Year 8 Work Pack

In addition to the work contained in this pack, complete work on SPARX Reader, SPARX Maths and SPARX Science.

English

Let's find out about 'Shakespeare's Early Life'. Read the text below and answer the questions that follow.

Shakespeare's Early Life

Shakespeare is the most famous and popular writer in the English language. People have read, studied and enjoyed his plays for over 400 years. You might already know some of them: he wrote 'Romeo and Juliet', 'Hamlet', and 'Othello', as well as many others. His plays are funny, scary, sad and exciting, and many people praise Shakespeare for his original and imaginative stories and characters. But Shakespeare was actually a bit of a thief! He took many of his ideas from the stories he studied when he was at school. Clearly he was paying attention in lessons!

This term, you are going to study one of Shakespeare's funniest plays. It's called *A Midsummer Night's Dream*. Before we start to read it and act it out, we are going to learn a bit about Shakespeare's life and education, so we can find out what gave him the idea to write this play.

A scene from 'Romeo and Juliet', one of Shakespeare's most famous plays.

Shakespeare's father made gloves which rich people would pay a lot of money for.

Shakespeare's birth and early childhood

No one knows the exact date Shakespeare was born as birth records weren't kept that long ago. However, we think he was born on 23 April 1564. That's over 450 years ago! It's also nearly 250 years before Charles Dickens was born. William Shakespeare's father was John Shakespeare, a glove maker, and his mother was Mary Arden, who was the daughter of an affluent landowning farmer.

He was born in Stratford-upon-Avon, a town in the middle of England about 22 miles away from Birmingham. When Shakespeare was born in 1564, the ruler in charge of England was Queen Elizabeth I. Because of this, we call this time in history the Elizabethan era.

Elizabeth 1 who ruled England during the Elizabethan era.

Shakespeare's education

Like his birth, there are no records of exactly where Shakespeare went to school. However, we think he probably went to a grammar school called the King's New School in Stratford-upon-Avon. The school is still open today and continues to call itself 'Shakespeare's School'.

In Elizabethan England, grammar schools were very strict, and students had to work hard. The school day would usually start at six in the morning and continue to five in the evening! During the winter, school days were shorter, but they still ran from seven to four. They had to go to school six days a week, so students spent around 2,000 hours a year at school. That's twice the amount of time students spend at school today! Next lesson we will find out what Shakespeare learnt at school.

Warwickshire, the county Shakespeare grew up in.

King's New School, the grammar school Shakespeare attended.

English

Task: Answer the following questions in full sentences.

1. When was **Shakespeare alive**?

2. What do we know about **Shakespeare's birth**?

3. What was **Shakespeare's school** probably like?

Now write a paragraph answering the question: 'Who was Shakespeare'

Maths

TASK 1

Examples

1) $6e - 4e - e = e$

2) $4x - 3x + 2x = 3x$

3) $5y - 6y - y = -2y$

Remember that 'y' is '1y'

