

*Reigate School*

# HOMework BOOKLET Y8



AUTUMN

# Homework TIMETABLE

Monday

***Sparx Science***



Tuesday

***Sparx Maths***



Wednesday

***Sparx Reader***



Thursday

***Subject Specific***



| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

**Please note:** These are the days for Science, Maths and English that the homework tasks should be completed by and submitted. Children can choose to complete them early or spread them out over the course of several days should they wish. Other subjects will set hand in dates on Teams.

# Homework

# TIMETABLE

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## Autumn Term

| Week Beginning                                                         | Tasks                                                            |
|------------------------------------------------------------------------|------------------------------------------------------------------|
| 07.09.26                                                               | Sparx Science   English   MFL                                    |
| 14.09.26                                                               | Sparx Maths   Science   English   MFL   <b>Geography</b>         |
| 21.09.26                                                               | Sparx Maths   Science   English   MFL   <b>History</b>           |
| 28.09.26                                                               | Sparx Maths   Science   English   MFL   <b>Design Technology</b> |
| 05.10.26                                                               | Sparx Maths   Science   English   MFL   <b>Geography</b>         |
| 12.10.26                                                               | Sparx Maths   Science   English   MFL   <b>History</b>           |
| <b>Half-Term</b><br><b>(19<sup>th</sup> - 30<sup>th</sup> October)</b> |                                                                  |
| 02.11.26                                                               | Sparx Maths   Science   English   MFL   <b>Design Technology</b> |
| 09.11.26                                                               | Sparx Maths   Science   English   MFL   <b>Geography</b>         |
| 16.11.26                                                               | Sparx Maths   Science   English   MFL   <b>History</b>           |
| 23.11.26                                                               | Sparx Maths   Science   English   MFL   <b>Design Technology</b> |
| 30.11.26                                                               | Sparx Maths   Science   English   MFL   <b>Geography</b>         |
| 07.12.26                                                               | Sparx Maths   Science   English   MFL   <b>History</b>           |
| 14.12.26                                                               | Sparx Maths   Science   English   MFL   <b>Art</b>               |
| <b>Christmas</b>                                                       |                                                                  |

YEAR 8



# Homework EXPECTATIONS

## LIBRARY

It is important that you complete all homework by the date it is due. Make sure you give yourself enough time to do it properly, rather than rushing through it. Always try your best and aim to produce work that you are proud of. If you are stuck or unsure about anything, don't be afraid to ask for help, your teachers are here to support you. You can also use the **Homework Support Club** that runs in the Library each day after school if you need a quiet space or extra help.

Remember, homework is your chance to develop your learning, so always give it your best effort!

## ACTIVITIES

The next section of the booklet outlines the specific homework tasks that you have to complete over the term. These will also be set on your Teams groups. You should make sure you hand the homework in by the date set on the assignment and speak to your class teacher if you need any help with the tasks. Remember the more effort you put into each task, the more you will get out of them.



# Task GEOGRAPHY



Your first Geography homework this term involves you exploring one of the darkest periods in Earth's history: the worst mass extinction the planet has ever seen, when as much as 90% of all species died.

## Activity

Watch the video in the link below and answer the following three questions. Bring the completed questions into class on the day the homework is due with your name clearly marked on it.

[Click here for the video link](https://era.org.uk/shared-resource/?resource_id=76639&share_key=2750e3f9-89b9-4043-b601-a0d19d80ecec)

[https://era.org.uk/shared-resource/?resource\\_id=76639&share\\_key=2750e3f9-89b9-4043-b601-a0d19d80ecec](https://era.org.uk/shared-resource/?resource_id=76639&share_key=2750e3f9-89b9-4043-b601-a0d19d80ecec)

### Question 1

Q: What was the Permian mass extinction, and why was it such an important event in Earth's history?

### Question 2

Q: What environmental changes caused so many plants and animals to die during the mass extinction?

### Question 3

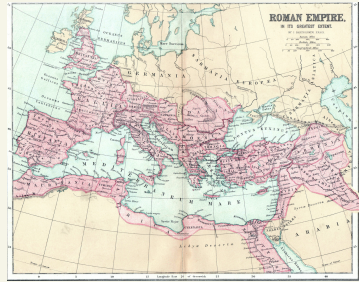
Q: How did life recover after the mass extinction, and what major group of animals eventually benefited?



