

Study Booklet

Name:

Form:



Knowledge is Power

Year 8 Term 1

YOUR STUDY BOOKLET

⇒ How to use your Knowledge Organiser ⇒

EACH TERM, YOU WILL RECEIVE:



A KNOWLEDGE ORGANISER (KO)

– used in lessons and at home



A STUDY BOOKLET

– used for your homework



*The more you know,
the more you can do!*



These work together to help you build knowledge and remember it over time.

➤ USING YOUR KNOWLEDGE ORGANISER



Your Knowledge Organiser contains the key knowledge you need to learn.

You will use it to:

- ✓ Support your learning in lessons
- ✓ Help you complete your homework
- ✓ Prepare for assessments



It is the most important resource to help you succeed.

USING YOUR STUDY BOOKLET (HOMEWORK)



Your Study Booklet is where you complete your homework tasks.

All tasks are designed so that you:

- ✓ Use your Knowledge Organiser
- ✓ Practise remembering knowledge
- ✓ Apply what you have learned

HOW TO COMPLETE HOMEWORK SUCCESSFULLY



Use your Knowledge Organiser to help you



Try to remember the knowledge (don't just copy!)



Complete each task carefully



Check and improve your answers

HOW HOMEWORK IS CHECKED

Homework will be checked in lessons.
You are expected to:



Check your own answers
(self-assessment)



Learn from others
(peer assessment)



Be ready for teacher checks
(booklet open and complete)



The focus is on completion, effort and improving over time.

TYPES OF TASKS YOU WILL COMPLETE

Your homework will help you develop different skills:

A

RECALL – remembering key facts



B

UNDERSTANDING – explaining what you know



C

CHALLENGE – applying your knowledge



WHY THIS MATTERS

Using your Knowledge Organiser regularly will help you to:



Remember more over time



Feel confident in lessons and assessments



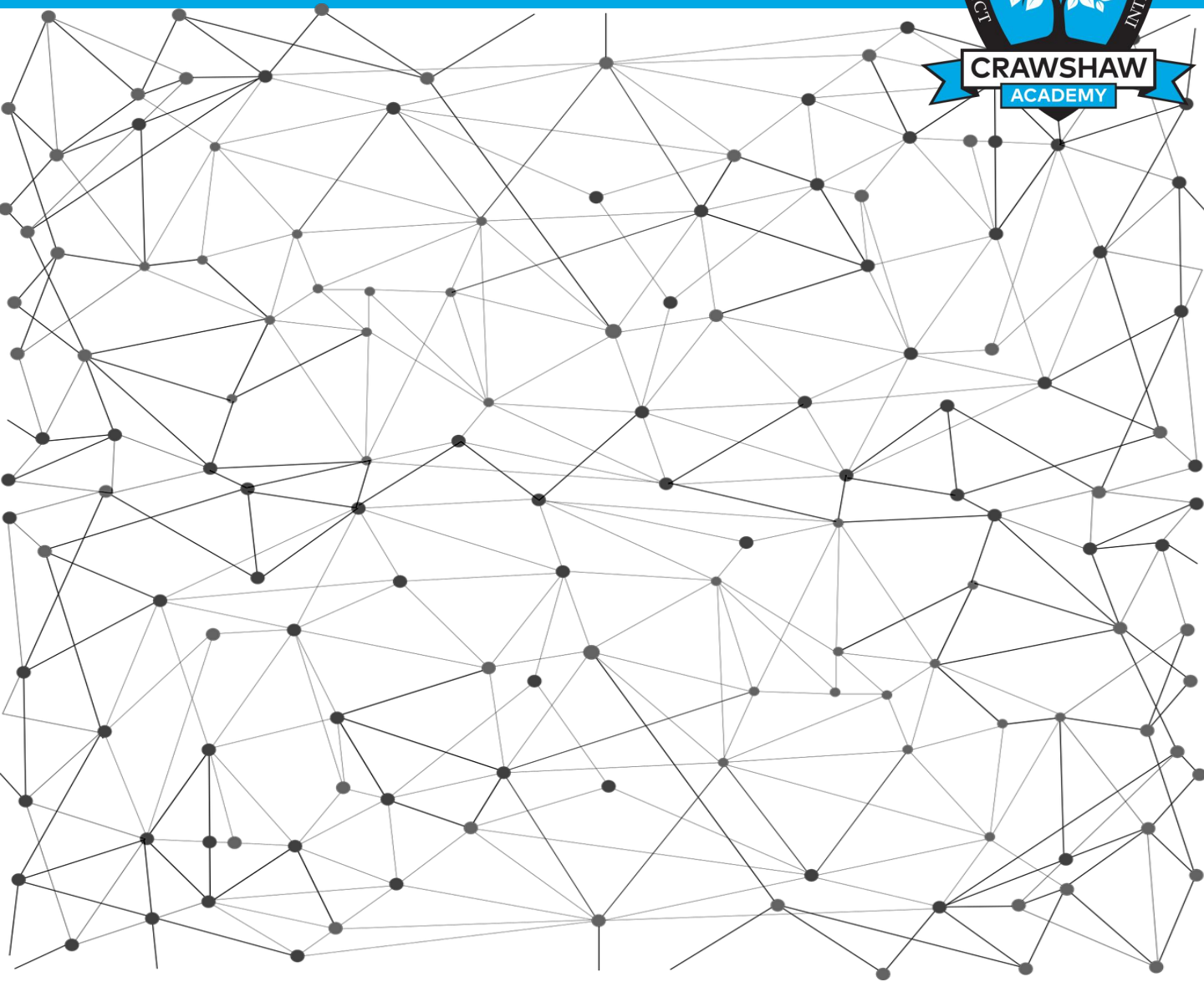
Build strong independent study habits



TOP TIP: Don't just copy – think, test yourself, and check your learning!



Art: Y8 Term 1



Year 8 Art Homework 1

Term 1

Fill in the Blanks (1 mark each)

Use the words below to complete the sentences.

Word Bank: 3D • depth • width • sculpture • touch • sketching • plan • clay

1. A _____ is a piece of art that has height, width and depth.
2. Unlike a drawing, a sculpture can be seen and _____.
3. Three-dimensional art has height, width and _____.
4. Before making a sculpture, artists often begin by _____ ideas.
5. Sketching helps artists _____ their work.
6. Clay is a material commonly used to create a _____.
7. Sculpture is an example of _____ art.
8. A sculpture has height, _____ and depth.

Multiple Choice (1 mark each)

1. Which of the following is NOT one of the clay joining steps?

- a) Score
- b) Slip
- c) Smooth
- d) Cut

2. Which step comes after scoring?

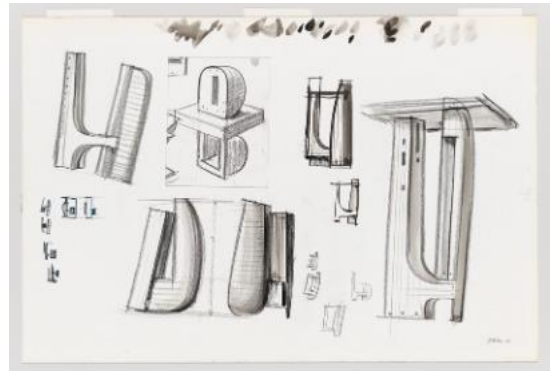
- a) Smooth
- b) Slip
- c) Stick
- d) Paint

3. Which statement describes 2D art?

- a) Has height, width and depth
- b) Can be viewed from all sides
- c) Has only height and width
- d) Made from clay

4. Which of the following is an example of 3D art?

- a) Poster
- b) Drawing
- c) Sculpture
- d) Painting



Year 8 Art Homework 2

True or False (1 mark each)

1. A sculpture is flat. _____
2. A sculpture can usually be viewed from different sides. _____
3. 2D artwork has depth. _____
4. Score and slip are used when joining clay. _____
5. Sketching can help save time and materials. _____

Spot the Mistake (2 marks each)

Cross out the incorrect word and replace it with the correct one.

1. A sculpture is a form of 2D art.

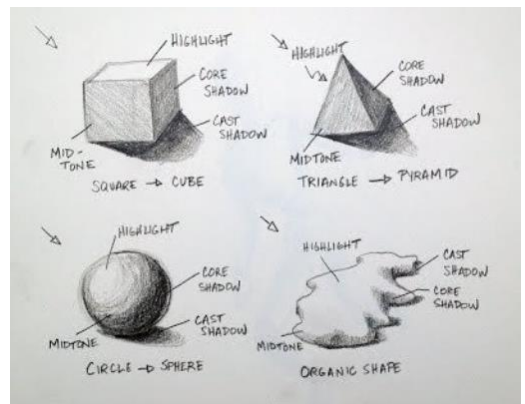
Correction: _____

2. Sketching ideas wastes materials and time.

Correction: _____

3. A painting has height, width and depth.

Correction: _____



Quick Recall (1 mark each)

Fill in the missing words.

1. A sculpture is a _____ artwork.
2. 3D art has height, width and _____.
3. A flat shape can be turned into a form by adding _____.
4. The lightest area of an object is called a _____.
5. The darkest area of an object is called a _____.
6. Colours opposite each other on the colour wheel are called _____ colours.
7. Colours next to each other on the colour wheel are called _____ colours.
8. Charcoal is useful for creating dark lines, tones and _____.

Year 8 Art Homework 3

Multiple Choice (1 mark each)

1. Which material is commonly used to create sculptures?

- a) Watercolour paint
- b) Clay
- c) Pencil
- d) Chalk

2. Which of these is a sculpting tool?

- a) Sandpaper
- b) Calculator
- c) Ruler only
- d) Compass

3. Which pair are complementary colours?

- a) Red and Orange
- b) Blue and Green
- c) Purple and Yellow
- d) Yellow and Orange

4. Which pair are harmonious colours?

- a) Red and Green
- b) Blue and Orange
- c) Purple and Yellow
- d) Red, Orange and Yellow

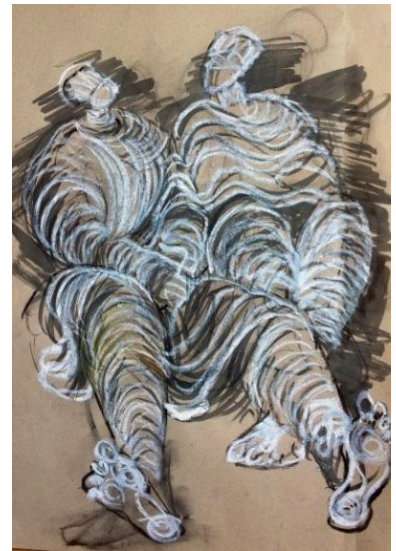
5. Charcoal is made by:

- a) Burning wood
- b) Melting clay
- c) Mixing paint
- d) Drying plaster

Match the Keyword (1 mark each)

Definitions

- A. The lightest area of an object
- B. The surface quality of an object
- C. The lightness or darkness of something
- D. A three-dimensional shape
- E. A technique where wax repels paint or ink



Keyword	Definition Letter
19. Form	
20. Tone	
21. Texture	
22. Highlight	
23. Wax Resist	

Year 8 Art Homework 4

Quick Recall (1 mark each)

Fill in the missing words.

1. Barbara Hepworth was a famous _____ sculptor.
2. Henry Moore often created large _____ sculptures.
3. Courtney Mattison creates sculptures inspired by _____ reefs.
4. Hepworth was inspired by nature, especially rocks, trees and the _____.
5. Moore often worked with stone and _____.
6. Courtney Mattison uses stoneware and porcelain _____.
7. Both Henry Moore and Barbara Hepworth explored _____ in their sculptures.
8. Courtney Mattison's work highlights the effects of climate _____.

