

ULIDIA
INTEGRATED COLLEGE

For admission September 2021

YEAR 8 STARTER PACK

2021

ulidiacollege.com



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Welcome to Ulidia!



Now that you have received your letter confirming you will be a Ulidia student in the near future, we would like you to explore the work in this pack to give you a taste of the type of work you will do in Year 8.

We have provided work for each subject you will study, though we are **not** asking or expecting you to have it all done for September! Whatever work you do complete, please bring it with you on your first day and give it to your form teacher. Please do not print this pack!

We are delighted you will soon be joining us and hope that you are excited about becoming a 'Ulidian'.

M Houston

M Houston
Principal

ATTITUDE TO LEARNING AT ULIDIA



Attitude to Learning is Ulidia's system of monitoring and assessing our pupils' attitude to their learning journey.

The attitude to learning framework sets out clear high expectations and consistently recognises and encourages those pupils who meet and exceed it.

Attitude to Learning Structure

1

A2L Learning

consistently A1 outstanding / A2 consistent learner in each subject

2

Credits Awarded in Lesson

- One credit can be awarded each lesson for outstanding learning
- Registration one credit - for correct uniform and punctuality

3

Attendance

above 95%

Basic expectations for ALL lessons

1 Arrive on time

2 Bring all necessary books and equipment

3 Show respect to others at all times

4 Ask for help if you need it



Rewards will be offered termly to the top 20% of each year group

A1

OUTSTANDING
LEARNER

ATTITUDE 1

You have shown real determination to learn and succeed.

- You:**
- Are always eager to learn
 - Work independently, doing extra reading and research
 - Produce high quality homework and hand it in on time
 - Listen carefully to teachers and other pupils
 - Concentrate in class, work hard and make positive contributions to group and whole class discussions
 - Explore issues, events or problems from different perspectives
 - Regularly show initiative
 - Demonstrate responsibility for your own learning
 - Take your targets seriously and take steps to meet or exceed them
 - Are consistently prepared for each lesson

A2

COMMITTED
LEARNER

ATTITUDE 2

You are making progress and have shown a commitment to learning.

- You:**
- Are regularly keen to learn and participate
 - Complete homework to the standard required and hand it in on time
 - Listen carefully to teachers and other pupils
 - Show a positive attitude in class and work to the best of your ability
 - Make a good contribution to group work and whole class discussion
 - Often show initiative
 - Are becoming an independent learner by taking more responsibility for your own learning
 - Understand that your targets are important and almost always meet them

A3

INCONSISTENT
LEARNER

ATTITUDE 3

There are specific concerns about your progress. You could meet or exceed your target by improving one aspect of your learning (e.g. attendance, homework, organisation) or by being more consistent in your approach.

- You:**
- Are usually keen to learn and participate
 - Usually complete homework to the standard required and hand it in on time
 - Usually listen carefully to teachers and other pupils
 - Usually show a positive attitude in class and work hard
 - Sometimes make a contribution to group work and whole class discussion
 - Sometimes show initiative
 - Understand that your targets are important, but you are inconsistent in meeting them

If this continues you are at risk of not doing as well as you could, so you need to adapt your overall attitude to learning. We will discuss your progress with you and offer support and advice so that you can fulfil your potential.

A4

UNDERPERFORMING
LEARNER

ATTITUDE 4

You are not making the expected progress as a result of more than one factor. You may sometimes hinder the learning of other pupils. Some of the following will apply.

- You:**
- Fail to show a commitment to learning
 - Do not complete the homework set to the necessary standard or hand it in on time
 - Fail to listen to teachers or to other pupils
 - Can waste time in class by not concentrating or working to your potential
 - Can be easily distracted or sometimes distract others
 - Take little responsibility for your own learning
 - Arrive unprepared or late
 - Can make little or no positive contribution to group or whole class discussions
 - Sometimes fail to meet your targets through lack of preparation

If this continues you are at risk of not doing as well as you could, you need to review your attitude to learning. We want you to succeed and will do our best to ensure that you are provided with all the help and support you require.

A5

CAUSE FOR
CONCERN

ATTITUDE 5

You are seriously underachieving. You often hinder the learning of other pupils. All or some of the following will apply.

You frequently:

- Fail to show a commitment to learning
- Waste time and make little or no progress
- Fail to complete homework and hand it in on time
- Arrive unprepared or late
- Interrupt lessons; slow down or distract other pupils
- Fail to do sufficient work in class
- Disrupt group work or whole class discussions
- Refuse reasonable requests or challenge teacher authority taking up too much teacher time for negative reasons
- Take little or no responsibility for your own learning
- Fail to meet your targets or our expectations

You will have already been spoken to about your work and attitude to learning. We will arrange a meeting with you and your parents. You will be monitored very closely to ensure progress is made with immediate effect and will be required to attend after school sessions to catch up on any work. We want you to succeed and will do our best to ensure that you are provided with all the help and support you require.



This is a description of your son/daughter's approach to their learning at Ulidia. The bulleted list for each grade is an indication of the types of attitude/behaviour they display in lessons. It is a best-fit model and your son/daughter may not display all of the characteristics in the category.

ATTITUDE TO LEARNING

AT ULIDIA

ART & DESIGN

Welcome to Art & Design

You will study Art and Design for two periods per fortnight in Year 8. We carry out a mixture of practical lessons and theory lessons, where we learn about the following key areas of Art and Design:

- Looking closely at Art in your environment;
- Learning how to express your ideas, thoughts and feelings through art;
- Exploring and developing your imagination and ideas;
- Solving problems and creating solutions, designs and products;
- Using art and design words to describe art;
- Understanding shape and space; and
- Learning how to use a variety of materials.

We would love you to attempt the tasks on the next couple of pages in order to prepare you for Art and Design lessons at Ulidia.

LIFE IN LOCKDOWN

What does life in lockdown look like to you?

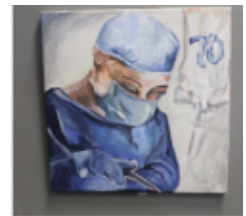
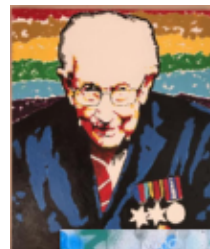
It could be difficult because you can't see people, friends, family and loved ones. You didn't get to say farewell to your Primary School teachers and class. You may have family who are still having to go into work. This could be a cause of anxiety and frustration.

Parks are opened to some extent but you have to follow a one way system, avoid contact with other people. All your favourite shops are closed and no matter how much you love your online games you still want to go out see friends and have fun.

However in every situation where there is negativity there are lots of positive stories to give us hope and inspiration.

YOUR TASK

Your task is create two individual pieces of work based on the current situation we find ourselves in. There are some examples below. We would like you to bring the completed pieces of artwork back to school whenever we return to school for display.



Expression through Art

TASK 1 - Expressing emotions through Art

Emotion – Create an A4 study to express your emotions and feelings during this period of time.

- This should be an original piece of work and not a copy although please feel free to look at other artists or imagery for inspiration.
- The images provided are just a guide, you can approach this task whichever way you please - it is about you, your feelings and your emotions.
- Use whichever media you wish, please fill the space.
- You will produce a better outcome if you have something to work from, this could be using images online to help develop your outcome or creating something using photography to work from.
- Include words if you feel this will add to your work.



Original artwork by Naida Bishop (Year 8)

TASK 2 - Expressing gratitude through Art

Positivity and Gratitude – Create an A4 study of a hero or an illustration related to the Covid-19 situation.

- This should be an original piece of work and not a copy although please feel free to look at other artists or imagery for inspiration.
- The images provided are just a guide, you can approach this task whichever way you please, consider those people who have impressed you or which you feel grateful to.
- Use whichever media you wish, please fill the space.
- You will produce a better outcome if you have something to work from, this could be using images online to help develop your outcome or creating something using photography to work from.
- Include words if you feel this will add to your work.



Original artwork by Lianna Foster (Year 8)

BUSINESS STUDIES

Welcome to Business Studies

Business Studies is a subject offered at GCSE and A Level. The core elements of the subject surround the role of enterprise and the skills of an entrepreneur in developing and running a successful business.

Enterprise skills can be used throughout all subject areas and are therefore important skills to continually develop throughout your education.

We would love for you to attempt the following task to show your understanding of enterprise and entrepreneurship.

FAMOUS ENTREPRENEURS

Name 3 famous entrepreneurs and the business they founded:

| Entrepreneur | Business |
|--------------|----------|
| 1. | |
| 2. | |
| 3. | |

Choose one of the entrepreneurs to research and answer the questions below:

Entrepreneur:

Business:

Characteristics of the entrepreneur:

How did they start the business / company?

Who are the main competitors of the business / company?

What challenges have they faced?

How successful is the business?

DRAMA

Welcome to Drama

You will study Drama for two periods per fortnight in Year 8. Most of your work in drama class will revolve around exploring practical performance and design skills. You will cover 4 key areas:

- Devising Drama
- Performing Scripts
- Designing for performance (costume, set, lighting, sound)
- Historical Drama (Greek)

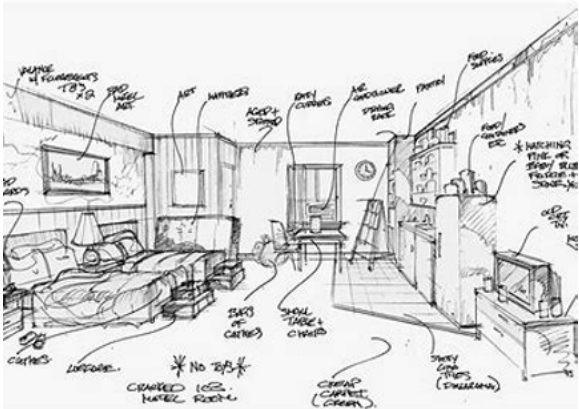
Many books, TV shows and films are turned into live plays for the stage, and vice versa. These are called “adaptations.” Have a go at creating your own adaptation by completing the following 3 tasks.

