

YEAR 8

What are we studying?



Subject	Last Term We Studied...	This Term We are Studying...
English	From Innocence to Experience: Another Twist in the Tale by Catherine Bruton <ul style="list-style-type: none"> Information retrieval Craft of the writer Evaluation Literary study 	Shakespeare: The Tempest <ul style="list-style-type: none"> Literary Study Transactional Writing
Maths	Algebra 4: <ul style="list-style-type: none"> Sequences and nth term Proportion 5: <ul style="list-style-type: none"> Working fluently with ratio Number 7 <ul style="list-style-type: none"> Rounding and estimation Algebra 5: <ul style="list-style-type: none"> Gradient, intercepts and linear graphs Data 4: <ul style="list-style-type: none"> Two way tables and frequency trees Shape 4: <ul style="list-style-type: none"> Similar and congruent shapes 	Shape 4 Transform and describe transformations Proportion 6 Compound measure Algebra 6 Real life graphs Number 8 Problem solving with all four operations Algebra 7 Solving complex equations and change the subject of a formula Shape 5 Calculate the circumference of circles, arc lengths and the perimeter of compound shapes Number 9 Simplify indices and surds
Science	Unit 6 <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. Unit 7 <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. Unit 8 <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. 	Unit 9 <ul style="list-style-type: none"> Adaptations and Inheritance - How are organisms adapted to their environments? How do they pass on genetic information from one generation to another. Unit 10 <ul style="list-style-type: none"> Waves - In this unit we will explore what waves are, how they travel and how they can be affected by different surfaces. We will look at the specific examples of Light and Sound waves to explore this.
Art	Portraits throughout time: Students will explore art history - studying major movements including: prehistoric, impressionism, expressionism, cubism, pop art and contemporary styles of art. Students then explore how to draw faces and features with a focus on accurately using the formal elements and proportion. Students will respond to self and teacher feedback to build proficiency.	Portraits throughout time: This term students will have an opportunity to understand the styles, materials and techniques used and create their own sections of a portraiture using each art movement visited last term. 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.

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Geography	<p>Why do we talk about climate change?</p> <p>Students studied 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>How do river processes change our landscape?</p> <p>Students will examine the erosional and transportational processes that affect river environments, alongside gaining an understanding of the drainage basin. They will look at landforms found along rivers.</p> <p>What causes floods to happen?</p> <p>Students will look at what human and physical factors cause flooding. They will undertake and infiltration study and will examine some of the impacts of flooding.</p>
History	<p>How far did the power of the monarchy change under the Stuarts?</p> <p>Students were taught 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?</p> <p>Students were given the opportunity to develop their understanding of diversity in Britain and around the world. The students were reintroduced to the concept of empire in greater depth, looked at a successful non-European empire, as well as the British Empire. This tied 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>What was Britain's role in the Transatlantic Slave Trade?</p> <p>To allow students to have a developed sense of the impact of the Transatlantic Slave Trade on Africa as a continent and on individual people. It is also to allow students to gain an understanding of how enslaved people tried to fight back and resist (both actively and passively) to allow students to have a fuller understanding of the history of Britain.</p> <p>What was the Industrial period in Britain like?</p> <p>Students are able to consider their place in the world and track changes that immediately impact upon their lives. Students will be able to describe their hometown and how and why it looks how it does. The significance of the Tees Valley is a significant part of this topic and so children are able to study their local area.</p>
Religious Studies	<p>How can we study religion academically?</p> <p>Students learned about how and why people decide to study religion. They were introduced to different analytical lenses including sociology, philosophy and theology.</p> <p>How did Hinduism emerge and grow?</p> <p>Students explored the origins of Hinduism and what the key features and concepts of the Hindu religion are.</p>	<p>How does the concept of Dharma shape Buddhist traditions?</p> <p>Students will be introduced to the foundational concepts, traditions and narratives in the Buddhist faith, and will explore how this has changed historically.</p> <p>What does it mean to be Jewish?</p> <p>Students will be introduced to the foundational concepts, traditions and narratives in the Jewish faith, and will explore how this has changed historically. This will include looking at how perceptions of Jewish people have been seen throughout history, where students will touch upon the wider issue of anti-semitism.</p>
DT	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product design: Set Design Project</p> <p>Hospitality & Catering: Food Ethics & Sustainability</p> <p>Textiles: Printing & Dyeing Skills - Koinobori Kite Project</p>	<p>Students in DT will work in a carousel system, changing each term and will either study:</p> <p>Product design: Set Design Project</p> <p>Hospitality & Catering: Food Ethics & Sustainability</p> <p>Textiles: Printing & Dyeing Skills - Koinobori Kite Project</p>
Computer Science	<p>Data Representation:</p> <p>Students learnt how computers function and send/receive data. Students learnt about Binary, Denary and Hexadecimal including how to convert between each. Students then went on to learn about Binary logic, looking at NOT, OR and AND gates, truth tables and digital circuits. Finally students learnt how this Binary language is used to represent an image in the form of a bitmap.</p>	<p>Python Programming (Part 1A):</p> <p>Students will be looking at the high level programming language, Python. They will use an IDE (coding software) to create a range of basic programmes that focus 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.</p>