True or False (1 mark each)

9. Henry Moore was inspired by human bodies. _____
10. Courtney Mattison was born in the 19th century. _____
11. Barbara Hepworth carved holes into some of her sculptures. _____
12. Moore liked smooth, rounded shapes. _____
13. Coral bleaching is linked to climate change. _____

Match the Artist (1 mark each)

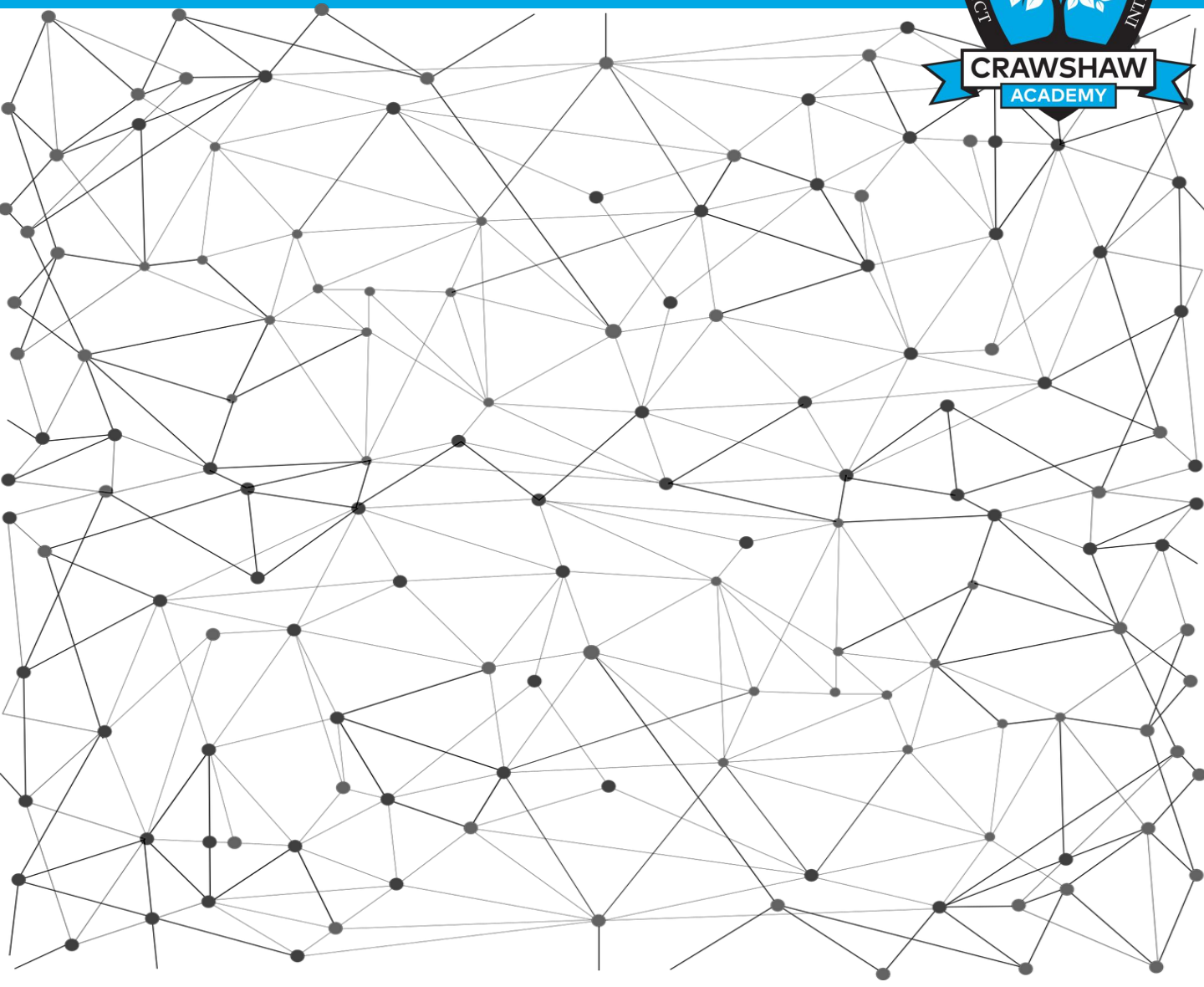
Match each statement to the correct artist.

Statement	Artist
British sculptor inspired by rocks, trees and landscapes	
Creates ceramic coral reef sculptures	
British sculptor known for abstract forms	
Explores environmental issues in their artwork	
Used holes and open spaces in sculpture design	

Artists:

Barbara Hepworth • Henry Moore • Courtney Mattison

DT: Y8 Term 1



Year 8 DT Term 1 Homework 1

Fill in the Missing Words (1 mark each)

1. A _____ explains what the project requires you to do.
2. A _____ lists the requirements a product must meet.
3. A _____ is an original or abstract idea.
4. _____ means adding notes and explanations to a design.
5. To _____ means reflecting on what went well and what could be improved.

ACCESSFM Recall (1 mark each)

What does ACCESSFM stand for?

A = _____

C = _____

C = _____

E = _____

S = _____

S = _____

F = _____

M = _____

Multiple Choice (1 mark each)

6. What is an isometric drawing?

- a) A colour drawing
- b) A 3D drawing showing three sides
- c) A finished product
- d) A plan view

7. What does "to scale 1:1" mean?

- a) Half size
- b) Double size
- c) Actual size
- d) Smaller size

8. What is development?

- a) Copying a design
- b) Improving a chosen design idea
- c) Colouring in a design
- d) Making a product

**We analyse
using**

ACCESSFM

Year 8 DT Term 1 Homework 2

Quick Recall (1 mark each)

Fill in the missing words.

1. "Cradle to Grave" means looking at the entire _____ of a product.
2. The Cradle stage is when a product is designed and _____.
3. The Use stage is when someone buys and _____ the product.
4. The Grave stage is when the product is thrown away or _____.
5. Designers consider Cradle to Grave to help reduce _____.

Section B: Multiple Choice (1 mark each)

6. Which stage comes first in a product's life cycle?

- a) Use
- b) Grave
- c) Cradle
- d) Recycle

7. What might be used when making a product?

- a) Materials and energy
- b) Paint only
- c) Water only
- d) Electricity only

8. What can happen to a product at the end of its life?

- a) It can be recycled
- b) It can go to landfill
- c) It can be reused
- d) All of the above

9. Why do designers use eco-friendly materials?

- a) To increase waste
- b) To help the environment
- c) To make products heavier
- d) To make products more expensive

10. Which stage may use resources such as electricity and water?

- a) Cradle
- b) Use
- c) Grave
- d) Disposal



Year 8 DT Term 1 Homework 3

True or False (1 mark each)

1. Cradle to Grave only considers how a product is sold. _____
2. Products can sometimes be turned into something new after use. _____
3. Designers want products to last longer. _____
4. The Grave stage is always landfill. _____
5. Reducing waste helps the environment. _____

Retrieval Questions (1 mark each)

6. Name one material that could be used to make a product.
7. Name one resource that might be used when a product is being used.
8. Give one reason why designers use Cradle to Grave thinking.
9. What does landfill mean?
10. What is the difference between the Cradle stage and the Grave stage?

Quick Recall (1 mark each)

Complete the sentences.

11. Canvas bags are more _____ than plastic bags.
12. Canvas bags can be used _____ of times.
13. Cotton is a _____ material.
14. Plastic bags are often made from _____ biodegradable materials.
15. Canvas bags help reduce plastic _____.

Year 8 DT Term 1 Homework 4
True or False (1 mark each)

- 1. Canvas bags can carry heavy items without tearing. _____
- 2. Plastic bags are highly sustainable. _____
- 3. Canvas bags reduce the need for new bags. _____
- 4. Plastic bags can contribute to pollution. _____
- 5. Canvas bags are biodegradable. _____



Retrieval Questions (2 marks each)

- 6. Give two environmental benefits of using a canvas tote bag.
- 7. Why are canvas bags more sustainable than plastic bags?
- 8. Explain why a canvas bag may save money in the long run.

Compare and Contrast (1 mark each)
Complete the table.

Feature	Canvas Bag	Plastic Bag
Sustainability		
Durability		
Environmental Impact		

English: Y8 Term 1





English Knowledge Organiser: Year 8 Political Poetry

Keywords and Definitions: Tier 2

Term	Definition
Injustice	A situation where unfair treatment or inequality is present
Oppression	Prolonged cruel or unjust treatment, often by those in power
Patriarchy	A system where men hold power and dominate in roles of leadership
Discrimination	Unjust treatment of different groups based on race, gender, etc.
Prejudice	Preconceived opinion not based on reason or experience
Exploitation	Taking unfair advantage of people or resources for personal gain
Suffering	The experience of pain, hardship, or distress
Domination	Control or power over others, often enforced by force or pressure

Keywords and Definitions: Tier 3

Term	Definition
Alliteration	Repeated consonant sounds at the starts of two or more words
Simile	A comparison of two different things using 'as' or 'like'
Metaphor	A direct comparison of two different things, without using 'as' or 'like'
Personification	Describing an object or emotion as if it is a human
Rhyme Scheme	A regular pattern of rhymes, e.g couplets (pairs) or alternating lines
Symbolism	The use of an object/colour, etc. to represent an idea or feeling
Free Verse	A poem with no rhyme scheme or regular structure
Sonnet	A 14-line rhymed poem

Knowledge

What is the context of each poem?

'England in 1819' – Percy Bysshe Shelley

Inspired by the Peterloo Massacre (1819). Shelley was a radical poet and critical of the monarchy and government corruption.

'Aunt Jennifer's Tigers' – Adrienne Rich

Written in 1950s America. Reflects early feminism and criticises patriarchy.

'The United Fruit Co.' – Pablo Neruda

Critiques US corporate exploitation in Latin America.

'Thirteen' – Caleb Femi

Inspired by racist policing, stop-and-search, and adultification of Black boys in the UK

'Still I Rise' – Maya Angelou

Written during the Civil Rights Movement. Responds to racism, slavery, and sexism.

Poets' use language techniques to create meaning

- **Shelley uses alliteration** ('old, mad, blind, despised, and dying King' and 'dregs of their dull race') to **create a sense of anger towards the monarchy**.
- Rich's **tigers symbolise fierceness and boldness** - the qualities Aunt Jennifer does not and cannot embody as a woman in 1950s America.
- **Femi uses metaphor** ('supernovas') to highlight the potential bright futures of young people, but also to hint at a darker, less optimistic path for the future of the speaker.

Extension knowledge

The structure of a poem can support the main message:

- **Aunt Jennifer's Tigers** - the strict rhyme scheme symbolises Aunt Jennifer's entrapment.
- **Thirteen** - The use of free verse (e.g. makes the poem resemble the everyday speech of a child recounting an experience), emphasises the speaker's vulnerability.

Year 8 Homework Booklet: Term 1

These homeworks will be set each week.

Your individual class teachers will let you know the deadlines for your own class.

Please complete the homework in this booklet by the deadline set and tick off the homeworks you have completed.

If you type your homework, it is YOUR responsibility to print it and glue it into your booklet carefully on a piece of unfolded paper before the deadline.

Thank you.

- ☐ **Homework 1:** Descriptive Writing (Workplace) **Sept. 7th-13th**
- ☐ **Homework 2:** KO Organiser Activity 1 – **Sept. 14th-20th**
- ☐ **Homework 3:** Opinion Writing (The Existence of the Supernatural) – **Sept. 21st-27th**
- ☐ **Homework 4:** KO Organiser Activity 2 – **Sept. 28th-Oct. 4th**
- ☐ **Homework 5:** Analytical Writing (How is ambition presented in *Macbeth*?) – **Oct. 5th-11th**
- ☐ **Homework 6:** KO Organiser Activity 3 – **Oct. 12th-18th**
- ☐ **Homework 7:** Comprehension – **Oct. 19th-25th**

Half-Term

- ☐ **Homework 8:** KO Organiser Activity 4 – **Nov. 2nd-8th**
- ☐ **Homework 9:** Descriptive Writing (Arctic Scene) – **Nov. 9th-15th**
- ☐ **Homework 10:** KO Organiser Activity 5 – **Nov. 16th-22nd**
- ☐ **Homework 11:** Opinion Writing (For or Against School Uniform) – **Nov. 23rd-29th**
- ☐ **Homework 12:** KO Organiser Activity 6 – **Nov.30th-Dec. 6th**
- ☐ **Homework 13:** Analytical Writing (Horror and Foreboding) – **Dec. 7th-13th**
- ☐ **Homework 14:** KO Organiser Activity 7 – **Dec.14th-20th (to be checked after Xmas)**



TOP TIPS

- ★ Complete your homework in **your homework booklet by the deadline**.
- ★ Take pride in your work and write **neatly**.
- ★ Label your writing clearly with a **title** and **date**.
- ★ **Underline** titles and dates.
- ★ Where there is one, **use the example** to help you.
- ★ Try to **include as many items as possible from the checklist** (if there is one.)
- ★ Use the **structure** guidance to help you organize your ideas.
- ★ Check carefully for **accuracy** of your **spelling, punctuation and grammar**.
- ★ Use **paragraphs** for writing tasks.
- ★ **Answer comprehension tasks in full sentences**.
- ★ **Number your answers in comprehension tasks**.
- ★ Use your Knowledge **organiser** for the Knowledge Organiser activities.