Activity 1 - Set Design

Create a theatre set/stage design for a book, TV show or film of your choice. If it was a live stage performance what would the stage look like? This could be a bird's eye view, a 3D drawing from the audience's perspective, a series of sketches of the stage layout and backdrops... The choice is yours. You should annotate your work explaining your decisions.



AUDIANCE



Activity 2 - Costume Design

Create a costume design for one of the key characters in your adaptation. This could be sketches, computer images, a collage including swatches of fabric; or you could photograph yourself or a family member in the sort of costume you would use. You should annotate your images with suggestions of what the colours and styles might suggest or represent.



My Character:

Activity 3 - Writing Task

Write a diary entry or a monologue from your character's point of view, as if they were in self isolation (approx. 150 words)



A large, light gray speech bubble with a tail pointing towards the bottom left. Inside the bubble are 20 horizontal lines for writing, spaced evenly to provide a template for a diary entry or monologue.

ENGLISH

Welcome to English

You will study English for eight periods per fortnight in Year 8. You will read short stories, study poetry and learn how authors and poets make their writing interesting for us to read. You will also focus on improving your own writing skills.

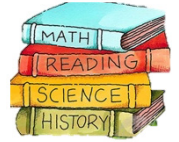
We would love you to try these activities over the summer and bring your work to your first English lesson.

All About Me

Favourite hobbies:



Favourite subjects:



Favourite artist/bands:



Favourite food:



Best moment of last year:



Favourite film:



Favourite book:



Funniest moment:



Biggest achievement:



Most looking forward to at Ulidia:



Year 8 Reading Summer Mission

We want to see your creativity!

Your mission is to choose one of the books from the reading list, read it and then choose the task you would like to complete.

Pick one of the following tasks to complete after you have read the book but if you don't feel inspired by these go to this website: <https://www.weareteachers.com/creative-book-report-ideas/> and choose one of the tasks you do like.

You will need to bring your completed work to your first English Lesson.

Mint Tin Book Report



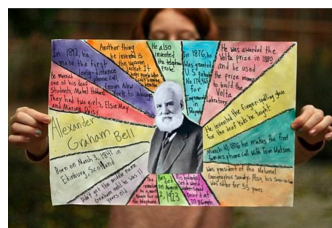
There are so many super creative, open-ended projects you can use mint tins for. This teacher blogger describes the process of creating book reports and using them. There's even a free template for cards that fit inside.

Sandwich Book Report



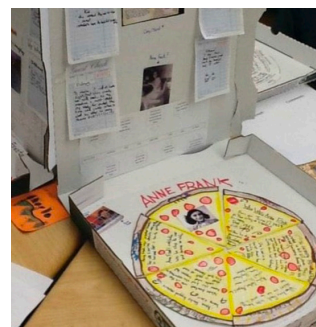
Yum! You'll notice a lot of our creative book report ideas revolve around food. In this project, each layer of this book report sandwich covers a different element of the book - characters, setting, conflict etc. A fun adaptation to this project is the book report cheeseburger.

Watercolour Rainbow Book Report



This is great for biography research projects. Students cut out a photocopied image of their subject and glue it in the middle. Then, they draw lines from the image to the edges of the paper, like rays of sunshine, and fill in each section with information about the person. As a book report template, the centre image could be a copy of the book cover, and each section expands on key information such as character names, theme(s), conflict, resolution, etc.

Pizza Box Book Report

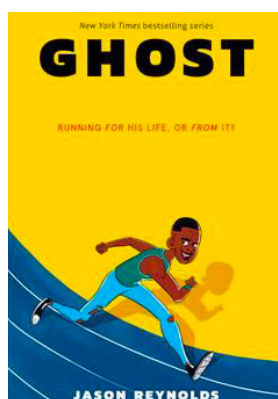
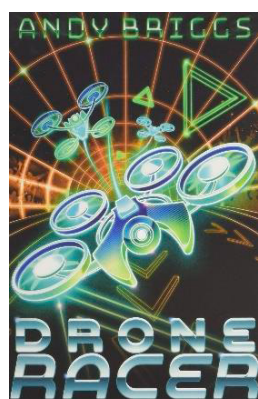
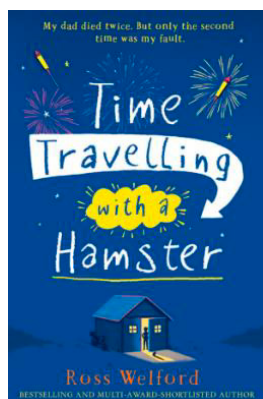


Another idea that works well for both non-fiction and fiction book reports. Each wedge of the pizza pie tells part of the story,

Year 8 Reading Summer Reading

Five books that... ... will keep you turning pages

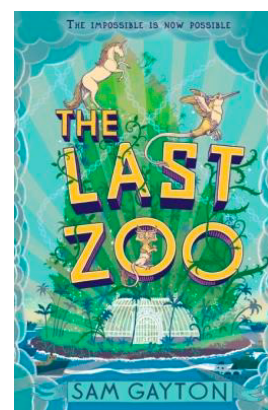
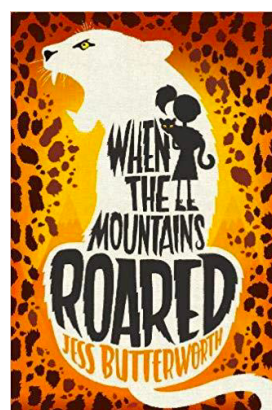
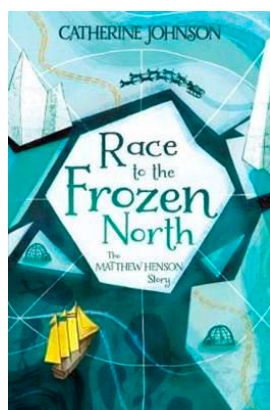
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| <p>Time Travelling with a Hamster <i>Ross Welford</i></p> | <p>When 12-year-old Al Chaudry learns there is a time machine, made by his father, sitting in the garage of his old house, he has to go and get it - doesn't he? Then he can travel back in time and save his father's life. With his pet hamster Alan Shearer for company, Al is determined to follow his dad's instructions. But time travel can be tricky and there are strict rules. Can Al race against time to change the past and the future, while keeping hold of Alan Shearer and not arousing suspicion?</p> | <p>Hilarious and heart-warming – this will keep you rooting for Al (and the hamster!)</p> |
| <p>Drone Racer <i>Andy Briggs</i></p> | <p>Carson and his friends are into drone racing: the hot new trend of racing remote-controlled flying drones. When they come across a discarded drone in a junkyard and power it up, it's way faster than anything else they've seen. Plus, it talks!</p> <p>Unfortunately, the drone is in fact the Vanta Hawk, a classified, high-level and strictly experimental weapon – and the military want it back....</p> | <p>Fast paced action - will keep you on the edge of your seat!</p> |
| <p>Ghost <i>Jason Reynolds</i></p> | <p>Three years ago Ghost's dad chased him and his mum down the road with a gun. His dad got ten years in prison, and Ghost learned how to run. Ghost has never thought of athletics as a sporting option – basketball is his thing. But now, after challenging a sprinter to a race at the local track, he's won himself a place on an elite running team. To keep it, he just needs to stay out of trouble...</p> | <p>A page-turning book with plenty of challenges and action</p> |
| <p>Run Wild <i>Gill Lewis</i> <i>(Easier Read)</i></p> | <p>Looking for somewhere secret to practice skateboarding, Izzy and Asha ignore the 'Danger! Do Not Enter' signs posted around the derelict gasworks. Sneaking inside, they discover an amazing hidden urban wilderness, finding cormorants, beetles... and an injured wolf! Visiting 'Wolf Land' every day, the group of friends delight in their new-found freedom, roaming the urban wilderness. But when other visitors arrive and discover their secret, the friends' new world is torn apart. Can they make everyone see how special this place is and save it from developers?</p> | <p>A beautifully written, poignant tale highlighting the value of connecting with nature</p> |
| <p>The Dog Runner <i>Bren Macdibble</i></p> | <p>A terrible fungus has swept the world, decimating crops and triggering a worldwide food crisis. In Australia, Ella and her family were surviving on government rations, but the deliveries have stopped, the power has gone out, and her parents are missing. Her half-brother Emery makes a difficult decision: to take their dogs, pack their last remaining food, and trek across the barren outback in search of safety at his mum's mushroom farm. Their journey will be an intense test of survival: they'll need to avoid the dangers of desperate people, look after their dogs, and traverse a treacherous landscape....</p> | <p>A dystopian adventure full of danger</p> |



