



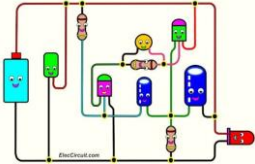


SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
ART (1 hour per week) 	<p>Students will work this year on a still life thematic project, developing into 3 <i>mini projects</i> with a different focus and outcome.</p> <p>In the Autumn term, students will work in clay and learn to design and make a 3D orb. They will cover skills such as pinch pot as well as decorative surfaces involved in ceramic techniques. Their designs and ideas will be informed by their personal research on microscopic images and contemporary ceramicists too. Students will be introduced to key ceramic specific language.</p>	<p>Students will be introduced to the notion of abstraction further by looking at natural form closely and developing their use of colour, patterns, texture and composition in particular.</p> <p>This time, working towards a relief print (a collagraph outcome), students will learn about printmaking techniques. To be successful they will need to re-use their initial drawings and develop them into an abstract textured composition, as if they were close up (like through a microscope).</p>	<p>Students will recognise and draw ellipses when recording the classroom still life from direct observation and be introduced to the notion of perspective.</p> <p>They will study the Art movement Cubism, understanding its influences as well as differentiating Analytical Cubism from Synthetic Cubism. This will inform both students' ideas and practical work when using a more colourful palette in oil pastels.</p> <p>The project will conclude with a sustained mixed media A3 still life, exploring line, tone, colour and proportion.</p>
ART ASSESSMENT 	<ul style="list-style-type: none"> • 2D microscopic studies, colour and black & white tonal work. • Ceramic research • Planning & designing • 3D final clay orb, building and surfaces decoration skills 	<ul style="list-style-type: none"> • Printmakers research • Mark-making research • Printing, planning & realising final Collagraph 	<ul style="list-style-type: none"> • Observational drawing classroom still life: line & tonal drawings. • Cubist research, differentiated analytical to synthetic cubism. • Planning, composing from different angles. • 2D Cubism final mixed media outcome.

<p>COMPUTER SCIENCE (1 hour per week)</p> 	<p>During the start of the year, students will focus on computational thinking and computer logic. Students will develop their understanding of why data needs to be in binary form and understand what logic gates are. Students will be able to draw logic diagrams for the operators AND, OR and NOT gates and understand how to interpret truth tables.</p> <p>Students will then work in a team to develop an App to create a solution to a problem. This is a national competition that is embedded as part of the curriculum giving students opportunity to link to real life scenarios to solve real life problems. Students will develop a range of skills, such as team building, communications skills, delegation, leadership and problem solving as well as understanding the importance of various roles in an organisations.</p>	<p>During the first spring term, students will understand and develop their knowledge of computer networks. Student will learn about the two main types of networks, wide area and local. Students will learn about the benefits and drawbacks of using them as well as network topologies. They will also cover the hardware required for a network and understanding the world wide web.</p> <p>Students will have the opportunity to understand and develop their skills on how to create a website using CSS, HTML and JavaScript. Students will learn about human computer interfaces and the importance of creating a website suitable for the a target user. They will apply their skills to create web pages use the opening and closing tags in HTML and embed CSS in their website. Lastly, they will add some JavaScript to create an online quiz.</p>	<p>During the summer term, students will develop and extend their knowledge and skills of python programming from Year 7. In the first half term, students will be given the opportunity to learn and practice various programming techniques.</p> <p>During the second half term, students will apply these skills to a given scenario to create a text-based quiz. Students will extend their knowledge of computational thinking through solving programming algorithms. They will develop their debugging skills and understands the importance of using the correct syntax.</p>
<p>COMPUTER SCIENCE ASSESSMENT</p> 	<p>Unit 1 - Logical Thinking End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments]</p> <p>Unit 2 - Apps for Good End of Unit Assessment based on Knowledge, Logical Skills, Presentation Skills and Practical Skills [3 assessments]</p>	<p>Unit 3: Networking Mid-Way Learning Review End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments]</p> <p>Unit 4 : HTML, CSS & JavaScript Mid-Way Learning Review End of Unit Assessment based on Knowledge, Logical Skills and Practical Skills [3 assessments]</p>	<p>Section 2 Computational Thinking Algorithms and Programming Midway learning review Section 2 Computational Thinking Algorithms and Programming Test 1: Computational logic, Algorithms Test 2: Programming techniques, Data representation Programming Project</p>

ELECTRONICS

(90 minutes per week for 1 term)

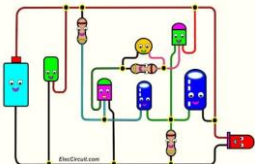


In Year 8, students study Electronics for one term. This will be in either the autumn, spring or summer term, depending on which carousel group they are in.

