

Curriculum Overview - Year 8 Term 2:

Here is the curriculum plan for the current term so you can see *what* our year 8 students are learning and *how* they are developing 'Advanced Cognitive Performance Characteristics' (ACPS) and demonstrating 'Values, Attitudes and Attributes' (VAAs) as part of our vision of students becoming Higher Performance Learners (HPL). The highlighted column gives some suggestions on how you can help support students at home.

Subject:	Topic:	Key learning: (Knowledge/skill)	Building on.... Leading to....	Why? (Rationale):	How? (HPL):	What could parents do to support? What might accelerate progress?
Art	The Formal Elements in Art (students will focus on the four remaining Formal Elements, having studied the first four in Year 7). Students will mainly focus on "Texture" in Term 2.	Understanding "Tone", "Texture", "Pattern" and "Composition". Students will learn about these four Formal Elements, how to apply them practically to produce artworks and how to use combinations of them. Students will focus mainly on "Texture" in Term 2.	Building on: The skills and knowledge learnt in Year 7 (and Term 1) and to complete their understanding of all the Formal Elements in Art (students previously learnt about "Line", "Shape", "Form" and "Colour" in Year 7). Leading to: Fully understanding all the Formal Elements in Art and how to apply combinations of these whilst doing project-based work in Year 9.	By learning about all the Formal Elements and how to use combinations of them, students will gain a greater understanding of how to produce a variety of competent artworks.	By understanding how they learn (Meta-cognition), students will be able to improve their research and analytical skills and be able to develop their ideas competently and confidently.	Parents could help with the research element into a variety of different artists (the context), which are usually set as homework tasks. Parents could also discuss the student's understanding of each of the Formal Elements, ensuring student's comprehension.

Computing	App development	<ul style="list-style-type: none"> • What is an app? • History of apps • App ideas - generation • Computational thinking • Project management • Data and security • App design • App development • Presenting information • Critical analysis skills <ul style="list-style-type: none"> ○ Peer and individual reviews ○ Evaluation 	<p>Building on</p> <p>Understanding of the use of High-Performance Learning in lessons.</p> <p>Safe use of digital devices, social media, and the Internet.</p> <p>The use of apps in everyday life.</p> <p>Keeping personal data safe and secure when using apps.</p> <p>Following the principals of the Data Protection Act for app development and storage of data.</p>	<p>Safe use of different apps for different purposes.</p> <p>Ensuring awareness of data collected by apps and how to keep personal data secure.</p>	<p>Linking learning to the real world in terms of the use of apps and companies' collection of data – covert and open.</p> <p>Meta Thinking – thinking about the use of apps in society, how companies collect personal data and how apps are created.</p> <p>Creating an app for a specific purpose and presenting the information to persuade others that the app is feasible.</p> <p>Analysing – client requirements, designs and evaluating success criteria. What makes a successful app? Looking at how apps have evolved over time. Critical analysis of others' apps.</p> <p>Realising the best ways to encourage online safety and what constitutes inappropriate content?</p>	<p>Emphasise the importance of staying safe online.</p> <p>If possible, could students practice Microsoft Office skills such as:</p> <ul style="list-style-type: none"> • Copy/Paste/Cut • Creating folders • Saving files and folders under relevant names • Sending Emails with appropriate subject lines <p>Please monitor homework submission which is assigned on Teams and completed on https://www.testandtrack.io/</p>
Drama	Monologues	Creating and interpreting character. Using scenarios as a basis	Building on improvisation skills and creating a narrative. Leading to	To allow students to learn through imagined experience.	<p>Self-regulation</p> <p>Connection finding</p> <p>Big picture thinking</p> <p>Seeing alternative perspectives</p>	<p>Help research the scenarios of the three characters we meet.</p> <p>Watch monologues written by the students.</p>

