



The Purbeck School  
A Specialist Science College

*Respect, Aspiration, Perseverance*  
*“achieving excellence together”*

**Year 8**  
**Enrichment Projects**  
**Booklet**  
**2023-2024**

# Enrichment Projects

Although year 8 have a comprehensive home learning programme in place this booklet has been put together to provide opportunities for students to voluntarily take part in subject specific enrichment projects.

The projects will run each half term to provide an optional task that students can get involved in if they are interested in that subject. We would recommend that if a student would like to study a subject at GCSE level or above that they engage with those projects to help enhance their learning experience.

Students who take part in an enrichment project will be awarded certificates to celebrate what they have achieved and the effort they have put in.

All students will have the opportunity to take part but it is entirely optional.

## **Schedule of Enrichment Projects**

Autumn 1 = Geography, Design (one project of Food/Product/Textiles to be on offer each term; choose which one is relevant).

Autumn 2 =English, Art and Expressive subject (one project of Music/Drama depending on your rotation)

Spring 1 =RE, Design (one project of Food/Product/Textiles to be on offer each term; choose which one is relevant).

Spring 2 =Science, Computing.

Summer 1 =History, Art and Expressive subject, Expressive subject (one project of Music/Drama depending on your rotation)

Summer 2 =Language (one project from French/Spanish), Design (one project of Food/Product/Textiles to be on offer each term; choose which one is relevant).

Further details of the projects will be provided by classroom teachers, however we have included the project outlines for you in the following pages. Please be aware the projects on offer may change to suit the students learning at the point at which they are set.

# Art



Raoul Hausmann: *The Art Critic* 1919–20

## DADA

Dada was an art movement formed during the First World War in Zurich in negative reaction to the horrors and folly of the war.

The art, poetry and performance produced by dada artists is often satirical and nonsensical in nature.

## PHOTOMONTAGE

A photomontage is a collage constructed from photographs

It was first used as a technique by the dadaists in 1915 in their protests against the First World War.



In Raoul Hausmann's collage the artist is making fun of art critics saying they don't know what they are talking about and they are just interested in fashion and money.

## TASK:



Make your own Dada style collage using found pictures and text from newspapers or magazines.

Your collage should be about an issue or topic you feel strongly about.

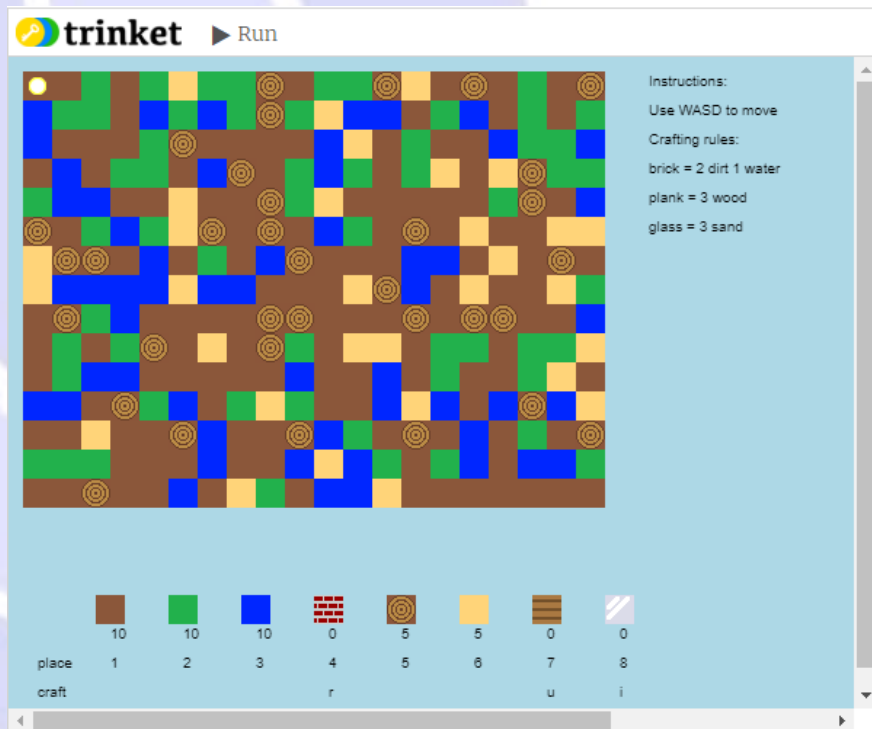
# Computing



## Python Code Craft

Develop and stretch your programming skills by designing and coding improvements to a 2D version of Minecraft.

