



**Year 8 HT1**

**This term, the following aspects of the curriculum will be covered in your child's class:**

**Art**

**Sweet Treats**

Within this half term students will:

- Learn about key skills and techniques (Grid drawing, directional shading with colour, paint blending, artist studies and analysis, texture, and construction)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

**Drama**

**Melodrama**

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Facial expression, body language, gesture, stock characters, script, proxemics techniques, levels, audience awareness)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

**English**

**Dracula**

Students will be able to:

Independently select relevant quotations from Dracula.

Make clear points about characters' thoughts and feelings from Dracula, and comment on characterisation.

Identify relevant language and the way Dracula is structured and make clear comments about Bram Stoker's choices.

Make clear comments on how the context and setting creates drama in Dracula.

Express clear views about the characters and events we are studying in Dracula and justify opinions.

**Food Technology**

**Food for Life**

Within this half term students will:

- Describe the 5 sections of the eat well guide and give a range of food examples from each section
- Name nutrients provided by the different sections and applied the principles of the Eat well guide to a range of diets.
- Describe the 2 different types of carbohydrate and explain the consequences of consuming excess and insufficient amounts of carbohydrates in our diets.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece

- Complete a fluency test on key words from the knowledge organiser

## French

### Daily routine

About the unit:

In this unit pupils develop their ability to discuss their daily routine and give their opinion about it, including any desired changes. Pupils will also be able to express minor ailments.

The key vocabulary for pupils to master in this unit includes: daily routine verbs, times, mealtimes and food, activities after school.

Learning objectives

- Daily activities and reflexive verbs including morning routines, school routine and after school in the present tense
- Breakfast, lunch and dinner
- Times (revisiting)
- Frequency and timings: Chaque jour, deux/trois fois par semaine, parfois, occasionnellement, jamais, le mardi, le matin, après l'école... (revisiting)
- Narrating routine events in the past (perfect tense including some reflexive verbs) and evaluating events in the past (c'était...) (revisiting)
- Expressing and justifying wishes/preferences

## Geography

### Unit 1- Coasts

Students will study a range of coastal features and processes. They will also investigate coastal management strategies including hard and soft engineering. Students will have the opportunity to develop skills and critical thinking in the form of a decision-making activity in the unit.

Explain the processes that lead to the formation of erosional landforms and the resulting features.

Explain the processes that lead to the formation of depositional landforms and the resulting features.

To be able to explain the causes and impacts of coastal erosion.

To assess the effectiveness of coastal management strategies along a specific stretch of coastline.

## History

Students will be able to describe several of the reasons why Henry VIII broke from Rome. Students should be able to describe 3-4 of the following factors: Criticism of Catholicism, spread of new ideas, Protestantism, The Tudors, Henry VIII, Henry's personality, Henry VIII's financial problems, political/religious factors and the role of Cromwell.

## Information Technology

Students look at the basic components which make up computer system architecture. They look at the components which are involved and how they come together to perform tasks for the user.

## Maths

- Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations
- Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, HCF, LCM, prime factorisation, including using product notation and the unique factorisation property
- Round numbers and measures to an appropriate degree of accuracy (for example, to a number of decimal places or significant figures)
- Multiply and divide fractions and mixed numbers

## Music

### **Blues Music**

This half term students will:

- Show knowledge of The Blues genre. Developing keyboard skills, melody and chords, improvisation. Ensemble performance / arrangement.
- Demonstrate through verbal and performance, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in football, rugby, netball, hockey, handball/basketball, badminton, fitness and aesthetic activities
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Complete periods of sustained exercise
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

## Religious Education

Religious education is delivered in one lesson per week and is an opportunity for pupils to explore and understand the belief systems in the world around them and what supports the decisions individuals make. The study of religious beliefs within the Abrahamic faiths gives pupils the opportunity to develop the foundational knowledge needed for successful study at GCSE.

Term 1 – Origins of the Abrahamic Faiths

- Genesis
- Noah
- Abraham

Pupils will;

- ✓ Develop substantive knowledge of the Abrahamic faiths
- ✓ Develop reading for meaning skills through regular reading comprehension tasks
- ✓ Develop academic writing skills to support progression in Religious Studies and a wide variety of other subjects.

