

Year 8 Art

Spring Term		
What we are 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?
<p>Students have 1 lesson of Art each week.</p> <p>In which ways does exploring the work of David Hockney inspire our own artwork?</p> <p>How do we use oil pastels to create different techniques/outcomes?</p> <p>.</p> <p>How do we create composition in the style of David Hockney?</p> <p>How do I plan to make a landscape themed clay tile?</p> <p>What do I need to know about the properties of clay before I start making my tile?</p> <p>What do I need to consider before painting on clay? What skills do I need to finish my tile?</p> <p>.</p>	<ul style="list-style-type: none"> •What are the key differences between the work of Karl Blossfeldt and David Hockney? •How does Hockney use pattern in his landscapes? •What are the different outcomes you can expect using layering of colour? •How could you show fine detail when using oil pastels? •How does the medium used by Blossfeldt and Hockney affect their outcomes? •What are the advantages and limitations when using clay to create a landscape? •What is the meaning of ‘relief’ in art? •What would be the reason for applying white paint to your tile before applying colour? 	<p>Look at some of David Hockney’s landscapes: Google search ‘<i>David Hockney’s landscapes</i>’ and https://www.google.com/search?q=dauid+hockney+landscapes&rlz=1C1GCEA_enGB1032GB1032&source=lnms&tbm=vid&sa=X&ved=2ahUKEwjG4cTI4rj8AhUPWcAKHTw6CxiQ_AUoAnoECAEQBA&biw=1280&bih=520&dp r=1.5&safe=active&ssui=on#fpstate=ive&vld=cid:338cb5bc,vid:xknoE7pVQE4</p> <p>Explore patterns in art https://www.art-is-fun.com/patterns-in-art#:~:text=In%20art%2C%20a%20pattern%20is,a%20decorative%20design</p> <p>Look at creating a relief artwork using cardboard.</p> <p>Continue to encourage your child to practice observation drawing and shading using a full range of tone. Plants, flowers and natural forms are good starting points.</p>

Year 8 English - *The Tempest*

Spring 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?
<p>Year 8: <i>The Tempest</i> by William Shakespeare</p> <p><i>What ideas about power are dramatized throughout the play?</i></p> <p><u>Content</u></p> <ol style="list-style-type: none"> 1. In what era was 'The Tempest' written? 2. What is colonialism and how does it link to the play? 3. Who usurps who in the play? 4. Which characters are vengeful and why? 5. Which characters fall in love and how is their relationship tested? 6. How does Ariel use his magic? 7. Which characters plot to kill another character and why? 8. How is Caliban a dual-natured character? 9. How are the three plots resolved by the end of the play? 	<ol style="list-style-type: none"> 1. How does Shakespeare develop the use of magic from 'A Midsummer Night's Dream' and 'The Tempest'? 2. What is the purpose of subplots in the play? 3. How is comic relief in the play? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet 2. Complete modules on Century Tech <p>http://app.century.tech/login/</p>

10. Do we empathise with Prospero by the end of the play?		
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Year 8 French

Spring 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?
<p><u>Half Term 1</u></p> <p><u>Content:</u></p> <p>This unit will give students the opportunity to talk about their town.</p> <p>Adding details to what they had learn last year.</p> <p><i>Ou habites-tu ?</i></p> <p><i>Comment est ton logement ?</i></p> <p><i>Ou est située ta ville ?</i></p> <p><i>Quels sont les avantages et les inconvénients de ta ville ?</i></p> <p><i>Tu préfères habiter où ?</i></p> <p><i>Qu'est-ce qu'on peut faire dans ta ville ?</i></p>	<p>Where do you live?</p> <p>Describe your house/flat.</p> <p>Where is your town situated? What is there in your town? What are the advantages and disadvantages of living in your town?</p> <p>Where do you prefer to live and why?</p> <p>What activities can you do in town?</p>	<p>Log in to languagenut.com</p> <p>Work related to the topics will be set up.</p>

Half Term 2

Content:

This half term, we will consolidate last term's topic and key structures, adding more details and developing speaking skills through role plays.

Qu'est-ce que tu as fait la semaine dernière ?

Qu'est-ce que tu vas faire cette semaine ?

Quels sont les problèmes de ta ville ?

Comment aller à l'hôtel de ville ?

Je voudrais réserver, s'il vous plait.

Que voudrais-tu changer dans ta ville ?

What did you do last week in town?

What are you going to do next week?

What problems are there in your town?

Can you give directions to French speaking tourists?

How do you book an attraction?

What would you like to change?

Year 8 Geography

Spring 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?
<p><u>Half-term 1 and 2</u></p> <p>Endless Energy</p> <p>Renewable, Energy, Environment, Wind, Solar, Green Energy is used in all elements of modern life. Globally more energy is used than ever before, especially as more countries develop. Non-renewable energy sources are widely used but are finite and unevenly distributed. They are also heavily polluting, cause global warming and are often at the core of disputes between countries. More countries are moving towards renewables to reduce environmental impacts, but due to a range of challenges there is not yet wide uptake.</p> <p>Climate Change</p> <p>The aim of this unit is to understand how climate change will impact different areas of the world uniquely, and to know what can be done about it. In order to understand that we need to first understand what</p>	<ol style="list-style-type: none"> 1) Why is energy important? 2) Why is the world using more energy? 3) Where is the world's energy? 4) Why did Russia turn off its gas pipeline? 5) How is the energy mix changing? 6) Has the climate always been like this? 7) Why is Earth's atmosphere warmer than in space? 8) What is the evidence for climate change? 9) Are we all equal players in a changing climate? 10) Why is climate change projection so difficult? 	<p>Students should complete online work based on Seneca.</p> <p>On Seneca, KS3 Geography Natural resources & Climate change.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.4 Fossil Fuels <input type="checkbox"/> 7.4.1 Introduction to Fossil Fuels Preview <input type="checkbox"/> 7.4.2 Fossil Fuels Preview <input type="checkbox"/> 7.4.3 Oil Preview <input type="checkbox"/> 7.4.4 End of Topic Test - Natural Resources Preview <p>12 Climate Change</p> <ul style="list-style-type: none"> <input type="checkbox"/> 12.1 The Causes & Consequences of Climate Change <input type="checkbox"/> 12.2 Adapting to Climate Change

<p>climate change is and what is causing it. You learned in Endless Energy about the problems of fossil fuels, and why it is so difficult to switch to renewables, as well as how population rise and rising wealth will increase resource demand. These are important ideas that will be useful in this unit.</p>		
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Year 8 History

Spring 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?
<ol style="list-style-type: none"> 1. What were the effects of the slave trade on Africa? (Story Summary) 2. How far was Colonialism similar in Virginia and Massachusetts? 3. How did the East India trading company's power grow? (Story Summary) 	<p>Enquiry: What were the effects of the slave trade on Africa?</p> <ol style="list-style-type: none"> 1. Why did the Transatlantic slave trade happen in Africa? 2. What role did sugar have in driving the slave trade? 3. How did the slave trade work? 4. What impact did the slave trade have upon Africans? 5. How did the slave trade impact Benin? <p>Enquiry: How far was Colonialism similar in Virginia and Massachusetts?</p> <ol style="list-style-type: none"> 1. What drove colonialism in Virginia? 2. What drove Colonialism in Massachusetts? 3. How were the colonial experiences different in Virginia compared to Massachusetts? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 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 <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 3. Seneca- KS3 History: 8 Slavery 4. https://www.bbc.co.uk/bitesize/topics/z2qj6sg

	<p>Story Summary: How did the East India trading company's power grow?</p> <ol style="list-style-type: none">1. What were the consequences of the 1857 rebellion for the East India trading Company ?	
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Year 8 Music

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking/ what can you do at home to assist them?	What do I do if my child was absent, or I want them to do extra work?
<p>The Beauty of Baroque</p> <p>MAD T SHIRT – Musical Elements</p> <p>Topics that will be studied include:</p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Melody • Articulation • Dynamics • Texture • Structure • Harmony and Tonality • Instrumentation • Rhythm • Tempo • Baroque Period (the musical tropes of the time period) • Focus on Pachelbel's Canon <p><u>Practical skills</u></p> <ul style="list-style-type: none"> • Piano • Playing a scale 	<ul style="list-style-type: none"> • Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords • Ask them about the music they are listening to – ask them to describe any of the MAD T SHIRT musical elements. • Listen to music at home • Ask your child what the notes are in the D major scale • Ask your child how many notes there are in a scale • Ask your child to name keywords from each of the musical elements (e.g. Melody – ascending/ descending) 	<p>https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/music</p> <p>https://www.musictheory.net/ (this is useful to work on musicianship)</p> <p>https://www.bbc.co.uk/bitesize/subjects/zmsvr82</p>

