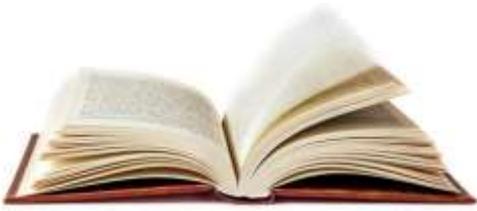


What are we learning this Term?

Year 8

January – April 2018

English



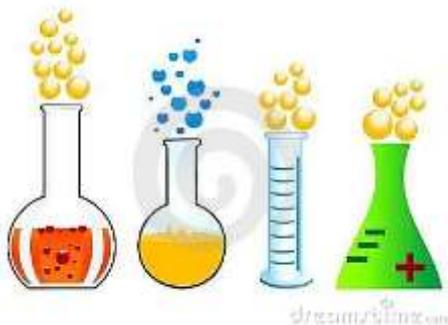
Subject Content	Literary contexts and personal viewpoint <ul style="list-style-type: none">• Study a range of poems by modern poets• Study 'Romeo and Juliet' by William Shakespeare• Empathetic writing
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Extended learning and how parents can help

Students should attempt to write their own poems applying the rules of different poetic forms

Key words to learn this term

- Adversary opponent; enemy
- Ambiguity statement or event in which meaning is unclear
- Banishment exile
- Boisterous stormy; violent; rowdy
- Dexterity skill; cleverness
- Idolatry extreme devotion to a person or thing
- Lament to grieve for
- Nuptial wedding
- Peruse
- Allusion
- Analogy
- Antagonist
- Aside
- Blank verse
- Characterization
- Climax
- Conflict
- Couplet
- Diction
- Dramatic irony
- Epithet
- Figurative language
- Foil
- Foreshadowing
- Iambic meter
- Iambic pentameter
- Imagery
- Irony
- Metaphor
- Motivation
- Protagonist
- Pun
- Repetition
- Oxymoron
- Personification
- Simile
- Situational irony
- Soliloquy
- Sonnet
- Symbol
- Theme
- Verbal irony



Science

Subject Content	<p>Human Biology</p> <ul style="list-style-type: none">• What is inside or cells?• How can cells be specialised• How to use a microscope and make a slide• Reproductive systems in males and females• Fertilisation and pregnancy• Infertility and how to treat this• Enzymes why are they so important• How much energy is in our food• Respiration and the adaptation of the respiratory system <p>Particles 2</p> <ul style="list-style-type: none">• How and why do things dissolve (solubility)• How to separate mixtures using different techniques• What are acids and alkalis, including the pH scale• How to neutralise an acid
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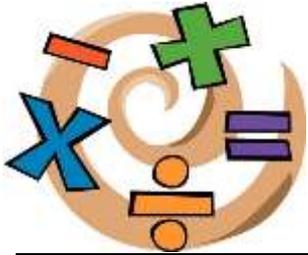
Extended learning and how parents can help

BBC bitesize is an excellent resource to support your son/daughters learning at home. There are information pages, quizzes and videos to help support your son/daughters learning. If your son/daughter is struggling with any of the topic above please use bitesize as a reference point for support. To extend your son/daughters learning GCSE Bitesize can be used to explore the topic further.

Key words to learn this term

- Fertilisation
- Gamete
- Respiration
- Enzymes

- Acids
- Alkalis
- Neutralisation
- Solubility
- Chromatography.



Maths

Subject Content	<p>5 Fractions</p> <ul style="list-style-type: none">5.1 Comparing fractions5.2 Simplifying fractions5.3 Working with fractions5.4 Fractions and decimals5.5 Understanding percentages5.6 Percentages of amounts <p>6 Probability</p> <ul style="list-style-type: none">6.1 The language of probability6.2 Calculating probability6.3 More probability calculations6.4 Experimental probability6.5 FINANCE: Expected outcomes <p>7 Ratio and proportion</p> <ul style="list-style-type: none">7.1 Direct proportion7.2 Writing ratios7.3 Using ratios7.4 Scales and measures7.5 Proportions and fractions7.6 Proportions and percentages <p><u>Higher Ability to include</u></p> <p>Angles and shapes</p> <ul style="list-style-type: none">Polygons <p>Decimals</p> <ul style="list-style-type: none">FINANCE: Working with percentagesDividing decimals <p>Equations</p> <ul style="list-style-type: none">Solving one-step equationsSolving two-step equationsMore complex equationsTrial and improvement
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Extended learning and how parents can help	<p>The websites listed have revision materials to support all topics and levels. Please encourage your son/daughter to access the Powerpoints and videos to help with topics covered in lessons. Hegartymaths work will be set each week to be completed but extra work can always be accessed when required.</p>
Key words to learn this term	<p>Your son /daughter will be given keywords during the term based on topics covered.</p>