## Resistant Materials

### **Pacman and Robolamp**

In this project students will:

- Know the health & safety issues in the textile's classroom.
- Learn how to use equipment for each part of the project
- Use acrylic to make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Science

Students will be able to:

- Use ray diagrams to show how images are formed by objects such as mirrors, pinhole cameras and the human eye
- Describe the properties that affect the sizes of gravitational forces between different objects in the solar system
- Calculate the weight of an object on different planets
- Explain why we experience seasons
- Compare the relative sizes of different astronomical structures within the universe using astronomical distances

## Textiles

### **Project Soft Sculpture**

In this project students will:

- Know the health & safety issues in the textile's classroom.
- Know how to thread up a sewing machine
- Be able to identify the working parts of the sewing machine
- Be able to sew lines using straight stitch and zigzag stitch, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Year 8 HT2

This term, the following aspects of the curriculum will be covered in your child's class:

### Art

#### Sweet Treats

Within this half term students will:

- Learn about key skills and techniques (Grid drawing, directional shading with colour, paint blending, artist studies and analysis, texture, and construction)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Drama

#### The Tempest

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Script, voice, themes, marking the moment, action clip)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### English

#### The Tempest and Narrative

Students will be able to:

Independently select relevant quotations from The Tempest.

Make clear points about characters' thoughts and feelings from The Tempest.

Identify relevant language and the way The Tempest is structured and make clear comments about Shakespeare's choices.

Make clear comments on how the context and setting creates drama in The Tempest.

Independently, make clear comments about the features of a Shakespearean comedy.

Express clear views about the characters and events we are studying in The Tempest and justify opinions.

Be able to write narratively.

### Food Technology

#### Food for Life

Within this half term students will:

- Describe the functions and food sources for vitamins and minerals and be able to explain the diseases of the deficiency of all vitamins and minerals.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### French

#### Health & Fitness

About the unit:

In this unit pupils develop their ability to discuss simple healthy and unhealthy habits including recommendations. Pupils will also be able to express minor ailments.

The key vocabulary for pupils to master in this unit includes healthy and unhealthy diet, exercise, simple recommendations to keep healthy, ailments.

- Healthy and unhealthy diet and food/drink preferences
- Using du, de la and des
- Healthy habits in the present tense
- Healthy and unhealthy diet and food/drink. Preferences
- Healthy habits in the present tense
- Simple recommendations for a healthy life: modal verbs
- Frequency
- Expressing agreement and disagreement : Je suis d'accord avec ... Je ne suis pas d'accord avec ... ; À mon avis ...
- Combining the 3 time frames when discussing healthy living: what you usually do, what you did yesterday or recently or at a party, what you are planning to do from now on.
- Expressing ailments
- Dialogue/role-play at the doctor's/at the pharmacy  
à + definite article

## Geography

### Unit 2- Population

In this unit pupils will study different aspects of population growth, structure, density and distribution. They will investigate where people of the world are currently living and explore migration. Pupils will have the opportunity to explore their personal geographies as well as topical news events.

Describe and explain the factors that influence the distribution of population at a variety of scales.

To explain the factors affecting population growth and structures within countries.

Describe and explain the factors which people consider when migrating.

Assess the impacts of migration using a chosen host and source country.

## History

Students will be able to describe several of the Tudors' religious policies. Students should be able to describe 3-4 of the following factors: Edward VI, 'Bloody Mary', Elizabeth's image, Elizabeth's religious settlement, Catholic threats, The 'golden age', Spanish Armada, Tudor England.

## Information Technology

Students look at how data is represented within a computer system. They look at the concept of binary and understand why everything which is within a computer system must be converted to binary.

We also look at the different stages when creating a digital project including planning, design, implementation, review, evaluation and feedback.

