

YEAR 8

Learning Overview of Terms 3 & 4

2017



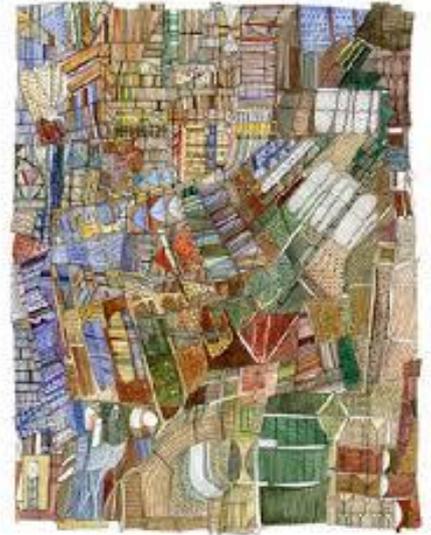
ART

In term three students are continuing to work on the theme of Journeys. They are now looking at how maps can be used to inspire abstract pieces of artwork using collage and mixed media.

In term four students will start to work on the theme of African Masks and develop ideas for their own pieces using papier-mâché to create texture, pattern and relief.

Home learning:

Students will investigate the work artists who use maps in their work. They will use maps and satellite images of where they live to inspire their own work.



How can I help my child?

Parents can support by helping students to develop their drawing skills and confidence by looking at the different elements used in Art and practising these at home to create images linked Journeys and African Masks. They can also encourage visits to art galleries and museums and discuss the work seen by a range of different artists in a variety of styles and media.

Useful website/resource:

www.artgallery.co.uk

www.nga.gov

www.art2day.co.uk

www.nationalgallery.org.uk

www.prm.ox.ac.uk

www.ashmolean.org

COMPUTING

Introduction to Binary Logic and Python Programming

Students learn about Boolean logic and logic gates. They learn to add in binary and then get to understand practical applications of logic circuits. From here they learn to programme with Python. Python is their first programming language because they will quickly learn how to think like a programmer. Python is very readable. Students won't waste a lot of time memorizing the syntax that other programming languages need. It is also used in a wide range of real-world systems.

Home learning:

Recap and revise your coding diary. Read the Coding Club resources.

Download and install python to practice at home. Students and parents could join the code academy.

How can I help my child?

Encourage programming at home in Python. Get them to use and explain functions such as 'print', 'input', 'if' and 'for'.

Useful website/resource:

<http://www.bbc.co.uk/schools/gcsebitesize/design/electronics/logicrev2.shtml>

<http://www.codingclub.co.uk/>; <http://www.python.org/download/>;

<http://www.codecademy.com/>



DESIGN & TECHNOLOGY

Students in year 8 Design and Technology will experience 3 subject areas in the course of the year. They will have a taste of all three specialisms before they take their KS4 options in March to help them with their decisions.

Resistant Materials: Students develop the skills they learnt in year 7, making a passive amplifier. Students develop their design skills, hand working skills, and evaluation skills. Students will also gain experience of using the laser cutter and 3D printer.

Textiles Technology: Year 8 Students are taught the Design Process from start to finish through making a printed draw string bag. Students learn how to screen print and are encouraged to work accurately using both hand and machine sewing skills.

Food: Students learn how to prepare and cook economical main meals in year 8, building up a range of skills and knowledge to apply to a menu of their own design in the second rotation. Students are encouraged to work independently, plan their time effectively and think creatively about flavours and textures in food.



Home learning:

Students are given a homework menu in each area of DT to complete in each rotation. The tasks are aimed at developing design and evaluation skills. These are peer assessed midway through the rotation and assessed by the class teacher at the end of the rotation.

How can I help my child?

All home learning is posted on Show My Homework and the school website. You can help them by suggesting challenging tasks to choose and supporting them in their work. Students will also need support in getting ingredients for Food practical lessons.

Useful website/resource:

YouTube is a good resource for help on drawing techniques for various home learning tasks. BBCBitesize is useful for general information about each subject area.

