

**Year 8 Work Spalding High School**  
**Work for Phase 4 - 1<sup>st</sup> June to 12<sup>th</sup> June**  
**Work hard and email your teacher if you need any help!**



**Art:**

**2 lessons plus homework time.**

It's now time to make an ideas page which will incorporate answers to the following questions:

- What kind of work do you want to make? How does it relate to the work and experiments you have already done in your workshops?
- Which artists have inspired you? In what way?
- How do your ideas relate to the theme?
- Do you want to work in a specific way such as animation or do you want to combine your techniques? What are you good at?

This ideas page needs to be on a double page in your sketch book and needs to be about your ideas and intentions for the development of your work ultimately towards a final piece. Think about the questions above to help you. You may want to include the answers on your page or not but ultimately you need to record your ideas for your work going forward.

**The Best ideas pages and work will show visual connections with your chosen artists in the presentation. Make your page interesting and have visual impact so it looks like your artist has made it. You can use a range of media and remember you are presenting your ideas.**

**Well done Y8...keep up the good work!!**

**Computer Science:**

You should be at a point now where you have analysed a couple of your favourite websites for their features. The ultimate goal here is to design our own website for a favourite hobby or activity, including some of the good features of websites that you have identified. To this end the next step is to start learning some programming of the website language called HTML. You can do this through either of these online websites:

- <https://www.codecademy.com/learn/learn-html>
- <https://www.w3schools.com/html/>.

These sites approach learning the language in different ways so work with the one you find the easiest to understand. The point we are looking to reach is to be able to build these following elements:

- tables (for layout)
- links to external websites
- add images
- change text fonts and colours
- add lists of bullet points and numbers
- include paragraphs of text

Any questions get in touch with your class mates over the VLE messaging or email Mr. Fovargue.

**Design Technology (Including Textiles):**

Product in a tin competition (Part 3/4): Please see the PowerPoint/pdf on the VLE (you had an email earlier in the year on how to access the VLE).

## Drama:

You will be emailed a worksheet that explores 'Talking Objects'. You need to work through the activities. I look forward to reading the monologue that you write / perform. I have really enjoyed reading some of the work that some of you have been able to send to me so far. Keep up the good work – you are doing some great online drama themed work!

## English:

**Seneca Learning - signup using the class code your teacher has emailed you and complete the learning and any assignments due. Seneca provides your teacher with both a class overview as well as individual student insights allowing them to email feedback.**

**Consolidation and writing to review** – use the following link to watch the BBC performance of 'A Midsummer Night's Dream'. <https://www.bbc.co.uk/iplayer/episode/p08b015k/culture-in-quarantine-shakespeare-a-midsummer-nights-dream> . Ask an adult to help you, an adult will need to register and sign in. Once you have watched the play (you might want to watch it over a few days), write a review of the performance. Include what you thought worked well, what did not; which actors were best (which weren't!); whether you would recommend it and why/why not – finally, give it a star rating.

**To begin to explore Steinbeck's 'Of Mice and Men'** Go to the website and watch the video summary: <https://www.sparknotes.com/lit/micemen/> Complete the 'Put the events in order' activity in your work booklet. **You will be emailed a workbook by your teacher. You should aim to complete pages 1-3 over the next two weeks.** Next, begin reading the text. You could buy the book or use this link to download an electronic copy <https://mmwmmiceandmen.files.wordpress.com/2013/12/steinbeck-john-of-mice-and-men.pdf>

**Accelerated Reader Awards – keep reading. Reading comprehensions on VLE.**

## Food and Nutrition:

**ALL** – Now to complete the last section of work on Muffins. P10 in your booklet, Nutritional Modelling to create a healthier muffin. The full instructions are in the booklet.

**IF YOU ARE ABLE TO COOK**, please make the Polpetta recipe P31/32 and Salsa pomodoro P19, take a photograph, email it to your school address and we shall print it out upon return. It's lovely served with the salad on P29. Do write some tasting notes on the organoleptic qualities, i.e. taste, aroma, texture and appearance.

## French:

You MUST check your emails.

