



The Snaith School



Year 8 Curriculum Guide 2024/25

Welcome

Pupils at The Snaith School have access to an ambitious curriculum that develops the powerful knowledge and skills to which they are entitled in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has at its heart the intention to support students to be their 'best self' by removing barriers and ensuring social justice. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at The Snaith School. The Year 7 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 7 curriculum builds on KS2 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of 'APEX' (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. 'APEX' is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs L Gordon

Maths: Mrs S Kilner

Science: Miss C Maguiness

History: Miss S Wilson

Geography: Mr T Harrison

French: Mrs E Reynolds

Design & Technology: Miss E Scott

Art: Mrs L Nichols

Computing: Miss M Till

Music: Mr S Elliott

Philosophy, Ethics and RE: Mrs S Kears

Physical Education: Mr B Franklin

APEX: Mrs R Hull

Maths

In year 8 pupils will extend their knowledge of the topics taught in year 7 and look at algebraic sequences, and plotting quadratic and linear graphs. Pupils will also build on their problem-solving skills and continuing to have 1 problem solving lesson per week

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|---|
| <p>Content: Geometry and Measure – 3D Shapes</p> <p>Vocabulary: Cylinder, prism, pyramid, vertex, plan, elevation, volume, surface area.</p> | <p>Content: Angles and constructions</p> <p>Vocabulary: Perpendicular, Parallel, Bisector, scales, vertically opposite, polygon</p> | <p>Content: Ratio and Proportion</p> <p>Vocabulary: Mass, Compound unit, Direct Proportion, Inverse Proportion, Metric, imperial</p> |
| <p>Content: Algebra – Sequences</p> <p>Vocabulary: Nth term, term to term, position to term, Sequence, Generate, Arithmetic, Geometric, Linear</p> | <p>Content: Co-ordinates and Graphs</p> <p>Vocabulary: Quadrants, Linear, Quadratic, co-ordinate, estimate, plot, Simultaneous</p> | <p>Content: Probability</p> <p>Vocabulary: Probability, Venn diagram, Sample space, Probability scale, Theoretical, Experimental, combined events</p> |

Our Year 8 curriculum aims to ensure that students can do the following:

- Recognise and identify the properties of 3D shapes
- Calculate the surface area and volume of 3D shapes.
- Recognise and describe sequences
- Use standard ruler and compass constructions
- Calculate missing angles with shapes and parallel lines
- Understand straight line graphs
- Use linear and quadratic graphs
- Work with direct and inverse proportion
- Share amounts in a given ratio
- Understand and describe probabilities
- Use Venn diagrams

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught and practice the skills learned within maths lessons
- www.vle.mathswatch.co.uk/vle/ is a useful website that can support your child's learning at home

English



English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 8

| Autumn | Spring | Summer |
|--|---|---|
| <p>Content: Dystopian Worlds</p> <p>Students will explore the dystopian genre by analysing key extracts from a range of dystopian texts. They will develop an understanding of key conventions and re-create the genre by writing creatively.</p> <p>Vocabulary:</p> <p>utopia, society, totalitarian, indoctrination, censorship, surveillance, protagonist, antagonist</p> | <p>Content: 19th Century Literature</p> <p>Pupils take part in their own 'whodunnit' and follow the clues to become the next Sherlock Holmes.</p> <p>Vocabulary:</p> <p>Deduction, resolution, climax, theorise, exposition, hypothesis, structure, red herring, inference</p> | <p>Content: Novel Study – Animal Farm or Lord of the Flies</p> <p>Students will use this iconic novel to explore the behaviour of humanity and the impact of power and control.</p> <p>Vocabulary:</p> <p>Oppression, morality, microcosm, symbolism, anthropomorphism, tyranny, dictatorship, propaganda, allegory</p> |
| <p>Content: Shakespeare – Much Ado About Nothing or Twelfth Night</p> <p>Students will develop their understanding of the comedy genre with a focus on the representation of women in Shakespeare's plays.</p> <p>Vocabulary:</p> <p>Monologue, stereotype, soliloquy, dramatic irony, juxtaposition, patriarchy</p> | <p>Content: Journalism</p> <p>Students will explore the journalistic craft by analysing articles to examine how writers influence their readers. They will then have the opportunity to create their own publication</p> <p>Vocabulary:</p> <p>Tabloid, broadsheet, formality, rhetoric, ambiguity, emotive, controversial, provocative</p> | <p>Content: Poetry of Identity</p> <p>Using a selection of poetry, pupils explore the ideas of identity, culture and what it means to belong.</p> <p>Vocabulary:</p> <p>Identity, idiosyncrasy, culture, nature, voice, tradition</p> |

Our Year 8 curriculum aims to ensure that students can do the following:

- To provide increased challenge through choices of literature and concepts we explore
- To build on the foundations of our students' understanding of our wider world and where we are today
- To explore how fear is presented within literature and how it resonates differently within different eras
- To develop creative responses to meaningful stimulus

How parents can help to support their child's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy.
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning.
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in.

