

**Art****Year 7**

1. Draw a view looking down your street. Ensure you look carefully at the perspective and scale and try to be as accurate as possible. Sketch lightly before adding detail and then shade tonally using pencil. The drawing should fill a double page in your sketchbook.
2. Draw the view through your bedroom window. Include the window frame, windowsill, anything placed on the windowsill, blinds, curtains etc. Try to record all the detail and then add shading. You can use pencil, biro or coloured pencil. Fill an A4 page with your drawing.
3. Produce a line drawing (no shading) of an open cupboard or wardrobe and all its contents. Look really closely and include lots of detail. Fill a double page in your sketchbook with your drawing, you can have your page either landscape or portrait.
4. Draw a view looking up or down a flight of stairs. Stairs have tricky perspective so make sure you look really carefully and sketch lightly until you are sure the proportion is accurate. Shade or add colour using any art materials you have available.
5. Create a 3D sculpture of your house. Use any materials you have available such as cardboard, paper, polymer clay, textiles, Lego, clay etc.

**Year 8**

1. Take a series of photographs as you eat an item of food. Take a photo after each bite. For example, you could select an apple, a chocolate bar or a sandwich. Use the photos to draw the food as it eaten. You should aim for a minimum of 3 drawings. Shade in pencil or coloured pencil and include lots of detail.
2. Draw a knife, fork and spoon. Be imaginative with the composition, will they overlap? How are they positioned? Include all the reflections, shadows and highlights. Shade tonally using pencil and fill an A4 page in your sketchbook.
3. Produce a line drawing (No shading) of an open drawer and all of its contents. Look closely and record how the items are positioned carefully. Use mark-making to record texture and surface qualities. Fill a double page with your drawing. It can be landscape or portrait.
4. Draw a glass jar and its contents. This could be a jar of sweets, olives, pickles, coffee, jam, honey, whatever you have in your fridge or cupboard. Shade using pencil or coloured pencils. Make sure you include all the reflections and highlights you will see in the glass and ensure the ellipses are accurate. Fill an A4 page with your drawing.
5. Draw and shade either a pair of shoes from above or a coat hanging on a coat-hanger. Add shading or colour using any art media you have available. Work across a double page in your sketchbook.

**Year 9**

1. Draw a seated figure. Make sure you look carefully to ensure accurate proportion and include as much detail as possible. Fill a A4 page with your drawing and shade tonally using pencil.
2. Draw either a houseplant, a bunch of flowers or a sprig from an evergreen plant. Shade using either pencil or coloured pencil.
3. Create a 3D model of an animal of your choice using any media you have available at home. You could use cardboard, paper Mache, polymer clay, 3D pen, Lego, play-dough, textiles, cake, etc. Be imaginative with your media and try to include lots of detail.



4. Across a double page in your sketchbook produce an image /scene which includes an animal of your choice (you must include both the animal and a background) in colour using the material of your choice.
5. Draw a mythical creature. Add shading using pencil or coloured pencil and fill a double page in your sketchbook with your drawing.

**Computing****Year 7**

1. Please check SMHW for todays work. It will be up there if you have a lesson.
2. We have started using block based coding in Computing now. You should continue to practise this with: [Minecraft | Code.org](#)
3. Create a timeline for Computing. What were the most important inventions that changed computers? Who were the most impactful people? You may wish to use this website to help you: <https://www.computerhistory.org/>

**Year 8**

1. Please check SMHW for todays work. It will be up there if you have a lesson.
2. Make a poster/video/leaflet that explains the difference between reliability and bias. You can use this website to help you: [Bias and reliability - Bias and reliability - KS3 Computer Science Revision - BBC Bitesize](#)
3. In Year 8 we are moving on to text based programming in Python 3. Python 2 has the same techniques with only slight differences in instructions which I can explain on your return: [Python Tutorial: Learn Python For Free | Codecademy](#)

**Year 9**

1. Please check SMHW for todays work. It will be up there if you have a lesson.
2. Complete a number of badges on [idea.org](#)
3. [Merge sort in 3 minutes - YouTube](#) this video explains the steps of a merge sort. Can you create a powerpoint that has an example of it working at each step with a list of your choice? For an extra challenge show the bubble sort next to it to compare speed.

**Dance****Year 7**

Use the video link to learn the motif from this production of The Nutcracker -

<https://www.youtube.com/watch?v=6rW1FPZEDZY>

Research Matthew Bourne's production of the Nutcracker and watch clips available on online.

Make glossary cards of the dance terms you have learnt so far, such as RADS, motif, Choreographic Devices and the examples of these. Make sure to include the definition of each word.

**Year 8**

Watch film such as Flash Dance, Grease, Footloose, Step Up, Honey, The Greatest Showman. To see Dance in film.