You will receive **two** zip folders in **two separate emails**.

One will contain one piece of hmk which is due Friday 5<sup>th</sup> June.

The other one will contain one PowerPoint, Mon Style (pages 54-55), and sound files. You may print off any of the accompanying sheets if you wish. One hmk has also been set at the end of this ppt, please read the instructions carefully. This hmk is due at the latest Monday 15<sup>th</sup> June. There is also an extension for those who have time and an interest in fashion.

Extra:

<https://quizlet.com/208961704/studio-2-mon-style-flash-cards/>

Contact:

Mrs Clay: [mary.clay@spaldinghigh.lincs.sch.uk](mailto:mary.clay@spaldinghigh.lincs.sch.uk)

Mrs Barats: [florence.barats@spaldinghigh.lincs.sch.uk](mailto:florence.barats@spaldinghigh.lincs.sch.uk)

Mrs Knowles: [sally.knowles@spaldinghigh.lincs.sch.uk](mailto:sally.knowles@spaldinghigh.lincs.sch.uk)

## Geography:

All work for the next rotation can be found on the Geography area of the VLE. Please read the instructions carefully about how to complete the work set. Please check your email daily and contact Miss Lee or Mrs Rogers if anything is unclear.

## History:

Year 8- Complete the self-assessment grid that is on the VLE. Then, use this link, <https://www.pearson.com/uk/learners/secondary-students-and-parents.html>, go to view e-books, Exploring History, book 2. Complete the enquiry "Would you have survived the Industrial Revolution?". Read pages 170-173 on Dirt & Disease and complete all questions from the blue boxes on p.171 and p.173. Then read the sections on Crime on pages 174-177 and answer the 'Checkpoint' questions on p.177. Finally, using this work **and** your work on Children from the Industrial Revolution from before Easter, complete the game activity from the light blue box at the bottom of p.177.

## Latin:

### 2 lessons plus homework.

1. Review the PowerPoint on Stage 6 introducing the new tenses **Perfect** and **imperfect** as work continues on this.
2. Worksheet on the VLE perfect and imperfect review. Complete this in your exercise book. Self-mark – the answers are also on the VLE.
3. Translation of Felix et Fur – worksheet on the VLE to complete **taken from** the online textbook p73 use [www.cambridgescp.com](http://www.cambridgescp.com) to help you with the meanings of words –you **must** apply your grammar knowledge. I want you specifically to translate lines 9-19 only. I have typed out the beginning and end of the story to get you started, you must translate Caecilius' speech. This not only highlights how slaves could earn their freedom (the background for this unit) but also it practises the new tenses – perfect and imperfect; check verb endings carefully. I want to mark this translation. Ways to complete and get to me:
  - a. print out the sheet to write in your translation and take a picture to email
  - b. copy and paste into a new word doc (this should work) for you to type into and send it back to me.
4. Story AVARUS from p76-77 of the textbook. Open the uploaded doc to see the full story and vocab. Complete the interactive comprehension entitled AVARUS on the VLE. Please write down the title of the story and the score you achieve in your exercise book.
5. Background work on SLAVERY [https://www.youtube.com/watch?v=1Kx\\_2Sh7iz0](https://www.youtube.com/watch?v=1Kx_2Sh7iz0) what was it like to be a Roman slave? Go to the VLE to access a comprehension and vocab tasks based worksheet on the video.
6. <https://www.youtube.com/watch?v=8l1NyR6UvxU> Spartacus watch and then complete an online quiz on the VLE to check your understanding.
7. End of unit test on the VLE. A sorting activity and gap fill activity. Ex2. Translate - please email your translations to me.  
All work to be submitted by 12<sup>th</sup> June. Early submissions gratefully received!

Any questions email Mrs Jones: [Charlotte.jones@spaldinghigh.lincs.sch.uk](mailto:Charlotte.jones@spaldinghigh.lincs.sch.uk)

## Maths:

### Topic focus: Proportion.

Check your school email account for details from your individual class teacher and complete any work set on MyMaths, or use relevant pages in your homework book. Remember there are online lessons on MyMaths, and many videos on YouTube that can help. If you finish, use your notebook to look back at previous topics and consolidate these. Keep

practising your numeracy – there are lots of games to practise times tables and key skills. You would normally have 7 maths lessons and 2 maths homeworks in a fortnight so make sure you are spending a suitable amount of time on your maths.

