

Curriculum Guide

Year 8 Autumn

Art

Overview:

The practical focus in Art & Design during year 8 will be on continuing to develop drawing skills and extend the range of materials and techniques used to develop practical work. The theme of work in year 8 is PATTERN & CULTURE.

Subject content:

The focus of work for year 8 will be on the art & artefacts from different cultures and pupils will begin to use a wider range of art materials, techniques and processes.

Literacy:

Literacy will be incorporated in artist and culture research and analysis. There will be further subject specific vocabulary related to materials, techniques and processes.

SMSC:

The focus will be on SPIRITUAL & CULTURAL aspects of SMSC agenda and this will be delivered through the theme of PATTERN & CULTURE.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Art club is available weekly with their own class teacher.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and working at grades.

Homework:

Art & Design homework will include : research and drawing tasks to be completed in their sketchbook that will be provided by school.

Design & Technology

Overview:

Pupils will follow a wide ranging Curriculum in Design and Technology during year 8 which operates on a carousel system. They will explore the design process through various disciplines within the subject area.

In Food Students will develop their practical skills considerably this year as they now have doubles for their practical lessons. They will be taught how to prepare a variety of staple foods and be able to use a selection of hand held electrical equipment. We will apply the principles of healthy eating to the different recipes and look at designing aesthetically pleasing products too

Subject content:

Design Technology (Product Design)

Pupils analyse existing products to design and make an acrylic clock based on an art movement as well as a photo frame project using pine. They are introduced to different machines, hand tools and processes used for woods and plastics. They further develop the skills introduced in year 7 and look at joining techniques for these materials to construct the products. There is an introduction into industrial processes and pupils are introduced to CAD/CAM using 2D design and the Laser cutter.

Food Technology

- 8 tips for healthy eating
- the 5 nutrients
- raising agents
- staple foods
- Design and Make Task – linked to the data and Sainsbury's 2 Star Chef Award Scheme
- design solutions and portioning
- food safety

All recipes will link to the theory work to demonstrate the key issues of the lesson before. The focus will be on baked products and staple foods in the main.

Literacy:

Opportunity for written tasks, reading of instructions (the putting into practise), listening skills in demonstrations and group work. Pupils will also develop their speaking skills in small groups and to the whole class.

SMSC:

This is strength of the subject as we carry out a wide range of group work. Pupils are aware of the needs of others. Recipes are adapted to consider implication of cost, season and cultural backgrounds.

SEN support:

Is suited to individual needs.

Stretch and Challenge:

Extension tasks are available across the schemes in both areas. In Product design pupils are given the opportunity to develop and make more complex models and the additional time for practical in food this year enables the more able pupils to adapt recipes considerably and show individual flair. Evaluations are able to be completed to show higher order skills.

Assessment:

Assessment is broken down in to 4 strands in Product Design and pupils are given feedback on strengths / areas of development in each strand as well as an overall grade for the practical.

In Food each practical is assessed individually, design and written work is marked regularly. An assessment passport gives clear feedback on points of strength and targets for improvement.

Homework:

This varies and includes written and design tasks, research tasks as well as preparing ingredients for the practical lessons in the food element of the course.

Drama

Overview:

Mask and Mime is a progression of learners' abilities to use physical performance skills that were explored when looking at the genre of slapstick comedy in Year 7. The scheme also aims to develop understanding as to why such physical forms might be used in performance. Students will explore the power of mask work, how this magnifies physicality on stage and how together they create an instant relationship with an audience. The activities will also encourage learners' confidence in performing and in a way that requires audience interaction.

In the second half of the term, students are introduced to script work and how to approach a range of different scripts. The focus of the work is on interpretation, direction and staging.

Literacy:

The literacy focus for term 1 is sentences. Analysis and evaluation is central to all Drama work whether it be verbal or written and students will be encouraged to structure their feedback sentences effectively. Use of Drama terminology will also be encouraged.

