

<p>YEAR 8</p> <p>English</p> <p>Throughout the Key Stage, pupils' skills are developed in:</p> <p>AO1- Read, understand and respond to texts. Developing a personal response. Use textual references, including quotations, to support and illustrate interpretations.</p> <p>AO2- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>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.</p> <p>AO4/AO6- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>AO5 - 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</p> <p>AO7 - Present in a formal setting</p> <p>AO8 - Listen and respond appropriately to spoken language</p> <p>AO9 - Use spoken standard English appropriately</p>	<p>Spring Term</p> <p><u>Text – Romeo and Juliet by William Shakespeare</u></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> Elizabethan theatres (AO1 reading; AO1, AO3 Lit.) Analysis of key aspects of Act 1 (Prince's speech & Romeo's oxymorons) (AO1, AO2 Lit., AO3) Friar Lawrence - character study (AO1, AO2, AO3 Lit.) <p><u>Writing:</u></p> <ul style="list-style-type: none"> Elizabethan society non-chronological report (AO5, AO6, AO1 reading; AO3 Lit.) Hello magazine article – Capulet party Act 1 sc 5 (AO5, 6) Agony aunt letter and reply (AO5, AO6 ; AO3 Lit.) Comparison of 2 different film versions of the play (AO5, AO6; AO3 Lit.) Extended writing: Who is to blame for the deaths of Romeo and Juliet? (AO1, AO3, AO4 Lit; AO5) Newspaper report (Tybalt's death/Romeo's banishment) (AO5, AO6; AO3 Lit.) <p><u>Spoken Language:</u></p> <ul style="list-style-type: none"> Debate and discussion groups, demonstrating the correct use of Standard 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
<p><u>Mathematics</u></p>	<p><u>Algebra 2</u></p> <ul style="list-style-type: none"> Substitute numerical values into formulae and expressions, including scientific formulae. Include all prior learning specifically fractions, decimals and negatives Simplify and manipulate algebraic expressions to maintain equivalence by:

- multiplying a single term over a bracket
- taking out common factors
- expanding products of two or more binomials.
- simplifying expressions involving sums, products and powers, including the laws of indices
- Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
 - Include equations with brackets
 - Include fractional equations
- Understand and use the concepts and vocabulary of inequalities.
 - Represent the solution set to an inequality on a number line and vice versa
 - Find the integer solutions of an inequality.
 - Solve linear inequalities in one variable.
- Rearrange formulae to change the subject, where the subject appears once.

Geometry – Circles and area

- Convert between cm² and m²
- Derive and apply formulae to calculate and solve problems involving area of circles, composite shapes and trapeziums.
- Calculate and solve problems involving perimeters of 2-D shapes (including circles). Include examples using algebra, fractions, decimals, etc.

Science

Continue building on the Year 5 'Working Scientifically' skills and include:

- Using appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- Making and recording observations and measurements for different investigations; and evaluate the reliability of methods and suggest improvements
- Applying mathematical concepts and calculate results
- Presenting reasoned explanations, including explaining data in relation to predictions and hypotheses
- Evaluating data, showing awareness of potential sources of random and systematic error
- Identifying further questions arising from results
- Using and deriving simple equations and carry out appropriate calculations

Waves – Light and Sound (swapped with Forces and Motion)

- Compare the similarities and differences between light waves and waves in matter
- Study light waves travelling through a vacuum; speed of light
- Investigate the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye
- Consider light as transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras
- Research 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

- Study how plants make carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.
- Research reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

	<ul style="list-style-type: none"> • Identify the reactants in, and products of, photosynthesis, and a word summary for photosynthesis • Explain 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 • Describe the adaptations of leaves for photosynthesis. • Explain the role of leaf stomata in gas exchange in plants. • Analyse the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • Explain the importance of plant reproduction through insect pollination in human food security • Study how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.
<p><u>Ambition</u></p>	<p><u>Employment</u></p> <ul style="list-style-type: none"> • Jobs / careers and occupations • Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you. • Social Media and your career • Exploring careers • How will careers change in the future? • Writing personal statements • Meeting the school Careers Advisor • Employment laws • Be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you • Recognise when you are using the qualities and skills you need to be enterprising • Show that you can manage a personal budget and contribute to household and school budgets
<p><u>Art</u> – pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> • 2D and 3D drawing systems. • Presenting work to a high standard. • Rendering using appropriate media • Attention to detail 	<p><u>Perspective</u> – the topic will focus upon the following questions:</p> <ul style="list-style-type: none"> • What is the difference between a 2D and 3D drawing? • Learning about the different systems used to convey drawings so they look 3 dimensional? • What is Isometric Drawing?

