



**St John Fisher**  
Catholic High School

# **Year 8 Curriculum Booklet**

**2021-2022**

“I have come that they may have life and have it to the full”

*John 10:10*

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If you have any queries after reading this document, please send an email to [enquiries@stjohnfisherschool.org.uk](mailto:enquiries@stjohnfisherschool.org.uk) and your query will be forwarded to the appropriate member of staff.

## Year 8 – Art

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Still Life. In this topic we explore still life – creating artwork based on observing the shape and look of objects. We explore the Cubist art movement, and experiment with drawing, collage and oil pastels.	Drawing skills. Experimenting with oil pastels, blending and colour selection	Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment
Autumn 2		Experimenting with oil pastels, blending and colour selection. Collage experiments and final piece idea	
Spring 1	Glorious Food. In this topic we learn about two artists who create artwork inspired by food. We analyse their art and create art based on our prior learning about observation and colour.	Mind-map and artist comparisons with some research. Experimenting with coloured pencil and watercolours	Parental support with homework and artist study poster. Support by ensuring they have equipment
Spring 2		3D experiments – building a cake from cardboard inspired by Peter Anton	
Summer 1	Illustrated insects. In this topic we learn about illustration, and how art can support written text. We analyse art by two contemporary artists, and build on our observation skills. We also learn how to experiment with new media.	Further artist studies and drawing skills tasks – experiments with mixed media	Parental support with homework and artist study poster. Support by ensuring they have equipment
Summer 2		Ink and watercolour paintings inspired by Abby Diamond	

### Additional Information.

Artists looked at; Picasso, Cezanne. Peter Anton, Wayne Thiebaud, Abby Diamond.

### Helpful Books / Useful Websites

<https://www.tate.org.uk/art/art-terms/s/still-life>

<http://www.artnet.com/artists/wayne-thiebaud/>

<https://www.peteranton.com>

<https://www.printsonwood.com/artists/abbydiamond>

<https://roy-thomas-art.com/insect-collages>

## Year 8 – Computing

When	Topic	Assessment	What can a parent do to support?
<b>Autumn 1</b>	<u>Social Media</u> Social media will be examined and then students will make their own social media style websites learning Dreamweaver.	Their final website and improvements made.	If you watch the news or read newspapers, talk to your children about bias. Have open and honest conversations about what they do on social media.
<b>Autumn 2</b>	<u>Spreadsheets</u> Students will learn more advanced spreadsheet skills such as conditional formatting.	An assessment task with a spreadsheet will be given.	If you see graphs in the news talk to your children about what they show and the different styles.
<b>Spring 1 Rotation</b>	<u>Python</u> Students will start to learn the basics of programming using Python coding small routines to do certain jobs.	All the work that your child does will be assessed, with each lesson having independent challenges to use the skills learnt.	If your child really enjoys programming and wants to learn more, encourage them to sign up to Code Academy and work through some of the tutorials.
<b>Spring 2 Rotation</b>	<u>Game Making</u> Students will be learning about creating games with Scratch. They will be using client briefs	The assessment will be the final game produced.	Download Scratch and let your child experiment.
<b>Summer 1 Rotation</b>	<u>Business</u> Students will learn different promotional strategies, functional areas in business, market research, and business plan.	They will be assessed via homework, class tasks which involves peer and teacher assessment.	BBC bitesize website, as well as use any business textbook.
<b>Summer 2</b>	Review of Year End of year tests Graphics task	The end of year test is the final assessment.	Talk to your child to see what they have been learning.