Within the script work in Autumn half term 2, students will focus on the use of punctuation and language to interpret the characters and their situation

SMSC:

Students will explore the cultural origins of mask work. Pair and group work is central to the drama and how students can develop creatively together to create a specific impact on an audience.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Challenge cards for individuals and groups (particularly when grouped according to ability).

Drama club is available weekly.

Assessment:

Work will be triple-assessed each half term with pupils having the opportunity to give their ideas and set their own targets for improvement alongside teacher effort and on track for grades.

Homework:

Drama homework will include evaluation tasks whereby learners must analyse and evaluate their own and their peers' work. This is improved on using teacher and / or peer feedback on two occasions over the course of the half term.

English

Overview:

Students begin their Year 8 learning journey by studying 19th century, or contemporary, prose fiction. Students will focus on reading critically in terms of character, inference and context and assessed for their ability to infer and deduce and give a detailed analysis in response to an aspect of theme or character. Learning will also focus on the context of production. Half term 2 will focus on Non-fiction reading and writing.

Subject content:

Prose fiction

Half term 1

Formative assessment: READING extract based analysis of character as per GCSE exam

Summative assessment: READING essay style answer requiring whole text knowledge, as per GCSE exam

Half term 2

Non-fiction reading and writing

Formative assessment: READING structured questions – comprehensive style in the format of current GCSE requirements.

Summative assessment: READING structured questions – comprehensive style in the format of current GCSE requirements.

Literacy:

Across year 8, students build on their literacy skills from Key Stage 2 and year 7 through exploration of a range of texts and genres. They are also coached in writing skills and are given the opportunity to write for a full range of purposes, for different audiences and in different forms. The assessment of reading and writing alternates throughout the year for all KS3 groups. Speaking and listening skills are intrinsic to the schemes of learning and activities take place throughout the year; the value of verbal communication is at the forefront of all lessons.

SMSC:

Throughout both schemes of learning in this term, students will engage with social and emotional issues which arise from discussion of themes and characters in the texts we study. In addition to the content of the texts, collaboration and team work is intrinsic to all schemes of learning in English.

SEN support:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes. In addition, resources within schemes of learning are further differentiated to match the needs of individuals.

The English team also work closely with Learner Support to ensure that second adults are deployed in order to be highly effective and provide the necessary support in a meaningful and structured manner.

Stretch and Challenge:

We have a range of texts which are chosen by the teacher in order to tailor lessons to the needs of individual classes and to provide stretch and challenge for all students. In addition, exemplar materials provide students with a model which is suitably aspirational.

Assessment:

Students' progress will be formally assessed at the end of each half term but this will be the summation of the continuous assessment in students' exercise books where targets are reviewed and updated regularly. As part of their work in exercise books, students will produce one formative assessment (as outlined above) for which they will receive detailed feedback in preparation for their summative assessment task. Summative assessment tasks are produced under controlled conditions and the levels awarded contribute to the year's overall Teacher Assessment.

Homework:

English department policy is that homework should evolve from and support or extend work in class. Tasks may be research, reading or writing based.

Geography

Overview:

Students build on the skills and knowledge they acquired in Year 7.

There are units on The British Isles, Europe and Tourism. A range of Physical and Human Geography is studied.

Subject content:

Unit 1 – The British Isles and Europe – students find out about the physical and human geography of the British Isles. Skills include describing and explaining population distribution. Students find out about the EU and the pros and cons of membership.

Unit 2 – Paradise Lost – A unit on tourism – where we go and why we go on more holidays. Students consider the impact of tourism and how a resort or area will change over time. Students look at the National Parks of England and Wales and find out about how glaciation shaped the Lake District.

Literacy:

Students have to describe and explain population distribution. Students consider how a resort like Benidorm fits the “tourism cycle”. The tourism assessment is based on a decision-making exercise where students describe, explain and justify their choices.

Numeracy:

Students calculate percentages and draw choropleth maps. Recognition of percentage values is considered.

SMSC: Students consider stereotypes. Students are given the opportunity to consider benefits and problems caused by tourism and membership of the EU.

