Year 8 Autumn Term 1:

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** | |
| Maths: | |  | |
| Understand the concept of multiplicative.  Relationships  Understand that multiplicative relationships can be represented in a number of ways and connect and move between those different representations.  Round numbers to a required number of decimal places.  Round numbers to a required number of significant figures  Estimate calculations by rounding  Understand the features of a sequence  Recognise and describe arithmetic sequences | | Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.  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.  Ask them to tell you what they are learning about, or talk you through a worked example from their book.  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: | | | |
| Context - Food – Rationale to be developed for what foods the Amusement Park should sell from understanding what our food contains, how we digest and absorb nutrients, the role of the nutrients in our bodies.  Know the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed  Know the calculations of energy requirements in a healthy daily diet  Know the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases  Know the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)  Know the importance of bacteria in the human digestive system.  Context - Energy – energy in foods available at the park, supply of energy resources to the park, costs of running the park, energy changes during a rollercoaster ride. Current coaster designs often use steel tracks, thinking about heat transfers and also friction discuss energy transfers during the ride.   * comparing energy values of different foods (from labels) (kJ) * comparing power ratings of appliances in watts (W, kW) * comparing amounts of energy transferred (J, kJ, kW hour) * domestic fuel bills, fuel use and costs * fuels and energy resources * simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged * heating and thermal equilibrium: temperature difference between 2 objects leading 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 * other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels * energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change * comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions * using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes * moment as the turning effect of a force | | Key words & definitions are issued at the start of each 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 each 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:  Eat a meal together and talk about the types of food on the plate. Talk about whether the meal is a healthy one.  Discuss the energy changes that happen when doing everyday activities such as watching television, and how these affect how much we pay for the energy we use. | |
| English: | | | |
| Dystopia:  Know 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.  Narrative structure:  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.  **Animal Farm**:  Know what happened in the Russian revolution and how this is presented in Orwell’s Animal Farm.  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. | | 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. | |
| Languages: | | | |
| French Know how to:   * Ask how to say and write new words in French * Distinguish between being and having (‘avoir’ and ‘etre’) * Talk about what, when, where and why you celebrate (dates) * Talk about how people celebrate (subject pronoun ‘on’) * Say what happens and doesn't happen (‘ne…pas’)  Spanish Know how to:   * Describe travel events in the past and present (preterite of -ar verbs) * Talk about people and places now vs in general (‘ser’ and ‘estar’) * Compare what ‘you’ and ‘we’ do (present tense -er verbs) * Describe what different people do at home (‘hacer’) * Ask what people can/must do (‘poder’ and ‘deber’)  German Know how to:   * Compare usual and recent summer experiences (present vs past) * Compare own and another’s experience (past) * Talk about having stayed with a German-speaking family (zu clauses) * Say things I like and things that make me happy (adjective agreement) * Describe others (adjectives) * Explain likes and dislikes (‘denn’ and ‘weil’) | | 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 you 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 what a revolution is.  Know about the American, French and Russian Revolutions including causes, events and consequences.    Know what the Enlightenment was and how it led to revolutions.    Know the causes of the Industrial Revolution.  Know some inventors of the Industrial Revolution.    Know how the railways of Crewe were developed during the Industrial Revolution.    Know about Josiah Wedgwood and his links to the industrialisation of Britain and the slave trade.    Know about Liverpool’s role in the slave trade.  Know about medical breakthroughs in the period 1750-1900.  Know about the use and advancements in medicine as a result of WWI. | | Homework to include:  A research task focused on other significant revolutions.  A biography task on a significant woman from the period 1750-1918 e.g. Florence Nightingale or Ada Lovelace.  Preparing a revision resource to review the unit.  Using their exercise books, test your child on key terms such as revolution or abolitionist.  How you can help?  Watch and discuss this short clip with your child:  <https://www.youtube.com/watch?v=ZlpymRAoOp0> | |
| Geography: | | | |
