



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

**Pupil:**

**Class:**



Week	Task title	Summary	Page	Reading log
1	Researching a famous adventure	Summarise your research into another famous adventurer focussing on handwriting.	2	<p>You should make at least one entry on your reading log each week</p> <p>Your teacher will discuss this with you in your library lesson</p>
2	Bedrock	Complete a minimum of two lessons	3	
3	Changes through time	Understanding how adventures have changed over time and why.	4	
4	Bedrock	Complete a minimum of two lessons	5	
5	Autobiographical writing conventions	Exploring the conventions of this form of writing.	6	
6	Bedrock	Complete a minimum of two lessons.	7	
7	Planning your presentation	Planning your ideas so you have enough to say and content to make it successful.	8	
8	Writing your presentation	Preparing your presentation: rhetorical devices and organisation of ideas.	9	
9	Preparing to present	Practise reading your presentation: think about emphasis, diction and pace.	10	

**Homework should be completed each week and either submitted on your Google Classroom class or written out and handed in to your teacher on the date it is due. Any issues with the homework must be addressed with your teacher before the due date**



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week One - Researching a famous adventure

An important skill to learn is the ability to research and summarise. As we are looking at some very famous adventures or destinations this term, we would like you to find out about another famous adventure or adventurer this week. Researching **is not** just copying and pasting!

If you don't know any adventurers then try these tips:

- Google famous discoveries or adventurers
- Think about modern adventurers like Bear Grylls, or more historic figures like Marco Polo.
- Create a short list of three or four possibilities before choosing your final one.

#### Task 1:

Copy the table below to help organise the findings from your research – you can use [Google](#) or reference books in the library.

Research elements	Summary of findings
1. Who am I researching and what are they famous for?	
2. What are the key facts and details about their adventure or life? (key dates, key moments or events)	
3. What are some interesting details about their adventure? (what they saw/did/felt or how their discovery or adventure changed the world or impacted on people)	
4. Why did you choose this person to research? Why do you think their adventures are inspiring or interesting?	

#### Task 2:

Now write a paragraph in **complete sentences** (not bullet points or copied and pasted text) to **summarise** what you have found about your chosen adventurer. Concentrate on your **handwriting** to make sure your work is legible and clear.

Use your planning notes to help you.

**How to do a good one:** make your sentences varied and accurate. Can you use a colon accurately? Can you use some new words you have learnt to show off your vocabulary?



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Two – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

Student Guardian/Teacher

Please enter your Bedrock username.

Please enter your Bedrock password.

Username

Password

Sign in

Forgotten password

Or log in with...

Office 365 Google

**Reminder:**  
Have you been completing your Reading Log?





# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Three - Changes through time

The railway network flourished between 1830 and 1870. By 1852 there were over 7,000 miles of rail track in England and Scotland, and every significant centre could rely on rail communication. Britain's railways transformed the landscape both physically and culturally, producing new opportunities for commerce and travel, and fuelling industrial and economic expansion. Goods could be transported at unprecedented rates, and it was British technologies and engineers that were responsible for railway construction throughout the world.



Now, an express train could reach speeds of 80 miles an hour. Newspapers printed in London in the early hours could be loaded on a train to be sold that morning 'hot from the press'. Fresh produce such as milk or meat could be rushed from rural producers to city consumers on a daily basis. Conan Doyle's famous detective Sherlock Holmes could send a letter at breakfast time and receive a reply before lunch the same day – something previously unimaginable.

By 1830 22,000 miles of road across England and Wales had been 'turnpiked'. This refers to a moveable barrier, sometimes armed with 'pikes' or barbs, across a road, turned aside only after a toll was paid. Many turnpike-keepers' cottages can still be seen beside rural roads. Heavy loads were more economically carried by the canal network which had developed piecemeal since 1757, linking the growing industrial centres to the ports, and to London. Some spectacular routes were created, tunnelling through mountains and soaring across valleys on viaducts, with locks, sometimes in series, to manage changes in level.

Meanwhile the traffic in inner cities was becoming chaotic. The answer that those astonishing Victorians came up with was obvious: move the whole problem underground. In 1863 the first underground railway in the world was built, connecting Paddington station – the London rail station for many prosperous commuters to the City – to Farringdon Street, just minutes away from the Bank of England.

Beside the rails ran the telegraph wires. To begin with, they were confined to railway matters, but their usefulness was soon perceived by the business community, and as the Victorian world expanded, the telegraph kept pace. Another of Brunel's ships, The Great Eastern, played a major part in laying thousands of miles of submarine cable. It reached almost every part of Queen Victoria's vast empire.

When Queen Victoria pressed a button in the telegraph room in Buckingham Palace, on 22 June 1897, to send her Diamond Jubilee message – 'Thank my beloved people. May God bless them' – she was speaking to nearly a quarter of the population of the earth.

