

CORE

English	<p>In the spring term pupils study a unit called Gender representation 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>
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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>
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Science	<p>Digestion <i>How is food digested?</i> <i>What is a healthy diet?</i></p> <p>Periodic Table <i>Students will learn the history of the periodic table and the individual groups.</i></p> <p>Magnet <i>What are magnets?</i> <i>How are magnets useful?</i> <i>Students will make electromagnets.</i></p>
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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>
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Geography	<p>Pupils began 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>
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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: places in a town, directions, weekend plans, the city and the countryside and the past and present town.</p>	<p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge: <i>Opinions and justifications, imperatives, introduce near future, comparatives and superlatives, key imperfect forms and past time phrases and using two tenses together.</i></p>
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French	<p>Holidays is our topic for the Spring term. Pupils will learn vocabulary and explore language needed to speak, write, listen, and read about: activities, theme parks, transport, problems and comparisons.</p>	<p>Grammatical and linguistic focus. In exploring this topic, pupils will learn the following key knowledge: <i>'au', 'en' and 'aux' to mean 'to' or 'in' with countries, regular perfect tense with 'avoir', irregular past participles and the perfect past tense with 'être'.</i></p>
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Religious Studies	<p>Unit 8.2 Fairness for all? Key question: What price a life? This unit look at human rights and then leads on to looking at injustice in the world and also what lessons can be learnt from the Holocaust.</p>
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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 projects taken in each discipline below to give an overview of the content that will be covered first in Year 8.

TECHNICAL

<p>Design Technology</p>	<p>Manufacturing Unit: Pupils will learn about different design styles and movements and then use these styles to inspire design ideas for a key ring for a gallery. Students will learn the basics about levels of production and be able to see batch production in practise when pouring their pewter-case keyrings. Pupils will use CAD tools to produce moulds and will learn how to use metal working techniques to cut, file, polish and complete a final piece.</p> <p>Cultural design: Pupils will use Indian pattern to inspire a toy / cushion. Pupils will explore culture, learn how to use a range of hand sewing techniques and embellishments. Pupils will create templates and learn different techniques for surface pattern, to apply to the outcome.</p> <p>Food B: Pupils will apply their understanding of nutrition and develop food science links within recipes made in class. They will continue to explore how food choice is affected as well as deepening their understanding of working safely and hygienically. Cooking skills will be improved by increasing the complexity of the dishes made.</p>	<p>User needs: Pupils will explore user needs of different groups of people. They will then generate and develop ideas responding to these needs. Pupils will learn how to design and produce a concept model, using a hot wire cutter and Styrofoam. They will learn how to produce a template, cut, form and finish a model which is a true representation of a prototype.</p> <p>Graphic Design: Pupils will study Corporate identity and develop a logo and designs for promotional packaging. Pupils will learn about papers and boards and then apply this in producing a set of corporate graphic products for a specific function.</p>
<p>Computer Science</p>	<p>Python Programming. Key knowledge to include: Variables and input Data types and casting Selection Iteration</p>	<p>Python Programming: Key knowledge includes: Iteration Coding</p>
<p>Food Technology</p>	<p>As part of a rotation within the DT curriculum, children will carry out a Food Technology unit at some stage in the academic year. This will ensure they can: <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></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>In the second unit which is an in-depth study of minimalism, the key aspects are: <i>Listening to an appraising music from the genre of minimalism</i> <i>Using music technology to create a multi-layered composition using Minimalist techniques</i></p>	
<p>Music</p>	<p>The rotation of topics in year means in the spring term pupils will study a unit on chromaticism or minimalism. Key knowledge for chromaticism includes: <i>Semitones, Sharps and flats</i> <i>Appraising music that uses chromaticism</i> <i>A composition element is also included to allow pupils to experience performing music using chromaticism.</i></p>	<p>In the second unit which is an in-depth study of minimalism, the key aspects are: <i>Listening to an appraising music from the genre of minimalism</i> <i>Using music technology to create a multi-layered composition using Minimalist techniques</i></p>	