

<p><b>ENGLISH</b></p>	<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. 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>
<p><b>MATHEMATICS</b></p>	<p>At the start of Year Eight students will recap and extend their use of number, working interchangeably with fractions, decimals and percentages, solving increasingly complex problems such as percentage change and calculating interest. They will consolidate and extend their algebra knowledge, finding general rules for both linear and quadratic sequences. During the geometry and measures topics they will learn to find the surface area and volume of triangular prisms, pyramids, cylinders and spheres. They will convert between commonly used imperial and metric measures and solve angles problems, combining multiple rules which require a good use of reasoning skill to justify answers.</p>
<p><b>SCIENCE</b></p>	<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>
<p><b>TECHNOLOGY - includes COOKING &amp; NUTRITION &amp; PRODUCT DESIGN</b></p>	<p>In <b>cooking &amp; nutrition</b>, 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. In <b>design technology</b> students will extend their existing knowledge to develop further independent skills. Greater emphasis will be on keywords, material characteristics and looking at the advantages and disadvantages of CAD/CAM in the 21st Century. Students will use their knowledge to design and make a functional product which will be tested and evaluated and involve 2D and 3D drawing packages, the laser cutter and product design (including an awareness of cultural and social impacts of design and manufacture).</p>
<p><b>COMPUTING</b></p>	<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 Eight 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. All of this lends itself well to form a good foundation for students who wish to continue to study GCSE computer science.</p>

<b>FRENCH</b>	Year Eight students will begin the Autumn Term revising important vocabulary and grammar from previous years. They will then move on to learning how to talk about their hobbies and their 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, time phrases and opinions. They will be introduced to the important grammar concept of infinitives and the key verb 'aller'.
<b>HISTORY</b>	Students will investigate the British Empire, which includes a focus on Britain's involvement in the Slave Trade. Subsequently, students will explore the culture of the Plains Indians of North America in the nineteenth century. Further development of the skills of understanding, chronology, interpreting sources and cause and consequence will take place, as we build on the skills required at GCSE level.
<b>GEOGRAPHY</b>	Students will begin the term by challenging the term development and tackle misconceptions about how developed our world really is! They will study big issues such as inequality and poverty using the big question of 'Who wants to be a billionaire?' This topic will allow students to use their graphicacy skills to present data and analyse data using a range of sources. 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.
<b>ART</b>	Year Eight students will be working on the figure project. They will learn the technicalities of drawing figurative studies before investigating the figure in motion. Their final outcome will be a wire sculpture inspired by the work of Calder.
<b>MUSIC</b>	Year Eight students will be looking at Jazz. They will listen to a variety of styles within the Jazz genre including New Orleans, Swing and Modern. They will perform, improvise and compose in a Jazz style.
<b>PHYSICAL EDUCATION</b>	Physical education will develop skills in sports leadership and gymnastics. Pupils will develop advanced skills and tactical knowledge in invasion games. Girls will participate in football and netball; boys in football and rugby.
<b>RELIGIOUS EDUCATION</b>	The topic this term is 'What does it mean to be a Muslim?' This will explore what Muslims believe and where the beliefs come from, including aspects of the Five Pillars of Islam and how these relate to faith and lifestyle.
<b>PSHE</b>	During this term, students will begin by focusing on safeguarding, "trusted adults" and then cover key elements of anti-bullying, core British values and diversity, and challenging discrimination. Lessons will then focus on elements of how to cope with emergency situations, including basic first aid and life-saving skills. The personal safety and healthy lifestyles topics will explore road safety and strategies to manage peer influences around alcohol, tobacco and drug use. The next stages in education and GCSE choices will be considered later in the term, linked with career aspirations. Elements of discrimination and tolerance will be covered, including racism, with a focus on respect and tolerance for others and how to show respect for others' viewpoints. During the course of the term, students will also elect their form's Student Voice representative.

Details of the personalised learning programme are available on the school website