## Maths

- Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
- Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs
- Coordinates and developing algebraic relationships

## Music

### Minimalism

This half term students will:

- Understanding minimalism through listening, composing and performing, creating a piece of music that demonstrates knowledge and skills through pitchy Dynamics, repetition, texture, harmony and dissonance.
- Demonstrate through verbal and performance, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in football, rugby, netball, hockey, handball/basketball, badminton, fitness and aesthetic activities
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Complete periods of sustained exercise
- Demonstrate good knowledge of basic anatomical structures and link to a specific sport.
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

## Religious Education

Pupils continue to develop their understanding of pivotal stories within the origins of Abrahamic faiths

- Moses
- Leviticus
- Jesus' rebellion and sacrifice
- The beginnings of Islam

Pupils will;

- ✓ Develop substantive knowledge of the Abrahamic faiths
- ✓ Develop reading for meaning skills through regular reading comprehension tasks
- ✓ Develop academic writing skills to support progression in Religious Studies and a wide variety of other subjects.

## Resistant Materials

### Robolamp and CAD

In this project students will:

- Learn about 2D design contour, laser cutter, tinker CAD
- Learn how to use equipment for each part of the project
- Use wood to make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Science

Students will be able to:

- Identify with reasons, differences between atoms, elements and compounds.
- Represent chemical reactions as word equations and apply this to the idea of conservation of mass.
- Explain how an element's position in the periodic table links to its properties (groups 1 and 7).
- Explain how an element's position in the periodic table links to reactivity (groups 1 and 7).
- Describe and explain the components that make up a balanced diet, describing the consequences of an imbalanced diet.
- Evaluate how different lifestyles have different energy needs.

## Textiles

### Project Soft Sculpture

In this project students will:

- To understand what a design brief is.
- To understand the constraints of a design specification.
- To be able to create designs on fabric, using a variety of textile techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser



**Art**

**Islamic Art**

Within this half term students will:

- Learn about Islamic Art (Mark making, form, tone, observational drawing primary and secondary sources, mono printing, artist studies and analysis, colour theory)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

**Drama**

**Introduction to Scripts**

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Content, language, vocals, character, genre, plot, multi role)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

**English**

**Non-Fiction: Social justice**

**Anchor Text: I am malala**

Students will be able to:

Independently select relevant quotations from texts.

Make clear points about writer's perspective.

Identify relevant language and the way texts are structured and make clear comments about writer's choice.

Make clear comments about writer's purpose and methods.

Express clear views about the texts and justify opinion.

**Food Technology**

**Food for Life**

Within this half term students will:

- Demonstrate knowledge of the importance of protein from meat and fish.
- Describe the 2 different sources of fibre and explain the consequences of consuming excess and insufficient amounts of fibre in our diets.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

**French**

**Going out & Staying in**

About the unit:

In this unit pupils further develop their ability to express future plans and narrate events in the past. There is a specific focus on expressing opinions and justifying them, including giving book and film reviews and expressing simple recommendations. The key vocabulary for pupils to master in this unit includes weekend activities including spending money, shopping, eating out, going to the cinema; types of TV programmes and films; music; arranging to go out and excuses.

#### Learning objectives

- Weekend activities in the present tense (not only first person singular) and aimer/detester/adorer... followed by the infinitive.
- Justifying preferences: Parce que, car, depuis... ; Le meilleur/le pire est...
- Frequency: chaque jour, deux/trois fois par semaine, parfois, occasionnellement, jamais, le mardi...
- Immediate future weekend activities
- Asking out
- à + the definite article
- aller (present tense)
- Excuses, plans: Bonne idée!, Non, je n'ai pas envie, etc.
- Likes and dislikes, preferences
- TV programmes
- Types of films
- Types of music
- Simple book/film review introducing some key vocabulary such as: Les personnages, les acteurs, l'intrigue, l'histoire, la fin; C'est incroyable/prévisible... Le meilleur/le pire est...
- Vocabulary clothes
- Vocabulary food and drink items
- Immediate future (revisiting)
- il faut + infinitive
- de after quantities
- Dialogues/role-plays shopping for clothes
- Dialogues/role-plays eating out
- Narrating events in the past including information about going to the cinema, ice-skating, bowling, shopping, eating out
- Expressing habit with weekend activities
- Using "on": On écoute de la musique ; On joue à des jeux vidéo ; On parle de sport
- Future plans
- 

### Geography

#### Unit 3- Tectonics

Students develop their knowledge of tectonic events and landforms and the processes which create them. This unit provides an opportunity for students understanding of development through the investigation of the differing impacts of volcanoes and earthquakes of countries at different stages of development.

Describe the global distribution of plate boundaries and tectonic hazards.

