

## SPRING TERM 2024 - YEAR EIGHT

<b>ENGLISH</b>	<p>Students will spend the spring term reading and responding to Susan Hill's 'The Woman in Black', as well as a further selection of gothic horror extracts and short stories. A range of reading and writing activities will develop the skills of analysis, critical thinking and creative writing.</p> <p>Through their reading, students will be expected to learn new vocabulary, make inferences and refer to evidence in the text, commenting on how language, vocabulary, grammar, text structure and organisational features present meaning.</p> <p>In their writing, students will plan, draft and edit, writing their own dystopian pieces, and applying their growing knowledge of vocabulary, grammar and text structure to their writing.</p>
<b>MATHEMATICS</b>	<p>In the spring term, Year Eight students will study the following topics:</p> <ul style="list-style-type: none"> <li>• Working in the Cartesian plane</li> <li>• Fractions and percentages</li> <li>• Brackets, equations and inequalities</li> <li>• Standard index form</li> <li>• Applying number</li> </ul> <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>
<b>SCIENCE</b>	<p>During Spring term year 8 students will learn about the following topics:</p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Unicellular organisms</li> <li>• Metals and their uses</li> <li>• Energy transfers</li> </ul> <p>More information can be found about these topics on the science curriculum page of the school website.</p>
<b>ART</b>	<p>Students will continue with the Architecture Project this term. They will be testing a range of media such as watercolour, colouring pencil, wax resist and mono printing in order to make decisions about which materials to use in their John Piper-inspired final piece which will see them working on a larger scale for the first time.</p>
<b>COMPUTING</b>	<p>Topics to be covered this term include repurposing digital, audio data and exploring the use of sort and search algorithms. Programming will continue to develop using Python as a base for object orientated coding. Students will learn to use and manipulate variables, cast data, use subroutines, loops, conditions and arrays. We will then be covering hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
<b>COOKING AND NUTRITION</b>	<p>Students will expand their cooking skills using a variety of methods, utensils and equipment. They will demonstrate their understanding of a healthy meal, by writing a recipe and preparing a seasonal dish.</p>
<b>DESIGN AND TECHNOLOGY</b>	<p>Students will explore the power of graphic design with particular focus on logo designs and branding. Students will apply their existing knowledge of the vacuum-forming process and computer-aided design to design and manufacture a product focused around the chocolate industry.</p>
<b>DRAMA</b>	<p>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. This term, students will explore some key elements of Stanislavski's system.</p>

<b>FRENCH</b>	In the Spring term, students will start by performing the restaurant role plays they have been working on, which has given them an opportunity to hone their French speaking skills, developing their pronunciation, French accent and confidence asking and answering questions. We will then introduce students to all the pronouns used in French so that we can then consider the full paradigm of the verb 'aller' (to go) and how it helps with forming the future tense. During the second half of the term, students will look at how to make arrangements with friends - "les sorties"; this topic allows pupils to explore the use of modal verbs in French, for example, learning how to ask others if "they want" to do something, how to answer e.g., "yes, I can/I want to", and how to make excuses/apologies to others, using "I <u>cannot</u> " or "don't <u>want</u> " to as "I <u>must</u> ..."
<b>GEOGRAPHY</b>	Students will continue with their topic on development by tackling misconceptions about people and places globally. They will study big issues such as poverty and inequality and use the gapminder and Dollar Street websites to inform their thinking about how developed the world really is. This topic will allow students to use their graphicacy skills to present data and analyse data using a range of sources. Their knowledge will be informed by books such as 'Africa is not a country' by Dipo Faloyin, 'Factfulness' by Hans Rosling and 'the bigger picture' by Vanessa Nakate.
<b>HISTORY</b>	Students will complete their investigation into the lives of enslaved people and how they were treated. The focus will then switch to a study of the First World War, asking ourselves, ultimately, 'Why do we remember the First World War?', before taking a look at what the remains of the First World War can reveal to us about the Muslim soldiers who fought for Britain. Further work on the interpretation and evaluation of historical sources as well as how to create extended answers will form the backdrop to our lessons.
<b>LIFESKILLS</b>	Within the 'Life Beyond School' topic, students will explore different aspects of the 'workplace', including business structures, jobs and opportunities, and hierarchy within the workplace. Diversity and equal opportunities will feature in this topic alongside exploring enterprise skills and qualities. In the statutory 'Health and Wellbeing' topic later in the term, students will explore what a healthy lifestyle is. This includes looking at physical wellbeing, such as healthy eating, and mental wellbeing, such as positive self-talk and mental health stigma.
<b>MUSIC</b>	The theme for the term is 'Pop and Rock Music'. Students will develop their understanding of the social and historical context of pop and rock music. They will explore the key musical features of this style through performing and composing activities.
<b>PHYSICAL EDUCATION</b>	PE lessons will continue to be in netball, dodgeball, table tennis, badminton, gymnastics, sports hall athletics, rugby, football and basketball. Students within games-based lessons will work on improving the quality of their skills. They will learn the basic principles of play when selecting and applying tactics for defending and attacking.
<b>RELIGION, PHILOSOPHY &amp; ETHICS</b>	Students will be investigating morality and ethics, investigating the big questions: 'Why are people good and bad?', 'Why is there suffering in the world? and Are there any good solutions?' In the first instance, students will look at arguments relating to The Fall and original sin, and how this impacts people today. The second question delves into the 'problem of evil' and the inconsistent triad, asking 'How can God be all-loving if evil exists?' Students will investigate solutions to suffering in the world.

We encourage staff to be innovative within their subject areas and seize topical opportunities as they arise, therefore aspects of the taught curriculum may differ from the one which is published.