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?** |
| Maths: |  |
| Describe one number as a percentage of another  Find a percentage of a quantity using a multiplier  Calculate percentage changes (increases and decreases)  Calculate the original value, given the final value after a stated percentage increase or decrease  Find the percentage increase or decrease, given start and finish quantities  Understand the connection between multiplicative relationships and direct proportion  Recognise direct proportion and use in a range of contexts including compound measures  Recognise and use inverse proportionality in a range of contexts  Understand what the mean is measuring, how it is measuring it and calculate the mean from data presented in a range of different ways  Understand what the median is measuring, how it is measuring it and find the median from data presented in a range of different ways  Understand what the mode is measuring, how it is measuring it and identify the mode from data presented in a range of different ways  Understand what the range is measuring, how it is measuring it and calculate the range from data presented in a range of different ways  Construct bar charts from data presented in a number of different ways  Construct pie charts from data presented in a number  of different ways  Construct pictograms from data presented in a number of different ways  Construct scatter graphs from data presented in a number of different ways  Understand that the different measures of central tendency offer a summary of a set of data  Understand how certain statistical measures may change as a result in changes of data  Understand range as a measure of spread, including a consideration of outliers  Understand that the different statistical representations offer different insights into a set of data  Use the different measures of central tendency and spread to compare two sets of data  Use the different statistical representations to compare two sets of data  Recognise relationships between bivariate data represented on a scatter graph  Given a statistical problem, choose what data needs to be analysed to explore that problem, summarise and communicate conclusions | 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)  Some relevant Oak Academy lessons are linked below, these cover the half term’s work and may be useful:   1. Percentages: <https://classroom.thenational.academy/units/percentages-d6a2> 2. Proportion : <https://classroom.thenational.academy/units/direct-and-indirect-proportion-e7d4>   Plus a useful BBC Bitesize revision tool for averages (mean, median and mode): <https://www.bbc.co.uk/bitesize/guides/znhsgk7/revision/1> |
| Science: | |
| 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  Know a word summary for aerobic respiration  Know the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration  Know the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism  Know about reproduction in plants, including flower structure, fertilisation, seed and fruit formation  Know the composition of the Earth  Know the structure of the Earth  Know what is meant by the rock cycle.  Know how igneous, sedimentary and metamorphic rocks are formed  Know that the Earth is a source of limited resources and the efficacy of recycling  Know what is meant by the carbon cycle  Know the composition of the atmosphere  Know how carbon dioxide is produced by human activity and the impact on climate | 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. 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:  <https://www.bbc.co.uk/bitesize/topics/z3fv4wx> |
| English: | |
| Animal Farm:   * Know what happened in the Russian revolution and how this is presented in Orwell’s Animal Farm. * Know the purpose of a book cover and blurb. * Know what is meant by ’context’ and how this impacts a text. * Know who Old Major is and be able to compare him to Lenin. * Know how rhetoric is used in persuasive speeches and be able to use this in their own writing. * Know what is meant by communism and what came to be known as the ‘domino effect’. * Know what is meant by dictatorship and democracy. * Know what Stalin’s purges were. * Know what an allegory is and what the features of an allegory are. * Know what a cyclical narrative is and how to identify one. * Know what a microcosm is and how it relates to Animal Farm. * Know how power has the ability to corrupt people. Link to real life examples through non-fiction texts as well as examples in the novel.   The Gothic:  Know the conventions of the gothic genre  Know the terms:  Setting  Characterisation  Engaging openers  Freytag/exposition, rising tension, climax, falling action, conclusion  Narrative voice (first, second, third)  Know the plot, themes and context of Gothic Texts, including:  Frankenstein  Wuthering Heights Woman in Black | 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:  1984 – George Orwell  The Road – Cormac McCarthy  Lord of the Flies – William Golding  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  Say what something is like  Say what you do or did in a typical day  Talk about what groups of people do  Talk to people you do and don't know (formal vs informal)  Talk about what you and others do at school  Talk about what you are doing this week and what you do every week  Describe what things are like  Talk about what you can, must, will and want to do German Know how to:  Say what you and others have (and give a description)  Talk about more than one, numbers  Ask and state likes and dislikes  Ask for and give views (on school life)  Talk about yourself, to and about someone else  Say what we can do  Say what I and others can and cannot do  Compare lifestyles  Talk about life outside school | Home learning:   * Regular vocab-learning homework * Self-quizzing homework.   How you can help:   * Test your child on the vocab set via the QR codes on the homework sheets * With your child, look through the white vocab booklet which they were given at the start of the year * 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> |