		for development of narrative	creating more realistic drama		Flexible thinking Speed and accuracy Critical and logical thinking Complex and multi-step problem solving	
English	Dystopia 1984 The Hunger Games Fahrenheit 451 The Maze Runner Noughts and Crosses	Dystopia Utopia Power Corruption Control Sacrifice Rebellion	Study of novel extracts in Year 7. Building to study of more challenging novels in Year 9.	Important to explore different worlds and make links to our society today.	Enquiring and connection finding skills across different extracts.	Reading the suggested accompanying reading book from the newsletter sent home to parents.
Hums: Geography	Ecosystems	Students will learn the function and components of ecosystems, the role of the nutrient cycle & energy flows through this system. The following series of lessons will cover the location, structure, evolution of and threats to the Tropical rainforest with case studies examining it's over-use and management. The curriculum will then move to contrast the TRF to and Polar	Building on the Year 7 curriculum this scheme of work will introduce the topic of ecosystems but offer the chance to practice some of the analytical skills and map skills learnt in the previous year. The topic then moves onto introduce the Year 8s to the idea of Development and how we can measure quality of life, wealth and	The Geography KS3 curriculum is intended to be an exciting and challenging series of lessons which will allow students to explore the world around them and the processes which shape and direct it. The curriculum is designed to cover both Human and Physical aspects of Geography and directly ties into or feeds from the national curriculum. The intention is to	Discussion, videos, reading and the involvement of all the HPL traits.	Keep up to date with environmental and current news. If you visit anywhere, use an OS map. Practice symbols by looking at road signs and maps around the county. Looking at resources and sources – where are they from? How are you linked to the wider world?

		ecosystem and introduce the ecology of the Arctic, it's use by humans and the potential threats and management of this biome.	the causes of inequality.	inspire student's curiosity about how and why the world works in the way it does and to act as a solid grounding for the teaching of Geography at GCSE and A level.		
Hums: History	Power and Conflict: Stuart Britain	<p>This term has a particular focus on significance, source enquiry and interpretations.</p> <p>This unit gives students the opportunity to explore key issues during the reigns of the Stuart monarchs. In particular, the Gunpowder Plot and the English Civil War. Second order concepts of cause and consequence are particularly strong in this topic.</p>	<p>Building on: developed in year 7 History.</p> <p>Students are encouraged to make links to their studies in year 7: relationship of Crown, parliament, and Church.</p> <p>Leading to: applying understanding of key concepts such as change and continuity, cause and consequence etc. to events in the past and linking these to the current day.</p>	<p>The study of History at KS3 is broadly chronological to allow students to be able to understand the relationship of events and how the world changed over time.</p> <p>Students will be able to track developments in social, political, economic, and religious aspects of life.</p> <p>Skill developed from years 7& 8 will give students the foundations for success at KS4.</p> <p>We also use topical / current events to help students make connections with the past</p>	<p>Discussion, videos, reading and the involvement of all the HPL traits.</p> <p>Linking. Making links between past events and topical issues. E.g. Acts of terrorism, and protest.</p> <p>Analysing e.g. Using primary material and factual knowledge to decide why the English Civil War started and its impact.</p> <p>Empathy for those in difficult situations. Seeing alternative perspectives and original thinking.</p> <p>Big picture thinking about life in different times and places</p>	<p>Discuss topics studied with your child.</p> <p>Keep up to date with issues raised in the news that link to historical events e.g. anniversaries of events, memorials, protests etc.</p> <p>Wider reading around the period being studied should be encouraged. Your teacher will have a reading list that can support in this.</p> <p>Use of inline and printed KS3 History revision (BBC Bitesize and CGP) to consolidate and extend in class learning.</p>

<p>Hums: Religious Studies</p>	<p>Islam (Rituals and Key beliefs)</p>	<p>The first unit looks at Islam and introduces students to where and when this religion began, the role of the Prophet and then moves onto examining key Islamic beliefs beginning with a focus on the five pillars and the moving onto exploring how this faith is applied in real life. The unit then moves onto cover the topic of Islamophobia, the role of Jihad and what this means within Islam. The second half of the unit is deliberately intended to take on a controversial topic and challenge stereotypes.</p>	<p>This unit is building on the topics covered in Year 7 looking at Judaism, Christianity and Buddhism. Islam completes the 3rd of the Abrahamic religions. The Year 8s will then be moving onto Environmental ethics. This will be examined from a Christian perspective and compared with Islam and some of the other major religions.</p>	<p>The Religious Studies KS3 curriculum is intended to allow students to know more about the religious beliefs of the world and instil a passion about culture. The curriculum is designed to cover most of the world religions, humanism and introduce some philosophical ideas but follows the Northamptonshire 2018-2023 curriculum with the biggest % of lessons focused on Christianity. The intention is to inspire student's curiosity about the faiths within our community and to act as a solid grounding for the teaching of RS and Philosophy at GCSE and A level.</p>	<p>Discussion, videos, reading and the involvement of all the HPL traits.</p>	<ul style="list-style-type: none"> • Conversations about BIG ideas such as the meaning of life, identity, what makes a religion etc. • Homework will be set that builds on the lesson content. • Encourage students to read the news and discuss stereotypes that are sometimes used in the media.
<p>Maths</p>	<p>1a. Working with co-ordinates in all four quadrants</p>	<p>Being able to plot and write co-ordinates in all four quadrants, positive and negative</p>	<p>Building on year 6 plotting co-ordinates in one quadrant.</p>	<p>To establish the foundation for working with co-ordinate geometry and transformations</p>	<p>Meta thinking: knowing how to plot and read graphs and check for errors.</p>	<p>Use White Rose home learning videos.</p> <p>Discuss news articles that show linear graphs. Find and discuss exchange rates.</p>

