

SPRING TERM 2025 - YEAR EIGHT

ENGLISH	<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>
MATHEMATICS	<p>In the spring term, students will study the following topics:</p> <ul style="list-style-type: none"> • Working in the Cartesian plane • Fractions and percentages • Brackets, equations and inequalities • Standard index form • Applying number <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>During the spring term, students will learn about the following topics:</p> <ul style="list-style-type: none"> • Periodic table • Light • Unicellular organisms • Metals and their uses <p>More information can be found about these topics on the science curriculum page of the school website.</p>
ART	<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>
COMPUTING	<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 Photoshop looking at increasing the student's knowledge of the tools required to create a digital graphic. Students will develop their confidence and will create a digital graphic from a client brief making sure they include as many key parts of the brief as they can.</p>
COOKING & NUTRITION	<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>
DESIGN & TECHNOLOGY	<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>
DRAMA	<p>Students will be exploring the genre of 'Horror' through Shakespeare's 'Macbeth', considering the actor/audience relationship and they will then move onto Stage Combat where they will learn a sequence of believable combat movements.</p>

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FRENCH	<p>With last term focusing on French speaking and role play skills to develop student's pronunciation, French accent and confidence asking and answering questions, the spring term will seek to build on their listening and writing skills. Looking at grammar, students will be introduced to the verb 'aller' (meaning "to go") and how it helps with forming the near future tense, i.e. what we <u>are going</u> to do. Utilising the work that we did on food in autumn, students will talk about what they <u>are going</u> to eat at parties/celebrations, and then go on to discovering the cinema topic and talking about the films that they <u>are going</u> to see this weekend. They will then move on to a "making arrangements with friends" topic, learning how to talk about prospective plans, to see if others want to be included, or not, and how to get out of arrangements. For this topic, students will be introduced to French modal verbs, learning how to say "I want", "I can/can't", "I must" ("je veux", "je peux/je ne peux pas", "je dois".</p> <p>Finally, just before the Easter holidays, they will learn about Easter traditions and celebrations in France and francophone countries.</p>
GEOGRAPHY	<p>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.</p>
HISTORY	<p>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.</p>
LIFE SKILLS	<p>Within the 'Life Beyond School' topic, students will develop an understanding of the workplace by exploring various jobs, opportunities, and business structures. They will examine workplace hierarchy to understand different roles and responsibilities, and learn about the concept of enterprise, including the skills and qualities needed to succeed in entrepreneurial activities. This topic will also cover diversity and equality in the workplace, helping students appreciate the importance of inclusive practices and equal opportunities for all.</p> <p>In the statutory 'Health and Wellbeing' topic later in the term, students will explore the misconceptions around illegal substances. The short and long term consequences of smoking, vaping, consuming alcohol and drug usage will be discussed, as will the legalities around these substances.</p>
MUSIC	<p>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.</p>
PHYSICAL EDUCATION	<p>PE lessons will continue to be in netball, dodgeball, 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.</p>
RELIGION, PHILOSOPHY & ETHICS	<p>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.</p>

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.