HOMWORK CHALLENGE 1

DESCRIPTIVE WRITING: WORKPLACE

CHALLENGE INSTRUCTIONS

Write a description of any workplace and the workers there. It could be a plantation, a factory, a sweatshop, an office, an Amazon warehouse, a spaceship—there are many possibilities!

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.



EXAMPLE: BANANA PLANTATION

Endless. The plantation stretched as far as the eye could see, an emerald ocean of banana trees swaying in the hot breeze. Their long, waxy leaves rattled together like paper, hiding clusters of fruit that grew heavy under the sun. From the dirt road, the air smelled of damp earth, sweet ripening bananas, and the smoke of cooking fires drifting from the workers' huts. The mist, which rose slowly from the ground at dawn, curled around the trees as if the land itself were breathing. In the distance, the overseer's house, pale and rigid, rose above the endless rows, watching.

By midday, the heat pressed down like an invisible weight, and the air shimmered, thick and heavy with mosquitoes. Beneath this vastness, the workers bent their backs to the earth. Sweat clung to their skin, dripping into the dust as they heaved punches of bananas onto carts. Their movements were slow, their muscles sapped by long hours in the scorching heat. Boys carried loads too heavy for their shoulders, their eyes hollow with exhaustion. But malaria burned in their veins.

CHECKLIST

Paragraph 1

- ☐ **One-word opening sentence to set the scene**
- ☐ **Describe a feature using a simile or metaphor**
- ☐ **Describe another feature using an embedded clause**
- ☐ **In the distance...**

Paragraph 2

- ☐ **Marker to show time has passed**
- ☐ **Harsh alliteration**
- ☐ **Metaphor**

STRUCTURE

Paragraph 1:

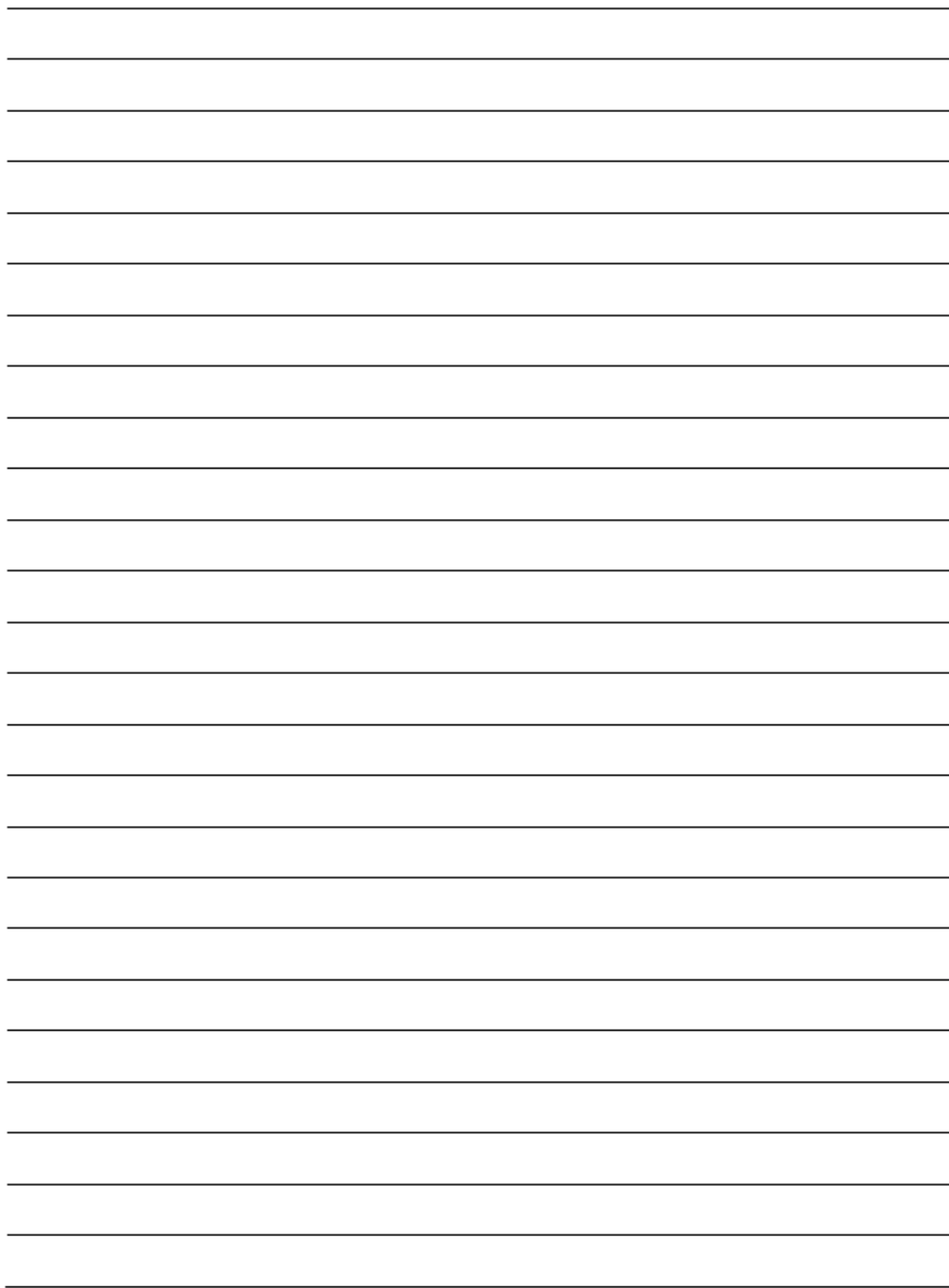
- Describe the place/environment using the opening paragraph structure and techniques shown in the example and the checklist

Paragraph 2:

- Describe the workers using the paragraph structure and techniques shown in the example and the checklist

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



Complete the table below. (Definition = what a word means)

Vocabulary: Tier 2	Draw an Image.	Write a definition in your own words	Write a sentence including the word.
Injustice			
Prejudice			
Suffering			
Patriarchy			
Oppression			

HOMEWORK CHALLENGE 2

PERSUASIVE WRITING: ARGUING FOR OR AGAINST THE EXISTENCE OF GHOSTS

CHALLENGE INSTRUCTIONS

Write a piece to argue for OR against the existence of ghosts or other supernatural creatures.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

EXAMPLE:

IT'S TIME TO FACE IT: THE ARGUMENTS AGAINST ZOMBIES' EXISTENCE ARE NOT QUITE DEAD AND BURIED

Imagine a world where the dead don't stay buried, where the dead hunt the living, where the dead cannot die – if you dare! Doubters might laugh at the idea of zombies, dismissing them as myths or mere Halloween costumes – but there is more evidence than most people realize. Across history, countless cultures have shared stories of the walking dead. Could all of these stories really be coincidence?

Even modern science hints at the possibility. Certain parasites, like rabies or toxoplasma, can alter the behaviour of animals and even humans, making them aggressive, disoriented, or seemingly "mindless." These examples suggest that under the right conditions, an infection could theoretically produce zombie-like behaviour in humans.

Furthermore, unexplained phenomena continue to be reported around the world: people found wandering in strange states, sudden outbreaks of unusual violence, or communities avoiding areas where "strange" behaviours have been noted. Governments and media often dismiss such events, but the similarities between such reports are hard to ignore.

In short, history, science, and modern sightings all point to the possibility that the walking dead could exist—maybe not exactly as movies show, but in forms we may not yet fully understand. Caution is wiser than disbelief: the dead might not stay dead. Be warned – we need to prepare for a future where zombies might roam.

CHECKLIST

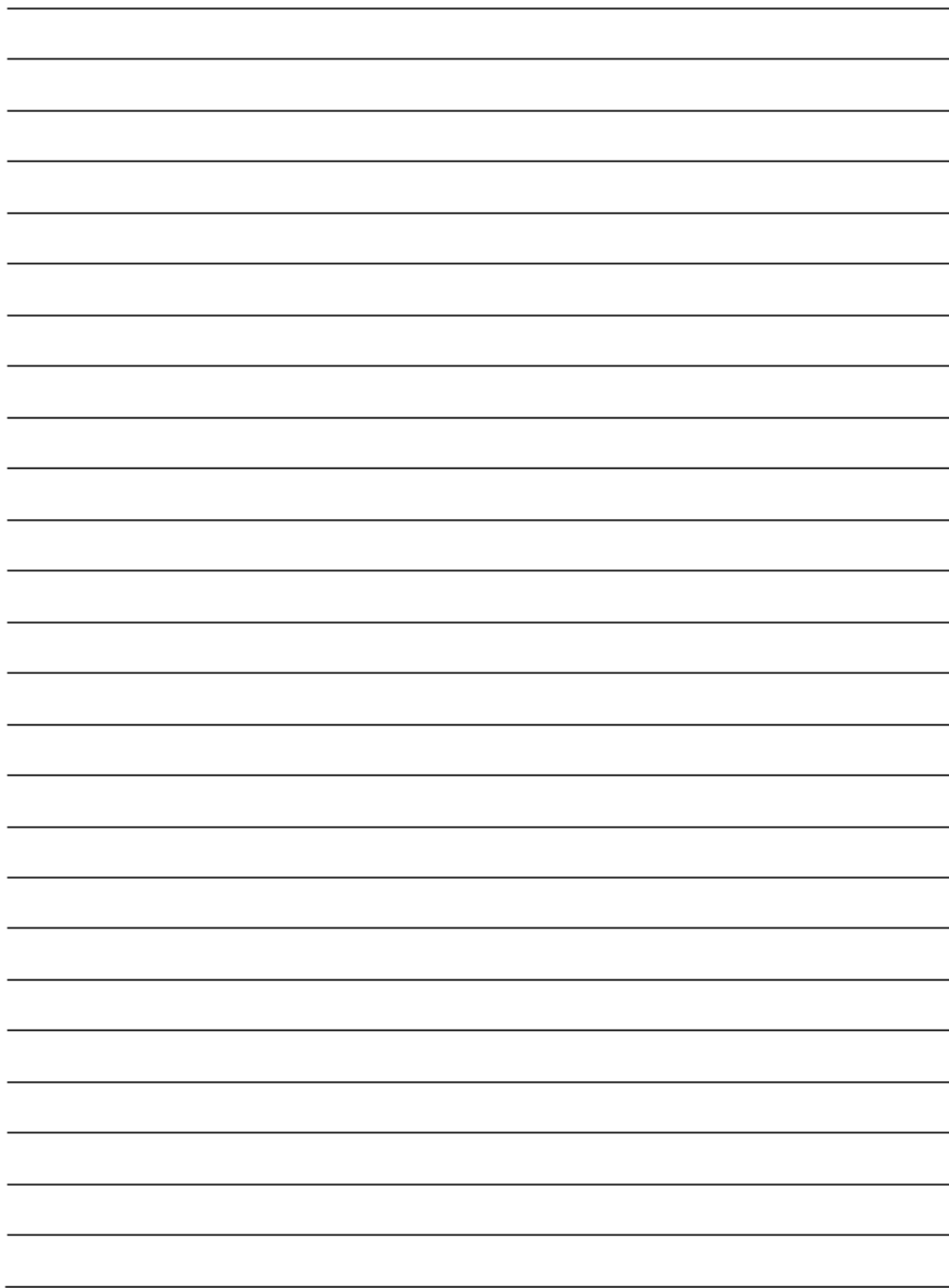
- Commands to urge the reader to act or think in a certain way
- An opening sentence that lists 3 negative nouns, adjectives or ideas followed by a dash then a final idea
- A short point from the other side of the argument, followed by 'but' before you knock down your opponents' argument
- Specific facts and examples that support your point of view
- A rhetorical question that influences readers to think your way
- A call to action at the end

STRUCTURE

- 3 paragraphs
- Paragraph 1: set up your argument/point of view clearly, including features from the checklist
- Paragraph 2: a series of 2-4 examples that support your point of view, explaining why and using markers/connectives to link them together
- Paragraph 3: a short conclusion summing up your argument and starting with 'In short,' before ending with your call to action

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



Yr.8 Knowledge Organiser Activity 2: Term 1

Complete the table below. (Definition = what a word means)

Vocabulary: Tier 3	Draw an Image.	Write a definition in your own words	Write a sentence including the word.
Simile			
Metaphor			
Alliteration			
Symbolism			
Personification			

HOMWORK CHALLENGE 3

WHW PARAGRAPH – HOW IS AMBITION PRESENTED IN 'MACBETH'?

