

# 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?
<b>Maths:</b>	
<p>Know the vocabulary of transformations: Translation, rotation, reflection, enlargement.</p> <p>Know how to sketch and interpret transformations of shapes.</p> <p>Know how to describe enlargements mathematically.</p> <p>Know what is meant by “multiplicative relationships”.</p> <p>Know how to represent multiplicative relationships on double number lines and find multipliers.</p>	<p>We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.</p> <p>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.</p> <p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></p> <p>We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here. <a href="#">Parents’ guide to the mastery approach</a></p>
<b>Science:</b>	
<p>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.</p> <p>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</p> <p>Know the calculations of energy requirements in a healthy daily diet</p>	<p>Key words &amp; 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 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.</p> <p>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.</p>

<p>Know the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</p> <p>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)</p> <p>Know the importance of bacteria in the human digestive system</p>	
<p>English:</p>	
<p>Know the key conventions of short stories and typical features of the genre.</p> <p>Know what an effective opening and ending looks like. To know key conventions of story openings and conventions of the story endings we are looking at this term to predict story themes and plots.</p> <p>Know key words from the first story and the title of the scheme: Adolescent and Iridescent</p> <p>Know what characterisation is and how it can be applied to individual characters</p> <p>Know the conventions of Magic realism and how to apply this to stories that we are studying.</p> <p>Know how to gather effective and relevant quotes and evaluate how effective they are.</p> <p>Know and understand what diversity is and how it is important.</p>	<p>All students in Y7-9 are given access to Bedrock Vocabulary: <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a> 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:</p> <p><b><u>Parents' guide to using Bedrock at home</u></b>  <a href="https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf?">https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf?</a></p> <p><b><u>Parents of Bedrock School Users</u></b>  <a href="https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&amp;utm_campaign">https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&amp;utm_campaign</a></p> <p>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.</p>

## Languages:

### French

Know how to:

- Ask how to say and write new words in French
- Distinguish between being and having
- Talk about jobs
- Talk about what, when, where and why you celebrate
- Talk about how people celebrate
- Say what happens and doesn't happen

### German

Know how to:

- Compare usual and recent summer experiences
- Learn vocab when staying with a German-speaking family to ask the meaning and spelling of unknown words
- Say things I like and things that make me happy
- Describe others
- Explain likes and dislikes

Home learning:

- Regular vocab-learning homework
- Self quizzing homeworks

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/zgdqxnbn>

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

## 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.

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>

<p>Know about Josiah Wedgwood and his links to the industrialisation of Britain and the slave trade.</p> <p>Know about Liverpool's role in the slave trade.</p> <p>Know about medical breakthroughs in the period 1750-1900.</p> <p>Know about the use and advancements in medicine as a result of WWI.</p>	
<p><b>Geography:</b></p>	
<p>To know what causes different types of weather</p> <p>To know at least 2 ways geographers can measure the weather e.g., rain gauge</p> <p>To know that weather (daily) is different to climate (average)</p> <p>To know the meaning of the word precipitation</p> <p>To know the difference between high- and low-pressure systems</p> <p>To know the weather features with each system and how this can change from summer to winter.</p>	<p>"Research, review and do" tasks when set by teachers.</p> <p>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.</p>
<p><b>RE:</b></p>	
<p>To know definitions of key terms</p> <p>To know the Christian view of creation and analyse it. To compare this to the scientific view of creation</p> <p>To know the role of Noah, Abraham and Moses in Christianity, Islam and Judaism</p>	<p>Research activity sheet to be peer assessed Extended writing piece (set by teachers) Create a sheet of revision for assessment</p> <p>How can you help: This is an oak academy lesson about the Christian view of creation, which you could explore with your child.: <a href="https://teachers.thenational.academy/lessons/creation-68up6d?from_query=christianity+creation">https://teachers.thenational.academy/lessons/creation-68up6d?from_query=christianity+creation</a></p>

<p>To know similarities and differences between the three Abrahamic religions</p>	
<p><b>Art:</b></p>	
<p>Know about the French Fauvist Art Movement and its key influencers including: Henri Matisse Andre Derain Maurice de Vlaminck Vincent van Gogh</p> <p>Know how colour and mark-making affects the mood and emotion in paintings.</p> <p>Know how to select and apply emotional and expressive colour.</p>	<p>Key term definitions.</p> <p>Knowledge revision tasks.</p> <p>How you can help:</p> <p>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).</p> <p>You can further support your child by helping them to read through the relevant Art &amp; Design articles and discuss the linked homework questions</p>
<p><b>Drama</b></p>	
<p>Know how to use Shakespearean Language and how to apply the language to a performance.</p> <p>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</p> <p>To know how to successfully use a range Drama Techniques including: Hot Seating Flashbacks Soundscape</p>	<p>Homework Tasks: Key term definitions. Research into Shakespearean Theatre, in particular the style of his plays.</p> <p>How can you help? When your child is doing their research, you could explore this bitesize lesson together. <a href="https://www.bbc.co.uk/bitesize/guides/zt2ycdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zt2ycdm/revision/1</a></p>
<p><b>Music:</b></p>	
<p>Know the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres.</p> <p>Know the history, origins and development of the Blues and</p>	<p><b>Home Learning:</b> Learn the topic's tier 3 vocabulary and develop the 'speak like a musician' language when describing music.</p> <p>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.</p>

<p>different types and styles of Jazz</p> <p>Know how to write and perform a 12-Bar Blues chord pattern, learning chords I, IV and V as triads in C Major</p> <p>Know how to build extended chords (7ths) in music and know how to improvise using the Blues Scale.</p>	
<p>PE:</p>	
<p>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.</p> <p>Know the function of long bones – shape and movement</p> <p>Know the locations of long bones</p> <p>Know how long bones are involved in movement.</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 what a network is.</p> <p>Know the purpose of a network.</p> <p>Know what hacking is, who does it and why.</p> <p>Know how to protect yourself against hacks.</p> <p>Know how to use technology to explore how hackers can attack a home, car, and CCTV systems.</p> <p>Know how to prevent these attacks.</p>	<p>Home learning:</p> <p>Spellings</p> <p>Key Term Definitions</p> <p>How you can help:</p> <p>Display key words at home and practise spelling these together.</p>
<p>Design and Technology:</p>	
<p><b>RM/Graphics:</b></p> <p>Know names and properties of common alloys.</p> <p>Know about low melting point metals &amp; the casting process.</p> <p>Know the uses of CAM (laser cutting)</p> <p>Know about common polymers and the vacuum forming process</p>	<p>Home learning:</p> <p>Definitions of key terms.</p> <p>Dieter Rams reading articles</p> <p>Knowledge test on green design</p> <p><b>How you can help:</b></p> <p>Display key terms (printed in the homework booklet) and the definitions in your home. Test their understanding.</p> <p>Read the Dieter Rams article with your child and support them in completing the follow-on questions</p>

<p><b>Textiles:</b>          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</p> <p><b>Food:</b>          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</p>	<p>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.</p> <p>You can support your child by helping them to read through the relevant textiles articles and discussing the linked homework questions</p> <p>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.</p> <p>Are there any decorative techniques you could demonstrate and show your child? Embroidery, sewing on a sequin?</p> <p>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?</p> <p>Support your child with the food article homework tasks, discussing linked questions and helping with new definitions.</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><b>SPIRIT</b></p>	
<p><b>Know what</b></p>	