Science



Science at Key Stage 3 at The Snaith School builds on our student's prior learning in primary education so they develop firm foundations in their understanding of key scientific ideas, practical based enquiry and scientific literacy and they can make a strong transition to their learning in Key Stage 4 and for the demands of GCSE Science.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|--|--|
| <p>Content:</p> <p>The Human Body</p> <p>Vocabulary:</p> <p>Skeleton, Muscle, Antagonistic, Heart, Small Intestine, Ligament, Tendon, Health, Disease, Bacteria, Virus, Communicable, Non-Communicable, Enzyme, Deficiency, Absorption, Diffusion, Carbohydrate, Fat, Fibre, Protein, Vitamins, Minerals, Malnutrition, Joule, Obesity, Liver, Gall bladder, Pancreas, Anus, Rectum, Recreational drug</p> | <p>Content:</p> <p>Further Energy</p> <p>Vocabulary:</p> <p>Joules, Watts, Kilowatt-hour, Energy store, Energy pathway, Work done, Transfer Stores of energy: Kinetic, Chemical, Thermal, Gravitational, Elastic, Nuclear, Magnetic, Electrostatic Transfers of energy; Mechanically, Heating, Electrically, Radiation Renewable, Non-renewable, Finite, Infinite, Polluting, Reliable</p> | <p>Content:</p> <p>Seeing & Hearing</p> <p>Vocabulary:</p> <p>Longitudinal, Transverse, Trough, Crest, Oscillations, Wavelength, Amplitude, Frequency, Pitch, Speed, Distance, Time, Sound, Vibrations, Echo, Ear, Cochlea, Auditory nerve, Ear canal, Luminous, Non-luminous, Opaque, Transparent, Translucent, Reflection, Refraction, Dispersion, Filter, Eye, Retina, Lens, Cornea, Pupil, Iris, Convex, Concave, Primary, Secondary</p> |
| <p>Content:</p> <p>Further Electricity</p> <p>Vocabulary:</p> <p>Current, Potential difference, Batteries, Series, Parallel, Circuit, Resistance, Amps, Ohms, Volts, Static, Atom, Nucleus, Charge, Attraction, Repulsion, Positive, Negative, Electron, Ammeter, Voltmeter, Flow</p> | <p>Content:</p> <p>Chemical Reactions</p> <p>Vocabulary:</p> <p>Physical Change, Chemical Reaction, Word equation, Chemical, Bond, Exothermic, Endothermic, Fuels, Reactant, Product, Metal, Non-metal, Oxidation, Reactivity, Complete Combustion, Incomplete Combustion, Thermal Decomposition, Exothermic, Endothermic, pH, Acid, Carbonate, Concentration, Extraction, Mining, Displacement, Reduction</p> | <p>Content:</p> <p>Genetics & Evolution</p> <p>Vocabulary:</p> <p>Species, Variation, Continuous, Discontinuous, Characteristic, Gene, DNA, Chromosome, Nucleus, Cell, Histogram, Inheritance, Genetic, Environmental, Offspring, Punnet Square, Natural selection, Evolution, Darwin, Mutation, Population, Generation, Resource, Environment, Habitat, Endangered, Extinction, Ecosystem, Biodiversity, Gene banks, Conservation</p> |
| <p>Content:</p> <p>Acids & Alkalis</p> <p>Vocabulary:</p> <p>Acid, Alkali, Indicator, pH scale, Logarithmic,</p> | <p>Content:</p> <p>Forces & Motion</p> <p>Vocabulary:</p> <p>Speed, Distance, Time, Relative, Acceleration,</p> | <p>Content:</p> <p>Magnetism</p> <p>Vocabulary:</p> <p>Magnetic field, Repel, Attract, Poles, Electromagnet,</p> |

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| Neutralisation, Salt, Word equation, Indigestion, Filter, Evaporation, Crystallisation, Hydrogen | Deceleration, Relationship, Proportional, Velocity, Resultant force, Moments, Levers, Pivot, Fulcrum, Force, Pressure, Fluid, Surface Area, Depth, Upthrust, Gravity, Exerted | Temporary, Induced, Permanent, Strength, Current, Motor, Solenoid |
| <p>Content:</p> <p>Periodic Table</p> <p>Vocabulary:</p> <p>Element, Groups, Periods, Periodic table, Chemical, Physical, Property, Metals, Non-metals,</p> | <p>Content:</p> <p>Photosynthesis & Respiration</p> <p>Vocabulary:</p> <p>Reactant, Product, Photosynthesis, Adaptations, Chloroplast, Chlorophyll, Stomata, Limiting factor, Algae, Factor, Word Equation, Mitochondria, Aerobic, Anaerobic, Respiration, Oxygen, Carbon Dioxide, Glucose, Lactic acid, Energy, Microorganism, Mitochondria, Metabolic, Yeast, Alcohol</p> | <p>Content:</p> <p>Earth</p> <p>Vocabulary:</p> <p>Carbon dioxide, Atmosphere, Abundance, Composition, Global Warming, Greenhouse effect, Climate change, Pollutant, Fossil fuel, Sedimentary, Igneous, Metamorphic, Cycle</p> |

Our Year 8 curriculum goals:

- Continue to develop skills to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

Classwork and Homework Classwork

Students will develop a range of skills during their Science lessons. In class, students will complete mini-quizzes, learn new content and key vocabulary and complete a range of different practicals throughout each topic.