In Year 8 Electronics, the theoretical unit is advance from Year 7. Students are given the opportunity to build on their skills and demonstrate this through the practical lessons. Students will build, create and program a circuit by using specialised software. Students are challenged to create their own program and work individually in a more independent manner, using and building on the electronic skills and computational thinking that they acquired in year seven.

Students will use their skills and knowledge acquired from the first half term to assist the completion of their Music Kit project. Students will work through a product life cycle to build, create and program a circuit using specialised software. This project is combined with Product Design and Computer Science.

ELECTRONICS ASSESSMENT

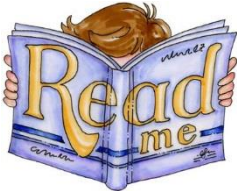
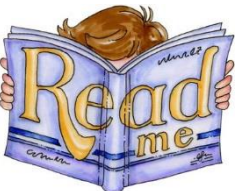




AP4 – Technical knowledge Assessment



AP1 – Design Assessment



AP2 – Make Assessment



AP3 – Evaluate Assessment

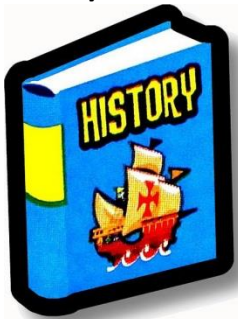
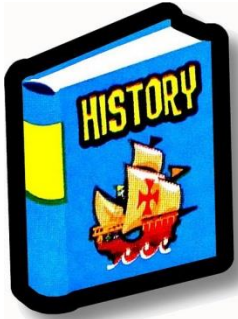
<p>ENGLISH (3 hours per week)</p> 	<p>At the beginning of year 8 students will study the work of three contemporary poets, Rupi Kaur, Deanna Rodger and Holly McNish. As well as developing their close analytical skills through identification and discussion of poetic techniques, your daughter will also have the opportunity to experiment with these in her own writing.</p> <p>Our Gothic Writing unit seeks to develop students' creative writing and, in particular, their ability to experiment with text structure, sentence structure and figurative devices. They will study a range of short stories such as Edgar Allen Poe's 'The Tell Tale Heart'. The unit also seeks to develop students' confidence with the 19th Century texts which are studied at GCSE.</p>	<p>In the Spring or Summer Term your daughter will study Shakespeare's 'Macbeth' or 'Twelfth Night'. This unit aims to build on the confidence gained with Shakespeare's language, themes and viewpoints established in Year 7. Students 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 in his plays.</p> <p>Students will then look in detail at one of drama and literature's most powerful forms, the monologue. As part of the unit, students will look at a range of famous monologues and consider how their interpretation of these informs their performance. At the end of the unit, students will be given the choice of writing and performing their own monologue or performing a monologue of their choice.</p>	<p>As the term progresses, students will study George Orwell's novel, 'Animal Farm'. With the GCSE course in mind, they will consider the importance of applying historical and social contexts to her interpretations of the novel. The unit also seeks to develop students' critical and personal responses to literature with a focus on different interpretations and viewpoints.</p> <p>At the end of the year, students work on a project 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. 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.</p>
<p>ENGLISH ASSESSMENT</p> 	<p>Apprentice Task: Students will write their own poems and provide an analytical commentary on the decisions they have made as a writer.</p> <p>Mastery Task: Students write a critical response to one of the poems they have studied in the unit.</p> <p>Apprentice Task: Students submit the opening to their stories and their plan.</p> <p>Mastery Task: Students submit their whole story.</p>	<p>Apprentice Task: Students work in groups to produce a presentation that includes an interpretation of the text, an appreciation of social and historical contexts, close analysis of Shakespeare's use of language, structure and technique.</p> <p>Mastery task: Critical essay response to the play.</p> <p>Apprentice Task: Written draft of their monologue.</p> <p>Mastery Task: Delivery of their monologue to the class.</p>	<p>Apprentice Task: Critical response to 'Animal Farm'.</p> <p>Mastery Task: Critical response to 'Animal Farm'.</p> <p>Group presentation: Students deliver a group presentation on their findings to the class.</p>