Complete the Python project Code Craft online and share it with your Computing teacher when it is finished.



Firstly you will need to log on to Code Club

Click here <https://codeclubprojects.org/en-GB/>



Select Python→ then Python Module 2, select project 6 'Code Craft'.

Follow the online instructions and remember to save the project as you go along.

Please show the completed project to your teacher.

# Drama

## Rotation 1

Watch *Bugsy Malone* and write a film review of it.

Or

Research and create a fact file on 1920's New York.

## Rotation 2

Write your own monologue. You could even record yourself performing it, or arrange to perform it live to either Mrs Shannessy or your class.

# English

## Dr Jekyll and Mr Hyde

- Create a piece of art work entitled: *Dr Jekyll and Mr Hyde*.
- Write a monologue from the perspective of one of the characters. In your monologue you should explain your thoughts and feelings on *Dr Jekyll* or *Mr Hyde*.
- Write a poem called '*Mr Hyde*' or '*The other me*'.
- Make a short film. You could choose one of the scenes from the play to act out and film with your friends.





# French



**The Purbeck School**  
**French Enrichment Task: Year 8**



You are going to produce a poster to show the daily routine of a young boy or girl in a country very different to ours. Your country needs to be a Francophone one and you should try to choose somewhere unusual - for example, try Martinique, the Seychelles, Algeria, Guadeloupe, Zaire or the Comoros Islands. This website could help give you an idea:

<http://www.learn-french-help.com/flags-of-french-speaking-countries.html>

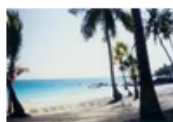
**You should aim to include:**

- A short paragraph introducing your new identity (name, age, family, type of house etc) in FRENCH
- A map to show where you now live, labelled in FRENCH
- Phrases describing your daily activities in FRENCH
- Times at which you do each thing in FRENCH
- Thoughtful ideas about what it would be like to live in the country you have chosen in ENGLISH



## Success Criteria (WILF)

Establishing	<ul style="list-style-type: none"> <li>☺ I can show my chosen country on a map</li> <li>☺ I can copy five reflexive phrases to describe my routine</li> <li>☺ My spelling is accurate</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>☺ I can write three sentences to describe my new identity</li> <li>☺ I can write six reflexive sentences to describe my routine</li> <li>☺ I can use the connective <b>et</b> to join phrases together</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>☺ I can write a short paragraph to describe my identity</li> <li>☺ I can use at least seven reflexive verbs for my routine</li> <li>☺ I can give simple opinions about my routine and country using the phrase <b>c'est</b> .....</li> </ul>	
Excellence	<ul style="list-style-type: none"> <li>☺ I can use reflexive verbs in the <b>tu</b> and <b>je</b> forms by asking and answering questions about my routine</li> <li>☺ I am beginning to use the future tense (eg. Demain <u>je vais aller</u> au collège)</li> </ul>	



In this task, try to see the world through someone else's eyes and understand how other people live. You will need to do careful research and think about the following aspects of your country:



- The **government**: Is it a **Democracy** or is there a **dictator**?
- **Stability**: Is it a peaceful country? Or are there difficulties and fighting between different groups?
- The **GDP**: In general, how well off are people in this country?
- The **climate**: How would this affect lives of people there?
- Overall, how different would your life be if you lived there?





