

CURRICULUM GUIDE

YEAR 8

Subject	Autumn Term	Spring Term	Summer Term
English	<p>In this term students will read two novels developing a deeper understanding of the author's craft. Students will analyse how writers' use language for effect and experiment with their own use of language features in a range of different genres.</p>	<p>A study of the world of English today and the range of non-fiction texts that surround us. Reading for meaning, reading the news and participating in the BBC School Report. Students will practice writing for a range of audiences and purposes and design and create children's books to be shared with local nurseries & primary schools.</p>	<p>Students will study a Shakespeare play considering the contexts and themes presented. Alongside this students will engage with a range of poetry exploring language and structural techniques used to create meaning and developing a personal response.</p>
Maths	<p>Students will spend considerable time working on various problems that involve ratio and proportion at the beginning of the term. Afterwards students will be working with angles in parallel lines and polygons. The remainder of the terms will see students finding the area of various 2 shapes and volume of 3d shapes.</p>	<p>Students will start by spending time understanding the basics of probability. Next they will learn about linear functions and then extend their knowledge of algebra from Year 7.</p>	<p>In the first half term students will learn how to revise effectively in preparation for their end of year test. In the second half term students will learn various data handling techniques that they will in turn use for an extended project and presentation.</p>

<p>Science</p>	<p>In this term students will study the patterns in the periodic table. They will also study photosynthesis and respiration and compare these two important processes. They will study electrical circuits and magnetism. Finally Students also learn how electrical bills are calculated and energy consumption.</p>	<p>Students will study acids and alkalis and carry out experiments looking at how neutralisation occurs. They will also investigate light and sound waves. Students will study how the human body systems work and this will involve work on human reproduction.</p>	<p>Students revisit forces from their year 7 work and extend their understanding of these fundamental concepts. They will study the energetics involved in chemical reactions and finally look at the process of Natural selection, leading to the evolution of life on Earth.</p>
<p>PE</p>	<p>Students will develop their learning of the following key concepts:</p> <ul style="list-style-type: none"> - Skills - Application of skills - Healthy Active Lifestyle - Teamwork & Respect <p>This will occur through a rotation of activities:</p> <ul style="list-style-type: none"> - using a range of tactics and strategies to overcome opponents in direct competition e.g. football, rugby, hockey, netball, basketball, cricket, rounders, tennis - develop their technique and improve their performance in other competitive sports e.g. athletics, gymnastics - perform dances using techniques within a range of dance styles and forms - take part in outdoor and adventurous activities 		
<p>French</p>	<p>Introduction of the past tense through the topic of holidays. Festivals and celebration in the French-speaking countries. Using two or three tenses in one piece of work.</p>	<p>Using evocative adjectives and quantifiers, types of music and films and giving more complex opinions on media and technology, further development of the use of the past tense.</p>	<p>Healthy living and diet, using imperatives and saying what you should do for a healthy lifestyle. Talking about your daily routine. Using three tenses in one piece of work.</p>

<p>German</p>	<p>Using evocative adjectives and quantifiers, types of music and films and giving more complex opinions on media, introduction of the past tense.</p>	<p>Further development of the use of the past tense, describing last year's holidays. Talking about weather. Using two or three tenses in one piece of work.</p>	<p>Healthy living and diet, using imperatives and saying what you should do for a healthy lifestyle. Talking about your daily routine. Using three tenses in one piece of work.</p>
<p>Spanish</p>	<p>Using evocative adjectives and quantifiers, types of music and films and giving more complex opinions on media, introduction of the past tense.</p>	<p>Further development of the use of the past tense, describing last year's holidays. Talking about weather. Using two or three tenses in one piece of work.</p>	<p>Healthy living and diet, using imperatives and saying what you should do for a healthy lifestyle. Talking about your daily routine. Using three tenses in one piece of work.</p>
<p>Technology</p>	<p>On rotation: Food and nutrition: The development of making skills to create a range of savoury meals. Gaining knowledge and understanding of Food and Nutrition. Investigating how to eat well on a budget. Product Design: Design and Make projects. Creative Sound - An electronic circuit based product design activity. Systems and Control includes: An 'Introduction to Electronics'. The Matrix Game and 'Mechanical Systems'. Textiles includes: Designing and making a shopper bag based on the theme of birds and wildlife, using a range of techniques including fabric painting, tie-dyeing and applique.</p>		

