



ARTHUR MELLOWS VILLAGE COLLEGE



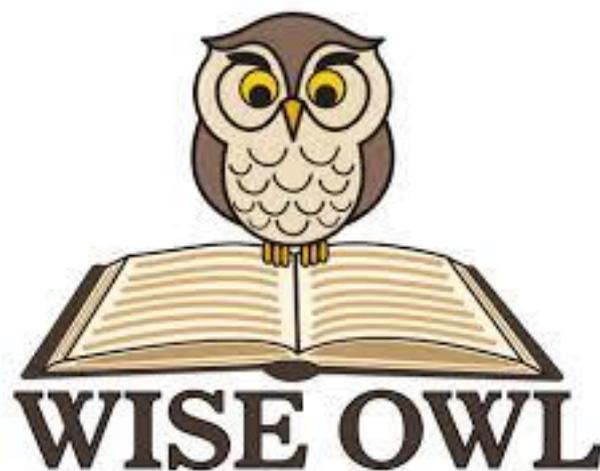
**YEAR 8**

**REMOTE LEARNING**

**SUPPORT**

**BOOKLET**

**(JANUARY 2021 – MARCH 2021)**





## Introduction

Dear Parent/Carer/Student

This year has been a challenging year for students and whilst their efforts during the lockdown learning were fantastic, we recognise that this was not the ideal way for students to learn.

This booklet reports to you the areas of work that students covered during lockdown this year when students were taught remotely. It is designed to help parents and students quickly identify the work that was covered during this period and see how the College plans to cover aspects of this work with students in future lessons to support them. Also provided is information linked to the areas missed, that students can if they feel it is required, work on to aid their understanding and further support their learning.

Each subject has detailed the work that was covered. In some cases the work applies to all classes and in other cases you will need to know the group for each subject eg 8f1. If a student is not familiar with their class code, then they should ask their subject teacher.

<b>Art and Textiles</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p>Responding to the work of Artists. Working in different styles and using influence for others to develop ideas.</p> <p><b>Surreal Face Design</b></p> <ul style="list-style-type: none"> <li>Introduced to the style and qualities of Surreal Portraits. Students produced a Self Portrait, demonstrating influence from the Surreal artists. Material choices were broad, allowing for painting, drawing and/or sculpture</li> </ul> <p><b>Poster Art and Font</b></p> <ul style="list-style-type: none"> <li>Examined different types of posters (eg formative, medical, social etc), exploring audience, lettering, layout, and colour. Students used their knowledge to plan their own poster</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>Students introduced to the theme of Self Identity and explored what it means to be them. Investigate symbolism within a variety of different cultures. Students created a range of personalised symbols, showing influence from their favourite culture and used these to create a range of possible soft sculpture designs (ready to make on our return to school)</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<ul style="list-style-type: none"> <li>Responding to Artists</li> <li>Using ideas from Artists to develop own ideas</li> <li>Using drawing in different forms to develop ideas</li> <li>Researching and presenting information on Artists</li> </ul>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<p>Oak Academy have many practical drawing and painting activities to develop technical skills.</p> <p>Look online at gallery websites to gain a wider understanding of styles of Art such as</p> <ul style="list-style-type: none"> <li>Tate</li> <li>National Gallery</li> <li>National Portrait Gallery</li> </ul> <p>Practice drawing skills through completing observational drawings of objects, people or Landscapes.</p>		

# Computing

Year: 8

Classes: All

## Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):

The following 2 units were taught remotely. Students had started the Python unit in school, so had knowledge of accessing the resources from home.

<b>Programming techniques with Python (Computer Science unit)</b>	<b>Networks (Computer Science unit)</b>
Sequence and Variables	Computer Networks and Protocols
Selection	Networking Hardware
Operators	Wired and wireless Networks
Count-Controlled Iteration	The Internet
Problem Solving	Internet Services
	The World Wide Web

## Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:

### Programming techniques

All of the learning content included in the Programming techniques unit will be repeated and built on in Year 9 using the Python programming language to teach and practice the key programming concepts.

### Networks

When back in school all students have been given time in lessons to re-cap learning content for this unit and assessments have been carried out to identify gaps in learning and recap these concepts in lessons. The learning content for Networks will be repeated in the GCSE Computer Science course.

### Algorithms

Due to software requirements the planned Algorithms unit was not taught during lockdown. This unit will now be taught in Year 9, to provide preparation for the GCSE Computer Science course.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

**Programming techniques**

Seneca - <https://senecalearning.com/en-GB/blog/seneca-premium/>

Go to KS3 Computer Science and work through the learning for Programming 2.2. Designing code

Oak Academy resources - <https://classroom.thenational.academy/units/intro-to-python-programming-9c22>

Use the resources provided for Intro to Python programming. Each lesson provides questions to consolidate learning and lesson videos with activities to complete.

**Networks**

Seneca - <https://senecalearning.com/en-GB/blog/seneca-premium/>

Go to KS3 Computer Science and work through the learning for 5.1 Networks

Oak Academy resources - <https://classroom.thenational.academy/units/networks-from-semaphores-to-the-internet-4725>

Use the resources provided for Networks. Each lesson provides questions to consolidate learning and lesson videos with activities to complete.

<b>Drama</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p><b>Unit: Melodrama</b></p> <ul style="list-style-type: none"> <li>• Stock Melodrama emotions</li> <li>• Stock characters</li> <li>• Transitions</li> <li>• Stage directions</li> </ul> <p><b>Unit: Nightlife</b></p> <ul style="list-style-type: none"> <li>• Physical theatre</li> <li>• Soundscape</li> <li>• Movement</li> <li>• PPTV</li> <li>• Monologue</li> <li>• Stage directions</li> <li>• Characterisation</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<p><b>Unit: Bullying</b></p> <ul style="list-style-type: none"> <li>• Thought out loud (to prepare for monologues)</li> <li>• Cross-cutting</li> <li>• Different types of bullying, healthy relationships (signs of unhealthy relationships), parent / carer and child relationships</li> <li>• Characterisation</li> <li>• PPTV</li> </ul> <p><b>Unit: Radio Adverts</b></p> <ul style="list-style-type: none"> <li>• Soundscape</li> <li>• Persuasive language</li> <li>• Repetition</li> <li>• PPTV</li> </ul> <p>Characterisation, transitions, physical theatre all covered in 'Running Away' in Year 9, stage directions covered in Year 9 in 'Bang Out of Order'.</p>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• Resources on Teams for the stock images in Melodrama</li> <li>• Recap of Drama Skills <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a></li> <li>• Watching Theatre (online platforms and/ or live theatre)</li> </ul>		

