

## Main Topics or Activities Covered by Year 8

| Subject                         | Autumn Term   | Spring Term   | Summer Term   |
|---------------------------------|---|---|---|
| <b>Art</b>                      | Students will work on portraiture projects developing their understanding of representing themselves and others. Students will learn and use the structures of drawing a face from primary and secondary forms. Students will go on to connect the portraiture work with the work of others artists who represent themselves or others.   | Students will complete their portraiture works by realising their intentions and consolidating many of the skills and ideas they've acquired, this will take the form of a more sustained way of working and should make many of their developing ideas and understanding more concrete knowledge. Students will begin to work on a landscape project. This should develop their understanding of observation and recording as well as offering opportunities to explore new materials. Students will also begin to understand and apply a more complex understanding of space in images. Students will connect many of their ideas to moral, social and cultural ideas in their work and introduce further concepts to their work. | Students will complete their landscape projects by extending their ideas and making further connections with the work of others. This will provide students with a more sustained way of working and will also offer opportunities to refine many of the techniques learned in the development.   |
| <b>DT FS/PD and Visual Arts</b> | In Design Technology students will study Food and Product Design for two terms and a new Visual Arts Technology course for the third term. The National Curriculum focus is looking for opportunities to meet the needs of others. In Food Studies students learn about staple foods and will cook a range of meals using rice, wheat, pasta and other starches.  | In Product Design students will use hand tools and machines to create a wooden display rack, and an electronic circuit with container. There will be an emphasis on sustainability and on the responsible use of resources. During this term students will undertake a cross DT curriculum project, creating batches of decorative cookies and packaging to promote and protect them. They will use CAD/CAM to produce the nets.  | The new Visual Arts Technology course will enable students to explore exciting cross curricular opportunities in DT, ICT and Art. Through project work students will develop their skills in range of digital means such as photography, scanning and Graphic software programmes. The students will respond to creative challenges and will be encouraged to take ownership both of the processes they employ and of the outcomes. |
| <b>English</b>                  | A wide variety of activities will support the pupils in developing their skills in Speaking and Listening, Reading and Writing. As in Year 7, work in language and literature is integrated, with pupils practising their own writing following the reading and study of a range of good models across the genres of prose, drama and poetry. Each class will share at least one novel and one play, while being encouraged in their personal reading programme. Building on their introductory unit in Year 7, pupils will also study a play by Shakespeare.   | As in the autumn term, pupils will continue to study a wide variety of texts and materials to help develop their skills in Speaking and Listening, Reading and writing.   | As in the previous two terms, pupils will continue to work on an integrated course in language and literature in order to further develop their skills in all aspects of English. This will include a range of oral activities including public speaking.   |
| <b>French</b>                   | In French in Year 8 we progress within the four skill areas: Listening, Speaking, Reading and Writing. In the Autumn Term we cover the following topics: shops, quantities, countries, nationalities, means of transport and describing places. The grammar we cover includes: the near future and revision of verb endings in the present tense and some irregular verbs. The pupils will also continue with their reading diaries as part of our Reading weeks but they will also be expected to read outside the classroom to acquire new language. They will also have more opportunities to use IT to consolidate the language covered so far. This term one Year 8 Form will spend a day in Boulogne, France. They will have the opportunity to practise their knowledge and understanding of French through a variety of linguistic tasks. All students will be expected to produce a project about their visit in Boulogne. | In the Spring Term our topics are: food and drink, likes and dislikes, discussing menus, ordering food, travelling by train and describing a recent day out. In grammar the students will learn about the Perfect tense in order to be able to talk about past events. At the end of the Spring Term pupils will have the knowledge and understanding of three tenses ( Past, Present and future) that they will continue to practise in the Summer Term. Another form will be going to Boulogne this term. The pupils will also continue with their reading diaries and will have further opportunities to develop their linguistic through a variety of media..   | In the Summer Term we cover the topics of parts of the body and expressing aches and pains as well as describing appearance. We will also revisit some of the language that we have covered earlier this year but in different contexts. In grammar we will continue to practise our three tenses and will learn the grammar inherent to the topics covered this term. Two other forms will spend a day in Boulogne.                |

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| <b>Geography</b> | The world around us is constantly changing and it is important to be aware of today's global issues. Work in this term will involve learning about, and developing an awareness of, problems such as global warming, population growth, poverty and waste. In addition the concept of sustainable development will be considered.  | In the Spring Term your daughter will be investigating two fragile environments – Tropical Rain Forests and Antarctica. Your daughter will develop an understanding of the many factors which control the future of fragile environments.  | The summer term will begin with a study of the coast and coastal processes such as erosion, transportation and deposition. This work will prepare your daughter for a day visit to the sea-side where important fieldwork skills will be developed and a significant written investigation completed when back at school. The relationship between human and physical geography will be appreciated by understanding the impact of the sea's natural processes on our built environment.   |
