

Year 8 Curriculum Overviews

Year 8 Art

Term 1-2.5	Term 2.5-3
<ul style="list-style-type: none">• Drawing• Chalk & Pastel• Collage <p>Students produce Art work in a range of materials, technique and processes linking to the topic Distorted Portraits.</p> <p>Students will learn to analyse the work of contemporary and traditional portrait artists and respond to their work.</p> <p>Students will learn to draw accurate and distorted portraits in a range of materials.</p>	<ul style="list-style-type: none">• Mixed Media• Drawing• Clay final piece <p>Students produce Art work in a range of materials, techniques and processes linking to the topic Buildings and Landscapes.</p> <p>Students will learn to analyse the work of artists and respond to their work. Students will explore a range of materials working from primary photographs. They will design a final piece in response to an artist's work and produce a clay outcome.</p>
Homework Students will research artists, produce observational studies and take primary photographs to inform the art work produced during lessons.	
How you can help and useful websites www.pinterest.co.uk https://www.tate.org.uk/ https://www.art2day.co.uk	

Year 8 Computer Science

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> ● Digital Literacy ● Esafety <p>Student will be study advanced aspects of digital literacy by understanding Cloud based services, advanced email and touch typing skills. Students will develop understanding of Esafety and dangers of online activities.</p>	<ul style="list-style-type: none"> ● Storage Devices ● Wired & Wireless Networks ● Legal & Ethical Issues ● Hour of Code / Safer Internet Day <p>Students will study storage devices and how devices are connected to a network environment including different types of wired and wireless devices. Students will understand the legal and ethical issues of computing on the environment and impacts to the wider community.</p>	<ul style="list-style-type: none"> ● Spreadsheets ● Python Programming Advanced <p>Students will study the purpose and function of spreadsheets, developing different formatting structures including the use of functions and formulas. Students will developed more advanced Python programming techniques introducing to key elements of functions and procedures.</p>
<p>Homework</p> <ul style="list-style-type: none"> ● In addition to IT/Computer Science lessons per week, students are given differentiated tasks including interactive quizzes which are structured to enhance and developed further understanding of IT/Computer Science. 		
<p>How you can help and useful websites</p> <ul style="list-style-type: none"> ● Be aware of new and developing technologies including the aspects of social media and how technologies change over the years ● BBC Byte Size : https://www.bbc.com/bitesize/subjects/z8mtsbk ● Hour of Code: https://hourofcode.com/us/learn ● Safer Internet Day: https://www.saferinternet.org.uk/safer-internet-day/2018 ● Teach ICT : http://www.teach-ict.com 		

Year 8 Technology and Food – 12-week rotation of Food, Product and Textiles

Food	Product	Textiles
<p>Students will produce a range of the following: Koftas, Fruit crumble, vegetable stir fry, Bread rolls, Victoria cupcakes, Vegetables pizza, chilli or spaghetti Bolognese and develop understanding of the function and seasonality of the ingredients used.</p> <p>Students will cover aspects of Health, Safety and Hygiene, equipment, techniques and processes, detailed analysis and function of the Eatwell guide with key words and terminology, investigation into composite meals.</p>	<p>Students will produce a pewter cast pendant and acrylic pendant with packaging which will include the following: CAD/CAM design, moulds, pewter casting, cutting, drilling, shaping and finishing pewter and acrylic. Design and make of card and vacuum formed plastic packaging. Students will develop knowledge of metal history, properties and characteristics of metals, plastics and papers. They will develop their knowledge of metal work equipment and safety and evaluate their progress. They will also develop their understanding of costings.</p>	<p>Students will produce a 3D bag which will build on their yr7 skills and knowledge. Accuracy of sewing machines, design from mood board, 3D shaping on machine, zips, transfer design and acrylic tags. Students will learn about fabrics and their characteristics, apply their fibre knowledge from year 7, and environmental & sustainability issues to do with the production of textile products. Again, evaluating their own progress.</p>
<p>Homework will appear on Class Charts and will back up the learning completed in class.</p> <p>Food – Bringing ingredients for all cooks</p> <p>Product and Textiles will include developed mood boards, research and comparison of materials, historical research into materials literacy piece, evaluation and revision.</p>		
<p>How you can help and useful websites</p> <p>For food providing ingredients for recipes, if there is a problem letting the teacher know ASAP so that extra ingredients can be provided or swapped.</p> <p>For written HW help with spelling, punctuation and grammar would be useful and if there is an issue with HW letting the teacher know ASAP so we can try to find a solution.</p>		

