

Space Project

You can choose any aspect of Space to study and show how our understanding has changed over time. Example projects could be the: Discovery of planets, Space race, development of satellites, telescopes (our view of space).

Tasks:

- Research an aspect of Space Science. Collect your research into an organised **research folder** with important aspects highlighted.
- Create a **timeline** showing the **key** developments of understanding and technology in this area. The timeline needs to be detailed and colourful and show how **scientific progress** was made.
- Choose **3** key points on the timeline that you consider the **most** important leaps in understanding. **Explain** why you have chosen these as the key points in this area.
- Choose **one** of these points and produce a **fact-file** on the main scientists involved and how they worked **together** to make the discovery. **How** has their discovery impacted on our lives. Has this discovery lead to any negative effects?
- Where do you think science is moving in the future in this area? **Why** do you think this? How might this affect us and society in future?
- Prepare a short **5 minute** presentation on what you have learnt and the key developments in your area.

Assessment levels

You will be assessed on your project (timeline and factfile), research and presentation. There are three main areas of assessment as detailed in the table below. Students will also assess each others work to establish the most effective ways of presenting their findings.

LEVEL	Thinking Scientifically	Applications of Science	Communicating
Expected	Identify data or evidence that has been used to develop scientific ideas.	Highlight where scientific ideas have been used	Use scientific language and key words and present the data and ideas correctly.
Embedded	Recognise scientific questions not yet answered and identify where creative thinking by scientists has helped develop ideas	Link uses of science to the main scientific ideas. Identify how developments and applications have affected society.	Use appropriate language when presenting scientific ideas. Distinguish between opinion and facts. Show how scientists work together and communicate to develop ideas.
Exceptional	Describe evidence that either supports or refutes an idea and how new ideas have led to changes in existing understanding of science. Explain the relative importance of the discoveries in this area.	Explain how society is affected by scientific ideas and developments. Explain how creative thinking has generated ideas in science. Suggest positive and negative effects of developments.	Effectively present ideas from a range of sources in the most appropriate way. Explain how scientists from different areas have worked together to achieve progress.

Pre Learning

Subject: English

Year: 8

The text you will be studying is *Of Mice and Men*.

1 The writer John Steinbeck took the title of his book from a famous poem. Here are the words they are in a Scottish dialect.

“The best laid schemes o’ mice an’ men / Gang aft a-gley.”

Find out where this quote comes from, who wrote it and what it means.

Then, guess why you think the writer of this story would pick such a quotation for the title of this book.

Research and Context.

2 The book *Of Mice and Men* is set in America in the late 1920’s and early 1930’s. Find out what problems America might have been having at this time and research why this could be connected to the story. Find out about the basic story of *Of Mice and Men*.

Produce an A4 sheet explaining the background to *Of Mice and Men* and say why the history background might be relevant to the story.

Pre Learning

Subject: French

Year: 8

The perfect tense in French

When we want to talk about what we've done we use the past tense.

e.g I played tennis on Saturday
We watched a film

In French you use the perfect tense. This is formed in the following way.

You take the present tense avoir (to have) + the past participle

Step 1

The present tense
of avoir

Step 2

Past participle

J'ai
Tu as
Il/Elle a
On a
Nous avons
Vous avez
Ils /Elles ont

	Er verbs	Ir verbs	Re verbs
Take off	ER	IR	RE
Add	é	i	u

A What would the **past participles** be of the following verbs?

1. Manger	Mangé	ate
2. Regarder	.....	.....
3. Parler	.....	.....
4. Jouer	.....	.....
5. Finir	.....	.....
6. Choisir	.....	.....
7. Répondre	.....	.....
8. Vendre	.....	.....
9. Visiter	.....	.....
10. Attendre	.....	.....
11. Inviter	.....	.....

These past participles are irregular and don't follow the same pattern as those above, you have to put remember them

B

- | | | |
|----------|-----------|------|
| 12. Lire | <u>lu</u> | read |
|----------|-----------|------|
- J'ai joué au football
 - J'ai mangé de la pizza
 - J'ai visité le château
 - J'ai invité mes amis
 - J'ai attendu l'autobus
 - J'ai regardé le film
 - Nous avons joué au volley
 - Nous avons mangé un glace

C Add the part of **Avoir** which is needed to make the past tense

- J'..... joué au badminton
- Il..... mange un hot dog
- Nousbu du thé
- Vous regardé la télé

5. Ils/elles fait leurs devoirs

D Can you write 4 sentences in the past in French?

1.....

2.....

3.....

4.....

Pre Learning

Subject: Music

Year: 8

Research the history and origins of Samba music. Explain where it came from, what influenced it and the techniques used in a piece of Samba music.

Pre-Learning

Subject: Geography

Year : 8

Task: Research the different features used in earthquake prone areas to minimize damage to buildings and homes.

Design your own 'aseismic' building, ensure you annotate each feature to explain how it will make the building earthquake proof.

Attempt to include:

- Key terminology (aseismic, cross bracing, retrofitting etc)
- Colour
- Explanation of each feature
- Building materials

Pre Learning

Subject: History, The Civil War

Year: 8

Give each paragraph a
heading:

Write TWO bullet
points to summarise
each paragraph:

Cromwell as Lord Protector

Cromwell was a most remarkable person. He seemed to be torn in two directions much of the time.

- He wanted good Protestants to be free to worship God the way they thought was right. He did not force people to go to Church of England services every Sunday the way Charles I had done. On the other hand, he was extremely tough towards those he felt might have been a threat to the Protestant Church of England.
- He and many other Puritans (Protestants who wanted a simple and strict religious life) wanted to make England more godly. By this, they wanted the population to be religious, have good manners, be sober, and avoid rowdy entertainments and so on. This proved deeply unpopular with many ordinary people. It is one reason why Cromwell had a reputation as a miserable person when in fact Cromwell liked a good joke!
- Cromwell believed in the importance of Parliament and tried hard to work with MPs. On the other hand, he dismissed Parliament twice during his rule and often argued with MPs.
- Cromwell's power rested on the support of the army and he wanted to work with Parliament to pass laws. Cromwell had to try to keep the MPs and the army happy. However, MPs and the army were often at odds. MPs disliked the army and the high taxes needed to pay for it. The leaders of the army tended to be political and religious radicals who held extreme views. They distrusted the MPs, many of whom would have put Charles I back in power after the first Civil War.
- Cromwell was as powerful as a king. Yet when he was offered the throne in 1657 he refused it.

Perhaps the factor that makes Cromwell most difficult to understand is what happened to him after his death. When Cromwell died in 1658 there was no really strong candidate to take over from him. His son Richard became Lord Protector for a short while, but he was not the right man for the job. Eventually, the army commanders and MPs decided to ask Charles II to return as king in 1660.

Pre Learning

Subject: Computing

Year: 8

In Year 8 you will be creating your very own website in a language called HTML.

But what is HTML and how does it work?

It's your task to find out!

What does HTML stand for?

Which type of English is HTML written in – UK or American?

What does a HTML tag look like?

In most cases, if you open a tag then what must you remember to do afterwards?

OK, now I'd like you to think about what YOU would make a website about? Will it be about you? Or about your favourite sports team? Or your favourite music artist? Or about an interest or hobby?

After you've thought about it draw a design how the website will look (include colour/images and annotate any links to other pages that will appear on your website)

Pre Learning

Subject: Drama

Year: 8

Recap key drama words.

Give definitions for these key drama terms:

Narration:

Audience:

Split screen:

Facial expressions:

Body language:

Flashback:

Thought track:

Theatre in education: