

YEAR 8 – SPRING TERM	
Subject Skills	Subject Knowledge
<b>ENGLISH</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations.</li> <li>• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> <li>• Show understanding of the relationship between texts and the contexts in which they were written. Compare writers’ ideas and perspectives, as well as how these are conveyed across two or more texts.</li> <li>• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> <li>• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organise information and ideas, using structural and grammatical features to support coherence and cohesion and texts</li> <li>• Presenting in a formal setting</li> <li>• Listen and respond appropriately to spoken language</li> <li>• Use spoken standard English appropriately</li> </ul>	<p><b>Text– Romeo &amp; Juliet – William Shakespeare</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Elizabethan theatres and their role in society</li> <li>• Key aspects of Shakespeare’s language and his impact upon modern spoken and written English</li> <li>• The patriarchal society of Elizabethan England</li> <li>• Contextual information relevant to the play and the time in which it was written</li> <li>• Wider Tudor practices, traditions, laws and beliefs</li> <li>• How characters, setting and action are developed in a play</li> <li>• How modern directors have presented the play and how the play is still relevant to a modern audience</li> <li>• How language use can manipulate audience response</li> <li>• How to prepare a scene for performance</li> <li>• How to organise their time effectively to produce a portfolio of associated tasks on Elizabethan society and culture</li> <li>• Shakespeare’s sonnets and other poems by his contemporaries</li> </ul>
<b>MATHS</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• <b>Representing data</b> - scatter graphs and correlation; designing and using one and two-way tables; listing outcomes</li> <li>• <b>Probability</b> - using sample space diagrams; using tables</li> <li>• <b>Brackets, equations and inequalities</b> - multiplying out single brackets; forming and using expressions, formulae and identities; forming and solving equations and inequalities with and without brackets</li> <li>• <b>Sequences</b> - using more complex rules e.g. with brackets and squared terms</li> <li>• <b>Fractions and percentages</b> - revisit fraction, decimal and percentage equivalence; one number as a percentage of another</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• <b>Representing data</b> - scatter graphs and two-way tables</li> <li>• <b>Probability</b> - sample space diagrams</li> <li>• <b>Brackets, equations and inequalities</b> - using brackets in algebraic equations</li> <li>• <b>Mathematics and money</b> - the role of maths and money in real life</li> </ul>

- **Number sense** - developing mental strategies; measures and units; estimation, including rounding to a given number of decimal places; revisit order of operations; HCF and LCM (from Year 9)
- **Mathematics and money** - calculating wages and taxes; analysing bills and bank statements; calculating interest; unit pricing (best buys)

## SCIENCE

**Working scientifically** – pupils will have the opportunity to develop the following skills:

- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- Make and record observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements
- Apply mathematical concepts and calculate results
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses
- Evaluate data, showing awareness of potential sources of random and systematic error
- Identify further questions arising from results
- Use and derive simple equations and carry out appropriate calculations

**Waves (Light and Sound)** - pupils will have the opportunity to develop their knowledge about:

- The similarities and differences between light waves and waves in matter
- Light waves travelling through a vacuum; speed of light
- The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- Ray model and be able to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
- Light as transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras
- Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

**Photosynthesis and Environmental Interactions** - pupils will have the opportunity to develop their knowledge about:

- How plants make carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.
- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.
- The reactants in, and products of, photosynthesis
- The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere
- The adaptations of leaves for photosynthesis
- The role of leaf stomata in gas exchange in plants

	<ul style="list-style-type: none"> <li>• The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</li> <li>• The importance of plant reproduction through insect pollination in human food security</li> <li>• How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</li> </ul>
<b>AMBITION</b>	
<p><b>Labour Market &amp; Careers Information</b> – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Research and investigate following specific pathways</li> <li>• Working collaboratively and presenting their findings in a variety of formats including whole-class presentations</li> <li>• Writing personal statements about themselves</li> <li>• Recognising personal data and limiting personal data digital footprints</li> </ul> <p><b>Personal Finance</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Identify and recognise enterprising qualities</li> <li>• Apply a variety of approaches including calculations to manage personal and household budgets to develop financial capability and become financially literate</li> <li>• Finding information from a variety of sources; checking the reliability of information</li> </ul>	<p><b>Labour Market &amp; Careers Information</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Careers across a variety of sectors; the variety of Jobs and occupations available including how these may change in the future</li> <li>• Stereotypes and discrimination; impact on individuals and those around you; challenging stereotypes. that could be damaging to you and those around you; challenging stereotypes</li> <li>• Social media and the impact it could have on your career</li> </ul> <p><b>Personal Finance</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Employment laws; the laws and by-laws relating to young people’s permitted hours and types of employment; how to minimise health and safety risks to you and those around you; managing a personal budget; contributing to household and school budgets</li> </ul>
<b>ART</b>	
<p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Draw accurately from observation using tone, texture, shape and form</li> <li>• Use appropriate media, blending and colouring accurately</li> <li>• Use media neatly and accurately.</li> <li>• Apply a good quality finish to a piece of work</li> <li>• Demonstrate good making skills</li> <li>• Recognising when planning needs adapting</li> <li>• Model, draw and discuss a range of ideas</li> <li>• Develop specifications to include the needs of the user and function</li> <li>• Review, refine and modify work independently</li> </ul>	<p><b>3D Shoe Project</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Different existing products</li> <li>• Stages of planning</li> <li>• How some materials are fixed together</li> <li>• Modelling techniques</li> <li>• Painting techniques</li> </ul>

