What your child will study in Year 8

Subject	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
Art	Students create work based on the theme of Endangered Species and our environment. They research the plight of endangered animals Looking at the work of Dave White, for inspiration into creating endangered animal images in soft pastel. Pencil drawing is our initial starting point and grid devices to record are used to develop accuracy in observational drawing work. They will undertake studies of Tigers, Rhinos, Giraffes, during class and homework in tonal pencil. This gets them ready for their large animal soft pastel image of their chosen endangered animal. Written work on Dave white allows them to study the themes that artists use to convey to the viewer.	Continuing with the Endangered theme students now begin to look at the reasons for the plight of these animals and create imagery that best conveys this message. They use collage, watercolours and tonal pen to generate their own ideas. At this stage students are encouraged to plan their own unique ideas for a composition and are much more independent in the process. The work of Beatrice Coron is a starting point for a background to their piece using paper cut outs. Their written work is extended to include annotations in their sketchbook of their ideas and plans.	Students continue with the theme of Endangered Species. They will produce a final piece incorporating earlier skills and elements from terms one and two.	DaveWhiteart.com has an excellent collection of his work with biographical information and a blog. http://www.worldwildlife.org/ has all of the information needed to research the plight of these animals. https://**kids**.tate.org.uk/ is an excellent site where students can post their own images and create a mini site. http://www.ngkids.co.uk/animals Has some excellent activities and information on wildlife.
Computing One of three rotations	**Operating systems** • Recognise and understand the function of the main internal parts of basic computer architecture. • Understand the concept behind the fetch-decode-execute cycle. • Compare and contrast different operating systems. • Use the CMD. • Compare different GUIs. • Understand what Open Source is and the difference between system software and application software. **Binary**			www.codecademy.com/learn/python https://code.org http://www.bbc.co.uk/education/subjects/zvc9q6f

	• Understand that digital computers use binary to represent all data. • Understand how bit patterns represent numbers and images. • Know that computers transfer data in binary. • Understand the relationship between binary and file size. • Understand how a computer inputs, outputs and processes data. **Programming** • Understand that algorithms are implemented on digital devices as programs. • Design algorithms using iteration and selection i.e. if statements. • Use logical reasoning to predict outcomes. • Detect and correct coding errors. • Execute, check and change programs. • Understand that programs execute by following precise instructions.	
Design & Technology One of four rotations	**Technical principles** • The categorisation of the types and properties of materials: • Ferrous and non-ferrous metals; • Thermoforming and thermosetting polymers. • The physical properties of materials, how the properties of materials are selected related to their uses e.g. knowledge of properties of materials to be applied when designing and making. **Designing & making principles** • Explore and develop their ideas, testing, critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes. • Investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas. • Design and develop at least one prototype that responds to needs and/ or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation. • Make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made. • Use specialist techniques and processes to shape, fabricate, construct and assemble a high quality prototype, including techniques such as wastage, addition, deforming and reforming, as appropriate to the materials and/or components being used. • Use a range of design techniques including biomimicry to generate and develop design ideas.	http://www.technologystudent.com/ http://www.design-technology.info/home.htm

Drama	**Monologues** Using the Holocaust as a stimulus, students will be introduced to monologues and how to create and perform their own monologue. Students will study aspects of the Holocaust and watch extracts from The Boy in the Striped Pajamas. They will develop their ability to work with challenging themes and issues. It is hoped that students will gain a greater understanding of not only of the facts of what happened, but also develop awareness and empathy. **Shakespeare** Students will be introduced to the play Romeo and Juliet, as well as analysing Shakespeare's language and beats. Students will be encouraged to use their imagination and team working skills to create a prequel to the play.	**Improvisation** A recap of the basic drama skills before exploring spontaneous improvisation. This topic challenges their creativity, imagination and quick thinking skills. **Devising with Music** Music is an integral part of theatre and can have incredible impact in the creation of mood and atmosphere. The aim of this scheme is to help students explore how to devise both naturalistic and stylised drama using music as their central focus. This introduces many skills including ensemble skills, surrealism and physical theatre.	**Our Day Out** Using the popular play as a springboard for students to create ideas on a range of interesting themes, e.g. social class, conflict, the difference between rich and poor, friendship, family or injustice. We use a range of different techniques largely based on devising, improvisation and detailed character work.	**KS3 Drama:** http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/dr ama/revision/1/ **National Theatre** http://www.youtube.com/user/ntdiscovertheatre?feature=watch **Sky Arts Channel** channels 129 & 130 **Digital Theatre** UK Cinemas now show shows from London's National Theatre. http://www.digitaltheatre.com/ **Improvisation** Who's line is it anyway? https://www.youtube.com/watch?v=29uxLWUOwEw This is a TV show where actors use spontaneous improvisation. **Mime Skills** Mr Bean
English	**Spy Fiction** Students start the year by studying extracts from a range of spy fiction, exploring genre conventions, style and structure. Through a focus on grammar, students will develop their own writing skills, leading to them producing an extract from a spy story of their own. **Animal Farm**	**War Poetry** We begin the Spring Term with a collection of poems loosely linked by the theme of War/Conflict. These poems will cover a range of styles, forms and time periods. Students will further develop the skills of analysis and essay writing embedded in Year 7 and broaden their appreciation and understanding of poetic techniques.	**Writing to Persuade** Students will learn how to write to inform, explain and persuade for different audiences by exploring some of the unusual activities people carry out in their spare time. The texts and activities will help students to make language choices about how to convey and structure information and alter	Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake. Read one of the books you were introduced to in the extracts for Spy Fiction. For example, one of the Young Bond novels or the Stormbreaker series.