Year 8 Reading Summer Reading

Five books that... ...take you to another time or place

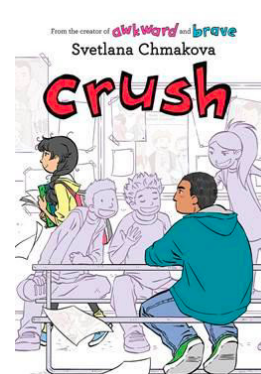
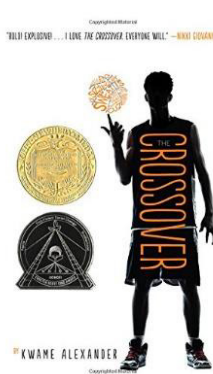
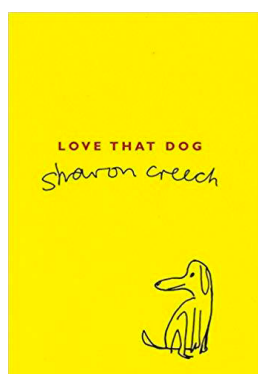
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| <p>Race to the Frozen North <i>Catherine Johnson</i></p> | <p>Penniless and shoeless, 11-year-old Matt leaves home in search of a new life. Taken in by the kindly Janey, he helps in her café. But Matt starts to dream of sailing the world. As he sets off to find work on a ship, little does he know of the deep challenges he'll face and the incredible things he'll achieve. Because of the colour of his skin, Matt has to work harder than everyone else to get half as far. But will he get to the North Pole?</p> | <p>Based on the story of real-life 19th-century explorer Matthew Henson – an exciting and thought-provoking read</p> |
| <p>When the Mountains Roared <i>Jess Butterworth</i></p> | <p>Ruby's been uprooted from her home in Australia and moved to the mountains of India, where her dad's got a new job managing a hotel. Ruby misses Australia terribly, but in the remote Himalayas she finds herself surrounded by incredible wildlife and soon realises her new home is special too. Except something's not quite right: her dad's hiding things, the hotel owners are super shifty, and there are rumours the mountain is cursed...</p> | <p>Perfect for anyone who loves stories about righting wrongs and doing what you believe in.</p> |
| <p>The Last Zoo <i>Sam Gayton</i></p> | <p>Pia lives on the last zoo: a floating armada that houses the strangest collection of creatures the world's ever seen, from genies to mirror-orangutans to humming dragons. Collectively called 'voilas', they each have a special ability, and everyone hopes these will help save the world from environmental catastrophe. Pia looks after the angels, their greatest hope. Then one morning they vanish...</p> | <p>A brilliant book for anyone looking for a new world to get lost in, with an environmental message</p> |
| <p>Lightning Mary <i>Anthea Simmons</i></p> | <p>In the early 1800s, Mary grows up in a poor household in Lyme Regis, where her father collects and sells fossils. As Mary grows older, she begs to be taken on a fossil hunt, even though the beach is perilous and landslides have killed many men. After her father dies following a terrible accident, Mary takes on the role of fossil dealer with her mother who is determined that they won't end up in the workhouse following Mary's father death. Mary doesn't give up looking for something special, and one day she finds it.</p> | <p>The true story of Mary Anning, a Victorian palaeontologist, whose discoveries of the ichthyosaur contributed to changes in scientific thinking about the history of the earth.</p> |
| <p>Dr Who - The Secret in Vault 13 <i>David Solomons</i> <i>(Challenging Read)</i></p> | <p>A dark secret locked inside an ancient vault; three long-lost keys; an evil alien intent on destroying the universe. Oh, and a talking plant. This talking begonia's cry for help reveals that the galaxy is in dire peril, and naturally only Doctor Who (Jodie Whittaker's incarnation specifically), along with her friends Yaz, Ryan and Graham, can save the day. So begins a mission to Vault 13 – but what's in there?</p> | <p>This is the book for you if you love action, adventure with a monstrous science fiction twist</p> |



Year 8 Reading Summer Reading

Five books that... ...are a little bit different

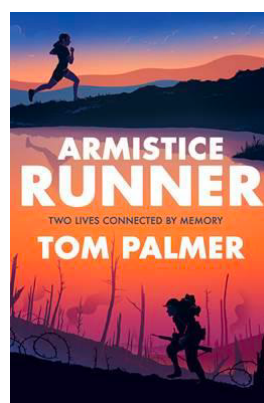
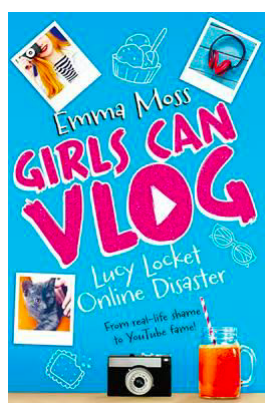
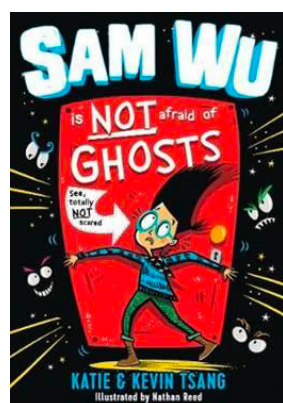
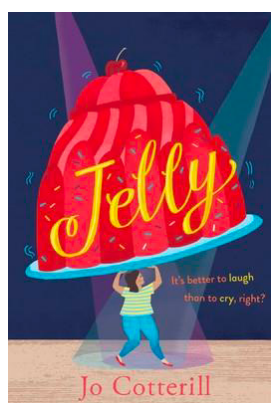
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| <p>Love that Dog Sharon Creech</p> | <p>A story told in free verse from the point of view of Jack, a young boy who hates poetry but loves his dog, Sky. This is a wonderfully short book with a powerful emotional punch and doesn't take long to read!</p> | <p>A quicker read with a wonderful narrator</p> |
| <p>Danger is Everywhere Docter Noel Zone (Easier Read)</p> | <p>A brilliantly funny handbook for avoiding danger of <i>all</i> kinds. DOES IT WARN YOU ABOUT WHAT TO DO IF A SHARK COMES UP OUT OF THE LOO WHILE YOU ARE SITTING ON IT? Yes it does. AND HOW TO FIND OUT IF YOUR GRANNY IS A ROBOT? That too. AND WHAT TO DO IF A VOLCANO ERUPTS UNDERNEATH YOUR HOUSE? After you've made sure it's not a neighbour's barbecue, this book will let you know exactly how to deal with it.</p> | <p>Full of brilliant illustrations – a laugh-out-loud gloriously daft book</p> |
| <p>The Crossover Kwame Alexander (Challenging Read)</p> | <p>Josh and his twin brother JB are mad about basketball. They're stars of their school team and being on the court is everything. Although different from each other, the two brothers have always been as close as can be. But things are changing. JB's more interested in spending time with the new girl at school than with Josh, and as the fractures in their brotherhood widens, Josh just isn't sure where he fits anymore. Especially after he gets suspended from the team. Can he figure out how to fix things in time for the basketball championships final?</p> | <p>Written in free verse-dramatic and powerful. You won't have read anything like it!</p> |
| <p>Mega Robo Bros Neill Cameron (Easier Read)</p> | <p>London! The Future! Alex and Freddy are just like any other brothers. They squabble. They drive their parents crazy. There's only one difference...they're the most powerful robots on earth! But they'll soon discover that they're not the only super-powered robots around. An evil robotic mind is making sinister plans. And their lives won't stay peaceful for much longer...</p> | <p>A brilliant graphic novel – funny, with great illustrations</p> |
| <p>Crush Svetlana Chmakova (Easier Read)</p> | <p>Welcome to Berrybrook School. Jorge has a pretty comfortable life here: a spot on the athletics team and two brilliant friends. Whenever he sees Jazmine, though, he gets totally tongue-tied. He definitely doesn't have a crush – does he? Crush follows everyday life at school as Jorge tries to figure out the new feelings he has for Jazmine, along with the ups and downs of the changing relationship between his two best friends to the bullying 'lad' behaviour of class jock James.</p> | <p>A graphic novel about growing up from a boy's point of view</p> |



