Year 8 Autumn Term 2:

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| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** |
| Maths: |  |
| Plot coordinates, including non-integer values, in all four quadrants.Solve a range of problems involving coordinates.Know that a set of coordinates, constructed according to a mathematical rule, can be represented algebraically and graphically.Know that a graphical representation shows all the points (within a range) that satisfy a relationship.Recognise that linear relationships have algebraic and graphical features as a result of the constant rate of change.Know that there are two key elements to any linear relationship: rate of change and intercept point.Know that writing linear equations in the form y = mx + c helps to reveal the structure.Know that an equation needs to be in a format to be 'ready' to be solved, through collecting like terms on each side of the equation.Solve linear equations, including those involving reciprocals.Know the significance of the bracket in an equationKnow that there is more than one way to remove a bracket when solving an equation. | We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.You can help by:Remind them to use their maths book or the lessons on the mymaths website to help them if they get stuck on their homework.Keep a note of their mymaths username and password somewhere safe.Ask them to tell you what they are learning about or talk you through a worked example from their book. [www.mymaths.co.uk](http://www.mymaths.co.uk)We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here. [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) |
| Science: |
| Know what is meant by “Heating” and thermal “equilibrium”.Know that a temperature difference between two objects leads to energy transfer from the hotter to the cooler one through contact (conduction) or radiation; such transfers tending to reduce the temperature difference; use of insulators.Know other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.Know what is meant by “heredity” and “variation”.Know that heredity is the process by which genetic information is transmitted from one generation to the next. Know there are differences between species and variation between individuals within a species. Know that variation means that some organisms compete more successfully, which can drive natural selection.Know the varying physical and chemical properties of different elements. Know the principles underpinning the Mendeleev periodic table.Know the properties of metals and non-metals.Know the chemical properties of metal and non-metal oxides with respect to acidity. Know about thermal decomposition & displacement reactions. | Key words & definitions (listed in disciplinary literacy section) are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.Challenge mat – a series of multiple-choice questions on the topic and 3 research questions. The challenge mats contain a link to a suitable website to complete the research. This home learning is issued midway through the unit and reviewed prior to the end of the unit. Pupils to spend 30 minutes on this home learning.How you can help:Display key words at home and quiz your child on the definitions, key parts of the definitions are in bold text.Additional information can be found on BBC Bitesize:BBC Bitesize: Reactivity of metals: <https://www.bbc.co.uk/bitesize/topics/zypsgk7>BBC Bitesize: Living organisms: <https://www.bbc.co.uk/bitesize/topics/zpffr82>BBC Bitesize: conduction, convection and radiation - <https://www.bbc.co.uk/bitesize/clips/zhdyr82>  |
| English: |
| Genre: Dystopian literatureKnow the difference between dystopia and utopia and identify the varying features between the two.Know how elements of dystopia are used within dystopian literature including: environmental ruin, technological control, government oppression, survival, and loss of individualism.Know the purpose of blurb.Know the purpose of a backstory and how they can be used within dystopian literature.Know what propaganda is and demonstrate an understanding of how it is used both in dystopian literature and in a real-life context.Know what a protagonist and an antagonist is and be able to identify key differences between the two characters.Know key language techniques (onomatopoeia, sensory imagery, simile, metaphor, anthropomorphism, lists), be able to identify them within a text and analyse the writer’s intentions. Know how settings are created effectively by an author.Know the importance of strong characterisation and be able to effectively create characters in their own stories.Know how the structural device (flashback/flashforward, in media res, dialogue, shock) that an author implements can influence the reader’s experience.Know a variety of camera angles (wide angle, arc, POV, close-up) and show an understanding of why film-makers choose to implement them. | All students in Y7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners, and are expected to complete a minimum of two sessions per week as part of their homework. Should you wish to create a parent account, allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning, you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:**Parents’ guide to using Bedrock at home**<https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>? **Parents of Bedrock School Users**<https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>Students are set regular reading homework as part of their LRC reading lessons. Please encourage your child to read a wide range of different texts for their reading log entries. Suggested texts to support with this topic are:The Divergent Trilogy by Veronica Roth  The Maze Runner Trilogy by James Dashner  Never Let me Go by Kazuo Ishiguro  Unwind series by Neal Shusterman  Legend by Marie Lu  Vox by Christina Dalcher  I am Legend by Richard Matheson. |
| Languages: |
| FrenchKnow how to:* Talk about what you do vs what you did (present vs perfect tense with ‘je’)
* Share past experiences (present vs perfect tense with ‘tu’)
* Talk about people and places in the past (present vs perfect tense with ‘il/elle)
* Talk about what you do in your free time and where you do it (‘jouer’)

