

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	<p>Students will begin the ‘Sweet treats’ project by completing a baseline test to gauge their initial art skills when entering year 8. Their baseline test will be a pencil study of a chocolate bar which they will draw from direct observation, giving them the experience to draw from life and compare this to drawing from imagery.</p> <p>Students will further develop their knowledge of the formal elements; line, shape, form, texture, colour, value and shape through the use of a variety of materials and techniques such as pen, pencil and coloured pencil with a clear focus on building their observational drawing skills.</p>	<p>The realist artist Sarah Graham will be used to inspire the students this term as her focus on accuracy and colour application will assist them in achieving their overarching goal of skill building in preparation for choosing their GCSE options in year 9. Students are challenged to learn and use effective blending and rendering techniques to help them develop their personal responses to the artist. The students also learn how to successfully collage through layering and being able to spot the main shapes and build up to the intricate details.</p>	<p>In the final term the students begin to collate and refine their colour theory skills, developing their understanding of complementary, analogous and harmonious colours. Students will take part in a series of painting workshops which focus on the 3 main elements of painting, colour mixing, blending and layering, and colour theory. The skills learnt in these workshops are replicated in their watercolour paintings of chocolate bars, the skills are then refined further before the completion of a mixed media final piece.</p>	<p>Manchester Art gallery, the Lowry and the Manchester Museum all have exhibits which will enhance student’s experience.</p> <p>Websites: https://kids.tate.org.uk/ is an excellent site where students can post their own images and create a mini site. https://sarahgraham.info/ This website is where you can find visual examples of Sarah Graham’s work alongside her biography.</p>

<p>Computing</p> <p>One of three rotations</p>	<p>Computer Systems</p> <p>This unit takes learners on a tour through the different layers of computing systems; from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of. The aim is provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details. The last lessons cover two interesting contemporary topics; artificial intelligence and open-source software.</p> <p>HTML</p> <p>In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	<p>www.codecademy.com/learn/python</p> <p>https://code.org</p> <p>http://www.bbc.co.uk/education/subjects/zvc9q6f</p>
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	<p>Python Programming</p> <p>This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. A range of pedagogical tools is employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples. The Year 7 Programming units are a prerequisite for this unit.</p>	
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<p>Design & Technology</p> <p>One of four rotations</p>	<p>Technical principles</p> <p>The categorisation of the types and properties of materials:</p> <ul style="list-style-type: none"> • 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. • They will look at a range of designers and companies including Apple <p>Designing & making principles</p> <ul style="list-style-type: none"> • 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. 	<p>http://www.technologystudent.com/</p> <p>http://www.designtechnology.info/home.htm</p>
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<p>Drama</p>	<p>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 <i>The Boy in the Striped Pajamas</i>. 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.</p> <p>Shakespeare Students will be introduced to the play <i>Romeo and Juliet</i>, 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.</p>	<p>Improvisation A recap of the basic drama skills before exploring spontaneous improvisation. This topic challenges their creativity, imagination and quick thinking skills.</p> <p>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.</p>	<p>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.</p>	<p>KS3 Drama: http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/ National Theatre http://www.youtube.com/user/ndiscovertheatre?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</p>
<p>English</p>	<p>Writing to Persuade Students start the year by learning how to write persuasively for different audiences by looking at a wide variety of different non-fiction texts dealing with topics and themes ranging from veganism to Disney princesses. These texts will help students to consider their own language choices and how they can use these to persuade or manipulate an audience. Students will have the opportunity at the end of this half-term to put these skills into practice</p>	<p>Spy/Action Fiction Students will then return to enhancing their creative writing skills by studying extracts from a range of spy/action fiction, exploring genre conventions, style and structure. Through a focus on grammar, students will also develop their own writing skills, leading to them producing an extract from a spy story of their own devising.</p>	<p>Poetry We begin the Summer Term with the study of three clusters of a diverse range of poems. Each cluster of poems is loosely linked by one of three themes: War/Conflict, Diverse Cultures and Love/Relationships. 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</p>	<p>Research George Orwell and/or read one of his other stories, such as <i>1984</i>.</p> <p>Read some of the books you were introduced to in the extracts for Spy Fiction. For example, one of the Young Bond novels or Anthony Horowitz' Alex Rider series.</p>