| To know what causes different types of weather  To know at least 2 ways geographers can measure the weather e.g., rain gauge  To know that weather (daily) is different to climate (average)  To know the meaning of the word precipitation  To know the difference between high- and low-pressure systems  To know the weather features with each system and how this can change from summer to winter. | | “Research, review and do” tasks when set by teachers.  How you can help?  Watch the weather forecast with your child, or use a weather app to look at the forecast for different places in the world. Ask them what they have learned about how geographers measure the weather. | |
| RE: | | | |
| Judaism  To know definitions of key terms such as mitzvah, Hanukkah and Purim  To know Jewish beliefs about G\_d and be able to use correct terminology  To know kosher food rules and how other mitzvah influence the lives of those who follow them  To know how Jews celebrate the festivals of Passover, Hanukkah and Purim and the History behind them. | | | All homework will be set on padlet <https://padlet.com/sskingle/year-8-unit-1-judaism-eyjhnukjkzyppecu>  Research activity sheet to be peer assessed  Create a sheet of revision for assessment  How can you help:  Use padlet <https://padlet.com/sskingle/year-8-unit-1-judaism-eyjhnukjkzyppecu> and look at the videos and websites to help enhance your child’s knowledge and understanding |
| Art: | | | |
| Know about the French Fauvist Art Movement and its key influencers including:  Henri Matisse  Andre Derain  Maurice de Vlaminck  Vincent van Gogh    Know how colour and mark-making affects the mood and emotion in paintings.  Know how to select and apply emotional and expressive colour. | Key term definitions.  Knowledge revision tasks.  How you can help:  Look at work by the named artists, with your child, ask them to explain how the artist has used the key features listed (e.g. line, texture).  You can further support your child by helping them to read through the relevant Art & Design articles and discuss the linked homework questions | | |
| Drama | | | |
| Know how to use Shakespearean Language and how to apply the language to a performance.  To know the plot context of a range of Shakespearean Plays which include:  Macbeth  Taming of the Shrew  The Tempest  A Midsummer Night’s Dream  To know how to successfully use a range Drama Techniques including:  Hot Seating  Flashbacks  Soundscape | Homework Tasks:  Key term definitions.  Research into Shakespearean Theatre, in particular the style of his plays.  How can you help?  When your child is doing their research, you could explore this bitesize lesson together.  <https://www.bbc.co.uk/bitesize/guides/zt2ycdm/revision/1> | | |
| Music: | | | |
| Know the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres.  Know the history, origins and development of the Blues and different types and styles of Jazz  Know how to write and perform a 12-Bar Blues chord pattern, learning chords I, IV and V as triads in C Major  Know how to build extended chords (7ths) in music and know how to improvise using the Blues Scale. | Home Learning:  Learn the topic’s tier 3 vocabulary and develop the ‘speak like a musician’ language when describing music.  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. | | |
| PE: | | | |
| Whilst also learning sport specific knowledge for the activity they are participating in all students will learn about the skeletal system, with a focus on long bones.  To know key components of fitness (agilty, balance, coordination, flexiblity)  To know how components of fitness contribute to improving performance | 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 network is.  Know the purpose of a network.  Know what hacking is, who does it and why.  Know how to protect yourself against hacks.    Know how to use technology to explore how hackers can attack a home, car, and CCTV systems.  Know how to prevent these attacks. | 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:**  Health & Safety: Pictogram design  Designer focus: Dieter Rams, his 10 principles of good design and their influence on modern design  Importance of drawing by hand  Independent High Street: History of Branding  **Textiles:**  Know how to structure, create and carry out a research questionnaire  Build on fabric construction knowledge  Understand about fabric properties  Know about where in the world fibres and fabric comes from and the impact this has on the environment  Be able to consider where their own clothes are from and their own carbon footprint  Be able to create a set of annotated design ideas  Have knowledge on decorative techniques  **Food:**  Health and safety in the kitchen  Understanding the functions of ingredients  Understanding how to make healthy choices by learning how to read food labels  A variety of cooking skills will be developed, including bread making  Understanding food science - cooking methods and their impact on palatability and nutritional values  Micro and macro nutrients – their sources and functions within the body | Home learning:  Definitions of key terms.  Sustainable design and Life Cycle Analysis  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.  Discuss 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.  You can support your child by helping them to read through the relevant textiles articles and discussing the linked homework questions  Have a look at different textiles products at home or in the shops and talk about how they are decorated differently, talk about how and why decoration is added to clothes and textiles products, what are your favourite techniques.  Are there any decorative techniques you could demonstrate and show your child? Embroidery, sewing on a sequin?  Do you or does anyone you know own a sewing machine, can you supervise your child while they have a go and learn how to use a sewing machine?  Support your child with the food article homework tasks, discussing linked questions and helping with new definitions.  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 |  | | |