



AUTUMN TERM 2024 - YEAR EIGHT

ENGLISH	<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 in a unit entitled War and Words. 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>
MATHEMATICS	<p>At the start of Year Eight, students will study the following units of work:</p> <ul style="list-style-type: none">• Multiplying and dividing fractions• Ratio and scale• Multiplicative change• Algebraic techniques• 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>
SCIENCE	<p>At the start of Year Eight, students will study the following topics:</p> <ul style="list-style-type: none">• Food and nutrition• Combustion• Fluids• Breathing and respiration <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<p>Students will be working on the Architecture project. They will learn the technicalities of drawing with one and two-point perspective before investigating the work on John Piper. They will then begin practising using a wide range of materials to produce mixed media studies in the style of John Piper. This will continue in to the Spring Term where they will then start to develop ideas towards a final mixed-media piece.</p>
COMPUTING	<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>



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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 AND TECHNOLOGY	Students will extend their existing knowledge to develop their independent skills in both theory and practical aspects. Greater emphasis will be on key words, material characteristics and looking at the advantages and disadvantages of using computer aided design and manufacture. Students will have an opportunity to design architecture to a set design brief and produce their ideas via Sketch Up. A mixture of traditional hand tool skills will be used alongside new and emerging technologies to produce a hand-crafted product including casting and line bending.
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 discussing festivals and celebrations, celebrated in France and francophone countries. They will be introduced to related -er verbs with the pronoun "je". They will move on to speak also about sports, which ones they like and don't like, and then discover how to conjugate the verb "jouer" (and all regular -er verbs) with French pronouns: je, tu, il/elle/on, nous, vous, ils/elles; this is the present tense in French, the first of three tenses that our Year Eight students will be introduced to this year and strive for confidence in. They will finish the term learning about how to make transactions at a market in France, buying quantities of fruit and vegetables in Euros.
GEOGRAPHY	Students will begin by understanding the threats and opportunities facing some of the world's most fragile ecosystems and question their own actions and role in our globalised world. Students will then move onto the study of development and tackle some 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. 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.
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?' and '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.



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LIFE SKILLS	The first half-term is based on health and wellbeing. Students will explore how to promote good mental health and emotional wellbeing. Individual lessons will include a focus on the importance of exercise, quality sleep and a balanced diet in supporting good mental health, as well as challenging stigmas around mental health issues. In the second half of the term, the focus will shift to a relationships topic, through which students will consider important issues such as consent, abusive relationships and how to manage relationship breakdowns.
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.
PHYSICAL EDUCATION	Physical Education will develop students' 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'.

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.