

English	<p>Pupils will begin to study the unit of work titled Representations of Class. Pupils will understand how the context that surrounds texts hugely impacts the content and ideas presented within writing. Students will explore the difference between social, cultural and literary contexts and how these can all have an impact on the texts produced by writers. Both fiction and non-fiction extracts will be used to explore how different social classes have been presented by writers throughout history. To conclude the unit students will look at non-fiction writing, focussing on keys rhetorical ideas such as ethos, pathos and logos.</p>	
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>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:</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: <i>How did ordinary life change between 1500 and 1800?</i> <i>Why did Henry VII stop following the Pope in the 16th century?</i> <i>When was it most dangerous to speak your mind under the Tudors?</i> <i>How well did Elizabeth solve the problems of her reign?</i> <i>Why has Guy Fawkes caused so many arguments?</i> <i>Why did the king and parliament go to war in 1642?</i> <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>

Spanish

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:

Locations
Adjectives to describe place
Rooms in a house
Furniture
Ideal houses
City vs. Countryside
Directions
Future plans

Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge:
Revision of present tense regular verbs
Introduction of the present tense of 'estar'
'Ser' vs. 'Estar'
Using 'tener' and 'hay'
Introducing conditional phrases
Present tense of 'ir'
Prepositions
Imperatives
Near future
Comparatives
Introduce key imperfect forms and past time phrases (hace...)
Using two tenses together

French

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:

Countries
Nationalities
House types
Rooms in a house
Future plans
Activities in a town

Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge:
Basic negatives
Conditional tense (il y aurait / ce serait)
Differences between 'tu' and 'vous'
Near future tense
Using sequencers
Using two tenses together
Present tense of 'aller'
Preposition 'à'

Religious Studies

Unit 1 Autumn Term : The Global Dimension. Pupils will consider what influence do religious traditions have on life today. Key questions will include, is religion in decline ? What is the challenge of commitment to a Christian life? What is the impact of Hinduism as a global faith ? What is the impact of technology on religious practice ? Has religion passed its sell by date ?

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.

Design Technology

Product design. Building a sweet dispenser. *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.*

Graphics. Interior Design. Pupils are tasked with designing the interior of a bedroom. *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.*

As a continuation from Year 7, pupils also experience **Textiles**, including fabrics, surface decoration and aesthetics. They will implement a range of skills, including *creativity and design, as well as using sewing machines and hand stitching techniques.*

Computer Science

Modelling Data Using Spreadsheets. Key knowledge to include:

Cell references

The autofill tool

Formulas for add, subtract, divide, and multiply

Functions for SUM, COUNTA, AVERAGE, MIN, MAX, and COUNTIF

Sorting and filtering data

Conditional formatting

Layers of Computing systems. Key knowledge includes:

Programme instructions: programme instructions specify operations that are to be performed on data.

Logical operators: logical operators are used to form logical expressions and logical circuits.

Hardware: Hardware components such as, CPU, keyboard or a monitor are used in computing systems. They work together to execute programs. Hardware is built out of increasingly complex logic circuits.

General purpose computers: A general purpose computer is designed to be able to carry out many different tasks. For example desktop computers and laptops.

Purpose built computers: A purpose built device is designed to carry out a single task. For example a router is designed just to move data around a network.

Food Technology

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:

understand and apply the principles of nutrition and health

become competent in a range of cooking techniques

understand the source, seasonality and characteristics of a broad range of ingredients

<p>Art</p>	<p>Pop Art - based on Roy Lichtenstein, 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 to create a Lichtenstein-inspired sound burst.</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>
<p>Physical Education This term's sports will involve a range of activities that include: football, cross country, netball, dance and table tennis.</p>		
<p>Music</p>	<p>We begin Year 8 with a unit on chromaticism. Key knowledge and skills include: <i>Learning about semitones, sharps and flats.</i> <i>Appraising music that uses chromaticism and key terms associated with it.</i> <i>An opportunity to develop keyboard-playing skills and to experience performing music using chromaticism.</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 and extended 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>