

Year 8 - Curriculum Information 2018 - 2019

Music	<p>The Key Stage 3 Music curriculum supports growth as a musician, through practical application of skills. The curriculum explores instrumental skills, theory, appraisal and composition. Students enjoy the independent nature of the lessons and develop leadership skills through taking charge of their learning and development.</p> <p>Autumn Reggae Song writing competition</p> <p>Spring Ground Bass Musical understanding</p> <p>Summer Samba Personal research project</p> <p>Assessment takes place each lesson with lesson reviews and teacher assessment takes place at the end of each 6 week unit.</p>
Art	<p>During Year 8 students will research how other cultures use art as part of their everyday lives. This will move into a project on Pop Art culture and looking at ways in which we can see art in everyday objects. Learning will focus on working with a range of different materials and techniques and there will be opportunities to further practice skills established in Year 7.</p>
DT (Design & Technology)	<p>Through a rotation system, students will experience the full range of disciplines within DT. These include Product Design, Textiles, Design Engineering, Food and Mechanisms. Students are encouraged to reflect on learning and set personal targets as well as more formal targets which are set by the subject teachers. To support the new GCSE Design and Technology Specification the Schemes of Work (SoW) have been developed to ensure students are covering all the different aspects necessary, including the application of Maths and problem solving. A final exam will be completed towards the end of the year.</p>
Science	<p>In Year 8 students are taught Biology, Chemistry and Physics as separate subjects. For each science they cover 2 units within the year. The topics for Biology are life of humans and organisms and their environment. The topics for Chemistry are our planet and patterns of chemical reactions. The topics for Physics are light & sound and mechanics. Within each unit they develop their scientific enquiry, literacy skills and practical science skills. The first units for each science are delivered from September to January and the second units for each science are delivered from February to July. Assessments take place at mid points and at the end of each unit. In addition to this, practical skills will be assessed throughout the units.</p>
PD	<p>During Year 8 students will study a number of modules in Personal Development. These include citizenship, drugs education with a focus on alcohol, how to build and maintain healthy relationships, how to ensure they use social media safely, and careers (IAG) work. Through these units students are expected to gain knowledge and understanding about becoming informed citizens and develop skills of enquiry and communication, along with the notion of participation and responsible action. The overall aim of Personal Development</p>

	throughout Key Stage 3 is to enable students to make healthy, informed choices about their life and their future.
History	In History the curriculum is designed to allow students to gain a chronological understanding of the key events associated with the development of the British Empire and the impact upon the wider world. Key skills such as knowledge and understanding, second-order concepts, the use of sources and interpretations are embedded within the Year 8 curriculum to enhance the knowledge and skills which students have acquired the previous year. Students study 'The Age of Empire, 1497-1945', 'Expansion, Trade and Industry, 1750-1914', 'Britain and the Slave Trade, 1672-1865' and 'The Civil Rights Movement, 1954-1968'. All assessed work in Year 8 covers the four key assessment objectives required at GCSE, with exam questions being structured to enable all students to be appropriately challenged. Learning will be assessed through a combination of teacher, peer and self-assessment, using pop-up quizzes, practice and unseen assessment questions. Homework tasks will be used to extend students' knowledge and understanding, as well as building upon their interest in key events and individuals.
Maths	The Year 8 Maths curriculum aims to ensure that all students develop fluency in the fundamentals of mathematics, can reason mathematically and can solve problems in a systematic way. The content covered this year fits into six areas which are distinct as well as interconnected. These are number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. Each half term we look at three to four units of work to build on students' prior learning. Assessment takes place on an ongoing basis so that teaching can be adapted to meet the needs of students. This takes the form of a set task at the end of each topic and then a more formal test at the end of each half term. Both assessment points provide an opportunity for students and teachers to identify achievements and areas for improvement.
Geography	During Year 8 the following units will be studied: China, Energy, Weather and Climate and Tourism. These themes enable students to develop a knowledge of population, development and the economic growth of China. Subsequently students study the environmental issues of the burning of fossil fuels and the alternatives available (energy). In the Spring term students study the weather and climate topic and then in the Summer term students study the impacts tourism brings to low income countries. All topics will have key pieces of work assessed throughout the year and students will be given a flightpath level for each topic. Assessed pieces of work consist of end of unit assessments, research projects for homework, persuasive arguments and simplified GCSE exam style questions.
English	Students will study 19 th century literature using extracts from Dickens novels based on the theme of rich and poor. This will lead to a speaking and listening assessment in which the students will complete their own research project. During the Spring term, students will have the opportunity to study a range of texts including John Steinbeck's <i>Of Mice and Men</i> and poems from other cultures. Students will analyse key language and structural features associated with the presentation of meaning. They will also investigate the understanding of life experiences from a variety of perspectives. These skills will undoubtedly come up at Key Stage 4. Students will finish the year

