



Enhanced Further Learning

Year 8

<p>Easier Tasks</p> <p>Expected: To use some keywords in sentences to describe elements in Art work Expected: Ability to use tone in various medium (paint, pencil, pen etc.)</p> <ol style="list-style-type: none"> 1. Create a Mood board based on portraits by Picasso 2. Explain in one sentence; 'What is a geometric shape?' 3. Demonstrate tone: Look in the mirror and sketch one feature from your face. Demonstrate tonal work to create a 3D effect. 4. What is Abstract Portraiture? List five adjectives that could describe this art style. 	<p>Harder Tasks</p> <p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 1. Pick one painting by Picasso; write a paragraph, describing the colours, mood and media used for this piece of work. 2. Alma Lee is a contemporary Artist, inspired by cubism. Research and write about five interesting facts about her. 3. Pablo Picasso painted Abstract Portraits. Research and write about five interesting facts about him.
<p>Literacy</p> <p>Unscramble the following words</p> <ul style="list-style-type: none"> • pccissoa • nav ogph • orprtiat • ento 	<p>Embedded: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.</p> <ol style="list-style-type: none"> 4. Photomontage: Create your own photomontage of a celebrity. How complicated can you make it?
<p>Skills/Numeracy</p> <ol style="list-style-type: none"> 1) www.mykidsart.com 2) Research the Picasso page and then create your own portrait influenced by Picasso. 3) Abstract Portrait: Create an abstract portrait based on the Artist Pablo Picasso; it can be somebody in the public eye/celebrity. 4) Challenge: How many geometric shapes can you make in your finished picture? How many right angles can you find? 	<p>Embedded: Ability to use some elements of tone (in various medium) to create a 3D impression.</p> <ol style="list-style-type: none"> 5. Study 1. Do an observational portrait drawing of a family member or friend using pencil <p>Exceptional: Ability to use a variety of tone (in various medium) to create a strong 3D image.</p> <ol style="list-style-type: none"> 6. Study 2. Try extending or slightly changing your observational work e.g. more detail, use of tone. This is called 'development'. <p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 7. Based on a piece of your observational work. Write a short paragraph describing what went well, and how your work could have been improved.

Enhanced Further Learning: **Computing (Digital Media)**

<p>Easier Tasks</p> <p>ARE: Understand various algorithms and their purpose and use in different scenarios List 5 real life systems that rely on computing. For example, the London Underground system.</p> <p>Explain how the classic game show “Play Your Cards Right” makes use of a sorting algorithm.</p> <p>Write some pseudo code for the rock paper scissors game. It should include a best of 3 count and selection.</p>	<p>Harder Tasks</p> <p>ARE: Understand various algorithms and their purpose and use in different scenarios Play the peg solitaire game on this website: http://www.coolmath-games.com/0-pegsolitaire Write an algorithm/pseudo code for your method when playing this game.</p> <p>ARE: Create functionality within a graphical and textual programming language to allow inputs from a user to be stored in a variable and output where appropriate Write a python program that lets you input the names and age of 5 people. The program should then sort them from youngest to oldest.</p>
<p>Literacy Define the following keywords; Sorting Searching Selection Sequencing Algorithm Iteration Flowchart Pseudo Code Abstraction Decomposition</p>	<p>ARE: Understand various algorithms and their purpose and use in different scenarios Play the minesweeper game on this website: http://minesweeperonline.com/ Write an algorithm/pseudo code for your method when playing this game.</p> <p>ARE: Understand the purpose of selection within a graphical and textual programming language and an ability to demonstrate a program with choice Write a python program that lets a user input what house they are in. If they type in the house they are in it should output a message to say “That’s the best house” and when they input any other house it should output “I’m not in that house”.</p>
<p>Skills/Numeracy</p> <p>ARE: Understand various algorithms and their purpose and use in different scenarios Produce a flowchart for filling a car up with fuel. Include selection within the flowchart.</p> <p>Produce a flowchart for making a hot drink of your choice. Include selection within the flowchart.</p> <p>Produce a flowchart for a username and password program. Include selection and iteration within the flowchart.</p>	<p>ARE: Understand how instructions are stored and executed within a computer system Read the guide to computational thinking, which can be found here http://www.bbc.co.uk/education/guides/zp92mp3/revision. Once you have read the guide, complete the test, screenshot your score on the test and hand it to your class teacher.</p>

