



Opportunity
Community
Courage

Year 8

Homework Booklet

Autumn Term 1 · 2026–27

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Name

Tutor group



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YEAR 8 HOMEWORK · AUTUMN TERM 1

My Homework Tracker

Tick each piece of homework when it is complete

Homework	Week 1 w/c ____	Week 2 w/c ____	Week 3 w/c ____	Week 4 w/c ____	Week 5 w/c ____	Week 6 w/c ____	Week 7 w/c ____
Maths — Sparx							
Maths — TTRS							
English task							
French spellings							
History							
Art							
Food & DT							

Deadlines to remember

Parent / carer comment

Signed: _____ Date: _____

Consistency builds success. A **little every week** makes a big difference — be proud of your progress!



COMPLETE YOUR HOMEWORK **EVERY WEEK**



BE ORGANISED, **BE PREPARED**



BE PROUD OF **YOUR PROGRESS**



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YEAR 8 HOMEWORK · AUTUMN TERM 1

Welcome

Your homework for Autumn Term 1 — all in one place

This booklet holds every Year 8 homework task for the first half of the Autumn Term. Keep it in your bag, bring it to lessons and use it to plan your week. Your teachers will tell you deadlines — write them on the tracker at the front so you never miss one.

What's in this booklet

Subject	What you'll do	How often	How	Page
● Tracker	Tick off every homework each week	Every week	In this booklet	2
● Maths	Sparx Maths + Times Tables Rock Stars	Every week	Online	4
● English	Dystopian Fiction & Powerful Poetry menu	One task a week	Book / paper	5
● French	Spellings — one set a week	Weekly test in class	Learn & self-test	6
● History	Tudor Change poster	One task this half term	Paper or digital	8
● Art	Deb Weiers-style self portrait	One task	A5 paper	9
● Food & DT	Autumn Design Project	One project	Photo to teacher	10

Consistency is the key

Small amounts of work, done **every week**, build knowledge that lasts. Homework is how you practise what you learn in lessons so that it sticks.



Same time, every week

Pick regular homework slots — for example, Maths on Monday, French spellings on Wednesday.



Bring your booklet

Teachers may check your progress in lessons, so keep it neat and with you.



Stuck? Ask early

Speak to your teacher before the deadline, or use homework club. Asking for help is courageous!

Before you hand it in

- ☐ I answered every part of the task.
- ☐ I explained my ideas, not just described them.
- ☐ I checked my spelling and key vocabulary.
- ☐ My work is neat and has my name on it.

My homework logins

Sparx Maths

Username: _____

School: Sir William Stanier School

Times Tables Rock Stars

Username: _____

Rock name: _____

Keep your passwords private — never write them in this booklet.



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Maths

Sparx Maths — weekly homework

Complete your Sparx Maths homework every week. Your teacher sets it online to support and consolidate your learning. These are the topics you will cover this term — the codes (e.g. M437) match the Sparx videos.

PERCENTAGES OF AMOUNTS

1

- Finding percentages of amounts without a calculator (M437)
- Finding percentages of amounts with a calculator (M905)

PERCENTAGE CHANGE

2

- Percentage change without a calculator (M476)
- Percentage change with a calculator (M533)

CALCULATING WITH MONEY

3

- Operations with money (M222)
- Value for money (M681)

INDEX LAWS

4

- Index rules with positive indices (M608)
- Index rules with negative indices (M150)
- Simplifying expressions using index laws (M120)
- Simplifying algebraic fractions by cancelling common factors (M568)

SOLVING EQUATIONS

5

- Equations of the form $(x + a)/b = c$ (M401)
- Linear equations involving brackets (M902)
- Unknown in the denominator (M387)
- Unknown on both sides (M554)
- Constructing and solving equations (M957)

TERM-TO-TERM RULES

6

- Term-to-term rules for numerical sequences (M381)
- Term-to-term rules for sequences of patterns (M241)

POSITION-TO-TERM RULES

7

- Substituting into position-to-term rules (M166)
- Position-to-term rules for arithmetic sequences (M991)
- Position-to-term rules for sequences of patterns (M866)