	<p>by writing their own persuasive article for their end of unit assessment.</p>		<p>broaden their appreciation and understanding of poetic techniques.</p>	<p>Watch the Alex Rider television show on Amazon Prime.</p> <p>Read other poems by the poets you have studied, including Poems of Innocence and Experience by William Blake.</p>
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	<p>Animal Farm Building on these skills of persuasion, students will then study George Orwell's classic novel of propaganda and doublespeak, 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. In year 8, we will begin to move away from the PEA essay structure, introducing the more advanced Q(uote) T(echnique) A(nalysis) structure which they will build on going forward.</p>	<p>Let's Think in English and Enhancing Speaking and Listening Skills This exciting unit gives students an opportunity to improve their speaking and listening skills through a variety of oracy-focused lessons. 'Let's Think' is a cognitive acceleration teaching programme developed by King's College, London. It has been proven to help students develop the higher-order thinking skills needed for success in English. These include inference, deduction, oracy and analysis alongside developing their resilience and confidence in responding to unfamiliar texts.</p>	<p>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.</p> <p>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 amongst our study of Romeo and Juliet.</p>	<p>Watch a film or stage version of Romeo and Juliet.</p> <p>Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p>
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<p>Food Preparation and Nutrition</p> <p>One of three rotations</p>	<p>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 to make other dishes such as: Stir fry, Mini quiches, Crumble and Kofta. The pupils are also introduced to the topic Food provenance and sustainability.</p>			<p>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</p>
<p>French</p> <p>(Students study either Spanish OR French depending on their year group)</p>	<p>Describing the area where you live Describing the house Describing your bedroom Prepositions Daily routine Saying what there is to do in your town</p>	<p>Extended opinions about school subjects School snacks and opinions The present tense: introduction to conjugations Describing the school building.</p>	<p>Describing your town/city Giving opinions Weather Freetime activities Helping at home Future tense Introduction to past tense.</p>	<p>www.linguascope.com (see staff for password) www.funwithlanguages.vacuum.com www.digitaldialects.com http://www.bbc.co.uk/education/subjects/zfckjxs</p>
<p>Geography</p>	<p>Topic 1: Population 1. Where in the world has the highest population? 2. Why does population rate change?</p>	<p>Topic 3: Globalisation 1. Feedback exams 2. What is globalisation? 3. Tracking a product-where do your products come from?</p>	<p>Topic 5: Europe 1. Where are the countries in the UK and what are the key human and physical features?</p>	<ul style="list-style-type: none"> • 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 China's One Child Policy impacted the population of China?
6. What is the future for China's 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?

Topic 2: Caribbean

1. Why is the Caribbean so significant?
2. Why is the Caribbean so biodiverse?
3. What are the impacts of tourism in Costa Rica?
4. How can eco-tourism benefit Costa Rica?
5. How do volcanoes impact Costa Rica?
6. Why do people visit Jamaica?
7. How is the climate in Jamaica different to the UK?
8. Does tourism benefit the locals of Jamaica?
9. Why is Fairtrade important in Jamaica?

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.

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 wildfires in Australia?
5. How did Ebola impact the Congo?
6. Are humans to blame for sea levels rising?
7. What are water wars and how are they impacting the Sahel?

Topic 4: Global Disasters (human)

1. Is there a future for the Coral Reef?
2. How is Shell causing environmental cost and an economic advantage?
3. How did Shell and BPs oil spills differ?
4. Why is there no water in the Aral Sea?
5. Are humans to blame for global warming?

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

	<p>10. How is Haiti impacted by natural disasters?</p>	<p>6. What is the Pacific Garbage Patch? 7. How did Chernobyl impact future generations?</p>		
<p>History</p>	<p>British Empire</p> <ul style="list-style-type: none"> ➤ 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? 	<p>Manchester during the Industrial Revolution</p> <ul style="list-style-type: none"> ➤ 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 <p>Getting the vote / Electoral Reforms</p> <ul style="list-style-type: none"> ➤ Electoral system before 1832 ➤ Chartists 	<p>WW1</p> <ul style="list-style-type: none"> ➤ 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 	<p>Reading:</p> <p>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</p> <p>Days Out: Quarry Bank Mill/Styal Mill</p>