Year 8 Drama

Term 1	Term 2	Term 3
<p>Half term 1 - Storytelling Half term 2 - Actions & Consequences</p> <p>Students will learn about the theatre style Physical Theatre use physicality to work alongside script and storytelling. Students will engage in ensembles and group work exploring communication of style</p> <p>Students will develop performance skills through issues raised from action and consequences. They will explore the story of Phillip Brown through the development of Drama conventions, ensemble work and group work. Students will develop their skills in working respectfully on a challenging topic.</p> <p>Movement- Introduction to Physical theatre.</p> <p>Student will learn how to use their bodies to communicate and create organic, objects and pedestrian characters, objects and scenes. The students will engage in a variety of tasks that include ensemble work, group and individual tasks to devise creative and interesting performances.</p>	<p>Romeo and Juliet</p> <p>Students will explore the script and issues from Romeo and Juliet. Students will gain experience of stage combat and performing as an ensemble. Students will perform a script of Romeo and Juliet and gain an understanding of Elizabethan Theatre. Students will develop skills in performing the Shakespearian language.</p> <p>Movement- Introduction to Physical theatre.</p> <p>Student will learn how to use their bodies to communicate and create organic, objects and pedestrian characters, objects and scenes. The students will engage in a variety of tasks that include ensemble work, group and individual tasks to devise creative and interesting performances.</p>	<p>Half term 1 - Stanislavsky Half term 2 – Stimulus</p> <p>Students will explore the theories and techniques of theatre practitioner Stanislavsky. They will use this to help them develop character for a given situation and stimulus.</p> <p>Students will gain experience of using different stimulus to devise Drama. Students will work creatively and imaginatively to use the skills learned over the year in their devised work</p> <p>Movement- Dancing through life</p> <p>Students will learn how to create a story of a day to day life scenario, using the skills that they learnt over the past 2 terms. They will use physical theatre, characterisation, character intention and choreographic intention. They will use body language and facial expressions alongside sound scape and music to communicate and express their stories. This will ultimately be performed as an ensemble piece, made up of individual solos.</p>
<p>Homework</p> <p>Students are encouraged to attend the theatre and see a range of live theatre to deepen their knowledge of theatre and styles of performances. Students are encouraged to attend the school production in December.</p>		
<p>How you can help and useful websites</p> <ul style="list-style-type: none"> • Going to the theatre together • Seeing a range of different theatre • Discuss the TV programmes you watch and the acting skills used and what impact this has on you as an audience member • Watching the Baz Luhrmann film Romeo and Juliet <p>Web sites: https://www.bbc.com/bitesize/subjects/zbckjxs</p>		

Year 8 English

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Our World <p>Students will read a range of poetry and extracts from literary texts about the world we live in including works by Wordsworth, Tennyson and Gaskell. Students will develop their descriptive writing skills by producing their own descriptions of the countryside and the city. Students will also explore poetry and short stories from other cultures.</p>	<ul style="list-style-type: none"> • <i>Blood Brothers</i> <p>Students will study the play <i>Blood Brothers</i> by Willy Russell. Students will explore the social and historical context and will develop their analytical skills by exploring themes such as social class in the text. Students will also develop their critical style when writing essays. Students will also have the opportunity to develop their speaking and listening skills by taking part in a class debate.</p>	<ul style="list-style-type: none"> • Traces of Evidence <p>Students will read a range of fiction texts from the detective genre including <i>The Speckled Band</i> by Arthur Conan Doyle and <i>Lamb to the Slaughter</i> by Roald Dahl. Students will develop their narrative writing skills and their understanding of the conventions of the detective genre by producing their own opening to a detective story.</p>
<p>Homework Students will be set regular homework which will offer the opportunity to embed key skills and to read more widely around the topic they are studying.</p>		
<p>How you can help and useful websites</p> <p>Ensure students are reading regularly at home for at least one hour per week. BBC Bitesize: https://www.bbc.com/bitesize/subjects/z3kw2hv</p>		

Year 8 Geography

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Water from the mountains to the sea. • Changing coastlines <p>Students will study how water, through glaciation and river processes, shapes our land to produce beautiful landscapes. Then they will look at how the power of the oceans are shaping our every changing coastline and how climate change could affect the UK's coastline.</p>	<ul style="list-style-type: none"> • Resource management • Climate change <p>Students will look at how humans are using resources around the world such as food, water and energy. They will look at why some areas have an abundance of these resources and why others are scarce. Students will also look more closely at water in the UK and why in the future we could end up with water scarcity. Pupils will also look at climate change ranging from natural causes to human causes and the potential affects.</p>	<ul style="list-style-type: none"> • The development gap <p>Students will look at the general trend in development around the world and why development is uneven. Students will look at both Kenya and Nigeria and look at the problems of uneven development and how the development gap could be reduced through strategies such as aid and trade.</p>
<p>Homework In addition to their weekly geography lesson, students will have the opportunity to further their understanding by completing homework. This could be a 30-minute recap to a 3-hour mini project.</p>		
<p>How you can help and useful websites</p> <ul style="list-style-type: none"> • Watching the news together and discussing current events, considering both sides of stories. • Discuss different opinions and any misconceptions that people may have. <p>BBC Bitesize http://www.bbc.co.uk/education/subjects/zrw76sg CBBC Newsround http://www.bbc.co.uk/newsround OS Map skills https://www.ordnancesurvey.co.uk/mapzone/</p>		