	<p>developing their creative writing skills with a key focus on grammar, spelling and punctuation. They will also have the opportunity to study a full play. Students will complete assessments throughout the year; one for each module, ranging from creative writing tasks to the assessment of language analysis, inference and deduction. Flightpaths will be used when marking and given to students as part of formal assessment.</p>
Languages	<p>The Year 8 curriculum is designed to allow students to further develop their listening, speaking, reading and writing skills in French. There is an emphasis on communication and learning to ask and answer questions. Pair-work, surveys and games are used regularly to practise and build confidence in speaking.</p> <p>Topic areas studied in Year 8 include home, food and drink, town and region, environment and holidays.</p> <p>Students will continue to develop their understanding of French grammar, verbs and tenses through these topics.</p> <p>Students will be assessed through classwork, homework, vocabulary tests and an assessment at the end of each unit.</p>
PE	<p>Students advance their skills and tactical understanding in a range of sports and activities. Typical activities include: football, hockey, gymnastics, netball, athletics and rugby. Students develop their physical ability in line with flightpaths and assessment of this is conducted through observations throughout a 6 week block of work. Baseline assessments will be completed at the start of the year and used to set flight path targets. During Year 8, students develop their understanding of anatomy and physiology. They are able to explain why changes occur to the body during exercise. They can lead small groups through leadership tasks and know how and why we warm up. This content is delivered during their practical lessons. We believe that taking part in school sport and physical activity is key to a student's success in school and would encourage all to attend an extra-curricular club regardless of their perceived ability.</p>
RE	<p>The Year 8 RE course starts with a topic about life after death, followed by a study of Islam. In the Spring term, students move on to a unit of work called 'Special people, special places' in which we look at saints and places of pilgrimage. Later in the year they look at ways in which Jesus has been represented in different forms of media. Year 8 are assessed in relation to five skills; stating, describing, explaining, analysing and evaluating. These skills are developed and assessed throughout the year in written tasks, as well as their Year 8 exam.</p>
Drama	<p>During the Autumn term we explore the dramatic potential of the poem 'The Haunted Lift' alongside introducing some new Drama techniques; we will follow this by exploring the theme 'Doors'. During the Spring term we will focus on Verbatim Theatre and the practitioner Brecht. During the Summer term we will explore extracts from published play texts, including 'Our Day Out' by Willy Russell and 'The Face' by Benjamin Zephaniah and Richard Conlon. During this time, we will focus on interpretation of written dialogue; vocal skills; use of spoken language and creating a role.</p> <p>The Year 8 exam task will use an extract from 'Sunday Morning at the Centre of the World' by Louis de Berniere as a text; students will be asked to incorporate the Drama conventions of freeze frame, cross cutting, narration and thought tracking into their own creative interpretation.</p>

Computing	<p>Year 8 students cover a course that looks at the foundations of computers, considering the function of the operating system, counting and encoding in binary and ASCII, basic programming skills, and looking at privacy and security online. Each major topic culminates in a single product, which could be a presentation, a report, or a program.</p> <p>E-safety and health and safety within the computer room are core to each task and lesson. The Year 8 assessment is reported by 9-1 levels.</p>
Additional Literacy	<p>Students start with a meander through the Victorian streets of Charles Dickens time, to look at the differences in life between the rich and poor using 'Oliver Twist' as their tour guide through the streets followed by Scrooge in a 'Christmas Carol'. They then study 'Of Mice and Men' to develop the skills of language analysis, inference and deduction. The Spring term allows time to discover poetry from other cultures and focus on the imagery within the poems.</p> <p>Rounding off the year we spend the first half of the final term focusing on developing descriptive writing based around a number of pictures before reading Shakespeare's 'Romeo and Juliet'.</p>