<i>Success Criteria: Citizenship</i>	
Establishing	<ul style="list-style-type: none"><li>☺ I can understand that other people's lives are different to my own</li><li>☺ I can compare my life with someone else's and show similarities and differences</li><li>☺ I can give opinions about different communities and neighbourhoods</li></ul>
Developing	<ul style="list-style-type: none"><li>☺ I can explain reasons why people's lives are different</li><li>☺ I am beginning to use key words in my answers</li><li>☺ I can understand some features of democracy (or lack of it)</li><li>☺ I am beginning to identify changes which could be made to improve communities</li></ul>
Secure	<ul style="list-style-type: none"><li>☺ I can use a range of key words confidently in my answers</li><li>☺ I can show how different people live within the same community or group</li><li>☺ I can explain my opinions about whether situations are fair or unfair</li><li>☺ I can explain how different people can participate in democracy or help to improve their situation</li></ul>
Excellence	<ul style="list-style-type: none"><li>☺ I can give thoughtful, detailed opinions about difficult and challenging issues facing different communities</li><li>☺ I understand how the UK is connected with the wider world and can explain the impact of our lives on others</li></ul>

*Bonne chance!*



# Geography

## Year 8 Enrichment Project: World Coastlines

You have been learning about different types of coastline.

Aim: To describe and explain the importance of a variety of world coastlines

Task: Create a travel leaflet advertising the different variety of coastlines all over the world. Your leaflet needs to describe (what do they look like, where are they found) and explain (give reasons for) why the coastline is so unique and important.

Presentation: A leaflet – consider your layout. Can be done by hand or can be word processed.

Coastlines you should include – **choose 3 of the following:**

- 1) Mangroves
- 2) Coral Reefs and Atolls
- 3) Fjords
- 4) Manmade coastlines (Dubai)
- 5) Extreme tidal coastlines
- 6) Frozen coastlines

You should include the following:

- Location of each of the types of coastline
- What they look like
- What you can do there
- Why are they so special and unique
- Why would a tourist want to go and visit them
- Pictures but they must be annotated (labelled in detail)
- Make your poster eye catching and creative!

Remember there are lots of other ideas you can include as well!



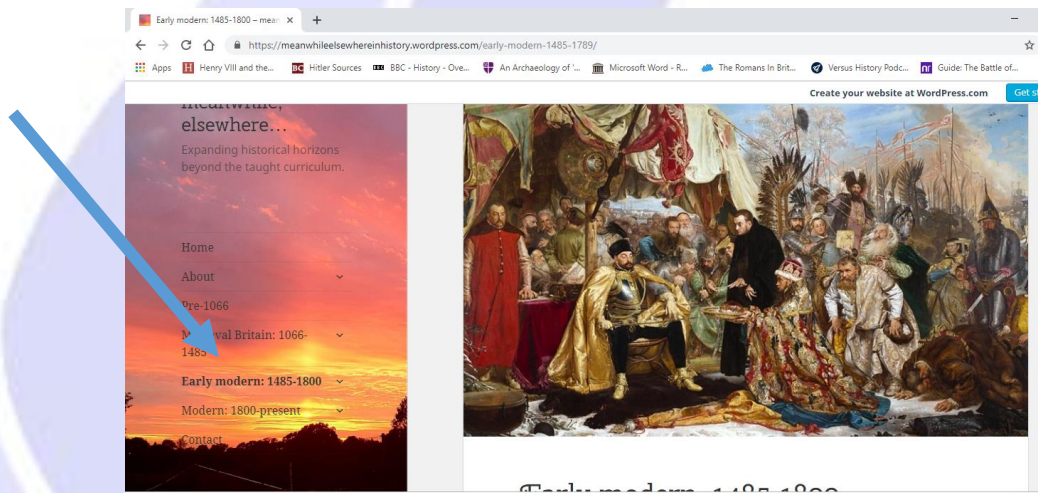
# History

## Meanwhile...Elsewhere... Projects

The history you learn in the classroom is only a small glimpse of the past. These projects are designed to expand your historical horizon and investigate what else was happening in History during the time periods you are studying at school.