TASK 2

Example

$2a + 3b + 4a + 2b$

$2a + 3b + 4a + 2b =$

$2a + 4a + 3b + 2b =$

$6a + 5b$

You cannot 'mix' your a's and b's

TASK 3

Make sure you check the signs in front of the terms

Example

$4a + 6b - 3a - 4b =$

$4a - 3a + 6b - 4b =$

$a + 2b$

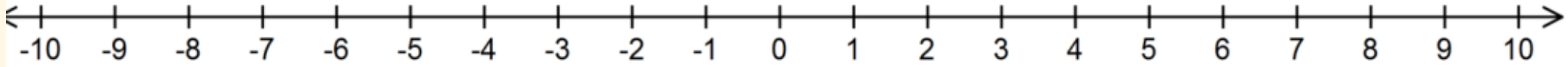
TASK 4

Example

$4a + b - 6a - 3b =$

$4a - 6a + b - 3b =$

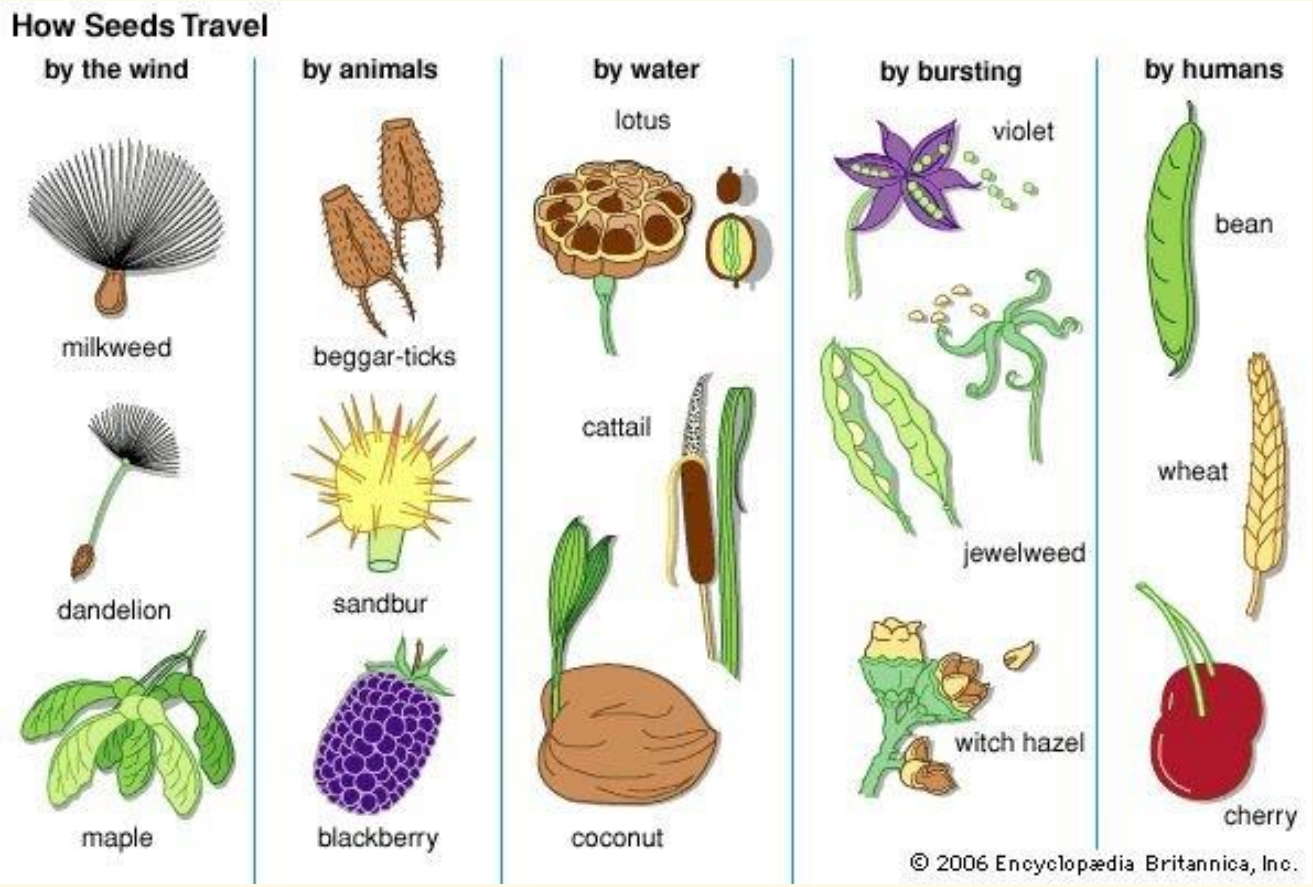
$-2a - 2b$



Maths

TASK 1	TASK 2	TASK 3	TASK 4
1. 5b - 5b - 5b	**1.** 5a + 2b + 3a + 4b	**1.** 9a + 5b + 4a - 5b	**1.** 10a + 9b - a - 3b
2. 8x - 5x - 2x	**2.** 7a + 5b + 7a + 6b	**2.** 8a + 5b + 4a - 5b	**2.** 7a + 8b - 8a - 4b
3. 6d - d - 2d	**3.** 10a + 4b + 6a + 8b	**3.** 6a + 8b + a - 3b	**3.** 2a + 7b - 4a + 3b
4. 6x - 3x - 3x	**4.** 6a + 2b + 3a + 7b	**4.** 9a + 5b + 4a - 5b	**4.** 9a + 10b - 5a + 4b
5. 9b - 2b - 4b	**5.** 8a + 4b + 7a + 3b	**5.** 8a + 9b - 3a + 5b	**5.** 9a + 3b - 3a - 4b
6. 5c + 3c - 2c	**6.** 5a + 3b + 3a + 4b	**6.** 9a + 8b - 3a + 2b	**6.** 5a + 5b - 3a - 5b
7. 9x - 4x - 3x	**7.** 7a + 2b + 6a + 7b	**7.** 8a + 5b - 2a + 3b	**7.** 7a + 10b - 8a + 3b
8. 5a - 5a - 6a	**8.** 7a + 3b + 3a + 4b	**8.** 6a + 6b - 4a - 2b	**8.** 9a + 3b + a - b
9. 9f - 5f - 5f	**9.** 5a + 3b + 8a + 7b	**9.** 7a + 6b + 4a - 3b	**9.** 2a + 2b - 5a - 4b
10. 9a - 6a + a	**10.** 5a + 4b + 8a + 3b	**10.** 5a + 6b - a - 3b	**10.** 7a + 9b - 5a - 4b
11. 6b + 3b - b	**11.** 10a + 4b + 3a + 7b	**11.** 7a + 10b + a - 4b	**11.** 10a + 5b + 3a - 5b
12. 6e + 3e - e	**12.** 5a + 4b + 7a + 5b	**12.** 8a + 6b - a + 4b	**12.** 7a + 3b - 5a - 5b
13. 5x - x + x	**13.** 8a + 2b + 3a + 8b	**13.** 8a + 8b - 4a + 2b	**13.** 8a + 5b - 3a - 4b
14. 7x - x - 6x	**14.** 10a + 3b + 6a + 7b	**14.** 5a + 5b - 3a - 2b	**14.** 10a + 5b - a - 5b
15. 7b - 3b - 3b	**15.** 9a + 3b + 4a + 6b	**15.** 6a + 7b + 3a - 5b	**15.** 9a + 7b - a + 4b

Science



1.Characteristics:

1. What characteristics of the seed help it to be dispersed by wind?
2. How does the structure of the seed help it float on water?
3. What features of the seed make it stick to animals?
4. How does the seed pod help in self-dispersal?