<p>FOOD & NUTRITION (90 minutes per week for 1 term)</p> 	<p>In Year 8 students will study Food and Nutrition for a third of the school year in a carousel with Product Design and Electronics for the other half. This may be during the Autumn, Spring or Summer term depending on which group they are in.</p> <p>The Year 8 students focus on Staple Foods. They are encouraged to make food choices by considering dietary needs and food provenance. They also experience making food from multicultural cuisine, encouraging them to explore different cultures as well as draw on the similarities with other cultures. Students make a number of dishes based on staple food and continue to develop their food preparation skills in using a range of equipment and cooking methods. They learn about Roux and Reduction sauces and the science of gelatinisation. Food hygiene and safety continue to be key features of their learning.</p>
<p>FOOD & NUTRITION ASSESSMENT</p> 	<p>Assessment 1 Short written Technical Knowledge Assessment.</p> <p>Assessment 2 Short independent bread project. 5 key areas assessed:</p> <ol style="list-style-type: none"> 1. Planning 2. Preparing 3. Cooking 4. Presentation 5. Analysis and Evaluation <p>Assessment 3 End of rotation written Technical Knowledge Assessment.</p>

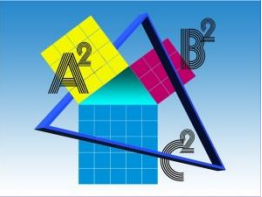
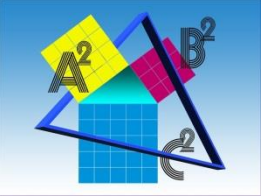
<p>FRENCH (2 hours per week)</p> 	<p>Students will explore the topics of where they live and shopping as part of “moving to France” and exploring their new environment. The following subjects are covered: shops, quantities, countries, nationalities, means of transport and describing places. The grammar 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 explore school life in France looking at both similarities and differences. Students will look at reflexive verbs, opinion phrases, modal structures and a range of irregular present tense verbs. They will also have more opportunities to use technology to consolidate the language covered so far. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>Pupils plan a party, including describing the guests’ food and activities and write a description of how it went. The topics are: food and drink, likes and dislikes, discussing menus, ordering food. Students also cover the topic of “Un musée à Paris” (a museum in Paris). For this, pupils will plan a trip and write a review of a museum in Paris. Through these units, students will learn about the Perfect tense in order to be able to talk about past events, including giving opinions and using regular and irregular verbs in the perfect tense. By the end of the Spring Term pupils will have the knowledge and understanding of three tenses (Past, Present and Future). Students will develop their research skills when completing the museum project. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Summer Term students will complete a superheroes project. They will cover the topics of parts of the body as well as describing appearance. We will also revisit some of the language that we have covered earlier this year but in different contexts. Students will complete a project on “Le Petit Chaperon Rouge” (Little Red Riding Hood). This unit will help students to write and look at narrative. Students will also consolidate grammar points covered this year and they will learn new grammar ones, including the imperative and modal verbs. Students will develop the skill of developing their sentences and creating interest when writing. For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>
<p>FRENCH ASSESSMENT</p> 	<p>Translation and reading on unit vocabulary</p>	<p>Listening assessment on term 2 content Speaking assessment – endorsement style</p>	<p>Summer examination covering skills and knowledge from terms 1, 2 ,3</p>