CHALLENGE INSTRUCTIONS

Choose one quote from the examples below to help you answer the question.

Then use the quote to write a WHAT/HOW/WHY paragraph explaining how ambition is presented.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework

Lady Macbeth: "Yet do I fear thy nature / It is too full o' th' milk of human kindness / To catch the nearest way.

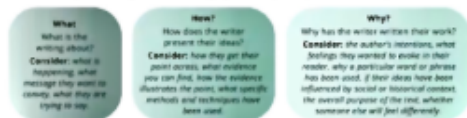
Lady Macbeth: "Hie thee hither / That I may pour my spirits in thine ear / And chastise with the valor of my tongue"

Macbeth: "I have no spur / To prick the sides of my intent, but only / Vaulting ambition, which o'erleaps itself / And falls on the other."

The What, How, Why Approach

The What, How, Why approach is an alternative to using PEEL (Point, Evidence, Explanation) when analysing a quote or extract. Rather than being a rigid structure the PEEL WHW is a way of thinking before even beginning writing. The exam boards say that this ensures students are addressing each assessment objective.

As you are reading a text, before writing any sort of analysis, ask yourself these three questions:



EXAMPLE:

WHW PARAGRAPH

Lady Macbeth's ambition is presented as so strong that it is shown as something evil and demonic.

For example, the playwright makes her say 'take my milk for gall, you murdering ministers'.

This command shows her taking charge of the situation by demanding that demons and evil spirits replace her mother's 'milk' with bitter, poisonous 'gall', with the alliteration of 'murdering ministers' emphasizing that she is prepared to commit regicide in order to make sure her husband gets the throne and that she is prepared to kill Duncan right from the start.

The writer's intention is to present her as a female character that would have shocked a Jacobean audience, as women were expected to be submissive and obedient, not the dominant or ambitious partner in a relationship. On top of this, the fact that she calls on evil spirits would further shock a Jacobean audience because of her appeal to supernatural forces, which would have been seen as unnatural and evil – particularly for a woman – and so suggesting that it is not just Macbeth's hamartia that leads to his downfall but his wife's influence as well.

CHECKLIST

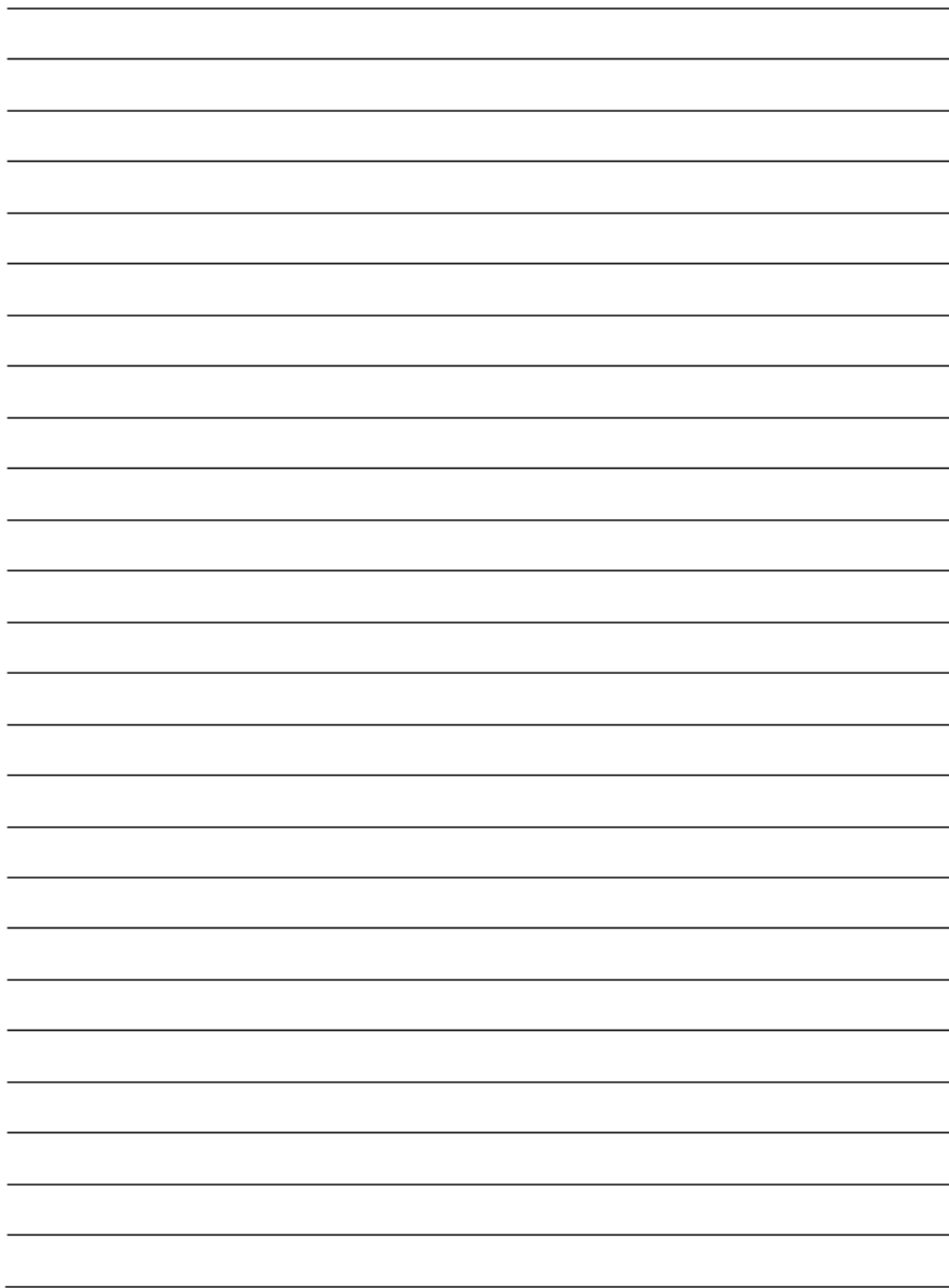
- Start with a main idea about WHAT we are shown about the theme of ambition
- A quote as evidence of WHAT we learn, linked with 'For example...'
- HOW your quote shows something about ambition, zooming in on key words/language, explaining what they show/HOW they show it
- Explain the writer's intention and WHY your quote is important to the play's presentation of ambition
- Key words, including from the KO

STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters if it helps:
 - Ambition is presented as...
 - For example,
 - The writer's intention seems to be...

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar



Yr.8 Knowledge Organiser Activity 3: Term 1

Write down 6 facts about the context of the poems using the Knowledge Organiser

Extension: research one or more of the items in the context section and add 3 further facts to your list

Fact about the context	Answer
Fact 1 from the Knowledge Organiser	
Fact 2 from the Knowledge Organiser	
Fact 3 from the Knowledge Organiser	
Fact 4 from the Knowledge Organiser	
Fact 5 from the Knowledge Organiser	
Fact 6 from the Knowledge Organiser	
Extension Research: Fact 1	
ExtensionResearch: Fact 2	
Extension Research: Fact 3	

HOMEWORK CHALLENGE 4: COMPREHENSION

Spend about 25-30 minutes on this homework

1. **Prediction:** Read the title and first paragraph only. What do you think might happen in this short story, based just on these 2 sections? Write down a least 1 idea.

The Last Train Home

Maya stood alone on the platform as the evening light faded behind the city buildings. The station, usually filled with the sounds of footsteps, conversations, and announcements, felt strangely empty. She checked the time on her phone again. The last train was due in six minutes.

Earlier that day, Maya had promised herself she would not let fear stop her from trying something new. She had volunteered to present her science project in front of the whole year group, despite usually avoiding attention. When her name was called, her hands shook, but she remembered all the hours she had spent preparing. By the end of the presentation, the room had been quiet—not because she had failed, but because everyone was listening.

Now, as she waited at the station, she wondered why she still felt nervous. The challenge was over, yet her mind replayed every moment. She thought about the questions she had answered and the parts where she had hesitated. A small voice inside her told her she had done better than she believed.

The sound of the approaching train interrupted her thoughts. The bright headlights appeared in the distance, cutting through the darkness. Maya picked up her bag and smiled slightly. She realised that courage was not the absence of fear; it was moving forward even when fear was still there.

As the train arrived, Maya stepped on board. Tomorrow would bring new challenges, but for the first time, she felt ready to face them.

2. **Comprehension Questions:** Now read the whole story and answer as many questions as you can. You should answer in full sentences.

Summary (Finding Facts)

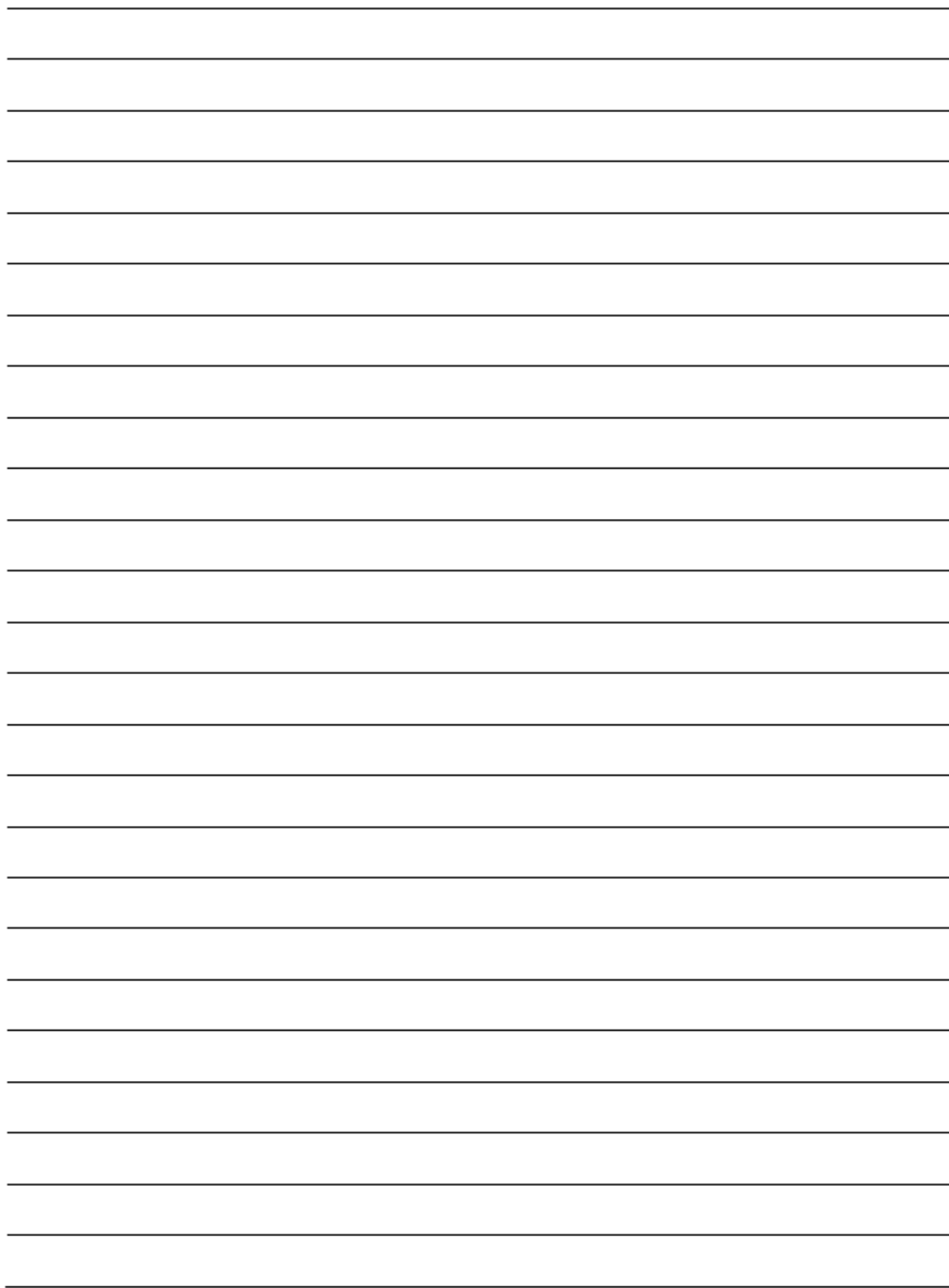
- a) What event had Maya taken part in earlier that day?
- b) Why did Maya feel nervous while waiting for the train?
- c) How did Maya prepare for her presentation?
- d) What did Maya realise at the end of the passage?