Completed by : Wk beginning 14/09/26

Your class teacher will tell you which lesson it should be handed in on

# Task HISTORY



Your first History homework this term is based upon **The British Empire – Trade and Influence**. You will be researching a country that was once part of the British Empire and exploring what the British took from it and what they added to it.

## Instructions

**Step One:** Choose one country that was part of the British Empire (see suggestions below)

**Step Two:** Carry out research into that country's role in the empire. Your research should Include:

- Name of the country and when it was part of the British Empire
- What resources, materials or goods Britain took from the country (e.g. tea, cotton, gold, spices)
- What the British built or added (e.g. railways, schools, laws, language)
- An image or map of the country (then or now)
- One example that shows both positive and negative impact of British rule

**Step Three:** Create a fact file or infographic poster presenting the information you found out through your research

### Examples of Countries to Choose From:

India | South Africa | Australia

Canada | Nigeria | Jamaica | Kenya

### Presentation Tips:

Make your work colourful and easy to read.  
Use headings or bullet points to organise your work.

Write in your own words.

Include pictures or maps if possible.

### Example: India

Britain ruled India from the 18th to the 20th century. Britain took materials like cotton, tea, spices, and opium. They also built railways and introduced English-style laws and education. One positive impact was the development of infrastructure such as the railway system. One negative impact was that local industries were damaged and many Indians were treated unequally under British rule.



Completed by : Wk beginning 21/09/26

Your class teacher will tell you which lesson it should be handed in on



# Task DESIGN TECHNOLOGY

Your Design Technology homework for this term consists of three activities that you will complete.

**When complete you should photograph your work and submit on Teams**

## Activity One

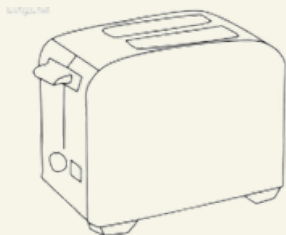
### Step One:

- On an A4 piece of paper draw your toaster
- Use a pencil and ruler to create the basic shape before adding detail
- Try to fill the page
- Use one of the examples to help you
- Keep lines parallel



### Step Two:

Use a pencil to carefully add shading to show texture and shadow



Completed by : Wk beginning 28/09/26

Your class teacher will tell you which lesson it should be handed in on



# Task GEOGRAPHY



Your second Geography homework this term involves you completing revision techniques to help you prepare for your living world and map skills assessment.

## Activity

Using the knowledge organiser and brain dump (on the following pages), revise the content you have covered in class on the Living World and Map Skills, this will help prepare you for your assessments this year and strengthen your knowledge of these topics.

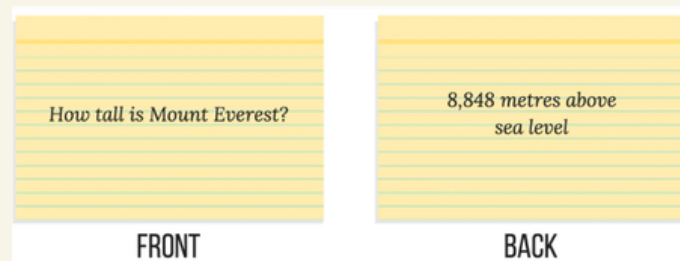
Remember to complete the following:

- Revise by making question cards using the knowledge organiser (see picture below). You can use cards (if you have them) or plain/lined paper
- Practice using the cards to see what you can remember
- Leave it at least 24 hours then complete your brain dump
- Highlight on your organiser what you have not remembered
- Repeat steps 2-4 for the ones you have forgotten

Bring your completed brain dump and question cards into class on the day of your assessment. Make sure that it is clearly named.

Here is a video on how to complete a brain dump:

[click here for the video](#)



Completed by : Wk beginning 05/10/26

Your class teacher will tell you which lesson it should be handed in on

Reigate School Homework Booklet



| Ecosystems                                    | Coral reef locations and types                                                                                                                           | Key words                            |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Coral reef threats and why they are important | <div data-bbox="608 958 719 1346" data-label="Text"> <p>Year 8<br/>Living World</p> </div> <div data-bbox="762 1070 919 1240" data-label="Image"> </div> | Deserts, animals and plants          |
| Desertification – causes and solutions        | Rainforests, animals and plants                                                                                                                          | Deforestation – causes and solutions |

|                             |                                                                                                                                  |               |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------|
| Four figure grid references | Direction                                                                                                                        | Contour lines |
| Six figure grid references  | <div> <div>Year 8<br/>Map Skills</div>  </div> | Map symbols   |
| Scale                       | Types of map                                                                                                                     | Key words     |

### 1.1 What is Geography?

The study of geography is split into:

#### Physical Geography

The study of natural features of the world such as rivers, coasts, mountain, ecosystems, weather and climate.

