

Dear Year 8 Student

Your teachers have asked you to complete the following work in the long summer holidays and bring to your first subject lesson in September. Try to plan your time well and spread the tasks out over the holiday. Good luck with all your tasks and we look forward to seeing your work in September.

### **Art**

Produce and A3 tonally shaded drawing of a selection of kitchen still life objects such as pots and pans, bottles, knives and forks. Bring your work to your first Art lesson in September.

### **English**

#### **WW1 Christmas Truce**

To commemorate the centenary of the end of WW1, you are going to create a Banksy-inspired piece of art representing the Christmas Truce. You will need to do some research on the Christmas Truce – Sainsbury's made an excellent advert which is available on YouTube ( <https://www.youtube.com/watch?v=6KHoVBK2EVE>). After your research, you are to read the attached soldiers' accounts and find quotes which are meaningful to you. You could also use any information (e.g. soldiers' letters) found from your research. Then you should use your selected quote/s to create an image and develop into a Banksy-style piece of art. The work should be on A4 paper and brought to your first English lesson in September. We will be looking to display the artwork and publish the best pieces in the College newsletter.



## APPENDIX 2 - EYEWITNESS TESTIMONIES

### Sergeant George Ashurst, 2nd Battalion, Lancashire Fusiliers

There was still 200 yards between us and the Germans. We did not intermingle until some Jerries came to their wire waving a newspaper. 'What's that lads? 'Are you going for it?' 'I'm not going for it!' Anyway a corporal in our company went for it. Well, he got halfway and he stopped. I don't know if he'd changed his mind or not, but the lads shouted 'Go on! Get that paper!' He went right to the wire and the Germans shook hands with him and wished him a merry Christmas and gave him the paper.

He came back with it but we couldn't read a word of it so it had to go to an officer. And there were still fellows walking about on top of our trench at 5 o'clock, at teatime, and not a shot had been fired, although the armistice had officially finished at 1 o'clock. And we could see Jerries knocking about all over the place. It was so pleasant to get out of that trench, from between those two clay walls, and just walk and run about. It was heaven. And to kick this sandbag about, but we did not play with the Germans. Well we didn't, but I believe quite a lot did up and down the place. Eventually, we got orders to come back down into the trench, 'Get back in your trenches, every man!' The order came round by word of mouth down each trench. Some people took no damn notice.

Anyway, the generals behind must have seen it and got a bit suspicious, so they gave orders for a battery of guns behind us to open fire and a machine-gun to open out, and officers to fire their revolvers at the Jerries. That started the war again. We were cursing the generals to hell. You want to get up here in this mud. Never mind you giving orders in your big chateaux and driving about in your big cars. We hated the sight of bloody generals, we always did. We didn't hate them so much before this, but we never liked them after that.

Then we had newspapers coming here from England accusing us of fraternising with the Germans: parsons accusing us of fraternising with the Germans when there had been an armistice on Christmas Day. I wrote back home and told my family off. I said we could do with that parson and the fellows that are writing in the newspapers here, I

said. We want them here in front of us instead of Jerry so we could shoot them down for passing remarks like that while nice and safe in England.

(Source: Imperial War Museum Sound Archives, recorded by Max Arthur, *Forgotten Voices of the Great War*. London: Ebury, 2002)

### Private Frank Sumter, London Rifle Brigade.

After the 19th December attack, we were back in the same trenches when Christmas Day came along. It was a terrible winter, everything was covered in snow, everything was white. The devastated landscape looked terrible in its true colours -clay and mud and broken brick- but when it was covered in snow it was beautiful. Then we heard the Germans singing 'Silent night, Holy night', and they put up a notice saying 'Merry Christmas', and so we put one up too.

While they were singing our boys said, 'Let's join in,' so we joined in and when we started singing, they stopped. And when we stopped, they started again. So we were easing the way. Then one German took a chance and jumped up on top of the trench and shouted out, 'Happy Christmas, Tommy!' So of course our boys said, 'If he can do it, we can do it,' and we all jumped up. A sergeant-major shouted 'Get down!' But we said, 'Shut up Sergeant, it's Christmas time!' And we all went forward to the barbed wire.

We could barely reach through the wire, because the barbed wire was not just one fence, it was two or three fences together, with a wire in between. And so we just shook hands and I had the experience of talking to one German who said to me, 'Do you know where the Essex Road in London is?' I replied, 'Yes, my uncles had a shoe repairing shop there.' He said, 'That's funny. There's a barber shop on the other side where I used to work.'

They could all speak very good English because before the war, Britain was invaded by Germans. Every pork butcher was German, every barber's shop was German, and they were all over here getting the low-down on the country. It's ironic when you think about it, that he must have shaved my uncle at times and yet my bullet might have found him and his bullet might have found me.

## Geography

You must create a tri-fold leaflet about/ promoting a coastal resort in the UK. You can choose any coastal area. Create a leaflet that **explains** what the area is like and tries to **persuade** people they should go and visit. Your leaflet must be colourful, contain at least one map and two images, you should aim to write at least 500 words.

## History

Research Task: Inventions that transformed the world!

*Welcome to the Industrial Age (1700s – 1900s)! A time where big vision, new technologies transformed our world.*

*If you like roads without bandits, food from further than the next village and a working sewer system (and who doesn't?), then **this** is the age for you!*

**Your Research Task:** You will produce a PowerPoint presentation on one of the following inventions. Be ready to present it (5-7 minutes) in the first lesson after summer holidays.