<p>GEOGRAPHY (90 minutes per week)</p> 	<p>The start of the academic year is to do with developing an improved level of understanding and awareness of the planet's major 'challenges'. Graphical and literacy skills are embedded. 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.</p>	<p>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. Skills include reading lines of latitude and climate graphs. Finally, time will be spent studying the geographical processes involving glaciation and the amazing landscapes they can leave us with.</p>	<p>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.</p>
<p>GEOGRAPHY ASSESSMENT</p> 	<p>Test Population and Resources, Extended Writing- Population and Resources, End of Unit Test on Climate Change.</p>	<p>End of Unit Test on Distribution of wealth, Mid-Unit Test on Understanding of Ecosystems.</p>	<p>End of Unit Test – Antarctica and Glaciation Fieldwork presentation – Herne Bay, Summer Examination covering knowledge, concepts and skills for Terms 1 and 2.</p>



<p>GERMAN (2 hours per week)</p> 	<p>In the Autumn term, we focus on the topic of holidays and introduce a challenging grammar point: the perfect tense. Students will be practising describing a past holiday, including opinions in the past tense. Students will also learn how to tell the time, practise longer sentences and develop their knowledge of the perfect tense in the topic of after school activities.</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Spring term, we will focus on the topic of health and cover grammatical structures using modal verbs. We will also discuss the topic of “going out” to extend our sentences with “weil”, practise the use of separable verbs and look at the imperfect.</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>	<p>In the Summer Term we cover the topics of “exchanges”, focussing on the cultural side of discovering parts of Germany / German speaking countries.</p> <p>This will include a better understanding of Geography and food specialities but will also provide an opportunity to revise 3 tenses.</p> <p>For all the topics studied, all four linguistic skills are always used: listening, speaking, reading and writing</p>
<p>GERMAN ASSESSMENT</p> 	<p>Translation and reading on unit vocabulary</p>	<p>Listening assessment on term 2 content Speaking assessment – may be reviewed if social distancing requires it.</p>	<p>Summer examination covering skills and knowledge from terms 1, 2 ,3</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 8 curriculum, where we explore key changes in Britain moving from the early modern to the start of the modern period. We begin by studying religious conflict in the reign of Henry VIII, where we investigate significant factors in the development of the English Reformation. We explore the role of religion during the reign of other Tudor monarchs, before studying various aspects of Elizabethan England using sources and interpretations. Your daughter will investigate differing interpretations of important Tudor figures as well as thinking about the continuing relevance of issues such as religious identity and persecution.</p>	<p>We will develop some of the themes encountered in the Autumn term regarding power and religion, most importantly 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. Our broader study of this period will lead to a smaller local study of witchcraft in Essex during this period, where we will explore the wide variety of fascinating local sources about this period. Our Spring Term will end with a Breadth Study of changes to state and society between 1650 and 1745, where we will be focusing on the key skill of assessing change and continuity.</p>	<p>In the Summer Term we will begin an investigation into two key institutions that shaped Britain today: the institution of slavery, and that of 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 then examine interpretations and debates about slavery and the impact of the British Empire, including taking a closer look at case studies of different colonies of Britain including India and Australia. We will finish the year by studying the Industrial Revolution and the Victorians, exploring the lives of different people during this period and how they changed.</p>
<p>HISTORY ASSESSMENT</p> 	<p>1) Short piece of writing explaining the significance of the development of the English Reformation 2) Sources and Interpretations on Tudor England</p>	<p>1) Extended writing explaining why the civil war started</p>	<p>1) Sources and Interpretations of Empire. 2) Summer Examinations</p>



<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 will explore education, politics and the eruption of Mount Vesuvius. Towards the end of term they will be introduced to houses in Roman Britain.</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 and the genitive case 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 Fishbourne Palace and find out more about the Trojan War in preparation for the literary section of the course in Year 9.</p>
<p>LATIN ASSESSMENT</p> 	<p>-Show your progress assessments on Stages 12-13 -Stages 10-12 Language Test -Vocab tests on Stages 12-13</p>	<p>-Show your progress assessments on Stages 14-16 -Stages 13-14 Language Test -Vocab tests on Stages 14-16</p>	<p>-Show your progress assessments on Stages 17-18 -End of Year Exam on Stages 1-16 -Vocab tests on Stages 17-18</p>



