

SPRING TERM 2023 - 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 for a range of audiences and purposes, applying their growing knowledge of vocabulary, grammar and text structure to their writing.</p>
MATHEMATICS	<p>Students will study the following topics:</p> <ul style="list-style-type: none"> • Brackets, equations and inequalities • Sequences and indices • Fractions and percentages • Standard index form • Number sense <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>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 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>
ART	<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 (one point and two point perspective) before investigating the work of John Piper.</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 hardware and software which will include inputs, outputs and processing as well as systems, operating and security software.</p>
COOKING AND 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>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>
FRENCH/SPANISH	<p>This term, all students in Year Eight will study Spanish. We will begin by teaching students how to introduce and greet someone in Spanish, the alphabet, the numbers from 1-31 before, the months of the year and colours before moving onto more complex topics such as family and school life. Important grammatical concepts this term will include nouns, gender, definite and indefinite articles, cognates, plurals and simple conjunctions.</p>



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GEOGRAPHY	Students will continue with '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 coral reefs to do this. Students will extend their use of map skills and numeracy skills. Students will be encouraged to link their learning and geographical skills using the key concepts so they can continue to see the connections in their learning.
HISTORY	Students will complete their investigation into industrial Britain, working towards a final answer to our big question: 'How far did the Industrial Revolution impact public health?' 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.
LIFESKILLS	<p>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.</p> <p>In the Citizenship strand, students will find out about the roles of law and punishment in the management of the criminal justice system in the UK.</p> <p>In the statutory 'Health and Wellbeing' topic later in the term, students will explore what a healthy lifestyle is, including diet, exercise and lifestyle balance. There will be a focus on healthy choices to support an effective and successful learning experience for all.</p> <p>Useful resources to support this term's learning can be found at https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmvgdm , https://www.bbc.co.uk/bitesize/clips/zbm9jxs , https://www.bbc.co.uk/bitesize/topics/z4pr3j6/articles/zxnwkty</p>
MUSIC	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.
PHYSICAL EDUCATION	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.
RELIGION, PHILOSOPHY & ETHICS	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.