Learn and write out a key motif from a Dance movie.

Make glossary cards of the dance terms you have learnt so far, such as RADS, motif, Choreographic Devices and the examples of these. Make sure to include the definition of each word.

**Year 9**

Draw and label the costumes in A Linha Curva. Explain what it shows about the dance. Watch A Linha Curva – research the 3 key dance styles in the piece. Samba parade, Capoeira, Contemporary.

Make glossary cards of the dance terms you have learnt so far. There are lots think about including the choreographic process, devices, RADS, Dance structures etc.

**Design & Technology****Engineering activities Years 7-9**

Use [www.technologystudent.com](http://www.technologystudent.com)

From the Home page, you can access hundreds of topics, videos and exercises related to design and technology, graphics, electronics and engineering. For example, you can click on 'Short revision videos' and watch 'how to' on a range of different topics or scroll down to a particular subject area, for example 'Graphics including visual communication' where you will be able to learn a range of drawing and presentation techniques and then carry out practice exercises. There are also printable worksheet with most exercises.

**Practical projects**

Try out some fantastic projects at home. Check out these websites for hundreds of exciting practical projects for you to make.

[www.instructables.com](http://www.instructables.com)

[www.smallpeicetrust.org.uk/engineering-at-home](http://www.smallpeicetrust.org.uk/engineering-at-home)

**Projects from theDTeacher:**

Flying Helicopter, Sled Kite, Mobile Phone Holder:

<https://www.youtube.com/watch?v=H9KvwSWiOzo>

<https://www.youtube.com/watch?v=L24JGO87Dzk>

<https://www.youtube.com/watch?v=h4KhLYhSzrA>

**Food Tech Years 7-9**

For this independent research project, you are required to look at different **Cultures & Cuisines - this forms part of your core knowledge in FP&N!** There are many types of cuisine available throughout the world and you need to have some understanding of the types of **key ingredients** that they would use as well as being able to identify some **popular (signature) dishes**. You could even consider the **specialist equipment** that they might use...

For this task you are being asked to explore and gain knowledge of **two** contrasting international countries e.g. England and India or Italy and China. We would like you to **carry out some research** and **present your findings** in any form of your choice; it could be a **poster/leaflet or PowerPoint presentation**. Finally, using this information **make dishes** from one or both of your chosen countries and provide some **photographic evidence** of the dishes that you have chosen to make!

For **both** of your chosen countries you need to include some information on:

1. How **history** has influenced what your countries eat.
2. How the **climate** and **landscape (Geography)** has influenced what foods are grown and reared. This information could help you to list some distinctive **ingredients/ flavours** commonly eaten.
3. Identify the **staple foods** from your country.
4. List a range of **sweet and savoury signature dishes**



5. Look at; How many meals are eaten in a day? How these meals are structured? E.g. Starter, Main & Dessert.
6. Describe any specific **presentation** or **serving techniques** used for the dishes that you identify. E.g. use of copper karahi bowls and pickle trays / platters
7. State how traditional recipes been developed to suit changing **nutritional/healthy guidelines**, this could include the introduction of new foods/**cooking methods** and **equipment**.
8. Finally, you need to **make 2 dishes with accompaniments** (if appropriate). This could be one from each country or two dishes from the same country. **Photographs (+ optional recipes)** must be included in your mini project.

**Definitions of key words**

<b>Climate</b>	The weather conditions typical to an area in general or at any specific time
<b>Cuisine</b>	A style of cooking
<b>Distinctive</b>	Specific e.g. mozzarella cheese from Italy
<b>International</b>	Countries from around the world
<b>Savoury</b>	A dish that is either salty or spicy
<b>Signature</b>	A dish or food that is identified with a particular country
<b>Staple</b>	Food that forms a large part of the diet, usually from starchy foods.

**Drama**

**Year 7**

- Watch Charlie and the Chocolate Factory film/dvd
- Design a costume for your favourite character. Clearly draw, label and colour your design. Think about the type of fabric, it's condition, etc.
- William Shakespeare research task. Create a powerpoint of your findings to teach others about William Shakespeare's life and achievements.

**Year 8**

- Create a script for a Jeremy Kyle style scene, involving at least 3 iconic fairy-tale characters. For example, has Cinderella stolen Prince Charming from Snow White? Or has The Big Bad wolf been accused of stealing Aladdin's lamp, but really it was one of the 3 pigs?
- Research the theatre style of Commedia Dell Arte. Create a powerpoint with your findings about stock characters, it's history and masks.

**Year 9**

- Watch the play, Blood Brothers, on Youtube. It is in 10 Parts.
- Create a role on the wall for your favourite character from the play. Include a costume design with this too.
- Research Verbatim Theatre. Include your findings in a powerpoint.