History

Subject Content	<p>Causes of the Second World War We will study from the end of the First World War to the beginning of the Second World War.</p> <p>We will investigate how Germany was treated after the First World War and how this harsh treatment meant that Hitler was able to become leader of Germany and begin his expansion. The failure of appeasement and Britain's role and how Germany became a dictatorship.</p> <p>Second World War – The second World War had far reaching effects on the whole world and how it started has a direct link to the First World War. The battles of the war proved to be important in the battle against Hitler.</p>
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Extended learning and how parents can help

History learning site:
<http://www.historylearningsite.co.uk/nazi-germany/>
History on the net
<http://www.historyonthenet.com/world-war-two-causes/>

Key words to learn this term

- Treaty of Versailles
- Hyperinflation
- Adolf Hitler
- Hitler youth
- Censorship
- Totalitarian
- Dictatorship



Geography

Subject Content	Globalisation The world is getting smaller all the time, students will be able to explore this process and investigate the impacts on different people across the planet Population The population of the world today is over 7 billion, students will have the opportunity to look at how population changes and moves and the challenges for the future
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Extended learning and how parents can help

There are a number of key websites that offer useful information and will allow students to develop their geographical skills:
<https://www.youtube.com/watch?v=JJ0nFD19eT8>
<http://www.bbc.co.uk/education/topics/z3jhfg8>
<https://www.nationalgeographic.org/encyclopedia/globalization/>
<http://www.bbc.co.uk/education/topics/zg7nvcw>

Key words to learn this term

- Globalisation
- Transnational corporation
- Trade
- Interdependence
- Population
- Densely
- Sparsely
- Birth rates
- Death rates
- Migration



Technology and Literacy

Subject Content	<p>Each term students take part in one of these lessons. At the beginning of each new term the students rotate onto the next subject.</p> <ul style="list-style-type: none">• Resistant materials• Food technology• Literacy <p><u>Resistant Materials</u> Vacuum Formed Clock - Students will build upon and further skills gained throughout Year 7 by using moulds and shaping techniques, decoration of their own designed product and achieving a commercially viable standard whilst considering a target market. Students will also design a clock that involves new machinery and manufacturing processes including shaping timber as well as heating and forming plastic.</p> <p><u>Literacy</u> Students will take baseline reading test to find out their accelerated reading score. Students will then be guided to choosing an appropriate book to read and enjoy. When a book is finished students take an online comprehension test to check their understanding of their book – the result of the test shows the student which book to read next.</p> <p><u>Food Technology</u> <u>'Where on earth does our food come from?'</u> This unit re-enforces the knowledge and skills acquires in Year 7 Food Technology, in terms of use of correct equipment, preparation and cooking techniques, and Health and safety practices. This unit will also look at the function of ingredients in the food groups of bread, cake and pastry making as well as looking about the impact of food production and transport on the environment. The basic themes also cover staple foods, fairtrade and seasonal foods.</p>
Extended learning and how parents can help	<p><u>Food Technology</u> Create a café menu showing the skills and recipes used for bread, cakes and pastries, incorporating seasonal and fairtrade ingredients.</p> <p><u>Resistant Materials</u> Encourage your child to look at products in and around the home and to think about its construction.</p> <p><u>Literacy</u> Encourage your child to read for pleasure and this could be magazines, websites as well as books.</p>
Key words to learn this term	<p><u>Resistant Materials</u> Health & Safety, quality product, organise, vacuum form, plastic , accurately, design brief, research, design, manufacture, evaluation</p> <p><u>Food technology</u> Staple foods Function of ingredients Cake making methods Seasonal Fairtrade</p>



Physical Education

Subject Content	<p>Students will be performing and applying the basic skills of different sports during their Physical Education lessons. In year 8 these will become more consistently whilst acquiring more complex skills.</p> <p>They will begin to acquire the skills needed to be able to analyse and evaluate performance.</p> <p>Pupils will be given the opportunity to become players and officials when the situation arises.</p> <p>They will perform their skills in isolation as well as in competitive situations.</p> <p>Opportunities to further practice their skills will be available at lunchtime and after school clubs.</p> <p>Activities to be studied this term are Trampolining, Volleyball, Hockey, Fitness, Rugby, Badminton, Gymnastics, OAA/Leadership</p>
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Extended learning and how parents can help

Introduce to more clubs outside of school and encourage attending extra-curricular teams after school.

