

# Curriculum Guide

## Year 8 Summer Term

### **Art and Design**

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 research and peer and self-assessment work. Pupils will be encouraged to use an increasing range of subject specific vocabulary.

### **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:**

The Year 8 exam will be a drawing assessment based on pattern and culture projects that have taken place during the year.

### **Homework:**

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

## **Design & Technology**

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**

This term students will look at the skill of devising as a group and work towards creating their own piece of theatre. They will be provided with a range of stimulus material as a starting point for their work and be encouraged to explore theatre that interests and excites them whilst experimenting with new skills.

### **Literacy:**

The literacy focus for term 3 is connectives and will be incorporated into evaluation homework and verbal feedback during lessons.

### **SMSC:**

Stimulus material will be from a wide range of periods and cultures. Students will be creating theatre for a particular target audience and with a specific message.

### **SEN support:**

Individual pupils will have support in lessons.

### **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**

Half term 5 will focus on the study of a culturally diverse anthology of poetry. Half term 6 learning is centred on Gothic stories. Learners will investigate the genre as well as developing their use of organisation devices and using sentences for effect and apply it to their own piece of imaginative writing.

### **Subject content:**

#### **Half term 1**

Poetry

Formative assessment: READING analysis of a poem

Summative assessment: READING analysis of a poem studied in class and comparison with an unseen poem. This will be produced under controlled conditions.

#### **Half term 2**

Gothic writing

Formative assessment: WRITING creating original text showing abilities to describe setting and character

Summative assessment: WRITING creating an original piece of writing based on selection of titles

### **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 will study “Extreme Planet” focussing on the Polar Regions and deserts including the Middle East.

The second part of the term will be used to develop skills including research and investigation skills.

### **Subject content:**

Extreme Planet – students will find out about Antarctica its physical geography and how exploration started to develop the area. We look at the threats to Antarctica and how it shows that countries can co-operate to protect vulnerable ecosystems. Students will also investigate the Arctic regions and threats like climate change in more detail.

Students also study the Middle East – its physical and human geography. They consider issues such as the potential conflict caused by the limited water supplies in the region. Students will also study the development of Dubai as a major tourist resort, as a response to dwindling oil and gas supplies.

Students will carry out simple fieldwork in the local area and follow the “enquiry route” to present their project.

### **Literacy:**

Students are encouraged to describe and explain geographical patterns. They will have to analyse information and data. They will have to evaluate their findings and suggest improvements

### **Numeracy:**

Students will have to select appropriate methods to display their data.

### **SMSC:**

Students look at how international co-operation through the Antarctic treaty can protect areas of the world.

### **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 their research and fieldwork enquiry.

### **Assessment:**

There will be a Summer exam based on the year’s work. Students will peer assess the fieldwork enquiries.

### **Homework:**

This may be research about their chosen topics, asking family and friends for their opinions on a local issue and revision for the end of year exam – students will be expected to produce revision materials such as notes, posters, mind maps or cue cards as evidence of their revision.

## **History**

The Summer term will investigate Cromwell's rule of England, changes to English society as a republic, as well as Cromwell's reputation in Ireland. The formation of the United Kingdom as well as Plague and Great Fire of London are also major areas of study.

### **Subject content:**

The features of Cromwell's rule, including rules, politics, religious change and public opinion, are considered in detail. Investigations into the Plague and Great Fire will use source-based enquiries to evaluate causes, events and consequences.

**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 Summer 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 Summer 1, assessing students' ability to describe, explain and evaluate. Knowledge tests will also be used to judge progress as well as formative judgement questions. An end of year assessment will be completed, comprising a detailed knowledge test and a judgement question. 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

Notepad (HTML coding)

Python

Presentation

### **Theory**

Computer Programming

### **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:**

Shape 6 – Loci ( higher ) 3 –D Solids and Volume ( foundation )

Algebra 4 – Graphs

Shape 7 – Volume and Surface Area ( higher ) Transformations ( foundation )

Number 4 – Ratio and Proportion

Revision , Assessment and Review

STEM activities

### **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 5 (Summer term 1)

- Countries and languages
- Holidays
- Finding out information about holiday destinations
- More practice with the perfect tense
- Question words

##### Module 6 (Summer term 2)

- Talking about friends
- Pocket money
- Using the three main time frames
- Preparation for end of year assessment
- Creative mini project – design an MFL Logo

#### **SPANISH: ¡Mira! Express 2**

##### Module 5 (Summer term 1)

- Clothes

- Shops and shopping
- School uniform
- Shops
- The near future

#### Module 6 (Summer term 2)

- Parts of the body
- Feeling ill
- At the pharmacy
- Preparation for end of year assessment
- Creative mini project – design an MFL Logo

#### **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](http://www.memrise.com)). This encourages independent 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.

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.

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.

In the summer term, all Year 8 students undertake a creative mini project as outlined below:

Design an original logo which MUST be based on the theme: 'Languages – the world in our hands'

- Think about the languages that you learn
- Think about the importance of learning languages in today's global society

The winning logo is used on praise postcards and MFL department documents/presentations

**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 / iExtra!)

**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. Work is TIM assessed at least twice per half term. The end of year assessment, along with on-going teacher assessment, will inform setting in Year 9.

Progress test 5 – End of year assessment (listening / reading / writing)

**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.

- 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:**

This term includes units on samba drumming and blues music.

### **Subject content:**

During the Samba unit, students are introduced to Samba drumming and its place in Brazilian culture. Using our extensive range of percussion instruments, each class creates a whole-class samba performance made up of several different parts and rhythms. Along the way, students get to try all of the different instruments used in samba, and learn the correct technique for playing them.

Towards the end of the year, students complete a unit on Blues music. After learning about the history of the Blues and its links to African-American culture, students are taught how to play the 12-Bar Blues chord progression on the keyboard. Once they are confident with this, they learn how to improvise a melody over the top of the chords, then add advanced features to make their piece progressively more challenging ahead of their final performance.

### **Literacy:**

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

### **SMSC:**

Students use social skills when working in groups for their samba performance.

The culture of Brazil is explored for samba drumming.

### **SEN support:**

- Simple drumming parts and instruments
- Using alternative phrases in place of advanced terms
- Simplified blues melodies

### **Stretch and Challenge:**

- Harder improvisation tasks
- More complex drumming rhythms
- Opportunities to lead drumming exercises

### **Assessment:**

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

### **Homework:**

Online tasks on Moodle, covering samba drumming and blues music.

## **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 summer term include:

Boys – Striking and fielding games (softball, rounders and cricket) and athletics.

Girls - Rounders and athletics.

### **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 and record these in their own assessment passport.

**Homework:** N/A

## **PSHE**

### **Overview:**

The Dangers of Alcohol

The Misuse

Decision Making and problem solving

Social attitudes

Keeping yourself Safe

### **Subject content:**

- To understand the factors that affect decisions
- Recognise an individual and society's attitude towards alcohol
- Identify safer practices
- To recognise the dangers attached to young people drinking alcohol
- To have identified how alcohol affects emotional health.
- To have a better understanding of how people can manage problems and every day stress, without alcohol.
- How alcohol can affect the body, what's in a unit and how long alcohol can stay in your body.

### **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.

## 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

At the end of year 8, students will undertake a practical project which will involve planning an investigation, recording and analysing findings, evaluating the findings and presenting conclusions to a suitable audience.

**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