Year 8 Reading Summer Reading

Five books that... ...are about figuring out who you are

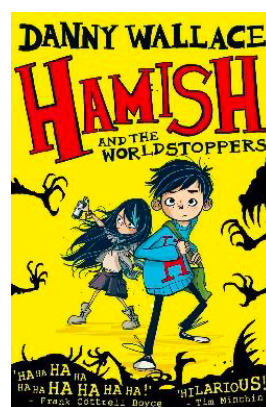
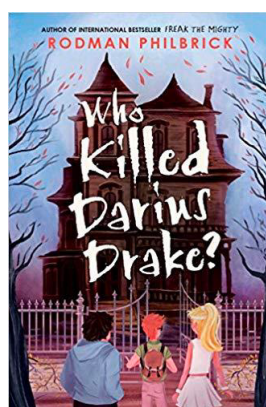
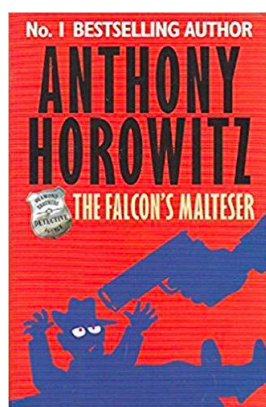
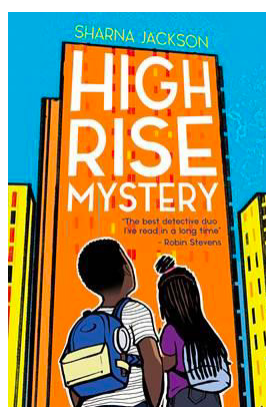
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|--|--|--|
| <p>Jelly <i>Jo Cotterill</i></p> | <p>Angelica – Jelly for short – is the ‘Funny One’ at school, known for her clever impressions and comedy sketches. But being funny is a fine line and behind all the humour, Jelly’s hiding anxieties about her weight. If they’re laughing with her, they’re not laughing at her, right? And she has a secret hobby, too: writing poetry about her worries. Nobody knows, and as far as Jelly’s concerned, nobody can ever know. Can she find the courage she needs to stop hiding?</p> | <p>A book about being brave and showing the world the real you</p> |
| <p>Sam Wu is NOT Afraid of Ghosts <i>Katie and Kevin Tsang</i> <i>(Easier Read)</i></p> | <p>Sam Wu is scared of many things but is determined not to let anyone find out. However, after an unfortunate incident in a space simulator on a school trip, he becomes a target for class bully Ralph, who nicknames him Scaredy-Cat Sam. He decides the best way to stop Ralph’s teasing is to develop a reputation as the bravest person in school, so Sam acquires a fearsome sidekick: a snake called Fang. This may not be the best choice, as Sam is terrified of snakes...</p> | <p>Ideal for anyone who likes fast paced, funny, illustrated shorter reads</p> |
| <p>Girls Can Vlog <i>Emma Moss</i></p> | <p>A new country, new home, and now a new school. Lucy misses her friends, her stammer is worse than ever, and now school bully Dakota has made an extremely embarrassing video of Lucy’s disastrous first day and posted it online for everyone to see.</p> <p>Lucy’s best friend suggests she try vlogging to help make new friends and share her life with her old ones. Surprisingly, it’s a success - but Dakota is determined to make Lucy’s life hell. Will vlogging turn out to be a help or a hindrance?</p> | <p>A story about friendship and its ups and downs, and finding your inner braveness to try new things</p> |
| <p>Armistice Runner <i>Tom Palmer</i></p> | <p>Lily loves fell running. She’s good, but never quite good enough: she gets anxious and loses her focus and then that’s it. Out. Plus she’s worried about her grandmother, who has Alzheimer’s. But whilst staying with her grandparents just before her first big race of the season, Lily discovers her great-grandfather was a runner too. Not only was he a fell running champion, but he was also a message runner during World War One. Perhaps his diaries can give her the inspiration she needs to win the upcoming race?</p> | <p>A story about family history and learning from the past</p> |
| <p>The 1000 Year Old Boy <i>Ross Welford</i> <i>(Challenging Read)</i></p> | <p>Alfie Monk looks like any other 11-year old boy, other than a slightly odd dress sense and teeth that are badly in need of a dentist. However, he is actually 1,000-years old: thanks to the magic of precious life pearls. He and his mother have managed to live quietly for centuries, but when everything Alfie holds dear is destroyed in a fire, he is forced into the reality of the 21st century. Determined to bring an end to his endless existence, he sets out on a dangerous mission to find the last life pearl, before it is too late.</p> | <p>A story about being different, friendship, and dealing with life in the 21st C</p> |



Year 8 Reading Summer Reading

Five books that... ...will keep you entertained

| | | |
|---|--|---|
| <p>High Rise Mystery Sharna Jackson (Easier Read)</p> | <p>After finding their community art teacher murdered on their tower block estate ('The Tri'), sisters Nik and Norva are determined to solve this terrible crime. Swinging into action even before the police have arrived, the whip-smart detective duo develop a list of suspects and a plan to identify motives and methods. But over the following days, the evidence starts to point in a confusing direction, one that they really don't want to contemplate...</p> | <p>A fantastically fast-paced and gripping mystery</p> |
| <p>The Falcon's Malteser Anthony Horowitz (Easier Read)</p> | <p>Meet the Diamond Brothers, the world's most rubbish detectives! When a dwarf comes into the office and leaves a package, Tim Diamond, the world's worst private-detective, is faced with his toughest case yet. The office is ransacked and the package is found to contain simply a box of Maltesers. Who was the dwarf . and why was he murdered shortly after his visit?</p> | <p>Lots of jokes as well as action and excitement</p> |
| <p>Who Killed Darius Drake Rodman Philbrick</p> | <p>When he receives a mysterious letter written in blood asking, 'Who Killed Darius Drake?', Darius – who is very much alive – is determined to find out who sent it and why. It leads the boys into a deep plot involving a mysterious town legend, a family tragedy, and clues to finding the priceless, long-lost Dunbar Diamonds. Can Darius, his friend Arthur and Arthur's step-sister Deidre solve this hundred-year-old mystery for good – and escape those who'd kill for the treasure?</p> | <p>A mystery story with twists and turns</p> |
| <p>Cosmic Frank Cottrell Boyce (Challenging Read)</p> | <p>Even though he's only 12, Liam is constantly mistaken for an adult...which often gets him into trouble, but his dad usually helps him avert disaster. When Liam wins a competition to try out the world's greatest thrill ride, he and his friend Florida are whisked away to Infinity Park in China by the mysterious Dr Drax. The friends find themselves competing for the chance to be sent into space: soon Liam is playing a grown-up in a situation that his dad can't save him from.</p> | <p>Laugh out loud funny – a great read</p> |
| <p>Hamish and the World Stoppers Danny Wallace (Easier Read)</p> | <p>What would YOU do... if the whole world just stopped? Yes the WHOLE WORLD. Birds in the air. Planes in the sky. And every single person on the planet - except you! Because that's what keeps happening to Hamish Ellerby. And it's being caused by The World Stoppers and their terrifying friends The Terribles! They have a PLAN! They want to take our world for their own... Oh, and they hate children. Especially if you're a child who knows about them. Hang on - You know now, don't you? Oh dear....</p> | <p>Kids saving the world in a wickedly brilliant way</p> |



GEOGRAPHY

Welcome to Geography

You will study Geography for four periods per fortnight in Year 8. We will have lessons which are both a mixture of practical skills based lessons and theory lessons. We will learn about the three key areas of Geography:

- Human Geography
- Physical Geography
- Environmental Geography

We would love you to attempt the tasks on the next few pages in order to prepare you for Geography lessons at Ulidia Integrated College.



What is Geography?

One of the first things you will find out about is what Geography is and the different key areas of Geography.

Geography is about people and places. It helps us understand our world and makes it a more interesting place in which to live. It helps us make sense of news events and what is going on around us. Geography also helps us understand ways of life that are different to our own and makes travel and meeting people more exciting.

There are three areas of Geography: Physical, Human and Environmental.

Can you match up the type of Geography with it's meaning?

HUMAN Geography

The study of the Earth's natural resources.

PHYSICAL Geography

The study of the surroundings in which people, plants and animals live.

ENVIRONMENTAL Geography

The study of where and how people live.

Geography is Everywhere!

One of the things that will surprise you about Geography is that Geography is everywhere!

Can you classify these words as being either Human, Physical or Environmental Geography?

City

Volcano

Airport

Pollution

River

Farming

Weather

Recycling

Wind Energy

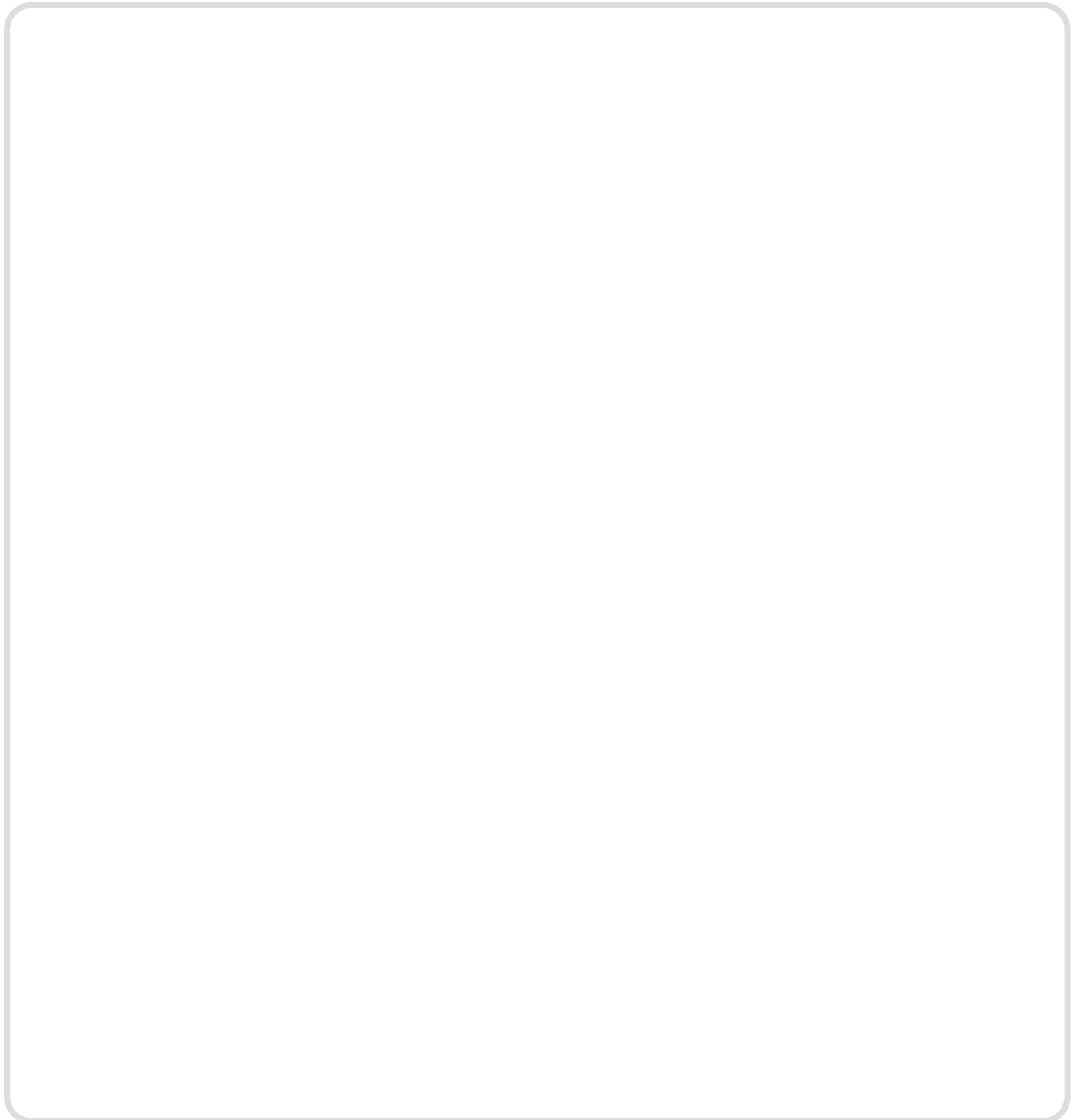
| Human Geography | Physical Geography | Environmental Geography |
|-----------------|--------------------|-------------------------|
| | | |
| | | |
| | | |
| | | |

