

Independent Assessments Year 7

Autumn 1

14th September 2009 – 23rd October 2009



Name: _____

Form: _____

What are INDEPENDENT ASSESSMENTS?

An 'Independent Assessment' is an extended piece of work that you will carry out, by yourself, at home. Your teachers will give you help and advice but you will be expected to do your own research and complete the task independently.

Skills:

You will need to develop some new skills to be successful in your 'Independent Assessments', such as:

- Time management
- Organisation

These skills are needed to become an independent learner as you will need to meet deadlines and complete different tasks for lots of subjects during the same week.

Your form tutor and your subject teachers will help you to become a good organiser and time manager

Tasks:

Each 'Independent Assessment' is made up of 3 tasks. Your teacher will give you a deadline for each part of the task. The 3 tasks all add up together to make one final 'Independent Assessment' each half term. You will get a mark for your Independent Assessment and that mark will be recorded and reported to your parents/carers.

IF YOU DO NOT HAND IN A PIECE OF WORK, YOU WILL NOT RECEIVE AN ASSESSMENT LEVEL AND IT WILL AFFECT THE FINAL LEVEL REPORTED TO YOUR PARENTS/CARERS

The timetable below shows which tasks will be set each week for this half term.

Week beginning 14th Sept	Week beginning 21st Sept	Week beginning 28th Sept	Week beginning 5th October	Week beginning 12th October	Week beginning 19th October
Art 1	Drama 1	Art 2	Drama 2	Art 3	Drama 3
Dance 1	PE 1	Dance 2	PE 2	Dance3	PE 3
English 1	Music 1	English 2	Music 2	English 3	Music 3
French 1	Maths 1	French 2	Maths 2	French 3	Maths 3
Humanities 1	ICT 1	Humanities 2	ICT 2	Humanities 3	ICT 3
Science 1	Technology 1	Science 2	Technology 2	Science 3	Technology 3

Students should use their diaries to help them organise their Independent Assessments.

ONLINE LEARNING

As you know, we are continuously evaluating ways to raise the achievements of our students. The school subscribes to SAM Learning Secondary, a top quality eLearning service that has been proven to improve SATS & GCSE grades through exam practice and related work.

SAM Learning offers pupils a good way to learn, a new and better way of absorbing information and they can work at their own pace, which helps all pupils whatever their ability.

One of the key features of this service is that it can be accessed from virtually any computer with Internet access. SAM Learning Secondary usually costs home users £99.99 per year, but our students now have unrestricted use of this service totally free of charge.

If you have a computer with Internet access at home, I hope you will encourage students to access this service on the lead up to their SATS exams. If you don't have internet access at home, there's no need to be concerned as the students can access SAM learning through the computers in the library at the end of the school day.

STUDENT LOGIN INSTRUCTIONS

Centre ID *M21ch*

User ID *Date of birth followed by initials of first name then last name. EXAMPLE: 010890DJ - for David Jones born 1 AUG 1990*

Password *Student's password initially same as User ID. Then you will be given the chance to change it.*

Parents & carers can also login now to see how your child is doing at www.samlearning.com (green login button, top left of homepage). You need the details above to help you login successfully:

www.samlearning.com

AUTUMN TERM 1

SUBJECT: ART

FOCUS: Christmas Card Design

LEARNING OBJECTIVES:

- To learn how to select from a range of visual and other information in order to develop ideas for independent work.
- To learn how to organise and present this information in different ways.
- To learn how to investigate, combine and manipulate materials and images, taking account of purpose and audience.
- To learn how to apply and extend the experience of a range of materials and processes, including drawing, refining control of tools and techniques.

INDEPENDENT ASSESSMENT TASKS

* **Make sure you put your name on each piece of work you hand in.**

- 1. Collect pictures of things that link to Christmas such as gifts, robins, snow scenes, etc. Present them carefully on a sheet of paper. This is called your 'resource sheet'.**
- 2. Draw 3 Christmas card designs using your resource sheet from task 1 for ideas and inspiration. Link it to something to do with Chorlton High School if you can. Your designs can just be pencil drawings with notes (called annotations) next to them explaining the ideas, materials you might use, whether you like your idea, etc.**
- 3. Choose your very best idea from task 2 and very carefully produce it using any materials you have available**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Design and make if possible, some gift wrap paper and tag to go with your card design.
- Design and make a collection of Christmas decorations, either for hanging on walls or a Christmas tree.