DRAMA

Dystopia

This unit of work is based around the theme of dystopia. The students are exploring this theme through the medium of television and programmes that they have seen or have heard about, such as 'Lord of the Flies', 'I'm a Celebrity', and 'The 100'. They will be creating their own dystopian worlds using a variety of practical work, such as physical theatre, hot seating, still images and cross cutting to bring their performances to life. It is an introduction to the type of work they will be doing in GCSE. This unit also covers, social/historical/cultural aspects of life as they know it and challenge their beliefs of what an ideal world should be.

Home learning:

To complete research on dystopia which will help them with their script writing. Learning lines will need to be done at home as will their evaluation of their performances.

How can I help my child?

Parents and carers can support by talking to their child about their learning, attending the theatre or accessing drama and theatre on television.

Useful website/resource: www.bbc.co.uk/bitesize, www.childline.org.uk, www.nspcc.org.uk, www.rsc.org.uk, www.nationaltheatre.org.uk



ENGLISH

Term 3: Shakespeare – *Much Ado About Nothing*

Students will experience the whole play through a class reading of the text. This will be augmented by watching and analysing parts of film versions. Students will experience and explore Shakespeare's language, engage with important themes and ideas – and develop their understanding of how Shakespeare makes use of plot, structure and characterisation to entertain the audience.



Term 4: Non-fiction – writing to describe, explain and entertain

Students will develop their writing in a variety of forms within specific genres. These forms will include journals, diaries and biographies. Students will further their understanding of how to craft writing for specific audiences, using a range of writing strategies.

Home learning will take a variety of forms, and will consolidate or extend work that students have completed in lessons.

How can I help my child?

- You can monitor and discuss home-learning tasks.
- You can encourage your child to read regularly at home to develop their vocabulary, as well as their spelling, punctuation and grammar skills. Your child will always have their Accelerated Reader novel to read.
- You could work on your child's recurring spelling mistakes.

Useful websites/resources:

- <http://www.collinsdictionary.com/english-thesaurus>
- <http://www.reverso.net/spell-checker/english-spelling-grammar/>
- <http://whatkidsarereading.co.uk> (you can download reports)
- http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramamuchado/
- http://www.bbc.co.uk/bitesize/ks3/english/reading/text_types/revision/4/

GEOGRAPHY

Risky World

Integral to any study of risk in the human and physical worlds are the geographical concepts of place, space and scale. It is important to understand the spatial patterns of risk (where the risk is), the scale of the risk (how big the risk is and how bad the effects might be) and the influence of place on risk (what physical and human characteristics make a location risky). Geographers are by no means the only people interested in this. Businesses such as insurance companies, governments, environmental agencies and planners also analyse risk in the world, often with the aid of GIS. The purpose of this module is to explore the world of risk from a personal scale to a global scale as well as the physical causes of tectonic hazards. The media can seem full of stories about how we are at constant risk from crime, natural disasters, climate change, international terrorism and global epidemics. But who in the world is most at risk from natural tectonic hazards and is it possible to manage these risks/hazards?

'Africa'...

We cover an array of geographical aspects, including the physical and human geography of the continent and individual countries within Africa. The topic is designed to introduce students to the huge variation in geography that exists within the complex continent of Africa. The aim of each lesson is to involve them in the lives of people living in Africa, rather than just looking at the continent from the outside. Ultimately, students will learn that improving people's lives in a continent that is often perceived to be a 'hopeless case' is dependent on a range of physical and human factors both within the individual countries, across the continent and on an international scale. There is also a study on the recent outbreak of Ebola and the impact of this on the countries and people affected.

Home learning: There are a range of tasks, with increasing difficulty set as homework which will also be available on the Show My Homework website.

How can I help my child? There are an array of articles, websites and journals. Please keep an eye out for any news flashes and articles relating to our topics and encourage your child to read and interpret, where possible.