An invitation for you...

In our geography department we care a lot about our local environment, we have a very busy Eco Team which meets once a week. We hope that you will join our Eco Team when you are settled into Ulidia Integrated College.

Can you identify the Geography around you?

In this box we would like you to draw a picture of what you can see from a window in your home. Then can you label some Human, Physical and Environmental features such as other houses (Human) or the sea (Physical) or perhaps you can see your recycling bin (Environmental). We are looking forward to meeting you soon and hearing about what geography you can see from your window.



HISTORY

Welcome to History

You will study History for four periods a fortnight. In Year 8, you will be taught historical skills, including solving a murder mystery. You will study Ancient Civilisations and the Normans. Our last unit looks at life in a castle, in particular Carrickfergus Castle.

Activity 1 - Code Breaking

Imagine someone asked you to describe what History is. What would you say it is?

History is...

See if you can crack the code to find out the definition of History.

| | | | | | | | | | | | | |
|---|---|---|----|---|---|---|---|---|---|---|---|---|
| ! | " | £ | \$ | % | ^ | & | * | (|) | - | = | + |
| A | B | C | D | E | F | G | H | I | J | K | L | M |
| { | } | ' | @ | [|] | : | ; | ~ | ~ | \ | ? | / |
| N | O | P | Q | R | S | T | U | V | W | X | Y | Z |

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Activity 2 - Famous People, Places and Events from History

Read the clues and see if you can work out who or what they are describing.

Who am I?

- I was a very powerful lady in England.
- I never married.
- I had ginger hair and loved to wear pearls.

Answer _____

Where am I?

- It took 13 years to build me.
- I have 334 steps to climb.
- I have a boy's name in my title.

Answer _____

What am I?

- French and English soldiers fought in this Battle.
- Both Leaders want to be the King of England.
- I feature on a famous Tapestry.

Answer _____

**Now design your own 3 clues
- pick a person, place and an
event from History that you can
test the teacher with!**

Who am I?

Where am I?

What am I?

Activity 3 - Extended Writing

Pick a person, place or an event in History; now write an extended paragraph telling what you know about this and why you picked it. If you would like, you can include a picture or draw a picture. We can't wait to read it.

HOME ECONOMICS

Welcome to Home Economics

You will study Home Economics for two periods per fortnight in Year 8. We carry out a mixture of practical lessons - where we learn how to cook new and exciting recipes - and theory lessons, where we learn about the following three key areas of Home Economics:

- Healthy Eating
- Home and Family Life
- Independent Living

We would love you to attempt the tasks on the next couple of pages in order to prepare you for Home Economics lessons at Ulidia.

Healthy Eating – Sugar in our Diets

As part of our Healthy Eating focus, we learn about nutrients that are good for our bodies, such as calcium and vitamin C, as well as learning about foods and nutrients that we should eat less of, such as fat and sugar.

Complete the task below to learn a little more about sugar in our diets:

Fill in the blanks below using the words in the box:

Sugar comes in many forms, such as s _____, h _____ and sugar c _____.
Lots of foods in our diet are very high in sugar, like c _____, b _____, s _____ and f _____ drinks.

Too m _____ sugar in the diet can be a p _____. It can cause t _____ decay, o _____ and can lead to d _____.

We should try to cut down the amount of sugar in our diets. We could do this by only having sweets and fizzy drinks o _____ a week, not adding s _____ to tea and coffee, eating f _____ fruit instead of tinned and choosing breakfast c _____ that are low in sugar.

Cereals

Syrup

Cubes

Sweets

Fizzy

Diabetes

Obesity

Biscuits

Cakes

Tooth

Honey

Problem

Much

Once

Sugar

Fresh

Independent Living – Food Storage

When we look at Independent Living in Home Economics, we learn how to manage our time, money and the resources we have within our home. Learning how to be safe in the home when preparing food forms a big part of this.

Complete the task below which looks at safe food storage:

Food Storage Task

- Find 5 foods in your kitchen at home.
- In the table below, record where each of these foods is stored.
- Make a note of whether this food has a use by or best before date and record what that date is.

| Food Item | Where it is Stored | Best before/use by date |
|-------------|--------------------|----------------------------------|
| <i>Milk</i> | <i>Fridge</i> | <i>Use by 25th February 2017</i> |
| | | |
| | | |
| | | |
| | | |
| | | |

Practical Cookery – Home Cooking Challenge

One of the highlights of Home Economics in Year 8 is learning how to make healthy, nutritious meals from scratch.

Complete the challenge below before you join us in Year 8:

Healthy Snacks in the Home

Write down your favourite lunchtime snack:

Make a list of the ingredients needed for this snack in the box below:

Make your favourite lunchtime snack, and take a photograph. Attach the photo in the space below:

ICT

Welcome to ICT

In Year 8 you will cover a range of topics and will learn about a variety of software packages and aspects of ICT. You will have ICT 4 Periods per 2 week cycle, with each period lasting 50 minutes.

The topics you will cover include;

- The Google Suite
- The History of ICT
- Internet Safety
- Computer Hardware
- Input & Output Devices
- Peripherals
- The Smart Home
- Scratch Programming
- Adobe Photoshop
- Health & Safety
- Windows Moviemaker
- Influential Figures in ICT

You will use the internet to help you to find answers and research various topics when you are in class. The internet is a very helpful resource for finding information but it is important that you can use it properly to find what you are looking for.

The following tasks will help you to learn how to search for information and the difference between facts and opinions.

Find the missing information using Google

Which country does this flag belong to?



What is the largest mammal in the world?

What is the capital of Australia?



How many sides does a heptagon have?

What car currently holds the production car lap record at Laguna Seca?

Approximately, how deep is the deepest part of the ocean in feet?

What is the farthest man made object from Earth?

Each molecule of water is made from hydrogen and what?



In what year was the first email sent?



Fact, Opinion, Reliability & Validity

Keywords and Definitions

Task: Match the keywords to the definitions. You can use the internet to help if you are stuck.

Fact

Something that is true

Opinion

Information that is true, up to date and accurate

Validity

What someone thinks e.g. I like eating fruit

Search Engines

The quality of being dependable or trustworthy

Reliability

A system for searching the information available on the Web

Give at least 2 examples of

A fact:

An opinion:

Fact, Opinion, Reliability & Validity

Identify whether the statement is a fact or an opinion.

| Statement | Fact or Opinion? |
|--|------------------|
| I like playing on computer games. | |
| November comes before December. | |
| Washington DC is the capital of America (Use a search engine to find out). | |
| Dixons Allerton Academy is in the area of Allerton. | |
| I think pop music is great. | |
| Add your own facts and opinions: | |
| | |
| | |
| | |
| | |
| | |
| | |

LANGUAGES

Welcome to Modern Languages

In Year 8 you will study Spanish for 4 periods per fortnight.

We will use our learning time to focus on the four skills of language learning; *listening, speaking, reading* and *writing*.

Topics for the year will include:

- Spain and the Hispanic speaking world
- Greetings and introductions
- All about me
- Free time
- Where I live

We would like you to attempt the tasks on the next few pages in order to prepare you to be a Language Learner in Ulidia Integrated College.

Did you know?

- Over 400 million people in the world speak Spanish as their first language.
- Spanish is a beautiful language with a wide global influence on business and culture.
- Spanish is a phonetic language. This means that you pronounce the letters consistently, and there is a link between spelling and sound - unlike many words in English!
- When you translate from English to Spanish, you will find that you use a lot more words in the expressive, poetic language of Spanish.
Eg. **clockwise** (1 word) = **en el sentido de las agujas del reloj** (8 words)



RESEARCH

Spanish is the official language of 21 countries in the world. Find out 10 of them and list them below:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Introduction to Spanish

Listen to the podcast called 'Coffee Break Spanish'

Link: <https://www.youtube.com/watch?v=u4SI58TYA6E>

This will help you to learn how to have a simple conversation in Spanish. Listen carefully and work out what how you would translate the following phrases:

| ESPAÑOL | INGLÉS |
|--|--------|
| Estoy lista | |
| hola | |
| ¿qué tal? <small>*notice the upside down question mark</small> | |
| bien | |
| Gracias <small>*notice that the letter 'c' is pronounced like 'th'</small> | |
| Muy bien | |
| ¡fatal! <small>*you will also see upside down exclamation marks</small> | |
| excelente | |
| ¿y tu? | |
| yo | |
| Yo, muy bien | |
| Vamos a repetir un poco | |
| ¡estupendo! | |
| ¡fenomenal! | |

Regalos típicos de España

When people travel to Spain, they often like to bring home a souvenir to remind them of their holiday.