Inference (Reading Between the Lines)

- e) What do we learn about Maya's personality from the fact that she volunteered for the presentation?
- f) Why does Maya replay the presentation in her mind even though it is already finished?
- g) Why does Maya "smile slightly" before getting on the train?

Analysis (Language and Meaning)

- h) The writer describes the train headlights as "cutting through the darkness." What effect does this image create?
- i) Explain the meaning of the sentence: "Courage was not the absence of fear; it was moving forward even when fear was still there."
- j) Choose one quotation that shows Maya's confidence growing. Explain how the language shows this change.



Yr.8 Knowledge Organiser Activity 4: Term 1

Show your knowledge of how language/structure are used in the poems, using the Knowledge Organiser

Extension: create your own examples of language techniques

Use of Language by...	Language techniques used by the writers and their effects
Percy Shelley	
Adrienne Rich	
Caleb Femi	
Use of Structure in...	Structural techniques used in the poems and their effects
<i>Aunt Jennifer’s Tigers</i>	
<i>Thirteen</i>	
Extension	Your own example of the techniques
Alliteration	
Metaphor	
Symbolism	

HOMEWORK CHALLENGE 5

DESCRIBING AN ARCTIC LANDSCAPE

CHALLENGE INSTRUCTIONS

Write a description of an Arctic landscape.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.



EXAMPLE:

DESCRIPTION OF AN ARCTIC LANDSCAPE

Under a **sapphire** sky dotted with **cotton-wool** clouds, there **stretches** a vast expanse of frozen beauty. The ground is **cloaked** in snow and ice that **shimmer** like glass, **reflecting back** the light of the pale, low sun in countless shades of blue and silver. Glaciers **rise like the towers of ancient fortresses**, their jagged **faces** carved by centuries of **relentless** wind and shifting frost. Along the frozen shoreline, sheets of sea ice **drift** slowly, revealing dark, frigid waters below. Hardy lichens and moss **cling** to scattered rocks, **defying** the cold.

In the distance, icy mountains **pierce** the horizon, their peaks veiled in mist. The silence is **profound**, broken only by the faint crack of ice or the **sorrowful** cry of a distant seabird. This stark wilderness, **both haunting and majestic**, embodies nature's raw endurance—an untouched realm where time seems suspended beneath the unending glow of the Northern light.

CHECKLIST

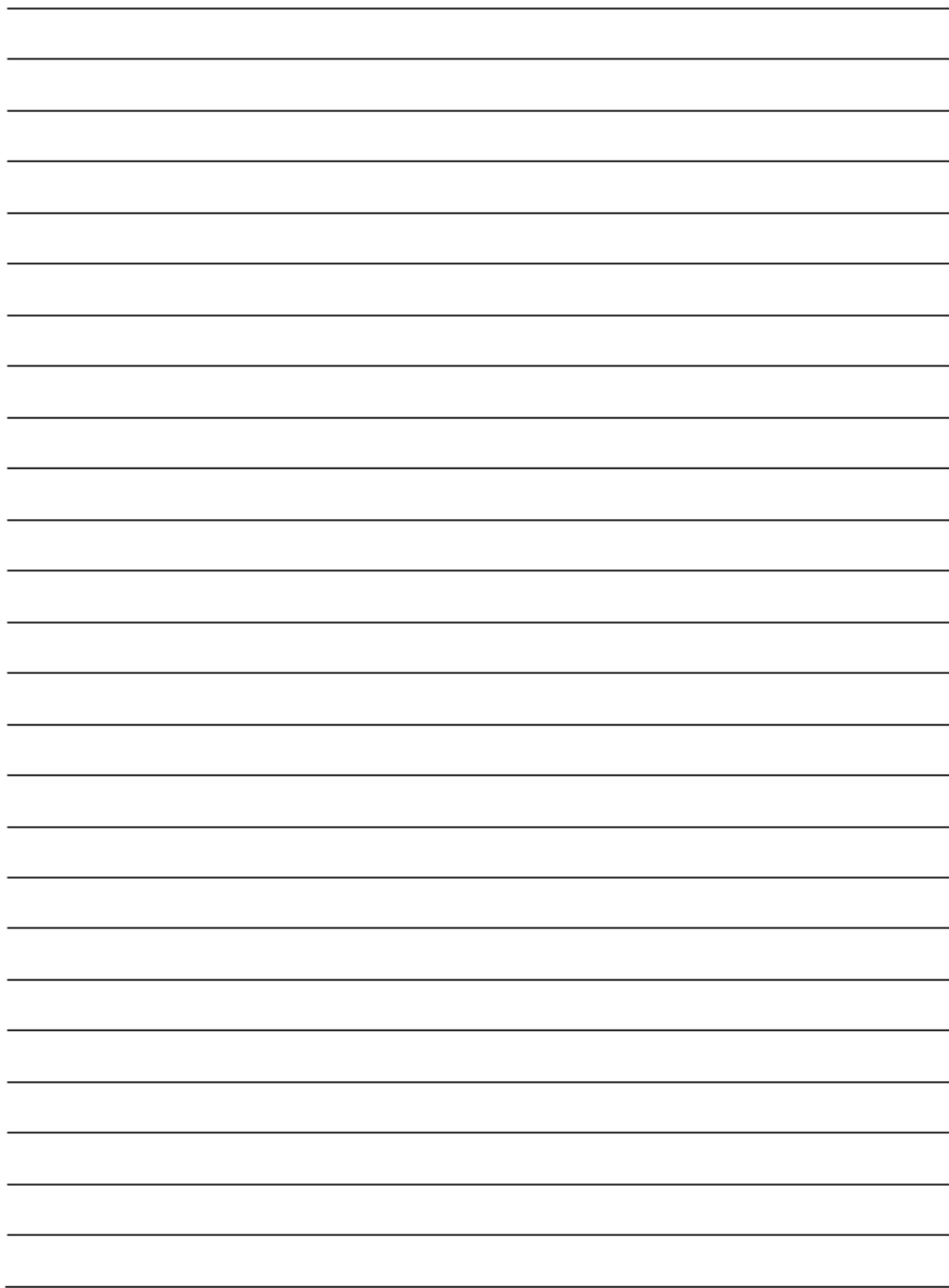
- **Metaphors**
- **Similes**
- **Personification**
- **Powerful adjectives**
- **An embedded clause or phrase**
- **Powerful verbs**

STRUCTURE

- **2 paragraphs**
- **Paragraph 1: describe the sky, landscape and seashore**
- **Paragraph 2: begin with 'In the distance, ...' and then go on to give a wider view of the scene**
- **Combine descriptions of sights, sounds and temperature in each paragraph**

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



Yr.8 Knowledge Organiser Activity 5: Term 1
Research the life and career of Maya Angelou.
Write down 10 facts about her.

Fact 1	
Fact 2	
Fact 3	
Fact 4	
Fact 5	
Fact 6	
Fact 7	
Fact 8	
Fact 9	
Fact 10	

HOMEWORK CHALLENGE 6

WRITING A PERSUASIVE SPEECH TO STUDENT COUNCIL – FOR OR AGAINST UNIFORM

CHALLENGE INSTRUCTIONS

Write an persuasive speech, arguing your point of view about school uniform

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.



EXAMPLE: PERSUASIVE SPEECH TO STUDENT COUNCIL ABOUT HOMEWORK

Good afternoon, Student Council members. We have all heard, for years, complaints from our friends and fellow students about homework and the **suffering** it causes. Is not an **injustice** to force young people to work for five hours a day, not to mention another thirty minutes hard slog in form-time at the start of the day. **So why would anyone then expect students to do even more work, without any help, at home?** Not only that, but if we forget or cannot do it, we are given another 40 minutes in detention. It is just **oppression**, pure and simple.

On top of that, expecting us to homework shows **prejudice** against families who have not time or room or IT equipment to help their children complete homework. Parents may be working, or there may be little brothers and sisters distracting and screaming, with no quiet space available. It's just unfair – it only leads to stress and anxiety. **So let us stand up to this domination by teachers and tell the school that homework needs to go – and go now.**

CHECKLIST

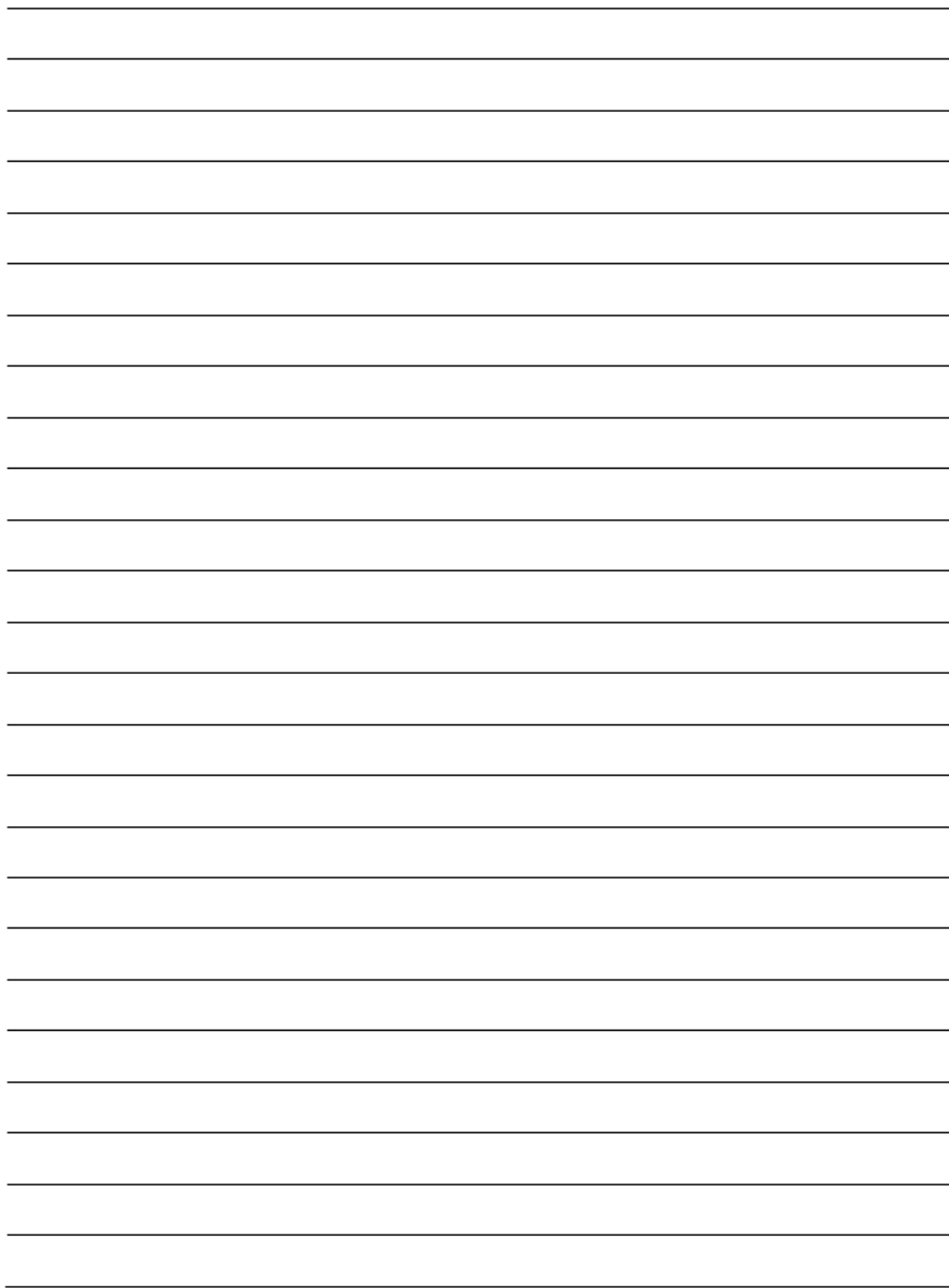
- **Emotive language such as:**
 - **Injustice**
 - **Oppression**
 - **Prejudice**
 - **Suffering**
 - **Domination**
- **A rhetorical question**
- **A command**

STRUCTURE

- **Begin by greeting your audience**
- **Paragraph 1: start with an introduction to your viewpoint and an idea/argument to back it up**
- **Paragraph 2: more ideas/arguments to back up your opinion**
- **Start your last sentence with 'So let us...'**

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



research the life and career of [Percy Shelley](#)..