Homework may take the form of a research task, key terminology to learn, short answer questions or poster work.

Assessment

At the end of each topic there is a formative assessment. This is a set of multiple-choice questions, followed by some longer tasks. There will also be cumulative assessments in November and May. At the end of Y8, students will sit an end of year assessment, based on the content and skills they have covered across year 7 and 8. These will be marked by the class teacher.

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you
- Encourage your child to use other sources of information to help them (such as KS3 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

Geography

It is critical to give our students a broad understanding of geographical issues. With this in mind, year 8 commences with the 'Tour de Geography' where students examine a wide variety of locations and current issues through the lens of common themes (physical / human geography, Geographical Skills, Geological process, geographical futures). Students will then broaden their previous ecosystem knowledge by combining their work on weather at the end of year 7 with previous work on ecosystems to study water geomorphology before linking this to tropical rainforests and how natural resources are managed.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|---|--|
| <p><u>Content:</u> <u>Climate Change</u></p> <p>Examining the causes and impacts of climate change on the UK and the wider world as well as the mitigations we can implement against its effects.</p> <p><u>Key Words</u> Holocene period, Inter-glacial, Solar Insolation, Enhanced greenhouse effect, Fossil Fuels, Mitigations</p> | <p><u>Content:</u> <u>Oceans under threat</u></p> <p>Examining the impact of marine threats, including climate change, plastic, oil spills, piracy and erosion</p> <p><u>Key Words</u> Climate change, Environmental refugee, Gulf stream, Exploitation, Over extraction ,Erosion ,Deposition, Hard engineering, Soft engineering, Beach nourishment, Groynes, Sea Wall</p> | <p><u>Content:</u> <u>Cold Environments</u></p> <p><i>Examine the impact of glaciation on UK landscapes, as well as how animals and people have adapted to live in the extremes of cold temperatures, as well as our impact on these environments.</i></p> <p><u>Key Words</u> Global Significance, World City, Settlement Hierarchy, Geopolitics, Newly Emerging, Economy, Transnational Corporation, Host Country</p> <p>OPEC, Non-renewable, Renewable, Sustainability, Oil reserves, secondary, tertiary and quaternary job sectors, Surplus, Deficit, Food Miles, Carbon Footprint, Development Top-down/bottom-up Intergovernmental agreement Colonialism Independence</p> |
| <p><u>Content:</u> <u>Settlement</u></p> <p>Examining the common patterns of settlement around the world, including megacities and slums.</p> <p><u>Key Words</u> Rural, Urban, Population density, Burgess model, Brownfield, Greenfield, Megacity</p> | <p><u>Content:</u> <u>Globalisation</u></p> <p>Examine the causes and impacts of globalisation on both a international and a local scale – focusing on the development of technology.</p> <p><u>Key words</u> Globalisation, Interconnected, Global</p> | |

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| | scale, Low income country, High income country Manufacturing, Deindustrialisation, Labour, TNCs, Investment, Aid Workforce, Primary sector Secondary sector, Climate Change, Greenhouse Gasses, Pollution | |
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Our Year 8 curriculum goals:

- Develop students understanding of specific locations around the world and how they are interconnected
- Develop students' abilities to interpret maps and GIS at a variety of scales
- Grow understanding of how physical and human geographical processes are linked and grow the landscape we see around us
- Allow opportunities for students to see how humans can directly affect their environment both positively and negatively
- To develop application of geographical knowledge, understanding and skills through study of specific areas on a variety of scales.

How parents can help to support their child's learning:

- Encourage students to access news outlets and articles involving geographical issues
- Visit locations and examples studied in this year such as rivers, coasts, cities and woodland areas
- Encourage independent research of topics and issues covered and discuss them with students objectively
- Allow access to digital technology and online maps that can be used to gain better understanding of topics covered (e.g. Microsoft Teams, Ecosia, ARCGIS)

History

In year 8, pupils will start to learn and understand about the fight for freedom for many individuals in many different societies. Pupils will build on their knowledge of power and control in year 7 and be taught in year 8 how different societies wanted to break free from this control in order to improve their lives. Within this, our areas of study will range from The English Civil War in the 1600's through to the American Civil Rights Movement in the 1900's.