Key words to learn this term

- Volley
- Dig
- Aesthetically pleasing
- Flexibility
- Smash
- Serve
- Orienteering
- Communication
- Team work



Music

<p>Subject Content</p>	<p>Song writing project (6 weeks) – students will put together the rhythmic, melodic and chord skills that they have picked up so far in year 7 and put them in a band context. They will learn about basic key signatures and chord sequences, create their own, and then put them to lyrics they have written</p> <p>Notation and composition (6 weeks) – students will learn basic skills of western notation and how to apply them to a score on a musical staff, and then perform them.</p>
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Extended learning and how parents can help

Research into modern pop and rock music would help the classroom based aspects of this term. This can be done through the internet, or simply listening to music. Listening to a wide selection of musical styles will also allow a music student to expand their musical palate, and encourage appreciation of new musical genres and cultures. Attending concerts or gigs will also show a student how musical skills are applied in the real world, and prepare learners for performances within school. Writing lyrics or attempting their own song composition will come in handy for the practical composition section of this term.

Key words to learn this term

- Strum/Fingering/Plectrum/Frets
- Strings and associated pitch names
- Chord/Pitch/Rhythm
- Cover versions
- Chorus/verse/middle 8
- Lyrics/rhyming schemes
- Crotchet, Minim, Quaver, Dotted Rhythm, Ties
- Treble and bass clef
- Dynamics and Italian terms for basic dynamics (*ff, f, mf, mp, p, pp* etc)



Art and Textiles

Subject Content	'Movement' – students will explore how artists show movement in their work. We will focus on the Futurists and analyse the techniques they used. These techniques will then be applied by the students as they use figures to develop an image. To add challenge students will be encouraged to blend and combine different techniques to enhance colour.
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Extended learning and how parents can help	Visit the Media Museum in Bradford to look at the how animation and film captured movement.
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Key words to learn this term	Movement, illusion, depth, tone, harmonious and contrasting colours, line, overlapping and analysis
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Computer Science

Subject Content	The term will be divided into two main projects. The first will be providing an opportunity to develop programming skills as well as create web sites. We will use Dreamweaver and learn how to build webpages and create a website as well as beginning to develop planning and design skills, acknowledging purpose and audience. Both year groups will then embark on a project to develop modelling skills, creating spread sheets, charts and graphs. Data will be analysed and presented in different ways.
Extended learning and how parents can help	Review web design and provide feedback for students to be able to develop their sites further. Access support videos and tutorials - www.teach-ict.com Discuss purpose and audience
Key words to learn this term	<ul style="list-style-type: none">• Purpose and audience• Web design• Authoring• File extensions• Site structure• Composition



CREaTE

Subject Content	CREaTE stands for Citizenship, Relationship, Employability and Theology Education with a different aspect of this being taught each half term. The third half term for year 8 focuses on Relationship and Sex education with a focus on developing meaningful and healthy relationships. Topics include relationships and change, consent, delay and consequences. There will also be a workshop from Healthy Minds.
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A Parent's Guide to

ENCOURAGING A GROWTH MINDSET

What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

What is a fixed mindset?

A **fixed mindset** is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster



The Do's and Don'ts of

ENCOURAGING A GROWTH MINDSET

By promoting a growth mindset, you can provide your child a sturdy foundation for future learning.

DON'TS



- Model a fixed mindset in your own life.
- React to problems negatively
- Allow your child to make excuses for poor work
- Give non-specific praise (e.g. "You did a good job on that")
- Allow your child to avoid challenges because of a fear of failure
- Compare your child to other children
- Praise effort if your child is not learning
- View intelligence and talents as most important
- Criticize your child for making mistakes

DO'S

- Model a growth mindset in your actions at home.
- Encourage effort and perseverance over fixed traits, such as intelligence and raw talent.
- Help your child to actively solve problems instead of reacting to problems.
- Give feedback without criticism and judgment.
- Choose specific actions to praise.
- Help your child develop goals in his everyday life
- Provide opportunities for your child to be challenged.
- Emphasize your child's ability to grow in all things.