### Additional Information

During Year 8, students rotate around 3 topics. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Code Academy: <https://www.codecademy.com>

Python: <https://www.python.org/>

Scratch: <https://scratch.mit.edu/>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

## Year 8 – Drama

Students study a selection of topics from the following list:

Topic	Themes/Assessment	What can a parent do to support?
Autumn Term One - Foley Sound and Silent Movies	The history of Silent Movies and Foley sound places the importance of mime and use of sound respectively. Students will have the opportunity to isolate and develop these contrasting skills. Assessment is through the performance of student's own Silent Movie scenes, focusing specifically on effective use of non-verbal skills to effectively communicate a storyline.	Encourage students to watch examples of Silent Movies on YouTube. Discuss how films have transformed over the years. Encourage students to work as part of a group.
Autumn Term Two - Sam's Story	Students explore the story of Sam, a teenage boy who decides to steal a game station from his friend over the Christmas period. Assessment is through devising and performing in groups to show how the story of Sam develops.	Discussion with student about how stealing affects and life decisions are important and an important part of growing up.
Spring Term One - Greek Theatre	Students will research the different aspects of Greek Theatre before focusing on developing choral skills and accessing scenes from Greek plays. Assessment will focus on student's creation of chorus. Students will prepare an extract of chorus from an existing Greek story.	Encourage students to research different elements of Greek Theatre. Help students with learning their lines for their performance as a member of the chorus.
Spring Term Two - Trestle Masks	Students learn the skill of performing with a mask and how to create drama based on given scenarios. Assessment is through performance and use of body when performing in a group with a mask.	Look at the Trestle Masks web site, it gives information about the use of mask work: <a href="http://www.trestle.org.uk">www.trestle.org.uk</a>
Summer Term One - Ernie's Incredible Illucinations	Students will utilise the storyline of the script to create their own illucination stories. They will also learn to link scenes together exploring flashbacks and flash-forwards and will learn how to create effective transitions. Assessment is through devising and performing in groups to show how the story of their illucination develops.	Discuss the contents of the script with the students and encourage students to think about how they can use an existing storyline to inspire their own 'illucinations.'
Summer Term Two - World War One	This topic offers a variety of approaches that can develop a multitude of skills. Students may explore the play 'War Horse' and develop some of their puppetry skills in correlation to those used in the production. They will also carry out research into roles of the war. They may also have the opportunity to adapt war poetry for the stage and create their own original war letters. Assessment is based on the progression of work they complete in lessons and the given scenario at the end of the topic.	Discussion with students about the impact of the war that can be seen today. Talk about how life has changed over the past 100 years.

## Year 8 – English

Year 8	Topic	Assessment	What parents can do to support
<b>Term 1 Autumn Term</b>	<p>Love and conflict in 'Romeo and Juliet' by William Shakespeare.</p> <p>Students will explore these key themes in the play by exploring character, events, form and the language used by the great playwright.</p>	<p>Their reading skills will be tested through an analysis of an extract from the play and then answering a question on the theme of love or conflict and how it is presented throughout the entire play.</p> <p>Their written skills will be tested through their writing of a travel blog in which they will have to show an understanding of writing for the correct audience, purpose and form as well as accuracy in their use of SPAG</p>	<p>Please support by encouraging your child to talk about the play and characters with you.</p> <p>Explore videos and synopsis on the web or even invest in a version of the play for yourself – this could be a graphic novel or a narrative retelling of the plot.</p> <p>Explore blogs (especially travel blogs) with them and perhaps encourage them to start on of their own about R and J/ somewhere of interest to them.</p> <p>SPAG accuracy can be improved though online activities and learning spelling rules.</p>
<b>Term 2</b>	<p>The power of words – don't judge me!</p> <p>The power of poetry as a protest</p>	<p>Students will study spoken language and apply what they have learned to their own lives and uses of language. We will cover such topics as slang, accent, dialect and discuss the prejudices that others might form based on the way that they speak. They will then write an editorial entitled 'Using slang stops you being successful in life.' They will be assessed on their uses of vocabulary and structure in their writing.</p> <p>The students will also explore poetry as a form of protest in society. They will explore such luminaries as Heaney, Auden and lesser known poets such as Soyinka. The unit will finish with a comparison of two poems.</p>	<p>Encourage them to explore the wealth of accents and dialects in the UK and how you adapt your language depending on where you are and to whom you are speaking.</p> <p>Explore the social history of the poems and poets with your child and the issues raised within them. Link perhaps to BLM and the recent protests in America linked to race and prejudice.</p>
<b>Term 3</b>	<p>The power of words: Oratory and storytelling</p>	<p>In this unit, the students will explore some of the most influential speeches and orators in history. They will explore the features that make the speeches powerful as well as the context surrounding their delivery.</p> <p>The final part of the unit will focus on Dahl's short story – 'The Landlady' and will focus on preparing the students to craft their narrative writing.</p>	<p>Watch the speeches online or read transcripts together.</p> <p>Practice using persuasive devices together – perhaps make a game of it – can you persuade them to do the dishes? Get up an hour later?</p> <p>Hold mini debates together to practice crafting an argument and speaking aloud.</p> <p>Discuss 'The Landlady' with them and encourage them to discuss not only the plot but also their impression of the characters and events.</p>