Explain how the movement of constructive, destructive, collision and conservative margins creates different tectonic events and landforms.

Explain how tectonic hazards can be monitored, predicted and prepared for.

Compare the causes, effects and responses to a tectonic hazard in a developed and developing country.

**Students will then begin Weather and Climate**

### History

Students will be able to describe several of the reasons why The English Civil War broke out in 1642. Students should be able to describe 3-4 of the following factors: The Stuarts, Charles I's controversy, Puritans, long term causes of The ECW, short term causes of The ECW.

### Information Technology

This unit of work is based around completing a range of different planning documentation in preparation for creating a digital project.

### Maths

- Use standard units of mass, length, time, money and other measures, including with decimal quantities
- Understand and use the relationship between parallel lines and alternate and corresponding angles
- Calculate interior and exterior angles of (regular) polygons
- Calculate and solve problems involving perimeters of 2-D shapes (including circles) and composite shapes

### Music

#### African Drumming

This half term students will:

- Learn how to play as part of a Western African Drumming ensemble as well as learning the basics of reading and writing rhythmic notation. In the second half-term students will create their own Western African music. Students will also use their voice to sing and chant.
- Demonstrate through verbal and performance, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in football, rugby, netball, hockey, handball/basketball, badminton, fitness, athletics and aesthetic activities
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Demonstrate appropriate strength, aerobic endurance, flexibility and at least 1 other components of fitness required for your chosen activity
- Complete periods of sustained exercise
- Demonstrate good knowledge of basic anatomical structures and link to a specific sport
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

### Religious Education

In Term 2 pupils will begin 3 terms of work studying each of the Abrahamic faiths in chronological order. This further develops understanding of each faith in preparation for further study in KS4.

Term 2 – Judaism

- Jewish belief
- Jewish scriptures
- Orthodox and Reform Judaism
- The Temple and the Synagogue
- Shabat

Pupils will;

- ✓ Develop substantive knowledge of the Abrahamic faiths
- ✓ Develop reading for meaning skills through regular reading comprehension tasks
- ✓ Develop academic writing skills to support progression in Religious Studies and a wide variety of other subjects.

### Resistant Materials

#### Sustainability & Industry

In this project students will:

- Sustainability; knowledge of the 6Rs, upcycling, energy sources
- Understand industry related to manufacturing and construction

- Make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Science

Students will be able to:

- Define current, and describe its behaviour in series and parallel circuits.
- Correctly use apparatus to measure current and potential difference.
- Identify conductors and insulators and calculate resistance values using appropriate units.
- Explain how insulators are charged by friction, and describe the forces between charged objects.
- Draw and interpret simple magnetic field diagrams.
- Describe how electromagnets and direct current motors work.

## Textiles

### **Project Soft Sculpture**

In this project students will:

- To be able to create designs on fabric, using a variety of textile techniques.
- To be able to assess quality of made product.
- To be able to evaluate your made product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

This term, the following aspects of the curriculum will be covered in your child's class:

## Art

### Islamic Art

Within this half term students will:

- Learn about Islamic Art (Mark making, form, tone, observational drawing primary and secondary sources, mono printing, artist studies and analysis, colour theory)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Drama

### Voice

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Audience awareness, intonation, tone, pitch, volume, facial expressions, body language, gesture)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## English

### Dystopian Short Stories

Students will be able to:

Independently select relevant quotations from the text.

Make clear points about characters' thoughts and feelings from the text.

Identify relevant language and the texts are structured and make clear comments about the author's choices.

Make clear comments on how the context and setting creates drama in the text.

Express clear views about the characters and events we are studying in the text and justify opinions.

Share clear views about the text to a group of students and respond to questions.

## Food Technology

### Cupcake Projects

Within this half term students will:

- Independently produce a plan for a cupcake.
- Use descriptive language to evaluate the sensory qualities of unusual cupcake samples.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## French

### School

About the unit:

In this unit pupils further develop their ability to discuss school life including giving and seeking opinions about school rules, uniform, etc. In unit 8 pupils also develop their ability to discuss their hopes and ambitions for the future combining more than one way of expressing the future time frame.

