

<p>ENGLISH</p>	<p>During the course of this term, students will study Shakespeare and will examine increasingly challenging material. In the first half term, students will read and critically respond to the play 'Romeo and Juliet.' This unit will aim to challenge their reading skills and will encourage analysis of language, making inferences, referring to textual evidence and exploring the social/historical context of the play. Furthermore, this unit will develop students' creative writing skills. They will apply their growing knowledge of vocabulary, grammar, structure and literary devices to write imaginative and engaging texts.</p> <p>Students will end the term looking at post-1914 poetry and prose. Detailed analysis of the themes, images and language presented in a variety of poems will lead to a written comparison of two of the poems studied. Students will also explore fiction and non-fiction relating to the topic of war and produce their own writing, thinking carefully about the purpose and audience.</p>
<p>MATHEMATICS</p>	<p>At the start of Year Eight, students will study the following units of work:</p> <ul style="list-style-type: none"> • Ratio and scale • Multiplicative change • Multiplying and dividing fractions • Working in the Cartesian plane • Representing data • Tables and probability <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<p>SCIENCE</p>	<p>Students will start the year studying food and nutrition, looking at how this links to balanced diets. They will then move on to look at combustion and different types of pollution caused by this process, considering how humans can reduce their impact. In the second half term, they will move on to look at the particle model and density and pressure in fluids, before returning to biology. The final topic of the term will be breathing and respiration, where they will also consider fitness and gas exchange.</p>
<p>ART</p>	<p>Students will be working on the figure project. They will learn the technicalities of drawing figurative studies before investigating the figure in motion. Their final outcome is a wire sculpture, inspired by the work of Calder. This project mimics a GCSE structure and more emphasis is given to assessment objectives and design ideas towards personal responses. Each objective is graded as either emerging, developing, secure or mastered at the end of the project. Year Eight aims to develop creativity and encourages students to experiment more with materials and drawing techniques.</p>
<p>COMPUTING</p>	<p>All year groups will start the year looking at internet safety and the efficient management of files. Students will cover advanced understanding of computer systems while taking an in depth look at the hardware and software components that make up a computer and a computer network. Students will then extend their programming skills in python. They will investigate lists/arrays, sub routines, reading/writing to a file as well as developing their own software solutions to many real-world scenarios.</p>



AUTUMN TERM 2022 - YEAR EIGHT

COOKING & NUTRITION	Students will prepare ingredients and create dishes of their own. They will investigate the nutritional properties of foods and learn about how to adapt recipes to suit their own tastes and budget. 90% of the dishes cooked will be savoury.
DESIGN TECHNOLOGY	Students will extend their existing knowledge to develop their independent skills. Greater emphasis will be on key words, material characteristics and looking at the advantages and disadvantages of CAD/CAM in the 21st Century. Traditional hand tool skills will be used alongside new and emerging technologies to produce a hand-crafted wooden box and exploration of 3D printing.
DRAMA	This term, students will explore some key elements of Stanislavski's system. Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, challenging the melodramatic and declamatory style of acting present in theatres at the time.
FRENCH	Students will begin the autumn term revising important vocabulary and grammar from previous years. They will move on to learn how to talk about their school subjects, teachers and then onto professions and careers. Students will develop their pronunciation and French accent and also learn how to make their writing more complex with the addition of conjunctions, timephrases and opinions. They will be introduced to the key verbs of "avoir" – to have and "être" – to be , which will be important in their formulation of tenses later in the year.
HISTORY	Students will base their studies on an important 'Big Question 'about Britain in the industrial age – 'Was it a great time to be alive?' Individual enquiry questions include: 'What were conditions like in the coal mines?' 'What made Sheffield (an industrial town) stink?' 'Who were some of the heroes of public health?' Further development of the skills of understanding, chronology, interpreting sources and cause and consequence will take place, as we gradually build towards the higher-order skills required at GCSE level.
GEOGRAPHY	Students will begin by challenging the term 'development' and tackle misconceptions about this. To do this they will explore the perception and representation of a place using a range of sources to avoid a single narrative. Students will consider how the history, geography and politics of a place can still influence development today. This topic will allow students to use their graphicacy and numeracy skills to present and analyse data. Students will then move onto environmental and physical geography through the study of fragile ecosystems. This topic will allow students to understand the threats and opportunities facing some of the world's most fragile ecosystems and question their own actions and role in our globalised world. Throughout their studies, they will draw on previously learned geographical skills and revisit old and new geographical concepts to connect the geography they are studying.
MUSIC	Students will be looking at Jazz. They will listen to a variety of styles within the Jazz genre including New Orleans, Swing and Modern. They will perform, improvise and compose in a Jazz style.



AUTUMN TERM 2022 - YEAR EIGHT

PHYSICAL EDUCATION	Physical Education will develop student's physical skills in football, rugby, netball, hockey, gymnastics and sports hall athletics. Students within games-based lessons will work on improving the quality and complexity of their skills, with the intention of outwitting the opposition. Girls will participate in football and netball; boys in football and rugby.
RELIGION, PHILOSOPHY AND ETHICS	In the first half-term, students will use a variety of sources (TV listings, local organisations, festivals, news reports, architecture, art etc) to explore the diversity of Muslim beliefs and practices in Britain and across the world. In the second half-term, students will be exploring what it means to be an atheist or agnostic in Britain today. Students will explore the beliefs, practices and sources of authority for 'non-religious' groups and determine how far these groups could be considered 'spiritual'.
LIFE SKILLS	<p>The first topic, 'Health and Wellbeing', focuses on alcohol misuse and the pressures relating to drug use. Students will explore the use of over-the-counter and prescription medications, energy drinks and the relationship between habit and dependence. They will assess the risks of alcohol, tobacco, nicotine and e-cigarettes as well as how to manage influences relating to substance abuse.</p> <p>In the second half term, within the statutory relationships topic, students will be considering discrimination in all its forms. They will focus on how to manage influences on beliefs and decisions, and how to develop their own self-worth and confidence. After considering what gender identity means, they will explore gender-based discrimination and how to recognise and challenge homophobia, biphobia and transphobia. They will end the topic by considering how to recognise and challenge racism, religious discrimination and disability discrimination.</p> <p>Useful resources to support this term's topics include BBC Bitesize, the Unifrog careers platform, and Young Minds (https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-drugs-and-alcohol/)</p>