Corbridge Middle School

Y8 Curriculum Overviews – Summer Term 2018

English:	Year 8 Text – Noughts and Crosses by Malorie Blackman
Throughout the Key Stage, pupils' skills are developed in: AO1- Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations. AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3 - 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. AO4/AO6- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register. Organise information and ideas, using structural and grammatical	Reading: • Characters and Relationships (Lit AO1-4) • Comparison of the home/lives of Sephy & Callum (AO1-4) • 'I have a dream…' figurative language/ rhetorical devices (Reading AO2-4) • Growing Up (Lit AO1,2) • Extended Reading Response, including context (Lit AO2, 3) Writing: • Interpreting the novel from the prologue (Lit AO1,2 reading AO2) • Leaflet on Malorie Blackman, focus on context/ themes (AO5,6, Lit AO3) • Persuasion— Out of Heathcroft High! (AO5,6) • "My ineffectual days are over" - how a writer builds tension (Chap 40) • (Lit AO1, 2) • Own persuasive speech (in full) on issues of own choice (AO5,6) • Book Review (Reading AO4) Spoken Language: • Debate and discussion groups, demonstrating the correct use of Standard

features to support coherence and cohesion and texts AO7 - Present in a formal setting AO8 - Listen and respond appropriately to spoken language AO9 - Use spoken standard English appropriately	English and changing talk to suit audience and purpose ● Individual presentations using persuasive techniques and oratorical devices ● Explaining, describing and illustrating ideas to an audience and responding to questions raised ● Taking part in groups presentations, role plays, hot seating and improvisations ● Sustaining a voice throughout ● Understanding how to manipulate language to affect audience response ● A range of enrichment opportunities, including choral speaking and recitation is also offered in KS3
<u>Mathematics:</u>	<u>Ratio, proportion & rates of change</u> • Change freely between related standard units [for example time, length, area, volume/capacity, mass] • Use ratio notation, including reduction to simplest form. • Divide a given quantity into two or more parts. • Given information about one part, find the whole or other part(s). • Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. • Use compound units such as speed, unit pricing and density to solve problems. • Solve problems involving direct and inverse proportion, including graphical and algebraic representations. • Draw and interpret pie charts. <u>Statistics</u> • Construct and analyse stem and leaf diagrams, including back to back. • For non-grouped data given in the form of a table, find the mean, median, mode and range.

	<u>Geometry – 3D shapes</u> • Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D. • Convert between cm3and m3 • Know and use the fact that 1 litre = 1000cm3 • Derive and apply formulae to calculate and solve problems involving volume and surface area of cuboids (including cubes) and other prisms (including cylinders). • Construct and interpret plans and elevations of 3-D shapes.
<u>Science:</u> Continue building on the Year 7 Working Scientifically skills and extending the skills to include: ▪ 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	<u>Chemical Reactions 2 including and the Periodic Table Reactivity Series and Rates of Reaction</u> • Research the varying physical and chemical properties of different elements • Consider the principles underpinning the Mendeleev Periodic Table • Study the Periodic Table: periods and groups; metals and non-metals • Recognise how patterns in reactions can be predicted with reference to the Periodic Table • Describe the properties of metals and non-metals • Investigate displacement reactions • Explore what catalysts do (rates of reactions) <u>Electricity and Electromagnetism</u> • Review electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge • Study potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • Measure differences in resistance between conducting and insulating components (quantitative). • Explain static electricity as the separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects

	• Consider the idea of electric field, forces acting across the space between objects not in contact. • Describe magnetic poles, attraction and repulsion • Measure magnetic fields by plotting with compass, representation by field lines and link to Earth's magnetism, compass and navigation • Investigate the magnetic effect of a current, electromagnets, D.C. motors (principles only).
<u>Ambition:</u>	<u>Ten Years' Time</u> – pupils will cover: • Education pathways • Using skills to develop a career • Managing money well • Putting it all together to achieve goals. • Explain how you have benefited as a learner from career and work related learning activities and experiences • Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance that you need • Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need • Independent careers guidance - 1:1 or group interviews • Labour market information • Introduction to careers planning and budgeting • Work life balance • Employability skills • Linking careers ambitions to GCSE options choices
<u>Art</u>: *Pupils will have the opportunity to:*	<u>Shoe Project - Design and Make a fantasy shoe</u> *Pupils will think about:*

