

YEAR 8

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	Following Frankenstein by Catherine Bruton Last term, students continued to study <i>Following Frankenstein</i>, which was read as part of an immersive read in the summer term. Students explored a range of skills taught and assessed across Year 7, including Literary Study and Transactional (non-fiction) writing.	When the Sky Falls by Phil Earle This term, students will study the novel <i>When the Sky Falls</i>. Students will continue to build on their knowledge of the writer's craft and effective creative writing. Students will be assessed on their Creative Writing and Literary Study skills.
Maths	Number 5 - Powers, roots and prime numbers Number 6 - Multiplying and dividing with negative numbers Algebra 2 - Manipulating algebraic expressions with powers and brackets Proportion 4 - Percentage change Algebra 3 - Substitution and solving equations Data 3 - Understanding the concept of probability	Algebra 4: - Sequences and nth term Proportion 5: - Working fluently with ratio Number 7 - Rounding and estimation Algebra 5: - Gradient, intercepts and linear graphs Data 4: - Two way tables and frequency trees Shape 4: - Similar and congruent shapes
Science	Unit 4 - Animal organ systems Unit 5 - Space, Earth and sustainability	Unit 6 - 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. Unit 7 - 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. Unit 8 - Chemical reactions - In this unit we will explore the world of acids and alkalis, different chemical reactions and separation techniques.
Art	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.	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 then 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.

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Geography	How does ice shape the land? Students explored how ice shaped, and continues to shape, our landscapes, like the Lake District, where glaciers have carved out majestic ribbon lakes and u-shaped valleys. How diverse is Africa? This unit gave students the opportunity to expand their place knowledge through the study of human and physical geography of a region within Africa. The students also studied Kenya to explore why it is a country of contrasts, the effects of tourism and commercial farming, and how economic development impacts the environment and society.	What impacts global development? Students study the causes of the existing development gap and look at patterns of underdevelopment around the world. It introduces students to global inequalities and human development indicators, which set the stage for understanding the broader geographical issues that follow. Students will look at the barriers to development and will look at consequences of uneven development.
History	What does the story of Mansa Musa reveal about Medieval West Africa? Students looked at the significance of Mansa Musa and the growth of the Mali empire under his leadership. Students connected prior learning of the Silk Roads and Baghdad to their understanding of how the Medieval world was connected. What were the consequences of the Black Death? Students studied the village of Walsham and how it was affected by the Black Death. Students built upon their understanding of cause and consequence, in particular, how life under the feudal system changed as a result.	Was the early modern period an age of transformation or tradition? Students will explore the significance of new ideas that the Renaissance period introduced, including thinking about humanity, religion and knowledge. Students will explore the 'age of transformation' through the ideas of individuals like Galileo and Newton, at a time where religion remained heavily prominent in people's lives. How connected was the world in the age of Elizabeth I? Students will study the new time period of the early modern era by looking at Elizabeth I and England's role and the rivalry of competing empires. Students will have the opportunity to explore how these empires gained their wealth, and will be introduced to key concepts such as capitalism and migration.
Religious Studies	Has Britain always been a multicultural society? Students examined the ways in which Britain has always had a mix of cultures and backgrounds throughout its history and they also looked at how society is changing. What claims are made about Jesus; humanity, divinity and messiahship? Students had the opportunity to explore the life of Jesus, the gospels and how and why understanding these has relevance in modern day life in the UK.	How did Hindu traditions emerge and grow? Students will explore the origins of Hinduism and what the key features and concepts of the Hindu religion are. What did the Buddha discover and why do his teachings still matter? Students will have the opportunity to explore the origins of Buddhism and how the teachings of this religion are still important in today's society.
DT	Students in DT will work in a carousel system, changing each term and studied: Product Design: Litter Picker Project Hospitality & Catering: Essential Skills in Catering and Bread Making Project Textiles: Essential Skills in Textiles & Protest Banner Project Graphics: Essential 3D making skills producing a 3D house model	Students in DT will work in a carousel system, changing each term and will either study: Product Design: Basic electronics: Lantern Project Hospitality & Catering: Food Ethics & Sustainability Textiles: Printing & Dyeing Skills - Koinobori Kite Project Graphics: 3D product making skills - Yummy Shoes Project
Computer Science	Data Representation: Students will learn about how data is represented in Computing. They will cover the binary number system, conversions, Binary addition, Hexadecimal, Binary Logic and Images & Sound. Python Programming (Part 1A): Students will be going to look at the high level programming language, Python. They will use an IDE (coding software) to create a range of basic programmes that focuses on the use of print statements, input/output, variables, data types and selection, logical operators and IF statements. Students will then undertake an assessment to use all of the skills they have learnt to create their own interactive quiz. Following this students will receive feedback and have the opportunity to improve their work.	Data Representation: Students start to look at how computers operate using the binary number system. We start with what is binary, moving on to explore how to convert between binary and denary. This topic really relies on a good foundational knowledge with maths, however students are able to understand binary visually, as we are always using our binary place value table. We then explore binary addition. We touch on the binary logic gates and how data can change as it passes through a logic gate. We finish exploring how binary can represent images and sound.

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Languages	French and Spanish Family - SPANISH - Described who is in my family - Physical descriptions and personalities - Linked activities with 3rd person Family- FRENCH - Described physical appearance - Described personalities - Manipulated the 3rd singular (he/she)	French or Spanish My social world: - 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)
Physical Education	Students looked at the following 2 concepts during the summer term. Two concepts from the Spring term were continued to complete any remaining lessons. 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. 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.	Students will follow a rotation and cover 3 of the 5 concepts as described below. Each concept is covered for 10 lessons. Attacking & Defending: - Football, Handball Movement through Dance: - Students will explore the Haka and devise their own version Skill Development: - Rugby/TI Rugby, Netball Net Games: - Badminton, Table Tennis Decision Making - Indoor Athletics and Introduction to Orienteering Throughout all lessons students will be encouraged to develop their leadership skills focusing on developing skills in communication, confidence, progression, organisation and adaptability.
Music	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.	Students will be on a carousel between the two half-terms: Half-term A: Blues Students will complete a range of rhythm activities to develop rhythmic notation, performance and ensemble skills. They will create a small Blues ensemble. Half-term B: Chair drumming Students will learn how to play rhythm patterns using drumsticks. They will further practice their solo and ensemble performance skills and will reinforce elementary rhythmic notation.
Performing Arts	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.	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. '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.

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PD&G	Why are human rights important? Students will learn what human rights are and how they have evolved throughout history, including the rights of LGBTQ+, disability and the context of human rights in Middlesbrough and the UK. What does government do? Students will explore the roles of local governments and councils, and the role of Parliament.	• Monday : Votes For Schools • Tuesday : Outwood Futures • Wednesday : Personal Development • Thursday : Assembly • Friday : Outwood Reads

Enrichment Curriculum - *Additional activities on offer for students*