Year 8 History

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • The History of the British Empire • WWI <p>Students will assess the case study of the British empire to help them better understand the multicultural world they live in today. They will they look at the causes, events and consequences of WWI.</p>	<ul style="list-style-type: none"> • The Suffragettes • Life in Nazi Germany <p>Students will assess the impact of the Suffragettes and evaluate the effectiveness of the tactics they used whilst making links to the modern day 'me too' movement in order to assess the amount of progress still to be made. Students will then look at a case study of the fascist Nazi state in order to gain an awareness of how the atrocities of WWII were enacted</p>	<ul style="list-style-type: none"> • WWII and the Home Front • The Civil Rights Movement <p>Students will look at life in Britain during WWII including Evaluation, the Blitz, Rationing and the Home Guard. Students will then look at the treatment of black people in America assessing the role of key individuals in the struggle for black rights. Students will also be encouraged to make links to the 'Black Lives Matter' campaign throughout this study</p>
<p>Homework Students will be set regular homework activities that will include revision for assessments, knowledge retention questions, essay writing and extended project work</p>		
<p>How you can help and useful websites https://www.bbc.com/bitesize/subjects/zk26n39 https://www.activehistory.co.uk/ https://www.johndclare.net/</p>		

Year 8 Mathematics

Term 1	Term 2	Term 3
<p>Sets 1 and 2:</p> <ol style="list-style-type: none"> 1. Percentages 2. Accuracy and Bounds 3. Measures 4. Ratio and Proportion <p>Sets 3 and 4:</p> <ol style="list-style-type: none"> 1. Basic Percentages 2. More Percentages 3. Accuracy 4. Ratio and Proportion 	<p>Sets 1 and 2:</p> <ol style="list-style-type: none"> 1. Calculations, checking and rounding 2. Indices, roots, reciprocals and hierarchy of operations 3. Factors, multiples and primes 4. Standard form and Surds 5. Algebra: the basics 6. Setting up, rearranging and solving equations 7. Sequences <p>Sets 3 and 4:</p> <ol style="list-style-type: none"> 1. Integers and place value 2. Decimals 3. Indices, powers and roots 4. Factors, multiples and primes 	<p>Sets 1 and 2:</p> <ol style="list-style-type: none"> 1. Averages and range 2. Representing and interpreting data 3. Scatter graphs 4. Fractions 5. Percentages 6. Ratio and proportion 7. Polygons, angles and parallel lines <p>Sets 3 and 4:</p> <ol style="list-style-type: none"> 1. Algebra: the basics 2. Expanding and factorising single brackets 3. Expressions and substitution into formulae 4. Tables
<p>Homework Hegarty Maths Videos, Notes and Quizzes.</p>		
<p>How you can help and useful websites www.hegartymaths.co.uk</p>		

Year 8 Modern Foreign Language (MFL)

