Art – Year 8

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Students have 1 lesson of Art each week. **In which ways can we develop our line and tone techniques in our drawing of Natural Form?** Developing drawing skills using different medium. **How can the work of Karl Blossfeldt inspire our drawings?** Exploring the natural form photography work of Karl Blossfeldt. .	**How can we improve the range of tone in our observation drawings?** **What are the benefits of using a greater range of tone in drawing?** **Why do we study the work of other artists in art?**	Encourage your child to practice drawing and shading using a full range of tone. Draw different fruit and vegetables, for example onion; apple; garlic; Draw using different medium: a pencil; ballpoint pen; fineliner pen; charcoal. *Cut fruit and vegetable in half to develop drawing detail in natural form.*

English – Year 8 *Sherlock Holmes*

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Year 8: *What is Sir Arthur Conan Doyle trying to teach us about human nature?* <u>Content</u> 1. What inspired Arthur Conan Doyle to write Sherlock Holmes? 2. Who is Doctor Watson and what is his role in the stories? 3. What are some of Holmes' idiosyncrasies and why might Doyle have chosen to include them? 4. How does Holmes use his astute understanding of human nature to gather information? 5. What effect does the enigmatic Irene Adler have on the fallible Sherlock Holmes? 6. How does Doyle present Sherlock as an interesting figure? 7. What can we expect from the opening of a Sherlock Holmes story	1. What was the Victorian society's experience of crime and justice? 2. How does Doctor Watson fit into the detective fiction genre? 3. What is the relationship between Watson and Holmes?	If your child is absent: 1. Test your child using the knowledge booklet 2. Complete modules on Century Tech http://app.century.tech/login/

and why does Doyle do this? 8. What does Doyle do to illustrate the duality of Sherlock's nature? 9. What is intriguing about John Clay's reaction to being arrested? 10. How does Doyle's experimentation with his opening formula help to reaffirm Holmes' deductive brilliance?		

French – Year 8

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Half Term 1 Content: This unit will give students the opportunity to talk about themselves. Adding details to what they had learn last year. We will be able to communicate in 2 different tenses. *Quel age as-tu?* *Tu es ne ou?* *Qu'est-ce que tu aimes porter ?* *Qu'est-ce que tu vas porter ?* **Half Term 2** Content: This half term, we will focus on the family and relationships. We will also work on consolidating key structures and patterns . *Qu'est-ce que tu aimes et pourquoi ?* *Qu'est-ce que ta famille aime et pourquoi ?* *Qu'est-ce que tu penses de ta famille ?* *Tu t'entends bien avec ta famille ? pourquoi ?*	How old are you? When is your birthday? Where were you born? Do you speak another language? What is your style and what do you like to wear? What are you going to do next week-end and what are you going to wear? What do you like and why? What does your family like and why? What do you think of your family? Do you get along with your family? Why?	Log in to languagenut.com Work related to the topics will be set up.

History – Year 8

Autumn Term		
What are we studying? (Our enquiries)	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
1. **'How have historians overcome the challenges involved in studying the Inkas?** 2. **How does Ruby Lal use sources to construct her story of Nur Jahan?** **<u>Content:</u>** **'How have historians overcome the challenges involved in studying the Inkas?** 1. Who were the Inkas? 2. What did the first written histories say about the Inkas? 3. What methods have archaeologists used to find out about Inkas buildings? 4. What are historians studying now? **How does Ruby Lal use sources to construct her story of Nur Jahan?** 5. The Mughal Empire 6. Mihr becomes Nur Jahan 7. Nur becomes co-sovereign	**How have historians overcome the challenges involved in studying the Inkas?** 1. What stories did the Inkas tell…about where they came from? 2. What stories did the Inkas tell…about Inka kings? 3. What did the early Spanish histories say about King Pachakutiq 4. What can archaeology tell us about Inka roads? 5. What can archaeology tell us about Inka cities and architecture? 6. What do historians focus on now about the Inkas? 7. What can we learn about the Inkas from current historians? **How does Ruby Lal use sources to construct her story of Nur Jahan?** 8. What was the Mughal Empire? 9. Who was Mihr? 10. What happens to Mihr during the reign of Emperor Jahangir? 11. How does Mihr become Nur Jahan? 12. Why does Nur Jahan's power and influence grow? 13. What does Nur Jahan do to save her husband the emperor?	If your child is absent: 1. Test your child using the knowledge booklet 2. Use the booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities If you want to support your child with extra work: 3. https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-how-nur-jahan-ruled-the-mughal-empire/z8h93j6 4. https://www.bbc.co.uk/religion/religions/islam/history/mughalempire_1.shtml

8. How do historians know about the life of Nur Jahan? 9. Writing Focus: How do historians know about the life of Nur Jahan?	14. How do historians know about the life of Nur Jahan?	