RATIO

8

- Writing and simplifying ratios (M885)
- Writing ratios in the form $1 : n$ (M543)
- Converting between ratios, fractions and percentages (M267)
- Using equivalent ratios to find unknown amounts (M801)
- Sharing amounts in a given ratio (M525)

SCALE DIAGRAMS

9

- Drawing and interpreting scale diagrams (M112)

Times Tables Rock Stars

Spend a few minutes each week practising your multiplication and division facts. Improve your fluency, take on challenges and missions, and compete in tournaments and league tables. **A few minutes each day makes a big difference!**



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YEAR 8 HOMEWORK · AUTUMN TERM 1

English

Dystopian Fiction & Powerful Poetry — homework menu

🕒 One task a week

★ Any order — you choose

🏆 Be curious, be creative, be bold

KNOW

Build your knowledge

WORDS

Grow your vocabulary

THINK

Explore ideas & explain

CREATE

Imagination & creativity

Dystopian Fiction

Imagine a world gone wrong...

Powerful Poetry

Words that move, challenge and inspire...

1 What is a dystopia?

KNOW

Define *dystopia*. Then identify five common features of dystopian fiction. For each one, explain why it might make a fictional society frightening or unsettling.

☐ Done

2 Dystopian Vocabulary

WORDS

Learn and use: **dystopia, oppression, conformity, surveillance, propaganda, censorship, rebellion, authoritarian, individual, resistance**. Write an accurate sentence for each.

☐ Done

3 Design a Dystopian Society

CREATE

Imagine a society that appears perfect but has a disturbing secret. Who is in control? What rules must people obey? What is forbidden? How are people controlled? What happens if someone rebels?

☐ Done

4 The Most Dangerous Rule

THINK

Invent five rules for a dystopian society. Rank them from least to most disturbing. Explain why your number-one rule would have the greatest effect on people's lives.

☐ Done

5 Dystopian Worlds

KNOW

Choose a dystopian story, novel, film or TV series. Find out: What has gone wrong with society? Who has power? How are ordinary people affected? Does anyone resist?

☐ Done

6 Show, Don't Tell

CREATE

Describe a dystopian setting in 150 words. Do not directly tell us that it is frightening or oppressive — reveal this through setting, sensory details and what people are doing.

☐ Done

7 Power and Control

THINK

Choose one method a dystopian government might use to control people: fear, surveillance, propaganda, censorship or punishment. Explain how and why it could be effective.

☐ Done

8 The Rebel

CREATE

Create the protagonist of a dystopian story. Give them a name, place in society, belief, fear, important relationship and a reason for beginning to question the world around them.

☐ Done

9 What Makes Poetry Powerful?

THINK

Choose five things that can make a poem powerful: its message, imagery, emotion, sound, rhythm, structure, voice or subject. Rank them and explain your top three choices.

☐ Done

10 Poetry Vocabulary

WORDS

Learn and use: **speaker, imagery, metaphor, symbolism, repetition, contrast, stanza, enjambment, caesura, tone**. Write a short definition of each.

☐ Done

11 Find a Powerful Poem

KNOW

Find a poem that you think says something important. Record its title and poet, explain what it is about and identify the message or idea the poet wants us to consider.

☐ Done

12 The Power of an Image

CREATE

Choose an ordinary object — a key, shoe, photograph, candle, window or clock. Write a short poem in which it represents something bigger, such as freedom, memory, fear, hope or loss.

☐ Done

13 Words Matter

WORDS

Choose an emotion: anger, fear, hope, grief, pride or loneliness. Create a bank of 15 powerful words or phrases that communicate that emotion without actually naming it.

☐ Done

14 A Voice That Needs to Be Heard

CREATE

Imagine someone whose voice is often ignored. Write a poem of at least 12 lines from their perspective. Use repetition deliberately to emphasise an important idea.

☐ Done

15 One Powerful Line

THINK

Find a line from a poem that you think is particularly powerful. Copy it accurately and explain: What does it suggest? Which words matter most? Why might the poet have chosen them?

☐ Done

16 Poetry With a Purpose

CREATE

Write a poem about something you believe people should notice, question, remember or change. Give it a title and use at least three deliberate poetic choices — underline them and explain one.

☐ Done

Choose ONE task each week. Show pride in your work and enjoy exploring amazing stories and powerful poetry. Your imagination can change the world!