The key vocabulary for pupils to master in this unit includes revisiting school subjects and other school-related vocabulary learnt in Y7, school rules and uniform (revisiting clothes and some modal verb uses); jobs, professions and personal characteristics required for different career paths; work locations and verbs for everyday work-related activities.

#### Learning objectives

- Daily school routine and after school in the present tense including timetable and subjects (revisiting)
- After school clubs/trips/other school activities
- School rules
- Uniform
- Modal verbs (revisiting)
- Frequency and timings (revisiting)
- Narrating routine events in the present (revisiting)
- Expressing and justifying wishes/preferences, including comparison (revisiting)

### Geography

#### Unit 4 – Weather and climate

This unit focuses on patterns and processes associated with weather and climate and the differences between these. Pupils are encouraged to work together to develop an understanding of the principles of weather and climate and the features of weather systems – depressions and anticyclones. In carrying out these activities they engage in enquiry-based learning, interpret weather maps and satellite images. Pupils will investigate the impacts of a high- and low-pressure event from a chosen location and the possible management strategies associated with these.

### History

Students will be able to explain the two interpretations with some information selected from the interpretations. Students should be able to explain the differences between the two campaigns from the interpretations.

### Information Technology

This is the next stage of the digital project where students take the planning documents which they have created in HT3 and start to design the project outline, content creation and review of designs.

### Maths

- Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction
- Solve problems involving percentage change, including: percentage increase, decrease, original value problems and simple interest in financial mathematics
- Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio

### Music

#### African Drumming

This half term students will:

- Learn how to play as part of a Western African Drumming ensemble as well as learning the basics of reading and writing rhythmic notation. In the second half-term students will create their own Western African music. Students will also use their voice to sing and chant.
- Demonstrate through verbal and performance, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in football, rugby, netball, hockey, handball/basketball, badminton, fitness, athletics and aesthetic activities
- Demonstrate control and fluency in response to changing situations
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Demonstrate appropriate strength, aerobic endurance, flexibility and at least 1 other components of fitness required for your chosen activity
- Complete periods of sustained exercise
- Demonstrate good knowledge of basic anatomical structures and link to a specific sport
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

## Religious Education

In Term 2 pupils will beginning 3 terms of work studying each of the Abrahamic faiths in chronological order. This further develops understanding of each faith in preparation for further study in KS4.

Term 2 – Judaism

- Pesach and Yom Kippur
- Persecution
- Holocaust and Holocaust Memorial

## Resistant Materials

### **Pacman and Robolamp**

In this project students will:

- Know the health & safety issues in the textile's classroom.
- Learn how to use equipment for each part of the project
- Use acrylic to make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Science

Students will be able to:

- Describe the structure of the earth.
- Describe the composition of the earth and link this to the rock cycle
- Describe how carbon is recycled in the Earth's atmosphere.
- Link the carbon cycle to impact of human activity and climate change.

## Textiles

### **Project Soft Sculpture**

In this project students will:

- Know the health & safety issues in the textile's classroom.
- Know how to thread up a sewing machine
- Be able to identify the working parts of the sewing machine
- Be able to sew lines using straight stitch and zigzag stitch, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Year 8 HT5

This term, the following aspects of the curriculum will be covered in your child's class:

### Art

#### Masks

Within this half term students will:

- Learn about Masks (Work of Picasso, artist studies and analysis cubism, culture and patterns, colour blending, collage, tone)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Drama

#### Responding to Stimulus

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Audience awareness, intonation, tone, pitch, volume, facial expressions, body language, gesture)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### English

#### Social Justice Poetry

Students will be able to:

Make clear comments about the way the context shapes the meaning of the poem.

Share clear views about the poem to a group of students and respond to questions.

Independently select relevant quotations from the extract.

Make clear points about characters' thoughts and feelings from the extract.

Identify relevant language and the way the extract is structured and make clear comments about the writer's choices.

Express clear views about the characters and events we are studying in the extract and justify opinions.

### Food Technology

#### Cupcake Projects

Within this half term students will:

- Demonstrate effective cake decorating techniques
- Demonstrate how their final cake design closely matches the design brief.
- Independently produce a plan for their final cake design.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### French

#### Holidays



#### About the unit:

In this unit pupils further develop their ability to express future plans, learn to narrate simple events in the past and increase their range and confidence in expressing opinions and justifying them.