	<p>1b. Recognise and draw straight lines</p> <p>2a. Scatter graphs</p> <p>2b. Read and interpret frequency tables</p> <p>3. Probability</p>	<p>Lines parallel to the axes, lines in the form $y=kx$, $y= x + a$, $y = kx+a$</p> <p>Plotting and interpreting scatter graphs and using lines of best fit</p> <p>Identify discrete and continuous data. Use ungrouped and grouped frequency tables.</p> <p>Sample space diagrams and calculating probabilities</p>	<p>Building on year 7 sequences, year 8 term 1 ratio.</p> <p>Leading to working with straight line graphs</p> <p>Building on sequences, ratio and proportion, substitution. Leading to finding gradients and equations of lines and use of algebra. Working with non-linear graphs.</p> <p>Building on linear graphs. Building on linear and nonlinear sequences and co-ordinate work</p> <p>Building on completing tables and estimation. Leading to averages from tables.</p> <p>Building on completing tables and finding basic probabilities</p>	<p>To be able to solve simultaneous equations graphically. Use of direct proportion graphs, conversion graphs.</p> <p>To be able to interpret data</p> <p>Reading and analysing data</p> <p>Statistical analysis</p>	<p>Linking: Sequences, proportion, and straight-line graphs</p> <p>Analysing: Understanding that the gradient has a meaning e.g. conversion rate</p> <p>Creating: Exploring how graphs change when the gradient or y-intercept changes and why.</p> <p>Realising: Automaticity of being able to plot and interpret data from graphical representations</p>	<p>Use White Rose home learning videos. Discuss news articles which show data in a variety of ways.</p> <p>Play dice games and card games to build up assumed knowledge of a deck of cards</p>
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<p>MFL: French</p>	<p>Chez Moi</p>	<p>Giving details about your town and comparing it with another. Asking for and giving directions. Arranging to meet people.</p>	<p>Building on giving descriptions of and opinions about their houses, students use the knowledge and structures they have learnt to describe the positives and negatives of their towns and local area. This leads to the opportunity for many spoken activities especially role plays which practise skills needed for the speaking element of future assessments.</p>	<p>The unit gives students the opportunity to use their newly acquired language for a relevant and real purpose, as well as providing a foundation for this topic at GCSE.</p>	<p>Students analyse consistently in French as they need to solve-problems in most tasks and use language precisely in every activity. This is particularly true when faced with manipulating grammar (e.g. formation of verbs, use of correct gender) In addition, students are required to link back to previous lessons and between languages. There is always an element of retrieval practice in every lesson. In order to develop the speed and accuracy that is needed to be a competent linguist and for students to use language automatically When written homework is set, students are expected to employ many key HPL skills independently such as: self-correction of work (meta-Thinking) and using already known rules and applying them to new language - Intellectual playfulness (creating).</p>	<p>Parents can continue to encourage students to make reference to their "Portfolio of Progress" and any extra sentence builders (in their books and/or their Portfolios) so that they are always re-using the language they have been taught. For this reason, please continue to discourage the use of translation sites. When revising for vocabulary and translation tests, parents can ensure that the Quizlet app is downloaded onto phones. This already has our vocab lists uploaded and enables students to actively engage in learning by using the write, learn and test activities.</p>
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<p>MFL: German</p>	<p>Bist du ein Medienfan?</p>	<p>Further learning on technology in free time, focusing cinema, TV and reading. Students will have many opportunities to develop confidence in expressing and justifying opinions, especially 'gern, lieber, am liebsten & mein/e/ Lieblings....'</p> <p>There will also be key tense work on using the main past tense of 'the perfect' with verbs 'to watch' and 'to find'. Alongside this, students will revise and build upon their knowledge of the 'future tense modal verbs + infinitive'.</p>	<p>Students will further their understanding and ability to express a range of opinions, as well as justifying them on their free time habits focusing on giving students the opportunity to develop their ability to express a range of justified opinions. Students will build on their knowledge of the future tense to talk about their use of the future tense, before then introducing modal verbs to describe future intentions. This will lead to students being able to talk about what they should, must, can or will do to reduce their use of technology in their free time.</p>	<p>The unit gives students the opportunity to use their newly acquired language for a relevant and real purpose, especially in terms of reflecting on students' own use of technology compared to other media forms and the drawbacks this may entail. This topic is also covered at GCSE.</p>	<p>Frequent 'linking' is essential in making the links to ensure good retention of the key language for the unit. When we set the writing tasks for homework, we are looking at students employing many key HPL skills independently such as; self-correcting work (meta-Thinking), using rules and applying them to new language - Intellectual playfulness (creating) and recognising that they can re-use language and work from previous work in the new task - Connection finding (Linking). Students are also given the chance to peer and self-assess their written work to develop their precision and critical thinking.</p>	<p>Any written work will require students to use their sentence builders, which will be in their books. Students should always re-use the language they have been taught; never using a translator or dictionary to look up unknown vocabulary as this results in students not remembering the language taught and encouraging the idea that they can just turn to a translator to do their work. This is not their work and they rarely understand any of the language. There is very little learning that happens when students use a translator. When students are revising for vocabulary and translation tests, they should ensure the list is broken down into manageable sections and revise 'little and often'. It is much more efficient to learn 10 words for 15 mins twice a day rather than 10 words in one block of 30 minutes.</p>
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<p>MFL: Spanish</p>	<p>El insti</p>	<p>Learning about describing school, focusing favourite lessons, what students do in lessons, teachers and future education plans</p>	<p>Students will further their understanding and ability to express a range of opinions, as well as justifying them on their lessons and their teachers at school</p> <p>Students will build on their knowledge of the future tense to talk about their future education plans.</p>	<p>The end of this unit gives students the opportunity to use their knowledge of a range of opinions with their newly acquired language for a relevant and real purpose, as well as providing a foundation for this topic at GCSE</p>	<p>This unit builds on the constant retrieval practise (Linking) we give students to use and adapt their use of justified opinions and tense formation. The activities employed by teachers alongside the use of 'sentence builders' will develop students' ability to use some skills with ease and speed (Reasising)</p> <p>When we set written homework students are given the chance to peer and self-assess (meta-thinking) their written work to develop their precision and critical thinking (Analysing). Students will also be developing the ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other (Meta - thinking).</p>	<p>Any written work will require students to use their sentence builders, which will be in their books. Students should always re-use the language they have been taught; never using a translator or dictionary to look up unknown vocabulary as this results in students not remembering the language taught and encouraging the idea that they can just turn to a translator to do their work. This is not their work and they rarely understand any of the language. There is very little learning that happens when students use a translator. When students are revising for vocabulary and translation tests, they should ensure the list is broken down into manageable sections and revise 'little and often'. It is much more efficient to learn 10 words for 15 mins twice a day rather than 10 words in one block of 30 minutes.</p>
<p>Physical Education</p>	<ul style="list-style-type: none"> • Activate 	<p>Students will cover a range of activities including Football,</p>	<p>Building on: Prior knowledge of skills, transfer of</p>	<p>Physical Education is an important part of</p>	<p>Meta Cognition – How we learn new skills.</p>	<p>Parents can encourage students to be physically active outside of school. Where</p>