<ul style="list-style-type: none"> • Thinking creatively and using imagination • Designing with a vivid imagination • Modelling materials • Card Construction • Manipulating materials • Joining and assembling 	<p>Shoe Project – the topic will focus upon the following questions:</p> <ul style="list-style-type: none"> • What is paper and card construction? • How durable is card to construct a sculpture? • How creative can you be? • Design and make using recyclable materials
<p>Computing Technology – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ Demonstrate a wide application of computational thinking to their work. ▪ Create physical computing projects which include a range of interactivity to the environment or user. ▪ Demonstrate an ability to use two or more programming languages to write and develop a computer program. ▪ Understand a range of ways to use ICT safely and responsibly. ▪ Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics. ▪ 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. 	<p>Physical Computing with the Raspberry Pi</p> <ul style="list-style-type: none"> • Recap on the text based programming language – Python. • Work with Python on the Raspberry Pi and use the Explorer Hat Pro to control input and output devices. • Work collaboratively as a group to produce a physical computing project which requires students to combine various components and apply some creativity. <p>Journalism in the 21st Century</p> <ul style="list-style-type: none"> • Students work on creating a set of class Wikipages. • Students create their own Wikipage class project where they write to their own Wikipage. • They use audio software to make the Wikipage accessible for other users. <p>Digital literacy</p> <ul style="list-style-type: none"> • A Creators responsibilities Students reflect on their responsibilities as creators and users of creative work. • Which me should I be Students learn that presenting themselves in different ways online carries both benefits and risks.
<p>Food Science – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Generate, develop and communicate their ideas through discussion, annotated sketches and prototypes. • Select from and use a wide range of tools and equipment to perform practical tasks. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>E Textiles – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Explore how electronics can be used in textiles. • Make a simple circuit using conductive thread and LEDs. • Incorporate this knowledge when designing and making a product in textile materials. • Evaluate their product and reflect on their practical skills
<p>French – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • Pick out details in a passage referring to different time frames. • Understand passages or dialogues spoken clearly and more slowly than a normal native speaker. • Read phrases and short texts aloud with reasonable pronunciation when reading text that includes some unfamiliar language. 	<p>Social Times -pupils will learn:</p> <ul style="list-style-type: none"> • How to talk about events in the past including weekend and evening activities. • How to talk about, and give opinions on television programmes and excursions. • How to talk about mealtimes. • How to plan and shop for a party in French. <p>Grammar:</p>

<ul style="list-style-type: none"> • Express ideas, opinions, reasons and factual information in more than one time frame. • Use a dictionary to determine whether verbs are regular or irregular. • Identify the tense of verbs within a text. • Use more than one time frame. • Translate short sentences into French containing language from recent topics. • Write short paragraphs from memory . • Use more than one time frame. 	<ul style="list-style-type: none"> • the perfect tense with <i>être</i>, • using <i>c'était, il y avait</i>, • extending and linking sentences, • The definite article after <i>aimer, détester</i> and <i>préférer</i> • The partitive article – <i>du/de la/des</i> • Using <i>de</i> with quantities • use of the impersonal expression <i>il faut + infinitive</i>
<p>Humanities (Geography) – pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ▪ Locate cities, countries and regions of Africa and the Middle East on physical and political maps. ▪ Explain with understanding the processes which have shaped distinctive landscapes. ▪ Explain how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places. ▪ Explain and show understanding of similarities and links between places through the study of human and physical geography of a region within Africa. ▪ Use a variety of map types to locate and investigate places studied. ▪ Collect, analyse, and draw conclusions and communicate geographical information in a variety of ways. 	<p>Risky Places</p> <p>Geography is the focus for the entire Spring term in Humanities. This unit is a study of Risky Places. Pupils will:</p> <ul style="list-style-type: none"> • identify what we mean by risk • Understand how we categorise different types of risk that exist throughout the world. • Study earthquakes, tsunamis and volcanoes • Complete an in-depth study about these fascinating natural hazards. The 2004 Asian Tsunami which occurred on 26th December provides a good case study for an in-depth study and pupils will answer: <i>To what extent was the 2004 Asian tsunami a natural disaster?</i> • Look at responses to such hazards and how countries reduce natural risks.
<p>Music – pupils will have the opportunity to develop the following skills:</p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> • To make adjustments to fit my own part in a group. • To make improvements to my work in relation to style. <p><u>Composing:</u></p> <ul style="list-style-type: none"> • To use relevant notations to create music. • To improvise and compose in different styles developing musical ideas. • To compose for different occasions using a variety of musical ideas. <p><u>Listening & Appraising:</u></p> <ul style="list-style-type: none"> • To use KS3 vocabulary to analyse different features. • To identify the characteristics of some genres and styles. • To analyse, compare and evaluate music from different periods. • 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. 	<p>Popular Music</p> <p>Pupils will focus on Popular Music during the Spring Term. Here, they will closely analyse the history of Popular Music and how it has developed through time. Whilst demonstrating and enhancing their listening and appraising skills they will also arrange and compose their own popular music pieces.</p>