The key vocabulary for pupils to master in this unit includes countries, modes of transport, accommodation, holiday activities, places of touristic interest, exclamations (see below), opinions in the past (see below), time expressions (see below).

#### Learning objectives

- Destinations: key European countries and some other popular destinations; focus on pronunciation.
- Modes of transport including opinions (and comparison).
- List of key adjectives such as: rapide/lent/sûr/dangereux/bon marché/coûteux.
- Aller in the perfect tense
- Perfect tense with être
- Holiday activities in perfect tense
- Perfect tense with avoir
- Exclamations that express simple opinions in the past including quantifiers, etc.: C'était amusant/super/phénoménal/flippant/grand/cool/régulier/un mess/extrêmement horrible/horrifique/un peu rare...
- Narrating events in the past including sequencing/time expressions: plus tard, le premier jour, le dernier jour, un autre jour, le matin, dans l'après-midi...
- Describing holidays in the present
- Expressing opinions and preferences
- Future plans using the immediate future
- Expressing preferences, opinions and future wishes

## Geography

**Students will continue with their weather and climate topic before starting revision for their end of year exam.**

## History

Students will be able to Describe several of the changes during The Industrial Revolution/changes in Parliamentary power. Students should be able to describe 3-4 of the following factors: Steam technology/ industrial machinery, Working and living conditions in towns and cities, The benefits of industrialisation to English society, the concept of similarity and difference.

## Information Technology

This unit students will start to create their final product based on the planning documents and feedback from their peers.

## Maths

- Derive and apply formulae to calculate and solve problems involving area of triangles, parallelograms, trapezia and (part)circles
- Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts and vertical line (or bar) charts for ungrouped and grouped numerical data
- Describe, interpret and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)

## Music

### Reggae

This half term students will:

- Knowledge of Reggae genre. Performance and ensemble skills. Students will enhance their knowledge of syncopation, chords and riffs as well as the context of Reggae.
- Demonstrate through verbal and performance, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in cricket, rounders, softball, tennis, fitness, athletics and aesthetic activities
- Demonstrate control and fluency in response to changing situations
- Employ a range of tactics or creative processes and adapt them to changing environments
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Demonstrate appropriate strength, aerobic endurance, flexibility and at least 1 other components of fitness required for your chosen activity
- Complete periods of sustained exercise
- Demonstrate good knowledge of basic anatomical structures and link to a specific sport
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

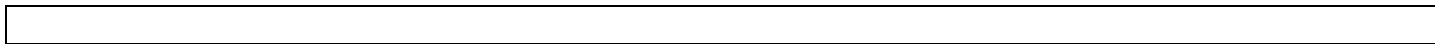
## Religious Education

Term 3 - Christianity

- The Nativity
- Jesus' Ministry
- The Sermon on the Mount
- The Death of Jesus
- The Council of Nicaea

Pupils will;

- ✓ Develop substantive knowledge of the Abrahamic faiths
- ✓ Develop reading for meaning skills through regular reading comprehension tasks
- ✓ Develop academic writing skills to support progression in Religious Studies and a wide variety of other subjects.



## Resistant Materials

### Robolamp and CAD

In this project students will:

- Learn about 2D design contour, laser cutter, tinker CAD
- Learn how to use equipment for each part of the project
- Use wood to make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Science

Students will be able to:

- Describe how roots take up minerals, nutrients and water from the soil
- Describe photosynthesis in a word equation representing products and reactants
- Describe how leaves are adapted to carry out photosynthesis
- Describe the role of plants in maintaining the levels of gases in the atmosphere
- Describe the importance of pollination on food security

## Textiles

### Project Soft Sculpture

In this project students will:

- To understand what a design brief is.
- To understand the constraints of a design specification.
- To be able to create designs on fabric, using a variety of textile techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

## Year 8 HT6

This term, the following aspects of the curriculum will be covered in your child's class:

### Art

#### Masks

Within this half term students will:

- Learn about Masks (Work of Picasso, artist studies and analysis cubism, culture and patterns, colour blending, collage, tone)
- Work in sketchbook which demonstrates all the key skills and techniques, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Drama

#### Improvisation

Within this half term students will:

- Learn about the key techniques and skills of performance in drama (Storytelling, listening, devising, non-scripted)
- Create practical work demonstrating the techniques and skills learnt, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### English

#### Pygmalion

Students will be able to:

Independently select relevant quotations from the text.

