

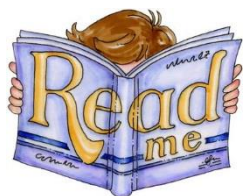


| SUBJECT | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| <p>ART (1 hour per week)</p>  | <p>Students will work this year on a still life thematic project, developing into 3 <i>mini projects</i> with a different focus and outcome. In the Autumn term students will be working from primary sources, with a focus on developing the formal elements such as lines, proportions, tones and texture. Students will understand culturally the different approaches to the theme by focussing on a range of artists from the past and the present before connecting their knowledge to their own ideas.</p> | <p>In the Spring term, students will develop colour and texture further. Working this time on an oil pastel outcome, students will work more independently, using primary and secondary photographic work to generate and realise their intentions. Towards the end of the spring term, their work will develop into a final 3-tonal print, learning about printmaking techniques with a focus on the Reduce method developed in the 20th the century by Picasso.</p> | <p>Curriculum opportunity: To celebrate Summer, the students will produce a collaborative installation of their choice. The work will be negotiated with the teacher for resources, time scale and space, into a different proposal project for each year 8 class. To initiate ideas, the students will be introduced to the bird installation of Denise Hickey and other contemporary artists.</p> |
| <p>COMPUTING (1 hour per week)</p>  | <p>In How it Works students will understand what computer networks are and the advantages and disadvantages of different types of networks, including the World Wide Web. In a practical session they will dismantle and reassemble the internal parts of a PC. In Moving it with Pi they will develop further their programming skills through the use of motor kits. Students will have a range of practical lessons working with LED lights and operating a motor wheel. Higher ability students will put together a turtle and program it to move. Girls will develop their debugging skills and understand the importance of using correct programming language syntax.</p> | <p>In Apps for Good students will work in groups to create an app focusing on a solution for a problem of their choice. They learn coding and the fundamentals of the digital world and develop skills such as problem solving, creativity and innovation. In an expert session, girls gain feedback from an industry professional on their app idea. They can then enter a competition. Winners are funded to develop their app and put it on the market! In Computational Thinking girls will learn about algorithms and their link to our daily life. They will learn how to write pseudocode and understand key terminology and logic, which they apply to program and create games.</p> | <p>In the Put Me Online unit, student will learn HTML coding to create their own website. They will be introduced to the correct syntax, for example, opening and closing tags, the different heading styles, hyperlinks tags, bold etc. They will cover fundamental HCI principles, plan their own web page and then use the notepad application to write out the code and display their webpage in a web browser. The Data Handling unit will entail implementing an interactive system based on a scenario, using data handling software to create tables, relationships, forms, apply queries, create macros and create reports.</p> |

ENGLISH
(3 hours per week)



Your daughter will study an anthology of poetry which explores a range of poets from different backgrounds. Poems include 'Hurricane Hits England' by Grace Nichols, 'Search for my Tongue' by Sujata Bhatt and 'Vultures' by Chinua Achebe. Students will develop their analytical skills by looking carefully at how authors present key themes and ideas. They will also have the opportunity to write their own poetry inspired by the works she has studied.

Our Gothic Writing Unit seeks to develop your daughter's creative writing and, in particular, her ability to experiment with text structure, sentence structure and figurative devices. She will study short stories such as Edgar Allen Poe's 'The Tell Tale Heart'. The unit also seeks to develop your daughter's confidence with the 19th Century texts which are studied at GCSE.

In the Spring or Summer Term your daughter will study Shakespeare's 'Macbeth' or 'Twelfth Night', building on the confidence gained with Shakespeare's language, themes and viewpoints established in Year 7. Your daughter will be challenged to engage with the author's craft in a more sophisticated way and also show a greater understanding of how the historical and social contexts in which Shakespeare wrote influenced his presentation of themes and characters.

Finding Your Voice is an important unit where students are encouraged to look at the world we live in through a more critical lens. In this unit your daughter will look at movements such as the fight for women's suffrage, the 1960s Civil Rights Movement and India's move towards independence in order to understand the importance of our ability to express ideas both verbally and in writing to promote one's viewpoint.

