Southfields Academy Year 7 into Year 8 Summer Holiday Homework 2017-2018

Name: _____

Tutor: _____

CARPE DIEM

Year 7 to Year 8 Bridge Homework Booklet

Directions: This booklet contains homework for you to complete over the summer.

- You **must** complete your Pixl Edge homework for your tutor.
- You **must** complete all homework in CORE subjects.
- You get to choose 2-3 of your foundation subjects' homework.

CHECKLIST:

PIXL EDGE:

I am choosing the following PixL EDGE tasks:

Task 1: _____

Which theme does it address? (LORIC)_____

Task 2: _____

Which theme does it address? (LORIC)_____

CORE SUBJECTS:

- ☐ I have completed my maths homework.
- ☐ I have completed my English homework.
- ☐ I have completed my science homework part 1
- ☐ I have completed my science homework part 2

FOUNDATION SUBJECTS:

I am choosing the following homework to complete over the summer (Place an "x" to choose it and then mark it as complete. Remember to choose a minimum of 2). Mark it when you have finished it.

_____Drama	_____Complete
_____ Religious Education	_____Complete
_____ History	_____Complete
_____ Geography	_____Complete
_____ Spanish	_____Complete
_____ Personal and Social Education	_____Complete
_____ Design Technology	_____Complete

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PIXL EDGE Homework sheet:

Task 1: What do you want to do?

_____
_____
_____
_____

How will you accomplish it? What steps do you need to take?

_____
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How did it go?

_____
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What would you do differently if you did it again?

_____
_____
_____
_____

Attach evidence of the activity below. Then it will be easy to upload when you get back to school.

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Task 2: What do you want to do?

_____
_____
_____
_____

How will you accomplish it? What steps do you need to take?

_____
_____
_____
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_____

How did it go?

_____
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What would you do differently if you did it again?

_____
_____
_____
_____

Attach evidence of the activity below. Then it will be easy to upload when you get back to school.

Year 7 into 8 English Summer Study
These tasks are designed to help you to and prepare you for Year 8!

You must choose a minimum of 6 tasks but are free to do more. You should choose at least one task from each coloured box.

Decide how you will present your study to your teacher.

Year 7 English Homework

Grammar Revision

In Year 7 you studied the following terms:

- noun
- adjective
- verb
- adverb

1. Define the terms above
2. Break them down into sub-categories, eg- common nouns
3. List the nouns, adjectives, verbs or adverbs used in the passage overleaf

English Language

1. Read and summarise the passage overleaf

2. Annotate the passage- underlining and new words and circling anything that interests you as a reader

3. Attempt **Q1**

4. Attempt **Q2**

5. Attempt **Q3**

Preparation for Y8 reading

In Year 8 you will study the following texts or genres:
-Gothic fiction
- *Macbeth* by William Shakespeare
- Dystopian fiction
- Love poetry
- 19th Century Fiction

Either, research the context of *Macbeth*, or research the typical conventions of the gothic, dystopian, 19th century or love poetry.
Each piece of research counts as one task.

English Literature

1. Research simile, metaphor and personification. Define each term and come up with an example of each

2. Find an extract and highlight any techniques you can. Make a note of the effect the use of the technique has had on you as a reader.

3. Create your own story using a number of techniques, including simile, metaphor and personification

Extract from *The Feast of Blood* by J. Rymer

The figure turns half round, and the light falls upon the face. It is perfectly white—perfectly bloodless. The eyes look like polished tin; the lips are drawn back, and the principal feature next to those dreadful eyes is the teeth—the fearful looking teeth—projecting like those of some wild animal, hideously, glaringly white, and fang-like. It approaches the bed with a strange, gliding movement. It clashes together the long nails that literally appear to hang from the finger ends. No sound comes from its lips.

Her eyes are fascinated. The glance of a serpent could not have produced a greater effect upon her than did the fixed gaze of those awful, metallic-looking eyes that were bent on her face. Crouching down so that the gigantic height was lost, and the horrible, protruding, white face was the most prominent object, came on the figure. What was it?—what did it want there?—what made it look so hideous—so unlike an inhabitant of the earth, and yet to be on it?