	Students will then study this classic novel by George Orwell, focusing on the writer's ideas and messages, the importance of context, and the allegorical meaning of the story. Students will further develop their skills of analysis and essay writing and will be assessed through a GCSE style essay question.	**Romeo and Juliet** Students will study Shakespeare's classic tale of love and tragedy through a selection of key scenes. They will develop their understanding and appreciation of Shakespeare's language and his use of dramatic devices. Assessment is through a GCSE style question on an extract from the play.	the tone they use in order to explain, inform or persuade in their writing. **Exam Preparation** Students will sit a reading examination at the end of Year 8, based on one of the texts they have studied during the year. Time will be dedicated to preparing for this, before ending the year with one final, creative piece.	Research George Orwell and/or read one of his other stories, such as *1984*. Watch a film or stage version of Romeo and Juliet. Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.
Food Preparation and Nutrition One of three rotations	In year 8 the students continue to build on the knowledge and skills from year 7. They carry out one Food Science task investigating the chemical and biological raising agents used for bread making. For this they develop a more detailed understanding of how breads may be leavened. They make a range of bread products such as basic savoury bread, cinnamon buns, soda bread and pizza. They also learn about heat transfer through written and practical tasks. They develop a more detailed understanding of healthy eating and the basic nutrients in food. This is supported by instruction on a range of other food preparation and cooking techniques. The pupils learn how to carry out basic costing and nutritional analysis of some products made.			Recipe Books are available on SMH http://www.bbc.co.uk/learning/subjects/food_and_catering.shtml http://www.foodafactoflife.org.uk/section.aspx?siteId=20&sectionId=85
French (Students study either Spanish OR French depending on their year group)	Describing the area where you live Describing the house Describing your bedroom Prepositions Daily routine Saying what there is to do in your town	Extended opinions about school subjects School snacks and opinions The present tense: introduction to conjugations Describing the school building.	Describing your town/city Giving opinions Weather Freetime activities Helping at home Future tense Introduction to past tense.	www.linguascope.com (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com http://www.bbc.co.uk/education/subjects/zfckjxs
Geography	**Topic 1: Population** 1. Where in the world has the highest population? 2. Why does population rate change?	**Topic 3: Globalisation** 1. Feedback exams 2. What is globalisation? 3. Tracking a product-where do your products come from?	**Topic 5: Europe** 1. Where are the countries in the UK and what are the key human and physical features?	• BBC bite size AQA geography • Cool geography (click the GCSE tab at the top of the page)