2.Comparison:

1. Compare the seeds dispersed by wind and water. How are they different?
2. How do the seeds dispersed by animals differ from those dispersed by self-dispersal?

3.Effectiveness:

1. Which method of seed dispersal do you think is the most effective? Why?
2. Why might a plant benefit from having seeds that are dispersed by animals rather than by wind?

4.Adaptations:

1. How have seeds adapted to their specific method of dispersal?
2. What advantages do these adaptations provide to the plant?

5.Examples:

1. Can you think of other examples of seeds that are dispersed by wind, water, animals, or self-dispersal?
2. How do these examples compare to the seeds shown in the image?

Geography

Coastal Processes

Coasts are where the land meets the sea. They are always changing because of the forces of nature. Waves, wind, and rain are the main forces that shape the coastline. Over time, they wear down rocks, move sand, and create new features like beaches, cliffs, and caves.

Erosion is when waves and wind break rocks into smaller pieces. For example, strong waves crash against a cliff, causing parts of the rock to fall into the sea. This process happens slowly but can change the shape of the coast over many years.

Deposition is the opposite of erosion. It happens when the sea drops sand, pebbles, or mud in a new place. This can create beaches or sandbanks. Waves move the materials, and when the water becomes calmer, they are left behind.

A special process called **longshore drift** moves sand and pebbles along the coast. Waves push materials up the beach at an angle, and then the water pulls them straight back down. This **zig-zag movement** makes the beach grow in one direction.

Coastal processes are important because they change the land and create habitats for animals and plants. However, they can also cause problems. For example, erosion can make cliffs unsafe or destroy buildings near the coast.

Questions

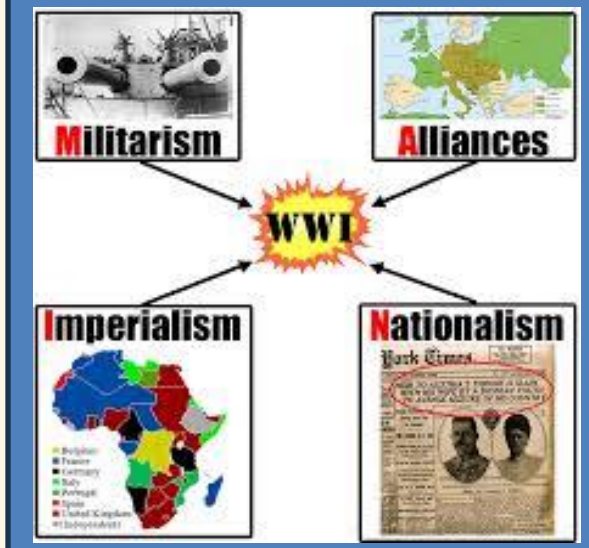
1. What are the main forces that shape the coastline?
2. What is erosion?
3. What does deposition create?

4. **True or False:**
   a) Longshore drift moves sand and pebbles along the coast.
   b) Deposition happens when the sea picks up rocks and sand.
   c) Coastal processes never change the shape of the land.

5. Name two features that erosion can create.
6. Why is longshore drift important?
7. What problems can erosion cause?

CHALLENGE: Imagine you are standing on a beach watching longshore drift happen. Describe what you see and hear in 2-3 sentences.
SUPER CHALLENGE: Draw a labelled diagram of longshore drift.

History:
Revising the Civil War(2)



TASK 1 – Write the headings 'Roundheads' and Cavilers' at the top of your paper. Under each heading, write what you can remember about both armies of the Civil War. For example, who was their leaders? What type of support did they have? What tactics did the use? What types of soldiers did they have? What battles did they win and why?

TASK 2 – An Acronym is a way of remembering lots of information about a topic. You use a word and the letters of the word start off the information you want to remember. An example is shown to the left. In Year 9, we use the word 'MAIN' as an acronym to help us remember the main, long-term causes of WW1.

Can you create your own acronym to help you revise the key information relating to the Civil War? Below is an example of one started:

C – Cromwell (the man in charge of the Roundheads)
I
V
I
L
W
A
R

<u>Challenge</u> – Add pictures to your acronym to help you remember the key facts.

Spanish

ICE

You Do

¿Qué tipo de música te gusta? Termina la frase.

1	❤️❤️❤️ Me encanta…	4	❤️ No me gusta…
2	❤️❤️ Me gusta mucho…	5	❤️❤️ No me gusta nada…
3	❤️ También me gusta…	6	👂 A veces escucho…

Copy and complete the phrases 1-6 in your books

with your opinion

Remember to use **el** or **la**

Challenge: use another phrase for **how often** you listen to music