<p style="text-align: center;">History</p>	<p>Students will carry out an enquiry into World War One entitled:</p> <p>How should we remember World War One?</p> <p>During this unit the students will examine the causes of World War One as, the nature of the warfare itself as well as its impact on the people who fought and had their lives affected by the war. This will also include consideration of the importance of the war for women as well as the imperial soldiers that fought.</p> <p>The students will deepen their understanding of the concept of historical interpretations by considering how they think that World War One should be remembered and designing their own memorial.</p>	<p>Students will carry out an enquiry entitled:</p> <p>Was World War Two caused by one man?</p> <p>In this unit the students will consider the legacy of World War One in Europe and consider the importance of the Treaty of Versailles as well as the rise of extremism in Europe. They will consider the role of the Great Depression as well as the actions of Hitler in leading to war.</p> <p>The students will then build on this question by carrying out an enquiry entitled:</p> <p>Why did the Allies win World War Two?</p> <p>This unit will explore key turning points in the war and consider different interpretations about why the Allies were able to emerge victorious from the war.</p>	<p>The students will carry out the enquiry:</p> <p>What were the consequences of World War Two?</p> <p>In this unit they will be asked to consider the domestic and the global legacy of World War Two. This will include topics such as the NHS and post-war immigration to Britain as well as the emergence of the Cold War.</p> <p>During this term students carry out an enquiry into the Holocaust entitled:</p> <p>Why do we need to learn about the Holocaust?</p> <p>Within this enquiry the students will learn about the anti-semitism over time, the ways that persecution worsened over time as well as the methods through which the Holocaust were carried out. The students will also be asked to consider historical interpretations surrounding who holds responsibility for the Holocaust.</p> <p>In this unit students will also develop their understanding of the historical concepts interpretations, evidence and change and continuity.</p>
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Religious Studies	<p>Concept: God</p> <ul style="list-style-type: none"> • What do Christians believe about the nature of God? • What do Christians believe about God's role within the world? • What do Muslims believe about Allah and His role in the world? • What are the central beliefs in Christianity and Islam? 	<p>Concept: Muslim Beliefs and Practices</p> <ul style="list-style-type: none"> • What roles do Muhammad and the Qur'an play in Islam? • How do Muslims worship Allah? • How do practices reflect Muslim beliefs? 	<p>Concept: Christian Worship and Practice</p> <ul style="list-style-type: none"> • What is worship and why do Christians worship God? • How Christians worship God (including sacraments). • Christian Festivals • The problem of evil and responses
Computing and ICT	<p>Term 1 will first see students continue to learn about the World Wide Web, this will culminate in the creation of a website created via HTML 5.</p> <p>Student will also learn about how components such as images and sound are represented on a computer system.</p>	<p>Term 2 will see students create their own calculator application using programming concepts learnt in term 1 and throughout year 7.</p> <p>Students will also study the role of operating systems in modern computer systems.</p>	<p>Term 3 will see student learn how to use a variety of applications for the modern world. This will include introductions into the following softwares...</p> <ol style="list-style-type: none"> 1. Spreadsheet 2. Word Processing 3. Presentation <p>This term will assist students with developing basic ICT skills required any 21st century job.</p>
Geography	<p>'Perilous Planet' looks at the various hazards that affect people around the world, including tectonic and weather hazards. Students will investigate the causes of these hazards, their effects and how people can manage and reduce the risk of these hazards.</p>	<p>'Our Changing Planet' will see students examine key changes in our physical and human worlds. As the world's population continues to grow, how are ecosystems coping with increased pressures on their resources? How is globalisation affecting different people, changing trading patterns and relationships between countries?</p>	<p>'A Sustainable Planet?' will challenge students to assess the key issues facing our physical and human worlds, focussing on the extreme ways in which human activity has changed the planet. Students will work to identify ways in which local and global communities can make positive choices for the future.</p>

<p>Art</p>	<p>Pop Art project: Students will focus on developing observational drawing skills with an emphasis on the formal elements. This will involve exploring a range of drawing techniques of everyday objects. Students will look at and analyse the work of Michael Craig Martin and other artists and use their style to develop responses.</p>	<p>Pop Art project: Students will learn about the Pop art style and relevant artists. They will go on to develop painting techniques and develop use of 3D media through cardboard and clay.</p>	<p>Identity project: Exploring the theme of identity students will explore a range of techniques and media and develop a more individual approach to their work.</p>
<p>Music</p>	<p>Students will develop their performing, improvising, composing, listening and appraising skills through the study of popular music, songwriting and film music.</p>		

Drama students continue to develop collaboration, performance and evaluation skills through exploration of masks and script work.