**English**

All work can be found in **All Users/English/Always be Doing folder**.



**Geography**

We will be using the excellent resources from the Oak National Academy.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/geography>

- You should complete **two lessons** for each 100 minute lesson that you are absent for;
  - your work should be done in your exercise book,
  - include a title and date (underlined) as if you were in class.
- You should:
  - watch the video,
  - complete the worksheet (full sentences)
  - write down both the questions and answers for the final quiz.
- You should take a photo of your work and email it to your class teacher.

**Year 7**

**The Geography of Africa**

**Extra:** revision of

- Map Skills
- Weather and Climate

**Year 8**

**Glaciation**

**Extra:** revision of

- Tectonics
- Map Skills
- Rivers
- Weather and Climate
- The Geography of Africa

**Year 9**

**Coasts**

**Extra:** revision of

- Glaciation
- The Geography of the Middle East
- Ecosystems
- Tectonics
- Issues of urbanisation
- Life in an emerging country
- Map Skills
- Rivers
- Weather and Climate
- The Geography of Africa

**History**

Choose **either** a Year Group Task **OR** a general task. You have a free choice to choose which ever task interests you.





**Year 7:**

1. During the November year-group lock down you were shared a booklet on Medieval Europe. You were asked to complete section 1 & 2. You should now complete ONE more section for each History lesson you miss.
2. Research the reign of King Edward III. He is one of England's most important kings. You may want to research and find out some of the following things about him... What was the 100 Years War? Why did it break out? What happened at the Battle of Crecy? What are the most important parts of Edward's rule? Create an information poster or fact file about him.
3. William the Conqueror carried out a survey of England called the Domesday book. It is now all online at <https://opendomesday.org/> You can search for Matlock, Derby or wherever you live. Describe what your home town/village was like in 1086. Who lived there? Who owned it? What kinds of jobs were carried out? Write a written report on your home town/village.

**Year 8:**

1. Research and write a report on one of the key figures of the British Empire. These may include Cecil Rhodes, David Livingston, James Wolfe, Robert Clive or anyone else you are interested in. Tell me what they did, why they did it and what you think about their crimes/achievements.
2. Research and write a report about key figures in world history from the early-modern period (1500-1900). These may include; Queen Victoria, Napoleon Bonaparte, Oliver Cromwell, Christopher Columbus, Vasco de Gama, Thomas Edison, Florence Nightingale or Mary Seacole. Or anyone else you choose. Try and include key facts about their lives, their achievements and any other facts you think are important.

**Year 9:**

1. Research a Twentieth Century dictator and create a fact file on your chosen figure. Possible dictators include; Hitler, Mao, Stalin, Mussolini, Franco, Pol Pot, Idi Amin or Pinochet.
2. Write a report about 'the most important event in the Twentieth Century.' You are free to choose whichever event you like. It can be a negative or positive event. You should describe the event and explain why you chose it. Try and compare it to other events and explain why it is the most important. Some possibilities might be; WW1, the Holocaust, WW2, the first atomic bomb, the Cuban Missile Crisis, the invention of the internet, the fight for equal rights, the Troubles, the election of Margaret Thatcher, the invention of the NHS, the first man in space or the fall of the Berlin Wall.

**General Tasks;**

Research a key individual from History and create a fact file/ information poster about them. Your information should include;

- Basic facts about them- e.g. D.O.B
- What they did that makes them important/ interesting/ good/ bad
- Why you decided to choose them
- Images to make you information more presentable

Oral History project. Speak to an elderly relative, neighbour or family friend. Use the guidance sheet to describe how their childhood is similar/ different to yours.