<b>Engineering</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p><b>Topic 1: Introduction to Engineering</b></p> <ul style="list-style-type: none"> <li>• Workshop rules and regulations</li> <li>• Types of PPE (personal protective equipment)</li> <li>• Safety Signage and symbols</li> <li>• Tools, equipment and Machinery Theory</li> <li>• Metals and Plastics – properties and applications</li> <li>• Ergonomics and Anthropometrics</li> </ul> <p><b>Topic 2: Engineering drawing skills including:</b></p> <ul style="list-style-type: none"> <li>• Scale and Proportion</li> <li>• 3D sketching</li> <li>• Perspective</li> <li>• Using Dimensions</li> <li>• Types of Lines</li> <li>• Orthographic Drawing and other types of technical drawing.</li> </ul>	<p><b>Topic 3: Mechanisms and Motion</b></p> <ul style="list-style-type: none"> <li>• Types of motion – liner, rotary, oscillating and reciprocating.</li> <li>• Basic mechanisms including; levers, linkages, cams and followers.</li> <li>• Mechanism systems including; gear trains, pulleys and automatons.</li> <li>• Manufacturing a 'Robot' arm using recyclable materials.</li> </ul>	
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<ul style="list-style-type: none"> <li>• In KS3 Design Technology (DT) (consisting of Product Design, Engineering and Food Technology) groups rotate between the 3 topic areas. Students will have completed 2 rotations this year and have experienced 2 of the 3 topics.</li> <li>• All students will take part in further Engineering projects in Year 9, where knowledge and skills are further developed and embedded through core theory, design and practical activities.</li> <li>• Knowledge and Skills from Engineering are also developed in the other DT areas (Product Design and Food Technology) in both Year 8 and Year 9, such as problem solving, working in practical environments, Health and Safety and teamwork to name but a few.</li> </ul>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• <b>BBC Bitesize</b> – A selection of DT/Engineering videos;</li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/zfr9wmn">https://www.bbc.co.uk/bitesize/subjects/zfr9wmn</a></li> <li>• <b>BBC Teach – You Tube Channel</b> – A series of videos covering Product Design, Engineering and Food Technology knowledge and practical skills;</li> <li>• <a href="https://youtu.be/fWJHh3LoO70">https://youtu.be/fWJHh3LoO70</a></li> <li>• <b>Technology Student</b> – online learning resources covering Product Design &amp; Engineering Topics, including the design process, tools and equipment, machinery and manufacturing processes and Sustainability;</li> <li>• <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a></li> </ul>		

<b>English</b>	<b>Year: 9</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p><b>Shakespeare Text: A Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Shakespeare</li> <li>• Patriarchal society</li> <li>• Unrequited love</li> <li>• Friendship</li> <li>• Gender inequality</li> <li>• Writing analysis paragraphs of literature texts</li> <li>• Context of Shakespearean theatre</li> <li>• Understanding key events of the play</li> <li>• Developing an understanding of the main characters and their relationships</li> <li>• Developing an awareness of Shakespeare's main ideas and intentions communicated through the play</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<ul style="list-style-type: none"> <li>• Shakespeare texts also covered in Year 7 and at GCSE – more focus on context, language and interpretation in other years</li> <li>• Essay writing skills and analysis explored many times throughout our curriculum</li> <li>• Themes, skills and knowledge encountered throughout the English Curriculum Year 10/11: Macbeth/Romeo and Juliet, Year 9: Animal Farm (class and culture), Year 9 and 10: Power and Conflict Poetry, Good/evil spoken language, writing and speaking to persuade</li> <li>• Frequent opportunities to explore language and structure of Shakespeare and reflect on own creative writing skills and conscious crafting</li> </ul>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• Productions available on SharePoint for students to access.</li> <li>• Revision materials on the texts on Seneca, Oak Academy and using GCSE Pod for really engaged learners.</li> </ul>		

# Food and Nutrition

Year: 8

Classes: 8f1 8f6 8g1 8g2

**Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):**

## Theory

- Baseline test
- Macro and micronutrients, their functions, sources, and deficiencies. So, this includes fats, carbohydrates, protein, vitamins and minerals
- Whisked sponge, how it works why it differs from a creamed sponge
- Salad dressings, the theory behind emulsification
- Enzymic browning, what it is and how it can be prevented
- Different types of vegetarians and what they can and cannot eat

## Practical

- Swiss roll
- Pizza
- Pasta salad
- Fruit crumble
- Vegetarian Bolognese

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

The following theory lessons were covered remotely during lockdown:

- Macro and micronutrients, their functions, sources, and deficiencies. So, this includes fats, carbohydrates, protein, vitamins and minerals
- Enzymic browning, what it is and how it can be prevented
- Different types of vegetarians and what they can and cannot eat

The practical element was shown through either live or pre-recorded demonstrations but on the whole the students did not complete this themselves.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

All the recipes for the practicals, which would have been completed in school, are on the school SharePoint. To help students catch up with basic skills and cooker control it would be advantageous for these recipes to be completed at home.

<https://arthurmellows.sharepoint.com/:f/r/resources/technology/For%20Students/other/Food/Year%208/year%208%20recipes/New%20recipes%20folder?csf=1&web=1&e=cjtO0w>

<b>French</b>	<b>Year: 8</b>	<b>Classes: 8f1</b>
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**Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):**

**1) Revising content linked to Studio 2 Rouge Module 2 Paris je t'adore, including:**

- Saying what you did in Paris
- The perfect tense of regular verbs + negative form
- Saying when you did things
- The perfect tense of irregular verbs + negative form
- Understanding information about a tourist attraction
- C'était ... and j'ai trouvé ça ...
- Saying where you went and how
- The perfect tense with être
- Using intensifiers to make their opinions clearer
- Including opinions to make text more effective

**2) End of Module 2 Tests – Listening and reading papers.**

**3) Studio 2 Rouge Module 3: Mon identité**

Unité 1 Mon caractère

Talking about personality

Adjectival agreement

Unité 2 On se dit tout

Talking about relationships

Reflexive verbs

Unité 3 Quelle musique écoutes-tu?

Talking about music

Agreeing, disagreeing and giving reasons

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

Notions from module 2 and 3 topics were re-visited after lockdown and consolidated. The assessments for module 3 was completed after lockdown during face-to-face lessons as part of their end of year checkpoint. The vocabulary for this topic was re-visited and extended prior to the progress check carried out in June. Vocabulary glossaries were issued.

The following language features, which have been covered during lockdown, will be revisited regularly through Year 9 and GCSE content as it is a curriculum requirement in languages.