With a sudden rush that could not be foreseen—with a strange howling cry that was enough to awaken terror in every breast, the figure seized the long tresses of her hair, and twining them round his bony hands he held her to the bed. Then she screamed—Heaven granted her then power to scream. The glassy, horrible eyes of the figure ran over that angelic form with a hideous satisfaction—horrible profanation. He drags her head to the bed's edge. He forces it back by the long hair still entwined in his grasp. With a plunge he seizes her neck in his fang-like teeth—a gush of blood, and a hideous sucking noise follows. *The girl has swooned, and the vampyre is at his hideous repast!*

Q1

Read the first paragraph carefully.

List **four** things from this part of the text about what the figure looks like

[4 marks]

Q2

Look in detail at the second paragraph:

Her eyes are fascinated. The glance of a serpent could not have produced a greater effect upon her than did the fixed gaze of those awful, metallic-looking eyes that were bent on her face. Crouching down so that the gigantic height was lost, and the horrible, protruding, white face was the most prominent object, came on the figure. What was it?—what did it want there?—what made it look so hideous—so unlike an inhabitant of the earth, and yet to be on it?

How does the writer use language here to describe the effect of the figure on the girl?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Q3

You now need to think about the **whole** of the **source.**

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]

Mathematics Homework Code cracking

The Southfields Academy maths department needs your help to do some research on a coding method.
Decode the words below to find out which coding method we'd like you to research. First answer the sums below, you may need your knowledge of BIDMAS to help you. When you have calculated your answers, match them up with letters using the code breaker chart below. Write each letter on the line above the sum.
For example:
Answer: 13 ⟶ Letter: M

Code breaker

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

First word

(20÷5) -1=	3^2÷9=	85÷17=	5×4-1=	(15÷3)÷5=	3^2×2=

Second word

27÷3^2=	100÷10-1=	56-(10×4)=	2^2×2=	100÷(4×5)=	(6×10)-(6×7)=

Third word

(48÷4)+1=	(12×5) ÷(3×4)=	(25×4)÷5=	(100-36) ÷ 8 =	(9×5)÷3=	10^2÷5^2=

Once you have cracked the code and worked out what coding method we've chosen, you need to make a poster about this coding method. You can use websites to do some research about this method and be as creative as you like. Remember, 10 students that produce the best posters will go on a trip Bletchley Park in the autumn term!

Factors and Multiples Chain

Choose a starting number from a 1-100 square and cross it out.

Then choose a factor or multiple of that number.

Keep crossing out factors or multiples of the last number in the chain.

For example, Charlie started with 60, 30, 6, 96, 16, 32, 8, 56, 7, 21, 42,...

What's the longest chain you can make?

Factors and multiples chain 100 square

Use this to help you with the task.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lots of Lollies

Frances and Rishi were given a bag of lollies.

They shared them out evenly and had one left over.

Just as they had finished sharing them, their friends Kishan, Hayley and Paul came along.
They wanted some lollies too so the children shared them out again between all of them.

This time they had two lollies left over.

How many lollies could there have been in the bag?

Summer homework - Science

There are two sections to your homework this summer. You must complete the tasks in both sections.

Please take the time to read through this page. If you need a pipette or beans for your chosen experiments in section 2 you need to collect these from science before Friday 14th July 2017 or you can ask your guardian to purchase these for you over summer.

Section one

We have given you the answers to some questions. What you need to do is learn them.

When you come back in September you will sit a multiple choice test in your classrooms made up of the questions in this homework – they will not be in the same order so make sure you really do learn the answers!

It is expected that you achieve 80% or above on the test, otherwise we will consider your summer homework to not have been completed with all the sanctions this brings.

Section two

We have given you methods for four science experiments you can carry out at home.

You MUST complete at least two of these experiments and write up your findings on the corresponding sheet in the booklet.

If you need a pipette or beans for your chosen experiments in section 2 you need to collect these from science before Friday 14th July 2017 or you can ask your guardian to purchase these for you over summer.

Section one

Learn the answers to these short recall questions.

Tips for success in this task:

- Use 'look, cover, write, check'
- Get someone to test you.
- Write flashcards and test yourself – question on one side and the answer on the other.
- Spread it out over the summer – don't try and learn them all the week before you come back!
- Draw pictures to help you remember key information and make links between things.
- Find concrete examples of what the question is about in real like to help you remember.

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1. Mass is measured using:

   A mass balance

2. Weight is measured using:

   A force meter

3. The particles in a solid are:

   highly ordered and close together because they can only vibrate on the spot and not move around.

4. The particles in a liquid:

   Randomly ordered and close together because the particles can move but are still close to each other.

