

YEAR 8

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	<p>The Road Less Travelled: A Midsummer Night's Dream by William Shakespeare</p> <p>The skills assessed this half term were:</p> <ul style="list-style-type: none"> Literary Study Creative Writing and Technical Accuracy 	<p>The Other Side of the Pond: The Secret Life of Bees by Sue Monk Kidd</p> <p>The skills assessed this half term will be:</p> <ul style="list-style-type: none"> Craft of the Writer Transactional Writing and Written Accuracy
Maths	<p>Shape 6 Understand that a pair of parallel lines transversed by a straight line produces sets of equal and co-interior angles</p> <ul style="list-style-type: none"> Identify pairs of corresponding angles/alternate angles/co-interior angles on parallel lines Solve problems that require use of a combination of angle facts to identify values of missing angles, providing explanations of reasoning and logic used Know and understand proofs that in a triangle, the sum of interior angles is 180 degrees Know and understand that any polygon can be broken down into individual triangles to generalise the formula for calculating the sum of interior angles Know and understand that sum of the exterior angles on any polygon is 360 degrees Calculate interior and exterior angles in regular polygons and work backwards to calculate the number of sides given an interior/exterior angle Work interchangeably with interior and exterior angles to solve angle problems Calculate missing angles in irregular polygons <p>Data 5 Construct, interpret and solve problems involving pie charts</p>	<p>Proportion 7 Finding the whole when given a fraction of that whole</p> <ul style="list-style-type: none"> Finding the whole when given a percentage of that whole Calculate with reverse percentages (including with a multiplier) Calculate a change as a percentage including profit and loss Solve problems involving compound percentage change Form and solve equations involving growth and decay <p>Shape 7 Understand the derivation of, and use the formula for, the area of a circle given the radius or diameter</p> <ul style="list-style-type: none"> Work backwards given the area of a circle to calculate a radius or diameter Calculate areas of sectors of circles where the angle of the sector is a factor of 360 Calculate the area of composite shapes involving semi-circles and quadrants <p>Number 10 Use a given calculation to derive answers to related calculations</p> <p>e.g. if $23.1 \times 75 = 1732.5$ then $17325 \div 7.5 = 2310$</p> <ul style="list-style-type: none"> Understand that very large numbers can be written in the form $a \times 10^n$, (where $1 < a \leq 10$) and recognise the real-life contexts where this format is useful Compare and order numbers in standard Evaluate four operations calculations in standard form without a calculator and a calculator
Science	<p>Unit 8 - Chemical Reactions - The topic explores the fundamental principles of chemical change, emphasizing the conservation of mass and the energy transfers that occur during exothermic and endothermic processes. Students investigate a variety of key reaction types—including combustion, oxidation, thermal decomposition, and neutralisation—to understand how interacting atoms rearrange to form entirely new substances.</p> <p>Unit 9 - Cells, Evolution and Inheritance -The topic explores the fundamental microscopic structure of plant and animal cells, alongside the genetic mechanisms of DNA that dictate how traits are passed from parents to offspring. Students also investigate the principles of variation and natural selection, understanding how environmental pressures drive the adaptation and evolutionary history of species over</p>	<p>Unit 10 - Waves - The topic introduces the fundamental properties and behaviors of both transverse and longitudinal waves, focusing on core concepts such as amplitude, frequency, and wavelength. Students investigate the physical phenomena of sound and light, exploring how waves transfer energy, reflect, refract, and interact with the human ear and eye to facilitate hearing and vision</p> <p>Unit 11 - Electricity and Magnetism - The KS3 topic covers the fundamentals of electrical circuits, teaching students how to build and analyze series and parallel configurations while exploring core concepts like current, potential difference, and resistance. Additionally, students investigate the properties of permanent magnets and magnetic fields, discovering how electrical currents can be used to create electromagnets for practical applications such as motors and relays.</p>