### Helpful Books / Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and autobiographies. All help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family or places you have visited. You can also use a random image to inspire them to write.

### Useful websites

BBC Bitesize: [www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)



## Year 8 – Geography

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Plate Tectonics	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessments based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	<p>Watch news programmes or use the internet to research and talk about any earthquakes or volcanoes that occur.</p> <p>Discuss why earthquakes and volcanoes can have different impacts depending on the magnitude and location of the event.</p>
Autumn 2	Ecosystems and Rainforests		<p>Watch television programmes that examine life in deserts, grasslands and woodlands.</p> <p>Discuss the threats that these habitats face from human exploitation. Encourage students to find out about how animals, plants and people adapt to living in the rainforests of the world.</p>
Spring 1			
Spring 2	Brazil		<p>Talk about what students already know about Brazil. It isn't just football and rainforest, encourage students to research and introduce new knowledge about this rapidly developing regional economic superpower.</p>
Summer 1	Coasts and Glaciation		<p>Take students on a visit to the seaside and have a close look at the beach and cliffs. What is really going on?</p> <p>Talk about why so many people like to go to the coast for a holiday.</p>
Summer 2	Environmental Issues		<p>Talking about the consequences of global warming and climate change. Discuss what you are doing as a household to reduce your carbon emissions and reduce, reuse and recycle what was previously considered waste.</p>



## Year 8 – History

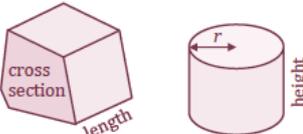
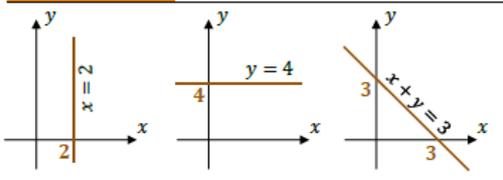
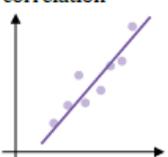
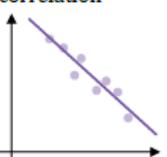
When	Topic	Assessment	What can a parent do to support?
Autumn 1	Tudors and Elizabeth I.	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing.</p> <p>There is an end of Year examination testing historical skills, knowledge and understanding covered through the year.</p>	Visit Peterborough Cathedral to see the tomb of Catherine of Aragon. Visit any historic houses linked to the Tudors.
Autumn 2	Black Tudors; their untold story		Watch any documentary about Tudor life. Visit this website: <a href="https://www.bbc.co.uk/programmes/b082x0h6">https://www.bbc.co.uk/programmes/b082x0h6</a>
Spring 1	Why did the English execute their king: the story of the Civil War		Watch any documentaries about the Civil War. Visit Huntingdon and Oliver Cromwell's birthplace. Visit Naseby Battlefield.
Spring 2	Later Stuarts: plague, fire and power.		Discuss the meaning behind Bonfire Night. Think about what caused the Great Fire of London. Visit the Monument in London or the Museum of London.
Summer 1	Why do historians still talk about the British Empire?		Find out what countries were once in the European empires: British Empire, the French Empire, Portuguese and Spanish empire.
Summer 2	From African to slave.		Find out where modern slavery continues to exist in the world today. Visit these websites: <a href="https://www.bbc.co.uk/programmes/b082x0h6">https://www.bbc.co.uk/programmes/b082x0h6</a> <a href="https://www.liverpoolmuseums.org.uk/international-slavery-museum">https://www.liverpoolmuseums.org.uk/international-slavery-museum</a>