5. The particles in a gas are:

   Randomly ordered and far apart because the particles are moving fast and randomly in all directions.

6. A smell can spread across a room even if there are no air currents. This is called:

   diffusion.

7. When something dissolves:

   the mass of the solution goes up but the volume stays the same.

8. The unit of force is the:

   newton.

9. Mass is:

   the amount of particles in an object.

10. Density is:

    the mass of something in a certain volume.

11. What are the standard units for weight and mass?

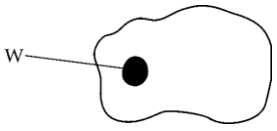
    weight – newtons;

    mass – kilograms

12. The calculation for speed is:

$$\frac{\text{distance}}{\text{time}}$$

13. On this drawing of an animal cell, what is part labelled 'W'?



    nucleus

14. On the drawing of the animal cell, what does part 'W' do?

controls the cell and contains the genetic information

15. A tissue is:

a group of cells which are the same, all doing the same job.

16. Gametes are:

Sex cells (egg, sperm pollen)

17. Fertilisation is:

when two sex cells join together.

18. How does energy reach the Earth from the sun?

via waves of thermal radiation and light radiation.

19. A vaccum is:

an area where there are no particles.

20. A luminous object:

gives out light.

21. We break a light field that travels in all directions up into:

individual rays travelling in one direction.

22. Pitch is:

how high or low a sound is.

23. What produces sound?

vibrating objects.

24. What is the correct order of the planets in the solar system, starting nearest the sun?

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

25. A good conductor is:

something that allows energy to flow through it easily.

26. Electrical current is:

the flow of charged particles.

27. Resistance is:
how hard it is for current to flow.

30. A non-renewable fuel is:
One that will run out one day.

31. The non-renewable fuels are:
Coal, oil, natural gas and uranium (nuclear).

32. Which is the correct word equation for respiration?
glucose + oxygen ⟶ carbon dioxide + water

33. Which is the correct word equation for photosynthesis?
carbon dioxide + water ⟶ glucose + oxygen

34. What do the arrows show in a food chain?
the transfer of energy.

35. Variation is a word that describes:
the differences between living things.

Investigation 1 floating oranges

Background science

*Some things **float** and some things **sink** in water. If an object floats in water, we say it has a **high buoyancy**.*
For example, wood has a high buoyancy. If an object sinks, it has a lower buoyancy.

In this investigation, you will be seeing if peeling an orange changes its buoyancy in water.

Question

Does peeling an orange change its buoyancy?

Equipment

- *A large glass or vase*
- *An orange*
- *Water*

Hypothesis

What do you think will happen when you put the whole orange in the water?

……

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Why?

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What do you think will happen when you put the peeled orange into water?

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Why?

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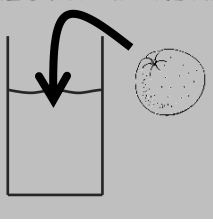
Method and observations



1. *Add water to the glass until it is about ¾ full.*
2. *<u>Carefully</u> place the orange into the glass.*

What happens to the orange?

……

3. Now peel the orange.
4. Repeat steps 1 and 2 above.

What happens to the peeled orange?

……

Conclusions

How does the buoyancy of the orange change when you peel it?

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Why? (hint: density)

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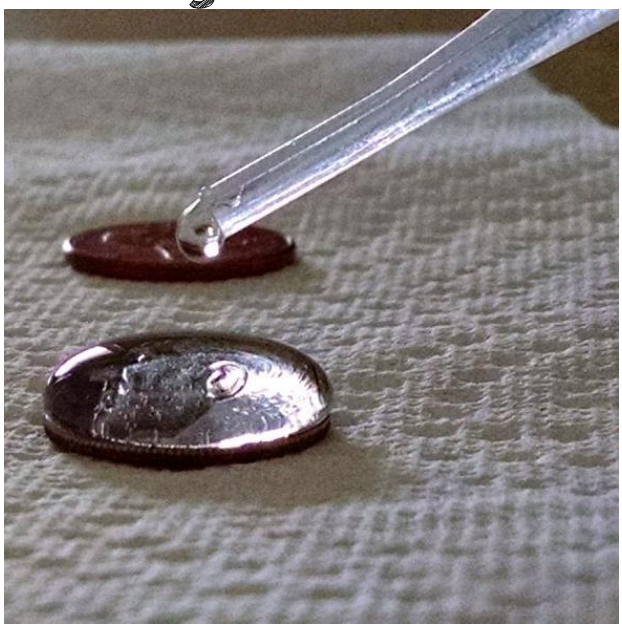
Take it further (Optional)

Is there a difference between fruits with thick skin (like lemons) and thin skin (like apples)?