Useful website/resource: bbc.co.uk/news; www.sporcle.com – this is a quiz site which has a geography section. You can choose quizzes about naming countries, or capital cities with maps - a very useful practice. (It is a website where you do NOT do live quizzes against someone else)



HISTORY

Theme: - War and Conflict. Students will study the effect of war on people, such as refugees. We study a range of conflicts, including the English Civil War. We then move onto war in the 20th century, beginning with WW1 and moving into a study of the Second World War, following the rise of Hitler.



Home learning:

The students have TakeAway homework stuck into their homework books with a selection of tasks designed to support their knowledge of the time periods we are studying.

How can I help my child?

Watch history programmes as they come up on the television – most are good for context and overview of any time period of history. There are obviously a lot of programmes about the First World War at the moment. Use Horrible Histories books, website or TV programmes. In addition, students could research about where there are refugees and conflicts now. This would also link with the Geography of Conflict module they have just finished in Geography, or the RPE module about why there is war in Jerusalem. If you have visited, or are going to visit a castle, use photographs to talk about its defences. The Imperial War Museum in London is free and is also well worth a visit if you are stuck for something to do in a holiday or at the weekend.

Useful website/resource:

www.spartacus.schoolnet.co.uk, www.bbc.co.uk/history, www.schoolhistory.co.uk, www.activehistory.co.uk and www.iwm.org.uk, plus the Horrible Histories section of the CBBC website.

LANGUAGES – FRENCH

Term 3 Topic: Taster term of German

Pupils will study basic German including introductions, numbers and date, colours and phonics in order to help them make an informed choice about their GCSE options.

Term 4 Topic: Mon identité (Identity)

Students will cover the topic of identity including:

- Talking about personality
- Talking about relationships
- Talking about music
- Talking about clothes
- Use of the future tense



Students are required to use of a range of tenses, pronouns, verbs, negatives, opinions, time phrases, connectives and intensifiers.

Home learning:

Pupils will be set weekly home learning tasks including regular revision of topic vocabulary. Students will also have a learning checklist which they will use to select topics to work on at home.

How can I help my child?

Encourage your child to complete home-learning tasks. Test your child on vocabulary items including spellings of key words.

Useful website/resource:

www.languagesonline.org

Mobile apps (see display board for suggestions)

A French-English dictionary

Student vocabulary booklet (provided at start of term)

MATHS

Students will continue to explore fractions, decimals and percentages, using representations and diagrams to show equivalences and to support calculations. They will understand the links between ratio and proportion, and apply their knowledge in problem solving. In Algebra, students will be expected to generate and understand arithmetic sequences, and link this to straight line graphs. They will build on work previously covered on equations, generating and solving equations and inequalities. Work on shape will include creating nets of a cuboid, and understanding the properties of quadrilaterals. In data handling, students will learn how to represent and interpret data in a number of different ways.

Home Learning:

Class teachers will set homework based upon class learning to help consolidate concepts. This home learning may be set to be done on the mymaths website as well as on worksheets. Home learning is on 'Show my homework' for parents to easily see their child's school work commitments and deadlines.

How can I help my child?

Ask your child to explain a topic they have learnt today. Write questions for each other on this topic. Make sure your child has the correct equipment for maths (pen, pencil, ruler and scientific calculator. Encourage your child to 'look for the maths' in everyday situations, for example when cooking or shopping.

Useful website/resource:

www.mymaths.co.uk is a useful way to revise topics studied in class. Ask your maths teacher for the password.



MUSIC

Wagner's leitmotif and film music is the focus for term 3 and 4. We are going to explore the way Wagner invented a new way of composing using 'Ride of the Valkyries' from 'Die Walkure' one of his famous operas. Students will compose their own leitmotif and use them in a piece that they create. John Williams is famous for his film music and we are going to explore the music of Harry Potter to find out how he creates the different moods and drama that have made him such so well known as a film composer. Students will also be revising work on chords and note values covered in terms 1 & 2.

Home learning: Students will be asked to do some listening tasks relating to Wagner and John William's music. Revise note values, scales and chords.

How can I help my child? Do you know any of the music by Richard Wagner and John Williams? Listening to and discussing music is an important element of their learning. Also testing students on their understanding of note values, pitch and chords will be a great help this term with their compositions.