| <b>German</b>    | In German in Year 8 we progress within the four skill areas: Listening, Speaking, Reading and Writing. In the Autumn Term we cover the following topics: introductions, numbers, the alphabet, countries, pencil case items, dates, school subjects, expressing opinions, school timetable, telling the time, classroom language, food and drink, clothes and the German school system. The grammar we cover includes: sein and haben, regular verbs, gender, accusative case as a direct object, adjective agreements, using the definite and indefinite articles, nouns in the singular and plural forms and question words. The pupils will start a reading diary of books and magazines as part of our Reading weeks but they will also be expected to read outside the classroom to acquire new language. They will also have opportunities to use IT to consolidate the language covered so far. | In the Spring Term your daughter will cover the following topics: family, sport, hobbies and free time. We also cover the following grammar points: possessive adjectives (my and your), adjective agreements, plural forms of nouns and using a variety of verb forms in the present tense as well as expressing what you like or don't like. The pupils will also continue with their reading diaries and will have further opportunities to develop their linguistic skills through a variety of media.   | In the Summer Term we cover the following topics: house and home, countries, weather, transport, directions, food and drink and summer holiday plans. We will continue to practise the grammar covered so far with an emphasis on verbs in the present tense but your daughter will also learn more complex aspects such as understanding the difference between 'du' and 'sie', using 'ich möchte' structures and recognising and producing sentences in the past tense. The pupils will also continue with their reading diaries and will have further opportunities to develop their linguistic skills through a variety of media..   |
| <b>History</b>   | Studying History will enable your daughter to develop the skills required to make sense of the world around her. This is especially true of the year eight curriculum. We will begin by studying religious conflict in the reign of Henry VIII and this will develop into an investigation of the role of religious persecution during Mary Tudor's reign. Your daughter will have the chance to investigate differing interpretations of important Tudor figures as well as thinking about continuing relevance of important issues such as religious identity and persecution.   | The spring term will see your daughter develop some of the themes she initially encountered in the autumn term. Of particular importance will be the growing debate in the seventeenth century about the role of the monarchy. This will lead on to a discussion about the causes and consequences of the English Civil war. A central part of this study will be an opportunity to engage in a passionate debate about the reputation of Oliver Cromwell.   | In the Summer Term we will begin an investigation into the institution of slavery in the British Empire. This will provide a vital opportunity to research the context in which slavery developed as well as the long struggle to abolish it in the seventeenth and eighteenth centuries. We will examine the role of important individuals such as Mary Prince and William Wilberforce as well as exploring the many imaginative ways in which slaves resisted oppression on a daily basis. The topic will conclude by looking at the ways in which debates about slavery still have resonance in modern Britain. This will involve debating the necessity of compensation for past wrongs as well as highlighting the continuing existence of slavery. |
| <b>ICT</b>       | This term year 8 pupils will explore further how Information Systems can solve a specific problem based within an environmental theme. They will analyse a problem and investigate different types of software and hardware required for them to design a suitable system. They will implement their design and develop a 'real time' working system. By comparing and contrasting their findings they will give evaluations on their own system and their peers. They will use the Internet and applications such as Microsoft Word 2007 & Microsoft Excel 2007. Towards the end of this term they will look at databases and use Microsoft Access 2007 to solve a murder mystery and create their own database for a sports club.  | They will be given the opportunity to look at Adobe CS4 Fireworks and Photoshop and how to edit vector graphics and bitmaps using some advanced tools. After this they will be looking about what makes and good web site, web standards, cross-browser compatibility, W3C, accessibility and anti-discrimination laws. They will be developing skills when working with colour, vector graphics, bitmap graphics, creating animations and interactivity. They will be introduced to Adobe Dreamweaver CS4 to plan and create an effective homepage with navigation to a second page and hyperlinks. | During the last half term they will develop their word processing skills and find ways of solving small problems using their ICT skills. They will use the Internet and applications such as Microsoft Office Suite 2007, Word, Excel, MS Access, PowerPoint, Publisher and Adobe Fireworks CS4.   |

