

YEAR 8

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p>Hopes and Dreams (Y7) : Romeo and Juliet by William Shakespeare</p> <ul style="list-style-type: none"> • Information Retrieval • Craft of the Writer • Transactional Writing and Written Accuracy • Literary Study 	<p>From Innocence to Experience: Another Twist in the Tale by Catherine Bruton</p> <ul style="list-style-type: none"> • Information Retrieval • Craft of the Writer • Evaluation • Literary Study
Maths	<p>Number 5</p> <ul style="list-style-type: none"> • Powers, roots and prime numbers <p>Number 6</p> <ul style="list-style-type: none"> • Multiplying and dividing with negative numbers <p>Algebra 2</p> <ul style="list-style-type: none"> • Manipulating algebraic expressions with powers and brackets <p>Proportion 4</p> <ul style="list-style-type: none"> • Percentage Change <p>Algebra 3</p> <ul style="list-style-type: none"> • Substitution and solving equations <p>Data 3</p> <ul style="list-style-type: none"> • Understanding the concept of probability 	<p>Algebra 4:</p> <ul style="list-style-type: none"> • Sequences and nth term <p>Proportion 5:</p> <ul style="list-style-type: none"> • Working fluently with ratio <p>Number 7</p> <ul style="list-style-type: none"> • Rounding and estimation <p>Algebra 5:</p> <ul style="list-style-type: none"> • Gradient, intercepts and linear graphs <p>Data 4:</p> <ul style="list-style-type: none"> • Two way tables, Venn diagrams and frequency trees <p>Shape 4:</p> <ul style="list-style-type: none"> • Transformations
Science	<p>Unit 4</p> <ul style="list-style-type: none"> • Animal Organ Systems <p>Unit 5</p> <ul style="list-style-type: none"> • Space, Earth and Sustainability 	<p>Unit 6</p> <ul style="list-style-type: none"> • Plants, Ecology and Climate change - In this unit we will explore the world of plants, their structures, photosynthesis and their role in the environment and atmosphere. <p>Unit 7</p> <ul style="list-style-type: none"> • Forces - In this unit we will explore the impact of forces on the world around us. How and why objects move and how to measure the impact. <p>Unit 8</p> <ul style="list-style-type: none"> • Chemical Reactions - In this unit we will explore the world of acids and alkalis, different chemical reactions and separation techniques.
Art	<p>The Formal Elements - Colour: Last term we looked at illustration work of Quentin Blake. We began by learning about how Quentin Blake uses ink to create line that gives his work a sense of movement and spontaneity. We then went on to apply the watercolour skills we learnt in the previous term to investigate the artist's work. We looked at shape theory and design techniques to design our own book cover and illustrations for a given text.</p>	<p>Portraits throughout time: Students will explore art history - studying major movements including: prehistoric, impressionism, expressionism, cubism, pop art and contemporary styles of art. Students will have an opportunity to understand the styles, materials and techniques used and create their own sections of a portraiture using each style. Students then explore how to draw faces and features with a focus on accurately using the formal elements. Students will choose an area of focus and complete their own portrait influenced by one of the studied Art Movements. Students will respond to self and teacher feedback to build proficiency.</p>