	<ul style="list-style-type: none"> • Oxygenate • Outthink <p>Invasion</p>	<p>Netball, Hockey, Badminton, Dance, Fitness, Rugby, Crazy Catch and Orienteering.</p> <p>Incorporated within this is development of skills, analysis of performance, providing feedback and improving knowledge of health and fitness.</p>	<p>skills to different activities. Ability to analyse and provide feedback.</p> <p>Leading to: Development of skills. Deeper understanding of the areas mentioned above.</p>	<p>the school curriculum because it improves</p> <ul style="list-style-type: none"> - Personal Development - Social skills. - Health and emotional wellbeing. - Leadership skills <p>Academic achievement.</p>	<p>Strategy Planning – Considering ways to outwit an opponent in an activity.</p> <p>Linking – Understand how previously learnt skills can be applied to new activities.</p> <p>Analysing – Critical thinking skills required when analysing their own performance or that of their peers.</p>	<p>possible try to find time to do physical activities as a family.</p> <p>Ask your child about what they have done in PE this week.</p> <p>Please also access the 'PE @ Home' section of the school website for further ideas and inspiration.</p>
Science	Energy	<p>8K Energy: Distinguish the difference between energy and temperature including the use of the correct units</p> <p>Calculate Power & efficiency and draw a Sankey diagram</p> <p>Describe how thermal energy interacts with matter to create physical changes</p>	<p>Building on: The understanding of the energy we use to walk and live. The ability to distinguish between an object and the material from which it is made Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Leading to:</p>	<p>To be able to see the impact of how we use energy changes in processes that require physical changes i.e. evaporation or the use of solar panels</p>	<p>Meta Thinking: The use of the knowledge gained in Yr 7 of energy transfers and the particle model to show how heat can be efficiently or inefficiently used</p>	<p>Identify the efficiency of various house hold items that show energy changes and transfers Energy Transfer : https://www.bbc.co.uk/bitesize/guides/z99jq6f/revision/1</p> <p>Periodic Table: https://www.youtube.com/watch?v=FpQK36Ar-oY</p>