Composition

- Composing (writing) melodies on the piano
- Arranging melodies from Pachelbel's canon

Year 8 RE - Buddhism

In Autumn we learnt Hinduism and were introduced to the concepts of monotheism, polytheism and atheism. As we move into Spring we will explore Buddhism, a religion that does not have a God to decide how easy it is to follow a religion that is non-theistic. We will reflect on what we know about the Buddha being an avatar of Vishnu as we follow his journey from Siddhartha Gautama to The Buddha by reading an extract from the Dhammapada or the Dhammacakkappavattana Sutta.

Spring 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?
<p>Year 8: What does Buddhism teach us about believing, thinking, and living?</p> <p>Content:</p> <ol style="list-style-type: none"> 1. What impact did the four sights have on Buddhism? 2. What did Buddha teach the five monks after achieving Enlightenment? 3. What school of Buddhism would the Buddha belong? 	<p>Questions based on the information supplied in the Buddhism Knowing Religions textbook, Collins.</p> <p>History and belief of Hinduism</p> <ol style="list-style-type: none"> 1. Approximately how long ago did Buddhism begin? 2. Approximately how many people in the world are Buddhists? 3. On what continent do 99 per cent of Buddhists live? 4. What happened in Queen Maya's dream when she was pregnant with Siddhartha? 5. Name one relative of Siddhartha other than his mother. 6. What four sights did Siddhartha see after leaving the palace? 7. What did Siddhartha achieve under the Bodhi tree? 8. What did Siddhartha do under the Bodhi tree in order to achieve this? 9. What is the name of the evil being that tried to distract Siddhartha whilst he was sitting under the Bodhi tree? 10. What is dukkha? 11. What is an ascetic? 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 2. Teacher Guide Buddhism Knowing Religions, Collins 3. Research Hinduism using BBC Bitesize <p>https://www.bbc.co.uk/bitesize/topics/znkxpv4</p>

	<p>12 What is the name of the four teachings of Siddhartha that form the basis of Buddhism?</p> <p>13 Siddhartha gave eight instructions for people to follow in order to achieve enlightenment. What are they known as?</p> <p>14 What is the name given by Buddhists to a lifestyle between luxury and having nothing?</p> <p>15 What is the dharma?</p> <p>16 What is the Sangha?</p> <p>17 Name two rules that a monk must follow.</p> <p>18 What would you find in a stupa?</p> <p>19 What is meant by parinirvana?</p> <p>20 Who was the Indian emperor who converted to Buddhism?</p> <p>Unit 2: Buddhism in the modern world</p> <p>1 What is a Bodhisattva?</p> <p>2 Which school of Buddhism believes in Bodhisattvas?</p> <p>3 What is a mandala?</p> <p>4 Who is the leader of Tibetan Buddhism?</p> <p>5 Name two objects that a Buddhist might focus on when meditating.</p> <p>6 What is a mantra?</p> <p>7 What do Tibetan monks make mandalas from?</p> <p>8 What do the monks do after displaying the mandala?</p> <p>9 What is the bhavacakra?</p> <p>10 What would a statue of the starving Buddha teach Buddhists?</p> <p>11 Why is the Buddha often portrayed with long earlobes?</p> <p>12 What is remembered at Wesak?</p> <p>13 What happens at Kathina?</p> <p>14 Name two places a Buddhist might go on pilgrimage.</p>	
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	<p>15 Why would Buddhist pilgrims go to these sites?</p> <p>16 In which country did Pol Pot become dictator?</p> <p>17 Who was Maha Ghosananda?</p> <p>18 Who is Thich Nhat Hanh</p> <p>19 What is the Thai Forest Tradition?</p> <p>20 Approximately how many Buddhists live in the UK?</p>	
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Science – Year 8