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> - <i>Aller</i> present tense and use in near future tense. - <i>Rester</i> in present tense and near future tense - <i>Voyager</i> present tense and near future tense - Future tense time expressions <i>ER</i> verbs (regular) and formation of negative structures - <i>Faire</i> in the present tense and near <i>voyager</i> present tense and near future tense and near future tense - Modal verbs (with previously learnt infinitives) - holiday destinations - holiday accommodation - transport - leisure activities - clothes 	<ul style="list-style-type: none"> - <i>Aller</i> in the perfect tense - Past tense time expressions - <i>Visiter</i> in the perfect tense - Formation of regular <i>ER</i> verbs in the perfect tense - Regular <i>IR, RE</i> verbs in the perfect tense - <i>faire</i> in the perfect tense - MRS VAN DER TRAMP verbs - Places in a town - Activities in a town - Revision of holiday activities in 3 time frames 	<ul style="list-style-type: none"> - Revision of regular verb conjugation, opinions and justification - Conjugations of <i>Ir</i> and the future tense <i>ir a + infinitive</i> - Use of <i>se puede + infinitive</i> - use of imperfect tense <i>gustaba / no gustaba</i> and past time indicators - Places in a town - Local area - Activities in a town - House and home
<p>Homework</p> <ul style="list-style-type: none"> - Vocabulary learning and self-quizzing in personal self-quizzing book - Grammar exercises - Reading comprehension tasks 		
<p>How you can help and useful websites</p> <ul style="list-style-type: none"> - Checking your child has been learning vocabulary and has completed look, cover, write, check technique - Ask your child to recite verb conjugations (with focus on the verb <i>aller</i> in term 1 and the verb <i>avoir</i> in term 2) - Asking your child what today's date and weather is for a response in the Target Language - Asking your child how they are feeling for a response in the Target Language - Encouraging your child to use their dictionary rather than online translators (see website for support with use of a bilingual dictionary). <p>https://www.languagesonline.org.uk/Hotpotatoes/index.html</p> <p>https://www.memrise.com (Website and App. A free user account will needed to be created and students can choose the language and level they wish to study)</p> <p>https://www.duolingo.com (Website and App. A free user account will needed to be created and students can choose the language and level they wish to study)</p> <p>www.wordreference.com (A useful online dictionary too)</p> <p>French Verb Blitz / Spanish Verb Blitz (Free app)</p>		

Year 8 Music

Term 1	Term 2	Term 3
<p>Exploring World Music:</p> <p>Prior Learning Assessment identifying students current level of knowledge and understanding in Music.</p> <p>Exploring: The Music of Africa and Indonesia. Students will comment on the key features of African Drumming, Melody and vocal harmonies, and Indonesian Gamelan, its textures and instrumentation.</p> <p>Exploring Orchestral Music: Students will compose and perform music from the Baroque Era and the Classical era focusing on the key musical devices and features.</p> <p>Perform an individual part within a variety of ensembles.</p> <p>Composing and performing using standard musical notation on the electronic keyboard.</p> <p>Singing in Unison and in Canon.</p>	<p>Exploring Popular Music of the 20th Century:</p> <p>Introducing projects exploring:</p> <ul style="list-style-type: none"> • Blues • Jazz • Pop • Rap <p>Composing with a variety of melodic devices such as Riff, Basslines, Phrased Melody, Sequence and Drum beats</p> <p>Exploring chord plans and how to create a stylised accompaniment.</p> <p>Arranging music using for small and class ensembles to perform.</p> <p>Explore instruments such as Drum kit, Bass Guitar, Electric Guitar, Brass, Saxophone and Synthesiser</p> <p>Composing and performing using standard musical notation on the electronic keyboard and Computer.</p> <p>Singing in a variety of musical styles</p>	<p>Exploring the Styles and Genres of Game and Film Music:</p> <p>Students will explore how composers from a variety of musical histories and genres create musical ideas for the media of Film and Video Game.</p> <p>Students will analyse and comment on Film Music, Classical Music, Jazz Music, Popular music and music from around the World.</p> <p>Students will compose and perform individual and group pieces of music.</p> <p>Composing and performing using standard musical notation on the electronic keyboard and Computer.</p> <p>End of Year 8 assessment</p>
<p>Homework</p> <p>Students will be given homework to support their understanding of each unit of work, and work to develop their ability to perform from notation on the keyboard, Drum kit, Guitar and Bass.</p>		
<p>How you can help and useful websites</p> <ul style="list-style-type: none"> • Phone or tablet apps which specifically help to improve reading and writing music • Ensure homework is completed and handed in on time <p>BBC Bitesize Youtube</p>		

Year 8 Physical Education (PE)

Term 1	Term 2	Term 3
<p>Students will take part in various games and fitness activities including Netball, Football, Rugby and Badminton.</p> <p>Students will develop a range of practical skills and aim to improve their fitness.</p> <p>Students will develop knowledge and understanding about how to prepare the body for exercise and how to improve fitness and health.</p> <p>Activities: Netball Football Rugby Badminton</p>	<p>Students will take part in fitness activities and engage in competitive sports including Cross Country running. They will learn to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>Students will develop their techniques and improve their performance in other competitive sports including indoor athletics, gymnastics, dance, table tennis and badminton.</p> <p>Students will learn to use tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Activities: Cross Country Fitness Badminton Table Tennis Gymnastics</p>	<p>Students will continue develop competence to excel in a broad range of physical activities. They will take part in competitive sports including athletics, cricket, rounders, softball and tennis.</p> <p>Students will learn about how to lead healthy, active lives and how to train to improve fitness.</p> <p>Students will develop knowledge and understanding about the body systems and how to maintain a balanced diet.</p> <p>Activities: Athletics Cricket Softball Tennis Rounders</p>
<p>Homework</p> <p>Students have the opportunity to take part in an extensive range of extra curricular sport clubs that take place before school, lunch time and after school. Students can come and enjoy taking part in recreational play and competitive sport.</p> <p>Homework will include learning about:</p> <ul style="list-style-type: none"> • rules, tactics and strategies • healthy, active lifestyle • prepare for sport • train to improve fitness and health • body systems 		
<p>How you can help and useful websites</p> <p>Encourage participation in physical activity and sport. Encourage attendance at extra curricular clubs.</p> <p>https://www.bbc.co.uk/sport</p>		