RECOMMENDED SUPPORT MATERIAL: YEARS 7-8

Websites, Realsmart courses and other support material

English	<p>www.achuka.co.uk/index2.php - Children's book site with reviews, an archive of interviews and other features.</p> <p>www.bbc.co.uk/schools/gcsebitesize - Very useful site with links to revision tasks.</p> <p>www.bbc.co.uk/skillswise/words/grammar/ - Level one literacy resources.</p> <p>www.bfi.org.uk - Information and education about film. Background information on film adaptations too.</p> <p>www.carnegiegreenaway.org.uk</p> <p>www.funbrain.com/spellroo/index.html - Range of games for KS3 students to play online.</p> <p>www.angband.demon.co.uk/Globe - Globe Theatre unofficial site. Contains photos. www.guardian.co.uk - Link to Guardian and Observer newspapers online. Has education pages. http://harrypotter.warnerbros.com - Interactive activities, including being "sorted". Well worth a visit. www.independent.co.uk - Independent newspaper site. Includes Film, Theatre and Books sections.</p> <p>www.thesaurus.com - Good reference site. It is fun to browse and discover words you never knew existed.</p> <p>www.the-times.co.uk - Online newspaper with small education section containing current news.</p> <p>www.yahoo.com/headlines/news - The Yahoo/Reuters news service offers daily news stories and archive of older articles. www.zuzu.org/write.html - USA site encouraging children to publish their work.</p>
Maths	<p>Maths website with tutorials, questions, 'booster packs' and mathematical games: http://www.mymaths.co.uk (Students will receive log-ins and passwords from their maths teacher.)</p> <p>BBC Key Stage 3 Bitesize revision: http://www.bbc.co.uk/schools/ks3bitesize/maths/measures/index.shtml</p> <p>Cambridge University NRich activity website: http://www.nrich.maths.org/public/index.php</p>
Science	<p>www.bbc.co.uk/schools/ks3bitesize/science/ An excellent site for information and revision activities</p> <p>www.webschool.org.uk/science/ks3/quizzes/ another site for revision quizzes lgfl.skool.co.uk/index.aspx the skool website has animations and quizzes for KS3 and KS4.</p> <p>The Wellcome Trust http://www.wellcome.ac.uk/Education-resources/Education-and-learning/index.htm is a good source of extension material.</p> <p>The science museum http://www.sciencemuseum.org.uk/online_science.aspx and The Natural History museum http://www.nhm.ac.uk/kids-only/index.html also provide resources.</p>

Geography	http://www.geography.learnontheinternet.co.uk/ http://www.georesources.co.uk/ http://www.studentsoftheworld.info/menu_infopays.html In addition students will be given topic based websites
History	www.learningcurve.gov.uk http://www.bbc.co.uk/history/ http://www.schoolshistory.org.uk/ www.schoolhistory.co.uk/ www.tiscali.co.uk/reference/encycopaedia/hutchinson http://en.wikipedia.org/wiki www.spartacus.schoolnet.co.uk www.jonhdclare.net www.historylearningsite.co.uk www.historychannel.com http://www.historywiz.com/index.html Realsmart Impact of War Enquiry - resources including Ppts, video, mark schemes and weblinks.
IBEC	www.bbceducation www.britkids www.beliefnet.com www.scientificpsychic.com/graphics
ICT	www.reviseict.co.uk www.teach-ICT.com http://scratch.mit.edu/ http://appinventor.mit.edu/ http://www.python.org http://www.codecademy.com/ www.bbcbasic.co.uk http://www.kodugamelab.com/ http://www.howstuffworks.com http://appinventor.mit.edu/explore/
Languages	www.linguascope.com - username Weald, password polyglot (beginners section) www.modlangs.co.uk http://www.bbc.co.uk/schools/websites/11_16/site/languages.shtml www.the-voyage.com/ (for German) www.mflgames.co.uk (for French and Spanish) www.perenoel.com (for Christmas) www.vivenoel.com (for Christmas) Useful apps for the ipod/iphone/ipad include: Linguascope newshound Dict.cc - download the dictionaries that you want over wifi and then use on the go without the need for internet access Vocab battle
Music	http://inudge.net/ - free pattern sequencer http://soundation.com/ - free online recording studio

PE	www.teachpe.com www.bbc.co.uk/education/gcsebitesize www.4learning.co.uk www.europa.eu.int/comm/sport
Technology	www.DesignandTech.com www.d&tonline.org www.tep.org.uk www.flying-pig.co.uk www.btha.co.uk www.technologystudent.com - very useful resource for students to access www.bsi-global.com www.channel4.com/science/microsites/R/robots www.bbc.co.uk/science/robots/techlab www.bbcgoodfood.com (good for recipes) www.sainsburys.co.uk (good for recipes) www.foodafactofile.org.uk

KS3 HOMEWORK TIMETABLE 2018 - 2019

Staff post homeworks on the website <http://homework.theweald.org.uk> which is accessed by the student with their school login and password.

Homeworks posted on the website are automatically emailed to the students school email and another email address if set up.

Subject	Year 8
Art	As appropriate to the unit being studied
Drama	As appropriate to the unit being studied
English	Weekly - approximately 45 minutes
Geography	On average, once a fortnight
History	1 fortnightly as appropriate, sometimes longer projects - 40 minutes
IBEC (RE)	On average, 1 fortnightly - 30 minutes to an hour
ICT	1 fortnightly where appropriate (30 Mins)
Languages	1-2 per fortnight
Maths	Weekly - 40 minutes
Personal Development	As appropriate to the unit being studied
Music	As appropriate to the unit being studied
Science	Weekly - 45 minutes
Technology	As appropriate to the unit being studied