Knowledge taught in Year 8

| Autumn | Spring | Summer |
|---|---|---|
| <p>Content: <u>The Stuarts & the English Civil War</u></p> <p>A study of the Stuarts, including Charles I, the English Civil War and the role of Oliver Cromwell.</p> <p>Vocabulary:</p> <p>Civil War Parliament Execution</p> | <p>Content: <u>The Fight for the vote</u></p> <p>A study of different social groups who fought for the right to vote in the 19th and 20th centuries. This includes The Chartists and the Suffragettes.</p> <p>Vocabulary:</p> <p>Parliament Franchise Rights Chartism</p> | <p>Content: <u>The Slave Trade</u></p> <p>Pupils study the origins of the Slave trade and its impact on people's lives in Britain, Africa and America.</p> <p>Vocabulary:</p> <p>Capture Resistance Abolitionists</p> |
| <p>Content: <u>The Industrial Revolution</u></p> <p>A study of the Industrial Revolution period in British history with a focus on how Britain developed as a country in this period.</p> <p>Vocabulary:</p> <p>Technology Crime and Punishment Industrialism</p> | <p>Content: <u>The British Empire</u></p> <p>An enquiry into the formation and maintenance of the British Empire, including case studies of a number of countries within the Empire.</p> <p>Vocabulary:</p> <p>Colony Empire Explorers</p> | <p>Content: <u>20th Century American Civil Rights Movement</u></p> <p>An exploration of life for African American people after slavery. Pupils investigate the change and continuities in post-slavery America.</p> <p>Vocabulary:</p> <p>Segregation Protest Progress</p> |

Our Year 8 curriculum goals:

- Understanding chronology
- Organisation and communication skills
- Interpretation and source work
- Structuring written work
- Understanding change over time

How parents can help to support their child's learning:

- Encourage your child to visit museums and historical sites

- Encourage your child to read widely, including newspapers and websites
- Encourage your child to complete homework

MFL

These topics allow students to begin to talk about the wider world and use additional tenses in order to express themselves in more than one time frame

Knowledge taught in Year 8

| Autumn | Spring | Summer |
|--|---|---|
| Content: <ul style="list-style-type: none">• Holiday destinations• Accommodation• Transport• Weather• Holiday activities | Content: <ul style="list-style-type: none">• Festivals and celebrations | Content: <ul style="list-style-type: none">• Healthy living• Daily routine |

Our Year 8 curriculum goals:

- To revise key sound-spelling (phonics) to help pronunciation of new language
- To develop the confidence and skills to be able to speak openly to others in French
- To develop reading and translation skills, leading to being able to write independently
- To nurture of love of language learning outside the classroom
- To be able to express oneself in two time frames

How parents can help to support their child's learning:

- Use their child's sentence builders to test vocabulary in short, regular bursts
- Encourage homework on sentencebuilders.com to be done in short periods over a number of days to aid memory
- Ask them to teach you what they have learned that week, as a child who can explain to others has understood the work themselves

APEX



The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 8 which will focus on the following topics.

| Autumn | Spring | Summer |
|---|--|--|
| <p>Content: Identity & Diversity (How do we challenge discrimination in society?)</p> <p>Pupils will learn about prejudice and discrimination. They will consider what makes a hate crime and how to challenge discrimination in society.</p> | <p>Content: Relationships & Sex Education (What is attraction?)</p> <p>Pupils will understand different types of relationship. We look at phobias and stigmas and the importance of language. Pupils will discuss contraception and the impact of pornography on relationships, alongside choices around sexual relationships and avoiding peer pressure.</p> | <p>Content: Healthy Lifestyles (What might threaten a healthy lifestyle?)</p> <p>Pupils will learn about periods and menstruation. They will also be given guidance on how to manage inner feelings and stress, and how to prioritise their mental health. They will look at the impact of screen time and also consider how to deal with grief and loss.</p> |
| <p>Content: Finance & Careers (How am I responsible in the financial world?)</p> <p>Pupils will learn about managing debt and how tax is used. They will consider types of employment and employment rights as well as how to challenge traditional stereotypes at work.</p> | <p>Content: Risk & Safety (What are the dangers of online and personal safety?)</p> <p>Pupils will learn how to protect themselves from dangers such as County Lines, knife crime and child sexual exploitation. They will also consider the dangers of drug and alcohol use, alongside the health implications of vaping.</p> | <p>Content: Politics</p> <p>Pupils will have an introduction to Politics.</p> |

Our Year 8 curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our pupils so they can make safe considered choices about their personal development and wellbeing.
- To understand that there are different types of relationship and to challenge discrimination.
- To understand our career expectations and how to manage financial risk.
- Pupils build resilience and know where to get help.
- Pupils will develop using Human Rights and British Values as the basis for safe discussion.
- Pupils will recognise threats online and offline and know where to go for help.

How parents can help to support their child's learning:

- Encourage watching the news and keeping an eye on current affairs. CBBC Newsround is suitable for this.
- Promote open discussion about challenges your child could be facing.

- Have discussions about your child's ambitions.