SEN support: Teachers are aware of individual needs and will prepare resources to reflect this.

Stretch and Challenge:

Students are given the opportunity to do a GCSE style decision-making exercise. Students can achieve Level 7 skills by justifying their choices

Assessment:

The British Isles assessment is based on choropleth maps – students need to describe and explain the patterns shown.

The tourism assessment is based on a decision-making exercise where students decide if a surf resort aimed at package holiday-makers or an ecotourism resort is the best way to develop an island.

Homework:

There is a variety of homeworks set. Tasks may include research on a UK region or an EU country. Students look at “living graphs” and determine what will happen at different stages of the tourism cycle. Literacy pages may have to be completed as homework

History

Overview:

History in Year 8 will begin with The English Reformation, exploring the reasons for Henry VIII's decision to Break from Rome and dissolve the monasteries. This theme will continue into the reigns of Edward and Mary, with religious change being the key focus. The term will end with an investigation into Elizabethan society and the threats faced by Elizabeth I.

Subject content:

The Henry VIII study will include Henry's divorce from Catherine and split from the Roman Catholic Church, as well as his relationships with his wives and the Dissolution of the Monasteries. Edward and Mary investigations will highlight the changes from a Protestant Church to a Catholic Church. The Elizabeth I study will include how Elizabeth dealt with Mary Queen of Scots and the Spanish Armada.

Literacy:

Literacy skills are addressed from the start of the year in History lessons, with connectives being a key focus for development, in addition to continuous work on spelling, punctuation and grammar. Literacy title pages are completed for each unit, addressing key words and definitions. Teacher and peer assessment is used to improve Literacy skills.

SMSC:

The Autumn Year 8 History course provides many opportunities for SMSC development. Lessons will encourage learners to develop relationships by working collaboratively and having opportunities for class discussion. There will be detailed investigations into English society and culture, as well as enquiries into religious development in England.

SEN support:

The SEN department at Great Sankey is incredibly skilled and well resourced: the History department works closely with support staff to ensure that effective strategies and materials are used to support learner development.

Stretch and Challenge:

The History department Schemes of Learning clearly identify opportunities in every lesson for learners to be stretched and challenged, whether this is through further evaluation of an issue or an enhanced element of problem solving.

Assessment:

There will be an assessment based on a judgement questions in Autumn 1 and 2, assessing students' ability to describe, explain and evaluate. Knowledge tests will also be used to judge progress as well as formative judgement questions. Source skills will be practiced frequently, particularly in the area of inference and reliability.

Homework: The History department sets homework in line with the school homework policy. Homeworks are intended to be pieces which will take understanding acquired in the classroom further, encouraging students to develop a deeper awareness of the issues involved. Creativity is also a key element of many homeworks, particularly project-based work.

ICT and Computing

Overview:

Students will develop their skill set using a variety of pieces of software to ensure they are all competent users of ICT. They will also increase their theory knowledge on ICT and Computing topics through a range of experiences inside and outside of the classroom.

Subject content:

Software - Desk Top Publishing, Presentation, Database

Theory - Computer networks and communication, Data collection and manipulation

Literacy:

Keywords and definitions are recorded by all students to show they know and understand the keywords for each topic

SMSC:

(S)The Internet (Networks), e-Safety and its dangers

(M)Databases – is it right that companies have so much data about you?

SEN support:

'Scaffolding' is used within lessons

Help sheets are available to guide students on how to access the required tools within a piece of software

Stretch and Challenge:

All students are taught the essential tools within a piece of software but to achieve higher levels they are required to independently find how to use the more complex ones

Students might be asked to research a certain topic in more detail to allow them to access higher levels

Students are asked to evaluate their work and justify why they have used certain tools or techniques

Assessment:

Effective self-assessment and peer-assessment is a skill our students develop. This is done against a set criteria allowing students to assess their work and allows them to set targets to help them improve.

Verbal feedback is given every lesson to ensure students are progressing.

Every student is given an assessment level at the end of a unit of work. This can help a student to see how they are progressing.