#### Human Geography

This focusses on the study of human interaction with the environment such as buildings or networks.

#### Environmental Geography

This focusses on how human geography and physical geography interact together.

### 1.1 Continents and Oceans



### 1.2 UK Geography



#### Capital Cities

England - London  
Scotland - Edinburgh  
Wales - Cardiff  
Northern Ireland - Belfast

#### Physical Features

River Thames  
Snowdon  
River Severn  
Ben Nevis  
Forest of Dean  
Lake Windermere

### 1.3 4 Figure Grid References

#### Grid Reference

A map reference indicating a location.

How to read:

**Step 1** - Locate the place you want on the map.

**Step 2** - Count across the X axis lines until you reach the line on the left of the location. Write down the number.

**Step 3** - Count up the Y axis until you reach the line below the location. Write down the number.

**Step 4** - Your 4 figure grid reference should be split up by a comma.

**Step 5** - Split the box up into 10 on the X and Y axis.

**Step 6** - Count across the X axis and enter the number.

**Step 7** - Count up the Y axis and enter the number.

**Step 8** - Count up the Y axis and enter the number.

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**Step 45** - Count up the Y axis and enter the number.

### 1.3 6 Figure Grid References

Sometimes you have to be more precise. This is for 6 figure grid references.

**Step 1** - Locate the place you want on the map.

**Step 2** - Count across the X axis lines until you reach the line on the left of the location. Write down the number.

**Step 3** - Count up the Y axis until you reach the line below the location. Write down the number.

**Step 4** - Your 4 figure grid reference should be split up by a comma.

**Step 5** - Split the box up into 10 on the X and Y axis.

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**Step 47** - Count up the Y axis and enter the number.

**Step 48** - Count up the Y axis and enter the number.

### 1.5 Scale

#### Scale

The ratio of a distance on the map to the corresponding distance on the ground.

Eg. on a 1:3 map

1cm on the map is : 3cm on the ground.

2cm on the map is : 6cm on the ground.

3cm on the map is : 9cm on the ground.

### 1.5 Scale of maps.

OS maps are usually 1:25,000 or 1:50,000 scale.

Measure the map with a ruler.

Sometimes maps have a scale line like this:



We use a ruler to measure the map distance and compare it to the scale line.

### 1.4 Contours



Steep hill with a peak 310m above sea level.



Shallow slope as the lines are far apart.

### 1.4 Contours and Relief

#### Contours

Lines on a map which join up areas of the same height. Usually orange.

#### Relief

The shape of the land.

If the contours are close the land is STEEP. If they are spaced out the land is SHALLOW.

The height is sometimes written on the contour line.

### 1.2 Compass Directions.

North - Naughty  
East - Elephants  
South - Squirt  
West - Water





### Coral reef regions of the world



A coral reef is a hard, rocky ridge formed on the seabed from the external skeletons of tiny, coral animals.

Coral reefs are mostly found between the Tropics of Cancer and Capricorn. Water needs to be warm (23-25°C), shallow, salty and clear.

There are three types of coral reef: fringing reef, barrier reef, and coral atoll.

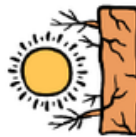
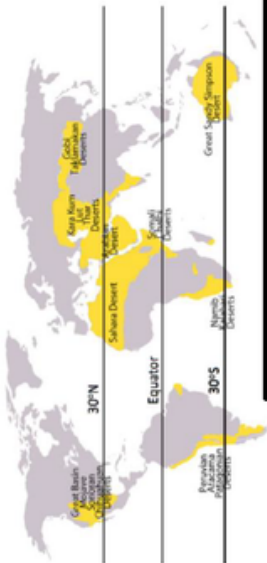
Why are coral reefs important?

- **Food:** Fish feed 1 billion people, mainly in poorer countries
- **Medicine:** Chemicals from coral are used to treat diseases like cancer
- **Ecology:** Home for 250,000 known species, including 4,000 fish species.
- **Coastal protection:** natural barriers that protect people from tsunamis.