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Art	<p>Portraits throughout time: Students completed their investigations in how portraits have changed throughout Art history and have now chosen a period in time to focus on for their Final piece. Students began creating their own portrait influenced by either: Egyptian Art, Cubist Art, Pop Art or Contemporary Art.</p>	<p>Portraits throughout time: Students will be learning how to develop and complete their final piece to ensure it has clear links to their chosen period. Students are developing their creative skills by challenging themselves to include a greater level of detail and their own personality into the Art Work. Students will respond to self and teacher feedback to build proficiency.</p> <p>Architecture: Once their final portrait is complete students will embark upon a mini project based around Architecture and the work of Clara Lieu developing their skills in 3D drawing and drawing from one point perspective. Students will be exploring the use of charcoal and chalk to create atmospheric architecture drawings before developing this into their own independent architecture artwork.</p>
DT	<p>Students in DT operate a carousel, changing each term and will have studied either: Product design: Set Design Project Hospitality & Catering: Food Ethics & Sustainability Textiles: Essential skills with a focus on creating a koinobori kite</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: Essential skills with a focus on creating a koinobori kite</p>
Computer Science	<p>Outwood Travels: Students learnt about effective presentation of information by preparing a slide show that could be delivered at a parent information evening for the school trip they have planned. They then moved on to building a trip website that holds all of the required documentation, information and updates on their proposed school trip. Students completed the project before completing a period of SRT.</p>	<p>Data Representation: This term students will learn how computers function and send/receive data. Students will learn about Binary, Denary and Hexadecimal including how to convert between each. Students will then go on to learn about Binary logic, looking at NOT, OR and AND gates, truth tables and digital circuits. Finally students will learn how this Binary language is used to represent an image in the form of a bitmap.</p> <p>Python Programming: Students will begin looking at the high level programming language, Python. They will be using Trinket to create a range of basic programmes that focus on the use of print statements, input/output, variables, selection, logical operators and IF statements. Students will then go on to look at count and condition controlled loops. Students will complete the course with a mini-assignment to create their own program using all of the skills they have learnt.</p>



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Geography	<p>How do river processes change our landscape? Students examined the way that rivers erode the landscape. They examined in landforms such as waterfalls and meanders.</p> <p>What causes rivers to flood? Students looked at infiltration and undertook some fieldwork in this. They examined hydrographs to better understand flooding. They also looked at flooding along the River Severn.</p>	<p>What makes Asia a continent of contrast? Students will examine the varied and dynamic continent of Asia, looking at a variety of aspects of the physical and human geography found there. Students will look at China as a detailed case study.</p>
History	<p>What was Britain's role in the Slave Trade? Students focused on Britain's role in the transatlantic slave trade and were able to address misconceptions that slavery was not started by Europeans but slavery existed 5,000 years ago in Ancient Egypt. Students were taught that Africa was not poor and had a rich and vibrant culture. This allowed them to develop a further understanding of how slavery impacted people's lives after colonisation.</p> <p>How did the Industrial Revolution change Britain? Students were able to describe their hometown and how and why it looked how it does today. The Tees Valley was a significant part of this topic and so this enabled the students to study their local area. The students were given the opportunity to study the impact of the Industrial Revolution on a national scale and how it had made an impact on individuals in society. Students also studied crimes committed by the Jack the Ripper and how this led to the Police force to develop in London.</p>	<p>How did society find its voice in 20th Students will be given the opportunity to explore who had a voice at the beginning of the 20th Century and why, and which other groups fought to have theirs heard. They will be taught why different groups of people would migrate to Britain, including the Windrush generation, refugees, and migrants from South Asia.</p> <p>What were the causes and events of World War I? Students will focus on changes around Europe and the world caused by events of the First World War and how this further influenced conflict and alliances between countries in Europe. Students will also focus on different experiences that people faced at war, such as the war having an impact on Civilians and women, and the impact it had on the British Empire.</p>