Find an image, or write a brief description of the following typical Spanish souvenirs:

| | |
|---------------------------|--------------------------|
| 1. castañuelos | 2. Queso Manchego |
| 3. Aceite de Oliva | 4. Un abanico |
| 5. Cava | 6. Jerez |
| 7. Jamón | 8. Un toro |

LEARNING FOR LIFE AND WORK

Welcome to LLW

Learning for Life & Work contains three strands - you will study Personal Development, Employability, Local and Global Citizenship.

Personal Development - in this strand you will learn about:

- Self-Awareness
- Personal Health
- Relationships

Employability - in this strand you will learn about:

- Work in the Local and Global Economy
- Career Management
- Enterprise and Entrepreneurship.

Local and Global Citizenship - in this strand you will learn about:

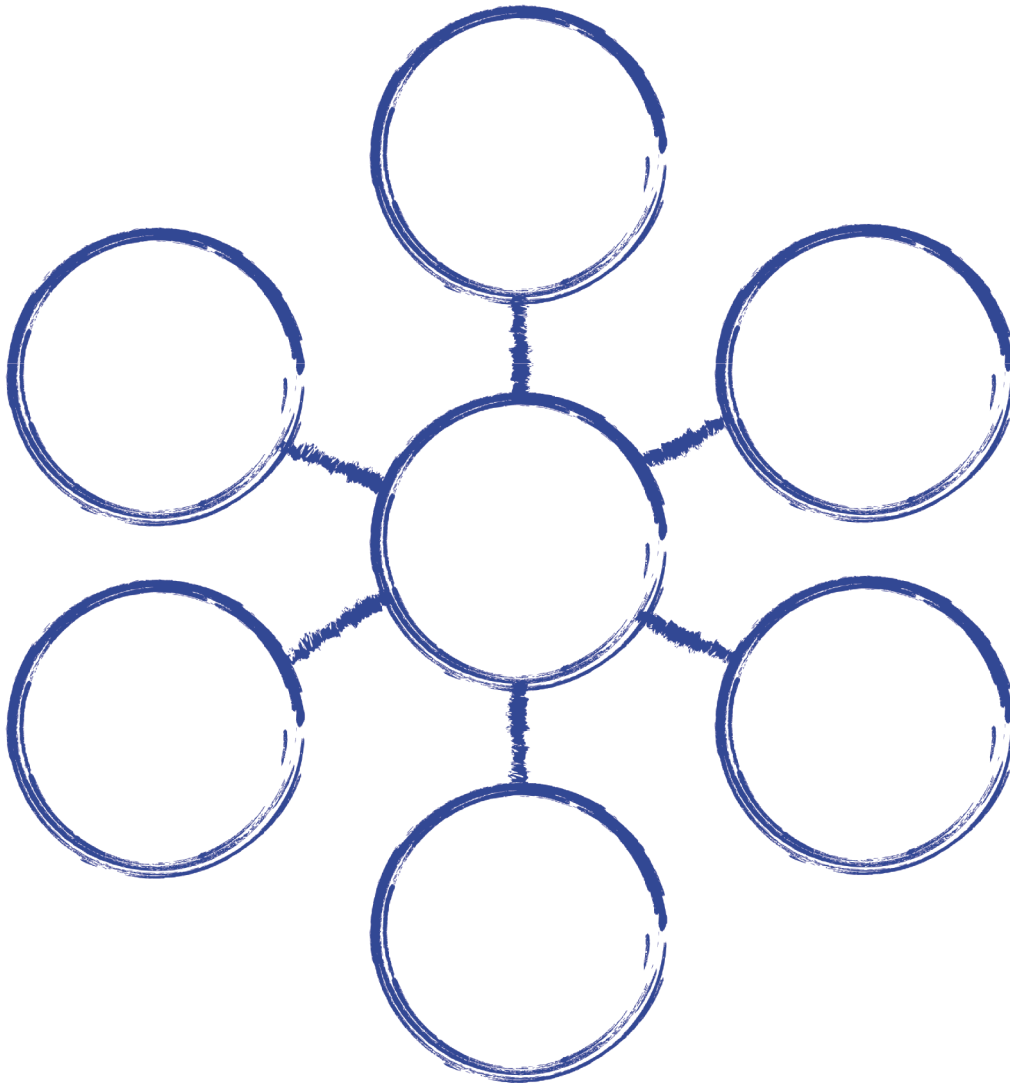
- Diversity and Inclusion
- Human Rights and Social Responsibility
- Equality and Social Justice
- Democracy and Active Participation

You will also have opportunities to learn from outside visitors, guest speakers and workshops to enable you to access a wide range of information. Each cycle you will have 3 periods of LLW. Included are some activities from each of the 3 strands.

Learning for Life and work encourages 'each child to become personally, emotionally, socially and physically effective...to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens who make informed and responsible choices and decisions throughout their lives' Source: CCEA

THIS IS ME - Who am I?

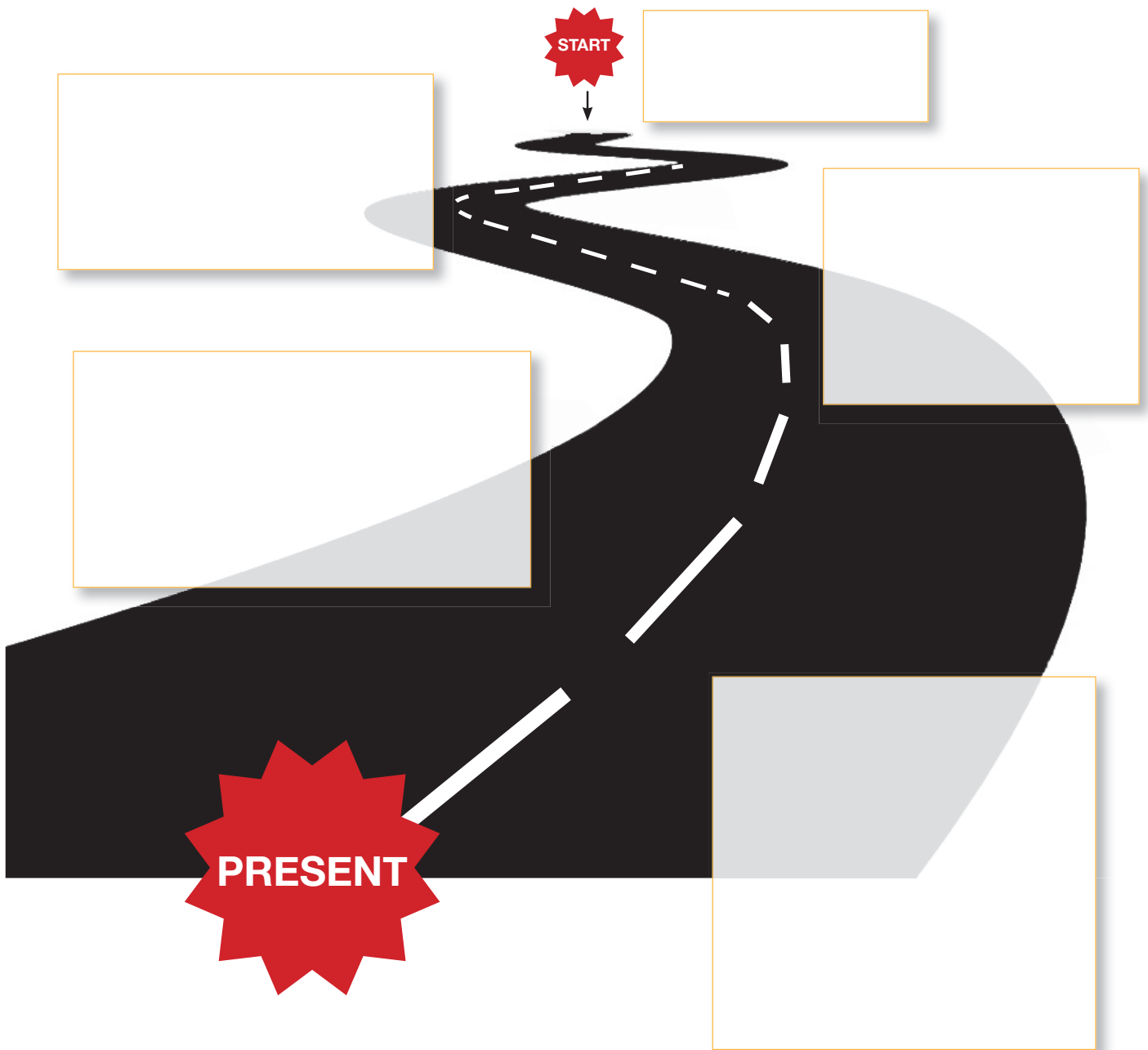
Draw a picture of yourself in the centre of the diagram. You can draw your face, or just draw a stick person if you like. Think of as many roles or identities for yourself as you can and write them around your picture.