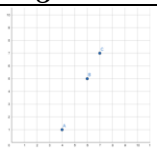
Mathematics – Year 8

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
1. **Sequences** Understand how the nth term formula connects to the common difference and oth term Be able to use the term-to-term rule and the position-to-term rule to generate a sequence Be able find the nth term of linear and non-linear sequences Representing sequences abstractly and pictorially	**Sequences** are a list of numbers, usually with a _____connecting them. What is the 3rd term of this sequence? 14, 56, 21, 8, 3, … Which sequence matches this description? The first term is 3. The second term is 1. The term-to-term rule is 'add the two previous terms'. What is the common difference in this arithmetic sequence?	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/sequences-2adc www.bbc.co.uk/bitesize www.transum.org/software/tablesmaster www.khanacademy.org

	5, 8, 11, 14, 17, … Is this sequence geometric or arithmetic? 4, 7, 10, 13, 16, … What is the 10th term of this sequence? 3, 7, 11, 15, …	
2. **Forming and solving equations** Understand equality in algebraic relationships Be able to solve simple linear equations Manipulating pictorial and abstract algebraic representations Understand algebraic relationships Be able to form and solve linear equations with unknowns on both sides	When a=2, the value of the expression 7a is? If a=3 , arrange these expressions in **ascending order** a+3 a2 5a−3 Solve these equations: a) 3x+2=1 b) 2(x−4)=6 c) x+x+x+1=25	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/forming-and-solving-equations-7d30

	Draw a bar model and use it to solve: $7t+4=3t+16$ Solve this equation $5x-3=2x+6$ What is my number? a) I think of a number and add b) 6 c) . I now have d) 10 e) . What was my number? f) I think of a number. I double it and now have g) 22 h) . What was my number? i) I think of a number, times it by j) 3 k) and then add l) 5 m) . I now have n) 68 o) . What was my number?	
3. **Forming and solving inequalities** Understand inequalities as representations of numerical relationships	List all **positive integers** a that are **less than 10** and satisfy: a) $a>4$ b) $a\leq 3$ c) $a\leq 1$	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/forming-and-solving-inequalities-d6cf

Be able describe and solve inequalities including with unknowns on both sides	d) $a>7$ List two values does **not satisfies** the inequality $x>-5$ Complete the sentence with 'satisfies' or 'does not satisfy' The value $a=3$ _____ the inequality $a+7\geq 2a$. Solve the inequality. $5x+3\geq 11$ Write as inequalities these facts about this rectangle: • The area is more than 80 cm^2. • The perimeter is less than 60 cm. • The length is more than three times the width. Draw the bar model which represents this inequality and solve it. $27+h<3h+4$ Correct the mistakes in this working $7-5x\geq 22$	

	$-5x \geq 15$ $x \geq 3$	
4. **Linear graphs** Revisiting familiar contexts on the Cartesian plane, such as using coordinates, horizontal and vertical lines Be able to identify the gradient of a line from its graph and from a set of coordinates Connecting a linear equation to its graphical representation Understand a linear relationship can be described using algebra in the form y=mx+c Be able to identify the equation of a line and draw a line from its equation	 The journey from A to B is 2 right and 4 up. The journey from C to B is 1 left and 2 down AB is ..... times longer than BC On a coordinate grid with both the x-values and the y-values between −6 and 6, plot: a) three points that each have x-coordinate = 1. Write the coordinates of the points. b) three points whose x-coordinates add up to 1. Write the coordinates of the points. c) three points, for each of which the x- and y-coordinate add up to 1. Write the coordinates of the points. d) What do you notice about the points you've plotted in parts a) and c)? Is this also true for the points you've plotted in part b)? Could it sometimes be true for points satisfying the condition in part b)? Complete the tables below: a) $x + y = 3$ b) $y = 3x$ | x | y | | 0 | | | 2 | | | | −1 | | | 0 | | x | y | | 2 | | | 0 | | | −4 | | | | 18 | A graph that is a straight line is called a _____ graph. A graph that is not a straight line is called a _____graph. Cala's friend is describing a graph to Cala. She says for every 3 I go across, I go 21 up.	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/linear-graphs-3380

	Cala says she can work out the gradient from that information. What is the gradient of the graph?	
5. **<u>Accuracy and estimation</u>** Understand rounding is a method of approximation Be able round to decimal places and 'to the nearest' Experience using rounded numbers to estimate Understand how to identify significant figures Be able round to a given number of significant figures Using estimation to check calculations	What is 22.2 rounded to the nearest integer? Round 8662… a) …to the nearest 10 b) …to the nearest 100 c)to the nearest 1000 Amelie wanted to buy a dress for £24.50 and a pair of shoes for £21.50 . a) She rounded the prices to the nearest b) £10 c) to get an estimate of how much money she would need. What was her answer? She took this amount with her when she went shopping. Did she have enough money? Explain your answer.	https://sparxmaths.com/ www.senecalearning.com https://classroom.thenational.academy/units/accuracy-and-estimation-cf98

	A number, rounded to the nearest 10, is 70. a) List all the integers that the number could be b) Write an inequality statement to describes the range of this number A number, n, rounded to 1 significant figure is 0.5. What is the largest and smallest the number could be? Write your answer as an inequality if you can. By rounding each number to 1 significant figure, **estimate** the answers to the following calculations: a) $4.716 \times 3.891 \times 2.664$ b) $5.035 \times 1.006 \times 12.779$ Is your estimate an over estimate or an under estimate? How can you tell?	