Select **ONE** of the following inventions or developments of the Industrial age:

- Steam engines and the railway
- Cloth and fabric-making inventions (E.g. Spinning Jenny, and the Flying Shuttle)
- The world's first information super highway: 'The Telegraph'
- The Factory System: see Richard Arkwright for more)
- Photography

Aspects to research: Look at each of the following for your invention:

1. **Overview of your invention or development.** In your own words, you should outline information on *where, when, why* and *by whom* were the developments or inventions made.
2. **Explain the world before your invention.** What was the problem or need that the invention helped?
3. **What difficulties or hardships were faced** in implementing the invention or development?
4. **Impact:** Explain what changed as a result of this invention. (For example, did it change ordinary workers' lives in a good or bad way? Did it improve what people ate? Did it help with diplomacy?)
5. **Bibliography:** You will need to present a bibliography showing at least 4 websites you have visited and the dates accessed.  
(eg BBC Bites, <https://www.bbc.com/education/clips/z94pb9q>, date accessed: 19<sup>th</sup> July 2018)

### Stage 1: Research:

When researching, you must write down information **by hand** in bullet point form in your workbook. Get the name of the website and the date accessed. Only **after** each section of research is completed should you open a PowerPoint document.

### Stage 2: The PowerPoint

- a) Based on your notes in your workbook, produce 6-8 slides (including a bibliography slide). This will form the skeleton for your presentation

Avoid lots of writing on each slide. Mostly, it should just sum up what you are saying to the class. Use some appropriate pictures too to engage your audience!

NB Any copied phrases from the internet is plagiarism, a form of cheating that is taken very seriously in History. Use your own words to avoid a consequence.

Stage 3: Practice your oral presentation before hand. You should introduce yourself, your topic and show the class why your invention matters! Time it so that it lasts 5-7 minutes.

### **Due: First class back following the summer break.**

Save it on a USB for the day of presentation. Email it to yourself as backup (an ICT error on the day just means that you have to do the presentation without your PowerPoint!)

You will be assessed on:

- ✓ Knowledge of the invention and your evaluation of the invention's importance [10]
- ✓ Presentation (both PowerPoint and Oral) [5]
- ✓ Independent Research and Bibliography [5]

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## **ICT**

You have to complete a series of exercises and assessments which you will find when you log into Insight. These will be checked when you return in September.

## **Maths**

You have been set tasks to do on Hegarty Maths which will enable you to recap some of the work covered during this year. You must watch the associated video clips, complete the questions in your book and use green pen to correct work you don't get right first time. Your teacher will ask to see this work in September.

## **MFL**

There will be some worksheets placed on Insight for you to complete to practice your grammar work on the present and past tense in either French or Spanish.

## **Music**

You are to work through these theory lessons that are online in preparation for what is expected from the new GCSE spec.

<https://www.musictheory.net/lessons>

<http://www.bbc.co.uk/education/guides/z8c2mp3/revision>

## **PE**

### **Complete a 4-week food diary**

\*State everything you have eaten over the course of those 4 weeks, including and drinks or snack you have had.

\*Use the table below to help you create your diary

#### **Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Breakfast</b>							
<b>Snack</b>							
<b>Lunch</b>							
<b>Snack</b>							
<b>Dinner</b>							

### **Display Work**

\*The PE department would like each student to write a detailed paragraph about what exercise or activities you have taken part in over the Summer to stay fit and active (for example, you may have taken part in some Summer Football camps; or you may have gone swimming everyday on your holidays; or you went for long walks each day in the countryside).

Whatever it is you did to stay fit and active we would like to know about it!!!

\*These paragraphs will be used for a new Display board when we return in September.

**RE**

**Research and define the following key words**

Absolution	
Allegory	
Amoral	
Apostle	
Apostolic religious life	
Beatitudes	
Blessed Sacrament	
Charism	
Conception	
Conscience	
Discernment	
Divine Office	
Ecclesiastical law	
Indelible mark	
Immoral	
Initiation	
Magi	
Messiah	
Metaphorical language	
Monastic	
Monstrance	
Moral	
Natural law	

Omni-benevolent	
Omnipotent	
Omniscience	
Professing our faith	
Rabbi	
Renounce	
Retreat	
Salvation	
Supreme	
Tabernacle	
Theologian	
Vocation	
Wake	

## **Science**

After the summer holiday you will start the 9-1 GCSE Science course. You will need to prepare yourself for this. The first 3 units are outlined below. Research and answer the questions below. This will ensure that you have revision notes for the end of unit tests. Bring notes to your first Science lesson in September.

### **Biology –Prokaryotic and Eukaryotic cells.**

What are prokaryotic and eukaryotic cells? Give examples of each.

Give labelled diagrams of each type of cell.

State the function of the cell membrane, cytoplasm, nucleus and plasmid

How do the sizes of each type of cell compare?

What is the cell cycle?

Give diagrams of the stages involved in the cell cycle.

What is mitosis and where does it occur?

In detail, explain using diagrams what happens in mitosis.

### **Chemistry- The development of the periodic table**

How were elements in the periodic table organised before the discovery of protons, neutrons and electrons?

How did the Scientists JNewlands, J Döbereiner, D Mendeleev **each** develop the periodic table?

How is the modern periodic table organised?

How are elements organised into groups?

What are isotopes? Give examples of isotopes.

### **Physics- Energy resources**

What is difference between energy resources that are renewable and energy resources that are non-renewable?

#### **Oil, coal, Gas, biomass, wind, solar, tidal, hydroelectric**

How are the different energy resources listed above used? (Hint: transport, electricity generation and heating)

Give advantages and disadvantages for each of the energy resources listed.

Explain why some of these energy resources are more reliable than others.

Describe the environmental impact from the use of these different energy resources.