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<p>Geography</p>	<p>How wild is our weather? Students examined physical processes linked to weather and climate, both locally and globally. This included a school microclimate fieldwork study.</p> <p>How diverse is Africa? This built on the students' prior knowledge of human development and quality of life through the lens of the continent of Africa. Students also studied the physical geography of Africa.</p>	<p>Why do we talk about climate change? Students study the human and natural causes of climate change. They learn about the devastating effects and how we can mitigate and adapt to climate change. Students will examine their own carbon footprint.</p>
<p>History</p>	<p>Why is Elizabeth I remembered as 'Gloriana'? Students studied how Elizabeth I overcame her problems and how she united the country under her Religious Settlement and this also reinforced the concept of the divine right to rule. Students also had the opportunity to study Elizabethan Age of Exploration and that this laid the future foundations for an Empire.</p>	<p>How far did the power of the monarchy change under the Stuarts? Students will study that this was an age of intense religious debate and radical politics. Both contributed towards a bloody civil war between crown and parliament, resulting in parliamentary victory for Oliver Cromwell and the dramatic execution of King Charles I.</p> <p>What Impact did Britain have on India? Students will be developing their understanding of diversity in Britain and around the world. The students will be reintroduced to the concept of empire in greater depth, looking at a successful non-European empire, as well as the British Empire. This ties to their future learning, as students will move on to study the British Empire, and its impact across the world, particularly in India after the fall of the Mughal Empire</p>
<p>DT</p>	<p>Students in DT operate a carousel, changing each term and studied: DT - Litter Picker Project Hospitality & Catering - Essential Skills in Catering and Bread Making Project Textiles - Essential Skills in Textiles & Felt Keyring Project</p>	<p>Students in DT operate a carousel, changing each term and will either study: Product design: Set Design Project Hospitality & Catering: Food Ethics & Sustainability Textiles: Alique Sugar Skulls</p>
<p>Computer Science</p>	<p>Micro:Bit: Students learnt the basic principles of computer programming using the BBC Micro:Bit website to program a Micro:Bit to perform a range of functions from displaying a simple image, to animations, calculations and even simple games.</p> <p>Technology That Changed Our Lives: Students learnt about key points in history when major technological developments had taken place. They were taught how to present these in the form of a digital timeline and a map using web based software. Students then created a website with multiple pages, information and images.</p>	<p>E-Safety: Students will be learning about the risks involved in online privacy, sharing images online and the use of Social Networks.</p> <p>Outwood Travels: Students will be using Google Suite to plan and organise a school trip abroad. They will use spreadsheets to manage a budget, the internet to research destinations and activities before making and sharing a Google calendar. They will learn how to send professional emails and build tours with Google Earth.</p>



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<p>Languages</p>	<p>Spanish (1 hr per week) Free time activities in the future tense</p> <ul style="list-style-type: none"> Described what I am going to do Explained with reasons <p>School life</p> <ul style="list-style-type: none"> Expressed extended opinions on school subjects & teachers; <p>French and Spanish (2 hrs per week) Family - SPANISH</p> <ul style="list-style-type: none"> Described who is in my family Physical descriptions and personalities Linked activities with 3rd person <p>Superheroes - FRENCH</p> <ul style="list-style-type: none"> Described physical appearance Described personalities Manipulated the 3rd singular (he/she) 	<p>French or Spanish (2 hrs per week) My social world:</p> <ul style="list-style-type: none"> Talk about digital media and technology, giving opinions on technology Manipulate time phrases and expressing purpose using 'in order to + Infinitive' Manipulate 3rd person singular and 1st person plural in the present tense (he / she and we Manipulate transactional language to arrange meetings and buy tickets)
<p>Physical Education</p>	<p>Students looked at the following 2 concepts during the summer term. Two concepts from the Spring term were continued to complete any remaining lessons.</p> <p>How do I maximise effective performance? Students looked at learning skills and techniques to perform effectively across a range of disciplines within track & field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump & Discus.</p> <p>What is the most effective way of staying in? Students learnt skills and techniques across a range of striking and fielding areas trying to develop accuracy within practice conditions. Students then experimented with the application of these skills into game situations. Sports across the striking & fielding sector including rounders, cricket & softball were covered.</p>	<p>Students will follow a rotation and cover 4-5 of the 9 concepts as described below. Each concept is covered for 10 lessons.</p> <p>Defending:</p> <ul style="list-style-type: none"> Football, Handball <p>Attacking:</p> <ul style="list-style-type: none"> Netball, Handball <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/Tag Rugby, Netball <p>Net Games:</p> <ul style="list-style-type: none"> Badminton, Table Tennis <p>Decision Making</p> <ul style="list-style-type: none"> Indoor Athletics and Introduction to Orienteering <p>Fitness:</p> <ul style="list-style-type: none"> Circuit Training, HIIT, Outdoor Fitness, Boxercise <p>Leadership:</p> <ul style="list-style-type: none"> Warm up & Cool Down, Structure of a lesson, Progression of skills, Teaching Points, Officiating. <p>First Aid:</p> <ul style="list-style-type: none"> Bleeding, Allergies, Asthma, Recovery Position, CPR, Scenarios - how to treat a casualty. <p>Accessible Sports:</p> <ul style="list-style-type: none"> Boccia, Sitting Volleyball, Sitting Badminton, Goalball, Adapted Games
<p>Music</p>	<p>Folk Music During the summer term, students studied folk music, particularly focusing on the Wellerman. Students used this song to learn about chords on keyboard and ukulele or guitar, perform chord progressions and synchronise them with melody and then to develop a range of accompaniment patterns, explore specific folk compositional devices, and to create small musical ensembles.</p>	<p>Students will be on a carousel between the two half-terms: Half-term A: Mambo Students will complete a range of rhythm activities to develop rhythmic notation, performance and ensemble skills. They will create a small Mambo ensemble. Half-term B: Woodwind Students will learn how to play a fife, which is like a recorder but played sideways in a similar fashion to a flute. They will further practice their treble clef reading skills and will reinforce elementary rhythmic notation. They will perform short melodies.</p>
<p>Performing Arts</p>	<p>Fairy Tales In this unit, students look at ways of turning traditional fairy tales into fully fledged pieces of Drama. Students look at developing their skills through role play, vocal and physical characterisation.</p>	<p>1968 Students will use the year 1968 to be able to devise Drama pieces. They will further develop their performance skills using and introducing the strategies of slow motion and cross cutting. They will continue to develop their characterisation focusing on multi role and how to communicate their character to the audience. Within this scheme students will learn about Martin Luther King and the Vietnam War amongst others.</p> <p>'Teachers' Students will study their first full play in drama. They will learn about stereotypes and how we use this to develop characters in drama. Students will develop their physical character to understand how to communicate a role to an audience. Students will develop their perform skills further, learning lines for performance as well as understanding how we direct and stage a performance.</p>