	<p><b>IMPORTANT!</b> If you choose this task, make sure you maintain social distancing! It may be best to speak to them over the phone or via Zoom.</p> <ul style="list-style-type: none"> <li>- Current history project. We are currently living through a weird time in History. Why not write a report for future historians to discover? Describe what it is like to experience a global pandemic.</li> <li>- Current history project 2. Britain will leave the EU in 2021. This is an event of major historical significance. Why not write a report for future historians to discover?</li> </ul>
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<b>Languages</b>	Go to <b>ALL USERS/ LANGUAGES/ ALWAYS BE DOING</b> Access the folder for your language
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<b>Maths</b>	Your teacher will put what they would like to do on SMHW. If this has not been possible then please: <ul style="list-style-type: none"> <li>• Spend time practicing square numbers, primes, cubes, formulae for area etc.</li> </ul>
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<b>Music</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Create a PowerPoint presentation containing information on the Baroque era including: 3 notable composer and a piece of music they composed, instruments commonly used in the Baroque era.</li> <li>• Create an informative poster based on the Elements of Music - make this information as clear and understandable as possible with use of icons, images etc.</li> <li>• Using Chrome Music Lab compose a short piece using only the notes CDEGA and email it to your teacher.</li> <li>• Taking letters from your first or surname (at least 4 letters), listen to a piece of music in a style beginning with those letters, e.g. John = Jazz, Opera, Hiphop, New Romantic. Write down the name of the track and artist and do a short analysis of the piece based on the elements of music.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Using Chrome Music Lab compose a short piece of music based around ostinato. Send the link to your teacher.</li> <li>• Go to <a href="https://edu.bandlab.com">https://edu.bandlab.com</a> setup an account and create a short composition and email your teacher - imagine you are composing this music for an advert or trailer. Ensure you inform your teacher of the intended purpose of the music.</li> <li>• Revisit 'Basic Skills' by create an all-in-one-side information sheet on notes of the treble and bass staff and note values</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Go to <a href="https://edu.bandlab.com">https://edu.bandlab.com</a> setup an account and create a short composition to accompany an existing movie trailer (search 'movie trailer no music' on YouTube).</li> <li>• Create an informative PowerPoint on the development of music in film, tracing its origins in the 'silent' movies up to present day. Aim to include information on a variety of composers and film genres.</li> <li>• Search a film trailer on YouTube and do an analysis of the impact of the soundtrack - aim to mention as many techniques discussed in class - namely, Mickey mousing, pedal, dissonance, leitmotif, ostinato and the use of the elements of music.</li> <li>• If you have access to a keyboard, release one or more of the movie themes, record yourself and send to your teacher.</li> </ul>
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<b>PE</b>	All work can be found in <b>All users Lumsdale - PE - ABD KS4 PE</b>
<b>PRS</b>	<p><b>Years 7 and 8</b>  <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a> On this BBC bitesize link take the opportunity to explore religious and non-religious views and beliefs and practices.  <a href="https://www.bbc.co.uk/bitesize/topics/zkdk382">https://www.bbc.co.uk/bitesize/topics/zkdk382</a> This link allows you to think about big Moral, ethical and philosophical issues such as animal rights and multiculturalism.  <a href="https://www.youtube.com/watch?v=tCVzaDGx5DM&amp;list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV">https://www.youtube.com/watch?v=tCVzaDGx5DM&amp;list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV</a> This link is for the BBC Teach channel on you tube which informs about the religions of the world.</p> <p><b>Year 7</b>  <u>Showing faith</u>  Reach the following places of worship: Mosque, Gurdwara, Synagogue, Mandir, Church, Buddhist worship.  What, how and why do people worship?  Create an interfaith place of worship.  This can be written, drawn or done as a floor plan.  You will need to consider each place of worship studied throughout the unit to ensure your interfaith place of worship includes key features needed.  You also need a short written explanation to show thoughts behind the design.  This will be submitted through showmyhomework</p> <p><b>Year 8</b>  <u>Expressing beliefs.</u>  Presentation: Prepare for a 1 minute presentation to the class on <b>1</b> religion and how they express their faith in different ways, considering examples and comparisons.</p> <p><b>Year 9</b>  Visit all users &gt; PRS &gt; Always doing</p> <ul style="list-style-type: none"> <li>• Create revision resources using the PRS posters on each topic of the unit.</li> <li>• Select your year 9-11 and complete the task booklet using the revision guide.  Have ago at past papers.</li> </ul> <p>Year 9 Topics: Christianity Beliefs and Teachings, Christianity Key Practices, Islam Beliefs and Teachings.</p>
<b>PSHE</b>	<p>All users-PSE- PSHE Covid Recovery.</p> <p><b>Year 7</b>  To carry on with their article for the year 6 Highfields Magazine.</p> <p><b>Year 7&amp;8</b>  Using the careers programme START : <a href="http://www.startprofile.com">www.startprofile.com</a> research and create a power-point on various careers that interest you.  The students need to register and the student code is 69396.  There are lots of different questionnaires found on the left hand side of the screen.</p> <p><b>Year 9</b>  Using the careers programme START : <a href="http://www.startprofile.com">www.startprofile.com</a> research and create a power-point on various careers that interest you.</p>





	<p>The students need to register and the student code is 69396. There are lots of different questionnaires found on the left hand side of the screen. Further research: World of Work, What to study, Where to Learn and Employability.</p>
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<b>Science</b>	<p><b>Year 7</b> All users Starkholmes / science/ 1.Home Study September Read the instructions and do the activities</p> <p><b>Year 8</b> All users Starkholmes / science/ 1.Home Study September Read the instructions and do the activities</p> <p><b>Year 9 Physics/ Biology/ Chemistry</b> All users Lumsdale / science/ 1.Home Study September Pick the subject Read the instructions and do the activities for your Year Group</p>
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