- Tenses: present, near future and perfect tense
- Adjective agreements
- Extended opinions and justifications across different tenses and contexts
- 'Me, family and friends' and 'Holidays' vocabulary
- Main regular and irregular verbs
- Reflexive verbs

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Quizlet
- Blooket/Kahoot
- Knowledge organiser and verb grids
- Use Linguascope to consolidate  
[www.linguascope.com](http://www.linguascope.com)  
username: amvc  
password: mfl01

**French**

**Year: 8**

**Classes: 8f2 red**

**Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):**

**1 Une semaine à Paris**

- Saying what you did in Paris
- The perfect tense of regular verbs

**2 Mon album photos**

- Saying when you did things
- The perfect tense of irregular verbs

**3 C'était comment, les catacombes?**

- Understanding information about a tourist attraction
- c'était ... and j'ai trouvé ça ...

**4 24 heures chrono!**

- Saying where you went and how
- The perfect tense with être

**5 Qui a volé la *Joconde*?**

- Interviewing a suspect
- Asking questions in the perfect tense

**Grammar and other language features**

- the perfect tense: regular verbs
- the perfect tense: negative forms
- the perfect tense: irregular verbs
- including details of time and a range of verb forms to make a text more interesting  
c'était/j'ai trouvé  
ça + adjective
- using facial expressions and tone of voice to convey meaning
- using intensifiers to make their opinions clearer
- including opinions to make text more effective
  
- the perfect tense with *être*
- grouping vocabulary to help remember structures
- the perfect tense: questions
- improving writing

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

As soon as we returned to school we then did the module 2 test and prior to doing this they consolidated the vocabulary by doing the revision exercises in the book and on line. They then were given a vocabulary booklet for all the work in module 2 to enable them to revise more effectively.

In June they then did the end of year progress check. They were given the vocabulary booklets for all the vocabulary in the book.

We have since started module 3 in class which revises adjectives and their agreement. In the last unit of the module we will be covering this term we will be using all three tenses, present, perfect and near future. The main grammatical concept of module 2 covered in lock down was the perfect tense so this will be ideal consolidation.

The skills of translating, writing creatively, expressing ideas, developing vocabulary are reinforced in each unit.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Re-visit resources in SharePoint
- Refer to and complete vocabulary booklets / translation booklets
- Refer to electronic copy of studio 2 carnet d'exercices
- Use Linguascope to consolidate  
[www.linguascope.com](http://www.linguascope.com)  
username: amvc  
password: mfl01

# Subject: French

Year: 8

Classes: 8f3, 8f4 and 8f5

**Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):**

## 1. Unité 1

- Paris touristique
- Saying what you can do in Paris
- Using on peut + infinitive
- Unité 2

## 2. Les jeunes Parisiens

- Saying what you like doing
- Using j'aime + the infinitive
- Unité 3

## 3. Ça, c'est la question!

- Asking for tourist information
- Using question words

## 4. C'était comment?

- Saying what you visited and what it was like
- Using the perfect tense of visiter

## 5. Le 14 juillet à Paris

- Saying what you did
- Using the perfect tense of –er verbs
- En plus

## 6. Paris, ville magique!

- Understanding information about tourist attractions

### Grammar and other language features

- The present tense – modal verbs + infinitive/ opinions + infinitive
- The perfect tense: regular verbs
- The perfect tense: negative forms
- The perfect tense: irregular verbs
- Using questions words/asking questions
- Using intensifiers to make their opinions clearer
- Including opinions to make text more effective

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

Students completed the module 2 test online via Teams. They then were given a vocabulary booklet for all the work in module 2 to enable them to revise more effectively in preparation for the end of year progress check.

In June, students did the end of year progress check. They were given the vocabulary booklets for all the vocabulary in the book.

We have since started module 3 in class which revises adjectives and their agreement. In the last unit of the module, we will be covering this term we will be using all three tenses, present, perfect and near future. The main grammatical concept of module 2 covered in lock down was the perfect tense so this will be ideal consolidation.

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username: amvc  
password: mfl01

# Geography

Year: 8

Classes: All

**Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):**

Population	Migration
Global population growth over time	Different types of migration
Global population distribution - sparsely and densely populated places	Reasons for migration (push and pull factors)
How population (growth, birth rates, death rates, etc) varies from country to country	Examples of major migrations across the world
The Demographic Transition Model	Case study of EU migration
Population pyramids	Case study of the refugee crisis in the Mediterranean
Case study of an ageing population - Japan	Case study of Mexico to USA migration
Case study of a youthful population - Mexico	Migration policies
Anti natalist policies	
Pro natalist policies	

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

- The use of case studies to underpin concepts and processes are embedded across all years
- The Population and Migration topic areas are revisited at GCSE
- The concept of the impacts of population growth on the environment is revisited in Year 9 in the Tropical Rainforests and Cold Environments topics
- The use and analysis of data (for example, birth rates, population growth, immigration rates, etc) is embedded across the Geography curriculum at KS3 and GCSE

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

Seneca: <https://senecalearning.com/en-GB/blog/seneca-premium/>  
Geography KS3 look at the following area- Topic 14 Global Population

BBC Bitesize: Population and Migration <https://www.bbc.co.uk/bitesize/topics/zq7nvcw>

<b>History</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<ul style="list-style-type: none"> <li>• Why did the Civil War begin?</li> <li>• Key battles of the Civil War including the introduction of the New Model Army</li> <li>• The trial and execution of Charles I and the Interregnum period which followed</li> <li>• Oliver Cromwell</li> <li>• The Restoration of Charles II</li> <li>• The Glorious Revolution</li> <li>• The Industrial Revolution</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<ul style="list-style-type: none"> <li>• The ideas of monarchy and leadership are covered again in Year 9 as part of our Germany topic</li> <li>• The ideas behind the Glorious Revolution were reviewed in class when students returned as part of the link to the Industrial Revolution (and that the word revolution can have different meanings)</li> <li>• Students had only just begun the Industrial Revolution topic so this was reviewed in the first lesson when students returned</li> <li>• Students have continued with the Industrial Revolution topic and have revised it in class as part of their End of Year Progress check revision</li> <li>• Different exam skills are practiced across KS3 so Year 8 students will have the chance to practice exam type questions throughout Year 9</li> </ul>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• Oak National Academy <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/history">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/history</a></li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/zynp34j">https://www.bbc.co.uk/bitesize/topics/zynp34j</a></li> <li>• Seneca <a href="https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1">https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1</a></li> </ul>		

# Maths

Year: 8

Classes: 8f1

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles
- Find and use the sum of interior/exterior angles of a polygon

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles
- Find the area and perimeter of shapes made of parts of circles and other shapes

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders
- Find the volume of a cone and pyramid