<p>Easier Tasks</p> <p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task - Research what deforestation is.</p> <p>Task – Pick a product which you think has a negative impact on the environment and write a sentence explaining why. (Hint – this could be a product made from plastic)</p> <p>Task - What safety rules need to be followed in the Food Room when using equipment and utensils? Make a poster to display in the classroom.</p>	<p>Harder Tasks</p> <p>ARE: Use the work of designers to influence their design ideas.</p> <p>Task - Research the work of People Tree Fashion. Discuss how this contemporary designer has been inspired by wanting to be environmentally friendly.</p> <p>ARE: Generate relevant research to inform the design process.</p> <p>Task- Research the designer William Morris. Produce a page of pattern drawings inspired by William Morris.</p>
<p>Literacy</p> <p>Task – Explain what each of the following pieces of textiles equipment are used for:</p> <ol style="list-style-type: none"> 1. Sewing Machine 2. Unpicker 3. Needle 4. Pin <p>Task- Find out the definitions of the following the words:</p> <ol style="list-style-type: none"> 1. Hygiene 2. Cross contamination 3. Bacteria 4. Food Poisoning 	<p>Task- Research five different designers. Create a moodboard of their work and write a paragraph to explain why you like their designs. (Hint – there are lots of designer posters in G2 and G4)</p> <p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task- Write a paragraph explaining why it is important for designers to think about the impact that their designs/ products have on the environment.</p> <p><i>Ensure you use a range of punctuation, sentences and connectives.</i></p>
<p>Skills/Numeracy</p> <p>Task – Design a poster based on a product life cycle (see the display in the technology corridor for inspiration)</p> <p>Task – Design a creative leaflet, explaining each of the 6 R's.</p> <p>Task - Pick a recipe of your choice and work out how much it would cost to make it. You could use www.ASDA.co.uk to find out prices of ingredients.</p>	<p>ARE: Students can select and prepare different ingredients.</p> <p>Task - Research different cooking techniques (kneading, chopping, slicing etc) and find some images of them being used. You could try them out at home and evidence these using pictures.</p> <p>Task: Go onto the internet and find a recipe for a beef burger and chips. Explain how the ingredients could be changed to make the dish healthier.</p>

<p>Easier Tasks</p> <ul style="list-style-type: none"> • What makes you afraid? • Create a list of these things and what you can do to avoid them <p>ARE focus: Use a wider range of vocabulary.</p>	<p>Harder Tasks</p> <ul style="list-style-type: none"> • Personify a fear. Draw a picture of them and label them with ambitious adjectives to describe them. If you can, try to use some similes and metaphors. <p>ARE focus: Use a wider range of language features appropriately for a specific genre, audience and purpose.</p>
<p>Literacy</p> <p><u>Find the definitions of the following words:</u></p> <p>Clown Jester Harlequin pantaloon banterer</p> <p>ARE focus: Spelling and tenses are reasonably accurate.</p>	<ul style="list-style-type: none"> • Create a list of common fears. Write a few sentences for each one, explaining why you chose them. Use a range of connectives to organise your ideas. <p>ARE focus: Use a range of connectives to structure writing and guide the reader.</p>
<p>Skills/Numeracy</p> <ul style="list-style-type: none"> • Set up a Pinterest account and create a board called 'Fear'. Use the app or website. • Create a mood board of images on the theme of Fear. <p>ARE focus: Use appropriate quotations to prove your point.</p>	<ul style="list-style-type: none"> • Write an article for The Chronicle with the title 'Ronald McDonald'. Explain who he is and why. Use a range of language features to describe him. <p>ARE focus: Use a wider range of language features appropriately for a specific genre, audience and purpose.</p> <ul style="list-style-type: none"> • Compare the fears Arachnophobia and Acrophobia. How are they different? Use comparison connectives to help you to explain your ideas. <p>ARE focus: Comment on the links between texts.</p>