Investigation 2 coin drops



Background science

Water is a liquid at room temperature. Normally liquids flow down to the lowest point, but water is a little bit weird!

Question

How many drops of water fit on different coins?

Equipment

- *A few different size coins*
- *A pipette*
- *Water*
- *Paper towel / toilet tissue*

Hypothesis

Which coin do you think will hold the most water?

……

……

Why?

……

……

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……

Method

1. *Put the paper towel onto a level flat surface.*
2. *Put a coin onto the towel.*
3. *Fill a plastic pipette with water.*
4. *Carefully squeeze out water drop by drop from the pipette onto the coin.*
5. *Count how many drops fit on the coin before the dome breaks and the water spills over.*
6. *Record your results in the table below.*
7. *Repeat each coin three times and work out an average.*

Results

Coin	*Number of water drops*			
	Rep 1	*Rep 2*	*Rep 3*	*Average*

Conclusions

How does the size of the coin affect the number of drops?

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Lots of other liquids don't behave this way. Water does, why? (hint: surface tension)

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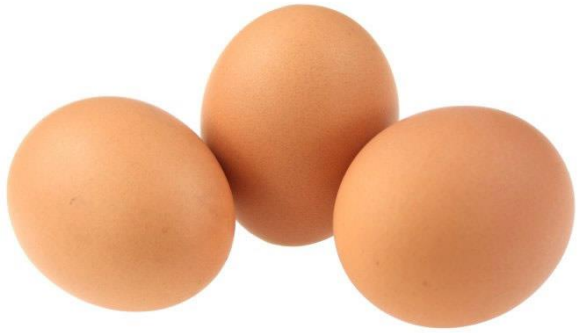
Take it further (Optional)

Does it make a difference if the water is warm or cold?
Do any other liquids do the same?
How could you measure the amount of water more precisely?

Investigation 3 eggs shells



Background science

Solids will dissolve in some liquids and not others. Egg shells are made from calcium carbonate: the same chemical that chalk is made from.

In this investigation, you will be seeing which liquids an egg shell will dissolve in.

Question

Which liquids will egg shells dissolve in?

Equipment

- *3 eggs (of roughly the same size)*
- *3 glasses / jars*
- *Vinegar*
- *Cola*
- *Salty water (2 spoons of salt per half pint)*
- *Sieve or colander*

Hypothesis

Which liquids do you think the egg shell will dissolve in?

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Why?

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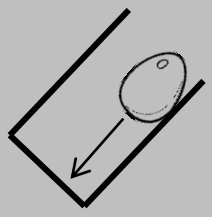
Method

1. *Carefully place an egg into the bottom of each glass. To make sure it doesn't break.*



2. *Carefully fill each jar with one liquid to about the half way mark.*
3. *Leave the glasses to sit for two days. Somewhere safe, but out of the sun.*
4. *Carefully strain the eggs using a sieve.*
5. *Record your observations of any changes.*

Observations

What happened in your experiment?

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Conclusions

Do your observations support your hypothesis?

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Why does the shell only dissolve in some liquids (hint: acid)

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Take it further (Optional)

If you dilute the liquids with water, how does it affect the dissolving time?
Does keeping the experiment in the fridge affect the results.

Investigation 4 bean farmers

Background science

Plants grow by using carbon dioxide, light and water in photosynthesis.
*But which is the most important for a seed to start growing - **germinate**.*

In this investigation, you will be seeing which factor is the most important to germinating seeds.

Question

What do seeds need to germinate: light or water?

Equipment

- *3 broad bean seeds.*
- *3 small plates / jar lids.*
- *Cotton wool / paper towel.*
- *Teaspoon.*
- *Water.*

Hypothesis

Which do you think seeds need to germinate: light, water or both?

……

……

Why?

……

……

……

……

Method

You will be keeping beans in three different conditions:

A	*B*	*C*
Water + light.	*Just water.*	*Just light.*

You will be setting the beans up in cotton wool beds.