## **Equations:**

- Be able to solve equations with unknowns on both sides
- Solve equations with brackets
- Solve equations that give a negative or fractional answer

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/731> (Angles in parallel lines)
- <https://vle.mathswatch.co.uk/vle/browse/732> (Angles in polygons)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/770> (Solving equations with brackets and fractions)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

# Maths

Year: 8

Classes: 8f2

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles
- Find and use the sum of interior/exterior angles of a polygon

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles
- Find the area and perimeter of shapes made of parts of circles and other shapes

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders
- Find the volume of a cone and pyramid

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/731> (Angles in parallel lines)
- <https://vle.mathswatch.co.uk/vle/browse/732> (Angles in polygons)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):****Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles

**Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles

**Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

**Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

**Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

**Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders

**Equations:**

- Be able to solve equations with unknowns on both sides
- Solve equations with brackets
- Solve equations that give a negative or fractional answer

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

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- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
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- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/770> (Solving equations with brackets and fractions)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

# Maths

Year: 8

Classes: 8f4

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders

## **Equations:**

- Be able to solve equations with unknowns on both sides

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
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- <https://vle.mathswatch.co.uk/vle/browse/731> (Angles in parallel lines)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

<b>Maths</b>	<b>Year: 8</b>	<b>Classes: 8f5a</b>
<b>Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):</b>		
<p><b>Angle Properties:</b></p> <ul style="list-style-type: none"> <li>• Use the angle sum of triangles, quadrilaterals, a straight line and round a point</li> </ul> <p><b>Area and Circumference of Circle:</b></p> <ul style="list-style-type: none"> <li>• Use formulae for area and circumference of a circle</li> <li>• Find the area and perimeter of semi-circles and quarter circles</li> </ul> <p><b>Using a Calculator:</b></p> <ul style="list-style-type: none"> <li>• Use the root, power, fraction, and bracket buttons on a calculator</li> <li>• Understand that when using a calculator for calculations involving a negative number to put these in brackets</li> <li>• Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean</li> </ul> <p><b>Formulae/Graphs:</b></p> <ul style="list-style-type: none"> <li>• Substitute into word and algebraic formulae</li> <li>• Plot straight line graphs from an equation in the form <math>y=mx+c</math></li> <li>• Draw and interpret real life graphs for conversions, distance-time graphs and other graphs</li> </ul> <p><b>Scatter graphs:</b></p> <ul style="list-style-type: none"> <li>• Plot points on a scatter graph and identify the correlation</li> <li>• Draw and interpret the line of best fit for a scatter graph</li> </ul> <p><b>Volume:</b></p> <ul style="list-style-type: none"> <li>• Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids</li> <li>• Find the volume of a prism</li> </ul> <p><b>Ratio:</b></p> <ul style="list-style-type: none"> <li>• Be able to write a ratio from a diagram</li> <li>• Simplify ratios including those expressed in different units</li> <li>• Recognise the link between ratio and fractions</li> <li>• Divide a quantity into two or more parts in a given ratio</li> </ul> <p><b>Equations:</b></p> <ul style="list-style-type: none"> <li>• Solve simple one step and two step equations</li> <li>• Be able to solve equations with unknowns on both sides</li> </ul>		

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
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- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)
- <https://vle.mathswatch.co.uk/vle/browse/721> (Simplifying ratios)
- <https://vle.mathswatch.co.uk/vle/browse/722> (Sharing into ratios)

# Maths

Year: 8

Classes: 8f5b

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism

## **Equations:**

- Solve simple one step and two step equations
- Be able to solve equations with unknowns on both sides

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

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- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
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- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

<b>Maths</b>	<b>Year: 8</b>	<b>Classes: 8g1</b>
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**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

**Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles
- Find and use the sum of interior/exterior angles of a polygon

**Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles
- Find the area and perimeter of shapes made of parts of circles and other shapes

**Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

**Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

**Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

**Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders
- Find the volume of a cone and pyramid

**Equations:**

- Be able to solve equations with unknowns on both sides
- Solve equations with brackets
- Solve equations that give a negative or fractional answer

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

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- <https://vle.mathswatch.co.uk/vle/browse/732> (Angles in polygons)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
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- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
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- <https://vle.mathswatch.co.uk/vle/browse/770> (Solving equations with brackets and fractions)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

# Maths

Year: 8

Classes: 8g2

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles
- Find and use the sum of interior/exterior angles of a polygon

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles
- Find the area and perimeter of shapes made of parts of circles and other shapes

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders
- Find the volume of a cone and pyramid

## **Equations:**

- Be able to solve equations with unknowns on both sides
- Solve equations with brackets
- Solve equations that give a negative or fractional answer

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

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- <https://vle.mathswatch.co.uk/vle/browse/732> (Angles in polygons)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
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- <https://vle.mathswatch.co.uk/vle/browse/770> (Solving equations with brackets and fractions)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

# Maths

Year: 8

Classes: 8g3

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point
- Identify and use alternate angles, corresponding angles, and co-interior angles to find missing angles

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae.
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism, including cylinders

## **Ratio:**

- Be able to write a ratio from a diagram
- Simplify ratios including those expressed in different units
- Recognise the link between ratio and fractions
- Divide a quantity into two or more parts in a given ratio
- Use scales to draw and interpret scale diagrams

## **Fractions, Decimals and Percentages:**

- Know the equivalence of simple fractions decimals and percentages
- Be able to convert between fractions decimals and percentages
- Be able to compare and order proportions given as fractions, decimals and percentages

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and the fractions, decimals and percentage topic are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/731> (Angles in parallel lines)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/757> (Converting between fractions, decimals, and percentages)
- <https://vle.mathswatch.co.uk/vle/browse/721> (Simplifying ratios)
- <https://vle.mathswatch.co.uk/vle/browse/722> (Sharing into ratios)

# Maths

Year: 8

Classes: 8g4a

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle
- Find the area and perimeter of semi-circles and quarter circles

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator
- Understand that when using a calculator for calculations involving a negative number to put these in brackets
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae
- Plot straight line graphs from an equation in the form  $y=mx+c$
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation
- Draw and interpret the line of best fit for a scatter graph

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids
- Find the volume of a prism

## **Ratio:**

- Be able to write a ratio from a diagram
- Simplify ratios including those expressed in different units
- Recognise the link between ratio and fractions
- Divide a quantity into 2 or more parts in a given ratio

## **Equations:**

- Solve simple one step and 2 step equations
- Be able to solve equations with unknowns on both sides

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)
- <https://vle.mathswatch.co.uk/vle/browse/721> (Simplifying ratios)
- <https://vle.mathswatch.co.uk/vle/browse/722> (Sharing into ratios)

# Maths

Year: 8

Classes: 8g4b

**Knowledge and skills that were taught remotely during the school closure this year. (January to March 2021):**

## **Angle Properties:**

- Use the angle sum of triangles, quadrilaterals, a straight line and round a point.