To know what is meant by direct proportion
To find missing values in problems involving proportion
To represent direct proportion graphically and algebraically
To know what is meant by inverse proportion
To use graphical and algebraic representations of inverse proportion
To recognise direct and inverse proportion and work out missing values
To apply knowledge of proportion to a real-life situation

### Music:

Continuing with the theme of composing music for films, for the next set of Music work I'd like you to have a look at this link from the BBC Bitesize website:

<https://www.bbc.co.uk/bitesize/topics/zhdscw/articles/zmnk47h>

Here you'll find a project based on the music of Hans Zimmer (he wrote the music for Pirates of the Caribbean amongst many other films!). I'd like you to read/listen to everything on the link page and then have a go at the composing task. Now you are experts on Bandlab, you can use it to help create your piece. Make sure you read all the advice and instructions on the website, they are very clear.

### RS:

Please check your school email as work will be sent to you by your RS teacher. If for any reason this work should not arrive in your inbox, please email your teacher using your school email account.

If you need any further help or support with the work set, please contact your subject teacher.

### Science:

You have already done most of the theory for the Y8 Plants Topic, so now you will take a look at the practical side of it, with the time of year being more suitable for this type of activity. You should try to make use of what plants you can find in your own garden (with permission!), but keep your eyes open on your daily exercise for specimens you could use too (within reason, using your common sense to decide if you should collect a certain sample or not please!). Anything **emboldened** is a Q or task you should complete in your exercise book under a relevant title, which could be the names of the tasks 1-5 below. Photographs should be added to a PowerPoint presentation and emailed to your specific teacher by the end of Phase 4 please. You can add extra labels, info, comments, diagrams, pictures etc. to these too, if you have time 😊.

The online links are given to help you, but if internet access is limited, the essential two to view are the one in task 3 and the 2<sup>nd</sup> in task 4, that's it.

#### 1. Taking a cutting:

Plants reproduce sexually using flowers to self/cross pollinate, with help from the wind, insects or other animals, to produce seeds that are sometimes surrounded by fruits. They can also reproduce asexually using bulbs, runners, rhizomes and cuttings. **For each of the last 4 ways, name at least one plant species that reproduces that way.**

You are going to produce a 'baby' plant, or several offspring, using the cutting method. Either ask someone you think will know how to do this, in your household or make a call to family/friends who might, or watch [www.youtube.com/watch?v=5iHc5cif4M0](http://www.youtube.com/watch?v=5iHc5cif4M0) and/or [www.youtube.com/watch?v=cJ7PCc774uk](http://www.youtube.com/watch?v=cJ7PCc774uk). Make rough notes on

the steps required as you discuss with your expert/watch the videos, and use these to **write up a proper, clear scientific method in your books, with numbered instructions as you would do normally for practicals in lessons.** (If you don't have rooting powder, it can be omitted, and if you don't have compost, try putting your cutting in just water or in some fine soil from outside. It will need to be kept inside until it grows roots and gets a bit taller/bushier). **Take a photograph of the 'baby' plant (cutting) you have made and will now parent over the coming weeks** 😊.

## 2.Plant dissection:

If you need to, recap the structures of a plant at [www.bbc.co.uk/bitesize/topics/znyycdm/articles/zichsrd](http://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zichsrd).

Ideally you will need a plant specimen with a largish flower, so that you can identify all the structures within this too, using your flower poster from the previous phase's work. A tulip/daffodil/lily/petunia/alstroemeria/lisianthus work well, but you must make use of whatever you can obtain easily, as well as take care when cutting it up using scissors on an appropriate surface. **Stick each structure you separate onto a piece of paper, label and photograph.**

The following clip shows how this practical might look [www.youtube.com/watch?v=T8tmVMyzu18](http://www.youtube.com/watch?v=T8tmVMyzu18). This link has a nice step by step guide with pictures [www.instructables.com/id/Flower-Dissection/](http://www.instructables.com/id/Flower-Dissection/).

