

# Year 8 Curriculum



	Curriculum Coverage	Assessment	Ways to support at home
English	<p>Across year 8 students study 5 units of work on a theme of <b>community and relationships</b>.</p> <p><b>Unit 1:</b> Shakespeare study- <i>Much Ado About Nothing</i>. Reading and understanding a Shakespearean comedy, understanding contextual details and how to apply them to a text, identifying how Shakespeare uses language to create the comedic relationship in the play. Essay writing skills.</p> <p><b>Unit 2:</b> Oracy scheme- Community. Reading, writing and understanding a variety of spoken texts and how they persuade people to contribute towards a common goal.</p> <p><b>Unit 3:</b> Novel study on <i>The Giver</i> by Lois Lowry. Developing descriptive skills and investigating how writers use description to drive story telling.</p> <p><b>Unit 4:</b> Relationships poetry. A study of a selection of poems that look at different types of relationships. Analysis of how language structure and form are used to express emotion.</p> <p><b>Unit 5:</b> <i>Sherlock Holmes</i>- 19th century fiction. Reading and understanding how Conan Doyle uses description to develop character, setting and narrative. Identifying how context affects a narrative and writing to describe</p>	<p><b>Unit 1:</b> Assessment of reading skills- essay writing and language analysis skills. Peer assessment of writing skills</p> <p><b>Unit 2:</b> Assessment of speaking skills. Peer assessment of writing skills.</p> <p><b>Unit 3:</b> Assessment of descriptive writing skills. Peer assessment of reading skills</p> <p><b>Unit 4:</b> Assessment of reading skills- language and structural analysis. Peer assessment of writing skills</p> <p><b>Unit 5:</b> Written exam on descriptive writing skills. Peer assessment of reading and speaking skills</p>	<ol style="list-style-type: none"> <li>1) Encouraging students to read and write as much as possible</li> <li>2) Making sure that students complete home learning tasks</li> <li>3) Watching films and TV programs with links to the texts that are being studied in class</li> <li>4) Talking to students about the work they are completing in class</li> <li>5) Reading the texts that the students are reading in class</li> <li>6) Pair reading- choose a book with your child and read the same one so you can talk about it</li> <li>7) Making sure that students have access to good quality non-fiction such as newspapers and other regular publications</li> </ol>
Maths	<p>Across year 8 students study 6 units of the fundamentals of Maths, as a continuation of their studies from Year 7. Each unit has a booklet which students work through.</p> <p><b>Unit 7:</b> Number Theory;</p> <p><b>Unit 8:</b> Fractions Conceptually;</p> <p><b>Unit 9:</b> Algebra Manipulating Terms;</p> <p><b>Unit 10:</b> Fractions Multiply &amp; Divide;</p> <p><b>Unit 11:</b> Manipulating Expressions;</p> <p><b>Unit 12:</b> Fractions Add &amp; Subtract</p>	<p>A 25-mark evaluation at the end of each unit and a 50-mark assessment at the end of each term.</p>	<ol style="list-style-type: none"> <li>1) Encourage use of the Sparx Maths homework platform.</li> <li>2) For extra work, they can do further work on Sparx with the XP Boost or Target homework.</li> </ol>
Science	<p>In year 8, we build on the foundations laid in year 7 and introduce new concepts. We also continue to build on the science skills needed for GCSE. The topics covered are: Periodic table, variation, speed, digestion, Earth structure, types of reaction, pressure, breathing, energy costs, heating and cooling, chemical energy, climate, inheritance and evolution, magnetism, sound, photosynthesis and respiration, health and interdependence.</p>	<p>Every half term there will be an assessment on the topics studied to date.</p>	<ol style="list-style-type: none"> <li>1) Ensuring homework is done will help your child make good progress in their literacy skills and their experimental skills in science. Homework consist of skills tasks and reading tasks.</li> </ol>