- 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 triangle 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)

<p>Maths</p>	<p><u>Number Recap</u> Multiples, factors, primes, square and triangle numbers, Fibonacci numbers</p> <p><u>Fractions, Decimals and Percentages</u> Fractions and percentages of an amount, converting between fractions, decimals and percentages</p> <p><u>Ratio and Proportional Reasoning</u> Ratio notation, simplifying and sharing in a given ratio, and problem solving involving bar models</p> <p><u>Algebra</u> Substitution, collecting like terms, expanding brackets and solving linear equations</p>	<p><u>Shape and Angles</u> Co-ordinates, measuring angles and angle properties including angles on a straight line and around a point</p> <p><u>Data Handling</u> Averages and range including grouped data</p> <p><u>Perimeter and Area</u> Area and perimeter of rectangles and problem solving involving area, area of parallelograms, triangles and trapeziums</p>	<p><u>Construction and Scale Drawing</u> Constructing triangles, line and angle bisectors, scale drawing</p> <p><u>Probability</u> Fair games, systematic listing, single event probability and sample spaces</p> <p><u>Geometry and Measure</u> Plans and elevations, bearings and converting units</p>	<p>www.mathswatch.co.uk is used for setting homework and all students have been given a username for this.</p> <p>Other useful websites are</p> <p>BBC Bitesize www.mathsisfun.com</p>
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Music	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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!</p>	<p>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.</p>	<p>Soundscapes: Watch the graphic score and performance of 'Stripsody' by Cathy Berberian (on YouTube watch?v=IjIncO4c89g). 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?</p> <p>Western Classical Music: Learn to recognise instruments by sight and by ear whilst watching this funny clip (YouTube watch?v=Sr-l2m8twX0)</p> <p>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</p>
PE	<p>Girls: Netball, Lacrosse, Handball, Gym</p> <p>Boys: Football, Basketball, Rugby</p>	<p>Girls: Handball, Football, OAA, Gym</p> <p>Boys: Lacrosse, HRF, Handball</p>	<p>Girls: Rounders, Athletics, Inter-form</p> <p>Boys: Cricket, Softball, Athletics, Interform</p>	<p>Netball, Streetcheer, Football, Basketball, Badminton, Cricket, Athletics, Rounders</p>

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?	www.request.org
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	Why is the Qur'an so important to Muslims? What is Haram and Halal? Why do Muslim women wear a hijab? <u>How do Muslims worship?</u> 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? <u>What does Easter remember?</u> 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?	5-7 Church 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?	
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depending on their year group)				http://www.bbc.co.uk/education/subjects/zfckjxs
Science	<p>Chemistry 8F – The periodic table and core practical skills</p> <p>Physics 8K&I - Energy transfers and fluids</p> <p>Biology 8C&D – Breathing, respiration and unicellular organisms – Start and continue in Spring 1.</p>	<p>Biology (Continued from Autumn term) 8C&D – Breathing, respiration and unicellular organisms – Start and continue in Spring 1.</p> <p>Chemistry 8E&G – Combustion, metals and their uses.</p> <p>Physics 8J&L – Light, Earth and space.</p>	<p>Chemistry H – Rocks and their uses.</p> <p>Biology 9A & B – Genetics, evolution and plant growth</p> <p>Chemistry 9E – Making materials</p> <p>End of year revision covering all topics from throughout the year.</p>	<p>BBC Bitesize – Key Stage 3 Science.</p> <p>http://www.sciencekids.co.nz/</p> <p>http://www.ngkids.co.uk/</p> <p>Visit – Manchester Science and industry museum and Manchester museum.</p>
Spanish (Students study either Spanish OR French)	<p>Describing the area where you live Describing the house Describing your bedroom Prepositions Daily routine Saying what there is to do in your town</p>	<p>Extended opinions about school subjects School snacks and opinions The present tense: introduction to conjugations Describing the school building.</p>	<p>Describing your town/city Giving opinions Weather Freetime activities Helping at home Future tense Introduction to past tense.</p>	<p>www.linguascope.com</p> <p>(see staff for password)</p> <p>www.digitaldialects.com</p>