Make clear points about characters' thoughts and feelings from the text.

Identify relevant language and the way Pygmalion is structured and make clear comments about the writer's choices.

Make clear comments on how the context and setting creates drama in the text.

Express clear views about the characters and events we are studying in the text and justify opinions.

Share clear views about the text to a group of students and respond to questions.

### Food Technology

#### Cupcake Projects

Within this half term students will:

- Knowledge of food labelling, design a realistic cake box that includes all 8 pieces of information that has to be on a label by law.
- Use a range of techniques to create dishes that have been prepared and cooked independently with precision. Considering food safety and hygiene as well as presenting dishes to the teacher, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### French

Students will complete a cultural module, where they will learn about the culture in France and French speaking countries. They will strengthen their knowledge of different tenses and complete the United Learning end of year assessment.

- Daily routine
- Health and fitness
- School
- Going out/staying in/TV&Films
- Holidays
- Present tense
- Future tense
- Past tense with –ER verbs
- Past tense
- Irregular past tense
- Opinions
- Reasons
- Connectives
- Intensifiers
- Time phrases

## Geography

### Unit 5 – Global ecosystems

This unit develops students understanding of climate and its role in the development of variety of biomes. Students will examine the process which transfer and store energy within a named biome. Students will have the opportunity to explore the challenge of human exploitation in these areas.

Describe the global distribution of biomes.

Understand the factors that influence the distribution of biomes.

Can explain adaptations in two contrasting biomes.

Assess the opportunities and challenges of human exploitation of biomes.

## History

Explain 3-4 of the changes to Parliamentary Power from 1300-1800: changing royal authority, growth of Parliament, role of the Prime Minister and cabinet government, Whig interpretation.

## Information Technology

This unit of work will be based upon the client brief changing from the one which was given to students at the start of HT3. They will have to discuss the best way to change and amend the digital project completed in HT5 to meet the target audience and new client brief.

## Maths

- Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
- Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D
- Derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes) and other prisms (including cylinders)

## Music

### Ukulele Part 2

This half term students will:

- Students' progress on from Year 7 learning new such as Em, D, and 7th chords. They will aim to play a piece of rock music
- Demonstrate through verbal and performance, including a formal practical assessment piece

- Complete a fluency test on key words from the knowledge organiser

### Physical Education

Students will be able to:

- Select, combine and perform skills and techniques in small group and individual scenarios, in cricket, rounders, softball, tennis, fitness, athletics and aesthetic activities
- Demonstrate control and fluency in response to changing situations
- Employ a range of tactics or creative processes and adapt them to changing environments
- Accurately explain and evaluate the effectiveness of your own and/or others' performances and justify appropriate improvements / responses
- Lead and motivate others in pairs, teams with confidence demonstrating excellent organisational skills
- Demonstrate appropriate strength, aerobic endurance, flexibility and at least 1 other components of fitness required for your chosen activity
- Complete periods of sustained exercise
- Demonstrate good knowledge of basic anatomical structures and link to a specific sport
- Explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being

### Religious Education

Term 3 – Christianity

- Saint Augustine
- Protestantism
- Christianity today

Pupils will;

- ✓ Develop substantive knowledge of the Abrahamic faiths
- ✓ Develop reading for meaning skills through regular reading comprehension tasks
- ✓ Develop academic writing skills to support progression in Religious Studies and a wide variety of other subjects.

### Resistant Materials

#### Sustainability & Industry

In this project students will:

- Sustainability; knowledge of the 6Rs, upcycling, energy sources
- Understand industry related to manufacturing and construction
- Make a product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser

### Science

Students will be able to:

- Revisit key ideas on particle theory
- Explain the process of diffusion and apply to a range of situations
- Calculate pressure in liquids and gases

### Textiles

#### Project Soft Sculpture

In this project students will:

- To be able to create designs on fabric, using a variety of textile techniques.
- To be able to assess quality of made product.
- To be able to evaluate your made product, including a formal practical assessment piece
- Complete a fluency test on key words from the knowledge organiser