Enhanced Further Learning: Geography

<p>Easier Tasks</p> <p>ARE = Draw an annotated geographical sketch.</p> <p>Task - Label a picture of a volcano with six features.</p> <p>Task - Draw a diagram that shows the different layers of the Earth. Include Convection Currents.</p>	<p>Harder Tasks</p> <p>ARE = Describe and explain the effects and responses of natural hazards around the World.</p> <p>Task - Create a fact file about a natural disaster of your choice. Include what happened, what the impacts and the responses were.</p>
<p>Literacy</p> <p>Define these key words:</p> <p>Tectonic plate Convection current Tsunami Volcano Magma Lava Earthquake Richter Scale</p>	<p>Task - Film yourself giving a news report about a natural disaster.</p> <p>ARE = Explain the interaction between humans and the natural environment.</p> <p>Task - Create a poster to encourage people to live near a volcano.</p> <p>Task - Explain up to five reasons why you would live near a volcano.</p>
<p>Skills/Numeracy</p> <p>ARE = Use an atlas to locate key geographical features around the World.</p> <p>Task - On a world map label the 10 most famous Volcanoes.</p> <p>Task - On a World map label the 10 most famous earthquakes from the past 100 years and add on the Richter Scale.</p> <p>ARE = Explain the sequence of events that creates geographical landforms.</p> <p>Task - Create a diagram showing how a tsunami forms.</p>	<p>Task - Imagine you are a policeman alive during the tsunami that hit Japan in 2011. Write a seven day diary entry explaining what you see and what your experiences are.</p> <p>ARE = Draw an annotated geographical sketch.</p> <p>Task - Find six pictures of a natural disaster and write a caption for each.</p> <p>ARE = Explain the sequence of events that creates geographical landforms.</p> <p>Task – Describe the difference between a Shield Volcano and a Composite Volcano. (Use labelled diagrams to support your answer).</p>

Enhanced Further Learning: History

Easier Tasks	Harder Tasks
<p><i>ARE: Use sources to deepen historical knowledge and understanding.</i></p> <p><i>Task; Find an image of the Middle Passage and label the image.</i></p> <p><i>Task; Find a source from a plantation owner and from a slave then compare how they are similar and different.</i></p> <p><i>Task; Write an abolitionist poem about the reasons why slavery should be abolished.</i></p>	<p><i>ARE: Slavery – The causes, events and eventual abolition the Transatlantic Slave Trade.</i></p> <p><i>Task; Draw a timeline of key events of the Slave Trade.</i></p> <p><i>Task; Design an A3 information sheet for The Liverpool Maritime Museum, which is the International Slavery Museum about the fight for abolition and who were the key people involved.</i></p>
<p>Literacy</p> <p><i>Write an abolitionist poem about the reasons why slavery should be abolished.</i></p>	<p><i>ARE: Examine and explain examples of change and continuity within key periods.</i></p>
<p>Skills/Numeracy</p> <p><i>ARE: Assess different causes for key historical events.</i></p> <p><i>Task; Rank the top 5 causes for the abolition of slavery and explain your judgement.</i></p> <p><i>Task; Create a table showing the different causes for Henry VIII's Break with Rome. You could include:</i></p> <ul style="list-style-type: none"> • Religious • Economic • Political <p><i>ARE: Explain how different interpretations are constructed as a result of different experiences.</i></p> <p><i>Task; Was Henry VIII a womaniser or a great king? Explain your interpretation.</i></p> <p><i>Task; Create a spider diagram of different interpretations of Harriet Tubman.</i></p> <p><i>Task; Find 2 slave songs and explain what interpretations they give of slavery and explain how they would be different from the slave owner opinion.</i></p>	<p><i>Task; Create a flowchart of Catholic and Protestant religion under the five Tudor monarchs.</i></p> <p><i>Task; Make a table to compare the life of the slaves before, during and after slavery. Highlight what remained the same and what was the biggest difference.</i></p> <p><i>ARE: Make a judgement about historical significance, assessing different factors.</i></p> <p><i>Task; Create a biography of William Wilberforce and make a judgement on his role in ending slavery.</i></p> <p><i>Task; Create a facebook page for Olaudah Equiano.</i></p> <p><i>Task; Write a personal response to the question "Slavery brought out the worst in people." How far do you believe this and how accurate is this statement?</i></p>