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Life	<p>What is life like in modern Britain? Exploring diversity, multiculturalism, racism, being a good citizen and human rights.</p> <p>What is active citizenship? How can we make change? What does the local area need? Writing a letter to the Mayor.</p>	<p>Getting started in secondary school</p> <ul style="list-style-type: none"> • Staying safe, and fitting in at school • The importance of sleep and looking after our teeth • Combating racism <p>How can we learn about Judaism and the Holocaust?</p> <ul style="list-style-type: none"> • Judaism, WWII, the Holocaust, people's response and justice • Passover • How we can continue to remember and learn from the Holocaust.

Area	Last Term We Studied...	This Term We are Studying...
Assembly Focus	<ul style="list-style-type: none"> • Anti Social Behaviour • Expectations and behaviour • Religious celebrations • Thank a teacher day • Refugees • Mental well being 	<ul style="list-style-type: none"> • Expectations and behaviour • ACE Program • Mental Health • Remembrance day • Careers and our choices • What is ACKLAM: how to be the best we can be • Accepting of others • Black History month • Anti Bullying
Tutor Session Focus	<ul style="list-style-type: none"> • Anti Social Behaviour: what is classed as anti social? How can we be more aware of our and others behaviour. • Expectations and behaviour How should I be behaving in the academy and what are the expectations. Ensuring I am following these. • Refugees: What is happening in Ukraine? How have things progressed? Why do people flee their country. • Mental Well Being: Where do I go for help? How can I look after me. 	<ul style="list-style-type: none"> • Black history: Why do we celebrate black history? Be more aware of the figures of black people in history. • Remembrance day: The importance of remembrance and why we still acknowledge the wars. The poppy and what this symbolises. • ACKLAM: what does this mean. How can this make me a better person? Why is this so important? • Anti Bullying: What is bullying? What can I do?

Enrichment Curriculum - Additional activities on offer for students