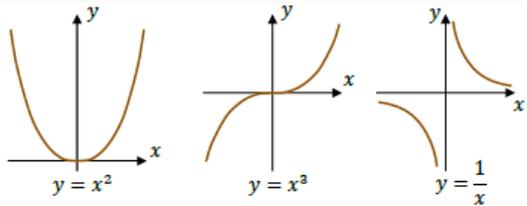
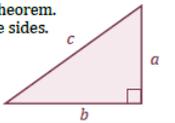
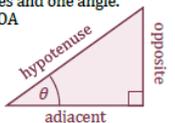


# HISTORY

# Year 8 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with										
Autumn 1	Ratio and proportion, Percentage change. Factors powers and roots.	<p><b>Division using ratio</b> R5</p> <p>Use a ratio for unequal sharing            → Divide £480 in the ratio 7 : 5  <math>7 + 5 = 12</math>, then <math>£480 \div 12 = £40</math>  <math>7 \times £40 = £280</math>, <math>5 \times £40 = £200</math>            (check: <math>£280 + £200 = £480</math> ✓)</p> <p><b>Ratio and fractions</b> R8</p> <p>Link between ratios and fractions            → Boys to girls in ratio 2 : 3  <math>\frac{2}{5}</math> are boys, <math>\frac{3}{5}</math> are girls.</p> <p><b>Percentages</b> R9</p> <p>y percent of x = <math>\frac{y}{100} \times x</math>            → Increase £58 by 26%.  <math>\frac{26}{100} \times £58 = £15.08</math>  <math>£58 + £15.08 = £73.08</math></p> <p>y as a percentage of x = <math>\frac{y}{x} \times 100\%</math>            → The population of a town increases from 3 500 to 4 620. Find the percentage increase.  <math>\frac{1\ 120}{3\ 500} \times 100\% = 32\%</math>            Note: fraction = <math>\frac{\text{increase}}{\text{original}}</math></p> <p>Learn the most frequently used ones:</p> <table border="1"> <tr> <td><math>\frac{1}{2}</math></td> <td><math>\frac{1}{4}</math></td> <td><math>\frac{1}{10}</math></td> <td><math>\frac{1}{5}</math></td> <td><math>\frac{1}{100}</math></td> </tr> <tr> <td>50%</td> <td>25%</td> <td>10%</td> <td>20%</td> <td>1%</td> </tr> </table>	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$	50%	25%	10%	20%	1%
$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$								
50%	25%	10%	20%	1%								
Autumn 2	Graphs of a straight line and curve. Working in 3D, volume of a prism, surface area.	 <p>Volume of cylinder = <math>\pi r^2 \times \text{height}</math>            Volume of prism = area of cross section <math>\times</math> length</p> <p><b>Standard graphs</b> A12</p> 										
Spring 1	Averages and spread. Scatter graphs and correlation. Calculating with roots and indices, exact calculations and standard form.	<p><b>Standard form</b> N9</p> <p>Standard form numbers are of the form <math>a \times 10^n</math>, where <math>1 \leq a &lt; 10</math> and <math>n</math> is an integer.</p> <p><b>Correlation</b> S6</p> <p>Positive correlation</p>  <p>Negative correlation</p> 										