Why are coral reefs under threat?

- **Tourists** stand on coral damaging it and take coral to sell
- **Ship anchors** damage coral
- **Climate change** causes warmer oceans which lead to coral bleaching

Ecosystems are communities of living organisms and their connections with the climate and soil. All living things in an ecosystem depend on each other for survival, with nutrients passing from one living thing to another along a food chain. If an ecosystem exists on a global scale, such as a tropical rainforest or desert, they are called biomes.



A desert is a dry, hot biome dominated by sand. Less than 250 mm of rainfall / year. Temperatures are 29-35°C on average in the day and below 0°C at night. Found on the Tropics of Cancer and Capricorn.

Many species have adapted to the desert:

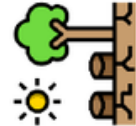
- **Camels:** Store fat in humps to go without food for months; webbed feet to not sink; fur to keep warm at night.
- **Cacti:** Spikes not leaves to reduce evaporation and protect against animals after stored water; deep/wide roots to absorb surface/ground water.

Desertification is occurring in the Sahel due to: Increased drought since the 1960s; and a rising population leading to reduce soil fertility as trees are cut down for firewood and cattle overgraze grass.

The consequences of desertification are food shortages, increased soil erosion and soil infertility and forced migration.

Solutions to Sahel desertification are:

- **Zai, Yacouba Sawadogo's farming technique** has helped regrow trees and increase soil fertility.
- **The Great Green Wall**, a wall of trees 15km wide planted along 11 African countries in the Sahel.



A tropical rainforest is a hot, humid biome dominated by trees. More than 2,000 mm of rainfall / year. Day temperatures above 30°C on average. Found near or on the Equator.

The rainforest is the most biodiverse biome in the world with 75% of all flora and 50% of all fauna species.

The rainforest is stratified into different layers e.g. ground, under-canopy, canopy. Trees have adapted by growing:

- **Tall and straight** so leaves can grow in the canopy allowing photosynthesis.
- **Shallow/wide buttress roots**, to access nutrients in the topsoil / give stability.

Rainforests are important as they provide: food (e.g. exotic fruit), medicines (e.g. plants like periwinkle that cure cancer) and timber.

Deforestation of the rainforests is being caused by: cattle ranching; commercial and subsistence agriculture, logging; mining; and urbanisation.

Solutions to deforestation include: afforestation, ecotourism and selective logging.

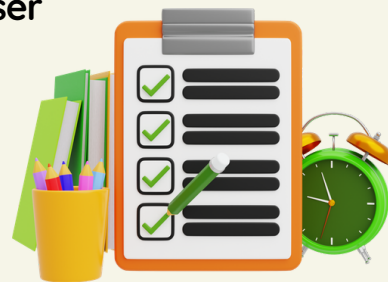
# Task HISTORY

In this homework you will be practicing revision skills to help you remember important History knowledge covered in lessons. This task will help you check what you already know and what you need to revise to help build your knowledge and understanding.

## Activity

### Step 1: Look at your Empire and Slave Trade knowledge organiser

Read through the whole knowledge organiser carefully.  
Try saying key words or facts out loud or in your head.  
Do not write anything yet.



### Step 2: Complete a brain dump

A brain dump means writing everything you can remember without using your notes.

- Put your knowledge organiser away.
- On your A4 paper, write the key headings (shown on the brain dump sheet).
- Under each heading, write:
  - Key words
  - Facts
  - Names
  - Dates (if you remember them)

### Brain Dump

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

### Step 3: Check and improve your work

- Look back at your knowledge organiser and using a different colour pen add:
  - Facts you forgot
  - Missing key words
  - Important details

Completed by : Wk beginning 12/10/26

Your class teacher will tell you which lesson it should be handed in on





1. Europe to West Africa.

- Traders set out from European ports towards Africa's west coast.
- They bought with them goods manufactured in Europe; typically **guns, brandy, copper and cloth**.
- These would be used to buy people as slaves in West Africa

2. West Africa to The Americas

- The people bought as slaves in West Africa would then be bought across the sea to European colonies in the Americas and Caribbean.
- The journey was difficult and cruel – many slaves died during the voyage

3. Americas to Europe

- Raw materials picked by slaves, such as tobacco, sugar, cotton and coffee, were transported back to Europe for manufacture.
- Once back in Europe, these raw materials would be used to manufacture goods such as guns, pots, cloth and alcohol in factories.