	3. How did the population of the UK change post WWII? 4. How have the events from the Windrush period affect the UK today? 5. How has Chinas One Child Policy impacted the population of China? 6. What is the future for Chinas population? 7. How has China's One Child Policy helped the population of China? 8. Why do people choose to live in the Dharavi slums? 9. How has Kerala reduced its population size? 10. What are the impacts of an ageing population? 11.Where in the world are Syrian refugees seeking refuge?	4. What are the impacts of globalisation? 5. Extended writing: "globalisation is a benefits all people" do you agree justify your answer. 6. Why do TNC's pick certain locations? 7. How does globalization influence shops? (Fairtrade) **Topic 4: Global Disaster (human)** 1. Where in the world are our human disasters? 2. How did the Gulf of Mexico Oil spill impact the environment? 3. Why did the great fog last for four days? 4. Who is to blame for the wild fires in Australia? 5. How did Ebola impacting the Congo? 6. Are humans to blame for sea levels rising? 7. What are water wars and how are they impacting the Sahel?	2. Why is the climate so diverse in Europe? 3. What biomes can be found in Europe? 4/5 What is unique about the Alps? 6. How does tourism impact Croatia? 7. What are the Balkans? 8. Is the Caspian Sea a sea or a lake? 9. Why did People migrate from Slovakia to Sweden?	• National geographic • The news • CGP revision guide (new 2016 specification • 1-9 AQA) • Hodder revision guide is more detailed AQA
History	**British Empire** ➢ Origins of the Empire C16th ➢ How did the British Empire begin and grow? ➢ **India** - Jewel in the crown and decline of Mughal Empire ➢ Impact of British rule in India ➢ Resistance to British rule - Sepoy mutiny ➢ Amritsar massacre? ➢ Indian independence ➢ **Australia** - Convict colony and Aboriginal Australians ➢ Did the Empire strike back?	**Manchester during the Industrial Revolution** ➢ Change between 1750 and 1900 ➢ Manchester during the industrial revolution ➢ Working conditions for children ➢ Dirt and disease – conditions in Industrial towns ➢ Crime during the industrial revolution ➢ Production and prosperity **Getting the vote / Electoral Reforms** ➢ Electoral system before 1832 ➢ Chartists	**WW1** ➢ Europe before WW1 ➢ Long term causes ➢ Short term causes / trigger ➢ Why did men volunteer in 1914 ➢ Conscientious Objectors ➢ WW1 Weapons ➢ Trenches ➢ Battle of the Somme ➢ Empire troops ➢ Remembrance ➢ End of the war – losses and gains	**Reading:** The Barmy British Empire – Horrible Histories The Frightful First world War – Horrible Histories The British Empire: A very short introduction by Ashley Jackson War Horse by Michael Morpurgo – book and film Private peaceful by Michael Morpurgo – book and film BBC websites / learning zone **Days Out:** Quarry Bank Mill/Styal Mill

	➢ End of the Empire – should Britain apologise for her role in colonialism? Costa Rica" discuss **Slavery** ➢ African Kingdoms ➢ Why did the slave trade develop and what part did Britain play in the transatlantic slave trade? ➢ Trade tringle and horrors of the middle passage ➢ Slave auctions ➢ Plantations ➢ Road to abolition ➢ Slave rebellions and resistance ➢ Slavery after 1807 ➢ Abolition	➢ Peterloo ➢ Suffragettes ➢ How much more democratic was Britain by 1930? **Immigration Nation** ➢ Britain's earliest immigrants (reap year 7) ➢ Why do people come to Britain? ➢ Jewish immigration ➢ Black immigration ➢ The Windrush Generation ➢ South Asian immigration ➢ How has immigration changed Britain?		The Museum of Science and Industry, Manchester The People's History Museum, Manchester Manchester Police Museum The Imperial War Museum North, Salford Quays The International Slavery Museum, Liverpool DVD/TV series Roots (PG)
Maths	**<u>Number Recap</u>** Multiples, factors, primes, square and triangle numbers, Fibonacci numbers **<u>Fractions, Decimals and Percentages</u>** Fractions and percentages of an amount, converting between fractions, decimals and percentages **<u>Ratio and Proportional Reasoning</u>** Ratio notation, simplifying and sharing in a given ratio, and problem solving involving bar models **<u>Algebra</u>** Substitution, collecting like terms, expanding brackets and solving linear equations	**<u>Shape and Angles</u>** Co-ordinates, measuring angles and angle properties including angles on a straight line and around a point **<u>Data Handling</u>** Averages and range including grouped data **<u>Perimeter and Area</u>** Area and perimeter of rectangles and problem solving involving area, area of parallelograms, triangles and trapeziums	**<u>Construction and Scale Drawing</u>** Constructing triangles, line and angle bisectors, scale drawing **<u>Probability</u>** Fair games, systematic listing, single event probability and sample spaces **<u>Geometry and Measure</u>** Plans and elevations, bearings and converting units	<u>www.mathswatch.co.uk</u> is used for setting homework and all students have been given a username for this. Other useful websites are BBC Bitesize <u>www.mathsisfun.com</u>