Homework:

Homework's are set based on the software and/or topics they are studying at the time. These homework tasks can help to broaden a student's knowledge of a topic.

Maths

Overview:

The syllabus is broken down into 2 / 3 week units based on the KS3 National Curriculum.

We set in ability groups based on KS2 performance and teacher assessment.

All the sets cover broadly the same elements of the syllabus, appropriate to their level of ability.

Subject content:

Cross Curricular project – Handling data and measures

Number 1 – Calculations – both written and mental

Algebra 1 – Sequences

Number 2 – Indices and standard form (higher)

Types of Number including negative numbers (foundation)

Shape 1 – Angles and geometric reasoning

Data handling 1 – Displaying data and analysing using averages

Shape 2 – Pythagoras' Theorem (higher)

Revision , Assessment and Review

Shape 3 – Compound Measures (higher)

Literacy:

Starter and plenary activities are designed to make sure learners use mathematical vocabulary correctly and develop communication skills.

SMSC:

The learning atmosphere in the classroom promotes mutual respect and a co-operative team building ethos. The resources used are multicultural and show the diverse backgrounds of both famous mathematicians and the techniques we use. Where relevant the topics are related to real life situations.

SEN support:

Our lower ability sets are supported by TAs as well as our departmental assistant.

Stretch and Challenge:

All sets are given extension examples to challenge the most able. We enter our most able students for the UK Mathematics Challenge as well as holding our own events for the gifted and talented. We also use a variety of web sites to enrich the mathematical experience for our learners.

Assessment:

We use homework and Assessment Passports to assess our learners on a week to week basis as well as a formal assessment at the end of the term.

Homework:

This is set and marked in line with school guidelines.

Modern Foreign Languages

Overview:

In Year 8 students continue with the language that they have studied in Year 7. For the current Year 8, this is either French or Spanish. Wherever possible students will be exposed to authentic materials and situations in the four skill areas of speaking, listening, reading and writing.

In the speaking component, students are required to fulfill a variety of tasks ranging from role-plays in everyday situations to eliciting information, responding to questions and to holding conversations on prescribed topics. In the listening component, students work from a variety of materials including audio material and video extracts. They are expected to understand specific details of what they hear and extract relevant specific information. In the reading component, students are expected to understand instructions, signs and notices on public display and to extract information from a wide variety of materials. In the writing component, students will complete a range of writing tasks using a variety of stimuli and models, including letters, emails, articles and other authentic sources.

Subject content:

FRENCH: Expo 2 (Vert / Rouge)

Module 1 (Autumn term 1)

- Family
- Jobs
- Saying where you live
- Compass points
- Weather

Module 2 (Autumn term 2)

- Hobbies and activities
- Last weekend
- TV programmes
- The perfect tense with avoir and être

SPANISH: ¡Mira! Express 1

Module 5 (Autumn term 1)

- Hobbies
- Sports
- Weather
- Simple future

Module 6 (Autumn term 2)

- Saying where you live
- Describing your town
- Directions
- Comparative
- Ideal town

Literacy:

There is a strong focus on grammar and vocabulary learning and acquisition in Year 8 and we aim to build on, consolidate and extend the grammar covered in Year 7 and students will be introduced to past and future tenses.

Students are encouraged to write accurately and to understand and use grammatical terms. They will be expected to spot mistakes and make corrections. They will produce longer and more complex pieces of writing.

Text handling skills and strategies for comprehension are also a key focus in Year 8, as is the development of dictionary skills. Students are encouraged to use glossaries and dictionaries to look up unfamiliar vocabulary on an on-going basis.

Students also learn vocabulary regularly, including the spellings. This should access the Memrise vocabulary learning site (www.memrise.com). This encourages vocabulary learning and accurate spelling. Individual teachers will also create their own courses for students to complete.

SMSC:

By their very nature languages encourage students to develop their communication and social skills, express opinions and points of view and consider cultural differences. The 'town / where I live' topic studied in both languages this term, allows students to consider the differences between the UK and the target language country.