Easier Tasks

Substitution, Solving equations (ARE):

- a) Find x when $2x + 3 = 11$
- b) If $a = 2$ and $b = 3$, what is the value of:
 (i) $2a + 3b$
 (ii) $3a - 5b$?
- c) Simplify $3c + 4d + 2c - 3d$

Literacy

Explain in your own words what the following mathematical words mean:

Expand

Substitution

Like Term

Equivalent

Skills/Numeracy

Expanding brackets, collecting like terms (ARE):

- a) Which one of these expressions is not equivalent?
 $3(2x + 4)$ $6x + 4$ $6x + 12$ $6(x + 2)$
- b) Hassan says that $3a + 4b = 7ab$. Explain why he is wrong.
- c) For the equation $2x + 3y = 7$, why is it not possible to solve for exact values of x and y ?

Harder Tasks

1) Kyeron was asked to expand the brackets $(x + 3)(x - 5)$. Here is his working out:

	x	$+3$
x	x^2	$3x$
-5	$-5x$	-2

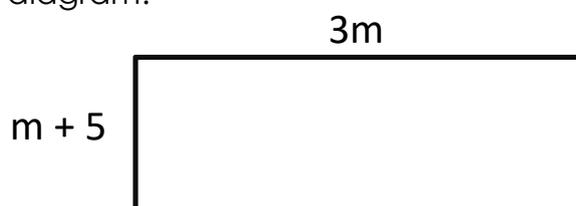
$$x^2 + 3x - 5x - 2$$

$$= x^2 - 8x - 2$$

- a) Find Kyeron's mistakes and correct them.
- b) Use this or any other method to expand the brackets $(a + 5)(a - 7)$

Expanding brackets, collecting like terms (ARE):

2) A rectangle has sides as shown in the diagram:



- a) Find an expression for the area of the rectangle
 (i) With brackets
 (ii) Without brackets

Solving equations (ARE):

- b) The perimeter of the rectangle is 50cm. Find the value of m .

Enhanced Further Learning: French

<p>Easier Tasks</p> <p>ARE - Identify basic vocabulary: Make a wordsearch using the key words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p>	<p>Harder Tasks</p> <p>ARE - Writing : Write an answer to the following questions in French:</p> <ul style="list-style-type: none"> - Quelle est ta matière préférée ? (What is your favourite school subject?) - Tu aimes ton emploi du temps? (Do you like your timetable?) - Tu aimes ton uniforme scolaire? (Do you like your school uniform?) <p>ARE - Translation : translate passage 1 into English (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 3 into French (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 4 into French (you can collect this from your classroom).</p> <p>ARE - Writing : Find a picture of a school and write 4 sentences about the picture in French.</p> <p>ARE - Writing : Write a letter to a pen pal in French describing your own school timetable.</p> <p>ARE - Writing : Create a map of Carr Manor and annotate it with sentences in French.</p>
<p>Literacy</p> <p>Key words:</p> <p>Le collège – school Les matières scolaires – school subjects L’emploi du temps – timetable Les élèves – pupils Les professeurs – teachers Un cours – a lesson Nous commençons – we start</p>	
<p>Skills/Numeracy</p> <p>ARE - Identify basic vocabulary: Search Carr Manor Year 8 French on Quizlet for vocabulary practice and games.</p> <p>ARE - Identify basic vocabulary: Create your own set of vocabulary games on Quizlet.</p>	