Spring 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?	How will my child be assessed this term?
<p>B2.2 Respiration and photosynthesis</p> <p>Pupils will be looking at respiration, learning the significance of the reaction to all living organisms. Pupils will be expected to apply their knowledge of the breathing system. Pupils will understand anaerobic respiration in animals and fermentation in yeast. Pupils will develop their skills in comparison when looking at the different types of respiration.</p>	<p>Look at the knowledge organiser in the booklet for the topic and ask them about it.</p> <p>What is respiration?</p> <p>Compare aerobic respiration with anaerobic respiration.</p> <p>State the effects of exercise on the breathing rate, breathing volume and heart rate.</p> <p>Explain why muscle fatigue happens following exercise.</p> <p>Describe how fermentation is used to make bread and alcoholic drinks.</p>	<p>https://continuityoak.org.uk/lessons# and select Unit 5 Biological Systems and Processes.</p> <p>https://continuityoak.org.uk/lessons# and select Unit 6 Plants and Photosynthesis.</p> <p>BBC KS3 Science-Biology</p> <p>https://www.bbc.co.uk/bitesize/topics/znyyedm</p> <p>BBC KS3 Science-Chemistry</p> <p>https://www.bbc.co.uk/bitesize/topics/z9r4jxs</p> <p>BBC KS3 Science-Physics</p> <p>https://www.bbc.co.uk/bitesize/topics/z4brd2p</p>	<p>Assessment week: 8th Feb 2023 Format: 1 paper Section A - 30 MCQ's Section B - standard and extended response 60% of content examined will be from Y8 curriculum. 40% of content examined will be from Y7. Duration: 50 min You will have a mastery quiz at the end of each unit. This will consist of a section A (MCQ) and section B (short answer questions).</p>

<p>Pupils will then study photosynthesis and apply their understanding of plant adaptations to this process. Pupils will finish the unit linking their learning together, identifying the relationship between respiration and photosynthesis, and applying it to biomes as systems which recycle resources.</p>	<p>Describe how plants obtain reactants and light for photosynthesis.</p> <p>Describe a method for investigating the rate of photosynthesis.</p> <p>Describe how the leaf is adapted for photosynthesis.</p> <p>Describe how non-photosynthetic plants survive.</p> <p>Describe the function of biodomes.</p>	<p><u>YouTube – MyGCSEScience</u></p> <p><u>BBC Bitesize – GCSE Science</u></p> <p><u>Seneca – Students are using this for homework already</u></p> <p><u>Physics and maths tutor – exam practice</u></p>	
<p>C2.2 Changing substances</p> <p>Students will be able to understand the difference between a chemical change and a physical change, with examples of these introduced. Pupils are taught how to interpret a</p>	<p>What is a chemical change? What is a physical change? What are the differences between these changes?</p> <p>How many atoms are there in C₂H₄?</p>		

<p>chemical formula (including subscripts and coefficients), and how to interpret a chemical equation. Pupils are then introduced to the Law of Conservation of Mass, and the implications of this law on the numbers of reactant and product atoms that should be represented in any chemical equation.</p> <p>P2.2 Magnetism</p> <p>Pupils will have an understanding of non- contact forces, including explaining the effect of increasing the distance on the strength of a non-contact force. Pupils will be able to</p>	<p>Predict the products of the following equation.</p> <p>How many atoms make up the product in this reaction?</p> <p>What is an insoluble salt?</p> <p>Which piece of equipment will give you the most precise measurement of volume?</p> <p>What is the law of conservation of mass?</p> <p>A permanent magnet is ...</p>		
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<p>identify magnetic materials. Pupils will be able to set up a simple circuit that they will need when building an electromagnet. Students will remember the rules for attraction and repulsion. They will learn about magnetic fields, including how to draw these accurately. Pupils then move on to comparing electromagnets and permanent magnets, before investigating the factors that affect the strength of an electromagnet themselves. Finally they apply their knowledge of magnetic fields to the Earth's magnetic field where they learn the difference between a magnetic and</p>	<p>Examples of magnetic materials include...</p> <p>With a stronger magnet, the lines of the magnetic field are ...</p> <p>An electromagnet works because ...</p> <p>Which would increase the strength of an electromagnet?</p> <p>Why do we keep control variables the same?</p> <p>The earths magnetic field points to</p> <p>What is a suitable conclusion for this experiment?</p>		
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geographic pole.	What was the independent variable in this investigation?		
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