<p>MATHEMATICS (3 hours per week)</p> 	<p>In the Autumn term students study rounding to significant figures, estimation and bounds. They extend their work on area, perimeter and volume to circles and cylinders. Students learn about prime factor decomposition, factors and multiples. Year 7 algebra is built on and extended with more complex equations including brackets and unknowns both sides, using and writing formulae and changing the subject. They learn how to solve problems involving percentages including both non-calculator methods and methods using decimal multipliers.</p>	<p>In the Spring term students extend their knowledge of linear functions to finding gradient and using the general equation of a line. Students study loci and constructions. Students solve problems involving ratio and direct proportion, including scale drawings. Year 7 transformations of shapes is reviewed and extended to include fractional scale factors for enlargements and combinations of transformations. Knowledge of probability is built upon and extended to include mutually exclusive and independent events, sample space diagrams and expectation.</p>	<p>In the Summer term students finish the Functions unit and then learn about Pythagoras' theorem and how to apply it to solve problems. Also covered in the summer term is data, including classifying data, grouped frequency tables, estimating the mean from grouped data and constructing and comparing frequency polygons.</p>
<p>MATHEMATICS ASSESSMENT</p> 	<p>Content and Problem Solving covering topics taught in first half term</p>	<p>Content and Problem Solving covering topics taught in second half of Term 1 and in Term 2</p>	<p>End of Year Assessment: Content and Problem Solving covering topics taught during Year 8</p>

<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>MUSIC ASSESSMENT</p> 	<p>For brass project: Assessment on progress in cornet playing and music reading. Or Pachelbel's performance and mix on Cubase. Samba performance.</p>	<p>Brass project assessment on ensemble performance. Or Pop song performance.</p>	<p>For brass project: Assessment on progress in cornet playing and music reading. Or Pachelbel's performance and mix on Cubase. Samba performance.</p>

<div>PHYSICAL EDUCATION</div> <div>(2 hours per week)</div> <div></div>	<div>During the Autumn term your daughter will study from a selection of netball, badminton, fitness, football and outdoor and adventurous activity (eg team-building and orienteering). The emphasis in games activities will be to develop their ability to perform skills accurately under the pressure of a game.</div> <div>The knowledge learnt in the previous year will be reinforced and built upon so pupils are able to enforce rules and regulations of different activities.</div>	<div>In the spring, pupils study from a selection of tag rugby, trampolining, fitness, badminton and volleyball. The more aesthetic aspects of the curriculum – trampolining - is built upon from the previous year in gymnastics. They will build on their knowledge of composition to begin to create routines that have good body tension, fluency and control.</div> <div>They reinforce their knowledge of sports from the previous year and refine their skills. This is used more effectively in game situations where they become more astute at outwitting their opponent.</div>	<div>In the summer pupils study athletics, cricket 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.</div>			
<div>PHYSICAL EDUCATION ASSESSMENT</div> <div></div>	<div>Pupils are assessed on their skills in two sports each half-term</div> <table><tr><td>Netball Football Fitness Badminton OAA (Outdoor Adventurous Activities) Volleyball</td><td>Trampoline Fitness Tag rugby Badminton Volleyball</td><td>Cricket Rounders Athletics</td></tr></table>			Netball Football Fitness Badminton OAA (Outdoor Adventurous Activities) Volleyball	Trampoline Fitness Tag rugby Badminton Volleyball	Cricket Rounders Athletics
Netball Football Fitness Badminton OAA (Outdoor Adventurous Activities) Volleyball	Trampoline Fitness Tag rugby Badminton Volleyball	Cricket Rounders Athletics				

<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.</p> <p>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.</p> <p>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>
<p>PRODUCT DESIGN ASSESSMENT</p> 	<p>Design: Communicating ideas through drawing. Make: Assessment of made product. Technical Knowledge: Evaluation: A written evaluation of the project work.</p>