## **Area and Circumference of Circle:**

- Use formulae for area and circumference of a circle.
- Find the area and perimeter of semi-circles and quarter circles.

## **Using a Calculator:**

- Use the root, power, fraction, and bracket buttons on a calculator.
- Understand that when using a calculator for calculations involving a negative number to put these in brackets.
- Know that calculators apply BIDMAS, demonstrate the importance of this when calculating the mean.

## **Formulae/Graphs:**

- Substitute into word and algebraic formulae.
- Plot straight line graphs from an equation in the form  $y=mx+c$ .
- Draw and interpret real life graphs for conversions, distance-time graphs and other graphs.

## **Scatter graphs:**

- Plot points on a scatter graph and identify the correlation.
- Draw and interpret the line of best fit for a scatter graph.

## **Volume:**

- Find the volume of cubes, cuboids and compound shapes made of cubes and cuboids.
- Find the volume of a prism.

## **Equations:**

- Solve simple one step and two step equations.
- Be able to solve equations with unknowns on both sides.

**Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:**

A number of these areas have been the focus of starter activities at the beginning of lessons since returning to school and this will continue into Year 9.

Aspects associated with using the calculator are general maths skills and will be covered in all further years across several different topics that are taught.

The work on angles, circles, graphs, volume, and equations are all extended in Year 9 and in doing so the Year 8 work will be reviewed.

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- <https://vle.mathswatch.co.uk/vle/browse/726> (Angle facts)
- <https://vle.mathswatch.co.uk/vle/browse/730> (Angles in a triangle)
- <https://vle.mathswatch.co.uk/vle/browse/649> (Properties of circles)
- <https://vle.mathswatch.co.uk/vle/browse/739> (Circumference of circles)
- <https://vle.mathswatch.co.uk/vle/browse/740> (Area of circles)
- <https://vle.mathswatch.co.uk/vle/browse/708> (Substitution)
- <https://vle.mathswatch.co.uk/vle/browse/715> (Introduction to straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/716> (Gradient of straight line graphs)
- <https://vle.mathswatch.co.uk/vle/browse/717> ( $Y=mX+c$ )
- <https://vle.mathswatch.co.uk/vle/browse/806> (Using a calculator)
- <https://vle.mathswatch.co.uk/vle/browse/797> (Scatter Graphs)
- <https://vle.mathswatch.co.uk/vle/browse/737> (Volume of cuboids)
- <https://vle.mathswatch.co.uk/vle/browse/786> (Volume of prisms)
- <https://vle.mathswatch.co.uk/vle/browse/712> (Solving basic equations)
- <https://vle.mathswatch.co.uk/vle/browse/771> (Solving equations with unknowns on both sides)

<b>Music</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p><b>Music Technology:</b></p> <ul style="list-style-type: none"> <li>• How to sequence music into Bandlab</li> <li>• How a drumbeat is made using a sequencer</li> <li>• Editing sequenced music</li> <li>• Change of midi instrument</li> </ul> <p><b>Musicality:</b></p> <ul style="list-style-type: none"> <li>• Development of timing and use of tempo</li> <li>• What structure is in music and how it works</li> <li>• How to develop a musical idea</li> <li>• What Remixing is and how it can be implemented to a song (Seven Nation Army)</li> <li>• Understanding how layering is used in composition</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<p>Keyboard skills - Where notes are and how to play with two hands. This is recovered in each topic in Year 9.</p> <p>Structure in Music - How to structure a piece of music and how to make it interesting by creating a structure of their own using more advanced sections. This is recapped in Year 9.</p> <p>Development and composition of ideas - This is a key feature used in all Music technology topics in Year 9.</p> <p>Playing in time - Looking at ways to improve timing when playing. This is built on in every topic in Year 9.</p> <p>Group Skills - How to rehearse as an ensemble - Used throughout Year 9.</p>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<p>Improve practical skills by using the website <b>Teaching Gadget</b>  <a href="https://teachinggadget.com/wp-login.php">https://teachinggadget.com/wp-login.php</a></p> <p>Username: <b>arthurmellows</b>  Password: <b>music</b></p> <p>Continue to explore music technology with <b>Bandlab Education</b>  <a href="https://edu.bandlab.com/">https://edu.bandlab.com/</a>  students should have their own passwords to access this</p>		

<b>PE</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<p>Throughout lockdown students were regularly encouraged to take part in the PE Departments 'Lockdown Challenge' which we had a great response to with hundreds of entries of activity logged via the dedicated Microsoft form.</p> <p>Although maintaining physical activity was our primary goal we also provided a range of resources for students to explore the rules, regulations and skills of a number of different sports including basketball, table tennis and volleyball.</p>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<p>Since returning to school we had a short period where students were able to put their knowledge of different sports rules, regulations and skills into practice. This was further enhanced with the extra-curricular clubs that have been on offer over the last term as all of these clubs covered the sports explored theoretically. As students will have the opportunity to revisit these sports and develop their knowledge and skills in these areas into next year in both lessons and clubs, we have since moved into summer sports including athletics, rounders, cricket, tennis and swimming.</p>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• Take any and all opportunities to be as active as possible</li> <li>• Identify an activity they enjoy to participate in and look to find clubs to build on this enjoyment. Should you need any help with this please let us know and we can recommend clubs in most sporting areas</li> <li>• Identify any skills or sports they have found particularly difficult this year and look to work on those where possible over the summer. This may include watching some elite performers to enable a greater understanding</li> <li>• Set family challenges to promote physical activity for all members of the household eg KM covered biking/walking/running, hours active, Sport specific challenges</li> </ul>		