Art & Design

In the second year of KS3 students explore different starting points and media in order to become more fluent with their Art skills. The Year 8 Curriculum is designed to give the students the opportunity to learn new skills and broaden their knowledge of different Art and Artists. Students develop their own practice in response to the theme of Portraiture, Animals and Pop Art. Our Curriculum promotes the ethos of building student's confidence and developing creativity skills.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|--|
| <p>Content:</p> <p>Portraiture.</p> <p>Students develop knowledge of how to draw portraits – looking at proportion and accuracy.</p> <p>Students will make links to an artist called Louis Jover. Exploring his artwork and working in his style.</p> <p>Students will be encouraged to develop ideas and the use of different media</p> <p>Vocabulary:</p> <p>Proportion Scale Distortion Pattern expression</p> | <p>Content:</p> <p>Completion of Autumn term project</p> <p>Students explore the world of animals. Initially through the work of Otto D'ambra and his Hybrid animals.</p> <p>Students create their own hybrid animals on photoshop and use Mono printing to develop their outcomes.</p> <p>Vocabulary:</p> <p>Hybrid Surreal Layers Blended</p> | <p>Content:</p> <p>Completion of Spring term project</p> <p>Students use photography to inspire a collage based on the work of Peter Clark. Students will learn how to use the cameras and take photos of discarded items – linking work to environmental issues and the impact on animals.</p> <p>Vocabulary:</p> <p>Collage Focus Framing Angles Environment Pollution</p> |
| <p>Content:</p> <p>Continuation of Portraiture.</p> <p>Students will be encouraged to develop their ideas in response to Louis Jover and experiment with different media. Resolving ideas and creating personal responses to the theme.</p> <p>Vocabulary:</p> | <p>Content :</p> <p>Continuation of Hybrid animals</p> <p>Students expand their knowledge by looking at other artists inspired by Animals – focusing on different media, and mark making.</p> | <p>Content :</p> <p>Continuation of collage</p> <p>Students now explore Pop Art through digital Collage, perspective, contextualisation (making work relevant to today), personal identity is also explored within the theme. Students analyse Richard Hamilton's work; 'What is it that makes today's homes so different so appealing', 1954.</p> |

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| <p>Ideas Development Abstract</p> | | <p>Students then design their own interior, thinking about the perspective/size/scale/ placement of object to create a collaged room that has a 3D effect.</p> <p>Vocabulary:</p> <p>Context Collage Perspective Scale</p> |
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Our Year 8 curriculum goals:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the skills and techniques they have explored and the artists they have learnt about.
- Create opportunities of making crafts, art or photography at home. Encourage your child to have a sketchbook to explore and extend the skills they have learnt in school or begin exploring their own ideas and environment through drawing, colour, media, photography.
- Visit local or national Art and Photography exhibitions, seeing a variety of art outcomes to broaden their understanding of what art is and what it can be.

Computing

During computing lessons, we aim to provide pupils with the tools required to use computer systems within school and beyond with confidence. A wide range of up to date industry recognised software is taught in an ever-changing subject area which is constantly evolving to meet pupil and industry needs.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|--|---|
| <p>Content: <u>Online Safety</u></p> <p>Building on the prior learning pupils are given a scenario of security in action within an organisation. Pupils will be given a number of tasks to complete on a company's behalf looking at how social media is used in recruitment to how to encrypt and decrypt code using different types of ciphers.</p> <p>Vocabulary: Malware Phishing Password Encryption Decryption Cipher</p> | <p>Content: <u>Creative</u></p> <p>During the year a lot of focus has been on the technical side of computing. This unit enables pupils to demonstrate their creative side with a business slant. Pupils will research, design, collect resources and use Photoshop tools to create a professional looking DVD cover for a set genre of film. Pupils will be expected to identify and include all required elements seen on a commercial product of the same type.</p> <p>Vocabulary: Layering Scaling Filters Planning Design principles Client brief</p> | <p>Content: <u>Computer Science</u></p> <p>This unit builds on the skills and understanding developed in year 7. After a refresher course in binary pupils move on to binary to Hex conversion and vice versa. They also design and create logic gates and truth tables which are fundamental in consolidating pupils computational thinking.</p> <p>Vocabulary: Binary conversion Hex conversion Logic gates Truth tables Searching algorithm Sorting algorithm</p> |
| <p>Content: <u>Text based programming</u></p> <p>Python is an interpreted high-level general-purpose programming language used by companies like Google and Nasa. In this unit pupils will learn how to programme using Python starting from at basic level and building in complexity as their confidence grows. T</p> <p>Vocabulary: Variables Input Output String Integer Selection</p> | <p>Content: <u>Spreadsheets</u></p> <p>Microsoft Excel is a versatile piece of business software which pupils learn to use in this unit. The unit starts by looking at the key terms as this is something very few pupils will be familiar with using. Before moving on to formatting, cell referencing, formulae, functions and replication.</p> <p>Vocabulary: Formatting Replication Relative cell references Conditional cell references Formulae Functions</p> | <p>Content: <u>Website design</u></p> <p>Pupils will approach this unit by looking at successful websites and identifying the assets used, interactivity methods and common layouts. There will then go on to plan and create their own multi page website including the assets. Assets to be created will include banner, buttons, video, logo etc. To create the website pupils will use Dreamweaver for the first time.</p> <p>Vocabulary: Sitemap HTML CSS Assets Interactivity Hyperlink</p> |