<p>RELIGIOUS STUDIES (90 minutes per week)</p> 	<p>This academic focuses on the lived experience of faith or non-faith. The aim is to identify ways in which religion manifests itself and to discuss why variation exists by linking it to ways in which adherents interpret scripture and rules and 'codes of living'.</p> <p>Students begin with an introduction to the Sikh faith exploring its beliefs, figures and practices. They will spend some time focusing on the 5 Ks and what it means to be part of the Khalsa. Concepts of equality and community are explored. We also examine rules in Judaism including the ideas of Covenant and the Commandments, dietary laws and the importance of food. This is then contrasted with Muslim and Christian food laws. We explore why people place different levels of importance on rules.</p>	<p>In the Spring Term we examine the teachings of Jesus in the Sermon on the Mount and the Parables. This is contrasted with the Old Testament rules to draw out ideas of a new covenant.</p> <p>We then move on to an introduction to Buddhism and its Noble Truths. The Eightfold Path (the Middle Way) is explored in the context of 'codes of living'. Throughout, we explore the origins and authority that give rise to rules, and how religious believers decide which rules to follow and which not to follow.</p>	<p>We enter this term with an examination of rules in Islam including the effect of commitment to the Five Pillars and how the essence of these rules is reflected in the structure of a mosque.</p> <p>The year concludes with an exploration of places of worship including common features such as architectural focal points and community provisions.</p> <p>Students will also be given the opportunity to take part in the 'spirited arts' project by NATRE, looking at big concepts central to religious and non-religious life and expressing them in a creative medium.</p>
<p>RELIGIOUS STUDIES ASSESSMENT</p> 	<p>Short Factual Test (knowledge test) on covenants and aspects of the Kashrut in Judaism.</p> <p>There is also an end of unit test on Term 1 material which assesses students' general understanding and their evaluative skills.</p>	<p>Short Factual Test (knowledge test) on parables and aspects of term 1 material to consolidate.</p> <p>End of unit test on Term 2 material combined with questions from which we assess students' general understanding and their evaluative skills.</p>	<p>Summer Examination covering knowledge, concepts and skills for Terms 2 & 3 as well as references to year 7 material.</p>

<p>SCIENCE (3 hours per week)</p> 	<p>Pupils begin with Variation and Genetics, building on their Yr7 knowledge of Reproduction and Plants. Students learn how to construct both dichotomous and branching keys to aid the classification of different organisms. They will be expected to interpret and explain the data shown in a pyramid of numbers and a pyramid of biomass. They will learn how genetic adaptations by both natural and artificial selection can lead to variations within a species and even possibly extinction.</p> <p>Next they study Waves, learning how to construct both dichotomous and Waves (Light and Sound) where they will be introduced to Longitudinal and transverse waves. Pupils learn about transmittance, absorbance, reflection, refraction of light and how coloured filters will only transmit light of certain colours with the other colours being absorbed. They will complete a number of challenging practicals. They will learn to use a simple model of energy transfer, how to interpret waveforms in terms of pitch and loudness and to represent their data in the appropriate way. Be able to analyse and write detailed explanations that address the data they have collected.</p>	<p>In Term 2 pupils will learn about Energy. They will learn the differences between renewable and non-renewable energy sources, about reducing energy wastage and increasing energy efficiency. They will learn to reflect this quantitatively in Sankey diagrams.</p> <p>Students will have an Online quiz/assessment on this topic.</p> <p>In the Chemical reactions and materials topic students will be carrying out a variety of different experiments from making red cabbage indicator to determining the reactivity series of metals as well as understanding the abstract concept of conservation of mass. This unit builds on the Yr7 topic Solids, Liquids and Gases. They will understand and be able to identify Physical and Chemical changes as applied to a range of different situations.</p>	<p>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>After the summer exam pupils will learn about Earth Science.</p>
<p>SCIENCE ASSESSMENT</p> 	<p>Test on Waves. All tests will have questions that assess students on each of the Key Skills.</p>	<p>The Test will be a two topic test on Variation and Genetics combined with Chemical Reactions.</p> <p>All tests will have questions that assess students on each of the Key Skills.</p>	<p>The End of Yr8 Summer Exam will test the students on Yr7 and Yr8 content. Questions will assess students on each of the Key Skills.</p>

Key

Green Highlighting Knowledge

Yellow Highlighting Concepts

Green Highlighting Skills