

## YEAR EIGHT CURRICULUM SUMMARY – SPRING TERM 2022

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| <b>ENGLISH</b>                                       | <p>Year Eight 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 for a range of audiences and purposes, applying their growing knowledge of vocabulary, grammar and text structure to their writing.</p> |
| <b>MATHEMATICS</b>                                   | <p>In the spring term, Year Eight pupils will study the following topics:</p> <ul style="list-style-type: none"> <li>• Brackets, equations and inequalities</li> <li>• Sequences</li> <li>• Indices</li> <li>• Fractions and percentages</li> <li>• Standard index form</li> <li>• Number sense</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>Students will be studying a range of biology, chemistry and physics concepts. They will complete the topic of breathing and respiration and then move on to the unit of 'Light up your Life' which starts with the chemistry topic 'The Periodic Table. They will learn about atoms and how the periodic table is arranged. They will finish off the term by starting to study light.</p>  |
| <b>ART</b>   | <p>Students begin the Architecture Project this term. They will be encouraged to think about architectural design aspects in depth and form opinions on what they like and dislike. Students will be introduced to perspective drawing before investigating the work of John Piper.</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>DESIGN TECHNOLOGY &amp; COOKING AND NUTRITION</b> | <p>Year 8 pupils will continue to develop their hand tool skills and design work using the inspiration from their chosen client. Timber will be a material of focus. In addition, pupils will further their knowledge of computer aided design and manufacture and wood joins to produce a working product. By the end of their rotation, pupils will have built a fully functional container.</p> <p><b>Cooking and Nutrition</b> – Year 8 pupils 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>   |

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| <b>DANCE</b>              | <p>During the students' dance rotation, they will cover 3 topics:</p> <ol style="list-style-type: none"> <li>1. Dance is everywhere.</li> <li>2. The Car Man <i>and</i></li> <li>3. World Dance.</li> </ol> <p>Topic 1 covers analysis of how dance is used within advertising and on British television. Topic 2 covers the analytical and practical exploration of Matthew Bourne's work 'The Car Man' and topic 3 looks at how national and social dances shape cultures around the world.</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, pupils will explore some key elements of Stanislavski's system.</p>   |
| <b>FRENCH</b>             | <p>In the spring term, students work a good deal on French speaking and role play skills to develop their pronunciation, French accent and confidence asking and answering questions. This skill area begins through "Places around Town" and directions topic, when they have an opportunity to present "Asking for Directions" dialogues in class. They are introduced to the verb 'aller' and how it helps with forming the future tense when they move on to a "Making Arrangements with Friends" topic, before moving in the second half of the term to all things food. Covering breakfast, lunch, dinner and eating out, the term will finish with a significant group task of scripting, rehearsing and acting out role plays about choosing, ordering and paying for food at a restaurant, giving them the opportunity to gain independence in both written and oral work.</p> |
| <b>GEOGRAPHY</b>          | <p>Year Eight will start their new topic 'Fragile Ecosystems'. In this topic, students will explore some of the big issues facing some of the world's fragile ecosystems. They will use contemporary case studies and research to explore this. Links will be made to the historical factors of uneven development studied previously, to understand more about the physical and human issues facing ecosystems such as those in Ghana. Students will extend their use of map skills and numeracy skills. They will be encouraged to link their geography and geographical skills to see the connections in their learning. Students have access to Seneca Learning to further their learning at home.</p>  |
| <b>HISTORY</b>            | <p>This term pupils will complete their investigation into industrial Britain, working towards a final answer to our big question: A great time to be alive? The British people and the Industrial Revolution. The focus will then switch to a study of Britain and its empire, asking ourselves, ultimately, 'Should we be proud of Britain in the period 1745- 1901?' 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>  |
| <b>MUSIC</b>              | <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>  |
| <b>PHYSICAL EDUCATION</b> | <p>PE courses will continue to be in health-related fitness or 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. Girls will participate in badminton, hockey or cricket. Boys will participate in badminton, basketball or handball. Workouts and fitness challenges have been provided via SMHW.</p>   |

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| <b>LIFESKILLS</b>                                | <p>As part of 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. The statutory health and wellbeing topic this term will focus on the importance of physical and mental health, about balancing work, leisure, exercise and sleep and how to make informed healthy eating choices. They will explore influences on body image, how to make independent health choices and the importance of taking responsibility for their own physical health, including self-examination for age-related conditions such as testicular cancer. We will also cover some of the statutory RSE that was postponed due to lockdown last year – diversity, prejudice and bullying.</p> <p>Useful resources to support this term's learning can be found at BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/subjects/ztvg9j6">https://www.bbc.co.uk/bitesize/subjects/ztvg9j6</a>), The Teenage Cancer Trust (<a href="https://www.teenagecancertrust.org/information/five-most-common-cancer-warning-signs-young-people">https://www.teenagecancertrust.org/information/five-most-common-cancer-warning-signs-young-people</a>) and Young Minds (<a href="https://youngminds.org.uk/find-help-for-parents/parents-guide-to-support-a-z/parents-guide-to-support-gender-identity-issues/">https://youngminds.org.uk/find-help-for-parents/parents-guide-to-support-a-z/parents-guide-to-support-gender-identity-issues/</a>)</p> |
| <b>RELIGION,<br/>PHILOSOPHY &amp;<br/>ETHICS</b> | <p>In the spring term we will be investigating morality and ethics, investigating the big questions: 'Why are people good and bad?' and 'Why is there suffering in the world? 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. Details of the personalised learning programme are available on the school website

The delivery of some content may be impacted as a result of the Coronavirus pandemic.