Music	**Soundscapes and Graphic Scores** Students explore how to use vocal and body percussion to create a soundscape. They first analyse the Honda choir advert as a starting point, experimenting with musical textures and the control of dynamics, pitch and timing before creating their own group performance piece. To further develop their ability to work in large groups and work with specific timing, students will create a soundscape to accompany a Charlie Chaplin film clip. They will blend vocal, body, percussion and electronic sounds to create a unique and professional grade performance.	**Western Classical Music** Where would we be without the fantastic sounds of a magnificent orchestra? How did these instruments develop? Students learn to recognise individual and groups of instruments by sight and by ear. They will also have the opportunity to play a variety of instruments in the classroom. **The Planet Suite** Students explore this powerful and enchanting piece composed by Gustav Holst. They learn to identify structure, instrumentation, dynamics, pitch, tempo changes and will learn how to articulate the reasons why music creates a specific atmosphere such as magic, menace and even old age!	**All That Jazz Part 1** This is a study of the Jazz/ Blues style and how it links to previous styles. We look at basic chord progressions, blues notes, artists of the period and the development of Jazz and Blues from their musical/historical roots. Students listen to music with specific focus to identify key elements such as bass riffs, instruments, swing rhythms and so on. Keyboard work is incorporated to allow students to experiment with bass riffs and improvisation in a blues style. Challenge is added in the second half of the course as students work through specific notated chord progressions, bass riffs and melodies before learning to improvise over these before finally transposing their work to perform in a different key.	**Soundscapes:** Watch the graphic score and performance of 'Stripsody' by Cathy Berberian (on YouTube watch?v=ljlncO4c89g). See how this bizarre piece is written down using pictures and shapes. You can then also watch her perform this (YouTube watch?v=0dNLAhL46xM). How does this make you feel? Do you think this is a valuable/worthwhile form of music notation? **Western Classical Music:** Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0) **Jazz/Blues:** Listen to a selection of Jazz and Blues style music, get to know the main instruments involved and look into the roots of these two styles. A very good video to watch can be found on YouTube watch?v=whN5PXsrP6E
PE	Girls: Netball, Lacrosse, Handball, Gym Boys: Football, Basketball, Rugby	Girls: Handball, Football, OAA, Gym Boys: Lacrosse, HRF, Handball	Girls: Rounders, Athletics, Inter-form Boys: Cricket, Softball, Athletics, Inter-form	Netball, Streetcheer, Football, Basketball, Badminton, Cricket, Athletics, Rounders
Religion and Ethics (RE)	**<u>What is Islam?</u>** What is the Shahadah and the 99 names of Allah? Who was the prophet Muhammad? What happened on the Night of Power?	**<u>Holy Week:- Why did Jesus die?</u>** What was the background to Palestine at the time of Jesus? What happened on Palm Sunday? Why was Jesus a Rebel?	**<u>How do Christians worship?</u>** What is Inside a Church? How are the different denominations churches different?	<u>www.request.org</u>

	Why is the Qur'an so important to Muslims? What is Haram and Halal? Why do Muslim women where a hijab? **How do Muslims worship?** What are the main Muslim celebrations? What are the 5 pillars and what characteristics do they encourage? Why is Zakah (Charity) important? How do Muslims worship in the Mosque? What happens in Hajj (pilgrimage) and why is it important?	Why is The Last Supper important to Christians? Why did The Arrest and trial lead to Jesus' death? **What does Easter remember?** What happened at the Crucifixion? What happened at the Resurrection? Why is Jesus' death and resurrection 'Good News'? How do Christians remember Jesus' death and resurrection at Easter?	5-7Church Project: Design a church for every type of Christian. X3 What is holy communion and confirmation? What is Baptism and why is it important? How do Christians worship through good deeds?	
Science	8A&B – Food, nutrition, plants and their reproduction 8F – The periodic table and practical skills 8K&I - Energy transfers and fluids - Start	8K&I - Energy transfers and fluids 8C&D – Breathing, respiration and unicellular organisms 8E&G – Combustion, metals and their uses.	8J&L – Light, Earth and space. End of year revision 9A & B – Genetics, evolution and plant growth	BBC Bitesize – Key Stage 3 Science. www.edheads.org http://www.scienc ekids.co.nz/ http://www.ngkids.co.uk/ Visit – Manchester Science and industry museum and Manchester museum.
Spanish (Students study either Spanish OR French	Describing the area where you live Describing the house Describing your bedroom Prepositions Daily routine Saying what there is to do in your town	Extended opinions about school subjects School snacks and opinions The present tense: introduction to conjugations Describing the school building.	Describing your town/city Giving opinions Weather Freetime activities Helping at home Future tense Introduction to past tense.	www.linguascope.com (see staff for password) www.digitaldialects.com

depending on their year group)				http://www.bbc.co.uk/education/subjects/zfckjxs