<u>Setting up beans A and B</u>

1. *Soak both beans in water for an hour.*
2. *Take two lids. Wet them a little bit.*
3. *Put some cotton wool into each lid.*
4. *Sprinkle the cotton wool 2 teaspoons of water.*
5. *Put one beans on each cotton wool bed.*
6. *Put bean A and its bed on a window sill.*
7. *Put bean bean B and its bed into a dark area like a cupboard.*

<u>Setting up bean C</u>

1. *Put some cotton wool in your third lid.*
2. *Put the bean on the cotton wool.*
3. *Put the whole think in on the window sill.*

<u>Over the week</u>

1. Sprinkle beans A and B with water.
2. Watch for any changes.

Observations

What happened in your experiment?

……

……

……

……

Conclusions

Do your observations support your hypothesis?

……

……

……

……

Why do you think this happens? (hint: most seeds germinate underground)

……

……

……

……

Take it further (Optional)

What happens if you keep growing the beans in the same conditions?
What happens if you keep the seeds in the fridge?

DT Summer Homework

Task 1: Cartoon Character Creation

Plan **your own design for a cartoon character**. Fill the boxes with as much information as possible!

Name?

What country does your character live in?

Do they have any powers? Why do they have these powers?

What are their interests?

What do they like to eat?

How old are they?

What extra details can you add that will further describe your character?

Task 2: Character Design

Draw your character in the box below (fill ALL available space) and colour it in.

DRAMA Year 7 into year 8 holiday homework

Research the following theatre maker roles, explain what their job is in the theatre.

Director

Producer

Actor

Technical crew

Artistic director

Stage hand/ runner

Choreographer

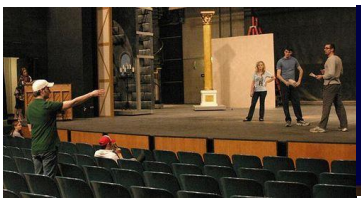
Front of house

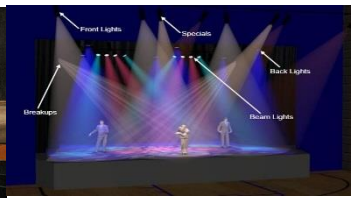
Some useful hints

Give a brief outline of what they do as their job

Give an example of something they might have to do

Draw or add a picture of your choice





Geography Year 7 to Year 8 Bridge Homework:

Create a map of a novel. Here is a partial example of a map someone made of the book Huckleberry Finn to show the places where major events in the novel happened.

You can use all of the mapping skills you learned this year:

a) sketch

b) compass

c) scale

d) contour lines

e) annotations

You can do it on posterboard or in 3D! Or you can do a really nice job on a simple piece of A3.

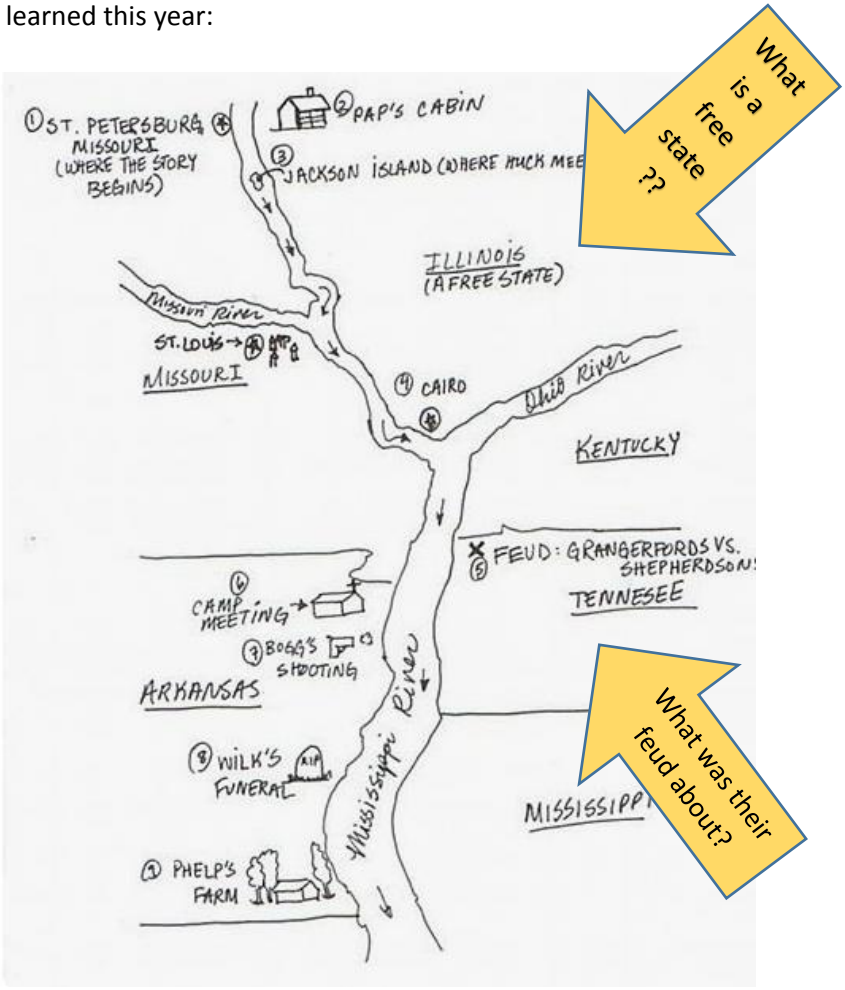
Then colour it! Make it pop!