SpanishKnow how to:* Say what people do and don't do (negative ‘no’)
* Talk about more than one thing (plural nouns)
* Say what there is around you and describe it (‘hay’ and ‘es/son’)
* Talk about the location of things and describe a place (definite articles)

GermanKnow how to:* Contrast what you did with others and alone (perfect tense)
* Say where you went, how you got there + what you did (time, manner, place)
* Talk about your and other people’s recent journeys (perfect tense + sein)
* Talk about how you do things and how well you enjoy them (‘gern’)
* Prepare for a party (separable verbs)
 | Home learning:* Regular Languagenut homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this
* Vocab-learning homework from the knowledge organisers in books
* Self quizzing homework from the knowledge organisers in books
* Feed-forward tasks from the feedback after an in-class assessment

How you can help:* With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn
* Test your child on the vocab section of the knowledge organiser
* Ask your child to explain the grammar points on the grammar section of the knowledge organiser
* Use the phonics section of languagenut and practise saying the sounds with your child
* Use BBC Bitesize to deepen knowledge and understanding:

French - <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>German - <https://www.bbc.co.uk/bitesize/subjects/zcj2tfr> Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> |
| History: |
| Know about Slavery and Britain’s role in the slave trade.Know about the context of Africa before the slave trade – African civilisations e.g., Aksum Empire. Know about the triangular trade. Know about auctions and plantations. Know the role that Britain played in establishing and expanding the Trans-Atlantic Slave Trade.  Know about the legacy of the slave trade in Britain. | Homework to include: A research task focused on slavery.Preparing a revision resource to review the unit. How you can help:Using their exercise books, test your child on key terms. Look out for news items linked to the legacy of the slave trade, for example the removal of statues and changing of street names in the UK. Discuss these with your child. |
| Geography: |
| To know what the term climate change means.To know that the greenhouse effect is a natural process.To know that the greenhouse effect can be enhanced by human activity. To know how people can have a negative impact on the climate. To know the reasons why countries are affected differently by climate change. To know what countries can do to mitigate the impact of climate change. | “Research, review and do” tasks when set by teachers.How you can help?There will be lots of information in the news about what countries are pledging to do to mitigate the negative impacts that human populations are having on the environment. Talk to your child about this, do the measures go far enough?What has been the impact of climate change? Use the BBC News site to research stories together both from the UK and around the world. |
| RE |
| To know definitions of key terms.Know the Jewish belief about God.To know what happens during the festivals of Passover, Hanukkah and Purim and the History behind them.To know the role of the synagogue in Judaism and in the Jewish community. To know the kosher food rules.To know what is meant by Shoah and the key events of the HolocaustTo know what is meant by antisemitism  | Research activity sheet Extended writing piece (set by teachers)Create a sheet of revision for assessmentHow can you help:Ask your child what they have learned about Judaism and talk about the beliefs and festivals of this religion. What is the most interesting fact they have learned? |
| Art |
| Continuing to learn more about the Fauvist Art movement, students will:* Know what is meant by one-point perspective.
* Know how “one-point-perspective" is used to show depth in a 2D drawing/painting.
* Know the historical context of this technique, including the work of Brunelleschi – and how his findings / experiments have influenced artists.
 | Key term definitions.Articles and questions.Knowledge revision tasks.How you can help:You can further support your child by helping them to read through the relevant Art & Design articles and discuss the linked homework questions |
| Drama |
| Exploring the British Victorian tradition of pantomime To know: How Victorian traditions influenced pantomime and vice versa.Stereotypical characters. The main stock characters within Pantomime; Dame, principal boy, Baddie, Fairy Godmother.How to effectively use audience interaction. The main conventions of slapstick comedy. Box office draw.To know how to successfully use a range Drama Techniques including:* Hot Seating
* Flashbacks
* Soundscape
 | Homework Tasks:Design a costume for your pantomime assessment character.  Watch a pantomime online. How can you help?Watch a pantomime with your child, there are plenty of recordings online. |
| Music |