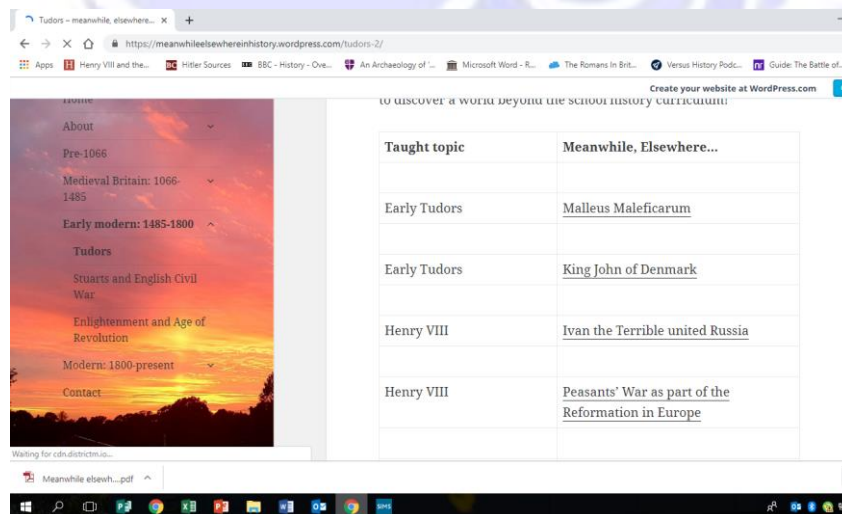
Use the website: <https://meanwhileelsewhereinhistory.wordpress.com/>

On the left tab click: Early Modern: 1485-1800



Here, you will have a choice of topics to investigate that correlate to what you may be studying in class.

On the left is what you may have studied in class, on the right is the topic you can investigate. Click on the right hand side and it will download the worksheet which you can then print off and complete.



You will need to complete **4 investigations**.

Henry VIII broke with Rome...

# meanwhile, elsewhere...

Ivan the Terrible became the Grand Prince of Moscow.



### KEY INFORMATION:

Ivan the Terrible (also known as the \_\_\_\_\_), became Grand Prince in \_\_\_\_ and Tsar of All Rus' between \_\_\_\_-\_\_\_\_.

Russia in the 16<sup>th</sup> century. Shade around the parts that Ivan conquered



### Why did people call Ivan, 'the terrible'?

REASON 1: \_\_\_\_\_

EXPLANATION: \_\_\_\_\_

\_\_\_\_\_

REASON 2: \_\_\_\_\_

EXPLANATION: \_\_\_\_\_

\_\_\_\_\_

REASON 3: \_\_\_\_\_

EXPLANATION: \_\_\_\_\_

### What did Ivan achieve during his reign?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

### What was Ivan doing when he died?

\_\_\_\_\_

One thing Ivan did was to establish the **Oprichnina**. Describe some of the things that the Oprichnina did:

\_\_\_\_\_



In 2016, the first statue of Ivan the Terrible was built in Russia. What does this suggest about how he is remembered in Russia today?

\_\_\_\_\_

### Useful websites, videos and podcasts:

- [https://dailyhistory.org/What\\_was\\_the\\_impact\\_of\\_Ivan\\_the\\_Terrible\\_on\\_Russia%3F](https://dailyhistory.org/What_was_the_impact_of_Ivan_the_Terrible_on_Russia%3F)
- <https://www.youtube.com/watch?v=CMqmQ-C5N6Y>
- [https://www.youtube.com/watch?v=etmRI2\\_9Q\\_A09&y=2010](https://www.youtube.com/watch?v=etmRI2_9Q_A09&y=2010) (7.50 until the end)
- <http://russianrulers.podhoster.com/index.php?sid=2742&m=>

This 'meanwhile, elsewhere' was designed by:

Will Bailey-Watson

Use the websites to complete your investigation

All the boxes need to be fully completed.

# Music

## Music Home Learning Projects

### Rotation 1

Prepare a group performance for a lunchtime Music Viva performance! Your group must have a minimum of two people and you should choose to perform two pieces of music of any style you wish, from rap to classical to folk. Be prepared to talk about the music you will perform, including the composer/artist, when the music written, and why you chose it!

