

Autumn term - Curriculum Overview

Year 8

English	<p>Pupils begin by studying a unit entitled Childhood and Literature in which they will read an anthology of texts that ask them to make comparisons between a modern and nineteenth century piece of writing. They will also look at non-fiction texts, looking at opinion writing from the twenty-first, twentieth, and nineteenth century to track different views and perspectives on poverty, inequality, and childhood issues.</p> <p><i>This unit introduces a new skill: the comparison of writers' viewpoints in non-fiction texts</i></p> <p><i>Key texts will include:</i></p> <ul style="list-style-type: none"> • <i>Extracts from Victorian literature (Dickens)</i> • <i>A Christmas Carol- the play</i> • <i>Non-fiction articles that are thematically linked</i> • <i>Opinion articles about modern childhood</i> 		
CORE	Mathematics	<p>Perimeter and area, focusing on Converting metric and imperial units Area and perimeter of shapes Area and circumference of circles</p>	<p>Equations and formulae, focusing on Substitution into formulae Solving equations Inequalities</p>
<p>Science</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p>	<p><i>All pupils begin Year 8 with a short project on investigation skills to build on and expand key themes from Year 7. Pupils then work through the different areas of Science - biology, physics, and chemistry - on rotation to help us share specialist equipment. However they follow the same sequence for each aspect of Science and so their first units this year will focus on the following:</i></p> <p>Cells and animal reproduction. The unit focuses on the following key knowledge: <i>food and food tests, energy and energy in food, balanced diet, digestion and absorption, enzyme actions, bacteria in digestion, and drugs.</i></p> <p>Particles. This will introduce key knowledge areas that include: <i>the periodic table, atoms and elements, metals and non-metals, properties of metals, chemical formula, elements of research.</i></p> <p>Light and sound. In this module, the following key topics will be explored: <i>waves, reflection, the dynamics of colour, the eye, and sound and hearing.</i></p>		
History	<p>The Year 8 Autumn term addresses the following key questions in History:</p> <p><i>How did ordinary life change between 1500 and 1800?</i></p> <p><i>Why did Henry VII stop following the Pope in the 16th century?</i></p> <p><i>When was it most dangerous to speak your mind under the Tudors?</i></p> <p><i>How well did Elizabeth solve the problems of her reign?</i></p> <p><i>Why has Guy Fawkes caused so many arguments?</i></p> <p><i>Why did the king and parliament go to war in 1642?</i></p> <p><i>Was there a 'typical experience' during the Civil War?</i></p>		
Geography	<p>Pupils began the autumn term with a unit entitled: Development - Why are some places more developed than others? They will explore <i>the definition and distribution of wealth, measuring development, change over time, poverty, gender equality, sustainable development goals, and how different societies are addressing inequality.</i></p>	<p>In the second half of the term they will study a unit entitled Coasts - Should we defend our coastlines? This will examine coastal processes; landforms (with examples); management; and they will end with a coastal case study and look at decision making around coastal issues.</p>	
WORLD	Spanish	<p>House and home is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <p><i>Locations</i></p> <p><i>Adjectives to describe place</i></p> <p><i>Rooms in a house</i></p> <p><i>Furniture</i></p> <p><i>Ideal houses</i></p> <p><i>Chores</i></p> <p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge:</p> <p><i>Revision of present tense regular verbs</i></p> <p><i>Introduction of the present tense of 'estar'</i></p> <p><i>'Ser' vs. 'Estar'</i></p> <p><i>Using 'tener' and 'hay'</i></p> <p><i>Introducing conditional phrases</i></p>	

French	<p>Where I live is our topic for the first term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <ul style="list-style-type: none"> <i>Countries</i> <i>Nationalities</i> <i>House types</i> <i>Rooms in a house</i> <i>Drinks and snacks</i> <i>Future plans</i> 	<p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge:</p> <ul style="list-style-type: none"> <i>Basic negatives</i> <i>Modal verbs and infinitives (pouvoir, vouloir)</i> <i>differences between 'tu' and 'vous'</i> <i>Near future tense</i> <i>Using sequencers</i> <i>Using two tenses together</i>
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Religious Studies	<p>Building bridges is our topic for the first half term. We will use this unit to explore the relationships between different faiths and other world views.</p> <p>As we move into the second half term, this will focus on social sciences and how these link to theological viewpoints.</p>	<p>Faith focus: through the autumn term we will use these topics to explore and revisit Buddhism with a focus on:</p> <ul style="list-style-type: none"> <i>The eightfold path</i> <i>Noble truths</i> <i>Siddhartha Gotama</i> <i>Reincarnation</i>
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To provide extended time to develop, plan, create, and evaluate projects in the technical disciplines, these subjects are delivered on a rotation basis and consequently, will be taught in different sequences. We have, however, outlined the first projects taken in each discipline below to give an overview of the content that will be covered first in Year 8.