We also use authentic materials and aim to develop a wider cultural awareness of countries across the world where French and Spanish are spoken.

At Christmas, students will take part in a programme of specific activities looking at different traditions and how people celebrate in French and Spanish-speaking countries.

Students regularly work in pairs and groups, and conduct whole class surveys, mutual respect is encouraged and expected as a matter of course. Students also have regular opportunities to consider their own lifestyles and preferences, and to compare and contrast them with those of others.

Our Foreign Language Assistants also work with groups of children or on a one-to-one basis, giving students an authentic context for their learning, as well as a real insight into the target language country.

SEN support:

Materials are differentiated to meet the needs of all students.

TA support will be provided in some lessons for individuals as required

Stretch and Challenge:

A KS3 logbook encourages students to read for pleasure and to conduct their own research and to develop a thirst for knowledge.

Challenge cards are also used

The textbooks contain extension sections at the end of each module (En plus / ¡Extra!)

Assessment:

The department operates a policy of continuous assessment with students' targets reviewed and updated regularly. Self and peer assessment opportunities are provided on an on-going basis in lessons

Progress tests take place at the end of each half term.

Progress test 1 (Autumn 1)

- FRENCH: Write a description of your family – what jobs do they do?
- SPANISH: Write about what you like to do in your spare time

Progress test 2 (Autumn 2)

- Listening and reading

Homework:

Year 8 students should receive around 1 ½ hours (max 2 hours) homework every two weeks.

We recognise that pupils enjoy doing different types of activities, and we aim to address all learning styles, whilst still meeting the demands of the National Curriculum Programmes of Study.

Typical homework tasks will include:

As Year 7 but:

- Reading activities: comprehension and text handling exercises which are appropriate to the level of the class
- Writing tasks, which may be longer / more detailed
- Longer vocabulary lists (20+ words)
- Grammar exercises
- Learning of grammar
- Gap-fill activities
- The completion of the KS3 independent learning log book
- At least one research task per term

Music

Overview:

A recap and development of keyboard performance, and an introduction to ensemble playing.

Subject content:

At the start of the year, all classes learn to play Fur Elise, an intermediate piano piece by Beethoven. We re-visit learning about the keyboard from Year 7, and teach new techniques such as using black notes and playing broken chords.

Depending on the carousel, many classes then move on to Ensemble Performance. In this unit, students form a small band and work together to perform a popular song. They develop skills such as team work, communication and time management, deciding as a group what they need to do to improve.

Literacy:

Students use literacy skills when using related vocabulary, following learning resources and working with song lyrics.

SMSC:

Students use social skills when working in teams for their group performance.

There are links to culture through the use of popular songs and classical piano music.

SEN support:

- Simplified keyboard parts
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Advanced chord patterns and broken chords
- Harder version of piano music
- Use of bass clef

Assessment:

Assessment is carried out at the end of each unit in the form of a solo or group performance.

Homework:

Online tasks on Moodle, focusing on group performances and the piano.

PE

Overview:

Physical Education lessons aim to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lifestyles

Subject content:

Year 8 PE builds upon the work from year 7. Activities are followed on a rotational basis, each block of work lasting 6 weeks (12 lessons). Activities include:

Boys - Rugby, football, gymnastics, fitness, and badminton.

Girls - Invasion games (football, rugby and handball), gymnastics, dance, fitness and badminton.

Literacy:

Focus on key words and sports specific terminology.

SMSC:

Fair play, sportsmanship and respect are promoted in all lessons.

SEN support:

Groups are setted by ability. TA's actively support lessons.

Stretch and Challenge:

Groups are setted by ability allowing the more able to be extended. The department also offers an extensive extracurricular programme including competitive sports teams.

Assessment:

Continual teacher assessment, formal assessment at the end of the block of work. Learners are also given the opportunity to carry out self-assessments.

Homework: N/A

PSHE

Overview:

Exploring adolescence

-What is a teenager?

