



AUTUMN TERM 2020 - 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. 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>
DRAMA	<p>Pupils will respond to a variety of stimuli and create their own monologue, drawing inspiration from film, TV and radio.</p>
MATHEMATICS	<p>At the start of Year 8 pupils will work on proportional reasoning. They will begin by working on ratio and scale looking at ratio notation and how this is used in different contexts including scale drawings. During multiplicative change they will work on currency conversion, direct proportion and similar shapes. They will then extend from Key Stage 2 their knowledge of multiplying and dividing fractions looking at the use of reciprocals.</p> <p>In the next half term, pupils will look at representations. They will be introduced to plotting straight line graphs during working in the Cartesian plane looking at the patterns they can identify and making connections to sequences.</p> <p>Pupils will then further extend their knowledge of data analysis drawing and interpreting a range of tables and graphs and being introduced to scatter diagrams. They will further extend their knowledge of probability, beginning to use sample space diagrams and finding existing probability of an event from a two way table.</p>
SCIENCE	<p>Students will be accessing the thematic based curriculum, starting with the 'Hollywood' topic. The lessons will be based around the state of California in the USA where we will examine why earthquakes occur, the forces acting upon an aeroplane and energy consumption for the rich and famous. Students will also examine 'life on set' looking at the role of special effects in films, how light is used to create illusions and how we hear sounds.</p>
TECHNOLOGY - includes COOKING & NUTRITION & PRODUCT DESIGN	<p>In design technology students will extend their existing knowledge to develop their independent skills. Greater emphasis will be on keywords, material characteristics and looking at the advantages and disadvantages of CAD/CAM in the 21st Century. In addition, pupils will investigate the work of existing designers to complete a range of model making and prototyping skills. Enhanced technical drawing skills will also be developed further.</p> <p>In cooking and 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.</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. Year 8 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>
FRENCH	<p>Year 8 students will begin the Autumn Term revising important vocabulary and grammar from previous years. They will then move on to learn how to talk about their hobbies and future plans. Students will develop their pronunciation and French accent and also learn how to make their writing more complex with the addition of conjunctions, timephrases and opinions. They will be introduced to the important grammar concept of infinitives and the key verb 'aller'.</p>
HISTORY	<p>Students will start by exploring the so-called 'Golden Age' during the Tudor era, before investigating the question, 'Why did the English kill their king in 1649?' The Industrial era in Britain will then form the focus of a depth study, so that the huge industrial, economic, political and social changes in this important period can be understood. Further development of the skills of understanding, chronology, interpreting sources and cause and consequence will take place, as we gradually build towards the skills required at GCSE level.</p>
GEOGRAPHY	<p>Students will begin by challenging the term development and tackle 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. Students will then move onto environmental and physical geography through the study of fragile ecosystems. This topic will allow students to understand the threats and opportunities facing some of the world's most fragile ecosystems and question their own actions and role in our globalised world. 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.</p>
ART	<p>Year 8 students will be working on the figure project. They learn the technicalities of drawing figurative studies before investigating the figure in motion. Their final outcome is a wire sculpture, inspired by the work of Calder. This project mimics a GCSE structure and more emphasis is given to Assessment Objectives and design ideas towards personal responses. Each objective is graded as either emerging, developing, secure or mastered at the end of the project. Year 8 aims to develop creativity and encourages students to experiment more with materials and drawing techniques.</p>
MUSIC	<p>Students will be developing their understanding of pulse, metre, tempo and rhythm through learning body percussion techniques and sequences. They will also be investigating the key elements of music (melody, articulation, dynamics, structure, instrumentation, texture) through listening and research activities. In the second half of the term, we will looking at pop and rock music: learning about the social and historical context and exploring some standard chord sequences.</p>



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PHYSICAL EDUCATION	Physical Education will develop skills in rounders, health and fitness, athletics and table tennis. Students within games-based lessons will work on improving the quality of their skills, with the intention of outwitting opposition. Girls will participate in football and netball; boys in football and rugby.
RELIGION, PHILOSOPHY AND ETHICS	In the first 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'. In the second 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 world-wide.
LIFE SKILLS	The first topic this term is 'Health and Wellbeing' which will focus on alcohol and misuse and the pressures relating to drug use. Students will explore the use of over-the-counter and prescription medications, energy drinks and the relationship between habit and dependence. They will assess the risks of alcohol, tobacco, nicotine and e-cigarettes as well as how to manage influences relating to substance abuse. In the second topic, 'Life Beyond School', students will explore the equality of opportunity in careers and life choices as well as different types and patterns of work. The topic finishes with a look at law, crime, punishment and criminal justice as part of the Citizenship curriculum.