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Languages	<p>French or Spanish Holidays</p> <ul style="list-style-type: none"> Express opinions such as likes and dislikes around destinations, accommodation and transport Describe present tense activities Describe the weather Talk about a past holiday Conjugate the past tense 	<p>French or Spanish Festivals and celebrations</p> <ul style="list-style-type: none"> Describe festivals Give opinions (in the first and third person) Express wishes about future events using the conditional Describe past events and festivals I attended Understand the cultural significance of the studied festivals and celebrations
Physical Education	<p>Students continued to follow a rotation and have now covered the 5 concepts as described below. Each concept was covered for 10 lessons.</p> <p>Attacking & Defending:</p> <ul style="list-style-type: none"> Football, Handball <p>Movement through Dance:</p> <ul style="list-style-type: none"> Students will explore the Haka and devise their own version <p>Skill Development:</p> <ul style="list-style-type: none"> Rugby/TI 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>Throughout all lessons students have been encouraged to develop their leadership skills focusing on developing skills in communication, confidence, progression, organisation and adaptability.</p>	<p>Students will look at the following 2 concepts across the summer term.</p> <p>How can I develop consistent skills across athletic events?</p> <p>Students will look at how they can improve technique and performance across a range of disciplines within track & field - 100m, 200m, 400m, 800m, 1500m, Javelin, Long Jump, Shot Putt, High Jump & Discus.</p> <p>How do I outwit an opponent?</p> <p>Students will be developing their range of techniques in both striking and fielding areas trying to develop consistency within practice conditions. Students will then experiment with the application of these skills into game situations. Sports across the striking & fielding sector including rounders, cricket & softball will be covered.</p>



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<p>Music</p>	<p>Bass Guitar Students developed their understanding of Leitmotifs and learnt how to compose music for soundscapes within two different films.</p> <p>Caribbean/Reggae In this unit students learned more chords and explored syncopation, playing on the off-beat.</p>	<p>Hooks and Riffs Students will learn the difference between a hook and a riff. They will learn to perform some famous riffs on the keyboard and guitar. Students will either be assessed on their performance skills or will compose a synth pop composition using a riff from 'Sweet Dreams' to form the basis of this composition.</p> <p>Ensemble Students will use "Pompeii" as a basis to developing an ensemble. They will learn to play the chords on a keyboard, either a ukulele or a guitar and a drum part. They will then put both instruments together to create a mini band.</p>
<p>Performing Arts</p>	<p>'Teachers' By John Godber: 'Teachers' continued last term with using script and developing characterisation. Students performed this in groups for a performance assessment.</p> <p>Media Students looked at how we portray the media, looking at the use of media in a drama performance. We explored what issues media causes and were able to use this as a stimulus to devise drama scenes.</p>	<p>Craig and Bentley Students will explore the story of Craig and Bentley, discussing morals and capital punishment. Students will use this story to use role play. Students will use script to direct a scene, develop still images further and build on their skills of vocal and physical characterisation.</p> <p>Stimuli Students will begin to explore how we devise from different stimuli, looking at where we start the process and how to get from the page to practical. Students will devise for their own ideas and learn how we do this at GCSE level.</p>
<p>Religious Studies</p>	<p>How does the concept of Dharma shape Buddhist traditions? Students were taught the origins of Buddha and how his philosophy turned into Buddhism. Students analysed the key concepts, texts and followings in Buddhism to understand how the faith has spread worldwide.</p> <p>What does it mean to be Jewish? Students were taught about the different denominations that make up Judaism and how Judaism has spread around the world with the displacement of Jewish peoples throughout History. Through this they were taught the key texts, places of worship and holidays in Judaism.</p>	<p>Why don't all Christians express their religious tradition in the same way? Students will look at different branches of Christianity, especially in the USA, such as the Amish, Mormonism and Fundamental Christianity.</p> <p>What might it mean to be a British Muslim today? Students will be taught the key differences between Sunni and Shia Muslims and how Islam fits into modern British life.</p>

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Area	Last Term We Studied...	This Term We are Studying...
Assembly Focus	<ul style="list-style-type: none">• Attendance• Preparation and organisation• Holocaust remembrance day• Careers• Friendships and their importance• Mental Health• Safety on our streets	<ul style="list-style-type: none">• Fire Safety and Arson• Young Careers• Cultural Diversity• Pride week• NEURODIVERSITY AWARENESS WEEK• Drug Awareness
PD&G Session Focus	<ul style="list-style-type: none">• Holocaust Remembrance: Why is it so important to remember what happened?• Careers: What careers are available for me, where can I get the information I need?• Mental Health: How can I help others and where can I get support?• Safety on our streets: Being safe once we leave school How to be aware of the dangers and avoid situations that may lead to being unsafe.	<ul style="list-style-type: none">• Water safety: exploring the dangers of the water, keeping safe in the summer months.• Drug Awareness: Dangers of drugs, what is a drug?• Young Careers: What is a young Career and how can we help?• Climate: Why is this so important. What can you change about Outwood to help?• Gypsy Roma and Traveller month: Embracing different cultures within Acklam.