The modern play/novel unit for year 8 is currently under review.

At the end of the year, students work on a project which looks to evaluate how well the advertising industry reflects the world we live in. After being introduced to some of the key questions we might ask of the advertising industry, your daughter will compile her own theses and conduct an investigation into representation within the industry. In previous years, students have asked questions regarding body image and how this is informed by the advertising industry, representation of people from different cultural or religious backgrounds and the presentation of gender.

FOOD STUDIES
(90 minutes per week for 1 term)



In Design Technology Year7 students will do Food Studies for a third of the school year then Product Design (incorporating Visual Arts) for the other half. This may be during the Autumn, Spring or Sumer term depending on which group they are in. 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. 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.

FRENCH
(2 hours per week)



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. Students will learn the skill of translating from French into English and from English into French. Pupils will 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.

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. By the end of the Spring Term pupils will have the knowledge and understanding of three tenses (Past, Present and Future). 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 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.


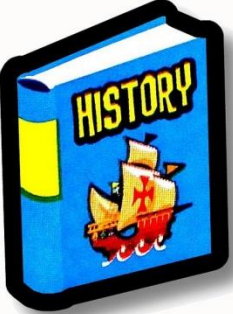
GEOGRAPHY
(90 minutes per week)


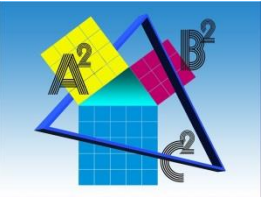





The start of the academic year is to do with developing an improved level of understanding and awareness of the planet's major 'challenges'. Global issues considered are: (a) climate change and global warming; (b) the balance between population growth and natural resources; and (c) the uneven distribution of wealth and development. In addition, the concept of sustainability is discussed.



The Spring Term is all about the world's major biomes (or ecosystems) and how we must appreciate the interconnectedness of our natural world. The fragility of these ecosystems will be considered and a focus will be 'tropical rainforests'. Students will move on to look at the continent of Antarctica – both ecologically and otherwise. Finally, time will be spent studying the geographical processes involving glaciation and the amazing landscapes they can leave us with.

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 to visit the sea-side where important fieldwork skills will be developed and a 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.

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| <p>GERMAN (2 hours per week)</p>  | <p>We cover many topics, including: introductions, numbers, the alphabet, dates, school subjects, expressing opinions, telling the time, food and drink, clothes and the German school system. The grammar we cover includes: regular verbs, gender, adjective agreements, using the definite and indefinite articles, nouns in the singular and plural forms and question words. Students will translate from German into English and from English into German. The pupils will be expected to read outside the classroom to acquire new language.</p> | <p>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.</p> | <p>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 recognising and producing sentences in the past tense.</p> |
| <p>HISTORY (90 minutes per week)</p>  | <p>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 the continuing relevance of important issues such as religious identity and persecution.</p> | <p>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.</p> | <p>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 individuals such as Mary Prince and William Wilberforce as well as exploring the many 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.</p> |

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| <p>LATIN (2 hours per week)</p>  | <p>In Latin this year students will finish Unit 1 of the Cambridge Latin Course with a language focus on the consolidation of the perfect and imperfect tenses including the verb 'to be', as well as questions, comparative adjectives, infinitives and modal verbs. Additionally pupils will continue their study of life in ancient Pompeii. This term they term they will explore education, politics and the eruption of Mount Vesuvius. Towards the end of term they will be introduced to houses in Roman Britain. During this term they will sit the external Cambridge Latin Course exam for Book 1.</p> | <p>This term the grammatical focus is on adjective agreement, relative clauses and the imperfect tense of modal verbs. Pupils will continue to consolidate their understanding of the main concepts by translating short stories from the Dunlop textbook. Background topics studied this term include farms in Roman Britain, the Roman conquest, Boudicca and King Cogidubnus.</p> | <p>Pupils will focus on pluperfect verbs during this term and worksheets are used to consolidate some of the grammatical ideas learned during the course of the first two years of study. Students will learn about Fisbourne Palace and also find out more about the Trojan War in preparation for the literary section of the course in Year 9. Pupils sit an external exam for Book 2 of the Cambridge Latin Course 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.</p> |
| <p>MATHEMATICS (3 hours per week)</p>  | <p>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.</p> | <p>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.</p> | <p>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.</p> |