• Think creatively and use imagination • Design demonstrating a vivid imagination • Model materials • Carry out card construction • Manipulate materials • Develop joining and assembling skills	• What is paper and card construction? • How durable is card to construct a sculpture? • How creative can you be? • Research into a theme • Design and make using recyclable materials • Skills building up confidence, independence, resilience and perseverance
<u>Computing Technology</u> *Pupils will have the opportunity to:* ▪ Exchange information and ideas with others in a variety of ways, including using digital communications. ▪ Reflect on their responsibilities as creators and users of creative work. ▪ Demonstrate a wide application of computational thinking to their work. ▪ Analyse the positive and negative impact that products can have in the wider world. ▪ Make models and drawings to explore and test design thinking, discussing my ideas with users.	<u>Journalism in the 21st Century</u> • Students work on creating a set of class Wikipages about a current affairs topic. • Students create their own Wikipage class project where they write to their news article having undertaken some research using a variety of evaluated online resources. • They use audio software to make the Wikipage accessible for other users in the form of a podcast. <u>Automating the Home</u> • Students will learn how control systems work automatically; to use a range of input devices to control devices in the home. • To understand how variables can be used and integrated into a control system and combine these in an overall solution • Students develop, try out and refine sequences of instructions to monitor, measure and control events to automate devices in the home. • They show efficiency in framing these instructions and adapt the solution to make the system suitable for someone with a disability. <u>Digital literacy</u> • Gender Stereotypes Online

	Students analyse a "Dress Up Your Avatar" feature of a virtual world for kids for evidence of stereotypes about boys and girls.
<u>Food Science:</u> *Pupils will have the opportunity to:* • understand and apply the principles of nutrition and health • become competent in a range of cooking techniques – using awareness of taste, texture and smell and presentation of dishes • adapt and use their own recipes • understand the source, seasonality and characteristics of a broad range of ingredients	<u>The Dessert Challenge</u> – pupils will have the opportunity to: • prepare and make a range of desserts using some higher level skills e.g. Swiss roll and choux pastry. • research the role of sugar in our diet • plan, prepare and create a dessert to enter for our annual competition: *The Dessert Challenge!*
<u>French:</u> *Pupils will have the opportunity to:* • pick out details in a passage referring to different time frames • use high frequency verb forms with a combination of different question words to produce new questions • pick out the gist and some detail in a variety of text styles and including different time frames • use a variety of negative forms • use comparative and superlative forms • use some modal verbs, including in combination with infinitives • form the past tense with regular and key irregular verbs • use more than one time frame	<u>Social Time</u> • To order food in a restaurant, read a menu, and give opinions • To make and respond to invitations using modal verbs • To talk about clothes, giving description, making comparisons and giving opinions <u>Grammar</u>: • Negative constructions • Modal verbs – *pouvoir/vouloir/devoir* • Comparative and superlative adjectives • Demonstrative adjectives • Recognising and using different time frames

Humanities (History) *Pupils will have the opportunity to:* ▪ Make links within and across periods and explain connections. ▪ Examine and begin to analyse the causes and consequences of events and changes. ▪ Describe and begin to explain, different historical interpretations of events, people and changes. ▪ Critically evaluate sources relating to the nature, origin and purpose of sources. ▪ Reach a valid and substantiated conclusion to an independent enquiry.	The Transatlantic Slave Trade This unit of work aims to develop pupil's knowledge and understanding of slavery in the 18th & 19th century. The focus of the study is the Transatlantic slave trade and the role Britain played during this period in history. It builds upon the previous Year 8 unit – The Industrial Revolution which was studied earlier in the year. This unit focuses upon why Britain was involved and the role in played in the 'Triangular Trade'. Also, the journey slaves endured across the Middle Passage with a focus on past and recent sources in order to develop pupil's awareness and understanding further. They will also look at what happened when slave ships arrived in the Americas and the life for slaves working and living on plantations. Slave resistance and the abolition of slavery throughout Britain and the British Empire form part of the study. The final aspect of the work is focused on the impact of the slave trade on Britain, Africa and the Americas.
Humanities (Geography) *Pupils will have the opportunity to* ▪ Describe the distribution of economic activity in the primary, secondary, tertiary and quaternary sectors. ▪ Investigate tourism in detail to show understanding of the growth, development and change over time. ▪ Explain and show understanding of similarities and links between places through the study of human and physical geography. ▪ Use OS maps and thematic maps for specific purposes.	Tourism In this unit pupils examine the changing patterns, and the processes that cause them, in one particular economic activity – tourism. Through a detailed case study, pupils assess the social, economic and environmental costs and benefits of this rapidly expanding industry. We will focus on: • What is tourism and why is it important? • Why has the tourism industry grown so rapidly? • What are Britons holiday habits and how have they changed? • What is the impact of tourism on a British seaside resort? • What is the impact of tourism in Kenya? They also explore aspects of sustainability and with a focus on the concepts