USEFUL RESOURCES, WEB & READING LISTS

- artcyclopedia.com
- artchive.com

AUTUMN TERM 1

SUBJECT: Dance

FOCUS: This term we will be focusing on our transition project 'Kensuke's Kingdom' and using the theme of 'travelling' we will develop basic dance skills using a range of dance styles from around the world.

LEARNING OBJECTIVES:

- To develop social skills through group based activity
- To understand and physically demonstrate dance styles from different cultures
- To develop choreography skills

INDEPENDENT ASSESSMENT TASKS

1. **Research a dance style and present your findings in a poster format. You must include: Name of dance styles, where it originates from, components of style, costume, music, where it is performed, who performs it, pictures and anything else you find interesting.**
2. **Rehearse work for assessment**
3. **Evaluation of performance**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Attend a dance club to learn some additional movements
- Watch a dance performance

USEFUL RESOURCES, WEB & READING LISTS

- www.digm.org
- www.wikipedia.org

AUTUMN TERM 1

SUBJECT: DRAMA

FOCUS: Kensukes Kingdom and Darkwood Manor

LEARNING OBJECTIVES:

- To examine the significance of team work and co-operation
- To develop an understanding of people from other cultures
- To develop devising and performance skills

INDEPENDENT ASSESSMENT TASKS

1. **Research: Explore the topic and collate information as explained by your teacher.**
2. **Role: Developing your character for performance as explained by your teacher i.e. learning lines or analysing your character.**
3. **Responding: Create a written piece of work to evaluate or explore the work studied.**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Join a Drama club to develop further
- Write role as your character exploring their feelings and emotions
- Watch a film or TV performance and note how the character is created

USEFUL RESOURCES, WEB & READING LISTS

AUTUMN TERM 1

SUBJECT: English

FOCUS: 'All about me'

LEARNING OBJECTIVES:

- To use imaginative and descriptive vocabulary, pictures and images to describe yourself.
- To plan and then edit a piece of writing focusing on paragraphs, structure and using a variety of sentences.
- To write independently focusing on using a variety of sentences and correct/varied punctuation.

INDEPENDENT ASSESSMENT TASKS

1. **Research the root and meaning of your name and create a poem for your name, based on (including) what you have learned.**
2. **Research and create a poster promoting a cause you are passionate about.**
3. **Create a labelled collage all 'about you'.**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Research family tree and family history.
- Research the etymology and meaning of your names.
- Read the autobiography of a famous person of your choice and write a review for other students to read.
- Experiment with different poetic forms and styles then produce an anthology of your own work.

USEFUL RESOURCES, WEB & READING LISTS

AUTUMN TERM 1

SUBJECT: FRENCH

FOCUS: BIENVENUE!

Cross Curricular Theme : Journey's

PLT: EFFECTIVE PARTICIPANTS

LEARNING OBJECTIVES:

- Greetings; introducing yourself; the alphabet.
- Counting to 20.
- Saying where you live.
- Months; talking about your age and birthday.
- Talking about brothers, sisters and pets.

INDEPENDENT ASSESSMENT TASKS

1. **Speaking Assessment (AT2/ Level 2)**
Meeting and Greeting Ex.4 Page 13

Learn the key phrases for meeting and greeting to conduct role-plays in class (pair-work).

2. **Listening Assessment (AT1/ Level 2)**
Say where people live Ex. 2a Page 15

Learn the phrases for asking where you and other people live for a listening exercise.

3. **Writing Assessment (AT4/Level 3/4)**
Brothers, sisters and pets
FORMAL HALF-TERM ASSESSMENT

Learn the Expressions-clés (page 19) and use the letter on page 18 to help write an autobiography to include information about yourself, age, where you live, brothers' & sisters and pets.