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| <p>MUSIC (1 hour per week)</p>  | <p>Students in Year 8 follow a Whole Class Brass project for half of the year. During this project, students will have the opportunity to learn a brass instrument (trumpet, cornet, trombone or baritone) and to improve their music reading and ensemble performance skills. They will also be given the opportunity to perform in a number of school concerts and events.</p> | <p>Following the completion of the Brass project (or before the brass project, for half of the year group), students will go on to study Ground Bass, creating performances of Pachelbel's Canon, and learning how to use computer technology to sequence a remix of the piece.</p> | <p>The final two topics that students will study in year 8 are Samba and Pop Songs. In the Samba project, students will learn the fundamentals of Brazilian Samba Batucada, performing as a whole class band. In the Pop Song project, students will learn skills on a variety of band instruments, before putting together a performance of a pop song of their choice in a small band.</p> |
| <p>PHYSICAL EDUCATION (2 hours per week)</p>  | <p>During the Autumn term your daughter will study netball, badminton, Outdoor and Adventurous Activity (eg team-building and orienteering) and fitness. The emphasis in games activities will be to develop their ability to perform skills accurately under the pressure of a game.</p> | <p>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.</p> | <p>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.</p> |
| <p>PRODUCT DESIGN (90 minutes per week)</p>  | <p>In Year 8 students study Product Design for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in. In Year 8 Product Design, students work on one project. The 'Music Box' project is a design and make project that links with Electronics. In Electronics, students build and program the circuit. In Product Design, students engage with the full cycle of the design process to produce creative design solutions for a contemporary wooden music box. The product is constructed from five different materials and uses both traditional manufacturing processes and CAD/CAM processes. The project is a framed activity. There are some constraints, but the final outcome is not predetermined and creativity is encouraged. Students are challenged to identify their own creative solution through the design process, and work individually in a more independent manner, using and building on the designing and making skills they acquired in Year 7.</p> | | |

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| <p>RELIGIOUS STUDIES (90 minutes per week)</p>  | <p>Students begin the year with an introduction to the Sikh faith exploring its beliefs, figures and practices. They will spend some time focusing on the 5 Ks before moving on to explore the main theme for the year which is 'Codes for Living.' We also examine the rules in Judaism including the ideas of Covenant and the Commandments, including dietary laws and the importance of food. We also look at Muslim and Christian food laws.</p> | <p>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).</p> | <p>We examine rules in Islam including the effect of commitment to the Five Pillars and how this is helped by the Mosque. The year concludes with an exploration of places of worship including common features such as architectural focal points and community provisions. Students will also be given the opportunity to take part in the 'Lake That Turned To Ice' art project.</p> |
| <p>SCIENCE (3 hours per week)</p>  | <p>Pupils begin with the topic Human Reproduction, where they will learn about growing up, puberty in both boys and girls, menstruation and reproduction. They will then move onto the topic Electricity and Magnetism, where they will learn about different types of circuits and will be able to use analogies and models to explain current and voltage. Practicals include making different types of circuits as well as investigating the factors that increase the strength of an electromagnet. They will learn how to interpret and calculate electricity bills.</p> | <p>This term pupils will learn about chemical reactions and materials where students will be carrying out a variety of different experiments from making red cabbage indicator to determining the reactivity series of metals. Later on in the term pupils study variation, genetics and evolution. Here students will learn how genetic adaptations by both natural and artificial selection can lead to variations within a species and even possibly extinction.</p> | <p>Pupils will learn about Energy and Waves. They will carry out a number of investigations on the laws of reflection of light, the spectrum and refraction through a prism. They will learn to use a simple model of energy transfer to describe the production, transmission and detection of sound. They will learn how to interpret waveforms in terms of pitch and loudness; the differences between renewable and non-renewable energy sources and about reducing energy wastage and increasing energy efficiency so as to reflect this quantitatively in Sankey diagrams. After the summer exam pupils will learn about Earth Science.</p> |