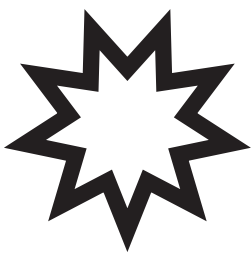
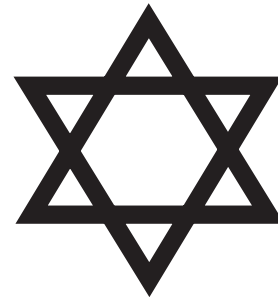
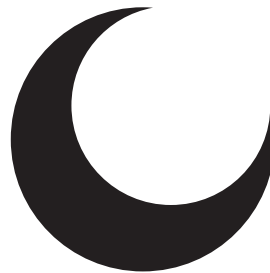
Give examples of how you might be a different person when you are in a different role.

THIS IS ME - My Life Map

Imagine that this is your life so far. At the 'start' sign, write the date when you were born. As you travel along the road, fill in important details about your life so far, to bring you up to the present.



MY IDENTITY - What is Identity?



QUESTIONS

- Is your favourite activity here? What do you most enjoy doing?
- What is your favourite food?
- Do you identify with any of these religious symbols or with none of them?
- What do you really dislike? Is it pictured here?
- What do these things show about your identity?

MATHEMATICS

Welcome to Mathematics

There are 5 different type of Mathematics

- Number
- Geometry (Shapes)
- Measures
- Statistics
- Algebra

We take a selection of topics from each type of Mathematics every year. You will probably enjoy some topics more than others!!

Advice for Year 8 Pupils

- Know your number bonds
- Know your times tables
- Be able to add, subtract, multiply and divide

Activity 1 - Number

COMPLETE the following number sequences:

1)

| | | | | | | | | | |
|---|---|---|---|----|--|--|--|--|----|
| 2 | 4 | 6 | 8 | 10 | | | | | 20 |
|---|---|---|---|----|--|--|--|--|----|

2)

| | | | | | | | | | |
|---|----|----|----|--|--|--|--|--|----|
| 6 | 12 | 18 | 24 | | | | | | 60 |
|---|----|----|----|--|--|--|--|--|----|

3)

| | | | | | | | | | |
|---|----|----|----|--|--|--|--|--|----|
| 7 | 14 | 21 | 28 | | | | | | 70 |
|---|----|----|----|--|--|--|--|--|----|

4)

| | | | | | | | | | |
|----|----|----|----|--|--|--|--|--|---|
| 80 | 72 | 64 | 56 | | | | | | 8 |
|----|----|----|----|--|--|--|--|--|---|

Which is the BIGGER value?

1. $\frac{1}{2}$ or $\frac{1}{3}$
2. 10% of 300 or 20% of 200
3. 240p or £2

Activity 2 - Geometry

LABEL the shapes below with the correct name:

Equilateral Triangle

Rhombus

Square

Isosceles Triangle

Cylinder

Rectangle

Parallelogram

Cuboid

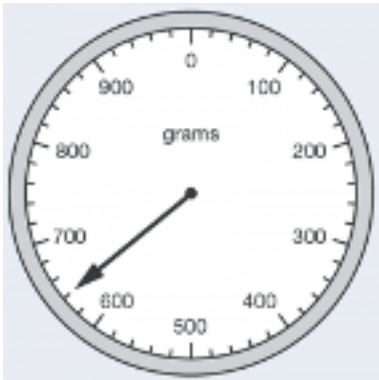


Activity 3 - Measures

Circle the UNIT you would use to measure the following:

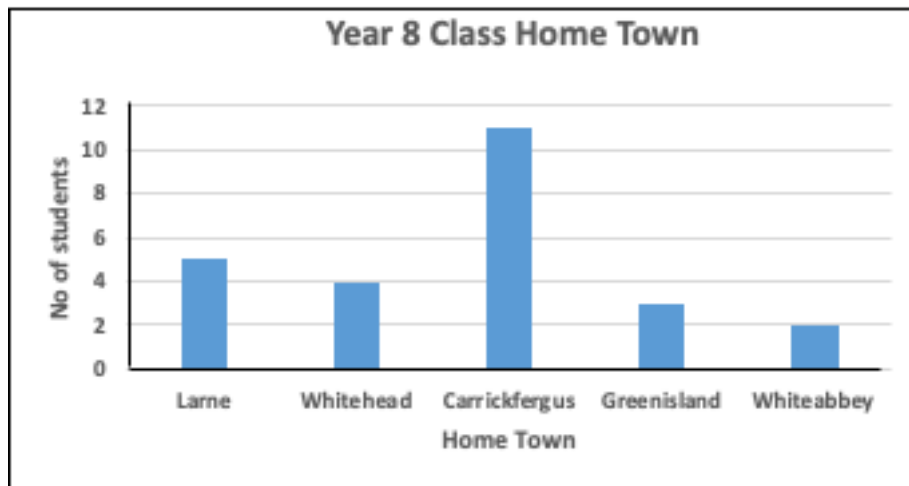
- | | |
|--|---------------------|
| 1) The length of an X-box | <i>cm or km</i> |
| 2) The weight of a blue whale | <i>mg or tons</i> |
| 3) The capacity of water in a swimming pool | <i>ml or litres</i> |

State the VALUE indicated on the scales below:



Activity 4 - Statistics

Using the data from the given bar chart, ANSWER the following questions:



1) How many pupils in this class come from Greenisland?

2) What is the **difference** between the number of pupils coming from Carrickfergus and Larne?

3) In **total**, how many pupils are there in this Year 8 class?

Activity 5 - Algebra

Work out the missing number in the calculations below:

1) + 6 = 11

2) - 14 = 2

3) 3 x = 54

4) ÷ 4 = 8

5) I think of a **number**, multiply it by 2 and subtract 4.
The **answer** is 18, what is the number?

Activity 6 - CHALLENGE - Problem Questions

Don't worry if you cannot do any of these questions, as we will be able to show you **HOW** to do these questions, when you come to Ulidia Integrated College.

- 1) In Year 8 at Ulidia, there were 120 pupils.
 $\frac{1}{2}$ of the pupils were girls.
 $\frac{3}{4}$ of the boys enjoyed playing football.

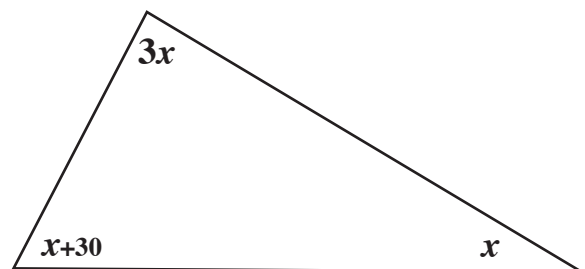
How many boys enjoy playing football?

- 2) Jane got a part-time job in her summer holidays.
She is paid £6 per hour.
She works Monday to Friday from 9 am to 1 pm.

How much does she get paid **every week**?

- 3) The angles of a triangle are unknown, as shown in the diagram below.

- a) Find the value of x
b) Hence, find the size of **each** angle.



MUSIC

Welcome to Music

Music plays an important role in the life of our school. You will have the opportunity to get involved in the musical life of our school, whether it be joining one of the music clubs like singing or ukulele or you might want to learn an instrument. We also put on a school musical every other year and you can showcase your talent in our annual talent show.

In Year 8, you will study Music for two periods per fortnight. In these classes you will have the opportunity to compose, perform and listen to a variety of music from different cultures and genres. You will study the following topics:

- Building Bricks (the different elements that make up music)
- Vocal Music (this includes writing and performing your own rap)
- Keyboard Music (learning to read and play music on the piano/ keyboard)

To give you a taste of what you will be doing in lessons, we would like you to have a go at the following activities.

Activity 1 - Listening to Music

Give these three YouTube videos a watch, and choose your favourite (each link will open a new tab) for the task below...

[Wintergaten – Marble Machine](#)

[RimbaTubes – Snubby J Star Wars Medley](#)

[Street artist playing crystal glasses](#)

Answer the following questions about the piece of music you chose. You can either write this down, or discuss with your family.

1. Describe the instrument being played. What shape and size is it?

2. Describe the materials used to make this instrument.

3. How do you think it makes a sound? Can you work out what the performer does to create this sound?

4. How did this music make you feel? Choose an emoji if you'd like!

Activity 2 - Creating Music

It's time to make a kitchen utensil band! **First, make sure the adults in the house are OK with this**, and maybe even get them to join in too.









- Find some suitable items from the kitchen that you think will make some good sounds... like a saucepan, spoon, ladle, spatula, whisk etc.
- Using a grid separated into four beats, make a graphic score showing when each sound is going to be made.

We've prepared an example for you.

Try playing each part, then with the help of others in the house, all the parts together.

Kitchen Utensil Band – Example

Count the beats as you play.

| | 1 | 2 | 3 | 4 |
|---|---|---|--|---|
| Tap the spoon quietly on the table for each beat |  |  |  |  |
| Brush fingers across the whisk |  | |  | |
| Tap the side of the saucepan with the spatula |  | | |  |

Describe which item to play and how to play it

Show when to play

Complete your own on the next page!

Activity 2 - Creating Music

Kitchen Utensil Band

Count the beats as you play

| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Describe which item to play and how to play it

Show when to play

PHYSICAL EDUCATION

Welcome to PE

You will participate in 5 PE and games lessons over a 2 week cycle. Over the course of the year we will cover a wide range of sports, for example, football, hockey, rugby, athletics, gymnastics, fitness, netball, basketball, dance, badminton and rounders.