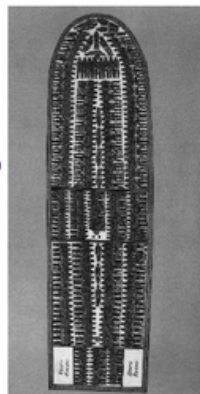
Africa before the Slave trade

Africa was a place of rich culture and civilisation. There were talented craftsmen, cartographers, and systems of government.

Key African Kingdoms:-

Songhai  
Mali  
Ghana

The Middle Passage



- The journey from West Africa to the Americas was known as the **Middle Passage**.
- Enslaved people were packed onto ships.
- Conditions were terrible many people died of disease during the journey.



Slave auction

Those that survived the journey would then be sold at an auction on arrival to the Americas.

Life on Plantations:- The enslaved people were bought by plantation owners who set them to work on their plantations producing raw materials to be sent back to Europe.

Poor conditions:- Simple living huts, small amount of food.

Hard labour:- never ending work, working in fields, extremely long hours.

Harsh punishments:- Beatings and whippings were a common punishment,

Slave resistance:-

Break tools

Fake illness

Talk in their native language

Celebrate their culture.

Resistance example:  
Haitian Revolution

1793 led by Toussaint Louverture, a successful Slave

Rebellion where Slaves successfully fought against their 'owners'.

Abolishment of Slavery- 1807 Slavery abolished

Key reasons for ending Slavery:

Non-Profitable  
(Not making money):

- The cost of sugar from the West Indies was getting too expensive.
- Slaves deliberately worked slowly and did the minimum work. It was also expensive to buy them

Slave Resistance:

- Slaves began to demand wages, refused to work or ran away.
- Plantations had to shut down.
- Inspired by the French Revolution, In 1791 the slaves in St Dominique rebelled and they defeated the British and the French!

Key People:

- **William Wilberforce**, a British MP helped convince other MPs.
- A freed slave, **Olaudah Equiano**, publish his autobiography sharing experiences.
- **Thomas Clarkson** wanted to educate people on the horrors of the slave trade. He interviewed over 20,000 people.



Consequences of Slavery:

Slavery continued throughout the British Empire.

The 1807 Act of Parliament banned the trade, but not slavery itself. It wasn't until 1833 that slavery was abolished in the British Empire.

Slavery 21<sup>st</sup> century: Modern day slavery.

Estimated 40 million people trapped in Modern Slavery.

Forced labour- Being made to work long hours & in poor conditions for no money.

Sexual exploitation- being forced into non-consensual or abusive sexual acts.

Domestic servitude- Working in a private household with little or no freedom of movement.

Forced criminality- Being made to commit criminal acts.

Examples of contemporary evidence:

Journals and diaries, ship's log books, artefacts, Plantation records, newspapers, Anti Slavery publications, legal documents e.g. wills, insurance documents, colonial records

| Triangular Trade    | Middle Passage                                   | Key words             |
|---------------------|--------------------------------------------------|-----------------------|
| Life on Plantations | <div>Year 8<br/>Empire and Slave<br/>Trade</div> | Slave Resistance      |
| African Kingdoms    | British Empire – Good and Bad                    | Reasons for abolition |

|                                                                                                                                                                                                            |                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Abolition</b> - to end or ban something.</p>                                                                        | <p><b>Inference/Infer</b> - An educated guess.</p>                                                                                                           |
| <p><b>Auction</b> - a public sale in which goods or property are sold to the highest bidder.</p>                          | <p><b>Prosecution/Defence</b> - The lawyers at a trial. The prosecution tries to prove the person guilty, the defense tries to prove they are innocent.</p>  |
| <p><b>Colony</b> - a country or area that is ruled by another country.</p>                                                | <p><b>Resistance</b> - to withstand, strive against, or oppose.</p>                                                                                          |
| <p><b>Continuity</b> - Things staying the same.</p>                                                                     | <p><b>Slavery</b> - The practice of people owning other people. They have to work for the owners, doing whatever the owners ask them to do.</p>            |
| <p><b>Culture</b> - A culture is a way of life of a group of people - the behaviours, beliefs, values, and symbols</p>  | <p><b>Trade</b> - buying and selling goods and services.</p>                                                                                               |
| <p><b>Emancipation</b> - Freedom from slavery.</p>                                                                      | <p><b>Transatlantic</b> - across the Atlantic Ocean</p>                                                                                                    |
| <p><b>Empire</b> - a group of countries ruled over by a single monarch, or country.</p>                                 | <p><b>West Indies</b> - A group of countries located in the Caribbean Sea.</p>                                                                              |

# Task DESIGN TECHNOLOGY

Your Design Technology homework for this term consists of three activities that you will complete.