TECHNICAL

Design Technology	<p>Product design. Building a sweet dispenser. <i>Pupils learn how to write a Design Brief and Specification, considering a client. They analyse a range of existing products using ACCESS FM. Applying knowledge of jigs and templates, they independently manufacture a working prototype of their sweet dispenser. This can then be differentiated through outcome by developing surface decoration using a series of CAD / CAM skills with laser cutting and / or vinyl cutting.</i></p>	<p>Graphics. Interior Design. Pupils are tasked with designing the interior of a bedroom. <i>They are to work with Paper and Board from the Core Technical Principles of Design Technology producing creative graphical content for wall and floor coverings, as well as furniture, and soft furnishing design. Practical outcomes will be represented through a small scaled architectural model.</i></p> <p>As a continuation from Year 7, pupils also experience Textiles, including fabrics, surface decoration and aesthetics. They will implement a range of skills, including <i>creativity and design, as well as using sewing machines and hand stitching techniques.</i></p>
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Computer Science	<p>Investigation into smart homes and the internet of things. Key knowledge to include:</p> <ul style="list-style-type: none"> <i>How things communicate</i> <i>Software specifications</i> <i>Programming in Python</i> <i>Flowcharts</i> <i>Protocols</i> <i>Programming - bluetooth</i> <i>Software testing</i> 	<p>Becoming a power user of key software. Key knowledge includes:</p> <ul style="list-style-type: none"> <i>Spreadsheets and calculation functions</i> <i>Charts and graphs in Excel</i> <i>An introduction to modelling</i> <i>Database software</i>
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Food Technology	<p>As part of a rotation within the PE curriculum, children will carry out a Food Technology at some stage in the academic year. This will ensure they can:</p> <ul style="list-style-type: none"> <i>understand and apply the principles of nutrition and health</i> <i>become competent in a range of cooking techniques</i> <i>understand the source, seasonality and characteristics of a broad range of ingredients</i>
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PERFORMANCE

<p>Art</p>	<p>Pop Art - based on Roy Lichtenstein, Robert Indiana, Jasper Johns, and Andy Warhol. In this term pupils develop their Art History skills and vocabulary to look critically at the work of others and make connections in their own work.</p>	<p>Knowledge and skills developed across the term will include: <i>Exploring typography.</i> <i>Develop composition and layering skills.</i> <i>Return to - and explore - colour theory, working in oil pastel.</i> <i>Develop mono-printing skills to create a Warhol-inspired print.</i></p>
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<p>Physical Education</p>	<p>This term's sports will involve a range of activities that include: football, cross country, netball, dance and table tennis.</p>
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<p>Drama</p>	<p>As we begin Year 8, we apply the dramatic techniques developed in Year 7 to the genre of the soap opera and explore the realist style of acting. Key knowledge covered includes: Performance structures, including work on beginning, developing, and completing scenes of conflict. Characterisation and improvisation Styles of theatre and performance.</p>	<p>In the second half term we continue our genre study by moving onto comedy and silent film. Key knowledge includes: <i>Exaggeration and vocal techniques</i> <i>Asides</i> <i>Mime</i> <i>Slapstick</i> <i>Farce</i> These build to an extended group performance.</p>
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<p>Music</p>	<p>We begin Year 8 with a unit on chromatism. Key knowledge includes: <i>Sharps and flats</i> <i>Appraising music that uses chromatism</i> <i>A composition element is also included to allow children to experience performing music using chromatism.</i></p>	<p>In the second half term we begin a second unit which is an in-depth study of minimalism. The key aspects are: <i>Appraising music from the genre of minimalism</i> <i>Using music technology to create a multi-layered composition.</i> In addition, between units, children will take part in our musical futures project, which aims to teach all children to play an instrument during their time at lower school.</p>
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