Spring 2	Quadratic functions, sketching functions and real life graphs.	
Summer 1	Pythagoras' Theorem, Trigonometry, vectors. Sets, tree diagrams.	<p><b>Right angled triangles</b></p> <p>Pythagoras Theorem. Links all three sides. No angles. <math>a^2 + b^2 = c^2</math></p>  <p>Trigonometry. Links two sides and one angle. SOH   CAH   TOA</p>  <p><math>\sin\theta = \frac{\text{opp}}{\text{hyp}}</math>   <math>\cos\theta = \frac{\text{adj}}{\text{hyp}}</math>   <math>\tan\theta = \frac{\text{opp}}{\text{adj}}</math></p> <p>Use "2ndF" or "SHIFT" key to find a missing angle</p>
Summer 2	Sequences, compound units, direct and indirect proportion. Examinations in the Sports Hall.	<p><b><math>n</math>th term of an arithmetic (linear) sequence is <math>an + d</math></b>  <b>→ <math>n</math>th term of 5,8,11,14,... is <math>3n+2</math></b>  <b>(always increases by 3; first term is <math>3 \times 1 + 2 = 5</math>.)</b>  <b>Geometric sequence; multiply each term by a constant ratio</b>  <b>→ 3, 6, 12, 24, ... (ratio is 2)</b>  <b>Fibonacci sequence; make the next term by adding the previous two ...</b>  <b>→ 2, 4, 6, 10, 16, 26, 42, ...</b></p>

### Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

### Useful Websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

## Foundation 1 revision

1	Place Value	Video	Answers
2	Ordering Numbers	Video	Answers
3	Reading Scales	Video	Answers
4	Negative Numbers	Video	Answers
5	Fractions of an Amount	Video	Answers

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

**Staff Contacts:** This year the team are led by Mr Goddard, Miss White is deputy leader and key stage 3 leader is Mrs Helcoop.

# Overview of topics

During Year 8, All students will be learning how to play the violin once a fortnight with Mr King.

Week 1 Monday - 8A and 8D

Week 2 Monday - 8B, 8C and 8E

The other week your lesson will be with Mrs Harmson and you will be applying the knowledge you learn with Mr King to the following topics:



## 12 Bar Blues

Learning about the origins of blues music and learning to play/create AAB Lyrics, 12 Bar Blues and Walking Bass



## Riffs and Hooks

Understanding what makes a song catchy and rememberable and learning to play some famous riffs and hooks



## Songwriting and Rap

Writing lyrics to preexisting backing tracks or composed music with rapping or singing