	behind Ecotourism.
<u>Music:</u> <u>Performing:</u> ● To make adjustments to fit my own part in a group ● To select and make expressive use of tempo, dynamics, phrasing and timbre ● To perform with confidence in both group work and individually using musical elements with fluency, accuracy and expression <u>Composing:</u> ● To improvise and compose in different styles developing musical ideas ● To compose for different occasions using a variety of musical ideas ● To compose confidently drawing on knowledge from a range of styles and traditions <u>Listening & Appraising:</u> ● To use KS3 vocabulary to analyse different features ● To identify the characteristics of some genres and styles ● To 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	<u>Popular Music</u> Pupils will continue to work on Popular Music during the first half of the Summer Term. Here, they will use notation skills and performance skills on a variety of instruments to compose, arrange and direct their own performances. <u>Concert Prep</u> Year 8 will focus on preparing for their final Year Group Concert during the second half term. Here, individuals and groups will gain performance practice and constructive feedback from staff and peers. All children will perform.
<u>PE:</u> Throughout the term, pupils will participate in the following activities:	Pupils will have the opportunity to:

• Tennis	• demonstrate an over arm serve we more control, accuracy and power. • play a volley when required. • apply the scoring of tennis and can umpire a game. • start to use shots that outwit their opponent.
• Athletics	• demonstrate good jumping technique with good speed and height. • throw, shot, discus and javelin with good technique. • demonstrate a relaxed running style and know when to pace themselves and sprint in a race. • provide feedback to others about their strengths and areas for improvement in track and field events.
• Cricket	• demonstrate the correct release point on a bowl and show consistent accuracy over at least 10m. • demonstrate an accurate over arm throw over 15m. • consistently hit the ball showing both attacking and defensive shots. • explain some tactics of cricket. • demonstrate batting, bowling, throwing and catching with accuracy.
• Rounders	• demonstrate effective tactics of striking and fielding games. • start to vary their bowling, including height, spin and pace. • demonstrate that they are able to hit the ball into space. • demonstrate that they can field effectively and consider where they throw the ball to benefit their team.
<u>PSHE:</u> *The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.*	<u>Democracy and Law</u> - each session will focus upon the following questions: • What is the history of British democracy? • How does the law deal with young offenders? • What is the difference between civil and criminal law? • How can I promote British Values in school? <u>Relationships and Sex Education: facts and feelings</u> - each session will focus upon the following questions:

	• What are the different types of relationships? • What do we see about sex in the media? • Is commitment important in a relationship? • What does the law say? • What is contraception? (delivered by visiting school health team) • What are HIV and AIDS?
<u>RE</u> *Pupils will have the opportunity to:* • Explain in detail why we learn about different religions and cultures. • Ask thoughtful, insightful questions in response to the learning. • Confidently research, gather, select and organise information, using a range of sources. • Use a wide range of key religious vocabulary correctly and in context written and orally. • Describe in detail key features of a religion. • Confidently express opinion and contribute by responding and adding to the views of others. • Give opinions and back them up with explanations. • Organise and present work using a range of different styles and creativity according to the audience. • Understand and explain the impact a belief or practice can have on followers and/or communities. • Show empathy in response to the learning. • Reflect and make links to my own experiences and beliefs. • I can research a variety of perspectives before formulating	<u>Christianity - Pentecost festival</u> • Students explore different groups that they belong to such as family, school, social and clubs etc. • Students create a detailed mind map to show all these groups, thinking about the positive impact they have, emotions (positive and negative that they create), connections and importance that they hold. • Students explore the relationship between The Holy Trinity and Pentecost and think about why people go to church and its importance to billions of people around the world. • Students independently research the festival of Pentecost using clear success criteria and learn why the Pentecost relates to the 'Early Church' of Christianity. • Students study extracts from the Bible and images representing the experience of the Disciples receiving the Holy Spirit. • Students create an A3 information page on the Pentecost. <u>Christianity - One church for all denominations</u> • Students learn about the evolution of Christianity and its history, including the Great Schism and The Reformation. • Students learn what a denomination is and produce a 'tree' to show how the Christian church has branched into many different different divisions.

an opinion or conclusion to the question. • I can comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion. • I can analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint. • I can show evidence of independent learning 'outside' of the classroom.	• Students read an architect's letter requesting for a church to be designed for all five denominations. • Students organise given information on five denominations, working out their needs for their particular practice. • Students explore a range of different Christian church furniture, how it is used and how it fits in to their religious practice. • In small groups, students design a church, incorporating all the needs and wishes for each denomination.