est terrible car j'adore les chiens!

J'adore Justin Bieber car il est cool et j'adore le chanson 'Sorry' mais je déteste

Ariana Grande car elle est stupide et je déteste le chanson 'Side to Side', c'est

horrible! Tu aimes Little Mix? Tu habites en France? Quelle est la date de ton

anniversaire?

1. EXPECTED Where does Patrice live? (give 2 details)
2. EXPECTED When is his birthday?
3. EXPECTED What does he think of his birthday and why (2 details)?
4. EXPECTED Give 3 details about what Patrice's sister is like

5. EXPECTED Give 3 details about what Patrice's brother is like

6. EMBEDDED What are Patrice's sister and brother not like? (1 detail for each)

7. EMBEDDED What does Patrice think of his family? Why? (2 details)

8. EMBEDDED What does Patrice say about pets? (2 details)

9. EMBEDDED What does Patrice think of Justin Bieber? Why?

10. EMBEDDED What does Patrice think of Ariana Grande? Why?

11. EMBEDDED What 3 questions does Patrice ask you?

12. EXCEPTIONAL Translate the text into effective, standard English.

Targeted Home Learning

Art KS3

Year 7:

- Look at the hyperlink to a tutorial (below) about drawing a simple self portrait; work step by step with the artist to complete your own self portrait – this time not elongated like Modigliani would have done. <https://www.youtube.com/watch?v=wfosxuah1uk>

Targeted Home Learning

Digital Enterprise KS3



Year 7:

This term we will be learning about computer hardware. Complete the tasks that you think you are capable of doing (remember to always challenge yourself):

Expected

Create a poster that explains the difference between the three different computer devices – input devices, output devices and storage devices. Make sure you give examples of pieces of hardware that will fall into each category.

Use the BBC Bitesize page to help you:

<https://www.bbc.co.uk/education/guides/zxb72hv/revision>

Embedded

Create a mindmap on the differences between hardware and software. You may want to give examples of pieces of computer hardware, and also pieces of computer software.

Use the BBC Bitesize pages on software and hardware to help you find your information.

<https://www.bbc.co.uk/education/guides/zcxgr82/revision/1>

Exceptional

Create a mini-book that explains the role of the CPU, RAM and the Hard Drive. You should make it clear what each one of them does individually, and how they work together. You should also include how the input and output devices work with the CPU.

Use BBC bitesize again to help you:

<https://www.bbc.co.uk/education/guides/zdydmp3/revision/5>

Drama Resources

ALICE:

Why, how impolite of him. I asked him a civil question, and he pretended not to hear me. That's not at all nice. I say, Mr.

White Rabbit, where are you going? Hmmm. He won't answer me. And I do so want to know what he is late for. I wonder if I might follow him. Why not? There's no rule that I mayn't go where I please. I--I will follow him. Wait for me, Mr. White Rabbit. I'm coming, too! [Falling] How curious. I never realized that rabbit holes were so dark . . . and so long . . . and so empty. I believe I have been falling for five minutes, and I still can't see the bottom! Hmph! After such a fall as this, I shall think nothing of tumbling downstairs. How brave they'll all think me at home. Why, I wouldn't say anything about it even if I fell off the top of the house! I wonder how many miles I've fallen by this time. I must be getting somewhere near the centre of the earth. I wonder if I shall fall right through the earth! How funny that would be. Oh, I think I see the bottom. Yes, I'm sure I see the bottom. I shall hit the bottom, hit it very hard, and oh, how it will hurt!

Targeted Home Learning

DT KS3

Year 7:

Expected

Task— Find an example of a metal, plastic, wooden or fabric product. Create a poster that shows their different properties (including aesthetics).

Embedded

Task— Find 2 similar products that are made out of different material E.g. metal and plastic rulers. Compare the different properties of each and evaluate which one works best.

Exceeding

Task— Find out about the properties of 3 “smart materials. Choose 1 of these materials and design a product that could successfully incorporate this material.

Targeted Home Learning

Food KS3

Year 7:

Draw a map of the world labelling the seven continents. Find out about staple foods and show where they are grown or reared on each continent.

Find out what other major foods are grown, reared or caught on each continent and add these to the map using images and drawings of your own.

Research one traditional recipe from each continent and attach them to your map.