Cross Curricular Theme : JOURNEY'S- AUTOBIOGRAPHY

PLT: Effective participants- presentation of work and class feedback to identify improvements, strengths and weaknesses.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Year 7 Vocabulary Booklet for extra support

USEFUL RESOURCES, WEB & READING LISTS

www.zut.org.uk [free after 4pm]

www.linguascope.com [Username: chorlton / Password: paris]

www.mflgames.co.uk

www.languagesonline.org.uk

www.oup.co.uk/equipe

AUTUMN TERM 1

SUBJECT: Humanities

FOCUS: Effective participants

LEARNING OBJECTIVES:

- To gain knowledge about Thailand and the impact tourism has on it.
- To investigate the main events in the sinking of the Titanic.
- To understand the positive influence coaching can have on improving understanding and aiding progress.

INDEPENDENT ASSESSMENT TASKS

1. Complete a brochure advertising tourism in Thailand.
2. Complete a newspaper report on the sinking of the Titanic.
3. List the top 10 qualities of a good coach.

FURTHER EXTENDED LEARNING OPPORTUNITIES

USEFUL RESOURCES, WEB & READING LISTS

AUTUMN TERM 1

SUBJECT: INFORMATION AND COMMUNICATION TECHNOLOGY

FOCUS: Multimedia– Journeys

LEARNING OBJECTIVES:

1. Use automate processes to support consistency of style and presentation.
2. Recognise the limitations and opportunities of different layout formats and use the appropriately.
3. Match the content and style of your work to the audience and purpose.

INDEPENDENT ASSESSMENT TASKS

1. **A.) You have been planning for your presentation in lesson using storyboards. Plan your ‘master slide’. This must plan the background (colour/picture/design), text, font style, etc, that will appear on *each* slide of your presentation. (L3/4)**
B.) Explain your choices. (L4)
C.) Describe how using a master slide can help the style and presentation of your Power point. (L4/5).
Date Set: _____ Date Due: _____
2. **A.) Complete task 2 provided by your ICT teacher. You must identify the purpose of each presentation layout, by giving an example of how it could be used in your “All about my future” presentation. (L4)**
B.) For each layout, provide one opportunity it presents and one limitation. (L4/5)
Date Set: _____ Date Due: _____
3. **A.) Explain what is meant by the terms ‘audience’ and ‘purpose’. (L4/5)**
B.) Who is the audience for your presentation? (L4)
C.) What is the purpose of your presentation? (L4)
D.) Explain what ICT techniques you have used and what other techniques you *could* have used to make sure that content and style of your presentation matched the audience and purpose. (L4-6)
Date Set: _____ Date Due: _____

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Keep a project diary to record what you did every lesson, how you did it, what went well, what could be improved and how you solved problems in this unit of work. (L3-6)
- Create a list of the key words for the Multimedia Unit and explain their meaning. (L4)
- Print out and annotate your presentation to explain your design decisions and how they match audience and purpose. (L5)

USEFUL RESOURCES, WEB & READING LISTS

- www.teach-it.com—Multimedia/presentations
- www.reviseict.com—Multimedia/presentations
- <http://www.samlearning.com/KS3> ICT

AUTUMN TERM 1

SUBJECT: MATHEMATICS

FOCUS: Number skills, Measurement and Place Value

LEARNING OBJECTIVES:

- Recognise and use multiples, odd and even numbers and square numbers
- Work out the area and perimeter of a rectangle
- Multiply and divide whole numbers by 10 and 100
- Understand and use negative numbers

INDEPENDENT ASSESSMENT TASKS

1. Complete 'Algebra 1' homework sheet
2. Complete 'Shape, Space & Measure 1' homework sheet
3. Complete 'Number 1' homework sheet

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Design a poster to explain square numbers to a younger pupil
- Write down all the numbers you see in one day (not counting in school!)
- Practice measuring and drawing lines to the nearest cm or mm
- Practice your time tables up to 10x10

USEFUL RESOURCES, WEB & READING LISTS

- <http://www.mymaths.co.uk/> (Login: 'chorlton', Password: 'perimeter')
- <http://www.samlearning.com/>
- <http://www.bbc.co.uk/schools/ks3bitesize/maths/>
- <http://www.chorltonhighmaths.edublogs.org/>

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- Multiply and divide whole numbers by 10 and 100
- Understand and use negative numbers to find temperature differences