<b>Product Design</b>	<b>Year: 8</b>	<b>Classes:8f5/8g5/8f3</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<ul style="list-style-type: none"> <li>• Drawing Tasks</li> <li>• 1 pt. perspective city scape</li> <li>• 2 pt. perspective creating shapes</li> <li>• Identifying different plastics</li> <li>• How to vacuum form</li> <li>• Typography and letter styles</li> <li>• Memphis clock research in preparation for return</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
<ul style="list-style-type: none"> <li>• In KS3 Design Technology(DT) (consisting of Product Design, Engineering and Food Technology) groups rotate between the 3 topic areas. Students will have completed 2 rotations this year and have experienced 2 of the 3 topics.</li> <li>• All students will take part in further Engineering projects in Year 8 and Year 9, where knowledge and skills are further developed and embedded through core theory, design and practical activities.</li> <li>• Knowledge and Skills from Engineering are also developed in the other DT areas (Product Design and Engineering) in both Year 8 and Year 9, such as problem solving, working in practical environments, Health and Safety and teamwork to name but a few.</li> </ul>		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<p><b>BBC Bitesize</b> – A selection of DT/Engineering videos;  <a href="https://www.bbc.co.uk/bitesize/subjects/zfr9wmn">https://www.bbc.co.uk/bitesize/subjects/zfr9wmn</a></p> <p><b>BBC Teach – You Tube Channel</b> – A series of videos covering Product Design, Engineering and Food Technology knowledge and practical skills;  <a href="https://youtu.be/fWJHh3LoO70">https://youtu.be/fWJHh3LoO70</a></p> <p><b>Technology Student</b> – online learning resources covering Product Design and Engineering Topics, including the design process, tools and equipment, machinery and manufacturing processes and Sustainability;  <a href="https://www.technologystudent.com/">https://www.technologystudent.com/</a></p>		

<b>RE</b>	<b>Year: 8</b>	<b>Classes: All</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>		
<b>Buddhism</b> <ul style="list-style-type: none"> <li>• Siddharta Gotama's birth</li> <li>• Four Sights</li> <li>• Enlightenment</li> <li>• Four Noble Truths</li> <li>• Five Precepts</li> <li>• Buddhist Worship / Festivals</li> </ul>		
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>		
Siddharta Gotama's birth, the Four Sights, Enlightenment and The Four Noble Truths were all covered again during revision lessons this term.		
<b>Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:</b>		
<ul style="list-style-type: none"> <li>• Siddharta Gotama's birth and Four Sights <a href="https://classroom.thenational.academy/lessons/the-life-of-siddhartha-gautama-c4ukce">https://classroom.thenational.academy/lessons/the-life-of-siddhartha-gautama-c4ukce</a></li> <li>• Enlightenment <a href="https://classroom.thenational.academy/lessons/enlightenment-6xk38d">https://classroom.thenational.academy/lessons/enlightenment-6xk38d</a></li> <li>• Four Noble Truths <a href="https://classroom.thenational.academy/lessons/dukkha-and-the-four-noble-truths-6hh64d">https://classroom.thenational.academy/lessons/dukkha-and-the-four-noble-truths-6hh64d</a> <a href="https://classroom.thenational.academy/lessons/the-four-noble-truths-68rPCR">https://classroom.thenational.academy/lessons/the-four-noble-truths-68rPCR</a></li> <li>• Worship <a href="https://classroom.thenational.academy/lessons/buddhist-practice-6cvp4c">https://classroom.thenational.academy/lessons/buddhist-practice-6cvp4c</a> <a href="https://classroom.thenational.academy/lessons/meditation-c8vp8c">https://classroom.thenational.academy/lessons/meditation-c8vp8c</a></li> </ul>		

<b>Science</b>	<b>Year: 8</b>	<b>Class: 8f1</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Biology Topic 2: Respiration and Photosynthesis</b></p> <ul style="list-style-type: none"> <li>• Aerobic and Anaerobic Respiration</li> <li>• Uses of Anaerobic Respiration</li> <li>• Investigating Fermentation</li> <li>• Photosynthesis</li> <li>• Testing for starch</li> <li>• Investigating Photosynthesis</li> <li>• Structure of leaves</li> <li>• Movement of water and minerals in plants</li> <li>• Use of minerals in plants</li> </ul> <p><b>Chemistry Topic 2: Reactions</b></p> <ul style="list-style-type: none"> <li>• Endothermic and Exothermic reactions</li> <li>• Reaction profiles</li> <li>• Investigating Endothermic reactions</li> <li>• Catalysts and their uses</li> <li>• Combustion</li> <li>• Thermal Decomposition</li> <li>• Conservation of Mass</li> </ul> <p><b>Physics Topic 3: Work and Heat</b></p> <ul style="list-style-type: none"> <li>• Equation for work done</li> <li>• Levers</li> <li>• Conduction, Convection and Radiation</li> <li>• Conductors and Insulators</li> </ul>		
<b>Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:</b>		
<p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students completed and went through summary sheets for each topic studied this year, including any topics covered in lockdown.</p> <p>The GCSE course, which the students will start in Year 9, covers all of the topic areas studied in lockdown. Students will be given additional time during the GCSE curriculum to allow for these topics to be studied in more depth and all students to catch up on any missed learning.</p>		

**Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):**

- The KS3 Year 7 textbook is available on Science SharePoint
- Oak Academy
- BBC bitesize
- Seneca
- Educake
- GCSE pod – whilst this is aimed at the GCSE course, as these areas are covered as part of the GCSE this can provide a useful tool for finding videos on each of the topic's areas.
- YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching KS3 Science and the topic area you are after

<b>Science</b>	<b>Year: 8</b>	<b>Class: 8f2</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Biology Topic 1: Breathing and Digestion</b></p> <ul style="list-style-type: none"> <li>• Mechanisms for breathing</li> <li>• Measuring lung-volume</li> <li>• Gas exchange in humans</li> <li>• Describe and explain the effects of asthma and smoking on breathing</li> <li>• Balanced diet</li> <li>• Effects of an unhealthy diet</li> <li>• The Digestive System</li> <li>• Digestive enzymes</li> </ul> <p><b>Chemistry Topic 2: Reactions</b></p> <ul style="list-style-type: none"> <li>• Endothermic and Exothermic reactions</li> <li>• Reaction profiles</li> <li>• Investigating Endothermic reactions</li> <li>• Catalysts and their uses</li> <li>• Combustion</li> <li>• Thermal Decomposition</li> <li>• Conservation of Mass</li> </ul>		
<b>Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:</b>		
<p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students completed and went through summary sheets for each topic studied this year, including any topics covered in lockdown.</p> <p>The GCSE course, which the students will start in Year 9, covers all of the topic areas studied in lockdown. Students will be given additional time during the GCSE curriculum to allow for these topics to be studied in more depth and all students to catch up on any missed learning.</p>		
<b>Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):</b>		
<ul style="list-style-type: none"> <li>• The KS3 Year 7 textbook is available on Science SharePoint</li> <li>• Oak Academy</li> <li>• BBC bitesize</li> <li>• Seneca</li> <li>• Educake</li> <li>• GCSE pod – whilst this is aimed at the GCSE course, as these areas are covered as part of the GCSE this can provide a useful tool for finding videos on each of the topic's areas.</li> <li>• YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching KS3 Science and the topic area you are after</li> </ul>		