Write down 10 facts about him.

Fact 1	
Fact 2	
Fact 3	
Fact 4	
Fact 5	
Fact 6	
Fact 7	
Fact 8	
Fact 9	
Fact 10	

HOMEWORK CHALLENGE 7

WHW PARAGRAPH – HOW DOES HILL CREATE A SENSE OF HORROR AND FOREBODING?

CHALLENGE INSTRUCTIONS

Use the quote below to help you write a WHAT/HOW/WHY paragraph explaining how Susan Hill creates a sense of horror and foreboding in Chapter 5 of *The Woman in Black*.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

‘It was an ugly, satanic-looking thing, like some species of sea-vulture - if such a thing existed - and I could not suppress a shudder as its shadow passed over me...’

EXAMPLE:

WHW PARAGRAPH

The What, How, Why Approach

The **What, How, Why** approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract. Rather than being a rigid structure like PEE, **WHW** is a way of thinking before even beginning writing. The exam boards say that this ensures students are addressing each assessment objective.

As you are reading a text, before writing any sort of analysis, ask yourself these three questions:

What

What is the writing about?

Consider: what is happening, what message they want to convey, what they are trying to say.

How?

How does the writer present their ideas?

Consider: how they get their point across, what evidence you can find, how the evidence illustrates the point, what specific methods and techniques have been used.

Why?

Why has the writer written their work?

Consider: the author's intentions, what feelings they wanted to evoke in their reader, why a particular word or phrase has been used, if their ideas have been influenced by social or historical context, the overall purpose of the text, whether someone else will feel differently.

What (Topic Sentence): Hill creates a sense of fear and foreboding throughout Chapter 5.

Quote: We can see this when Arthur speaks of: ‘solitude and no sound save the water and the moaning wind and the melancholy calls of the birds... monotonous grayness... this gloomy old house.’

How (Techniques and Effects): Here, the pathetic fallacy of ‘no sound save the water’, emphasized by alliteration, highlights how isolated Arthur feels. Not only that but the Gothic convention of melancholy colour symbolism such as ‘~~grayness~~’ suggests the growing sense of mystery surrounding Eel Marsh House and the woman in black, again emphasized by use of alliteration with the adjective ‘gloomy’.

WHY (Intentions and Context): Hill's intention may be to increase the sense of terror in order foreshadow the horrific cries of the child and pony in Chapter 6 through the ‘moaning of the wind’ and to suggest that Arthur's rational, sensible nature will not stop the horror.

CHECKLIST (ATTEMPT TO USE ALL OF THESE)

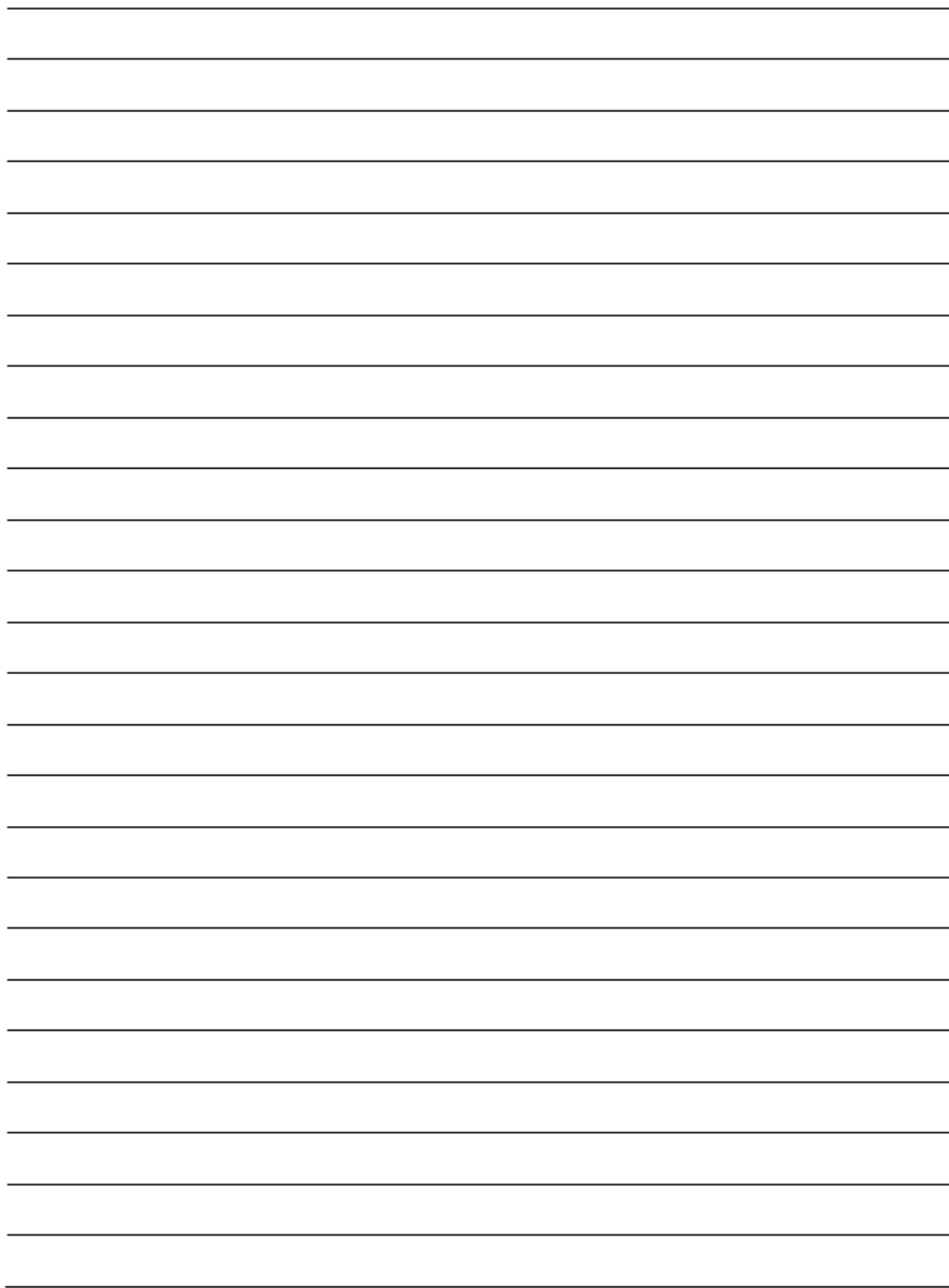
- Start with a main idea about **WHAT** atmosphere Hill creates
- A quote as evidence of **WHAT** we are told, linked with ‘We can see this when...’ (or something similar)
- **HOW** your quote shows fear and foreboding, zooming in on key words/language, explaining what they show/**HOW** they show it
- Explain the writer's intention and **WHY** your quote is important to creating atmosphere
- Key words, including from the KO

STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters if it helps:
 - Hill creates a sense of ... and foreboding ...
 - We can see this when...
 - Here, the [technique] ‘ ’
 - Not only that but... [optional]
 - Hill's intention may be...

TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar

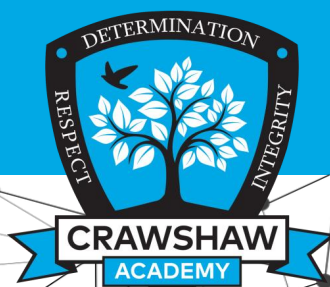


Write a paragraph or a short poem of 50+ words that includes examples of alliteration, metaphor and symbolism. Highlight each example of the techniques that you use.

|

Geography:

Y8 Term 1



Crowded Planet

1. Look, Cover, Write, Check

Task: Use the Crowded Planet knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

Key Word	Write	Check
Population		
Settlement		
Birth rate		
Death rate		
Migration		

Key Word	Write	Check
Immigration		
Emigration		
Refugee		
Asylum Seeker		
Push factor		
Pull factor		
Remittance		

Crowded Planet

2. Knowledge Quiz

1. Approximately, how many people live on Earth today? (1)

2. Which country has the world's largest population? (1)

3. Name **three** reasons why people settle in certain places (3)

4. Give two reasons why death rates have fallen in most countries (2)

5. Which population pyramid shows rapid growth? Why? (2)

6. Give an example of a country with an ageing population (1)

7. What is the difference between immigration and emigration? (2)

8. Give two examples of push factors (2)

9. Give one benefit and one challenge of migration in Mexico (2)

10. Give one benefit and one challenge of migration in the USA (2)

Weather & Climate

1. Look, Cover, Write, Check

Task: Use the weather and climate knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

Key Word	Write	Check
Weather		
Climate		
Condensation		
Convection		
Air Mass		

Key Word	Write	Check
Front		
Latitude		
Altitude		
Air mass		
Heat wave		
Maritime		
Cumulonimbus		

Weather & Climate

2. Knowledge Quiz

1. What is the difference between weather and climate? (2)

2. What are clouds made of? (1)

3. Which type of clouds are responsible for thunderstorms? (1)

4. What are the six elements of weather (6)

5. Which type of rainfall is most common in the UK? (1)

6. What happens to temperature as altitude increases? (1)

7. What happens to temperature as you move closer to the equator? (1)

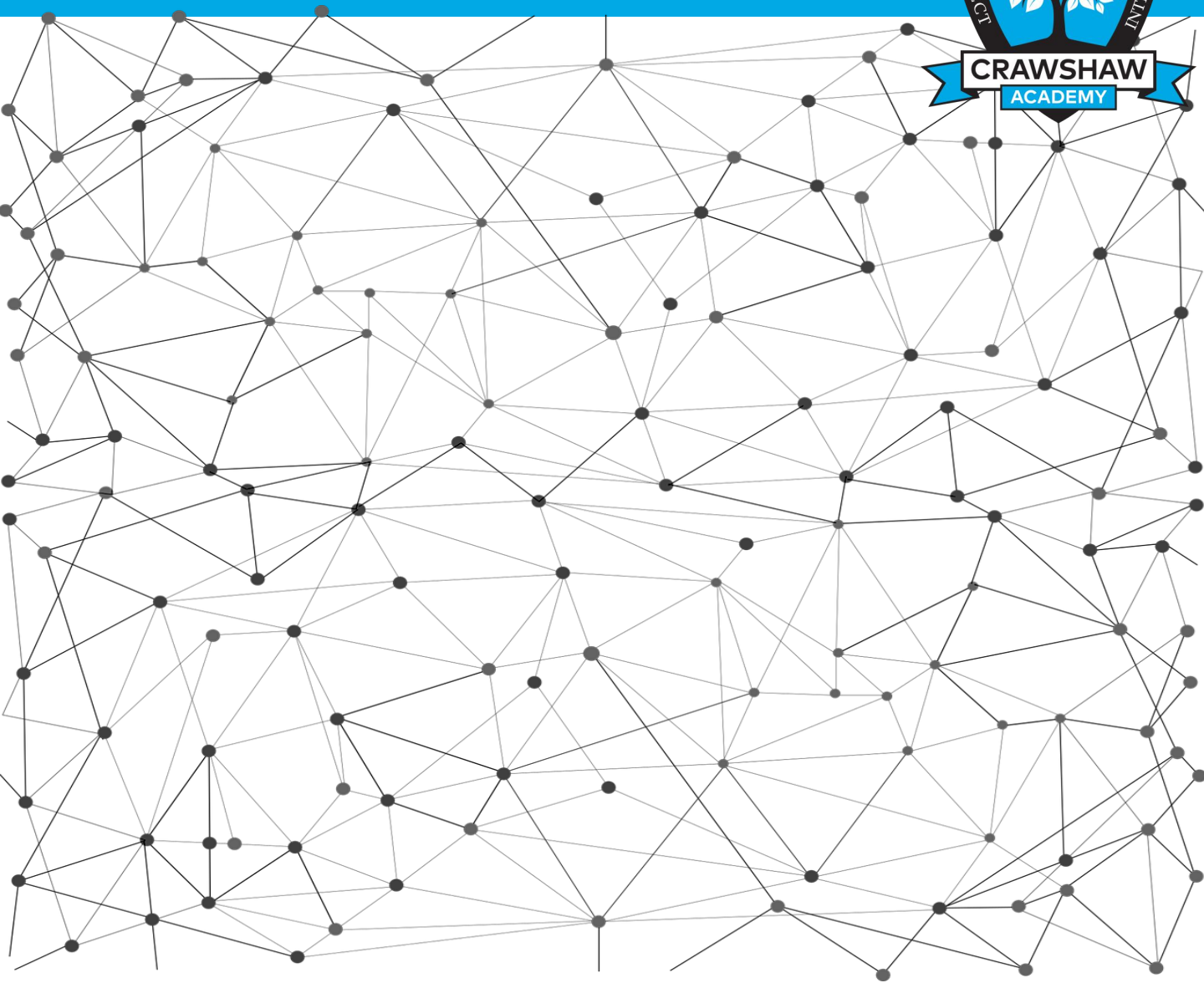
8. Which type of air mass is hot and dry? (1)