## 3.Seed dispersal:

Read all of the information and watch the short video at [www.bbc.co.uk/bitesize/guides/zs7thyc/revision/4](http://www.bbc.co.uk/bitesize/guides/zs7thyc/revision/4). At the end of the page it lists 4 independent variables that could be changed in an investigation into sycamore seed dispersal. You may be able to obtain some actual seeds to test, but it will probably be easier to use the sycamore seed template on the VLE to make a seed/seeds to change in your investigation. This Word document can be found in the Biology section, in the Year 8 folder, in the Plants folder.

**You need to write out a plan for your investigation including a title, 1 IV chosen from the 4 listed, the 1 dependent variable you will be measuring i.e. distance the seed travels from where it 'fell', 3 controlled variables kept the same each 'fall', a step by step method and any safety precautions to be taken.**

You should aim for 5 variations of your IV if possible i.e. masses of 1g, 2g, 3g, 4g,5g and complete 3 repeats for each variation, so you can calculate an average. **You need to record all your data in a formal results table as you usually do in lessons – Headings, Units, Anomalies (HUA). Then write a conclusion – Trend, Evidence, Explain (TEE).**

**Take a photograph of your actual seeds/paper seed and/or you doing the practical.**

## 4.Gas exchange:

Look back at the poster you made about the structures and functions of plant leaves in the previous phase and revisit the lesson at [www.bbc.co.uk/bitesize/articles/zm3mxyz](http://www.bbc.co.uk/bitesize/articles/zm3mxyz) if you need.

**What are the tiny holes on the bottom of a leaf called? What do they allow a plant to do? What is the disadvantage of them opening to plants? What controls their opening and closing either side?**

Watch the method once at [www.youtube.com/watch?v=XclhuLONQZg](http://www.youtube.com/watch?v=XclhuLONQZg) and then set up the leaf peel as it plays a second time. You may find that using 2 or 3 very thin coats of nail varnish works better, leaving each to FULLY dry before adding another layer. In the absence of microscope slides, stick your leaf impression to another piece of fingerprint free cellotape, so it's fully enclosed.

If you have anything at home that will magnify the impression, use it to try and locate the imprints of the tiny holes, but if you haven't, keep it in a safe place and you can look at it once back in school under a microscope.

**Take a photograph of your cellotaped impression (and what you see through your magnifying device if you have one).** Search online for images if you can't wait to see what it will look like! 😊

## 5.Factors affecting the speed of photosynthesis:

Revisit the lesson at [www.bbc.co.uk/bitesize/articles/zh6grj6](http://www.bbc.co.uk/bitesize/articles/zh6grj6) if you need.

**What is the WORD equation for photosynthesis? What is the SYMBOL equation for photosynthesis?**

We can indirectly measure the speed/rate of photosynthesis in a plant by measuring how fast it absorbs water, as this is a reactant for the process.

Fill a 500ml plastic bottle to the very top with water and seal it with cling film. Poke a very leafy, long stem of any plant available through the cling film and into the water. Ensure the cling film is snug around the stem – fill any gaps as best you can. Each day at a similar time, draw and date a line where the water level is at. You should see it drop over the course of a week. **Record the distance the water has moved each day in a formal results table (HUA) and try to explain why it's increasing over time. Take a photograph after 1 week showing its location.**

Repeat the experiment, but with the bottle in a different location – one that is noticeably sunnier/shadier/darker or hotter/cooler than the first go. **Add another headed column to your table and record the distance moved over 7 days again. What do you notice this time and why do you think this is? Essentially write a conclusion (TEE). Take a photograph after 1 week in its 2nd location.**

**What is the 3<sup>rd</sup> factor that affects the rate of photosynthesis, but isn't investigated here? Go to [www.bbc.co.uk/bitesize/guides/z8c6gdm/revision/2](http://www.bbc.co.uk/bitesize/guides/z8c6gdm/revision/2) to check your answer and learn a bit more about the 3 factors.**