| Know about the digital era and impact of technology on music production.Knowledge of Bandlab for Education (an online DAW - Digital Audio Workstation) and how to navigate. Knowledge of structures used in Club dance remix including including 8 bar phrases, intro, outro, verse, chorus, breakdown, build). Know how to manipulate vocal samples (including looping and splicing). Know about effects used in dance music (including reverb, flanger effects and chorus) as well as mixing. Know about the layered textures used in club dance remix including the use of beats, basslines, synths, vocals etc.  | Home Learning:Pupils complete club dance remix project. 8 club dance remix projects to choose from. We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship.How you can help:Play and discuss music at home. Enjoy a range of music. Does your child know what your favourite tracks are?  |
| PE |
| Whilst also learning sport specific knowledge for the activity they are participating in, all students will learn about the key muscle groups, including knowledge of the following muscles and their jobs:* Biceps
* Triceps
* Abdominals
* Quadriceps
* Hamstrings
 | We would encourage all students to follow the government guidelines of exercising for 30minutes every day. Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. |
| ICT/Computing: |
| Know what a database is.Know how to use searching, sorting, and filtering to find basic data within a database.Know how databases can be used to find specific types of data.Know how companies use databases, for example how Netflix knows what to recommend to you. Know about relationships in databases;know why your name and address only appear once in a database; know how to decide where to put new data.  | Home learning:Spellings  Key Term DefinitionsHow you can help:Display key words at home and practise spelling these together. |
| Design and Technology: |
| **RM/Graphics:**Know what is meant by the term “alloy”.Know which metals have low melting points Know the casting process. Know what is meant by “CAM” and how this applies to laser cutting.  Know the names and properties of key polymers and the vacuum forming process. **Textiles:**Know about “make do and mend” and the context of this phrase.Know what is meant by the term “carbon footprint” and how we can reduce our carbon footprint by looking after our own clothes.Know the term iterative design and the importance of seeking feedback to improve our design ideas.  **Food:**To know the method for making a roux sauce and how starch thickens the cheese sauce. Be able to work in a team to clean the and tidy the work area. To know the difference between micronutrients and macronutrients To know examples and functions for micronutrients and macronutrients.To know how a cheesecake is made and assembled. Know the different type of sugars and there use within food Know the function of sugar  Know how to conduct a food science experiment with a hypothesis, results, and conclusion. Know the term ‘food provenance’. Know the term ‘staple foods’. | Home learning:Definitions of key terms.Dieter Rams reading articlesKnowledge test on green designHow you can help:Display key terms (printed in the homework booklet) and the definitions in your home. Test their understanding.Read the Dieter Rams article with your child and support them in completing the follow-on questionsDiscuss the environmental impact of materials with your child. Look at the packaging or products in your home and help your child understand where the materials come from and what happens to them when they are disposed. Home learning: Articles and linked questionsYou can support your child by helping them to read through the relevant textiles articles and discussing the linked homework questionsHome learning;Food article homework and linked questions.Allow and encourage your child to help you with any weighing, measuring, peeling and chopping at home.Discuss where our foods come from and the cost of foods. Encourage your child to help you with the food shopping and study food labels and discuss ways to make healthy choices and reducing food waste in the home. |
| SPIRIT |
| Know what a healthy relationship is and know what is meant by consent.Know what is meant by bullying, how to report bullying and what happens when bullying is reported.Know about “peer pressure” and “sexting”.Know the consequences of sending naked pictures.Know about contraception.Know about gender identity. | Home learning: Students will be asked about their AP report, so they should read it through, especially the information about how to improve in each subject.How you can help:Students will be learning about bullying at school and may want to discuss this at home. Below are links to two independent articles for parents, about how to support your child:[If your child is being bullied](https://www.familylives.org.uk/advice/bullying/advice-for-parents/what-to-do-if-your-child-is-being-bullied)[What Can Parents Do About Bullying?](https://greatergood.berkeley.edu/article/item/what_can_parents_do_about_bullying)An our anti-bullying page is [here](https://www.alsagerschool.org/anti-bullying/) and our policy is [here.](https://www.alsagerschool.org/wp-content/uploads/2019/11/ANTI-BULLYING-POLICY-GB-APPROVED-ON-241121.pdf)Please get in touch with your child’s college manager if you have any concerns. |