Our Year 8 curriculum goals:

- Be confident when using the computer system and a wide range of software applications
- Be able to save documents using appropriate file names in a logical area
- Become digitally literate
- Develop programming skills
- Understand why and how to use technology safely, respectfully, responsibly and securely

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons
- Ask your child to share the work they have been doing in lesson with you through Microsoft Teams
- Ensure that all homework is completed on time
- Encourage your child to revise for assessments

Drama

Building on the basic Drama skills developed in Year 7, pupils start to challenge themselves in variety of practical and written tasks. Pupils expand on the skills developed in Year 8 in preparation for Year 9.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|--|
| <p>Content: Exploring Theatre Practitioners</p> <p>What has happened at Darkwood? You will bring inanimate objects to life? Listen to gossip, attend a village meeting and are you up for a challenge????</p> <p>Vocabulary:</p> <p>Gothic/Horror Genre Antonin Artaud Physical Theatre Atmosphere Tension Proxemics Transitions Still Image Challenge</p> | <p>Content: Working from a Stimulus</p> <p>To explore world of Fame and Celebrity through Drama Strategies</p> <p>Vocabulary:</p> <p>Stimulus Devising Character Plot Vocal & Physical Skills Explorative Strategies Thought Tracking Role on the wall Hot Seating Still Image</p> | <p>Content: Discovering Styles and Genres 2 – Silent Movies</p> <p>Vocabulary:</p> <p>Express Gait Communicate Accuracy Clarity Slapstick Devise Rehearsal technique Refinement Amendment Silent Movies Mime</p> |
| <p>Content: Discovering Style & Genre 1</p> <p>Theatre styles and genre through the time...</p> <p>Vocabulary: Mime Body Language Facial Expressions Commedia Dell'Arte Stock Characters Pantomime Melodrama Comedy Exaggeration Audience Interaction Performing</p> | <p>Content: Interpreting a Script</p> <p>What is a script? Conventions and developing using scripts in lessons</p> <p>Vocabulary: Facial Expressions Body Language Gestures Levels Audience Awareness Tableaux Transition Rehearsal Direct Address Sound Tunnel Positioning Off Text Improvisation Stage Space</p> | |

Our Year 8 curriculum goals:

- Participate in practical exercises and assignments responsibly, confidently, and effectively
- Explore and experiment with Drama activities using a range of techniques, voices, and movements
- Experiment with different roles, styles, genres, and techniques.
- Plan, Rehearse, Perform, and Improve them in the class as a group
- Explain their own and others' work, identifying their own successes and giving constructive feedback to peers on how they can improve work.
- Consider how Drama was created, performed, and seen

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Encourage your child to see live drama (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals)



Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-class and choral singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|--|--|
| <p>Content: Blues and Rock</p> <p>Understanding the origins and characteristics of Blues and how it went on to directly influence Rock. Performing chords and riffs from the 12 Bar Blues, improvising using the Blues Scale, composing a rock song using music technology.</p> <p>Dynamics</p> <p>Rhythm</p> <p>Syncopation, Swing/Shuffle, Tempo, BPM, Metre, 4/4</p> <p>Structure</p> <p>12 Bar Blues AAB lyric structure</p> <p>Melody</p> <p>Riff, Improvisation, Blues Scale</p> <p>Instrumentation</p> <p>Piano, Electric Guitar, Acoustic Guitar, Bass Guitar, Drum Kit</p> <p>Texture</p> <p>Melody and Accompaniment</p> <p>Timbre</p> <p>Power Chord, Distortion/Overdrive</p> <p>Tonality – Major/Minor</p> <p>Harmony</p> <p>Primary Chords (I, IV and V)</p> | <p>Content: Rhythms Around the World</p> <p>Understanding more complex rhythms and its usage in a variety of contexts including Reggae, Tresillo Rhythms, Call and Response, Samba Batucada and Indian tala.</p> <p>Dynamics</p> <p>Forte(f), Piano (p)</p> <p>Rhythm</p> <p>Tempo, BPM, Syncopation, Ska Stroke, Tresillo, Cross-Rhythms, Polyrhythms, Accents, Tala, Metre</p> <p>Structure</p> <p>Introduction, Grooves, Breaks, Call and Response</p> <p>Melody</p> <p>Pentatonic Scale, raga</p> <p>Instrumentation</p> <p>Samba Instrumentation, Sitar, Tabla, Djembe, Drum Kit, Piano</p> <p>Texture</p> <p>Layering, Polyphonic</p> <p>Timbre</p> <p>Synthesiser, Sequencing</p> <p>Tonality – Major/Minor, Pentatonic</p> <p>Harmony</p> <p>Drone</p> | <p>Content: Ground Bass Arrangements</p> <p>Understanding the characteristics of Baroque Music (c.1600-1750) and how composers from the 20th and 21st centuries have been inspired by music from this period. Pupils create modern arrangements of Ground Bass pieces from the Baroque Period using music technology.</p> <p>Dynamics</p> <p>Rhythm</p> <p>Dotted rhythms, Tempo, BPM</p> <p>Structure</p> <p>Ground Bass, Chaconne, Passacaglia</p> <p>Metre</p> <p>Time Signatures 4/4 and 3/4</p> <p>Melody</p> <p>Ornamentation, Treble Clef, Bas Clef, Improvisation</p> <p>Instrumentation</p> <p>Violin, Continuo, Cello, (Pipe) Organ, Harpsichord</p> <p>Texture</p> <p>Contrapuntal Texture, Melody and Accompaniment, Broken Chords</p> <p>Timbre</p> <p>Synthesiser – Pad, Lead, Bass</p> |