Useful website/resource: YouTube music, BBC 10 pieces for secondary,
<http://www.bbc.co.uk/programmes/p02xr4ws>
<https://www.youtube.com/watch?v=Htaj3o3JD8I>
<https://www.youtube.com/watch?v=1zaJ5LLIRn0>



PHYSICAL EDUCATION

During terms 3 and 4 year 8 male students will participate in football, gymnastics and fitness. The female students will participate in netball, badminton and an introduction to a number of alternative sports. There will be an extensive number of opportunities for students to participate in extra-curricular clubs that run through-out the school year in addition to inter-house sports competitions.

Home learning:

Parents can help students by being aware of when they have PE lessons and ensuring that the correct clothing and protective equipment is purchased in advance of the lessons. Helping your son / daughter to practice some of the skills learned during lessons at home can be crucial to the learning of new skills, strategies and tactics.

How can I help my child?

Students should use the governing body websites to familiarise themselves with the rules/laws of the sport. In addition they should look to find coaching advice and perfect technical models of the core skills.

Useful website/resource:

The internet has a massive array of websites that give teaching points, helpful advice on the learning of new skills. The BBC website is one very useful resource that has simple instructions, diagrams and video support to help improve learning.



RELIGIOUS AND PERSONAL EDUCATION.

In term 3, we study why there is conflict in Jerusalem and in term 4 we study New World religions. The Gaza Strip, The West Bank and the deaths of Palestinians and Jews in Israel are rarely far from the news headlines. Our third topic explains why three major world religions all hold Jerusalem to be a sacred place, which is one of the issues underpinning the conflict. Our fourth topic is designed to help students reflect on their own beliefs and spirituality, but studying other religions that some people might argue are not religions at all. Students will develop skills of critical analysis by comparing a range of beliefs.



Home learning: There are a range of tasks, with increasing difficulty set as Take Away homework. Students will have a sheet stuck into their home learning books and need to follow the instructions on the sheet. It will also be on Show my Homework.

How can I help my child? Have conversations about items in the news or about matters of faith and belief in general. Encourage your child to see things from more than one point of view and to be able to give reasoned view points

Useful website/resource: For the topic about Jerusalem, some websites or online videos can usefully explain the Arab-Israeli conflict, but please be aware that people around the world feel passionate about this conflict and so some of the online resources may be one-sided and politically and religiously biased. Obviously there is the potential for links to Islamic fundamentalism and anti-Semitism, so please check them out first before you let your child watch them.

<http://www.bbc.co.uk/newsround/20436092>

http://www.historyguy.com/israeli-palestinian_conflict.html

http://www.youtube.com/watch?v=cMv7_eOb0B4

For the topic on New World Religions, look out for television programmes or news items that discuss faith and belief in general.

SCIENCE

Topics covered in terms 3 and 4 include...

- * Biology – Ecosystem processes, adaptations and inheritance.
- * Chemistry – Separation techniques, metals and acids.
- * Physics – Energy, motion and pressure.

Home learning: All home learning will be recorded onto ShowMyHomework. In addition to the home learning set by the teacher, students should be revising the main concepts learnt in lessons and the definitions of key words that appear in each topic in preparation for their short end of unit assessments.

How can I help my child? Encourage them to complete their open-book assessment challenges to the best of their ability. These are started during a lesson and completed as home learning. These are marked by the teacher and contributes as evidence towards their progress. In addition, you could support your child by helping them revise actively for their end of unit assessments. Active revision strategies might include methods such as making and using quiz cards to test their ability to remember and recall key facts and definitions, completing on-line revision activities and drawing mind maps. Finally, you could encourage your child to read online/newspaper articles about current scientific progress in the topics taught these terms.

Useful website/resource: Good starting points are: BBC Science website – www.bbc.co.uk/science BBCBitesize Science – www.bbc.co.uk/bitesize



Details of the Learning Overview booklet can also be found on our website www.gosford-hill.oxon.sch.uk (curriculum and subjects)