Enhanced Further Learning: Spanish

<p>Easier Tasks</p> <p>ARE - Identify basic vocabulary: Make a wordsearch using the key words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Use www.quizlet.com to help you practise vocabulary. Type in 'Spanish Free time' to find relevant vocabulary.</p>	<p>Harder Tasks</p> <p>ARE - Writing : Produce an answer to the questions in Spanish:</p> <ul style="list-style-type: none"> - ¿Qué vas a hacer en el futuro? (What are you going to do in the future?) - Describe tu rutina diaria (Describe your daily routine) - ¿Qué vas a hacer mañana? (What are you going to do tomorrow?) <p>ARE - Writing : Find a picture of a famous Spanish-speaking family and write 4 sentences about what the family does in their free time.</p> <p>ARE - Writing : Interview a family member about what they do in their free time and translate the interview into Spanish.</p> <p>ARE – Translation : translate passage 1 into English (you can collect this from your classroom).</p> <p>ARE – Translation : translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE – Translation : translate passage 3 into Spanish (you can collect this from your classroom).</p> <p>ARE – Translation : translate passage 4 into Spanish (you can collect this from your classroom).</p>
<p>Literacy</p> <p>ARE – Range of language: What are...</p> <ul style="list-style-type: none"> • Pronouns? • Infinitives? • Conjugated verbs? <p>ARE – Range of language: What is...</p> <ul style="list-style-type: none"> • The present tense • The near future tense? 	
<p>Skills/Numeracy</p> <p>ARE – Range of language : Write a set of rules explaining how you conjugate verbs into the present.</p> <p>ARE – Range of language: Write a set of rules explaining how you conjugate verbs into the near future.</p>	

Enhanced Further Learning: **Physical Education**

<p>Easier Tasks ARE: Clear knowledge and understanding of rules.</p> <p>Identify the main rules in netball, badminton, football or rugby.</p> <p>Which of the rules above are for safety and which are for fairness of the game? Highlight the differences in different highlighters.</p>	<p>Harder Tasks ARE: Clear knowledge and understanding of rules.</p> <p>Pick three rules in football, netball, badminton or rugby and create a persuasive piece of writing to argue for or against the rules.</p> <p>If you could add in a rule of your choice to football, netball, badminton or rugby, what would it be and why? Write a letter to the head of the National Governing Body to give your suggestion.</p>
<p>Literacy</p> <p>Define the following words:</p> <ul style="list-style-type: none"> - Sanction - Rule - Regulation - Simplify - National Governing Body <p>What are the National Governing Bodies for netball, football and rugby?</p>	<p>Make a video or blog outlining the main sanctions in football, netball, badminton or rugby. What happens if a player breaks the rules?</p> <p>Create a poster or leaflet on safety in sport including the main rules for health and safety.</p>
<p>Skills/Numeracy ARE: Clear knowledge and understanding of rules.</p> <p>If you were working with younger pupils, what would you do to make the rules of the game easier? Create a leaflet which describes how to change the rules of the game.</p> <p>How might you change the equipment to suit different pupils or participants?</p> <p>Research how a competition is conducted in trampolining. How is it marked?</p>	<p>ARE: Demonstrate ability to evaluate and analyse strengths or weaknesses in others.</p> <p>Create a case study on a player from netball, football, badminton or rugby. Include details of the number of times they have been sent off in their sport. Did they receive any other sanctions?</p> <p>ARE: Demonstrate effective leadership skills. If you have been completing a unit of work on trampolining, write a flow diagram of how to teach/coach one of the main moves.</p>