<b>Science</b>	<b>Year: 8</b>	<b>Class: 8f3</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Physics Topic 3: Work and Heat</b></p> <ul style="list-style-type: none"> <li>• Equation for work done</li> <li>• Levers</li> <li>• Conduction, Convection and Radiation</li> <li>• Conductors and Insulators</li> </ul>		
<b>Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:</b>		
<p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students completed and went through summary sheets for each topic studied this year, including any topics covered in lockdown.</p> <p>The GCSE course, which the students will start in Year 9, covers all of the topic areas studied in lockdown. Students will be given additional time during the GCSE curriculum to allow for these topics to be studied in more depth and all students to catch up on any missed learning.</p>		
<b>Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):</b>		
<ul style="list-style-type: none"> <li>• The KS3 Year 7 textbook is available on Science SharePoint</li> <li>• Oak Academy</li> <li>• BBC bitesize</li> <li>• Seneca</li> <li>• Educake</li> <li>• GCSE pod – whilst this is aimed at the GCSE course, as these areas are covered as part of the GCSE this can provide a useful tool for finding videos on each of the topic's areas.</li> <li>• YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching KS3 Science and the topic area you are after</li> </ul>		

<b>Science</b>	<b>Year: 8</b>	<b>Class: 8f4</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Physics Topic 1: Contact Forces and Pressure</b></p> <ul style="list-style-type: none"> <li>• Balanced Forces</li> <li>• Factors affecting air resistance</li> <li>• Hooke's Law</li> <li>• Pressure from solids and the equation for pressure</li> <li>• Pressure in liquids</li> <li>• Floating and sinking</li> </ul>		
<b>Subject areas will cover aspects of the work that was taught remotely to support students during the next stages of their education, some of this will have already taken place. Details of this are listed below:</b>		
<p>Since returning to school students have sat progress checks. As part of the preparation for those progress checks students completed and went through summary sheets for each topic studied this year, including any topics covered in lockdown.</p> <p>The GCSE course, which the students will start in Year 9, covers all of the topic areas studied in lockdown. Students will be given additional time during the GCSE curriculum to allow for these topics to be studied in more depth and all students to catch up on any missed learning.</p>		
<b>Ways in which students can enhance their understanding of the areas highlighted above (this is not compulsory and is designed to support those individuals who feel they would benefit from this):</b>		
<ul style="list-style-type: none"> <li>• The KS3 Year 7 textbook is available on Science SharePoint</li> <li>• Oak Academy</li> <li>• BBC bitesize</li> <li>• Seneca</li> <li>• Educake</li> <li>• GCSE pod – whilst this is aimed at the GCSE course, as these areas are covered as part of the GCSE this can provide a useful tool for finding videos on each of the topic's areas.</li> <li>• YouTube – there is a large number of excellent resources, including; FreeScienceLessons, Cognito, Primrosekitten, and just searching KS3 Science and the topic area you are after</li> </ul>		

<b>Science</b>	<b>Year: 8</b>	<b>Class: 8f5</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Biology Topic 1: Breathing and Digestion</b></p> <ul style="list-style-type: none"> <li>• Mechanisms for breathing</li> <li>• Measuring lung-volume</li> <li>• Gas exchange in humans</li> <li>• Describe and explain the effects of asthma and smoking on breathing</li> <li>• Balanced diet</li> <li>• Effects of an unhealthy diet</li> <li>• The Digestive System</li> <li>• Digestive enzymes</li> </ul> <p><b>Physics Topic 3: Work and Heat</b></p> <ul style="list-style-type: none"> <li>• Equation for work done</li> <li>• Levers</li> <li>• Conduction, Convection and Radiation</li> <li>• Conductors and Insulators</li> </ul>		
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<b>Science</b>	<b>Year: 8</b>	<b>Class: 8g1</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Biology Topic 1: Breathing &amp; Digestion</b></p> <ul style="list-style-type: none"> <li>• Mechanisms for breathing</li> <li>• Measuring lung-volume</li> <li>• Gas exchange in humans</li> <li>• Describe and explain the effects of asthma and smoking on breathing</li> <li>• Balanced diet</li> <li>• Effects of an unhealthy diet</li> <li>• The Digestive System</li> <li>• Digestive enzymes</li> </ul>		
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<b>Science</b>	<b>Year: 8</b>	<b>Class: 8g2</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Physics Topic 1: Contact Forces and Pressure</b></p> <ul style="list-style-type: none"> <li>• Balanced Forces</li> <li>• Factors affecting air resistance</li> <li>• Hooke's Law</li> <li>• Pressure from solids and the equation for pressure</li> <li>• Pressure in liquids</li> <li>• Floating and sinking</li> </ul> <p><b>Biology Topic 2: Respiration and Photosynthesis</b></p> <ul style="list-style-type: none"> <li>• Aerobic and Anaerobic Respiration</li> <li>• Uses of Anaerobic Respiration</li> <li>• Investigating Fermentation</li> <li>• Photosynthesis</li> <li>• Testing for starch</li> <li>• Investigating Photosynthesis</li> <li>• Structure of leaves</li> <li>• Movement of water and minerals in plants</li> <li>• Use of minerals in plants</li> </ul>		
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<b>Science</b>	<b>Year: 8</b>	<b>Class: 8g3</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Chemistry Topic 2: Reactions</b></p> <ul style="list-style-type: none"> <li>• Endothermic and Exothermic reactions</li> <li>• Reaction profiles</li> <li>• Investigating Endothermic reactions</li> <li>• Catalysts and their uses</li> <li>• Combustion</li> <li>• Thermal Decomposition</li> <li>• Conservation of Mass</li> </ul> <p><b>Physics Topic 3: Work and Heat</b></p> <ul style="list-style-type: none"> <li>• Equation for work done</li> <li>• Levers</li> <li>• Conduction, Convection and Radiation</li> <li>• Conductors and Insulators</li> </ul>		
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<b>Science</b>	<b>Year: 8</b>	<b>Class: 8g4</b>
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March):</b>		
<p><b>Chemistry Topic 2: Reactions</b></p> <ul style="list-style-type: none"> <li>• Endothermic and Exothermic reactions</li> <li>• Reaction profiles</li> <li>• Investigating Endothermic reactions</li> <li>• Catalysts and their uses</li> <li>• Combustion</li> <li>• Thermal Decomposition</li> <li>• Conservation of Mass</li> </ul> <p><b>Physics Topic 3: Work and Heat</b></p> <ul style="list-style-type: none"> <li>• Equation for work done</li> <li>• Levers</li> <li>• Conduction, Convection and Radiation</li> <li>• Conductors and Insulators</li> </ul>		
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<b>Spanish</b>	<b>Year: 8</b>	<b>Classes: All</b>		
<b>Knowledge and skills that were taught remotely during the school closure this year (January to March 2021):</b>				
<p><b>1 ¿Qué te gusta comer?</b></p> <ul style="list-style-type: none"> <li>• Saying what food you like</li> <li>• Using a wider range of opinions</li> </ul> <p><b>2 ¿Qué desayunas?</b></p> <ul style="list-style-type: none"> <li>• Describing mealtimes</li> <li>• Using negatives</li> </ul> <p><b>3 En el restaurante</b></p> <ul style="list-style-type: none"> <li>• Ordering a meal</li> <li>• Using <i>usted / ustedes</i></li> </ul> <p><b>4 ¿Qué vamos a comprar?</b></p> <ul style="list-style-type: none"> <li>• Discussing what to buy for a party</li> <li>• Using the near future</li> </ul>				
<b>Knowledge and skills that were taught remotely and have since been covered in the classroom or that will be covered during the next stages of their education:</b>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>• Opinions and discussions</li> <li>• Transcription writing creatively</li> <li>• el agua (feminine)</li> <li>• Me gusta (n) +</li> <li>• Definite article</li> <li>• Pronunciation of n</li> <li>• Looking for cognates and near-cognates</li> <li>• Grammatical structures (negatives)</li> <li>• Listening and responding</li> <li>• Literary texts</li> <li>• Negatives: no, nunca, no...nada</li> <li>• Use of desayunar / comer /</li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> <li>• Accuracy (grammar)</li> <li>• Conversation (using modes of address)</li> <li>• Expressing ideas (writing familiar / polite 'you': tu / usted / ustedes)</li> <li>• Using the present and the preterite together</li> <li>• Pronunciation of d between vowels (soft)</li> <li>• Tenses (near future)</li> <li>• Accurate pronunciation and intonation</li> <li>• Writing creatively near future tense (full paradigm)</li> <li>• Pronunciation of j and ii</li> </ul> </td> </tr> </tbody> </table>			<ul style="list-style-type: none"> <li>• Opinions and discussions</li> <li>• Transcription writing creatively</li> <li>• el agua (feminine)</li> <li>• Me gusta (n) +</li> <li>• Definite article</li> <li>• Pronunciation of n</li> <li>• Looking for cognates and near-cognates</li> <li>• Grammatical structures (negatives)</li> <li>• Listening and responding</li> <li>• Literary texts</li> <li>• Negatives: no, nunca, no...nada</li> <li>• Use of desayunar / comer /</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy (grammar)</li> <li>• Conversation (using modes of address)</li> <li>• Expressing ideas (writing familiar / polite 'you': tu / usted / ustedes)</li> <li>• Using the present and the preterite together</li> <li>• Pronunciation of d between vowels (soft)</li> <li>• Tenses (near future)</li> <li>• Accurate pronunciation and intonation</li> <li>• Writing creatively near future tense (full paradigm)</li> <li>• Pronunciation of j and ii</li> </ul>
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## **KEY VOCABULARY**