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| <b>Latin</b>       | In Latin this year students will work through Unit 1 of the Cambridge Latin Course. This term, pupils are introduced to the basics of the language. Topics studied include word order, noun cases, and some present, imperfect and perfect tense endings. Throughout the year pupils will learn how the Romans lived in Pompeii. This term they focus on houses, dinners, the town of Pompeii, the forum, the theatre, slaves and freedmen, and Roman beliefs about life after death.   | Pupils build upon their grammatical knowledge from the first term, learning more noun endings, the remaining present, imperfect and perfect tense endings, direct questions, and comparative and superlative adjectives. Pupils start to consolidate their understanding of the main concepts by translating short stories from the Dunlop textbook. Background topics studied include gladiatorial shows, the baths, schools, local government and elections, and the destruction and excavation of Pompeii. | Pupils consolidate their knowledge and understanding of the main language features learned in the previous two terms through worksheets and work from the Dunlop textbook. Pupils do project work based on the background topics studied throughout the year. Pupils will start Unit 2 of the Cambridge Latin Course, looking at modal verbs, infinitives and adjectives. Pupils sit an external exam as part of their end of year assessment. This enables the pupils to gain a certificate from Cambridge, as proof of the standard they have reached. |
| <b>Mathematics</b> | In Year 8 your daughter's study of Mathematics will include Number and Algebra; Geometry and Measures and Statistics. In the Autumn term students study the graphs of linear functions and their equations and graphs arising from real-life problems e.g. distance-time graphs, how to simplify linear expressions by collecting like terms; multiply a single term over a bracket; construct and solve linear equations with integer coefficients or both sides, how to use a calculator efficiently; to use systematic trial and improvement methods; to use the formulae for the circumference and area of a circle; to use efficient written methods for calculating with integers and decimals. | In the Spring term students learn about transformations and coordinates; to calculate lengths, areas and volumes in plane shapes and right prisms; place value, ordering and rounding; scale drawings; to use formulae from mathematics and other subjects; to derive simple formulae and change the subject; Loci and constructions.   | Topics to be studied in the Summer term include how to use, calculate and interpret statistics; probability; Pythagoras' theorem in 2-D; arithmetic and inverse operations; prime factor decomposition and bearings. Your daughter will also complete a data handling project in which she may practise and use the skills she has acquired.   |
| <b>Music</b>       | At the Start of Year 8 pupils expand their knowledge of music and its historical contexts through study of the Blues, resulting in a performance and improvisation task. They then go on to study Brazilian samba music, forming a samba ensemble as a class.   | In the Spring Term pupils build upon their keyboard skills through study of a unit on Ground Bass, which goes on to introduce computer technology in music, resulting in a composition task using the computer programme 'Cubase'. They then study a unit on the Music of India, which looks at both Hindustani and Carnatic music, and explore some of the features of these musics through performance.   | Finally, in the summer term, pupils' knowledge of musical textures is further developed through a unit on Pop Song Performance, in which they are also given the opportunity to develop their instrumental skills on a variety of pop instruments. The year finishes with a unit on The Symphony, in which students consolidate their understanding of classical music through the in-depth study of a symphony or orchestral piece.   |
| <b>PE</b>          | During the Autumn term your daughter will study netball, badminton and fitness. Some classes will also study hockey. The emphasis in games activities will be to develop their ability to perform skills accurately under the pressure of a game.   | In the spring, pupils study the more aesthetic aspects of the curriculum; gymnastics and dance. They will build on their knowledge of composition to create sequences that have good body tension, fluency and control.   | In the summer pupils study athletics and rounders. The majority of the athletics disciplines will be covered, with pupils being expected to show a good technique, understanding of basic rules and tactics to produce effective outcomes.   |
| <b>RS</b>          | The main theme for the year is "Codes for Living". In the Autumn term we begin with an introduction to Hinduism. This is followed by an examination of rules in Judaism including the ideas of Covenant and the Commandments, including dietary laws and the importance of food.  | The main theme for the year is "Codes for Living". In the Spring Term we examine Jesus' teaching in the Sermon on the Mount and the Parables. We then move on to an introduction to Buddhism and its Noble Truths and Eightfold Path (the Middle Way).  | The main theme for the year is "Codes for Living". In the Summer Term we examine rules in Islam including the effect of following the Five Pillars and how this is helped by the Mosque. The year concludes with a look at other places of worship.  |
| <b>Science</b>     | Science continues to be taught through topics in all three sciences in rotation. Pupils complete work from year 7 at the beginning of term and then move on to a Physics topic concerning Electricity and Magnetism. They then learn about the Periodic table in a Chemistry topic. Practical work becomes more complex as pupils gain more confidence and develop practical skills learnt in year 7. A test is completed near the end of term to check progress.   | Pupils visit the human body again in a Biology topic about health. They then move on learning about light and sound in a Physics topic. If time pupils will move on to more complex chemical reactions while studying a Chemistry topic. A test is completed near the end of term to check progress.  | Pupils learn about plants as organisms in Biology, and then about earth science in Chemistry. Time is made for revision for the end of year exam which covers all topics taught in year 7 and year 8. This exam result as well as assessments throughout the year are used to generate an end of keystage 3 level for Science. After the exam pupils have the opportunity to take part in an internal science challenge and end with the vast topic about the solar system.  |