**Travel, transport and communications, Liza Picard – The British Library**

#### **Task 1:**

Read the above article describing how travel changed during the Victorian period.

Summarise the main changes in travel in 5 bullet points.



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Four – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

Student Guardian/Teacher

Please enter your Bedrock username.

Please enter your Bedrock password.

Username

Password

Sign in

Forgotten password

Or log in with...

Office 365 Google

**Reminder:**  
Have you been completing your Reading Log?





# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Five - Autobiographical writing conventions

Remind yourself of the following language techniques you would find in autobiographical writing and answer the questions which follow:

**First person**  
**Present tense**

**Perspective**  
**Imagery**

**Past tense**  
**Recount**



#### **Task 1:**

In your own words, write a definition of each technique.

She was a bunched and punitive little body and the school had christened her Crabby; she had a sour yellow look, lank hair coiled in earphones, and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crouched, she crept, she pounced – she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. 'Good amorning, children!' 'Good morning, Teacher!' The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl 'Ar Farther...'; at which we said the Lord's Prayer, praised all good things, and thanked God for the health of our King. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled, and sprang, and knocked some poor boy sideways.

***Cider with Rosie, Laurie Lee***

#### **Task 2:**

Read the above extract from Laurie Lee's autobiography where he recounts his adventures with a tyrannical teacher known as Crabby. Answer the questions in full and accurate sentences.

1. Find at least four things Laurie Lee remembers about this teacher?
2. What words are used which shows that this is a memory?
3. What imagery does Laurie Lee use to help us imagine this terrifying teacher? Refer to at least one example (quotation),
4. Why do you think Laurie Lee describes her in a way that is like a monster (think about his perspective as a child in this this memory).

**How to do a good one:** Use evidence from the passage in your answers, remembering to use speech marks to show you have used quotations.



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Six – Bedrock

You are to complete a minimum of two Bedrock lessons during your homework time this week.

Student Guardian/Teacher

Please enter your Bedrock username.

Please enter your Bedrock password.

Username

Password

Sign in

Forgotten password

Or log in with...

Office 365 Google

**Reminder:**  
Have you been completing your Reading Log?





# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Seven - Planning your presentation

This term's public speaking task is to plan and deliver a presentation to **INFORM** your audience. Your presentation will need to be 5 minutes long and show you have planned and practised your presentation.

The title of your presentation is:

**An adventure you aspire to one day have.**

Your homework this week is to begin researching your choice of adventure.

Once you have chosen what you would like to speak about the first step is to get together the information you will need.

#### **Task 1:**

Submit the title of your presentation in the following style which states the subject matter of your presentation:

*Aloha Hawaii: the adventure I would love to have.*

#### **Task 2:**

Complete a detailed plan of your presentation content showing your research and supporting evidence.

You should plan your speech to show the following:

- How are you going to introduce your adventure to get everyone's attention and interest?
- Main point 1:
  - What can you tell us about this adventure to help us imagine it?
  - What is your supporting evidence?
- Main point 2:
  - What can you tell us about how it is adventurous?
  - What is your supporting evidence?
- Main point 3:
  - What can you tell us about something that is memorable about this adventure?
  - What is your supporting evidence?
- Main point 1:
  - What can you tell us about the importance of this adventure?
  - What is your supporting evidence?
- What is your conclusion about the adventure you have spoken about?

**How to do a good one:** bullet point your ideas and the information you want to have in each part of your presentation – think of it like a contents' page to your presentation.





# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### Week Eight - Writing your presentation

This week you should draft and check your speech so that you have a clear idea of what you want to say.

Check your writing carefully and aim to be as detailed as possible

**Use the following checklist to help you with adding as many descriptive elements as possible, show your teacher your written script.**

Presentation Element	Included: Yes/No?
Facts	
Statistics	
Anecdote	
Imagery	
Rhetorical question	
Simile	
Detailed sensory description	
Tricolon	
Repetition	
Alliteration	
Humour	
Exaggeration	
Written in first person	
Subordinate clause	
Opinions	

**How to do a good one:** your final draft will be interesting and use a variety of techniques from the checklist to add detail to the information you are giving.



# Call to Adventure

## Year 8 Autumn Term Homework Booklet

### **Week Nine - Practising your presentation**

Practise reading your presentation a few times in preparation for your speaking and listening assessment in class.

Think about the following things and practise different ways of reading the poem until you are happy with the best:

- Emphasis (stressing certain words or how you are going to read key parts)
- Diction (how clear you speak and how to pronounce difficult words)
- Punctuation (where you will pause, question, exclaim, etc.)
- Pace (which bits can flow quickly or where you may pause for effect and for how long)

TEDTalks have some great presentations to watch and get some tips on for how to deliver your presentation.

**How to do a good one: make sure your speech is 5 minutes long and that you are using prompt cards to help you rather than just reading a script.**