<p>Physical Education – pupils will have the opportunity to develop skills in the following sporting areas: Gymnastics</p>	<p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> • work with a partner to produce a flowing sequence both on and off the apparatus incorporating inverted shapes. • incorporate vaults into a sequence.
<p>Volleyball</p>	<ul style="list-style-type: none"> • demonstrate an accurate serve. • direct the ball to a teammate using a set or dig. • demonstrate an understanding of why it is important to use more than one shot to return the ball. • demonstrate a basic spike.
<p>Netball</p>	<ul style="list-style-type: none"> • link attack and defence. • demonstrate fast flow passing. • demonstrate some accuracy when shooting. • demonstrate effective marking of an opponent.
<p>Dance</p>	<ul style="list-style-type: none"> • demonstrate consistency in musicality. • contribute ideas to their group considering how the performance looks aesthetically. • start to show expression in their performance. • provide feedback on the strengths and areas for improvement in their own and others performances.
<p>OAA</p>	<ul style="list-style-type: none"> • orientate their map based on their surroundings. • plan an effective approach to complete a course in a fast time. • use a compass to orientate their map. • assist others who have made mistakes and explain why.
<p>PSHE <i>The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every topic.</i></p>	<p>Identity and Communities - each session will focus upon the following questions:</p> <ul style="list-style-type: none"> • How can we value each other? • What makes a successful community? • What can cause problems in communities? • How can I contribute to my community? • What do voluntary agencies do? • How can we challenge prejudice and discrimination? <p>Planning for the future & Money and Me - each session will focus upon the following questions:</p> <ul style="list-style-type: none"> • What do I need to plan for? • What opportunities are out there for me? • How do I improve my prospects? • What does the law say about work? • What influences our spending? • How enterprising am I?

RE – pupils will have the opportunity to develop the following skills:

- 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.
- Confidently express opinion and contribute by responding and adding to the views of others.
- Organise and present work using a range of different styles and creativity according to the audience.
- Show empathy in response to the learning.
- Reflect and make links to my own experiences and beliefs.
- Begin to debate key issues.
- Begin to formulate arguments against key issues which I might feel strongly about.
- Research a variety of perspectives before formulating an opinion or conclusion to the question.
- Comment respectfully on two opposite viewpoints, drawing out a reasoned conclusion.
- Analyse and evaluate a variety of religious arguments and use them for and against a particular viewpoint.
- Show evidence of independent learning ‘outside’ of the classroom

Social and Moral Issues – students will:

- Explore different social and moral issues through the lyrics and images of music and discuss its emotional impact.
- Identify key issues and discuss how relevant they still are in 2017 from when the song was written (ranging from twenty years ago to present day).
- Learn about a range of emotive and challenging subjects through debate including abortion, euthanasia, vegetarianism, capital punishment...
- Explore a key moral or social issue that creates an opposing viewpoint or religious perspective.
- Gather evidence to back up their argument including data, facts, figures and related case studies/news article.
- Learn from each other via the debate presentations and discuss their own standpoint on the issue.
- Analyse how their own viewpoint might have changed or adapted after looking at both sides, summing up personal opinion.
- Peer assess the quality and depth of content of presentation.