9. Why are heatwaves becoming more common in the UK?

10 Give two advantages and two disadvantages of heatwaves in the UK (4)

History:

Y8 Half Term 1



HISTORY Half Term 1:

The Slave Trade

Homework Task	Due Date:	Completed?
1. Look, Cover, Write, Check		
2. Knowledge Quiz		
3. Knowledge Quiz		

The Slave Trade

1. Look, Cover, Write, Check

Task: Use the Slave Trade knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

Key Word	Write	Check
Slavery		
Transatlantic Slave Trade		
Empire		
Colony		
Triangular Trade		

Key Word	Write	Check
Middle Passage		
Slave Ship		
Tight Pack		
Loose Pack		
Americas		
Slave Auction		
Plantation		

The Slave Trade

2. Knowledge Quiz

1. Define the term slavery. [1]

2. The Transatlantic Slave Trade primarily involved the enslavement of people from which area of the world? [1]

3. How were enslaved individuals typically sold after the Middle Passage? [1]

4. Why would more slaves survive the Middle Passage if loosely packed? [1]

5. In your own words, what is the difference between an empire and a colony? [1]

6. What countries make up the Americas? [1]

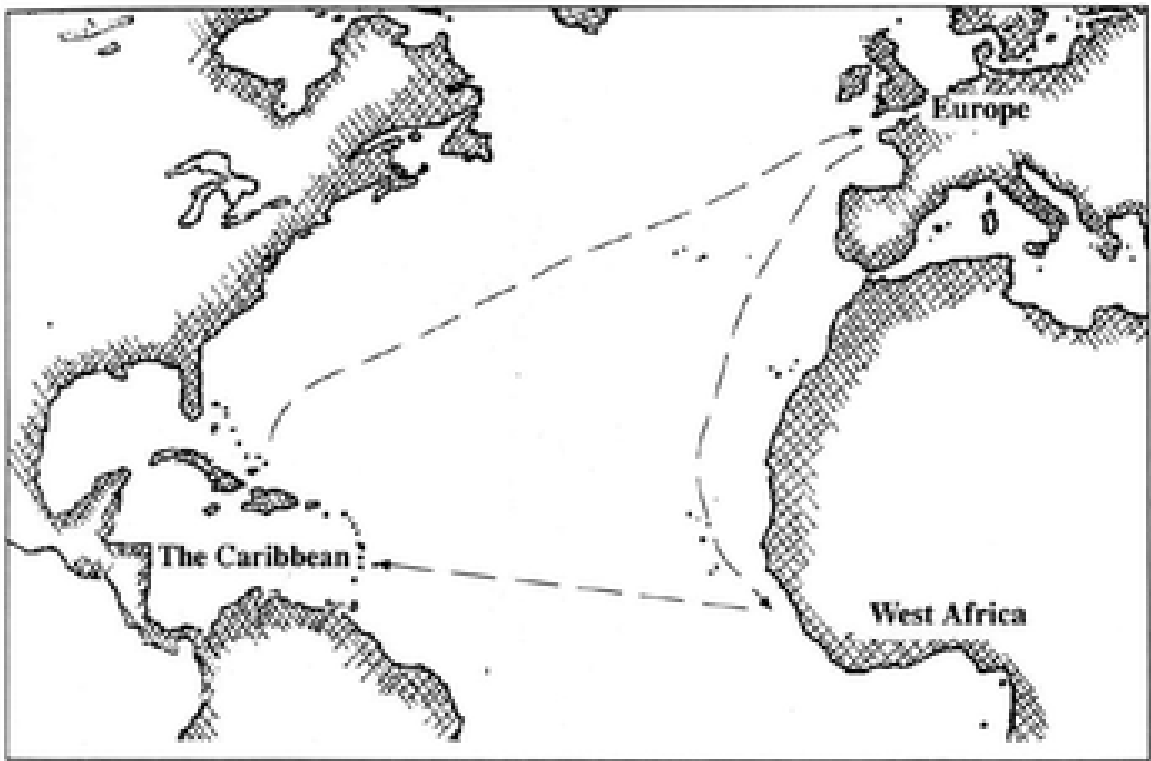
7. Approximately how many Africans were kidnapped and transported to the Americas between the 16th and 19th centuries? [1]

8. Label the slave trade triangle with the following:

Outward Passage – carried manufactured goods, e.g. guns & cloth. [1]

Middle Passage – carried slaves. [1]

Homeward Passage – carried goods such as sugar and cotton. [1]



9. What happened when slaves arrived at their destination? [1]

The Slave Trade

3. Knowledge Quiz

1. What was the Middle Passage? [1]

2. Where were women and children usually kept on the ship? [1]

3. Why did many slaves die before they got to the Americas? [1]

4. True or False? Slaves would be chained together in unsanitary conditions that led to disease outbreaks and many deaths. [1]

5. How were slaves forced to exercise? [1]

6. What is the difference between loose-pack and tight-pack? [1]

7. How did some slaves try to resist? [1]

8. How were slaves usually sold? [1]

9. How were slaves often advertised? [1]

10. How were slaves prepared for sale? [1]

11. What happened at a slave auction? [1]

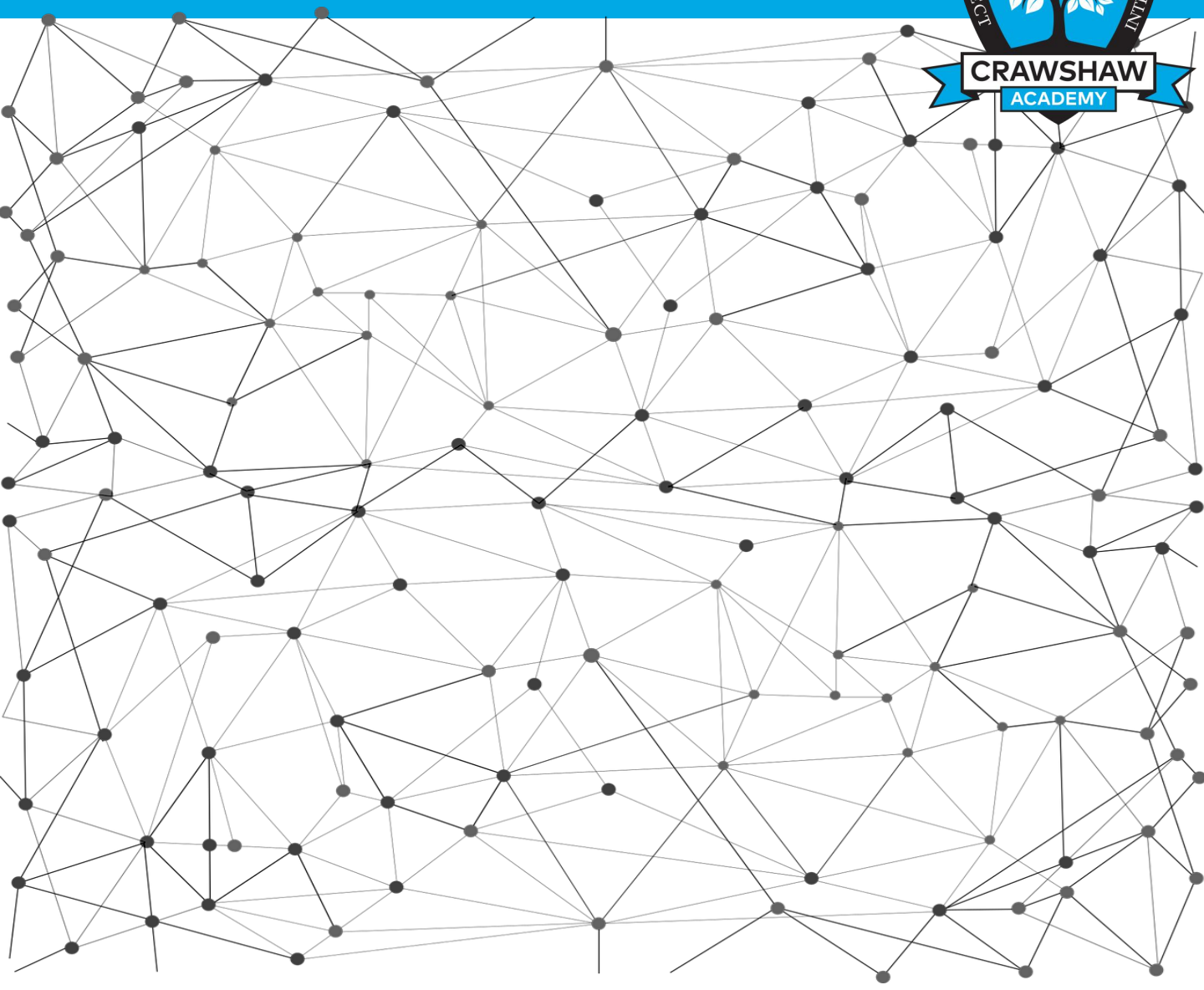
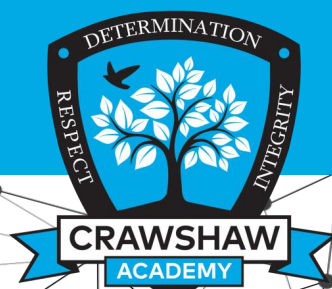
12. What happened to families at these auctions? [1]

13. What word does this define? *Huge farm where slaves cultivated (farmed) crops for their masters.* [1]

TOTAL: ____ / 13

History:

Y8 Half Term 2



HISTORY Half Term 2:

Slavery and Abolition

Homework Task	Due Date:	Completed?
1. Look, Cover, Write, Check		
2. Knowledge Quiz		
3. Knowledge Quiz		

Slavery and Abolition

1. Look, Cover, Write, Check

Task: Use the Slavery and Abolition knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

Key Word	Write	Check
Plantation		
Slave Punishment		
Overseer		
Slave Resistance		
Active Resistance		

Key Word	Write	Check
Passive Resistance		
Rebellion		
Abolition		
Abolitionist		
American Constitution		
Parliament		
Maroon Communities		

Slavery and Abolition

2. Knowledge Quiz

1. Each of the following is a definition of the key words you have learned. Write the correct key word for each one.

1a. A huge farm where slaves would cultivate (farm) crops (e.g. cotton, sugar). [1]

1b. The person who directed the daily work of the slaves. [1]

1c. The violent action or process of resisting authority or control. [1]

1d. A group of former slaves who escaped and lived outside of plantations. [1]

2. For the remaining questions, define the key terms.

2a. Abolition [1]

2b. Passive Resistance [1]

2c. Parliament [1]

3. What happened between the years of 1791 and 1804? [1]

- a) The Haitian Revolution
- b) The Emancipation Proclamation
- c) The Thirteenth Amendment to the US Constitution

4. What did the 1833 Slavery Abolition Act do? [1]

- a) Made the Transatlantic Slave Trade illegal for British subjects and ships.
- b) Declared all slaves free (in America)
- c) Freed all slaves in the British Empire

5. What happened during Nat Turner's Rebellion in 1831? [1]

6. What did Lincoln issue in 1863 to free slaves in America? [1]

7. When was the American Civil War? [1]

TOTAL: ____ / 12

Slavery and Abolition

3. Knowledge Quiz

1. True or False? Slaves worked long hours on the plantations. [1]

2. True or False? If a woman gave birth to her child it would become the property of the slave owner. [1]

3. True or False? Slaves could be punished by their owners and their overseers. [1]

4. Name two forms of slave punishment. [1]

5. Why were slaves punished? *Consider the purpose of the punishment rather than what the slaves might have done or not done.* [1]

6. Name a way a slave may actively resist and why. [1]

7. Name a way a slave may passively resist and why. [1]

8. Abraham Lincoln was: [1]

- a) US President who banned slavery
- b) Leader of the Haitian Revolution
- c) Leader of the abolition movement in British parliament

9. William Wilberforce: [1]

- a) Played a key role in legal battles that challenged slavery.
- b) Gathered evidence against the slave trade.
- c) Was a leader of the abolition movement in British Parliament.