-Personal hygiene

-Assertive V Aggressive

National Anti-Bullying Week 17th – 23rd November 2014 – Theme 'Let's stop bullying for all'.

Subject content:

To raise awareness of personal identity and to highlight the physical and emotional changes that occur during puberty. own

To understand what it means to be responsible

Understand growth and change and the responsibility that come with it

Outline personal responsibilities as part of growth and change

Literacy:

Speaking and listening. Reading/interpretation

SMSC:

Students will explore their beliefs and experiences, feelings and values, enjoy learning about oneself, others and the surrounding world and will reflect.

SEN support:

Form tutors will be aware of the different needs of their students in their form and will have various strategies in place for this. All lessons have a detailed lesson plan in order to help the tutors prepare lessons that will meet the needs of all students.

Stretch and Challenge:

Within the SoL there are various resources and extension tasks aimed at the higher achievers.

Assessment:

Throughout the year PSHE is assessed by the teacher during lesson time. Self and peer assessment take place also.

Religious Studies

Overview:

Students follow the local Agreed Syllabus and address the question of Where do we come from?

Subject content:

Students will study;

- Religious and cultural explanations for how the universe began.
- Scientific explanations of how the world began.
- The argument that religion and science can go hand in hand when explaining how the world began.
- The design argument.
- The causation argument.

Literacy:

reading, poetry, writing, speaking and listening, key terms, presentations

SMSC:

Students are encouraged to understand impact religion has on the lives of those around them whilst reflecting on their own beliefs and what they value.

SEN support:

Lessons are planned with every student in mind and resources are differentiated.

Stretch and Challenge:

Higher ability students are positioned in groups to take on a coaching role with other students. 'Challenge' questions are set during lessons. Work is differentiated to stretch the more able. More stretching text when considering the design and causation argument as well as key philosophers critiques.

Assessment:

Students have the opportunity to take ownership of their own work through peer and self assessment. Books are marked on a regular basis with feedback given on how to make continued progress as well as opportunity to apply that feedback to their previous work. An end of unit test will take place.

Homework:

Homework will be set every other lesson. It may be a research task, a written or creative task. Creative homework's may be set to cover a number of lessons.

Science

Overview:

Year 8 students will follow the 'Activate' schemes of work for Science.

Subject content:

During the Autumn term year 8 students will study the following topics in rotation:

Light

- Wave properties of light
- Reflection, refraction and colour
- The eye and the camera

Ecosystem Processes

- Photosynthesis and chemosynthesis
- Aerobic and anaerobic respiration
- Food chains, food webs and ecosystems

Metals and Acids

- Reactions of metals with oxygen, water and acids
- Displacement reactions
- Extracting metals
- Polymers and ceramics

Energy

- Energy in food and fuels
- Energy transfers
- Energy resources
- Machines, work and power

Literacy:

Students learn a number of literacy skills across the scheme including:

- The correct use and definitions of scientific vocabulary

- How to write reports into scientific investigations including planning, analysing and evaluating skills
- Presenting reasoned explanations for everyday observation
- Debating scientific questions
- Extracting information from reports to draw their own conclusions about scientific phenomena

SMSC:

Students will explore how science impacts our everyday lives. They will explore subjects such as the human impact upon food chains and ecosystems, mining of metal ores and the choices surrounding the use of energy resources in the future.

SEN support:

All units include differentiated materials in order to meet the needs of all students.

Stretch and Challenge:

Each unit contains standalone activities designed to extend the knowledge and understanding of those students who have demonstrated a secure understanding of the curriculum.

STEM club and Science club run to further engage those students with a passion for Science, Technology, Engineering and Maths

Assessment:

Students are assessed during in each topic to check understanding of the curriculum. Students will also a test of all aspects of the above topics during the first half of the Spring term.

Homework:

Students should be set 1 to 1½ hours of homework per fortnight. Homework can take a number of formats, including:

- Online tests using the kerboodle website
- Research tasks
- Worksheets around the topics covered
- Title pages / definitions of scientific vocabulary