<p><b>COMPUTING</b></p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate a wide application of computational thinking to their work</li> <li>• Create physical computing projects which include a range of interactivity to the environment or user</li> <li>• Demonstrate an ability to use two or more programming languages to write and develop a computer program</li> <li>• Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics</li> <li>• Exchange information and ideas with others in a variety of ways, including using digital communications</li> <li>• Reflect on their responsibilities as creators and users of creative work</li> </ul>	<p><b>Physical Computing with the Raspberry Pi</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Python programming and this text based programming language – Python</li> <li>• Python on the Raspberry Pi and the Explorer Hat Pro to control input and output devices</li> </ul> <p><b>Journalism in the 21<sup>st</sup> Century</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Creating a set of webpages using Google sites</li> <li>• How to use audio software to make their news articles accessible for other users</li> </ul> <p><b>Digital literacy</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• <b>Creators’ responsibilities</b> - their responsibilities as creators and users of creative work</li> <li>• <b>Which me should I be</b> - that presenting themselves in different ways online carries both benefits and risks</li> </ul>
<p><b>FOOD SCIENCE</b></p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes</li> <li>• Select from and use a wide range of tools and equipment to perform practical tasks</li> <li>• Make a simple circuit using conductive thread and LEDs</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p><b>E Textiles</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• How and why electronics can be used in textiles</li> <li>• Incorporate this knowledge when designing and making a product using textile materials</li> <li>• Their produce and practical skills through evaluation</li> </ul>
<p><b>FRENCH</b></p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Picking out details in a passage referring to different time frames</li> <li>• Understanding passages or dialogues spoken clearly and more slowly than a normal native speaker</li> <li>• Reading phrases and short texts aloud with reasonable pronunciation when reading text that includes some unfamiliar language</li> <li>• Expressing ideas, opinions, reasons and factual information in more than one time frame</li> </ul>	<p><b>Social Times</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Events in the past including weekend and evening activities</li> <li>• How to talk about, and give opinions on television programmes and excursions</li> <li>• How to talk about mealtimes</li> <li>• How to plan and shop for a party in French</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• The perfect tense with <i>être</i>,</li> <li>• Using <i>c’était, il y avait</i>,</li> </ul>

- Using a dictionary to determine whether verbs are regular or irregular
- Identifying the tense of verbs within a text
- Using more than one time frame
- Translating short sentences into French containing language from recent topics
- Writing short paragraphs from memory
- Using more than one time frame

- Extending and linking sentences,
- The definite article after *aimer, détester* and *préférer*
- The partitive article – *du/de la/des*
- Using *de* with quantities
- Use of the impersonal expression *il faut + infinitive*

## HUMANITIES

**Geography** – pupils will have the opportunity to develop the following skills:

- locating cities, countries and regions of Africa and the Middle East on physical and political maps
- Explaining with understanding the processes which have shaped distinctive landscapes
- Explaining how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places
- Explaining and showing understanding of similarities and links between places through the study of human and physical geography of a region within Africa
- Using a variety of map types to locate and investigate places studied
- Collecting, analysing, and drawing conclusions and communicate geographical information in a variety of ways

**Geography** – pupils will have the opportunity to develop their knowledge about:

- What we mean by risk and understand how we categorise different types of risk that exist throughout the world
- Earthquakes, tsunamis and volcanoes
- The 2014 Asian Tsunami
- Hazards and how countries reduce natural risks

## MUSIC

Throughout the term pupils will have the opportunity to develop the following skills:

- **Performing:** making adjustments to fit my own part in a group; making improvements to my work in relation to style
- **Composing:** using relevant notations to create music; improvising and composing in different styles developing musical ideas; composing for different occasions using a variety of musical ideas
- **Listening & Appraising:** using KS3 vocabulary to analyse different features; identifying the characteristics of some genres and styles; analysing, comparing and evaluating music from different periods; listen with increasing discrimination to a wide range of music from a variety of composers and to develop a deepening understanding of music and its history

**Film Music** – pupils will have the opportunity to develop their knowledge about:

- The 10 musical elements at higher level and how to exploit these to create an effective piece of music for a moving image
- The main aims of music in film, and to know the musical features commonly used to accompany each aim

**Popular Music** – pupils will have the opportunity to develop their knowledge about:

- The 10 musical elements at higher level and to be able to identify these and discuss them confidently
- The features of popular music, with links to different decades, ultimately, knowing how music has developed over time
- How popular music relates to wider society

PE	
<p><b>Gymnastics</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Perform a variety of balances</li> <li>• Perform a variety of rolls</li> <li>• Create a basic floor routine with help</li> </ul> <p><b>Volleyball</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Perform a volley on your own and with a partner</li> <li>• Perform a volley in a game situation</li> <li>• Throw the ball over the net to serve</li> </ul> <p><b>Netball</b> – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of the footwork rule</li> <li>• Demonstrate the chest pass with some control</li> <li>• Catch a ball</li> <li>• Be able to get free when being marked</li> </ul> <p><b>Rugby</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate a tag tackle in a game</li> <li>• Pass the ball backwards to a teammate</li> <li>• Catch a pass from a team mate</li> <li>• Run with the ball in 2 hands</li> </ul> <p><b>OAA</b> - pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Complete a basic orienteering course</li> <li>• Plan a basic course with help</li> <li>• Identify markers in front of me on the map</li> </ul>	<p><b>Gymnastics</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Why a warm up is important</li> <li>• What a 'balance' is</li> <li>• Different types of rolls</li> </ul> <p><b>Volleyball</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• how a game of volleyball works and how it is scored</li> </ul> <p><b>Netball</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• What footwork means</li> <li>• How a game of netball works</li> </ul> <p><b>Rugby</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Which way you run and which way you pass</li> <li>• How a game of tag rugby works</li> </ul> <p><b>OAA</b> - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• What orienteering is</li> <li>• The names of some symbols on a map</li> </ul>
<p><b>PSHE</b></p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Negotiating and solving problems</li> <li>• Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</li> <li>• How to access local health services and other sources of support</li> <li>• How to safely access sources of support for themselves or their peers</li> </ul>	<p><b>Identity &amp; Communities</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying and discrimination on individuals and communities</li> <li>• Guidelines for successful community life</li> <li>• Qualities that improve community life</li> <li>• About the potential tensions between human rights, British law and cultural and religious expectations and practices</li> <li>• The role of mediation in problem-solving</li> </ul>

	<ul style="list-style-type: none"> <li>• The roles played by public institutions in society, and the ways in which citizens work together to improve their communities</li> <li>• Some of the leading agencies that support young people</li> </ul> <p><b>Planning for the future</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• How to get the tools for a successful future</li> <li>• The importance of thinking about the future today</li> <li>• Some of the jobs that teenagers can do</li> <li>• Some of the rules affecting teenagers and work</li> <li>• Pressures which can arise when working and studying at the same time</li> <li>• How we choose to support different kinds of shops</li> <li>• How price and competition affect our consumer decisions</li> <li>• How our consumer decisions affect other people</li> </ul>
<p><b>RE</b></p> <p>Throughout the term pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>• Ask thoughtful, insightful questions in response to the learning</li> <li>• Confidently research, gather, select and organise information, using a range of sources</li> <li>• Use a wide range of key religious vocabulary correctly and in context written and orally</li> <li>• Confidently express opinion and contribute by responding and adding to the views of others</li> <li>• Organise and present work using a range of different styles and creativity according to the audience</li> <li>• Show empathy in response to the learning</li> <li>• Reflect and make links to my own experiences and beliefs</li> <li>• Begin to debate key issues</li> <li>• Begin to formulate arguments against key issues</li> <li>• Research a variety of perspectives before formulating an opinion or conclusion to the question</li> <li>• Comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion</li> <li>• Analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint</li> </ul>	<p><b>Social and Moral Issues</b> – pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>• Different social and moral issues through the lyrics and images of music and its emotional impact</li> <li>• Key issues and their relevance in 2019 from when the song was written (ranging from twenty years ago to present day)</li> <li>• Negative and positive aspects in the world</li> <li>• A range of emotive and challenging subjects including abortion, euthanasia, vegetarianism, capital punishment</li> </ul>