Challenge:

Add annotations to your map with quotes you want to remember.

At different sites, describe what happened. Put events in the correct order.

Finally, can you add some pictures, photos, character profiles?



You can choose any novel you have read this year!

Where does Greg in Diary of a Wimpy Kid live? Imagine what his world looks like. Where do his adventures happen?

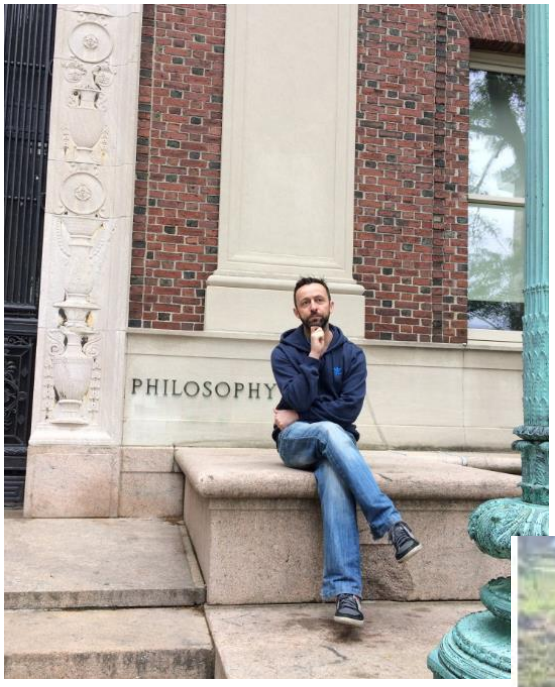
How about Private Peaceful? How about the first Harry Potter? Dork Diaries?

If you have questions about which books are appropriate, talk to your English or Geography teacher.

FYI, the best 5 projects will win a trip to a super secret location! Good luck!

History Homework for year 7 to year 8

Museum Selfie Challenge!



Get yourself to as many free London museums as you can and take a selfie.

Create a scrapbook with a picture of the self and one paragraph about the museum itself.

Some questions you could answer:

- What did you enjoy about the museum?
- What did you learn while you were visiting?
- Why would you recommend it to other people?
- If you could go back, what else would you like to see?

PSE Homework Guidance on Homework Tasks

Welcome to your summer homework tasks for
Personal, Social, Health and Economic Education

These homework tasks will be asking for your creativity and imagination to develop your skills, knowledge and deeper understanding.

You must choose and complete 2 of the homework tasks from the selection of 5 during the summer holidays.

You should aim to spend at least an one hour on your chosen homework tasks.

Before you tackle some of these tasks you may need to research or investigate relevant information to help you. Use the websites and other sources to help you with this.

All tasks are rated according to their difficulty using a scale
- ● Developing
- ●● Secure
- ●●● Working Above
- ●●●● Exceptional

Good luck

Summer Holiday Homework

Choose two from the following five options for homework.

1. Design a storyboard detailing a scene about a form of ***bullying***, the emotions it involves and the consequences of its actions and some solutions for the person being bullied ●●

2. Research two different menus from local fast food chains/restaurant chains, and identify the strengths and weaknesses for each menu—which food chain would you promote? (think about calories, cost, choice, convenience and healthy options!) ●●●●

3. A year 7 student has now been at school for two weeks. Write a week's long dairy account, detailing the relationships and emotional factors this young person has experienced and some examples of how to deal with these emotions. (You can base this on own experience or made up). ●

4. Design a leaflet titled

"Dealing with Peer Pressure".

