

Curriculum Guide

Year 8 Spring

Art

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:

We follow the national curriculum guidelines for KS3 art and design and we aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Literacy:

Literacy will be incorporated in artist and culture research and peer and self-assessment work.

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

Over the course of the first half of the Spring term students will explore how we overcome moral dilemmas and looks specifically at the challenges that the character 'Grusha' faces in Brecht's 'The Caucasian Chalk Circle'. Over the course of the lessons, learners will explore the ethics behind the choices that Grusha makes, the consequences that arise out of these decisions and will be challenged to consider what they think is right or wrong. Learners will be encouraged to make connections to contemporary issues and whether people's choices would differ over time. Using a range of drama conventions and on-text work, learners will experiment with ways of representing Grusha's story and the arguments for and against her case.

During Spring term 2, students learn about the genre of Greek Theatre whilst exploring the story of Medusa and Perseus. Each week students will examine a different section of the story through the use of Greek Theatre techniques.

Literacy:

The literacy focus for term 2 is reading. Students will read the script of the play and consider how punctuation and language influence their interpretation of the characters and plot.

SMSC:

Spring term 1: The focus will be on the moral dilemmas that Grusha faces.

Spring term 2: Exploring theatre from another time and culture.

SEN support:

Individual pupils will have support in lessons when provided.

Stretch and Challenge:

Drama club is available weekly. One to one intervention.

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.

English

Learning journeys will continue in half term 3 via the exploration of language change over time. Half term 4 learning is centred on the studying of a whole text by Shakespeare. Learning will focus on exploring and analysing the social, cultural and historical context of Shakespearian England; the linguistic devices and imagery deployed by Shakespeare and its impact upon meaning.

Subject content:

Exploration of language change over time, specifically from 17th century to present day.

Half term 1

Formative assessment: READING Analysis of word etymology

Summative assessment: Reading Analysis of 19th century text, exploring evidence of language change.

Half term 2

A play by Shakespeare

Formative assessment: READING Analysis of an extract from a studied play

Summative assessment: READING Character based essay as per GCSE

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

Students will study Japan, looking at its physical and human geography. They will look at Japan's economy in terms of primary, secondary and tertiary industries. The students will find out why Japan has developed against the odds.

The second unit of the spring term is about Rivers and Coasts. Students look at the physical processes and landforms that operate and are created by rivers. Students then look at river floods.

Subject content:

Japan – its physical and human geography. Primary industries such as agriculture, secondary industries such as manufacturing and tertiary industries such as tourism.

Rivers and Coasts – looking at the physical processes of erosion, transport and deposition that form river landforms such as V-shaped valleys, waterfalls and flood plains. Students look at the impact of flooding and how floods are managed. Students study the processes that shape coastal landforms. Students also start to consider the impact of building coastal defences.

Literacy:

Students are encouraged to describe and explain geographical patterns. They have to compare the UK and Japan and spell Japanese place names correctly.

Numeracy:

Climate graphs – bar and line graphs. Students have used percentages, rounded numbers, completed divided bars and higher sets may complete pie charts.

SMSC:

Students consider the impact of flooding in LEDCs and MEDCs.

SEN support:

Teachers are aware of students' individual needs and will prepare work to reflect this.

Stretch and Challenge: Justification and evaluation (higher level skills) are needed to achieve the top marks on the Flooding Assessment.

Assessment:

A knowledge test on Japan, interpreting maps and graphs.

An assessment based on the new flood defences on the River Mersey in Warrington – students need to consider the factors that decided where the different types of flood defences are placed.

Homework:

This may be research – finding out what some familiar and less familiar Japanese words mean. They may have to design space saving devices for a Japanese home. They will have to describe erosion and weathering processes such as freeze-thaw weathering.

History

Overview:

The Spring term will begin with the later stages of Elizabeth I's reign, before exploring the causes and events of the Gunpowder Plot and the English Civil War.

Subject content:

The Gunpowder Plot will be explored as a source-based mystery investigation, while the causes of the Civil War are explained in depth. The events of the Civil War, including tactics, major battles and outcome are considered in detail.

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 Spring 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, politics 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 question in Spring 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/Computing:

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 : Graphics, CAD, Presentation

Theory: Pop Art history, real life uses of CAD

Literacy:

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

SMSC:

(S) Students see how what they are learning in school relates to potential job opportunities

(C) Pop art topic allows them to study an art genre and produce a piece based on that genre.