<i>¿Qué te gusta comer/beber?</i>	<i>¿Qué desayunas?</i>	<i>Buenos días.</i>	
<i>¿Qué no te gusta comer/beber?</i>	<i>Desayuno...</i>	<i>¿Qué va a tomar (usted)?</i>	
<i>Prefiero...</i>	<i>café</i>	<i>¿Qué van a tomar (ustedes)?</i>	
<i>Odio...</i>	<i>cereales</i>	<i>¿Y de segundo?</i>	<i>día</i>
<i>Me gusta(n) (mucho)...</i>	<i>churros</i>	<i>¿Para beber?</i>	<i>hora</i>
<i>Me encanta(n)...</i>	<i>Cola Cao™</i>	<i>¿Algo más?</i>	<i>lugar</i>
<i>No me gusta(n) (nada)...</i>	<i>té</i>	<i>Tengo hambre.</i>	<i>¿Qué vas a traer/comprar?</i>
<i>el agua</i>	<i>tostadas</i>	<i>Tengo sed.</i>	<i>Voy a traer...</i>
<i>el arroz</i>	<i>yogur</i>	<i>de primer/segundo plato</i>	<i>fajitas</i>
<i>la carne</i>	<i>zumو de naranja</i>	<i>de postre</i>	<i>guacamole</i>
<i>los caramelos</i>	<i>No desayuno nada.</i>	<i>Voy a tomar...</i>	<i>quesadillas</i>
<i>la fruta</i>	<i>¿Qué comes?</i>	<i>chuletas de cerdo</i>	<i>Voy a comprar...</i>
<i>las hamburguesas</i>	<i>Como...</i>	<i>ensalada mixta</i>	<i>una botella de...</i>
<i>los huevos</i>	<i>un bocadillo</i>	<i>filete</i>	<i>200 gramos de...</i>
<i>la leche</i>	<i>fruta</i>	<i>helado de</i>	<i>un kilo/medio kilo de...</i>
<i>el marisco</i>	<i>paella</i>	<i>chocolate/fresa/vainilla</i>	<i>un paquete de...</i>
<i>el pescado</i>	<i>¿Qué cenas?</i>	<i>huevos fritos</i>	<i>aguacates</i>
<i>el queso</i>	<i>Ceno...</i>	<i>pan</i>	<i>limonada</i>
<i>las verduras</i>	<i>patatas fritas</i>	<i>pollo con pimientos</i>	<i>queso</i>
<i>¡Qué asco!</i>	<i>pescado con arroz</i>	<i>sopa</i>	<i>tomates</i>
<i>¡Qué rico!</i>	<i>pollo con ensalada</i>	<i>tarta de queso</i>	<i>tortillas</i>
<i>¡No, gracias!</i>	<i>No como.../Nunca como...</i>	<i>tortilla española</i>	<i>una cebolla</i>
	<i>¿A qué hora desayunas/comes/cenas?</i>	<i>cola</i>	<i>una lechuga</i>
	<i>Desayuno/como/ceno a las...</i>	<i>Nada más, gracias.</i>	<i>un pimiento verde/rojo</i>
	<i>Ayer desayuné/comí/cené...</i>	<i>La cuenta, por favor.</i>	

**Ways in which students can further develop their understanding of the areas highlighted above. This is not compulsory but is designed to support those students who wish to enhance their learning:**

- Re-visit PowerPoint presentations on Teams used during lockdown lessons
- Refer to and complete vocabulary booklets / translation booklets
- Log into Kahoot and complete food activities
- Use Linguascope to consolidate food activities:  
[www.linguascope.com](http://www.linguascope.com)  
 username: amvc  
 password: mfl01