We would love you to attempt the following tasks on the next few pages to prepare you for PE lessons in Ulidia.

Activity 1 - Fundamentals Challenge

As part of our fundamentals programme we work on developing the basic skills which help us perform in all sports.

We would like you to try the following 6 challenges:

1. Can you complete 10 skips in a row without stopping?
2. Can you keep your balance and speed while running in and out of 5 cones (or any objects), spaced approximately 1-1.5 metres apart?
3. Can you throw a tennis ball up in the air and catch it 5 times in a row?
4. Can you dribble a ball with control for 5 metres, turn and dribble back (football, hockey ball, basketball)?
5. Can you strike a ball 5 times in a row (tennis racket, cricket bat, hockey stick)?
6. Can you complete the following footwork patterns - running backwards, side stepping, high knees, heel flicks, cross overs, grapevine, hopscotch, 2 foot take-off and land and hopping on one foot?

Activity 2 - Activity Diary

We would love to hear what activities you have been taking part in over the past few months. Complete the following diary for a typical week and list all of the physical activities or sport that you take part in.

We know that lots of your sporting activities have been cancelled so you can add in what you were taking part in before this period. Make sure you include any walking or cycling you take part in too! You can also let us know what your favourite activities and least favourite activities are and why.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

Favourite activity and why?

LEAST favourite activity and why?

Activity 3 - Sports Quiz

Try our sports quiz to see how well you know the rules and facts about your favourite sports.

1. How many players are there in a basketball team (on court)?

2. Which type of swimming stroke has the same name as a flying insect?

3. How many goals are scored if a player has a hat-trick?

4. What do players hit in the game of badminton?

5. How many points does a player get for a try in rugby union?

6. In which sport might you hear the score announced as '30-love'?

7. A pommel horse is a piece of apparatus in which sport?

8. In which sport can you get a hooker, lock, scrum-half and outside-half?

9. In which sport might you play the position 'Goal attack'?

10. Which wizarding sport played on broomsticks does Harry Potter play?

RELIGIOUS EDUCATION

Welcome to Religious Education

You will study R.E for two periods per fortnight in Year 8. Schools have to provide RE in accordance with the core syllabus which has been drawn up by the four main churches and specified by the Department:

- The Revelation of God
- The Christian Church
- Morality
- World Religions

We would love you to attempt the tasks on the next couple of pages in order for you to get a flavour of the RE course at Ulidia, for Year 8 pupils.

Valuing Self and Others

Before joining Ulidia, have a think about the following poem. It might help to raise your self-esteem and encourage you to think about others.

Uniqueness

“There is something wonderful about each person,
Then you stop to think about it, it is AMAZING
There is only one of you.
There has never been anyone else the same as you;
There is not now and there never will be.
You’re one of a kind!”

by Kevin O'Donnell "I Wonder"

Questions for you to think about

1. Have you ever thought 'there is only one of you?'
2. Explain how this makes you feel?
3. How does it make you feel about other people?

World Religions

At Ulidia, we will be following the Northern Ireland Curriculum and it encourages us to get to know other religions/faiths.. and those who follow none.

You may belong to a 'faith', while others in your Year 8 class do not. This makes everyone unique and we, at Ulidia, celebrate everyone, no matter your background. In Year 8 we will begin to raise your awareness of the six major religions. This might seem strange to you, but we know how important it is to understand other faiths, and those who do not practise any. At Ulidia, we are all equal.

Can you investigate the following faiths' holy books and name their followers?

| RELIGION | HOLY BOOK | FOLLOWERS |
|--------------|-----------|-----------|
| Judaism | | |
| Hinduism | | |
| Islam | | |
| Christianity | | |
| Sikh | | |
| Buddhism | | |

Special People

1. Is there anyone in history who has made an imprint on your life?

2. What makes them special?

3. Who are the people who stand out as special, in our world (make a list of the 5, you think are most special – not necessarily your choice)?

1.

2.

3.

4.

5.

4. What qualities do they have/what can we learn from them?

5. Think about where these special people have come from, whether it is local or very far away – when someone of 'faith' visits a place that is connected to a special person, this is often called a 'pilgrimage'. Can you find a definition that you understand, for 'pilgrimage'?

This is only a taster of RE lessons at Ulidia.

You will enjoy the debates and discussions around all 3 topics, and more! You will not be expected to do or say anything in RE lessons that might put you on the spot, we simply want to educate you, 'in an atmosphere of tolerance and understanding, to the highest academic standards'.

SCIENCE

Welcome to Science

You will study Science for seven periods per fortnight in Year 8. We carry out a mixture of practical lessons - where we learn how to do experiments and theory lessons - where we learn about Biology, Chemistry and Physics.

We would love you to attempt the tasks on the next couple of pages in order to prepare you for Science lessons at Ulidia.

Activity 1 - Hazard Symbols

Hazard Symbols are displayed on bottles of chemicals, including acids and alkalis that we use in the lab. They are used rather than words as they are immediately recognisable and there are no language issues with symbols - they are the same worldwide.



Have a go at designing your own hazard symbol

- What will your symbol be named?
- What image will you use?
- Could you insert a large empty red diamond like the ones in the image?

You might be able to find substances in your house that display hazard symbols - have a scavenger hunt and see if you can find any.

| Name of Hazard Symbol | Where found |
|-----------------------|-------------|
| | |
| | |
| | |

Please ask an adult to help you with this task and remember that hazard symbols mean a substance might harm you.

Activity 2 - Indicators

An indicator is a substance that changes colour in acid and alkali solutions. Have a go at making your own indicator solution.

You will need:

- A kettle
- A bowl
- A sieve
- A vegetable

Method:

1. Start by putting water in the kettle and putting it on to boil.
2. While you are waiting on the water boiling cut up your vegetable of choice and place it in the bowl.
3. When the kettle has boiled very carefully pour the hot water into the bowl with the vegetable - pour enough water to submerge the vegetable.
4. Leave your experiment until the water has cooled down completely, you could leave it overnight if you wanted.
5. Now sieve the vegetable keeping the water - which should have changed colour
6. This coloured vegetable water is your indicator.

You can use your indicator to see if you have any acids or alkalis in your house.

Please ask an adult to help you with this task and remember that boiling water could scald you.

Hints and Tips:

- One of the best vegetables to use is red cabbage, however many other vegetables work
- Vinegar is a weak acid so will normally make your indicator change colour
- Cleaning products often contain alkalis and these will also make your indicator change colour

| Colour of my indicator | The substance I added | Colour my indicator went |
|------------------------|-----------------------|--------------------------|
| | | |
| | | |
| | | |

TECHNOLOGY

Welcome to Technology & Design

You will study Technology & Design for two periods per fortnight in Junior School but we also expect you to spend at least half an hour each week working at home.

When in class you will carry out a range of skill activities that revolve around designing products and manufacturing. You will also learn about different technologies, groups of materials and different manufacturing methods.

In year 8 we want to see you develop in terms of your understanding and skill level in the following areas:

- Health & Safety Awareness
- Design and Communication Skills
- Knowledge & Understanding of Technological Principles
- Practical Skills

Please attempt some of the activities on the next few pages that will help prepare you for work in the Technology Department.

Design Communication Skills

When designing new and exciting products, designers 'must' be able to communicate ideas to clients so that they clearly understand what their ideas are. They 'must' be able to show what it looks like from different angles and be able to explain key aspects of the design. This is still done by hand on initial sketches so neat handwriting, excellent spelling and grammar is extremely important to communicate their thinking properly.

Useful Equipment to bring to class

The following is essential for Technology Class:

- Pencil (H or 2H if possible)
- Coloured Pencils
- 300mm/30cm Ruler
- Black felt pen or sharpie
- Black or Blue writing pen
- Pencil Case
- Durable A4 document wallet



<https://bit.ly/3hKFOiE>

(Scan the QR code to access the online tutorial for this activity)

Getting Started - Sketching

The following are some basic activities to help you get started developing your Sketching Skills.

SKETCHING – Learning to sketch without a ruler.

One of the first things we want you to be able to do is to sketch using a pencil effectively without a ruler. This means being able to draw lightly. This is extremely important because most sketches use what we call 'Construction Lines'. Try these sketching activities.

Warm up Exercise



▶ WATCH NOW

<https://bit.ly/2AQOBz4>

(Scan the QR code to access the online tutorial for this activity)

Setting up a Page



▶ WATCH NOW

<https://bit.ly/3ddqjfH>

(Scan the QR code to access the online tutorial for this activity)

Sketching in Isometric



▶ WATCH NOW

<https://bit.ly/37JvEu4>

(Scan the QR code to access the online tutorial for this activity)

SKETCHING CHALLENGE!

As we mentioned above when communicating ideas designers use a range of communication skills. These are both graphical (sketches) and written. This is important to explain your thinking to others.

Use what you have learned in the previous activities to sketch a product in your house. Select something that is simple and 'boxy', this will make it easy to draw. This could be a sharpener, a mobile phone or any other appliance that you use in the house. Your page 'must' be presented correctly, and you should demonstrate a range of neat freehand 2D and 3D sketches of whatever you choose.

Students who complete this challenge correctly will receive extra credit in their first tracking assessment in Technology.

ALL PUPILS ACHIEVING AMBITIONS

“Educating together, Catholics and Protestants, and those of other religions, or none, in an atmosphere of tolerance and understanding, to the highest possible academic standards.”

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