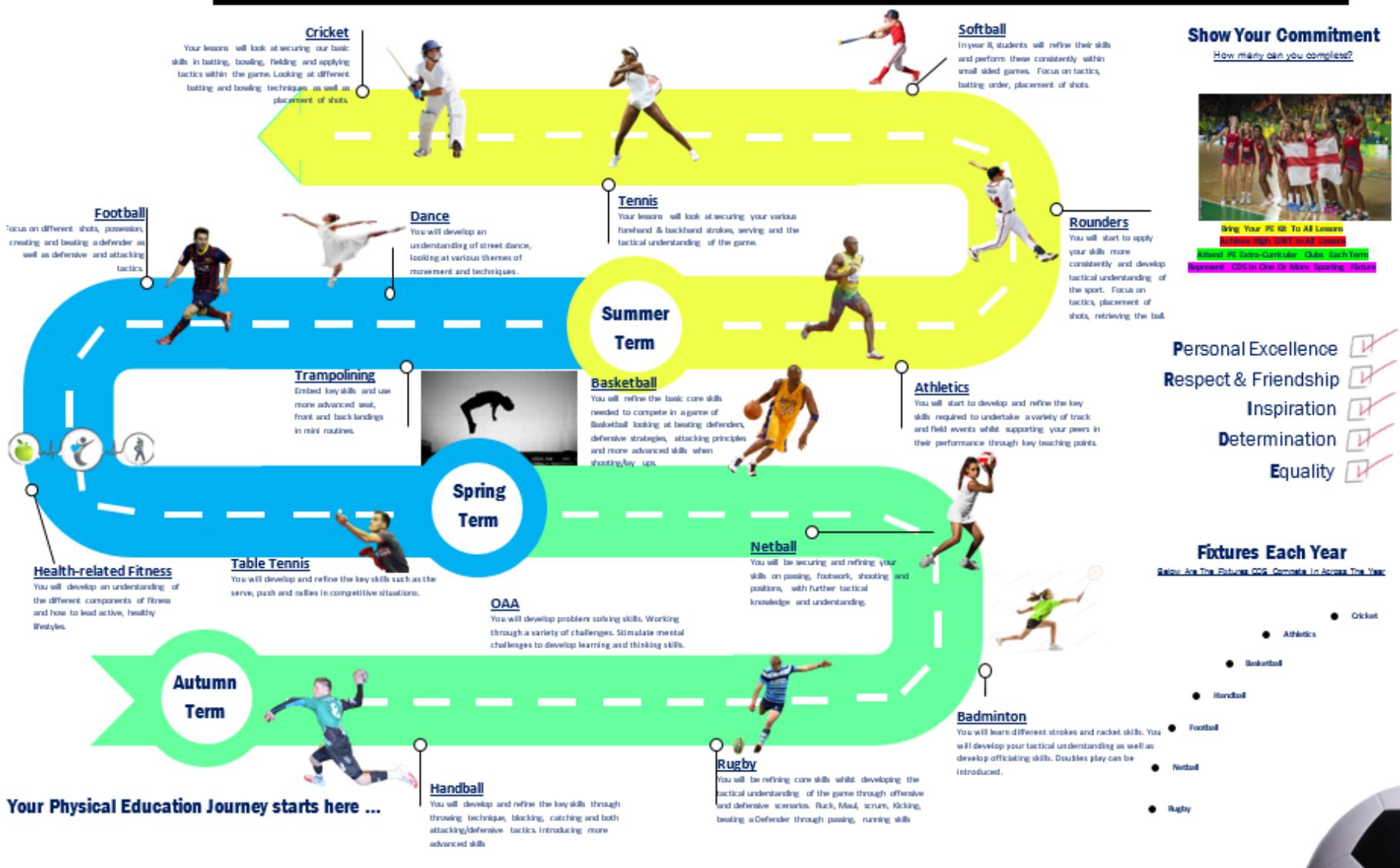
## End of Year Bands

Using all of the skills learnt in Year 8 to produce a band performance, showing good leadership and teamwork



# St John Fisher Physical Education Journey

## Year 8 – Broadening Sporting Experience and Refining Skills



## Year 8 – PSHE

Our program seeks to enable our **students to become healthy, independent and responsible members of society**. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

	<b>Content</b>	<b>Assessment</b>	<b>What can a parent do to support?</b>
<b>Topic 1</b> Mental Health	<b>Attitudes</b> to mental health and misconceptions <b>Ways</b> to promote emotional wellbeing <b>The impact</b> of social media on mental health and emotional wellbeing <b>Unhealthy</b> coping strategies	There is no formal assessment in PSHE and Citizenship. Assessment is ongoing during lessons, ensuring that students understand topics covered and are able to participate fully in classroom activities. The emphasis of the curriculum is on thinking, discussion, debate and challenge to ensure all students are able to leave school with an understanding of the world and their rights and responsibilities within it.	Ask your child what they are studying and encourage them to express their views.  Watch the news as a family and talk about some of the issues that link to the PSHE topics.
<b>Topic 2</b> RSE (10:10 resources)	<b>Created</b> and chosen (session 1) <b>Appreciating</b> differences (session 2) <b>Feelings</b> (session 3) <b>Before</b> I was born (session 4)		Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.
<b>Topic 3</b> IAG	<b>Having</b> high aspirations <b>Understanding</b> what a CV is for and its structure <b>Understanding</b> the changing world of work		Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are
<b>Topic 4</b> Crime	<b>What</b> crime is <b>Why</b> crime happens <b>Punishments</b> <b>Ripple effect</b> of crime. <b>The role</b> of the police/ Youth Court/ Crown and Magistrates Courts.		Be aware of some of the peer pressures on children and support them to make informed choices
<b>Topic 5</b> Be internet citizen	<b>Disinformation</b> and misinformation <b>Biased</b> writing <b>Stereotyping</b> <b>Free</b> speech and hate speech <b>Understanding</b> what digital citizenship means		Check internet security settings in the house are appropriate and monitor your child's use.