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Look • Say • Cover • Write • Check. Learn one set each week. Practise saying each word aloud, cover the French, write it from memory, then check your accents (é, è, ç, â) — they count! Tick ✓ each word once you can spell it.

Set 1 Free time & opinions

Test date: _____ Score: ____/10

	Français	English	✓
1	pendant mon temps libre	in my free time	
2	je préfère	I prefer	
3	j'aime	I like	
4	j'aime beaucoup	I really like	
5	j'adore	I love	
6	je n'aime pas	I don't like	
7	je n'aime pas du tout	I really don't like	
8	je déteste	I hate	
9	jouer au foot	playing football	
10	jouer sur ma PS	playing on my PS	

Set 2 How often & activities

Test date: _____ Score: ____/10

	Français	English	✓
1	pendant mon temps libre	in my free time	
2	tous les jours	every day	
3	tous les samedis	every Saturday	
4	une fois par semaine	once a week	
5	souvent	often	
6	parfois	sometimes	
7	aller au cinéma	to go to the cinema	
8	aller à un concert	to go to a concert	
9	aller à un match de foot	to go to a football match	
10	faire du shopping	to go shopping	

Set 3 Adjectives & reasons

Test date: _____ Score: ____/10

	Français	English	✓
1	amusant	fun	
2	passionnant	exciting	
3	intéressant	interesting	
4	génial	great	
5	ennuyeux	boring	
6	difficile	difficult	
7	facile	easy	
8	parce que	because	
9	car	because	
10	mais	but	

Set 4 Connectives & activities

Test date: _____ Score: ____/10

	Français	English	✓
1	cependant	however	
2	et	and	
3	c'est	it is	
4	amusant	fun	
5	je déteste	I hate	
6	aller au cinéma	to go to the cinema	
7	aller à un concert	to go to a concert	
8	aller à un match de foot	to go to a football match	
9	jouer sur ma PS	playing on my PS	
10	parfois	sometimes	



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YEAR 8 HOMEWORK · AUTUMN TERM 1

French

Spellings — sets 5 to 8

Set 5 More activities

Test date: _____ Score: ____/10

Français	English	✓
1 faire de la danse	to go dancing	
2 jouer sur ma Xbox	to play on my Xbox	
3 regarder la télé	to watch TV	
4 écouter de la musique	to listen to music	
5 parce que c'est	because it is	
6 amusant	fun	
7 intéressant	interesting	
8 passionnant	exciting	
9 génial	great	
10 ennuyeux	boring	

Set 6 Mixed revision 1

Test date: _____ Score: ____/10

Français	English	✓
1 sortir avec mes amis	to go out with my friends	
2 difficile	difficult	
3 facile	easy	
4 parfois	sometimes	
5 souvent	often	
6 je préfère	I prefer	
7 une fois par semaine	once a week	
8 pendant mon temps libre	in my free time	
9 je déteste	I hate	
10 jouer au foot	playing football	

Set 7 Mixed revision 2

Test date: _____ Score: ____/10

Français	English	✓
1 aller à un concert	to go to a concert	
2 mais	but	
3 aller au cinéma	to go to the cinema	
4 écouter de la musique	to listen to music	
5 faire de la danse	to go dancing	
6 génial	great	
7 tous les samedis	every Saturday	
8 ennuyeux	boring	
9 souvent	often	
10 j'aime beaucoup	I really like	

Set 8 Mixed revision 3

Test date: _____ Score: ____/10

Français	English	✓
1 je n'aime pas du tout	I really don't like	
2 je déteste	I hate	
3 sortir avec mes amis	to go out with my friends	
4 j'aime	I like	
5 je n'aime pas	I don't like	
6 parce que c'est	because it is	
7 sortir en ville	to go into town	
8 passionnant	exciting	
9 amusant	fun	
10 pendant mon temps libre	in my free time	

Challenge: use your spellings to write three sentences about your free time — say what you do, how often, and give an opinion with a reason (e.g. *parce que c'est...*).



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YEAR 8 HOMEWORK · AUTUMN TERM 1

History

Enquiry: How much did life in Tudor England change between 1485 and 1603?