	The Periodic table	<p>Discuss Mendeleev's journey and how the periodic table was created</p> <p>How patterns in reactions can be predicted with reference to the Periodic Table.</p> <p>Identify metals, non-metals and symbols of various elements and compounds by the formulae, group or period</p>	<p>Energy transfers can cause force and motion can be transferred through mechanical devices such as gears, pulleys, levers, and springs</p> <p>History of the development of the atomic structures through the models</p> <p>Balance equations using chemical symbols and formulae for elements and compounds</p>	To understand the applications of various molecules and manipulate their chemical properties for a variety of uses carbon – i.e. Kevlar	<p>Linking: Student will be linking their understanding of the locations of the elements of the periodic table to be able to write formulae for any compound and tell you what atoms it is made of</p>	
Technology	Textiles	Research, analysis and design	Students will build on their existing sketching skills and analysis of chosen images to	Be able to use source images as inspiration to form exciting design ideas. Using inspiration to	CREATING - use "flexible thinking" to be able to abandon ideas that are not as good as they could be.	Encourage students to observe and sketch at home – making changes to ensure ideas are unique.

			produce creative and original ideas which reflect the source material.	influence ideas, without directly copying or replicating, is a key skill in avoiding design fixation.	<p>CREATING - use "evolutionary thinking" to build on current ideas to come up with something better</p> <p>META-THINKING - Use "self-regulation" to evaluate your own work and come up with improvements if necessary.</p>	
	Textiles (continued)	Development and final idea	Students will build on the skills learnt in their designing to learn about iterative design and development. This will encourage students to evaluate their work and the work of others so that they can improve their own outcomes. They will learn how to use 3D modelling to further iterate their ideas leading to a well-thought out design solution.	Self-evaluating and using 3 rd party opinion is a key skill in developing design work. This iterative approach ensures that ideas are well-tested before the outcome is produced.	<p>CREATING - use "flexible thinking" to be able to abandon ideas that are not as good as they could be.</p> <p>CREATING - use "evolutionary thinking" to build on current ideas to come up with something better</p> <p>META-THINKING - Use "self-regulation" to evaluate your own work and come up with improvements if necessary.</p>	Discussing their work with them and providing valuable 3 rd -party opinions can help students to find new ways to develop their work.

	Textiles (continued)	Practical skills Cutting and manipulating materials, stitching techniques, and assembling components.	Builds on their existing confidence in manipulating materials and introduces a new range of materials and techniques, broadening experience. Students will learn a variety of hand- stitching techniques and be awarded for how many of these can be accurately applied to their own designs.	To increase confidence in a variety of materials and techniques, in preparation for workshop-based projects next year. To be able to critically evaluate their own work, suggest improvements to others, take on opinions of others and act accordingly.	REALISING - Achieve "accuracy" by learning how to carefully apply techniques with a high level of skill. META-THINKING - Use "self-regulation" to evaluate your own work and come up with improvements if necessary. REALISING - Develop "automaticity" and be able to become so competent at certain techniques you can do them without thinking.	Any chance to practise skills such as hand- stitching will lead to a better practical outcome.
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