### Rotation 2

Create an 'EP' of your own performances either as a solo musician, or with group/another person. Record your performances, burn them onto CD and create an album cover. Include three tracks – these can be covers/performance of music written by another person, or your own original compositions!



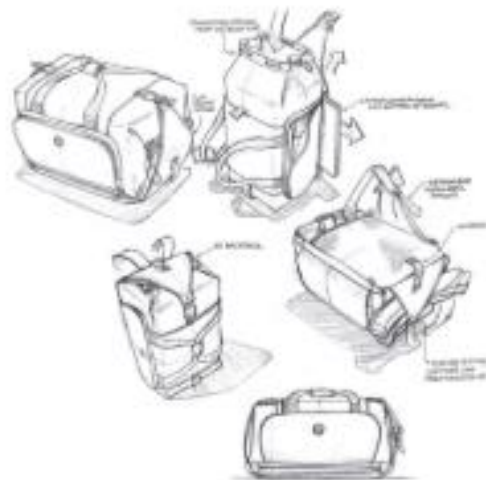
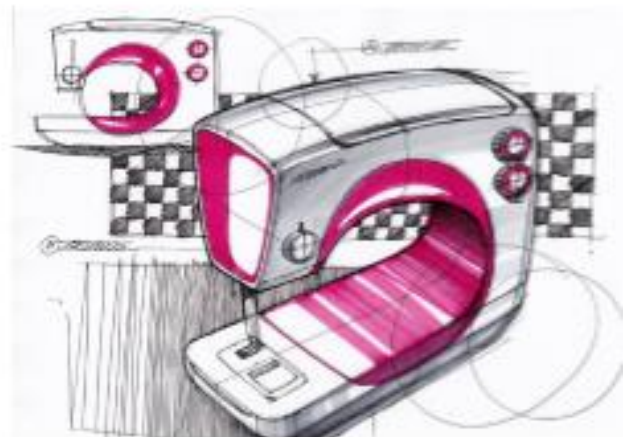
# Product Design

## Product Design - Module 1

Your challenge is to freehand sketch three products that you can find in your home. You can ask a product design teacher for some A3 paper to help you.

Your sketches must be from different views and be coloured (rendered), outlined with a black pen.

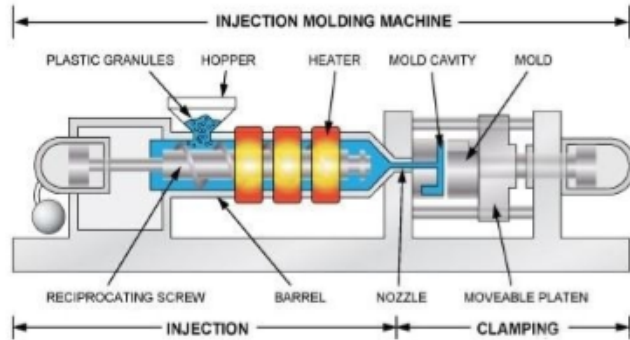
Try to annotate (label) your products using ACCESS FM to help explain them.