INDEPENDENT ASSESSMENT TASKS

1. Complete 'Algebra 1' homework sheet
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FURTHER EXTENDED LEARNING OPPORTUNITIES

- Design a poster to explain square numbers to a younger pupil
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AUTUMN TERM 1

SUBJECT: Music

FOCUS: Instruments and Elements

LEARNING OBJECTIVES:

- Understand how your chosen instrument works
- Be able to describe instruments' sound using the elements of music
- Develop an understanding of the history of some musical instruments

INDEPENDENT ASSESSMENT TASKS

Your independent assessments in music will be a project split into 3 parts. You will need to make notes for each part at home, before creating a final presentation that you'll bring into school. You can make notes by hand or on a computer, it's your choice, but be prepared to talk about your project in class.

- 1. *Research*** a musical instrument or voice of your choice. You can research about an instrument you already play, or one you know little about, it's up to you. Find out how the instrument is played and how it makes sound, what it is made of and when it was invented.
- 2. *Investigate*** the sound of your musical instrument by listening to some examples of it being played and making notes. Think about the musical elements when you make your notes: what *pitch* is your instrument, what *dynamic* is it capable of, what is the *timbre* of your instrument (strings, wood, metal, wind etc). Also write about what styles of music your instrument plays.
- 3. *Report*** on your findings. Compile a report on what you've discovered about your instrument. Make your report colourful and interesting to read so that it can be displayed on the wall or in your book.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Find out more about the history of your instrument and others in the same family.
- Ask your music teacher about learning a new instrument in school.
- Join an extra curricular music club to learn a new style or instrument.

USEFUL RESOURCES, WEB & READING LISTS

- en.wikipedia.org
- Library books about musical instruments, or your chosen instrument

SPRING TERM 2

SUBJECT: Music

FOCUS: The Day of the Dead — Samba

LEARNING OBJECTIVES:

- To understand the cultural origins of Tango and some of its main musical creators.
- To understand how the form of dance relates to the music.
- To be able to evaluate how well you have succeeded with this project.

INDEPENDENT ASSESSMENT TASKS

1. **Complete worksheet on Samba Music.**
2. **Compile a report on all the instruments used in Samba bands including, if possible, pictures of the instruments and a brief explanation on what role they play.**
3. **Imagine that you are a performer in a Samba Band in Rio De Janeiro and that you are getting ready to perform in the Rio Carnival. Write a diary excerpt: Describe your passion for music, how important it is for you that you see and experience on the day of the carnival.**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Join the after school Samba Club—Tuesdays in the Music Department.
- Watch examples of Samba Bands and Carnivals at www.youtube.com.
- If you already play an instrument and read music, try to write and notate your own Samba piece.

USEFUL RESOURCES, WEB & READING LISTS

- <http://www.wikipedia.org/>
- www.youtube.com

AUTUMN TERM 1

SUBJECT: Physical Education

FOCUS: Devising Activities for Sport

LEARNING OBJECTIVES:

- To develop exercises to be used as a warm up before sport.
- To use the experience of PE lessons to develop games.
- To use sports markings and the environment to enhance activities.

INDEPENDENT LEARNING OBJECTIVES

1. **Using the sports markings on the yard, devise a warm up routine and a new game. Draw a plan of the markings and write down instructions for the warm up activity and the rules of the game.**
2. **To practice the activities which you have devised.**
3. **Use your warm up routine at the beginning of a PE lesson.**

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Observe sports teams in their preparation before a competition.
- Attend sports clubs outside of school to experience activities different to PE lessons.

