Year 8 Summer Term:

Use the links to skip to a particular subject:

[Art](#_Art:) [Design](#_Design_and_Technology:) [Drama](#_Drama)

[English](#_English:) [French](#_French) [Geography](#_Geography:)

[German](#_German) [History](#_History:) [ICT/Computing](#_ICT/Computing:)

[Maths](#_Maths:) [Music](#_Music:) [PE](#_PE:)

[RE](#_RE:) [Science](#_Science:) [SPIRIT](#_SPIRIT:)

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** |
| Maths: | |  |
| **Transformations**  Understand and use translations  Understand and use rotations  Understand and use reflections  Understand and use enlargements  **Statistics**  Understand and calculate accurately measures of central tendency and spread  Construct accurately statistical representations | | All home learning is set on Sparx Maths.  Students log on to Sparx using their school Microsoft login details.  Homework is set Wednesday to Wednesday every week in school time.  Revision lists are sent out prior to tests as a guide for student revision.  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: | | |
| In addition to completing the work listed in the Spring Term document, students will complete the units listed below:  **Motion, forces & light** – pupils to know:   * speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) * the representation of a journey on a distance-time graph * relative motion: trains and cars passing one another * atmospheric pressure, decreases with increase of height as weight of air above decreases with height * pressure in liquids, increasing with depth; upthrust effects, floating and sinking * pressure measured by ratio of force over area – acting normal to any surface * the similarities and differences between light waves and waves in matter * light waves travelling through a vacuum; speed of light * the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface * use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye * light transferring energy from source to absorber, leading to chemical and electrical effects; photosensitive material in the retina and in cameras * colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection   **Drugs, doctors & disease** – pupils to know:   * the structure and functions of the gas exchange system in humans, including adaptations to function * the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume * the impact of exercise, asthma and smoking on the human gas exchange system * the effects of recreational drugs (including substance misuse) on behaviour, health and life processes * how the body fights disease   **Waves –** pupils to know that:   * waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition * frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound * sound needs a medium to travel, the speed of sound in air, in water, in solids * sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal * the auditory range of humans and animals * pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound; waves transferring information for conversion to electrical signals by microphone * magnetic poles, attraction and repulsion * magnetic fields by plotting with compass, representation by field lines * Earth’s magnetism, compass and navigation * the magnetic effect of a current, electromagnets, DC motors (principles only) | | Key words and definitions 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.    You can help by:  Practising the definitions and of key terms with your child, for example by reading them together and quizzing each other.  Displaying Key words at home.  Asking your child to use the words in a sentence.    Some additional helpful resources are below:  Motion, forces and light   * BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/zwwmxnb/revision/1> * <https://www.bbc.co.uk/bitesize/guides/z2b9hv4/revision/1> - higher level website * <https://www.youtube.com/watch?v=511rdc8K_TU&t=282s>   Drugs, doctors and disease   * BBC Bitesize: Respiration and gas exchange <https://www.bbc.co.uk/bitesize/topics/zvrrd2p> * BBC Bitesize: Health and Disease: <https://www.bbc.co.uk/bitesize/topics/znyycdm>   Waves   * BBC Bitesize: Features of Waves: <https://www.bbc.co.uk/bitesize/guides/zgr8d2p/revision/1> * BBC Bitesize: Sound Waves: <https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/1> * BBC Bitesize: Electromagnetism & Magnetism: <https://www.bbc.co.uk/bitesize/guides/z3g8d2p/revision/1> |
| English: | | |
| **The Brontes**  Know the historical, cultural and social context of the female writer in the 19th century context.   * Know the historical context of the Brontes and their background to include:   - Family context  - Setting of Haworth  - 19th C attitudes to women and marriage  - Education and schooling in 19th Century England.   * Know the meaning and concept of writing under a pseudonym. * Know the plot and characters of Jane Eyre and be able to analyse Charlotte Bronte’s use of language and structure. * Know the plot and characters of Wuthering Heights and be able to analyse Emily Bronte’s use of language and structure. * Know how to identify and analyse poetic techniques in the poetry of Emily Bronte. * Know how to write up analytical paragraphs embedding key evidence from both the prose and the poetry of the Brontes. * Key vocabulary to learn:   Bildungsroman  Pseudonym   * Know how a range of non-fiction texts and resources present information about The Brontes and the 19th Century.   **Charles Dickens**   * Context information on the life of Charles Dickens – his life and experiences – life in the workhouses. * How to structure an analysis paragraph * Victorian society * Crime and different types of punishment in Victorian Britain * Oliver Twist characterisation and plot * Know the Format of a formal letter * Know key writing devices Know persuasive (AFOREST) techniques * Know key gothic conventions knowledge recap - violence, revenge, madness, decay, death, superstition and paranormal * Know how to write a description * Know features of successful speech features through debating * Know the life and context of Oscar Wilde. * Know the plot and characters in Great Expectations. * Know the social and cultural influences of Victorian society * Know the class structure of Victorian society * Know the role of women in the 19th century * Know how the opening of Great Expectations engages the reader. * Know the key characters of Great Expectations, Christmas Carol and Oliver Twist | | 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.  Recommended Reading:  Any texts by The Bronte sisters or Charles Dickens |
| Languages: | | |
