

# YEAR 8

## What are we studying?



Subject	This Term We are Studying...
English	<p><b>Frankenstein (Play Script - Philip Pullman)</b> Students will study the play version of the classic novel, incorporating extracts from Shelley's original text as they explore the theme of ambition. They will also be looking at gothic conventions in preparation for more challenging texts in Year 9 and KS4.</p>
Maths	<p><b>Algebra 4:</b></p> <ul style="list-style-type: none"><li>Sequences and nth term</li></ul> <p><b>Proportion 5:</b></p> <ul style="list-style-type: none"><li>Working fluently with ratio</li></ul> <p><b>Number 7</b></p> <ul style="list-style-type: none"><li>Rounding and estimation</li></ul> <p><b>Algebra 5:</b></p> <ul style="list-style-type: none"><li>Gradient, intercepts and linear graphs</li></ul> <p><b>Data 4:</b></p> <ul style="list-style-type: none"><li>Two way tables, Venn diagrams and frequency trees.</li></ul> <p><b>Shape 4:</b></p> <ul style="list-style-type: none"><li>Transformations</li></ul>
Science	<p><b>Unit 7 - Forces</b></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><b>Unit 8 - Chemical reactions</b></p> <ul style="list-style-type: none"><li>Chemical Reactions - In this unit we will explore the world of acids and alkalis, different chemical reactions and separation techniques.</li></ul>



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Art	<p><b>How do I draw an accurate portrait?</b> Students will learn in detail how to draw individual features and eventually create a self portrait. Students will develop accuracy in their observation skills by using a pencil to apply detail and tone.</p>
DT	<p>Students in DT operate a carousel, changing each term and will study:</p> <p><b>Design/Resistant Materials:</b> Architecture and Structure in City Planning. How forces affect structures, how to reinforce structures to withstand the elements, human design, creating dioramas and models for architectural use.</p> <p><b>Catering/Food:</b> Food and hygiene practices including how bacteria and food poisoning can happen. Knowledge of appropriate temperatures for food at various stages in the preparation and cooking process. How to correctly store food, food spoilage and the dangers. How to read food packaging and why we need it. Food waste - environment/seasonal. Students will also be preparing and making various dishes such as; rock cakes, frittata, bread and butter pudding, pizza pinwheels, banana cake, egg fried rice and scones.</p> <p><b>Graphics:</b> My modern town Following the design process students will be given a design brief plus a specification. They will research a theme, client/target audience, design using CAD, annotation and develop designs from initial to finished ideas. They will sketch using 2D design, 3D design and rendering. They will make models/replica of the design and complete evaluations.</p>
Computer Science	<p><b>Data representation</b> What are Binary and Hexadecimal values? How and why are they used?</p>
Geography	<p><b>How risky are natural hazards?</b> A detailed and in-depth exploration of natural hazards. Students begin their unit of study by investigating what a natural hazard is and considering the factors which affect risk associated with these. Students will explore the global distribution of a range of hazards and explore the ways that countries may respond to these. The in-depth hazard focus in this unit is volcanoes so students will be introduced into the physical processes which create volcanoes alongside the different classifications. Students will progress to study two named examples of volcanic eruptions, in contrasting locations. They will study the Eyjafjallajökull eruption of 2010 in Iceland and the 2018 Volcan De Fuego eruption in Guatemala. Exploring two contrasting examples will allow students to link back to their work on development from Y7. The students will then explore tsunamis, giving them an opportunity to explore cause/effect/response once again but in greater depth. The topic will conclude with a focus on management of hazards and an evaluation of the role humans play in increasing hazard risk.</p>
History	<p><b>How did industrialization change Britain and the North East?</b> Students are learning about the industrial revolution and how this had an impact on the North East of England. They are analysing historical developments in familiar places, such as Saltburn, Middlesbrough and Redcar.</p> <p><b>How significant is the story of slavery?</b> Students learn the wider definition of slavery and understand the diverse African history that was disrupted through this institution. They experience the slave trade through the eyes and writings of former slaves to empathise and understand the consequences of the slave system.</p>



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Languages	<p><b>I chose this language</b> Consolidation of numbers, introducing yourself in TL, giving details about your age and birthday, picking out details from spoken and written texts</p> <p><b>The social world</b> Technology you have/don't have, what you use technology for and how often you use it.</p>
Physical Education	<p><b>Competitive Sports / Develop Competence</b></p> <p>Football, Badminton, Handball, Rugby</p> <p>Curriculum development opportunities for skills and teamwork. Students can progress from basic skills to advance game situations. Extension opportunities for more complex game situations and tournaments.</p> <p>Students will perform these units on a rotational basis across the academic year.</p>
Health and Wellbeing	<p>Students will rotate around the different topics within the curriculum</p> <p><b>Health &amp; Nutrition Theory</b> Why is a balanced diet so important?</p> <p><b>Healthy Lifestyles</b> What are the health benefits of leading a healthy active lifestyle?</p> <p><b>Expression of movement</b> How can we use our body to create expressions?</p> <p><b>Sports Leadership</b> What qualities are needed for successful leadership in physical activity?</p> <p><b>First Aid</b> What are the basic life saving skills?</p>
Music	<p><b>How do I perform percussion pieces?</b> Playing the drums, working out rhythms and drumming along to popular songs. Beginning understand ensemble pieces and creating their own rhythms and pulse.</p> <p><b>What's in a song?</b> Looking at the structure of songs, vocal styles, qualities and understanding the ranges within voice. Using relevant songs to learn and sing. Singing as a choir.</p>
Performing Arts	<p><b>What is fate?</b> Development of skills, directing others, interpreting script and reading in character. Studying a dramatised version of a true story to learn about the dangers electricity pylons and developing positive friendship groups.</p>

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Life	<ul style="list-style-type: none"><li>• What does it mean to be a Muslim?</li><li>• How does a Muslim apply the Qu'ran to their lives?</li><li>• What ways does a Muslim apply the teachings of the five pillars to everyday life?</li><li>• What is the significance of Hajj to a Muslim in Britain and the wider world?</li><li>• What teachings (for example forms of dress) can be identified in a way a Muslim lives their life?</li><li>• What are the Abrahamic faiths; Islam, Judaism, and Christianity?</li><li>• What does Islam in Britain look like?</li><li>• Why is Judaism responsible for the development of the two major religions?</li><li>• How does a Jew apply the teachings of the Torah to their lives?</li><li>• What is the significance of Abraham and Isaac?</li><li>• What is the importance of Jerusalem to Jews?</li><li>• What is the importance of tradition, and religion in the Jewish faith? (Orthodox and Reform)</li><li>• What are the main Jewish festivals; and how are they critical to being Jewish?</li></ul>

Area	This Term We are Studying...
Assembly Focus and Tutor Themes	<ul style="list-style-type: none"><li>• What are the expectations in my school?</li><li>• How do I keep myself and others safe online?</li><li>• What is a democracy and why does it matter?</li><li>• Student Council: What is it and how do I get involved?</li><li>• Why is Black History Month important?</li><li>• How can I evaluate my own and other's mental health?</li><li>• How can I reduce my carbon footprint? Physics assembly with Ogden Trust</li><li>• How can we support our community?</li><li>• How can I celebrate safely and respectfully?</li><li>• Why is remembrance so important?</li><li>• What is parliament's role within the UK?</li><li>• How can I stay safe around our roads?</li><li>• Why is volunteering essential to society?</li><li>• Why do we celebrate Christmas?</li><li>• How is Christmas celebrated worldwide?</li></ul>