**When complete you should photograph your work and submit on Teams**

## Activity Two

- On an A4 piece of paper draw one of the iconic London buildings shown below.
- Use a pencil and ruler if needed.
- Try to fill the page.



Completed by : Wk beginning 02/11/26

Your class teacher will tell you which lesson it should be handed in on



# Task GEOGRAPHY



Your third Geography homework this term involves you exploring whether the supervolcano in Yellowstone National Park could erupt again and what the impact would be.

## Activity

Watch the two videos and answer the following three questions.

Bring the completed questions into class on the day the homework is due with your name clearly marked on it.

**Part One:** [Click here for Part 1](#)

[https://era.org.uk/shared-resource/?resource\\_id=58037&share\\_key=87ad8064-f4c7-427b-ad8f-cf7a9f4f1d58](https://era.org.uk/shared-resource/?resource_id=58037&share_key=87ad8064-f4c7-427b-ad8f-cf7a9f4f1d58)

**Part Two:** [Click here for Part 2](#)

[https://era.org.uk/shared-resource/?resource\\_id=58038&share\\_key=7574756d-2461-4e73-b1c3-8f39c0d315bf](https://era.org.uk/shared-resource/?resource_id=58038&share_key=7574756d-2461-4e73-b1c3-8f39c0d315bf)

### Question 1

Q: What is a supervolcano, and why is Yellowstone considered one?

### Question 2

Q: How do scientists monitor Yellowstone for signs of volcanic activity and why is it hard to predict when a supervolcano might erupt?

### Question 3

Q: How could an eruption of the supervolcano at Yellowstone impact the world?

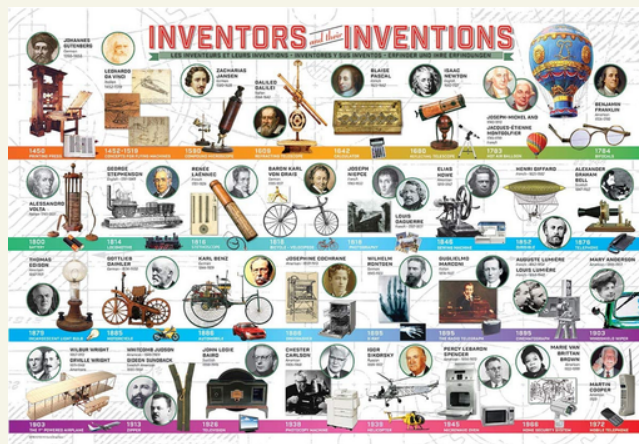
Completed by : Wk beginning 09/11/26

Your class teacher will tell you which lesson it should be handed in on

Reigate School Homework Booklet



# Task HISTORY



Your fourth and final History homework this term is based upon **British Inventors of the Industrial Revolution**. You will be learning about a key British inventor from the Industrial Revolution and developing an understanding of how their invention changed the world.

## Instructions

Choose one significant inventor from the list below (or find your own) and create a fact file that includes the following information:

- The inventor's full name
- When and where they lived
- What they invented
- Why their invention was important or significant and how it changed people's lives
- A picture of the inventor or their invention (drawn or printed)

### Example Inventors you could choose:

- Alexander Graham Bell – Invented the telephone
- Ada Lovelace – First Computer programmer
- James Watt – Improved the steam engine
- George Stephenson – Invented the first public railway (The Rocket)
- Richard Arkwright – Invented the water frame for spinning cotton
- Isambard Kingdom Brunel – Engineer of railways, bridges, and steamships
- Samuel Morse – Developed the telegraph and Morse code
- Michael Faraday – Worked on electricity and invented the electric motor



### Success Criteria:

- Includes all required information clearly and neatly
- Explains the significance of the invention
- Creative presentation with a picture



Completed by : Wk beginning 16/11/26

Your class teacher will tell you which lesson it should be handed in on

Reigate School Homework Booklet



# Task DESIGN TECHNOLOGY

Your Design Technology homework for this term consists of three activities that you will complete.