<b>Religious Education</b>	<p>In Year 8, students explore more philosophical themes to find both contrasts and similarities between the religions. They also explore Christian martyrs such as Jesus and Joan of Arc. For their PSHCE units, students will learn about healthy habits, improve their financial literacy and also explore the concept of social justice and equality.</p> <ul style="list-style-type: none"> <li>- Religions - How do they compare?</li> <li>- Who was Jesus?</li> <li>- Conflict, heroes and Martyrs</li> <li>- Society &amp; health (PSHCE)</li> <li>- Managing Money (PSHCE)</li> <li>- Social justice and equality (PSHCE)</li> </ul>	<p>Exam-style assessment (22 Marks)</p> <p>A1 - Religions: How do they compare?</p> <p>A2 - Who was Jesus?</p> <p>A3 - EoY: Conflicts, heroes and martyrs</p>	<ol style="list-style-type: none"> <li>1) Watch and read the news regularly to maintain up to date knowledge of current affairs to provide examples</li> <li>2) Support with completion of homework and revision using Seneca / Microsoft Teams</li> </ol>
<b>History</b>	<p>Y8 history students cover British and world history from the 16th century through to the early 20th century:</p> <ul style="list-style-type: none"> <li>- The English Civil War</li> <li>- The Industrial Revolution &amp; Jack the Ripper</li> <li>- Empire</li> <li>- Slavery</li> <li>- American Civil Rights</li> <li>- Women and the Vote</li> </ul>	<p>Assessments consist of short-answer knowledge questions along with extended writing answers.</p>	<ol style="list-style-type: none"> <li>1) Encourage your child to read - this can be history-related or unrelated! It helps develop literacy and broaden vocabulary.</li> <li>2) Support completion of home learning tasks and revision prior to assessments.</li> <li>3) Watch the news and discuss this with your child - there are numerous links between current affairs and the past</li> </ol>
<b>Geography</b>	<p>The year 8 geography curriculum dives deeper into physical and human geographical processes, covering topics:</p> <ul style="list-style-type: none"> <li>- Coasts</li> <li>- Rainforests</li> <li>- Population</li> <li>- Tectonic Hazards</li> <li>- Natural Resources</li> </ul>	<p>End of topic written assessments for all topics except Rainforests which is examined through a homework and classwork project.</p>	<ol style="list-style-type: none"> <li>1) Check they are doing (and help them if needed) with homework and revision.</li> <li>2) Encourage your child to keep up to date with geography in the News. Listening to the news will expose your child to key geography terms and ideas every day and make the geography they are learning in class more relatable.</li> <li>3) Ask your child to verbalise what they have learnt in lesson. Test them on any new key words they have learnt so they are embedded in their long-term memory.</li> </ol>
<b>French</b>	<p>In year 8, students continue their focus on key words and get introduced to key grammar concepts. They will study the following topics:</p> <ol style="list-style-type: none"> <li>1. Family and home</li> <li>2. Free time</li> <li>3. Going out</li> <li>4. Eating and drinking</li> <li>5. Trips and holidays</li> <li>6. Friends</li> </ol>	<p>Four skills are assessed. Each skill is weighted equally and will be assessed twice throughout the year.</p> <ol style="list-style-type: none"> <li>1. Speaking test: communicate and interact effectively in speech</li> <li>2. Listening test: understand and respond to different types of spoken language</li> <li>3. Reading test: understand and respond to different types of written language</li> <li>4. Writing test: communicate in writing</li> </ol>	<ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>