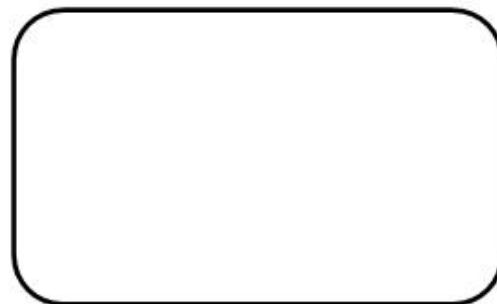
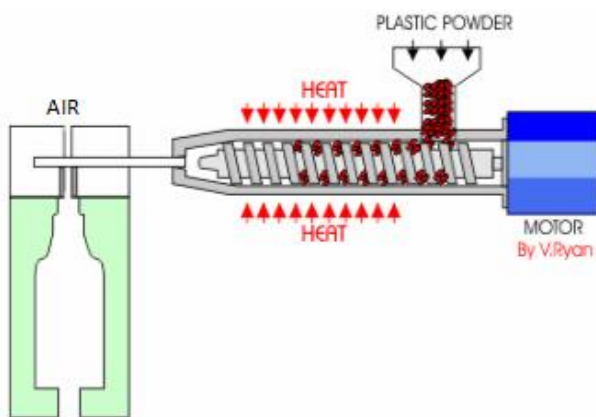
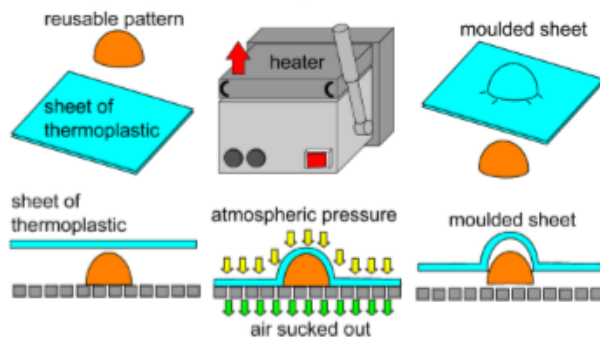
# Product Design - Module 2

Research about the three moulding techniques used for shaping plastics.

Use the pictures below to write to explain how each forming technique works:



## Vacuum Forming of thermoplastic



# Philosophy Religion and Ethics

## Year 8 Enrichment

### Heroes



A hero is a 'person who is admired for their courage, outstanding achievements, or noble qualities.' There are many heroes within religion, for example

- *St Francis of Assisi*
- *Desmond Tutu*
- *Mother Teresa*
- *Nelson Mandela*
- *Joan of Arc*
- *Nick Vujicic*
- *Gandhi*
- *Dalai Lama*

**Your task:** Research a religious hero of your choice, and create a biography speech, video or poster, explaining why they are inspirational heroes. You need to research and write about

- who your hero is (name)
- Back ground, where lived, religion, key dates etc
- Inspirational quotes or actions
- Why they are a hero to you and people of their religion.
- How people can follow their actions
- Any other interesting facts

'A true hero is not measured by the size of his strength but by the strength of his heart.' Hercules





# Science

## Biology

1. Choose your habitat and state what it is – the strange the better! Examples :- the moon, mars, arctic, sahara desert, deep in the ocean
2. Describe your habitat – this could be in words or as a labelled diagram
3. Imagine you discover a new animal in this habitat! a. Give it a name b. Make a model of it (you could use playdough, salt dough, clay, paper and mache – be creative!) or draw it  
c. Describe how it is adapted to it's environment (you should be able to think of at least 5 things) eg: Large ears to detect its prey. You could do this in words or by doing a labelled diagram or by filming your own commentary / documentary on it! Be imaginative!

Inspiration :- <https://www.youtube.com/watch?v=WD1OzDbMFYQ>

## Chemistry

Make a stop-motion video or take a series of photographs showing a slow chemical reaction.

Examples of slow reactions are rusting, milk turning sour, apples turning brown.

This could involve setting up an experiment, taking a picture every day and either printing them out and displaying them or making a video.

Inspiration: <https://www.youtube.com/watch?v=SyWEUzk6Grc>

## Physics

Use text and images to explain how a digital camera produces an image on its sensor. Need to mention energy stores and how pixels relate to resolution.

# Spanish

- ▶ Create a brochure to advertise the idea of emigrating to Spain.
- ▶ Include all the advantages there might be for young children who go and live there with their parents/families, e.g. nice weather, learn Spanish, make new friends in another country, experience new foods etc etc.

# Textiles

## Year 8 'cushions' module

### Existing product analysis:

Investigate what style of cushions are on the market/in the shops. Choose 2 of your favourites and complete a product analysis on them.



You should:

- Use ACCESS FM to help you start to evaluate your products
- A photo/picture of your cushion.
- you can also add what you like about them and even better if.
- You could also complete a redesign sketch of them too.