Year 8 Personal, Social, Health and Economic Education (PSHEE)

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Aspirations• Friendships and Bullying	<ul style="list-style-type: none">• Healthy Lifestyles• Drugs and alcohol awareness	<ul style="list-style-type: none">• Law and democracy• Diversity
<p>Other Curriculum Opportunities</p> <ol style="list-style-type: none">1. In addition to a weekly PSHEE lesson students will have the opportunity to improve their own knowledge around the three key strands of Health and Wellbeing, Relationships & Living in the wider World (Economic wellbeing) through PSHEE Drop Down Days2. Students will also cover a range of PSHEE topics in form time, this includes British Values, Conflict resolution, Importance of Charity, Online safety, world languages week, LGBT awareness and Personal wellbeing.		
<p>How you can help and useful websites</p> <p>http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/useful-links</p>		

Year 8 Religious Education (RE)

Term 1	Term 2	Term 3
<p>What happens when we die?</p> <p>Pupils will encounter, analyse and evaluate a range of religious and non-religious about what happens when we die. They will also evaluate the evidence people provide for the existence of life after death before providing their own reasoned explanation of their own views.</p>	<p>Does God exist?</p> <p>Pupils will discuss, analyse and evaluate a range of philosophical arguments for and against the existence of God. They will evaluate whether suffering demonstrates that God cannot exist and the religious responses to suffering.</p>	<p>What are Buddhism and Hinduism?</p> <p>Pupils will develop a deeper understanding of Buddhist and Hindu beliefs and practices and consider a range of contemporary ethical issues and how these religions respond to them.</p>
<p>Homework</p> <p>Pupils will be set 30 minutes of homework per week. They will be asked to memorise key information about their current topic from a knowledge organiser. Each week they will be tested on their retention of this core knowledge in lessons. This will help to improve their vocabulary, revision and retention skills and core knowledge.</p>		
<p>How you can help and useful websites</p> <p>Please help your child learn by regularly testing them on the content of their knowledge organiser. Research shows that regular short-term testing has a significant impact on a person's ability to retain and recall information.</p> <p>If your child has questions about religion a reliable resource of information is: www.bbc.co.uk/religion</p>		

Year 8 Science

In Year 8 students follow a programme of lessons that is designed to build on the foundations as excellent scientists. We also aim to help students continue to:

- develop their understanding of scientific ideas and skills
- work out scientific ideas for themselves using results from investigations
- see how science is used in everyday life and is relevant to them
- think about how we can use science for the best
- and prepare students for Science GCSE

Term 1	Term 2	Term 3
<p>Topics:</p> <ul style="list-style-type: none"> - Heat Transfer - Variation and Evolution - Reactivity - Respiration <p>In the first term of Year 8 students learn about conduction, convection and radiation and reactivity of different materials. They will also develop their understanding of theories of evolution and discuss variation within different species. Finally, they learn about respiration.</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Light - Sound - Microbes <p>In the second term students learn about light and sound and investigate the properties of both. They also study different types of microbes and how the body defends against disease.</p>	<p>Topics:</p> <ul style="list-style-type: none"> - Gravity and Space - Magnetism - Photosynthesis <p>The final term sees the students studying the effects of gravity and learning about space alongside discovering the effects of magnets. They also learn about plants and photosynthesis, which includes factors affecting the growth of plants.</p>
<p>Homework</p> <p>Homework is set to support the students with their work in lessons and provides opportunity for students to complete independent investigative work. Homework will be set before an assessment to guide students with their preparation for the assessment in their Science lessons.</p>		
<p>How you can help and useful websites</p> <p>Support students with homework tasks and encourage them to ask questions all the time!</p> <p>The following websites will be useful for homework task, independent study and or revision:</p> <ul style="list-style-type: none"> - BBC Bitesize https://www.bbc.com/bitesize/levels/z4kw2hv - Sciber Monkey http://www.scibermonkey.org/ - To keep up with current affairs in science try www.newscientist.co.uk and http://www.sciencedaily.com/. 		