Spanish	<p>In year 8, students continue their focus on key words and get introduced to key grammar concepts. They will study the following topics:</p> <ol style="list-style-type: none"> <li>1. My friends</li> <li>2. Invitations</li> <li>3. Holidays</li> <li>4. Food</li> <li>5. Fashion</li> <li>6. From Barcelona</li> </ol>	<p>Four skills are assessed. Each skill is weighted equally and will be assessed twice throughout the year.</p> <ol style="list-style-type: none"> <li>1. Speaking test: communicate and interact effectively in speech</li> <li>2. Listening test: understand and respond to different types of spoken language</li> <li>3. Reading test: understand and respond to different types of written language</li> <li>4. Writing test: communicate in writing</li> </ol>	<ol style="list-style-type: none"> <li>1) Remind students to revise regularly for in class fortnightly vocab tests.</li> <li>2) When possible, test students on their vocab sheet or speaking answers.</li> <li>3) Encourage students to use third party websites or apps to help their language learning (Duolingo, Linguascope, Quizlet)</li> <li>4) If available, use streaming services and Youtube to watch French dubbed or subtitled films and cartoons.</li> </ol>
Art	<p>In Year 8, students explore drawing and painting skills in depth, building upon their prior learning from year 7. They complete one project per term, which focuses on an artist or movement and focuses on developing these key techniques.</p> <ul style="list-style-type: none"> <li>- Portraiture drawing; Mark Powell</li> <li>- Portraiture painting; Lucian Freud, Frida Khalo &amp; other portrait painters</li> <li>- Still Life: Cakes; Wayne Thiebaud and the Pop Art Movement</li> </ul>	<p>Project Assessment (20marks)</p> <p>AO1 : The ability to analyse the work of artists, both orally and in written format.</p> <p>AO2: The ability to use a variety of media well through the project.</p> <p>AO3: The ability to record their ideas through drawing, painting, and written annotation.</p> <p>AO4: The ability to produce a quality outcome that summarises their learning.</p>	<ol style="list-style-type: none"> <li>1) Visit Art Galleries</li> <li>2) Support with completion of homework set on Microsoft Teams</li> <li>3) Discuss project themes and support in practicing of techniques learned in school</li> </ol>
Drama	<p>Autumn 1: Melodrama  Autumn 2: Murder Mystery  Spring 1: Romeo and Juliet  Spring 2: Commedia Del'Arte  Summer 1: War Horse  Summer 2: Big Al's Pizzeria</p>	<p>Autumn 1: Performance assessment  Autumn 2: Performance assessment  Spring 1: Creating assessment  Spring 2: Creating assessment  Summer 1: Responding assessment  Summer 2: Creating assessment</p>	<ol style="list-style-type: none"> <li>1) Support with completing half-termly homework projects</li> <li>2) Encourage students to sign up to an extra-curricular club- i.e. Drama club or the annual production</li> <li>3) Take your child to the theatre - any exposure to live performance is excellent to build student's repertoire</li> </ol>
Music	<p>Autumn 1: Musical Theatre - To learn about the genre and play a piece on the keyboard  Autumn 2: Guitar - To play a professional performance on the guitar.  Spring 1: Going to a Concert - To learn about the instruments of the orchestra and the role of the conductor.  Spring 2: Film Music - To explore the use of music within film and to compose music to accompany a film clip.  Summer 1: Djembe Drumming - to perform a piece of drumming music using polyrhythms and call and response.  Summer 2: Rap - To learn about the genre and create their own historical Rap</p>	<p>Half termly assessment on content and skills covered.</p>	<ol style="list-style-type: none"> <li>1) Support with completing half-termly homework projects</li> <li>2) Encourage students to sign up to an extra-curricular club- i.e. Choir, Band or the annual production</li> <li>3) Listen to a wide range of music at home, this is an excellent way to build student's repertoire</li> </ol>

<b>Physical Education</b>	<p>Autumn 1: Invasion and Health and Fitness  Autumn 2: OAA and Tournaments  Spring 1: Healthy and Fitness and Games Leadership  Spring 2: Net and Wall, Gymnastics  Summer 1: Striking and Fielding, Athletics  Summer 2: Athletics Competition, Striking and Fielding</p>	<p>Pupils are assessed in 4 main areas across all sporting activities and provided with a % achievement by their teachers, this will determine if they are Above, On or Below target.  Performance: 10  Applying skills and decision making: 10  Evaluating and improving: 10  Growth mindset: 10</p>	<p>1) Healthy lifestyle -encourage a minimum of 30 minutes of high impact exercise a day  2) Balanced diet  3) Join a club</p>
<b>Design and Technology</b>	<p>Timbers - Marking out, cutting, assembly. CAD &amp; laser cutting and casting  Pewter  Mechanisms - Cams, Levers, gears, papercraft modelling  Food - Further kitchen safety, kneading, shaping, baking, making basic meals</p>	<p>Assessment is ongoing on the practical skills.  End of year design test.</p>	<p>1) Encourage students to be creative, cooking and helping out with projects at home.</p>
<b>Computing</b>	<p>In Year 8 the students study the following topics:  1. Creating websites using HTML and CSS.  2. Representing numbers and text using binary digits.  3.AI.  4. Computer systems.  5. Mobile App development.  6. Media - Vector graphics.  7. Introduction to Python programming</p>	<p>Three Assessments throughout the year.  Made up of multiple choice and longer answer questions</p>	<p>1) Encourage students to practice the skills that have been learnt in class</p>