<p>Easier Tasks</p> <p>1. Explain what dynamics are, and write some keyword examples. Dance ARE - Appraising</p> <p>2. Describe the difference between a solo dance and duet and group. Dance ARE - appraising</p> <p>3. Use Google to research how actors can use their voices. Find out what we mean by emphasis, pitch and tone. Drama ARE - voice</p> <p>4. Where does reggae music originate from? What instruments do you usually find in BLues music? Music ARE - Appraising</p>	<p>Harder Tasks</p> <p>1. Record yourself reading from different sources. You could look at a novel, a newspaper article and a magazine. Read them again putting emphasis on important words. Experiment with different tones (e.g. excited or serious). Try reading them in a high pitch or a low pitch. How does this impact on the meaning of the words? Drama ARE - voice</p> <p>2. Create a short solo phrase using actions, dynamics and a range of space and put it to a piece of music or sound of your choice. Show it to your teacher live or record yourself and show it to your teacher. Dance ARE - choreography</p> <p>3. Write a new set of chorus lyrics to your Blues song. It should last four lines long and focus on the topic of 'Freedom.' Record yourself singing it or show your teacher the lyrics. Music ARE - Melody</p> <p>4. Create a fact file giving information on 2-3 Blues artists. Try to give background information about each artist, some of their key songs, and highlights of their carrier. Music ARE - Appraising</p>
<p>Literacy</p> <p>Learn the spelling and meaning of...</p> <p>Dynamics (dance)</p> <p>Solo</p> <p>Duet</p> <p>Emphasis</p> <p>Pitch</p> <p>Tone</p> <p>BLues</p> <p>Originate</p>	
<p>Skills/Numeracy</p> <p>Watch your favourite TV programme. How do the actors or presenters use emphasis, pitch and tone to get their story or point across? – Drama ARE - appraising</p> <p>Video yourself showing 6 actions you have put together to make a short solo choreography sequence. Explain what the actions are in the video. Dance ARE's – Choreography/Appraising</p>	

<p>Easier Tasks</p> <p>Are= Compare factors that may influence and impact religious and human identity. Look up miracles done by Jesus according to the Bible. Illustrate three miracles and provide a short description.</p> <p>Design a fact sheet on Saint Nicolas also known as Nikolaos Myra.</p>	<p>Harder Tasks</p> <p>ARE= Explore questions on the meaning of life and recognise alternative views considering religious and non-religious attitudes. Write an article about 'fake miracles' and the problems associated with fake miracles. In your article you could refer to individuals using religion as a tool to trick people.</p>
<p>Literacy</p> <p>Explain the following terms:</p> <ul style="list-style-type: none"> - Miracles - Numinous - Conversion - Belief - Atheism - Monotheist - Agnostic 	<p>'Miracles can never happen today' Do you agree (3) Explain why some people may disagree with you (3)</p> <p>Produce a report on some of the miracles performed by Jesus and explain whether you think they did take place.</p> <p>Create a leaflet on the history of Christmas trees. Explain the reason why pagans used to decorate them?</p>
<p>Skills/Numeracy</p> <p>ARE= Ask questions on moral decisions in life. Can you create a miracle? Film yourself performing a miracle (or trick) and bring it in.</p> <p>Research a recent 'Miracle' reported in the media. Why was this event reported as a miracle?</p>	<p>ARE= Describe the different attitudes towards ethical issues including reference to at least one religious belief. Create a table highlighting the advantages and disadvantages of generic engineering.</p> <p>Design a fact file on Dynamo and explain whether or not you think he can create miracles</p>

Easier Tasks

- 1) Draw and label an animal cell
- 2) Draw and label a plant cell
- 3) Draw the particle arrangement in solid, liquids and gas.

Harder Tasks

Create a fact sheet to explain how these cells are specialised and what is their function: (Expected)

- Red blood cell
- Root hair cell
- Nerve cell
- Leaf cell
- Sperm cell

Explain the difference between compound, element and mixture. Use diagrams to help (Expected)

Name the elements in these formulas and how many atoms of each: (Embedded)

- CO₂
- H₂O
- C₆H₁₂O₆
- MgCl₂
- NaCl

Literacy

Write a definition for the following words:

- Nucleus
- Vacuole
- Element
- Compound
- Molecule
- Atom

Skills/Numeracy

(Expected/ Embedded skills)

- 1) Plot a bar graph using this data:

Temperature of water (°C)	Time taken for sugar to dissolve (s)
10	75
20	56
30	30
40	24

- 2) What can you conclude from this data?
- 3) Explain 2 variables that they must control in this experiment to keep it a fair test.

Research why scientists use formulas to represent molecules and compound and what do they show. (Exceptional)

Research how cells work together in the body to form different organ systems. Give examples of organ systems and their function in the human body. (Exceptional)

Heat is lost from houses to the surroundings in many different ways. Describe the ways in which homes can be insulated. Include ideas on **conduction, convection and radiation**. (Exceptional)