

English	<p>In the spring term pupils study a unit called Women in Literature. This unit will explore <i>female gender tropes in fairy tales</i> as well as <i>Feminist perspectives</i>.</p> <p><i>Key texts this term include:</i> Work by <i>The Brontes</i>, including <i>Jane Eyre</i>. Work by <i>Mary Shelley</i> <i>The Yellow Wallpaper</i> <i>The Bloody Chamber</i></p>	
CORE Mathematics	<p>Percentages, focusing on Percentage of amounts Percentage increase and decreases Percentage change Compound interest Contextual percentages</p>	<p>Graphs, focusing on Plotting coordinates and points on a graph Drawing linear graphs Real life graphs Speed, distance and time</p>
Science	<p><i>Pupils 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 the units for the Spring term will focus on the following:</i></p> <p>Biology Muscles Bones and Respiration. The unit focuses on the following key knowledge: Skeleton, Joints and Muscles, Breathing, Exchange of gases, Effects of Asthma and Smoking</p> <p>Chemistry Chemical Reactions. This will introduce key knowledge areas that include: <i>Atoms elements and compounds, Chemical and Physical changes, Word equations, Metals and Oxygen, Change in mass, Combustion, Mixtures, Water purification, Polymers, Composites and ceramics</i></p> <p>Physics Energy. In this module, the following key topics will be explored: <i>Stretching springs, Resistive forces, Energy in fuels, Energy transfers, Elastic Potential energy Magnets and magnetism, Electric fields, Electricity generation</i></p>	
History	<p>The Year 8 Spring term addresses the following key questions in History: <i>Why do people's opinions on Cromwell keep changing?</i> <i>Why does the Great Fire of London matter?</i> <i>Was the g'lorious revolution' really glorious?</i> <i>Why did Britain become the workshop of the world?</i> <i>Who cared about industrialisation?</i></p>	
Geography	<p>Pupils begun the Spring term with a unit entitled: Changing Economies - How have shifting economies impacted cities across the globe? They will explore <i>urban problems, sectors of industry, deindustrialisation and industrialisations of Newly Emerging Economies</i>.</p>	<p>In the second half of the term they will study a unit entitled Resource risk - Are we running out of natural resources? This will examine <i>rocks, soils, biosphere, hydrosphere, natural resources for energy and sustainability</i>.</p>
WORLD Spanish	<p>Town and local area is our topic for the Spring term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about: <i>Places in a town</i> <i>Directions</i> <i>Weekend plans</i> <i>The city and the countryside</i> <i>Town past and present</i></p>	<p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge: <i>Opinions and justifications</i> <i>Imperatives</i> <i>Introduce near future</i> <i>Comparatives and superlatives</i> <i>Key imperfect forms and past time phrases</i> <i>Using two tenses together</i></p>

<p>French</p>	<p>Holidays is our topic for the Spring term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about:</p> <p><i>Activities</i> <i>Theme parks</i> <i>Transport</i> <i>Problems</i> <i>Comparisons</i></p>	<p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge:</p> <p><i>'Au', 'en', 'aux', with countries</i> <i>Perfect tense - avoir regulars</i> <i>Perfect tense - avoir irregulars</i> <i>Perfect tense - etre verbs</i></p>
<p>Religious Studies</p>	<p>What if....? 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 Philosophy and links to theological viewpoints.</p>	<p>Faith focus: through the Spring term we will use these topics to explore Hinduism with a focus on:</p> <p><i>Gods and Goddesses</i> <i>Reincarnation</i> <i>Festival</i> <i>Caste system</i></p>
<p>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 projects taken in each discipline below to give an overview of the content that will be covered first in Year 8.</p>		
<p>Design Technology</p>	<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>
<p>Computer Science</p>	<p>Investigation into smart homes and the internet of things. Key knowledge to include:</p> <p><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>	<p>Becoming a power user of key software. Key knowledge includes:</p> <p><i>Spreadsheets and calculation functions</i> <i>Charts and graphs in Excel</i> <i>An introduction to modelling</i> <i>Database software</i></p>
<p>Food Technology</p>	<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> <p><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></p>	

<p>Art</p>	<p>Pupils will finish the Pop Art unit looking at the following skills and artists: <i>layering techniques</i> <i>Jasper Johns</i></p>	<p>In the second half of the term pupils will start on the Seed heads unit. This will include the work of Angie Lewin. Key knowledge and skills studied this term include: <i>Exploring observation drawing</i> <i>Mastering surface texture</i> <i>Close up studies of seedheads</i> <i>Layered compositions using mixed media.</i></p>
<p>Physical Education</p>	<p>PE groups participate in different sports and activities on a rotation. Year 8 sports will involve a range of activities that include: football, cross country, netball, handball, rugby,dance, table tennis, badminton, rounders, cricket and Athletics. The key focus of skills across these disciplines include: Accurate replication Outwitting Opponents Food & Nutrition Performing at max levels Striking and fielding</p>	
<p>Drama</p>	<p>In the spring term year 8 will begin with a unit on Abstract theatre. Pupils will study: <i>Sound</i> <i>Ensemble movement</i> <i>Advanced puppetry techniques</i> <i>Mask Work</i></p>	<p>In the second half of the spring term pupils will study the play Teachers by John Godber. Pupils will specifically focus on: <i>Multi-role</i> <i>Types of address</i> <i>Rehearsal process</i></p>
<p>Music</p>	<p>The rotation of topics in year means in the spring term pupils will study a unit on chromatism or minimalism. 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 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>