**When complete you should photograph your work and submit on Teams**

## Activity Three

- On an A4 piece of paper draw a toaster styled to look like an iconic London building
- Use your last 2 home-works to create a mash up design.
- Use a pencil and ruler if needed.
- Try to fill the page.



Completed by : Wk beginning 23/11/26

Your class teacher will tell you which lesson it should be handed in on



# Task GEOGRAPHY



Your final Geography homework this term is a retrieval quiz which will require you to think over the learning you have done in Geography.

## Multiple Choice Questions

Select the correct answer from the list. There may be more than one.

### 1. Which of the following are NOT examples of decomposers?

- a. Mushrooms
- b. Worms
- c. Termites
- d. Rabbits
- e. Mice

### 2. Which country is NOT an example of a country that has been colonised?

- a. UK
- b. USA
- c. Australia
- d. Japan
- e. Portugal

### 3. Which of these are examples NOT a biome?

- a. Earlswood lake
- b. Amazon rainforest
- c. Sahara Desert
- d. Antarctica

### 4. Which one of these indicators does HDI NOT include?

- a. Literacy rate
- b. Life expectancy
- c. Birth rate
- d. GNI



# Task GEOGRAPHY

## Abbreviation questions

5. What does NGO stand for?

6. What does LIC stand for?

## Definition questions

For each of the definitions below, give the geographical keyword:

7. "a country that has no coastline"

8. "A community of living organisms and their connections with the climate and soil."

9. "When producers in LICs are given a better price for the goods they produce. Often this is from farm products like cocoa."

10. "A hot, humid ecosystem located near or on the Equator dominated by tall trees."

11. "The widespread cutting down of trees to clear a forest."

Completed by : Wk beginning 30/11/26

Your class teacher will tell you which lesson it should be handed in on



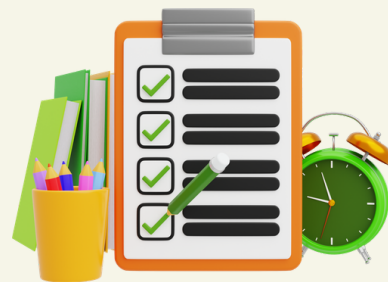
# Task HISTORY

In this homework you will be practicing revision skills to help you remember important History knowledge covered in lessons. This task will help you check what you already know and what you need to revise to help build your knowledge and understanding.

## Activity

### Step 1: Look at your Industrial Revolution knowledge organiser

Read through the whole knowledge organiser carefully.  
Try saying key words or facts out loud or in your head.  
Do not write anything yet.



### Step 2: Complete a brain dump

A brain dump means writing everything you can remember without using your notes.

- Put your knowledge organiser away.
- On your A4 paper, write the key headings (shown on the brain dump sheet)
- Under each heading, write:
  - Key words
  - Facts
  - Names
  - Dates (if you remember them)

### Brain Dump

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

### Step 3: Check and improve your work

- Look back at your knowledge organiser and using a different colour pen add:
  - Facts you forgot
  - Missing key words
  - Important details

Completed by : Wk beginning 07/12/26

Your class teacher will tell you which lesson it should be handed in on





When?

Changes happen **Late 18<sup>th</sup> into the 19<sup>th</sup> Century.**  
**Queen Victoria** is on the Throne-1837

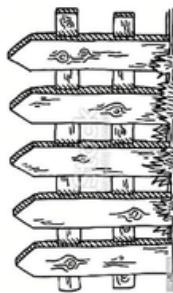
### Agricultural Revolution:

- By 1750 the population of Britain had increased so more food was needed.
- Many believed the old Medieval farming methods were inefficient and new ideas were needed.
- These changes are called the Agricultural Revolution. This helped spark the Industrial Revolution as people moved from the country to cities to find work.

### What changed?

#### **Enclosure**

**Before- Medieval strip farming.** every person had a strip of land, but this was disorganized and hard to manage.



**Changes-** Enclosure meant areas of land were fenced off to create fields which improved the efficiency of farming.

#### **Selective Breeding**

**Before- Increase in population meant there was not enough food.**

**Changes** -Selective breeding introduced by R. Bakewell meant larger animals could be bred to increase the amount of food and products being produced on farms.