## Year 8 – RE

When	Topic	Assessment/HW	What can a parent do to support?
<b>Term 1</b> <b>Autumn 1</b> <b>(September-October)</b>	<b>CREATION OF THE WORLD</b> <b>Topics:</b> Creation of the world Theological truth Creation in Genesis 2 The fall and original sin Imago Dei Creation and the nature of humanity Stewardship	Outline three features of creation as described by Genesis 1. Explain two different interpretations of the account of creation in Genesis. It is hard to believe the biblical accounts of creation. Do you agree? Give two reasons for your point of view.  <b><u>End of Unit Assessment</u></b>	<b>Help revise Key words:</b> Benevolent, Big bang, Evolution, Ex-nihilo, omnipotent, steward, original sin.
<b>Autumn 2</b> <b>October-December)</b>  <b><u>Covenant</u></b>	<b><u>Covenants</u></b> Covenant Abraham Israelites in Egypt Moses Passover Ten Commandments Jesus and the new covenant	Outline three Biblical Covenants Explain two reasons why the Covenant with Abraham was important Explain two reasons why the Covenant with Moses was important. Explain two teachings about God from the Covenants made.  <b><u>End of Unit Assessment</u></b>	<b>Help revise Key words:</b> Covenant, promise, descendants, Israelites, faith, Decalogue, commandments,
<b>Term 2</b> <b>Spring 1</b> <b>January-February)</b>  <b><u>Prophecy</u></b>	<b><u>Prophecy</u></b> What is a prophet Prophets in the Old Testament Jesus' fulfilment Prophet Jonah Prophet Elijah Was Jesus a Prophet? Modern Day Prophet. Being a follower of Jesus	Outline three Biblical prophets. Explain two reasons why Prophets are important. Explain two ways Jesus can be seen as a Prophet. Explain two reasons why Mother Teresa can be seen as a Modern Day Prophet  <b><u>End of Unit Assessment</u></b>	<b>Help revise Key words:</b> Prophet, prophecy, foretelling, evangelise, messenger, slavery, martyr  <b>Help plan homework task</b>
<b>Spring 2</b> <b>February – April)</b>  <b>Church in Britain</b>	<b><u>Church in Britain</u></b> Church in Britain Apostolic Mission St Alban 4 British Apostles The Break from Rome Reformation Emancipation The Church Divided	Explain two reasons why the events of Pentecost are important. Research on a chosen Saint. Outline three changes Martin Luther wanted to make to the Church Explain two changes made to the Church by the Tudor Monarchs.  <b><u>End of Unit Assessment</u></b>	<b>Help revise Key words:</b> Apostolic, Pentecost, Monarchy, Reformation, annulment, Canonised, persecution, Saint, emancipation <b>Help plan homework task</b>
<b>Term 3</b> <b>Summer 1</b> <b>(April-May)</b>  <b><u>Beliefs and teachings: ISLAM</u></b>	<b>Introduction to Islam &amp; belief about God</b> Muslims believe that Allah sent PROPHETS to teach people how to live. These include Noah, Abraham, Moses, David, and Jesus – almost all the ones in the Old Testament! But the main prophet of Islam, who Muslims listen to, is Muhammad*.	Outline three beliefs about Allah? Explain two reasons why belief in Allah is important for Muslims	<b>Help revise Key words:</b> keywords: din, Islam, Muslim, Qur'an, Tawhid, Muhammad, submit. Allah. prophets