Complete **one History homework task this half term**. It helps you answer the enquiry question and practise key historical skills. Your teacher will tell you the deadline. You may complete it by hand or digitally unless told otherwise.

What you will study

- Henry VII and the end of the Wars of the Roses
- Religious change under Henry VIII
- Life under Edward VI and Mary I
- Black Tudors, crime, punishment and exploration

Homework: Tudor Change Poster

- Create a poster showing **three ways life changed** in Tudor England.
- For each change, add **a picture** and **one sentence**.
- **Circle the biggest change** and explain your choice in one sentence.

Planning grid

Use this to gather your research before you make your final poster.

Change 1	Change 2	Change 3
What changed? 	What changed? 	What changed?
Picture idea 	Picture idea 	Picture idea
My sentence 	My sentence 	My sentence

My verdict: the biggest change was...

☐ I used accurate names, dates and evidence.

☐ I explained my ideas rather than only describing.

Looking ahead — Half Term 2: *How did conflict between cousins lead to war?* (Threat poster: Mary, Queen of Scots, Catholic plots and Spain).

Your task

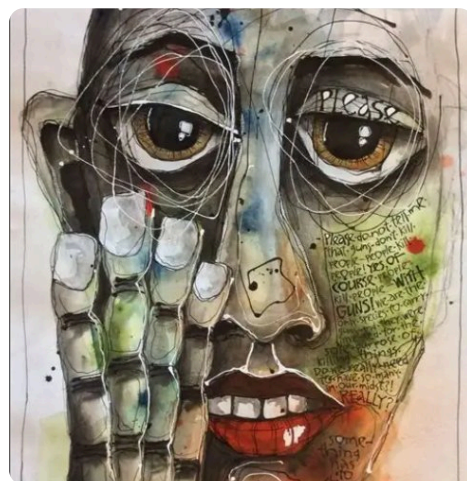
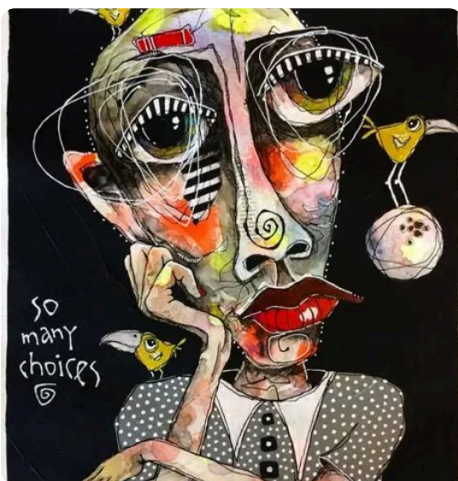
1. On an **A5 piece of paper**, create a **self portrait** in the style of **Deb Weiers**.
2. Look at the examples of her work below to help you.
3. Use a **mirror** or take a **selfie** on your phone and draw from that — you need your reflection or a photo in front of you.
4. Use a **sharp pencil lightly** to draw your self portrait so it **fills the page**.
5. **Distort** your portrait using Deb Weiers' style.
6. Add colour with any materials you have at home — pencil crayons, pens or watercolours.

Look closely at her work

- How are the **eyes** and features exaggerated or distorted?
- Where does she use loose, expressive **line**?
- How are **colours and patterns** layered over the face?
- What is happening in the **background**?

Pick one or two ideas to try in your own portrait.

Examples of Deb Weiers' work



Top tip: remember to **build up the picture in layers** — start with light pencil lines, then add colour, pattern and detail on top.



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YEAR 8 HOMEWORK · AUTUMN TERM 1

Food & DT

Autumn Design Project

Designers often get their ideas from the world around them — and Autumn is a colourful, inspirational time of year!

Your task

Create something using the theme of **Autumn**. The material is up to you — it can be **wood**, **metal**, **food** or something you have **upcycled**.

Ideas to inspire you



A warming stew and bread roll for a cold night



An Autumn-themed decorated cupcake



A birdfeeder from recycled materials



Hand-sewn fruits to celebrate Harvest



An animal made from wood

My idea

What will you make, and what materials will you use?

Sketch it



Send a photo of your design to your Food or Design Technology teacher.

Prizes will be awarded for the most creative designs in each year group!



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