USEFUL RESOURCES, WEB & READING LISTS

- www.thestretchinghandbook.com
- 101 Fun warm up and cool down games by John Byl

AUTUMN TERM 1

SUBJECT: Science

FOCUS: Forensic Science

LEARNING OBJECTIVES:

- To know how Scientists need to work safely by assessing and reducing risks
- To be able to describe & explain methods used in solving situations
- To be able to understand how scientists work

INDEPENDENT ASSESSMENT TASKS

1. **CSI files – Write a Press conference report on how they solved the crime of the tunnel workers who were killed.**
2. **Cold case - (L5-6) Homework 1 or 3 Use the internet to answer questions about forensic techniques and what a cold case is . Website is below OR Plan an investigation. (Intervention/L4) – Homework 2 – Importance of reliability**
3. **Fake sequence - choice of either a) Drunk on duty – explaining distillation b) What happened to the guard – explaining particles c) What was the crime – fingerprints**
4. **Abduction – homework 1 – Intervention groups – Identifying Acids & alkalis. Homework 2 - Core groups – Interpreting and explaining a story.**

FURTHER EXTENDED LEARNING OPPORTUNITIES

-

USEFUL RESOURCES, WEB & READING LISTS

- http://en.wikipedia.org/wiki/Cold_case
- www.sciencepages.co.uk/keystage3/year7/module5/m5revision.php

AUTUMN TERM 1

SUBJECT: Technology / Food Technology

FOCUS: Fit for Life

LEARNING OBJECTIVES:

- To understand the importance of good kitchen hygiene.
- To research the causes and effects of food poisoning.
- To investigate the differences/ similarities between cookers used at home and in school.
- To research pasta and understand how it is made and the different varieties available.
- To use creative and presentation skills in the production of a pasta project.

INDEPENDENT ASSESSMENT TASKS

1. Task 1:

To write a newspaper/ magazine article about a food poisoning outbreak at a local take-away, restaurant or cafe.

2. Task 2:

A.) Draw and label the cooker in the home.

B.) Write a short report high-lighting the differences and similarities of the two cookers.

3. Task 3:

Complete a mini-project on Pasta.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Pupils can go to http://www.food.gov.uk/safereating/hyg/germwatch/#h_4 . Where there are interactive learning opportunities such as bingo, germ watch advertisements and additional information on food hygiene.

USEFUL RESOURCES, WEB & READING LISTS

- www.foodlink.org.uk
- [en.wikipedia.org / wiki / Hygiene](http://en.wikipedia.org/wiki/Hygiene)
- [en.wikipedia.org / wiki / induction_cookers](http://en.wikipedia.org/wiki/induction_cookers)
- www.thepastapages.com
- <http://www.eatwell.gov.uk/keepingfoodsafegermwatch/>

AUTUMN TERM 1

SUBJECT: Technology / Graphics

FOCUS: Fantasy Room Project

LEARNING OBJECTIVES:

- To develop knowledge and use of the design process.
- Respond to a design brief, carry out independent research and analyse it to produce a specification, design ideas and a model of a fantasy room.
- Consider aesthetics and other issues that influence plans for the fantasy room.

INDEPENDENT ASSESSMENT TASKS

1. Analyse the design brief and mind map ideas and issues to be considered within the project. Decide on the target market. Write a specification for your fantasy room. See booklet provided by your teacher, it is pages 1 – 3 only.
2. Draw 2 labelled initial ideas that meet your specification list. Choose your best idea and develop it into a final idea, including an explanation to justify your decisions. See booklet provided by your teacher, it is pages 4– 6.
3. Make a small shoe box sized model of your fantasy room from recycled materials if possible. Please clearly label your model with your name, form and teacher's name.

NB: Remember it is important to make your model quite small as you will have to carry it to school and home again once you have been awarded your marks.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Prepare a short presentation to share your ideas with the class.
- Produce a mood board of your chosen colour scheme/theme for your room.
- Visit the following website www.dulux.co.uk and paint a virtual room.
- Search the web yourself and conduct research on how real rooms are designed.

USEFUL RESOURCES, WEB & READING LISTS

- An excellent technology website is www.technologystudent.com (you are allowed to view this in school on the network)
- CGP Key Stage Three Design and Technology Study Guide.
- Visit the school or your local library to gain further information

AUTUMN TERM 1

SUBJECT: Technology / Resistant Materials Group 1

FOCUS: Bridges (Key Fob Group)

LEARNING OBJECTIVES:

- To independently research different types of bridges.
- To design your own bridge.
- To make a small model of your bridge design from recycled materials.

INDEPENDENT ASSESSMENT TASKS

1. Carry out your own research into different types of bridges.
2. Draw 2 labelled initial ideas of your own bridge designs. Choose your best idea and develop it into a final idea, including an explanation to justify your decisions.
3. Make a small model of your bridge from recycled materials if possible. Please clearly label your model with your name, form and teacher's name.