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|--|--|--|
| | | <p>Drum Machine</p> <p>Tonality – Major/Minor</p> <p>Harmony Chord Progression, Chord Inversions, Bass Clef</p> <p>Baroque Period</p> |
|--|--|--|

Our Year 8 curriculum goals:

- For students to develop performing skills on voices, percussion, keyboard and ukulele
- Students to establish skills and an understanding of using accessible music technology and use it as a tool for performing and composing music
- Students to develop their understanding of music notation including more complex rhythmic notation and the notes from the treble clef
- Students to develop an understanding of a variety of musical elements linked to DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre, Harmony) through performance, composition and listening

How parents can help to support their child's learning:

- Encourage your son/daughter to talk about their classroom music lessons
- Listen to performance/composition work your son/daughter has created from class/home learning
- Support your son/daughter with completing music homework to the best of their ability
- Encourage your son/daughter to get involved in extra-curricular activities such as the Choir, Year 8 Band and the School Band
- If your son/daughter is receiving extra instrumental or vocal lessons encourage them to practice regularly

Physical Education

We aim to deliver a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physical activities. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We will offer opportunities for pupils to compete in sport and other activities this will help to build character and embed values such as teamwork, resilience, tolerance, discipline and respect. Our curriculum will contribute to the development of other cognitive skills such as decision making, communication, analysis of performance and social skills. We will also ensure that PE contributes to improving the mental health of our pupils.

Our fundamental aim is to help our pupils to lead healthy and active lifestyles, helping them to know how to keep physically and mentally healthy and to create pathways for them to continue to be active beyond school.

Knowledge taught in Year 8: Boys

| Autumn | Spring | Summer |
|---|--|--|
| Content: Football, Rugby & fitness | Content: Badminton, Dance, Table Tennis & Handball | Content: Athletics, cricket & rounders |
| Skills <ul style="list-style-type: none"> • General gross and fine motor skills • Analysing Performance (self & peers) • Use of ICT in PE • Techniques from a variety of sporting activities • Rules and tactics • Communication • Teamwork • Knowledge of different types of competition • Knowledge of different training methods • Further development of specific vocabulary for each activity including keywords • Games for understanding | | |

Knowledge taught in Year 8: Girls

| Autumn | Spring | Summer |
|---|---|--|
| Content: Netball, Badminton & fitness | Content: Table Tennis, Dance, Football & Handball | Content: Athletics, cricket & rounders |
| Skills <ul style="list-style-type: none"> • General gross and fine motor skills • Analysing Performance (self & peers) • Use of ICT in PE • Techniques from a variety of sporting activities • Rules and tactics • Communication • Teamwork • Knowledge of different types of competition • Knowledge of different training methods • Further development of specific vocabulary for each activity including keywords • Games for understanding | | |

Our Year 8 curriculum goals:

- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules



RE, Philosophy and Ethics

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

In Year 8, pupils will look at non-religious views within society and will also start to consider what is right and wrong, really focusing on the philosophical and ethical issues and questions that face us in modern society. They will be encouraged to have an opinion and a voice, as we support them in becoming morally responsible young adults. The world around us can be difficult to navigate as a young adult and this subject provides opportunities to look at and evaluate ethical and moral dilemmas as well as enabling students to ask important questions.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|---|--|
| <p>Content: Humanism, How do we challenge prejudice?</p> <p>What is Humanism? Beliefs about the environment The Golden Rule Celebrating important events</p> <p>How do we challenge prejudice? What is prejudice? Racism in sport Racism, MLK and Rosa Parks</p> <p>Vocabulary: Humanism, Golden Rule, atheist, environmental sustainability, stewardship, responsibility, prejudice, discrimination, racism, sexism, Islamophobia, speciesism, persecution</p> | <p>Content: How do we challenge prejudice? (continued), What happens when we die?</p> <p>How do we challenge prejudice? Gender discrimination Islamophobia Does racism exist in sport? Why are MLK and Rosa Parks such important figures?</p> <p>What happens when we die? The death and resurrection of Jesus What is reincarnation? The Day of the Dead What happens when we die?</p> <p>Vocabulary: Prejudice, discrimination, racism, sexism, Islamophobia, speciesism, persecution, afterlife, reincarnation, resurrection, soul</p> | <p>Content: What happens when we die? (continued), Does God exist?</p> <p>What happens when we die? The Day of the Dead What happens when we die?</p> <p>Does God exist? The qualities of God The existence of God Overcoming evil</p> <p>Vocabulary: Afterlife, reincarnation, resurrection, soul, omnipotent, omnibenevolent, omniscient, omnipresent, evil, philosopher</p> |