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

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:

Algebra 2 – Expressions and formulae

Number 3 – Fractions / Decimals / Percentages

Data handling 2 – Probability

Shape 4 – Area and Circles (higher) Area and Perimeter (foundation)

Algebra 3 – Equations, Formulae and Inequalities

Revision , Assessment and Review

Shape 5 – Transformations (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

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 3 (Spring term 1)

- Invitations / making excuses
- Talking about clothes
- Shops and shopping
- Using mixed tenses
- The comparative and superlative

Module 4 (Spring term 2)

- Talking about food
- Talking about French meals
- Preparing for a party
- Shopping for food
- Weights, measures and prices

SPANISH: ¡Mira! Express 2

Module 3 (Spring term 1)

- Countries of the world
- Forms of transport
- Describing a past holiday – what you did, where you went and who with
- Using the Preterite tense
- Case study: South America

Module 4 (Spring term 2)

- Talking about what you eat for breakfast, lunch and dinner
- At the market
- Weights, measures and prices
- Ordering in a restaurant
- Talking about what you ate and drank yesterday

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. Students will be introduced to past and future tenses, as well as a range of other grammatical structures.

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 'food' topic studied in both languages this term allows students to consider differences in food, mealtimes, traditions and customs in 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.

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.

At the end of the spring term, the assistants will give a presentation about Easter festivals and traditions at home, and how people celebrate in other French, German and Spanish-speaking countries.

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 3 – listening and reading

- French: Invitations / Clothes and shopping
- Spanish: Holidays

Progress test 4 – speaking

- French: Food and drink
- Spanish: Holidays /Food and drink

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

This term includes a recap of notation composition and an introduction to music technology.

Subject content:

In Notation Composition, students are shown how to write their own piece of keyboard music for two hands. This builds on the simpler composition unit from Year 7, adding new concepts such as 3/4 time and major vs. minor chords. Students are assessed on the quality and musicality of their written piece.

Students are also given their first taste of Music Technology in Year 8. They are introduced to Pro Tools software and begin by exploring its features to work out what it can be used for. Over a series of lessons, students learn how to use Pro Tools to record and edit their own music, and finish with a written assessment testing their knowledge of the software.

Literacy:

Students use literacy skills when using related vocabulary, following learning resources and completing their written assessments.

SMSC:

Students use social skills when working with partners to complete tasks.

Cultural links are made with the use of music technology for popular music.

SEN support:

- Use of simple rhythms
- Using alternative phrases in place of advanced terms
- Extra support from staff

Stretch and Challenge:

- Extra elements to add to compositions
- Extension tasks for music technology
- Creative recording tasks

Assessment:

A written assessment is carried out at the end of the units.

Homework:

Online tasks on Moodle, covering note values and music technology.

PE

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. A broad range of activities are followed on a rotational basis, each block of work lasting 6 weeks (12 lessons). Activities in the spring term 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

Careers/Enterprise/Financial Capability

Students are introduced to The Real Game and a number of key definitions; “job”, “occupation” and “career” as well as to the High Five guiding principles. They complete a benchmarking questionnaire that measures their understanding of the world of work and career development.

Subject content:

Understanding that everyone has a ‘career’. Developing a sense of personal identity for career progression. Understanding the qualities, attitudes and skills needed for employability.

Review their experiences and achievements. They will use case studies, simulations, scenarios, role play and drama to explore work and enterprise issues.

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

Students follow the local Agreed Syllabus with a focus on the field of enquiry and address the key question of 'Where can we find guidance on how to live our lives?'

Subject content:

Students will study;

- Personal influences on our behaviour
- Sources of authority within religion
- Relative and absolute morality
- Situation ethics
- Applied ethics
- Forgiveness

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

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

Subject content:

Across the Spring and Summer terms year 8 students will study the following topics in rotation:

Sound

- Introduction to waves
- Loudness and pitch
- Echoes and ultrasound

Health and Lifestyle

- Healthy eating
- The digestive system
- The effects of drugs, alcohol and tobacco upon health

The Periodic Table

- Metals and non-metals
- Groups and periods
- Characteristics of group 1, 7 and 0 elements

The Earth

- The atmosphere
- The rock cycle
- The carbon cycle

Electricity and Magnetism

- Charge, current and potential difference
- Series and parallel circuits
- Resistance
- Magnets and electromagnets

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 lifestyle choices and their impact on society and the impact of human activity upon the Earth's atmosphere including global warming.

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 exam week in the last summer half 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