

Year 8 Spring Term (Christmas to Easter):

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| What will your child know, understand or know how to do? | Home learning/how parents can help? |
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| <p>Maths:</p> <p>Solve a linear equation with a single unknown where obtaining the solution requires two or more steps (no brackets).</p> <p>Solve efficiently a linear equation with a single unknown involving brackets.</p> <p>Understand that multiplicative relationships can be represented in a number of ways and connect and move between those different representations - recap from year 7.</p> <p>Understand that fractions are an example of a multiplicative relationship and apply this understanding to a range of contexts.</p> <p>Understand that ratios are an example of a multiplicative relationship and apply this understanding to a range of contexts.</p> <p>Understand that percentages are an example of a multiplicative relationship and apply this understanding to a range of contexts.</p> <p>Understand proportionality.</p> | <p>Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.</p> <p>You can help by: Ensuring that they start their homework as early as possible. Don't leave it until the Tuesday night before it is due in. Encourage your child to watch the videos on Sparx Maths that are available for every question. Students are expected to have 100% on their homework each week s they need to ask for help with a topic if they are struggling.</p> <p>Ask them to tell you what they are learning about, or talk you through a worked example from their book.</p> <p>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</p> |
| <p>Science:</p> <p>Know what is meant by “aerobic” and “anaerobic” respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life</p> <p>Know a word summary for aerobic respiration</p> | <p>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.</p> <p>Challenge mat – a series of multiple-choice questions on the topic. This home learning is issued midway through the unit and reviewed prior to the end of the</p> |

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| <p>Know the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration</p> <p>Know the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism</p> <p>Know about reproduction in plants, including flower structure, fertilisation, seed and fruit formation</p> <p>Know the composition of the Earth</p> <p>Know the structure of the Earth</p> <p>Know what is meant by the rock cycle.</p> <p>Know how igneous, sedimentary and metamorphic rocks are formed</p> <p>Know that the Earth is a source of limited resources and the efficacy of recycling</p> <p>Know what is meant by the carbon cycle</p> <p>Know the composition of the atmosphere</p> <p>Know how carbon dioxide is produced by human activity and the impact on climate</p> | <p>unit. Pupils to spend 30 minutes on this home learning.</p> <p>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.</p> <p>Additional information can be found on BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z3fv4wx</p> |
| <p>English:</p> | |
| <p>Iridescent Adolescent: Know the key conventions of short stories and typical features of the genre Know and understand what diversity is and how it is important. Know what structure is and how it can be used effectively.</p> <p>The Gothic: Know the conventions of the gothic genre</p> <p>Know the terms: Setting Characterisation Engaging openers Freytag/exposition, rising tension, climax, falling action, conclusion Narrative voice (first, second, third)</p> | <p>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: <u>Parents' guide to using Bedrock at home</u> https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf?</p> <p><u>Parents of Bedrock School Users</u></p> |

Know the plot, themes and context of Gothic
Texts, including:
Frankenstein
Wuthering Heights
Woman in Black

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:

Wuthering Heights - Emily Bronte

Frankenstein - Mary Shelley

Dracula - Bram Stoker

The Tell-tale Heart - Edgar Allan Poe

The Woman in Black - Susan Hill

Languages:

French

Know how to:

- talk about nouns you can't count (partitive article)
- say what is it like
- say what you do or did in a typical day (boire - je, tu, il/elle)
- talk about what groups of people do (sortir and venir - nous, vous, ils/elles)
- talk to people you do and don't know (vous as formal 'you')
- talk about what you and others do at school (verbs like choisir -all persons)
- talk about what you are doing this week and what you do every week (present with future meaning)
- describe what is it like (plural nouns and adjectives)
- talk about what you can, must, will and want to do (adverb placement in two-verb structures)

Spanish

Know how to:

- describe what people do (technology and social networks)
- describe what different people did in the past (preterite)
- say what you do for others (personal 'a')
- talk about routines and daily life (reflexive 'me' and 'te' and possessive adjectives 'mi', 'tu')
- talk about giving and receiving at birthdays (direct and indirect object pronouns)
- describe how things make people feel
- give opinions about school (gustar-type verbs)

German

Know how to:

- talk about exchanging gifts (indirect objects)
- say what you think about things; asking and answering (verbs of opinion)
- talk about new experiences (possessives)
- compare places and people now and then (comparative)
- explain what you did, used to do (imperfect tense)
- talk about everyday life experiences (separable verbs)
- talk about what you and others prefer to do; asking and answering (*gern* and *lieber*)
- compare school experiences comparatives)

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/zgdqxn>

German -

<https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>

Spanish -

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

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| <ul style="list-style-type: none"> talk about what you do, since when and for how long (<i>seit</i>) | |
| History: | |
| <p>The British Empire – focus on India.</p> <p>Know what an empire is.</p> <p>Know why Britain wanted an empire</p> <p>Know about Indian life before British rule.</p> <p>Know how the British took over India.</p> <p>Know the significance of the Indian Mutiny</p> <p>Know why India was the jewel in the crown of the British Empire</p> <p>Know about the Amritsar Massacre.</p> <p>Know why India was so important to the British Empire.</p> <p>Know what Britain was like in the nineteenth century.</p> <p>Know about changes and problems in industrial Britain.</p> <p>Know what the working conditions were during the Industrial Revolution – child labour.</p> <p>Know about public health during the nineteenth century.</p> <p>Know about the Luddites, Swing Riots, Match Girls Strike and Tolpuddle Martyrs.</p> <p>Victorian reform and the struggle for the vote.</p> | <p>Homework to include: 'Research, do, review' tasks focused on India unit. Review task will involve a revision resource to review the unit.</p> <p>How you can help: Using their exercise books, test your child on key terms.</p> <p>There are some helpful video clips and information about the British Empire in India here:</p> <p>https://www.bbc.co.uk/bitesize/topics/z7kvf82/articles/zx8sf82</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-birth-of-empire-the-east-india-company/zncrhbk</p> <p>https://www.bbc.co.uk/programmes/articles/16m7WYmvphrwXpwwGNW5WCx/empire</p> |
| Geography: | |
| <p>Know what an ecosystem and biome are and how they are different.</p> <p>Know how plants and animals adapt to their environments.</p> <p>Know what a tropical rainforest is, the layers of the rainforest and where they are found and</p> | <p>"Research, review and do" tasks when set by teachers.</p> <p>How you can help?</p> <p>There are some fantastic documentaries about rainforests and the amazing wildlife they support.</p> |

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| <p>Know what is meant by the deforestation.</p> <p>Know why it is important to protect the Taiga.</p> <p>Know the characteristics of the Tundra.</p> <p>Know the opportunities and challenges of the Tundra.</p> | <p>Below is a link to an example, on iplayer, which you could watch with your child.</p> <p>https://www.bbc.co.uk/programmes/b0074tgb</p> |
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RE

Philosophy of Religion

Know what is meant by “the design argument” and “the first cause argument” for the existence of God

Know case studies of religious experiences

Know and evaluate the arguments for the existence of God

Know how to create an effective debate

To know what is meant by artificial intelligence and the ethical debate surrounding it

To know arguments for the existence of the soul

Homework will be posted on

<https://padlet.com/sskingle/year-8-unit-3-philosophy-of-religion-jzu3na8jh5xg0xat>

How can you help:

Have debates and discussions with your child to enable them to develop their worldviews and learn to articulate them

These are the links your child will need for their home learning. You can read these with your child.

What is the design argument?

<https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/3>

What is the first cause argument?

<https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/2>

Art

Understanding of one-point perspective.

Knowledge of Brunelleschi and how his findings/experiments have influenced artists.

Know about art from different points in history, historical events e.g. War Time and Covid.

Know the characteristics of Lucinda Rogers, Alberto Giacometti, Henry Moore, Simon Birch and Picasso.

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

Know why certain styles/techniques and subjects have been used to convey a meaning or emotion.

Know and understand the importance of art and why we create it.

Know how to create records of a specific time, place, person or object and express and communicate ideas.

Know about the contemporary artist Lucinda Rogers and her reportage drawing style.

Drama

Introduction to physical theatre techniques and continuation of non-verbal exploration.

To know:

- Different drama physical techniques such as; Body as prop, Body to show Location and Mob Theatre.

To know the style theatre in education medium of drama to educate audiences.

Homework Tasks:

Research of the news and views around the riots.

Finding primary sources to aid verbatim Theatre.

Research their chosen Theatre in Education topic.

How can you help?