| History: | |
| The British Empire – focus on India.  Know what an empire is.  Know why Britain wanted an empire  Know about Indian life before British rule.  Know how the British took over India.  Know the significance of the Indian Mutiny  Know why India was the jewel in the crown of the British Empire  Know about the Amritsar Massacre.  Know why India was so important to the British Empire.  Know what Britain was like in the nineteenth century.  Know about changes and problems in industrial Britain.  Know what the working conditions were during the Industrial Revolution – child labour.  Know about public health during the nineteenth century.  Know about the Luddites, Swing Riots, Match Girls Strike and Tolpuddle Martyrs.  Victorian reform. | 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. |
| Geography: | |
| Know what an ecosystem and biome are and how they are different.  Know how plants and animals adapt to their environments.  Know what a tropical rainforest is, the layers of the rainforest and where they are found and  Know what is meant by the “Artic Treaty”.  Know what causes globalization, and the positive and negative consequences of globalization.  Know how Fairtrade can help people around the world.  Know how globalization increases the risk of a pandemic. | “Research, review and do” tasks when set by teachers.  How you can help?  There are some fantastic documentaries about rainforests and the amazing wildlife they support. Below is a link to an example, on iplayer, which you could watch with your child.  <https://www.bbc.co.uk/programmes/b0074tgb> |
| 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 the difference between general and special revelation  Know and evaluate the arguments for the existence of God  Know how to create an effective debate | Research activity sheet  Create a sheet of revision for assessment  Review before each assessment  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.  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. | 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 | |
| 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 true story of the 2011 London Riots.   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 r 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 stave G to g) and texture (call and response, monophonic, homophonic)  Know how to read stave 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)  Know the structure of 32bar song form and its components.  Know the typical instrumentation used in popular music. | 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? |
| PE | |
| Whilst also learning sport specific knowledge for the activity they are participating in, all students will learn about;  **Types of movement.**  To know the correct movement terminology – flexion, extension, abducation and aduction.  To know how to analyse a movement skill using the correct terminology  **Long term effects of exercise**  To know how regular participation in physical activity can have physical adaptations on the body  To know the benefits of physical activity on health  To know how the long term effects of exercise differ from immediate and short term effects | 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 how to recognise the basic syntax of Python  Know the difference between variables, strings and commands  Know how why computers need to make decisions  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 | Home learning:  Spellings  Key Term Definitions  How you can help:  Display key words at home and practise spelling these together. |
| Design and Technology: | |
| **RM/Graphics:**  Know what is meant by the following:  marketability, limitations of mould design, CAM for laser cutting, polymenrs and vacuum forming.  Know about structural components and use this to achieve a functioning solution, for example structures to span a gap.  **Food/Textiles:**  **Either, moving from food to textiles:**  Food science, methods of cooking, food waste.  Then Textiles:  Know how to research, including planning research questions, and writing a research summary.  Know the structure of fabrics such as felts and woven knits.  Know the properties of fabric and use these to make selections.  Know where fibers come from.  Begin to make wacky monster.  **Or from Textiles to food:**  Evaluate their wacky monster, comparing to the specification and identifying areas for development.  Then Food:  Know Health and safety and PPE in food preparation.  Know the roles of ingredients in bread.  Know what is included in food labels and the importance of this.  Know how to make and thicken a Roux sauce. | Home learning:  Definitions of key terms.  Dieter Rams reading articles  Knowledge test on green design  How you can help:  Display key terms (printed in the homework booklet) and the definitions in your home. Test their understanding.  Home learning:  Read textiles articles and complete linked questions.  You can support your child by helping them to read through the relevant textiles articles and discussing the linked homework questions.  Home 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 about the factors to consider when making choices.  Know your own skills and schievements.  Know your goals.  Know what curriculum options you will get and the pathways available in education to age 18.  Know what is meant by community cohesion.  Know about your own identity.  Know what is meant by “Asylum Seeker”  Know the role of government.  Know about Law and justice in the UK.  Know what is mesant by “Nationality” | How you can help:  Talk to your child about their goals and dreams |