| French Know how to:   * compare things * talk about how groups of people do things * compare how people do things * talk about the environment * talk about what groups of people did * talk about what you did and have done  Spanish Know how to:   * describe family members * describe how people feel * compare things * describe what people do and did * compare where people go and went * ask questions about what people did * describe school * describe what is happening now * describe Hispanic traditions * talk about past and future trips  German Know how to:   * Talk about plans for this weekend * Talk about what I want vs what I have to do * Compare dreams and plans * Describe attributes (buildings and places) * Talk about past events * Talk about dreams and goals for the future | | 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: | | |
| **How did society and politics change in the nineteenth century Britain?**  To know what impact the Industrial Revolution had on Britain and the wider world.  To know about working conditions and child labour during the Industrial Revolution  To know about public health developments in the nineteenth century.  To know about law and order in nineteenth century Britain, including the development of the Metropolitan Police, prisons, capital punishment.  To know about protests in the nineteenth century, as well as Victorian reforms.  To know about the Peterloo Massacre and its consequences.  To know about the extension of the franchise in nineteenth century Britain.  To know about women gaining the vote including the role of the suffragists and suffragettes. | | **Homework to include:**  Research, review and do” tasks when set by teachers..  **How can you help?**  Using exercise books, test your child on key terms using their key word glossaries and knowledge organisers.  **BBC Bitesize:**  Industrial Revolution - <https://www.bbc.co.uk/bitesize/topics/zm7qtfr>  Victorians - <https://www.bbc.co.uk/bitesize/topics/zq9ysk7>  Women gaining the vote - <https://www.bbc.co.uk/bitesize/topics/zxwg3j6> |
| Geography: | | |
| Know what we mean by globalisation.  Know the reasons why the world is more globalised than ever before.  Know how globalisation can have positive and negative impacts.  Know why Fair Trade is important.  Know how globalisation can increase the risk of a pandemic.  Know how Asia as a continent is linked to topics covered in geography. | | “Research, review and do” tasks when set by teachers.  <https://www.bbc.co.uk/bitesize/topics/zs2b3j6/articles/zp8jwnb#:~:text=Back%20to%20top-,What%20is%20globalisation%3F,and%20the%20sharing%20of%20ideas>.  Watch the news and discuss why we know more about the world around us.  Use key terms in students’ books to encourage the use of geographical terminology in discussions. |
| RE: | | |
| Students will look at different aspects of the modern world and investigate how religion has influenced their world.  To know who Martin Luther King Jr was and how his beliefs influenced the civil rights movement.  To know 2 Christian parables  To know the work of Christian Aid  To know Quaker business rules  To know how religion influences aspects of sport and athletes  To know how Banksy portrays religion through art  To know religious views on genetic engineering  To know why understanding religion is important for different careers. | | Homework will be set on padlet and will be used to extend students knowledge or consolidate teaching: <https://padlet.com/sskingle/year-8-unit-4-how-religion-influences-modern-society-9pgihd9e5qnyz227> |
| 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 | | |
| A Monster Calls:   * To know the story of A Monster Calls and be able to explain the plot * To know how to describe drama skills such as facial expressions, body language and proxemics. * To know how to analyse and evaluate a performance, including personal response comments | | Homework Tasks:  Key term definitions.  Research into A Monster Calls and live 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: | | |
| The Western Classical System   * Know the elements of music with a particular focus on Dynamics (piano and forte), Tempo (Largo, Moderato and Allegro) Tonality (major, minor and atonal), Texture (monophonic, homophonic and polyphonic) * Know key features of each music era within Western Classical 1650-1910 including Baroque, Classical and Romantic music. * Know key composers of music and pieces including Handle’s Zadock The Priest, Mozart’s Lacrimosa and Sergei Prokoviev’s Dance of the Knight * Know how to play famous piano pieces from the western classical era including Bach’s Minuet in G Major, Edvard Grieg’s Morning and Beethoven’s Moonlight Sonata 1st Movement. | | 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: | | |
| * To know the key components of fitness – cardiovascular endurance, muscular endurance power, speed, flexibility, reaction time, strength, agility * To know how the different fitness components contribute to performance in summer sports (tennis, rounders, cricket and athletics)   Students will learn key knowledge based upon the sporting activity they are participating in.  For example – know when to play a specific shot in tennis or know how to overcome opponents using set plays in a range of striking and fielding games. | | 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 noticeboards 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: | | |
| Vector Graphics:   * Know how to combine multiple tools and techniques to create a vector graphic design * Know how to explain what vector graphics are * Know examples where using vector graphics would be appropriate * Know how to draw basic shapes (rectangle, ellipse, polygon, star) with different properties (fill and stroke, shape-specific attributes) * Know how to manipulate individual objects (select, move, resize, rotate, duplicate, flip, z-order) * Know how to manipulate groups of objects (select, group/ungroup, align, distribute)   Representations:   * Know how to list examples of representations * Know that representations are used to store, communicate, and process information * Know how to recall that characters can be represented as sequences of symbols and list examples of character coding schemes * Know how to explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters * Know how to describe how natural numbers are represented as sequences of binary digits * Know how to provide examples of how different representations are appropriate for different tasks * Know how to provide examples of the different ways that binary digits are physically represented in digital devices | Home learning:  Spellings  Key Term Definitions  How you can help:  Display key words at home and practise spelling these together, discuss the concepts and ideas in this link:  <https://www.bbc.co.uk/bitesize/topics/zxnfr82> | | |
| Design and Technology: | | |
| **RM/Graphics:**  Know names and properties of common alloys.  Know about low melting point metals & the casting process.  Know the uses of CAM (laser cutting)  Know about common polymers and the vacuum forming process  **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.  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.  Read the articles with your child and support them in completing the follow-on questions  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 | |  |