Read about Physical theatre (a web source is here: <https://www.backstage.com/magazine/article/physical-theater-guide-74965/>)

If you get the chance to watch a street artist or physical theatre performance, live on screen, enjoy this with your child.

Music

Know key musical structures and forms across a wide range of music.

Know how to identify musical sections across a variety of musical genres

Knowledge of Bandlab for Education (an online DAW - Digital Audio Workstation) and how to navigate

Knowledge of structures used in Club dance remix 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.

Know how to create drum patterns using drum machines and triggers.

Know the elements of music with a particular emphasis on melody (notes on the staff G to g) and texture (call and response, monophonic, homophonic)

Know how to read staff notation including the rhythmic values of semibreves, minims, crotchets, quavers and dotted rhythms.

Know how to construct a major scale (C, F & G major)

Know features that make a successful performance including accuracy, fluency, technical control, and tempo in order to appraise own and others performances

Know how to work with others as musicians focusing on the SPIRIT values of Self regulation, Participation, Resilience, Inspiration, and Tolerance

Know compositional skills focusing on melody writing (shape and phrase structure)

Home Learning:

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?

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| <p>Know the structure of 32bar song form and its components.</p> <p>Know the typical instrumentation used in popular music.</p> | |
| <p>PE</p> | |
| <p>Whilst also learning sport specific knowledge for the activity they are participating in, all students will also work through the following objectives,</p> <p>Key long bones</p> <p>To know the functions of the skeleton</p> <p>To know the location of specific long bones needed for activities</p> <p>To know which bones are needed for specific sporting actions</p> <p>Key muscles</p> <p>To know how muscles work to create movement</p> <p>To know the location of specific muscle groups</p> | <p>We would encourage all students to follow the government guidelines of exercising for 30minutes every day.</p> <p>Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.</p> <p>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.</p> |
| <p>ICT/Computing:</p> | |
| <p>Know how to recognise the basic syntax of Python</p> <p>Know the difference between variables, strings and commands</p> <p>Know how why computers need to make decisions</p> | <p>Home learning: Spellings</p> <p>Key Term Definitions</p> <p>How you can help:</p> |

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| <p>Know how computers make decisions Know why data types are needed in code Know how to identify the data that matches data types Know how to explain the difference between for and while loops</p> | <p>Display key words at home and practise spelling these together.</p> |
| <p>Design and Technology:</p> | |
| <p>RM/Graphics:</p> <p>Know what is meant by the following: marketability, limitations of mould design, CAM for laser cutting, polymers and vacuum forming.</p> <p>Know about structural components and use this to achieve a functioning solution, for example structures to span a gap.</p> <p>Food/Textiles:</p> <p>Food: Know Health and safety and PPE in food preparation.</p> <p>Know the roles of ingredients in bread.</p> <p>Know what is included in food labels and the importance of this.</p> <p>Know how to make and thicken a Roux sauce. Food science, methods of cooking, food waste.</p> <p>Textiles: Know how to research, including planning research questions, and writing a research summary.</p> <p>Know the structure of fabrics such as felts and woven knits. Know the properties of fabric and use these to make selections.</p> <p>Know where fibers come from.</p> <p>Make wacky monster using a variety of hand and machine stitch techniques.</p> <p>Evaluate their wacky monster, comparing to the specification and identifying areas for development.</p> | <p>Home learning: Definitions of key terms. Dieter Rams reading articles Knowledge test on green design</p> <p>How you can help: Display key terms (printed in the homework booklet) and the definitions in your home. Test their understanding.</p> <p>Home learning: Food article homework and linked questions.</p> <p>Allow and encourage your child to help you with any weighing, measuring, peeling and chopping at home.</p> <p>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.</p> <p>Home learning; Read textiles articles and complete linked questions.</p> <p>You can support your child by helping them to read through the relevant textiles articles and discussing the linked homework questions.</p> |

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| SPIRIT | |
| <p>Know about the factors to consider when making choices.</p> <p>Know your own skills and achievements.</p> <p>Know your goals.</p> <p>Know what curriculum options you will get and the pathways available in education to age 18.</p> <p>Know what is meant by community cohesion.</p> <p>Know about your own identity.</p> <p>Know what is meant by "Asylum Seeker"</p> <p>Know the role of government.</p> <p>Know about Law and justice in the UK.</p> <p>Know what is meant by "Nationality"</p> | <p>How you can help:</p> <p>Talk to your child about their goals and dreams</p> |