N.B: Remember it is important to make your model quite small as you will have to carry it to school and home again once you have been awarded your marks.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Research how the concept of triangulation is used to make bridges stronger.
- Research into a famous bridge of your choice and prepare a short presentation to share with your class.

USEFUL RESOURCES, WEB & READING LISTS

- An excellent technology website is www.technologystudent.com (you are allowed to view this in school on the network)
- CGP Key Stage Three Design and Technology Study Guide.
- Visit the school or your local library to gain further information

AUTUMN TERM 1

SUBJECT: Technology / Resistant Materials Group 2

FOCUS: Resistant Materials Mini Projects

LEARNING OBJECTIVES:

- To increase knowledge and understanding of Resistant Materials used in Technology Lessons.
- To become aware of the range of specialist tools used in a resistant materials work shop.

INDEPENDENT ASSESSMENT TASKS

1. **Safety is especially important when using machinery in a workshop. Identify SIX hazards and devise six symbols that could be used on a learning cube in order to teach children about the dangers and how to work safely. Make your learning cube out of card.**
2. **Carry out an investigation finding out as much information as you can about the types of saws that you may use when working with wood, metal and plastics. Display this information as a colourful and informative leaflet.**
3. **Design a quiz, crossword puzzle or game about the hand held equipment that you will have used or could use when working in resistant materials. (You can get a list of these from either your resistant materials teacher or by looking on the web site www.technologystudent.com).**

Remember that you will need to include rules of how to play the game or the correct answers.

FURTHER EXTENDED LEARNING OPPORTUNITIES

USEFUL RESOURCES, WEB & READING LISTS

- An excellent technology website is www.technologystudent.com
(you are allowed to view this in school on the network)
- CGP Key Stage Three Design and Technology Study Guide.
- Visit the school or your local library to gain further information

AUTUMN TERM 1

SUBJECT: Technology / Electronics

FOCUS: Moisture Sensor

LEARNING OBJECTIVES:

- To independently research different types of electronic products.
- To develop further design skills.

INDEPENDENT ASSESSMENT TASKS

1. Take an everyday electronic product and carry out an in-depth analysis.
2. Investigate PCB's. Develop and annotate in a poster, a PCB board to be used to inform other students.
3. Using your PCB board idea, create a cutting list of all the materials and equipment that you will need to manufacture it.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- Produce a moisture sensor logo and a component list using Microsoft Excel.

USEFUL RESOURCES, WEB & READING LISTS

- An excellent technology website is www.technologystudent.com
(you are allowed to view this in school on the network)
- www.electronicsinschools.org

AUTUMN TERM 1

SUBJECT: Technology / Textiles

FOCUS: Understanding the Basics

LEARNING OBJECTIVES:

- To develop investigational skills related to textile equipment and fibres
- To accept that it is everybody's responsibility to ensure that the world's resources are sustainable and eco friendly

INDEPENDENT ASSESSMENT TASKS

1. You will have already discovered what you are going to make during textiles this year.– a tie dye and printed cushion cover. Carry out an investigation of **TWO** other ways that a pattern could be put on to the cushion cover and produce and illustrated information card using text and illustrations/samples.
2. Produce a colourful leaflet called “All You Need To Know About Textile Equipment”. In the leaflet, describe the pieces of equipment that you could use when sewing and explain clearly how to use them safely.
3. “Many people claimed to have invented the sewing machine”. Research this statement and produce a report stating who claimed to have invented the sewing machine and who in your opinion actually did.

FURTHER EXTENDED LEARNING OPPORTUNITIES

- To attend after school sessions in order to improve skills in using all types of sewing machines.
- To use a selection of small practical task sheets for use at home with the focus on making items where a sewing machine has been used.
- To complete a series of crossword puzzles/quiz sheets either on paper or online.

USEFUL RESOURCES, WEB & READING LISTS

- www.inventors.about.com
- www.ismacs.net/smhistory.html
- www.sewalot.com/sewing_machine_history.htm
- www.kidsafehunter.co.uk
- www.pburch.net