Our Year 8 curriculum aims to ensure that students can do the following

- Describe key Humanist beliefs
- Understand the different types of prejudice that exist and why these must be challenged
- Develop an understanding of the ideas of the existence of God and how God and evil can co-exist
- Justify opinions about ethical and moral issues
- Compare and contrast a wide range of views about the afterlife
- Develop organisation, communication independent learning and literacy skills
- Develop empathy and respect

How parents can help to support their child's learning:

- Encourage your child to read for pleasure, strengthening literacy skills
- Ensure that all homework is completed on time
- Read through your child's exercise book and show an interest in their views and justifications
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news, and discuss topical religious and moral issues as they occur, listening to your child's opinion
- Encourage your child to consider the views of other people, and to show empathy to others

Design & Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|---|--|
| <p>Content: Renewable Energy</p> <p>Designing Environmental, social and economic challenges that influence designing and making. Energy Communicating design ideas- sketches, physical models. Developing prototypes- modelling, CAD, CAM, systems Testing and evaluating ideas and products.</p> <p>Making Soldering of electronic components</p> <p>Technical Knowledge Electronic systems Mechanical devices</p> <p>Evaluation Testing and Evaluating ideas and products.</p> <p>Health and Safety Working safely - general safety -PPE -safe use of tools and equipment</p> <p>Vocabulary: Recycle, Reuse, Repair, Refuse, Reduce, Rethink</p> | <p>Content: Timbers</p> <p>Designing Making Working safely Timbers- processes used to make products from timber. -Shaping -Deforming -Joining -Finishing</p> <p>Technical Knowledge Timbers -types of timber -stock forms -sources of timber</p> <p>Health and Safety Working safely -general safety -PPE -safe use of tools and equipment</p> <p>Vocabulary: Properties, wasting, finishing, joining, stock forms</p> | <p>Content: Diet and health – Macronutrients</p> <p>Health and Safety Temperature Control</p> <p>Diet and Health Macronutrients -Carbohydrates* -Protein -Fats and Oils Fats and oils *Raising Agents Biological Raising Agents Yeast, Fermentation</p> <p>Food Preparation Skills Mise-en-Place Use of oven (timings and temperature control) Use of hob (boiling and simmering) Preparing fruit and vegetables - grating, shredding, juicing and zesting Combining methods of cooking (browning, broiling etc.) Finishing, including glazes. Beating, rolling and cutting Adaptation and recipe development</p> <p>Vocabulary: Melting, browning, bridge & claw, peeling, cutting, slicing, reduction, adaptation, binding, bacteria, hygiene</p> |

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| <p>Content: Metals</p> <p>Designing Developing prototypes- modelling, CAD, CAM, systems</p> <p>Making Metals- processes used to make products from metal. -cutting -joining -finishing</p> <p>Technical Knowledge Metals -how is metal made</p> <p>Health and Safety Working safely - general safety -PPE -safe use of tools and equipment</p> <p>Vocabulary: Forming, stock forms, properties, Casting, moulds</p> | <p>Content: Modelling/ CAD</p> <p>Technical Knowledge Computer Aided Design</p> <p>Evaluation Testing and Evaluating ideas and products.</p> <p>Health and Safety</p> <p>Vocabulary: CAD Design CAM Paper and Board</p> | <p>Content: Food processing – primary and secondary processing (cereals, milk) and taste.</p> <p>Food Ingredients Milk (Cheese making) Cereals/Flour experiment (flour experiment) Tasting Taste Buds, Umami - Milks (milk shakes)</p> <p>Food Preparation Skills Mise-en-Place Use of oven (timings and temperature control) Use of hob (boiling and simmering) Preparing fruit and vegetables - grating, shredding, juicing and zesting Combining methods of cooking (browning, broiling etc.) Finishing, including glazes. Beating, rolling and cutting</p> <p>Vocabulary: Enzymic, spoilage, taste, browning, melting, cutting/slicing, binding, adaptation, evaluation, sensory.</p> |
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Our Year 8 curriculum goals:

- How to identify suitable primary users and stakeholders for a product
- Testing of materials and processes to influence the design of a solution
- Safe use of tools and equipment in the workshop and classrooms
- Use of a wide variety of materials and techniques
- Safe working practices in the kitchen
- Understanding of different food preparation processes and the equipment required
- Understanding of food safety in both storage and preparation

How parents can help to support their child's learning:

- Encourage your child to identify products around them when out and about
- Encourage your child to look at materials of products they regularly use to enhance their day-to-day living.
- Encourage your child to help in the kitchen when preparing meals.