<b>Summer 2</b> <b>May-July</b>  <b>ISLAM</b>	<b>The six beliefs in Islam</b> <b>1. Tawhid</b> The unity of Allah (Tawhid) the belief that there is only one God Profession of faith in the Shahadah declares: there is no God except Allah.  <b>2. Belief in angels</b> Angels are created by Allah to carry out the commands and reveal Allah's message to the prophets. Allah created angels from noor (special light) • Angels cannot make mistakes • Angels cannot do evil • The chief angel is Jibreel (Gabriel)  <b>HW: Summarise the six beliefs for Muslims</b>	Outline three important angels in Islam 'Jibril is the most important angel in Islam' Do you agree? Give two reasons for your point of view. Give two more reasons why some people may disagree with you.	<b>Help revise Key words</b> Akhira, Resurrection, Shahadah, Tawhid  Help plan homework task
	<b>3. Book of Allah</b> <b>4. Faith in the prophets</b> <b>5. Belief in the day of judgement and life after death</b> <b>6. Belief in Allah's decree</b> <b>Importance of these principles for Muslims today.</b>	Explain two Muslim attitudes to the holy book. 'The Quran is the only book Muslims need to read' Do you agree? Give two reasons for your view. Give another reason why some people may disagree with you. CCQQ homework on life after death in Islam	
	<b>The Nature of Allah</b> The nature of Allah and how Characteristics of Allah are shown in the Quran. The 99 names for Allah. <b>The Prophet Muhammad (pbuh)</b>  <b>The 5 pillars of Islam</b> Halaal & Haram food	HW: choose 5-10 names for Allah from the Quran and explain in a sentence what they reveal about the nature of Allah. <b>Or explain two</b> names of Allah which influence the way Muslims try to live their lives. Summer Project on Islam	<b>Key words: Monotheism, Revelation, Shirk.</b> <b>Help plan Hw.</b>

**Useful Websites:**

<http://www.reonline.org.uk/specials/places-of-worship/>

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

## Year 8 – Science

When	Topic	Assessment	What can a parent do to support?
Autumn 1	<b>'Movement'</b> (The Skeleton; Forces)	Writing tasks Class quizzes Investigations End of topic test	Cook chicken dinner – discuss the skeleton as you take it apart
Autumn 2	<b>'Sound and Light'</b> (Sound waves, Light waves)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits
Spring 1	<b>'Genes and competition'</b> (Reproduction, Inheritance, Relationships in Ecosystems)	Writing tasks Class quizzes Investigations End of topic test	Help students think about traits they may have inherited from family.
Spring 2	<b>'Earth, Sky and Space'</b> (Earth and Atmosphere, Space Physics)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits
Summer 1	<b>'Electricity'</b> (Static electricity, Current electricity)	Writing tasks Class quizzes Investigations End of topic test	Encourage your child to start revising now, discuss techniques, monitor progress
Summer 2	<b>'Magnetism and energy'</b> (Magnets and Electromagnets, Energy Stores and Changes)	Writing tasks Class quizzes Investigations End of year exam	Review revision progress & help them revise

### Useful resources:

CGP KS3 Science revision guide

<https://www.bbc.co.uk/bitesize/>

## Year 8 – Technology

When	Topic	Assessment	What can a parent do to support?
<b>Rotation 1 - Food</b>	Food provenance and food choices, looking at a range of staple foods. Artisan bakers project and making quality products. How sauces are thickened.	Group working and peer assessment. Students will assess their own practical work and will often ask other people's opinions. Assessed according to school policy. The theory will be assessed through homework/classwork and in end of year examinations.	Look at the recipe book with your child and make sure they have the right ingredients and something to transport the food home in. Please be prepared to try the food and give some feedback!
<b>Rotation 2 - Textiles</b>	Health and safety Design skills Creating pattern, Weaving using recycled materials.	Theory and design work will be assessed according to school policy, and with a summative test at the end of the year. Students will assess their own work in order to improve their skills.	Students will be set a homework to bring in their own weaving materials and fabrics however most materials will be provided.
<b>Rotation 3 – Product Design</b>	Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic metalwork Computer Aided Design Construction methods and finishes. Materials based research.	Students will work on a series of practical tasks enhanced by theoretical information to create a product. This will be assessed in line with the schools marking policy and involves input from the teacher, students and personal reflection.	All the equipment and materials are provided for the project, however a small charge will be made for materials 50 pence if keyrings are purchased. During the homework cycle it would be valuable to the students for parents to give feedback on the design tasks set.

### Additional Information

During Year 8, students rotate around 3 subjects. They will not necessarily do them in this order.

### Helpful Books / Useful Websites

Bitesize

School produced recipe book

[www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)

[www.nhs.uk](http://www.nhs.uk) Choices