10. Define abolition. [1]

11. What did Olaudah Equiano do for the abolition movement? [1]

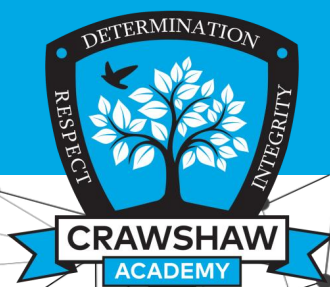
12. What did Toussaint L'Ouverture do for the abolition movement? [1]

13. Why do you think the work of black abolitionists was so important? [1]

TOTAL: ____ / 13

Mathematics:

Y8 Term 1



Sparx Maths

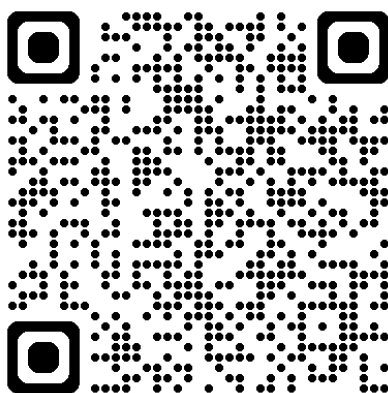
Log in to Sparx Maths and complete your weekly homework tasks as directed by your teacher.

www.sparxmaths.com

Remember to write down your working and solutions so you are prepared for the 'book check' questions.

There are video clips connected to each question for you to watch if you are unsure – please use this resource.

You can use this QR code if you need to.



MFL: Y8 Term 1



Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

German

Houses and Towns



There is...



Directions



In my opinion



will/can



Activities in Town



Time Phrases



Countries



Activities on Holiday



Accommodation



Transport



Numbers to 100



Food & Drink



A Future Holiday



Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

Spanish

Places in Town



Opinions on Town



Activities in Town



Directions



Time Phrases



Ir



Countries & Continents



Accommodation



Activities on Holiday



Accommodation Opinions



Transport



Food & Drink



Dream Holiday

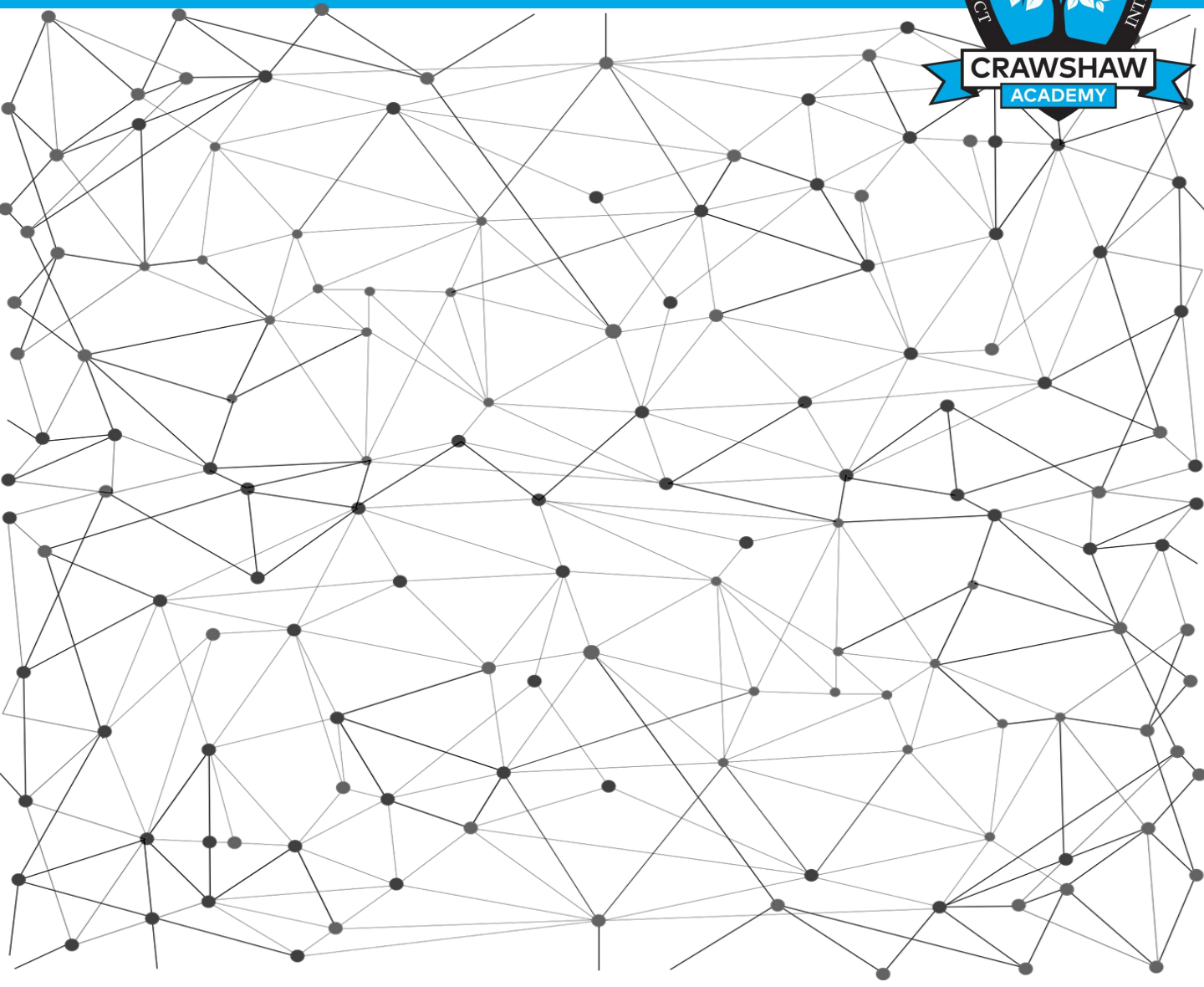


Look-Cover-Write-Check

You may prefer to use your Knowledge Organiser to do look-cover-write-check to learn your words.

Look	Cover	Write	Check

PE: Y8 Term 1



MiMove PE

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



Reading: Y8 Term 1



MiMove Reading

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



Reading Homework Instructions

You should read a fiction or non-fiction book of your choice for 35 minutes per fortnight. Once you have done this, you should record your reading on miMove. Your teacher will check that you have recorded your reading in your Reading lessons.

To use miMove:

Google miMove and click on miMoveapp.

Click on Student Sign In (top right).

Search and Select your School: start to type Crawshaw Academy and then click on the school's name when it appears in the drop down box.

Click on Sign in with Microsoft.

Follow Steps 1 to 5 to record your fortnightly reading. You will have to repeat the process to record:

your reading in form time Perspectives (60 minutes)

your Reading Lesson (60 minutes)

your Reading Homework (35+ minutes).

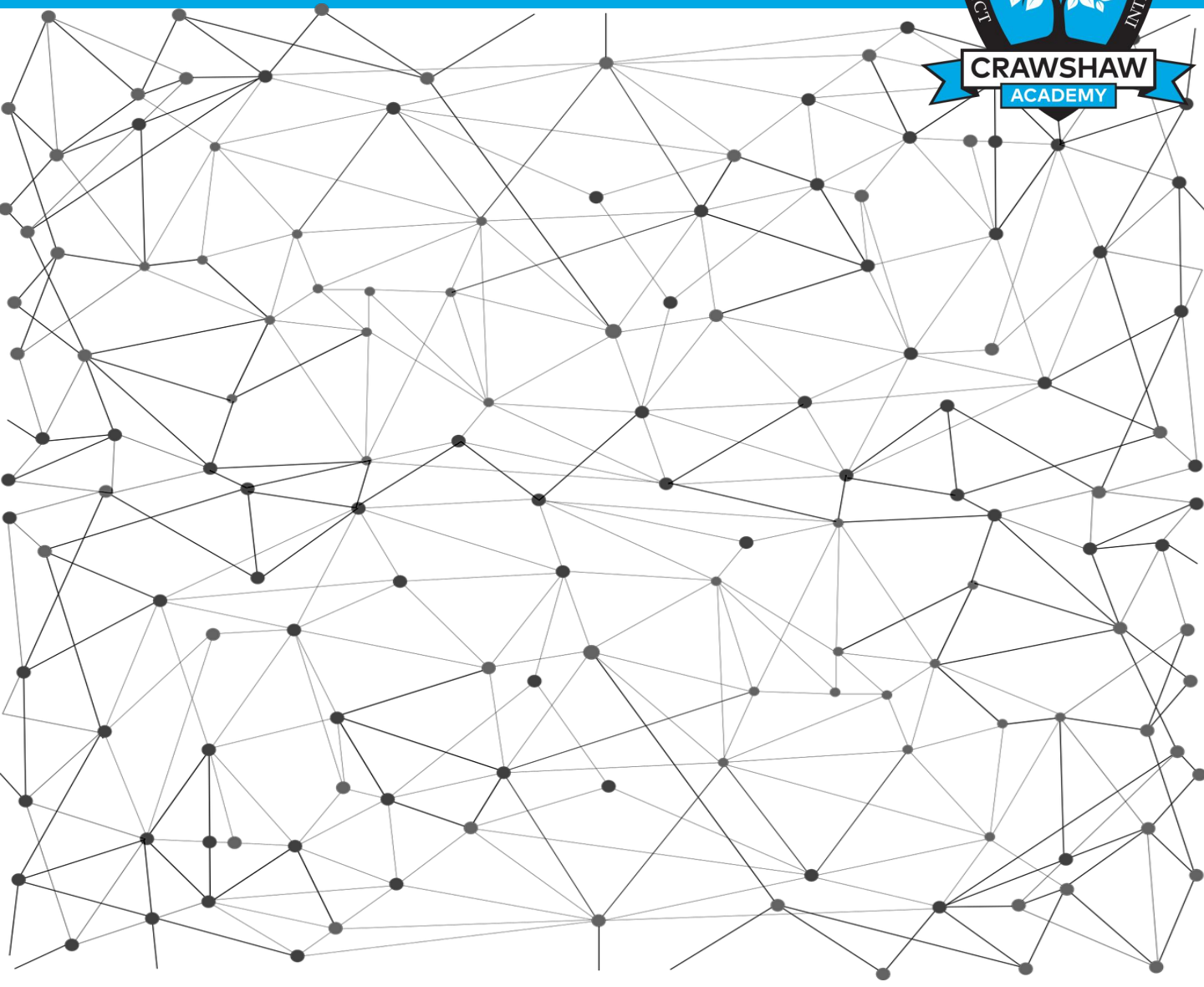
Please also add any reading that you do in your free time.

When you get to Step 6 (Reflection) for your Reading Homework and Free Time Reading, write:

two sentences to summarise what you have read

one sentence to describe your response to what you have read (e.g. Do you like the characters? Is the plot intriguing? Is there a plot twist or a cliffhanger? Can you relate to the story? Does the book contain interesting facts?)

RS: Y8 Term 1



Religious Studies homework – Term 1

Complete the homework when your class teacher has asked you to.

Section A: Key Vocabulary (Write the correct term)

Key words	Definitions
	Suffering
	Samsara
	Ascetic
	Meditate
	Nirvana

Section B: Siddhartha's early life

1. Where did Buddhism originate from?
2. Name the four sights seen by Siddhartha

Section C: Rules and teachings

1. Name any three parts of the Eightfold Path.

2. What symbol represents the Eightfold Path?

Match the noble truth to its meaning

1 st Noble Truth
2 nd Noble Truth
3 rd Noble Truth
4 th Noble Truth

Suffering is caused by craving
Follow the Eightfold Path to stop craving
Life is constantly changing; suffering exists
To stop suffering, stop craving

3. What does the word *Karuna* mean?

4. What is the Karuna Trust inspired by?

5. What does the Karuna Trust aim to do?

6. What are the three causes of suffering?

7. What are the 5 Moral Precepts?

8. Why are the 5 Moral Precepts important?

Science: Y8 Term 1



Educake Science

Log in to Educake Science

(<https://my.educake.co.uk/student-login>) and complete your weekly homework there as directed by your teacher. Science HW is due each **Monday**.

You can use the QR code below if you need to.



Please remember to use the "Sign in with Microsoft" button when logging in.



Sign in with Microsoft