Year 7 Geography Home Learning -

| Grade | Task |
|--------------|---|
| Expected | Annotate an internet photograph showing the impacts of the Indian Ocean tsunami. |
| Embedded | Annotate an internet photograph showing the impacts of the Indian Ocean tsunami. For each impact, categorise it as being social, economic or environmental and include specific facts. |
| Exceptional | Create an advertising poster to educate others on how we can prevent the impacts of tsunamis in places like Japan. |



History- Medieval Realms Targeted Home Learning

This term we are studying the Medieval era in Britain, from the invasions of 1066 onwards. You will need to complete at least 5 tasks from this grid over the course of each term, with at least one from each category. Aim to do one every two weeks — your teacher will remind you to write it in your planner! The focus here is on you having plenty of choice over what you study and investigate. Feel free to explore more than 5 tasks! **Due in:**

| Source | Research | Free-range | After-class |
|---|--|--|---|
| Choose a primary source from the medieval era. Print, stick and label. Your labels should answer the question <u>“What can this source tell us about the Medieval period in Britain?”</u> | Choose someone who lived between 1066 and 1500. Write a short biography. Include their early life, major achievements and death. You could investigate a king, like Richard I or a legendary figure like Robin Hood, or someone less well known! | Talk to a grandparent, older relative or other person who is over the age of 60. <u>Ask them a set of 5-10 questions about their childhood.</u> Then answer these questions yourself and compare your experience to theirs. What is different? What is the same? | Write a fake primary source. Imagine you are someone who we have studied in class or someone who lived through a particular event. <u>Write a short account of the event</u> as they would have seen it. Include how you would have felt at different moments. |
| Choose a primary source from the medieval era. Print and stick. Answer the question “How useful is this source to historians studying the Medieval era?” Think about what it does tell us and what it might not tell us. Come to a conclusion. | Choose a topic that has interested you this term. Find out ten more things about that topic that we haven't mentioned in class. <u>Present them in an interesting and beautiful way.</u> Some ideas: The Black Death, Castles, Edgar the Atheling, Medieval Towns, The Domesday Book, Thomas Becket | Find out about some aspect of local history and write a short (one page) report on that event/person. The only rule is that it has to have happened within ten miles of your house. The event must be more than 50 years ago. Your local library might be a great place to start investigating! | When we have studied all 4 of William's methods of control, write a paragraph identifying the most important/best method of control and explaining why you chose what you did. To hit higher levels, compare your choice to the other methods. |
| Find two sources, or use the two from the activities above. Compare them. How similar are they? How different? Why are they similar or different? Try to find 3 points of similarity, 3 points of difference and 3 reasons why they are similar or different. | Go to a nearby site with connections to the medieval world. <u>Put together some ‘scrapbook pages’ of your visit.</u> Some options: Fountains Abbey, The Royal Armouries, Leeds Minster, Kirkstall Abbey, any major museum or loads of sites in York, including the Minster and the Walls. | Time capsule task. Write a list, and include photos/illustrations if you can, of the ten things you would put into a time capsule to be dug up in 2100. They should be objects that would tell the historians of the future what your life was like. Try to think about all the aspects of your life. | Counter-factual task. Imagine that William the Conqueror had never existed. How different would the history of Britain have been without him? Explain your answer with a paragraph. Try to include the events of 1066, his methods of control and everything we learn about the Normans. |

Make sure you do not copy and paste and at least two of the tasks are handwritten! You must clearly mark each task as ‘Home Learning’ in your books. Any work done on separate paper should be stuck in your book so it doesn't get lost! Ask your teacher for help if you do not understand a task.



For the After-Class tasks, wait until we have studied enough in class to complete them. This might take until Half Term!



Year 7 RE Targeted Home Learning Jan 2018

Expected: Design a poster on holy places of worship this could include a church, mosque, synagogue or gurdwara.

Embedded: Pick an inspirational person who has made a positive impact on society and write a fact file about them explaining what they did and why they are an inspiration. For example Martin Luther King or Ghandi.

Exceptional: Create a revision guide on what you have learnt about so far this includes religious role models, and places of worship.



Demonstrate an understanding of the importance of stage directions

Expected: Read the monologue and add in stage directions to different lines to explain to the actor how to act the monologue.

Embedded: As Expected but add in your own notes to explain why you put the specific stage directions in where you did.

Exceptional: Develop the monologue by adding another paragraph and include stage directions.