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Languages	<p>French or Spanish</p> <p>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>French or Spanish</p> <p>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
Physical Education	<p>Students have followed a rotation and covered 3 of the 5 concepts as described below. Each concept is 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/T1 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 continue to follow a rotation and cover 2 of the 5 concepts as described below. Each concept is 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/T1 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 will be encouraged to develop their leadership skills focusing on developing skills in communication, confidence, progression, organisation and adaptability.</p>
Music	<p>Students have been on a carousel between the two half-terms:</p> <p>Half-term A: Blues</p> <p>Students completed a range of rhythm activities to develop rhythmic notation, performance and ensemble skills. They will have created a small Blues ensemble.</p> <p>Half-term B: Chair drumming</p> <p>Students have learnt how to play rhythm patterns using drumsticks. They also practiced their solo and ensemble performance skills and reinforced elementary rhythmic notation.</p>	<p>There will be a rotation between Film Music and Band Skills this term..</p> <p>Bass Skills</p> <p>Students will develop their instrumental skills using the xylophone, keyboard, guitar and drum kit. They will develop their understanding of the role of each instrument and create an ensemble performance of Pompeii.</p> <p>Film Music</p> <p>Students will explore what a Leitmotif is and learn some popular leitmotifs, they will also compose the opening soundtrack for the James Bond trailer- No Time To Die, using a mixture of leitmotifs and their own music.</p>
Performing Arts	<p>1968</p> <p>Students have used the year 1968 to be able to devise Drama pieces. They have developed their performance skills using and introducing the strategies of slow motion and cross cutting. They have continued to develop their characterisation focusing on multi role and how to communicate their character to the audience. Within this scheme students have learnt about Martin Luther King and the Vietnam War amongst others.</p> <p>'Teechers'</p> <p>Students have started to study their first full play in drama. They have started to learn about stereotypes and how we use this to develop characters in drama. Students are developing their physical character to understand how to communicate a role to an audience. Students are developing their performance skills further; learning lines for performance as well as understanding how we direct and stage a performance.</p>	<p>'Teechers' By John Godber:</p> <p>'Teechers' continues this term with using script and developing characterisation. Students will perform this in groups for a performance assessment.</p> <p>Media</p> <p>Students will look at how we portray the media, looking at the use of media in a drama performance. We will explore what issues media causes and be able to use this as a stimulus to devise drama scenes.</p>

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PD&G	<ul style="list-style-type: none">• Monday : Votes For Schools• Tuesday : Outwood Futures• Wednesday : Personal Development• Thursday : Assembly• Friday : Outwood Reads	<ul style="list-style-type: none">• Monday : Votes For Schools• Tuesday : Outwood Futures• Wednesday : Personal Development• Thursday : Assembly• Friday : Outwood Reads

Enrichment Curriculum - *Additional activities on offer for students*