Consider the information and target audience and focus on ways to deal with peer pressure. ●●

5. You are the local MP for the area you live in. You need to present to other MP's voicing your concerns about ***crime and punishment.*** What are the 10 main crimes you think occur in your area and what do you feel is appropriate punishment? Put your case together. Research on the met [police website for crimes in your local area. Also search local newspapers find out the types of crimes and punishments which are happening in your area. ●●●

Religious Education Summer Homework
Symbols of Light homework

1. *Fill in the missing words from the word box. (Clue: the number of dashes equals the number of letters.)*

Light is an important _ _ _ _ _ _ which can have different meanings. Light gives _ _ _ _: without it there would be no life on earth, plants wouldn't _ _ _ _ and there would be no _ _ _ _ _ _ to breath. Light also means _ _ _ _. When we can see light at the end of the tunnel it gives us hope that we should be able to reach _ _ _ _ _ _. Light also helps us through the _ _ _ _ _ _ _ _. Sometimes when we say someone is in the dark we mean that they don't _ _ _ _ _ _ _ _ _ _ something or that they don't know what the _ _ _ _ _ is.

Word box	understand	life	symbol	truth
grow	darkness	oxygen	safety	hope

2. *Decide what you think about each of the 7 statements below - agree or disagree. Then interview an adult at home about their views. (If you can't do this try asking your form tutor when they're not busy.)*

Statements about Light	**My view**	**Adult view**
Agree strongly = □□; agree = □; disagree = □; disagree strongly = □□; not sure = ?		
1. Candles on cakes or lit during meal times can make a normal meal into a special one.		
2. If it wasn't for the problems (e.g. mess, pollution and effort) an open log fire is nicer than a radiator.		
3. Bonfires and fireworks are not a good family event.		
4. A beautiful sunrise is nicer than a stunning sunset.		
5. Houses with a light near, or over, the front door seem to be more welcoming than those without.		
6. Different types of lights in a room (e.g. spotlights, down-lighters, 'Lava' lamps, candles) can make a real difference to how the room feels.		
7. It doesn't make any real difference whether you have small windows or big windows in your living room as long as you can turn on the light if it's dark.		

3. *Ask the person you interviewed to say a bit more about why they agree or disagree strongly with one or two of these statements. Write down what they say. (Use the other side if you run out of space.)*

Extension

Imagine you are a parent and your three or four-year-old child asks you why you have lit candles at a special meal. Think about all the things we have learnt about concerning the symbolism of light then write the conversation between you and the child. (Use the other side if you run out of space.)

Spanish Project

Choose one of the following Spanish sports/activities:

- ☐ La Liga (Spanish football league)
- ☐ Pelota (Fast ball sport similar to squash)
- ☐ La corrida (Bullfighting)
- ☐ Flamenco

Task

Create a resource about your chosen sport which **must** include:

- ☐ A brief history of the sport (**in English**)
- ☐ What it involves **in Spanish** (equipment/players/clothes)
- ☐ Where it is played **in Spanish** (famous locations/stadiums)
- ☐ Famous people/teams associated with the sport **in Spanish**
- ☐ Whether you would like to try the sport and why **in Spanish** .

You **could** include:

- ☐ Brief rules (**in English**).
- ☐ More information on a famous person **in Spanish** (when and where they were born, where they live, physical description, their likes and dislikes).

You can choose the programme you use: PowerPoint, Word, Publisher, or you can design it by hand.

Vocabulario:

There are (number) players	**Hay (número) jugadores.**
They have to wear….	**Tienen que llevar……**
They use (equipment)	**Usan (equipo deportivo)**
It is played in (area of Spain)	**Se practica en (lugar)**
A famous stadium is in…	**Un estadio famoso está en…**
A famous player is called…	**Un jugador famoso se llama…**
I would (not) like to do (sport) because it is (adjective)	**(No) Me gustaría hacer (deporte) porque es (adjetivo).**
It scares me because it is…	**Me da miedo porque es…**
It interests me because it is..	**Me interesa porque es…**
He/she was born in (place and year)..	**Nació en..**
He/she lives in..	**Vive en..**
He/she likes…	**Le gusta..**
He/she is (height/ nationality)..	**Es…**
He/she has (eyes/hair) + (colour)	**Tiene (los ojos/ el pelo) + (color)**