RE – Year 8 Hinduism

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
Year 8: *What does Hinduism teach us about believing, thinking, and living?* **<u>Content:</u>** 1. What is the Vedic Tradition and what are the Vedas? 2. What are the Hindu sacred texts? 3. Is Hinduism polytheistic or monotheistic ? 4. Do symbols help understand the deities? 5. What is Karma and moksha? 6. What is Dharma? 7. Is Puja a most	Questions based on the information supplied in the Hinduism Knowing Religions textbook, Collins. History and belief of Hinduism 1 How many Hindus are there in the world? 2 What is the name given to the oldest Hindu texts and what language are they written in? 3 State one way that Vedic Hinduism was different to modern Hinduism. 4 What is the name given to Hindus who worship Shiva as the supreme God? 5 What is the name given to Hindus who worship Vishnu as the supreme God? 6 What word is used to describe Vishnu coming to earth? 7 Name two symbols you might see in an image of Vishnu or Shiva. 8 One of the epics is called the Ramayana. What is the other one called? 9 What are the King and Queen called in the Ramayana? 10 What is the name of the king of the monkeys who helps the King find the queen after Ravana kidnaps her? 11 What is the name given to the continual process of death and rebirth that we are travelling through according to Hindus?	If your child is absent: 1. Test your child using the knowledge booklet If you want to support your child with extra work: 2. Teacher Guide Hinduism Knowing Religions, Collins 3. Research Hinduism using BBC Bitesize https://www.bbc.co.uk/bitesize/topics/z2bw2hv

important form of worship? 8. Is Pilgrimage the most important form of worship?	12 What word means your soul is reborn into a new body? 13 What is the name given to the force that Hindus believe determines how your soul is reborn? 14 State two ways that moksha can be achieved. 15 What is the name of the moral law that Hindus try to follow? 16 What is the upanayana? 17 Who is Arjuna? 18 Name two elements of yoga. 19 What is an ascetic? 20 Why do people travel to see Mata Devi? Unit 2: Hinduism in the modern world 1 What is puja? 2 What is a murti? 3 What is darshan? 4 What is a mantra? 5 What is a mandir? 6 Name one 'tirtha' 7 What is the Kumbh Mela? 8 Name two things Hindus might remember at Diwali. 9 How might a Hindu show devotion at Thaipusam? 10 What is the modern name for Untouchables? 11 Which caste has been seen as highest throughout Hindu history? 12 State one way that Untouchables have been/are persecuted. 13 State one way that Gandhi opposed caste based discrimination. 14 What is pantheism? 15 What is meant by ahimsa?	

	16 What is meant by patriarchal? 17 What was sati? 18 Who is Bhumi Devi? 19 What is the goddess Ganga more commonly known as? 20 State one way that Hinduism has influenced world culture.	

Science – Year 8

Autumn Term		
What we are studying	**What questions can you ask to support your child and stretch their thinking?**	**What do I do if my child was absent, or I want them to do extra work?**
B2.1 Tissues and Organs – Musculoskeletal System, Respiratory System, Drugs and Plant Structure C2.1 Acids and Alkalis – Indicators, Word Equations and Reactions of Acids and Alkalis P2.1 Movement and Pressure – Speed, Distance-Time Graphs and Pressure B2.2 Respiration and Photosynthesis – Respiration, Exercise, Fermentation, Photosynthesis, Plant Adaptations, Biomes C2.2 Changing Substances – Chemical and Physical Changes, Chemical Equations and the Law of Conservation of Mass, Chemical Reactions, Tests for Gases	Look at the knowledge organiser in the booklet for the topic and ask them about it Define diffusion. List three adaptations of the alveoli to maximise diffusion. Why do palisade cells have lots of chloroplasts? What is the pH range of an acid? / What is the pH range of an alkali? What is the general word equation for a neutralisation reaction? State what indicators you could use to prove that a substance is acidic. What are the SI units of speed? What does it mean when the line on a distance-time graph is horizontal? What is the equation that links	**Seneca – Students are using this for homework already** **BBC Bitesize KS3** **Purchasing CGP 10 minute test books**

	area, force and pressure? State the word equations for respiration, photosynthesis and fermentation? Describe the difference between physical and chemical changes? State the Law of Conservation of Mass.	