



YEAR EIGHT CURRICULUM SUMMARY - SUMMER TERM 2024

ENGLISH	<p>During the course of this term, students will explore contemporary drama through the study of Willy Russell's 'Blood Brothers'. Lessons will focus on character analysis, the themes of nature vs nurture, class and growing up. Students will be encouraged to look at the playwright's techniques as well as his authorial intentions whilst referring to contextual issues. They will have a chance to write their own scripts as well as writing a literature essay.</p> <p>In the second half of the term, students will explore non-fiction writing focusing on the theme of Global Education. Students will also develop public speaking skills during this half-term through the form of a presentation.</p>
MATHEMATICS	<p>Students will complete the following units of work:</p> <ul style="list-style-type: none">• Angles in parallel lines and polygons• Area of trapezia and circles• The data handling cycle• Measures of location <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 study 4 different science topics:</p> <ul style="list-style-type: none">• Energy transfers (physics)• Plants and their reproduction (biology)• Rocks (chemistry)• Earth and space (physics) <p>More details about the topics can be found on the science curriculum page of the school website in the Knowledge Organisers section.</p>
ART	<p>Students will study the 'Figure' project this term. They will be learning how to measure proportions of the body using the eight-head rule. They will complete a range of observational studies before researching the work of Giacometti. Students will then produce Giacometti inspired mod-roc sculptures.</p>
COMPUTING	<p>Students will be learning to code in python, an 'introduction to programming' and 'how object orientated languages work'. Students will begin to create their own programs and develop their skills in logic, data manipulation and error handling. This term will build upon the introduction to python programming which they had last year. Students will take the core coding skills they learn and build upon them. The focus will be on 'validation and verification of data', 'error handling', 'parsing' and 'creating loops', 'counts' and 'iteration'. By the end of this year, students should be able to design, implement, test and evaluate an entire python project.</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 extend their existing knowledge to develop their independent skills when designing and manufacturing products. Greater emphasis will be on keywords, material characteristics and using a range of materials such as timbers, polymers and plaster. Traditional hand tool skills will be used alongside new and emerging technologies to produce a hand-crafted planter.</p>

DRAMA	Non-naturalism is one of those generic, broad terms that is applied to anything that cannot be defined by any other term. However, there are many styles of theatre that sit under this term and training students to become confident working in a non-naturalistic style is very important. This can help greatly when students are developing their own ideas. It is of particular use in devising as it broadens their ability to work within a range of styles. This term, pupils will explore different aspects of non-naturalism and devise a range of role plays in response to a stimulus.
FRENCH	We will start the term learning vocabulary around jobs and professions, so that students learn how to speak about roles around them and in their families, as well as their careers ambitions. We will then move on to parts of the body and how to describe injuries or illness in French. In the second half of the term, we will concentrate on grammar, learning a third new tense: the past. Students will learn how to construct the Perfect tense in French so that they can talk and write about things that they have done, which they will use regularly in Year 9. The term will finish with an overview of Summer Holidays, where they might go, what they might do, who they might see – retrieving their work on the future tense of Spring term.
GEOGRAPHY	Students will begin studying the ‘Frozen Planet’ to explore how ice shaped the land. They will conduct individual investigations to reflect their own interest about glaciation. They will devise their own research question about the role of ice in shaping our planet and/or the impact of climate change on glaciers. They will then move onto population change and explore the role of globalisation as a key driver of this. Students will continue to build on their geographical skills and key concepts.
HISTORY	Students will complete their investigation into the First World War with a look at the lives of Muslim soldiers who fought for Britain. The focus after that will be an investigation into the Suffrage movement, before an in-depth look at Russia in the first half of the twentieth century, linked to the question, ‘How did Russia progress from the plough to the atomic bomb in fifty years?’ The year will finish with a thematic study looking at the shifting nature of power between 1700 and 1900. Throughout the term, there will be a continued focus on the development of source skills as well as extending written answers.
LIFE SKILLS	Within the statutory relationships topic this term, students will build on their learning about the qualities of positive, healthy relationships and how to demonstrate positive behaviours in both friendships and partnerships. Students will explore sensitive issues surrounding Female Genital Mutilation, peer pressure, toxic friendships, and bullying, as well as looking at safer communication when forming relationships online and on social media. In the second part of the summer term, the focus is citizenship. This will include exploring the law and judicial system, as well as politics and parliament.
MUSIC	The topic for this term is ‘Songwriting’. Students will develop their understanding of the common structures and techniques used in contemporary songs. They will explore a variety of chord sequences and select one of these as a starting point for composing their own song. The online music resource Soundtrap will be used to create and record the different parts of their song.

<p>PHYSICAL EDUCATION</p>	<p>Building on work in Year Seven, the students will progress further in the techniques of athletic events of their choice, together with some officiating and leadership skills.</p> <p>Students within games will work on improving the quality of their skills. They will have the opportunity to referee and coach students to enhance their knowledge of the skills and improve communication and decision-making skills. Games-based lessons will focus on cricket and rounders. Later in the term, options will be made available such as tennis, mixed rounders, handball, baseball and softball.</p>
<p>RELIGION, PHILOSOPHY & ETHICS</p>	<p>Students will investigate why there is suffering in the world. They will then use what they have learnt about why suffering exists to explore three more themes: ‘What will make our community a more respectful place?’, ‘What makes a person inspirational to others?’ and ‘What is the true meaning of happiness?’.</p> <p>Students will consolidate their learning at the end the year by watching the documentary, <i>Joy</i>, in which the Dalai Lama and Archbishop Desmond Tutu explore the same questions that the students have grappled with all year to work out how we can live happy lives.</p> <p>In addition, students will have an opportunity to create their own creative piece of spiritual artwork, with a chance of being entered into NATRE’s national Spirited Arts competition. The themes for the competition this year are as follows:</p> <ul style="list-style-type: none"> • Faith in humanity: “No to racism, yes to respect” • Looking beyond • How do we envisage God? • Wise words? Holy words? • Green faith, green future? • Why do animals matter? <p>More information about these themes can be found at: https://www.natre.org.uk/about-natre/projects/spirited-arts/</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.