#### **Seed Drill**

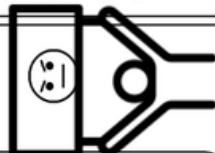
**Before-** Previously sowing the seeds in a field would take multiple workers who would sew the seed by hand.

**Changes** - The **Seed Drill** was invented which meant only 1-2 workers were needed to sow a field instead of 10-20



#### **Swing Rioters-**

Disagreed with these changes as it meant they lost their jobs! They led protests against them!



### Key people:

#### **Robert Bakewell-**

Introduced selective breeding which made farming more efficient.



#### **Richard Arkwright-**

Developed the first factory.



#### **George Stephenson-**

Developed the first steam train. Known as 'The Rocket-locomotive'



#### **Robert Peel-**

An MP introduced the first police force known as the Metropolitan Police. However, The early police force was unpopular and seen as disorganised and untrained.



Increase in population = Agricultural Revolution.



People move to new industrial cities to work in **Factories.**



The success of industry= need improved transport.



The increase of population meant living and working conditions were poor.



These poor living and working conditions led to the 1875 **public health act.** Which improved living and working conditions within cities.

### Transport:

**Roads-** Turnpike trusts improved roads and set up Toll roads. This made transporting manufactured goods easier.



**Trains-** Connected country, influenced people's lives in many ways. A social example is that holidays became more popular. (Areas like Brighton, Blackpool, and seaside resorts became more popular.)

### Working conditions:

Long working hours.  
Low pay.  
No health and safety  
Children working as young as 8

### Living conditions:

Multiple families would live in one room. The slum housing was known as Rookeries.

Little access to clean water meant outbreaks of **Cholera** were common!



|                         |                                                                                                                                                       |                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| African Kingdoms        | Triangular Trade and Middle Passage                                                                                                                   | British Empire                          |
| Key Inventors           | <div data-bbox="547 954 705 1348"> <p>Year 8<br/>Empire, Slave Trade,<br/>Industrial Revolution</p> </div> <div data-bbox="722 1066 880 1240"> </div> | Key Dates e.g. Abolition of Slave Trade |
| Agricultural Revolution | Industrial Revolution                                                                                                                                 | Life in new cities                      |

|                                                                                                       |                                                                                     |                                                                                          |                                                                                       |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Agriculture - To do with farming.                                                                     |    | Luddites - People who disliked the new machines and technology.                          |    |
| Cholera - A disease spread by dirty water.                                                            |    | Open Field System - Medieval method of farming where the land is divided into strips.    |    |
| Domestic system - when people worked at home.                                                         |    | Provenance - Who wrote a source, when it was made, type of source etc.                   |    |
| Economic - To do with money.                                                                          |  | Rookeries- parts of the city where housing was the poorest and hardened criminals lived. |  |
| Enclosure - To fence off common land.                                                                 |  | Social - To do with people.                                                              |  |
| Industry- The process of producing goods for sale, especially in a factory.                           |  | Turnpike Trusts- Roads that were bought and improved, then charged a money to use it.    |  |
| Laissez Faire - 'Leave Alone' policy followed by government who didn't want to manage people's lives. |  | Trapper - Child who worked in a mine shaft opening and closing doors.                    |  |



# Task ART



Your Art homework for this first term focuses on developing your understanding of landscapes. Your teacher will give you a hand out of this task in your lesson.

## Activity

For this homework task, you will be making a drawing based on a Hockney scene. You will be using one-point perspective to make your picture look realistic and full of depth. This task will help you practice using perspective to make your drawings look more lifelike. By doing this you will improve your observation skills by copying details from the example and get better at using art materials and expressing your ideas visually.

## Instructions

- Choose one of the Hockney studies below to make a detailed copy of
- Use a pencil to sketch your scene
- If you have coloured pencils, paints, or other art materials, feel free to use them
- If you don't have colours you can use different tones and marks, like shading, cross-hatching, or dots, to add detail and texture
- Remember to use one-point perspective



David Hockney is a famous British artist known for his bright, colourful paintings and creative ideas. He was born in 1937 and became well known in the 1960s. Hockney loves using different materials like paint, pencils, and even iPads to make art. Some of his most famous pictures show swimming pools, people, and places, all in his unique style.

Completed by : Wk beginning 14/12/26

Your class teacher will tell you which lesson it should be handed in on



