

# Year 8 Curriculum Information 2021 - 2022



The School follows a two-week, 60 period timetable. Students normally have two thirty-minute pieces of homework per night. Students study two from three modern foreign languages (their choice) plus they begin to study Latin. Students sit exams in English, Maths, Science, Humanities and all three of their languages in the summer term. Below you will find a summary of the main topics covered in Year 8, the name of the Head of Subject and an indication of the number of periods students have of each subject per fortnight.

<b>English</b>	<b>Ms J Chumbley</b>	<b>6 periods</b>
We study a range of texts including pre-1914 and contemporary prose, Shakespeare, contemporary drama and poetry. There is an increasing emphasis on analytical approaches and students also develop their essay writing technique. They will learn and practise the skills required for producing an effective argument whilst continuing to develop their creative writing.		
<b>Maths</b>	<b>Miss E Ginns</b>	<b>7 periods</b>
Knowledge of algebra, geometry and probability and data are extended, and numeracy skills are practised regularly. There is a greater emphasis on using calculators, and on the art of solving problems.		
<b>Science</b>	<b>Miss D Randhawa</b>	<b>7 periods</b>
Topics covered include food and digestion, heating and cooling, atoms and elements, respiration, compounds and mixtures, light, plant reproduction and movement. We also run a popular, weekly, Science Club and students are invited to take part in the annual Science Fair during the summer term.		
<b>Geography</b>	<b>Mr B Day</b>	<b>3 periods</b>
Students study tourism, coasts, urban environments and weather and climate. There is a coastal fieldtrip to Norfolk in the summer term.		
<b>History</b>	<b>Mrs S Wright</b>	<b>3 periods</b>
Students study Revolution and Restoration: Britain 1603-1745, as well as completing project work on Britain's involvement in the Slave Trade and its abolition. They will continue to develop the skills acquired in Year 7, including the ability to recall factual material, assess the concepts of cause and consequence and change and continuity, and evaluate source material.		
<b>Religious Education</b>	<b>Mr J Hooper</b>	<b>3 periods</b>
Students study the beliefs and practices of Hinduism. We then look at the concept of equality from a social and religious perspective. All students complete a project in the summer looking at 'spirited Arts'.		
<b>Latin NEW IN YEAR 8</b>	<b>Miss J Newton</b>	<b>5 periods</b>
Students follow Book 1 of the <i>Cambridge Latin Course</i> , and are introduced to its main character, Caecilius, who lives in the Roman city of Pompeii. Students learn about 220 Latin words and build up a grasp of basic grammar that enables them to translate Latin stories into English. The course also includes sections focusing on the Roman way of life, and we examine topics such as home life, schools and gladiators.		
<b>French</b>	<b>Mrs J Williams</b>	<b>4 periods</b>
We finish <i>Dynamo 1</i> and begin <i>Dynamo 2</i> to learn more about leisure activities, family life, where you live, future holidays to Paris and past holidays. The near future tenses and past tenses are introduced and the present is extended and practised in games, communicative activities, formal lessons and using the <i>Pearsonactivelearn</i> materials and specific websites available.		
<b>German</b>	<b>Mr R Killen</b>	<b>4 periods</b>
In Year 8, we continue to use Zoom 1 to cover topics such as hobbies, the home, local area, shopping and holidays. Grammar covered includes word order, modals and verbs in present, past and future tenses.		

<b>Spanish</b>	<b>Mrs R Reed</b>	<b>4 periods</b>
Students use <i>Mira Express 2</i> to learn about describing their lifestyle, their leisure activities, holidays, food and drink, fashion and health issues. The past and near future tenses are introduced and the present is extended and practised in games, communicative activities, formal lessons and using the audio-visual and ICT materials available.		
<b>Art</b>	<b>Mr J McGregor</b>	<b>3 periods</b>
Students work on a clay project in the first part of the year using the theme of the Mexican 'Day of the Dead' Festival. During the second term students will undertake a design project and then develop their drawings skills using 'Still Life' in the summer term.		
<b>DT</b>	<b>Mr A Jones</b>	<b>3 periods</b>
Students will build on their DT experiences from Year 7, developing their design and making skills at the next level. They will produce an electronic lighting device with appropriate graphics. Students will also produce a hand held toy. The course encourages students to use traditional workshop skills balanced with modern manufacturing techniques to create high quality products, for example laser cutting.		
<b>ICT</b>	<b>Mr A Jones</b>	<b>3 periods</b>
Students start the year by extending their knowledge of image processing and manipulation using Adobe Photoshop, building upon the skills set they have learnt from using this software in Year 7. During the year, they will be developing their skills and understanding in the use of Microsoft Office applications to aid cross curricular links. Students are then introduced to the use of computer aided design through the use Solidworks, generating 3D products on screen. They will then further their knowledge of coding during Year 8.		
<b>Drama</b>	<b>Miss E Marabese</b>	<b>2 periods</b>
In Year 8 Drama we continue to broaden the students' understanding of theatrical styles and skills, including devised and scripted performances. Students are also given the opportunity to develop their characterisation through other enrichment workshops and activities.		
<b>Music</b>	<b>Mrs M Perry</b>	<b>3 periods</b>
Students continue to build on the skills developed in Year 7 by composing and performing a variety of tasks in a range of styles. This includes a more focused look at chords, keys and compositional structures. Students also perform a popular song and compose together in groups. Theoretical knowledge continues to be learned through practical tasks.		
<b>PE</b>	<b>Mr A Higgins</b>	<b>2 periods</b>
Students follow a half termly carousel programme of Basketball, Gymnastics, Water Polo, Strength and Conditioning, Tennis and Athletics which look to build on the movement patterns developed in Year 7 through the use of more conditioned competitive situations.		
<b>Games</b>	<b>Mr S Sinclair</b>	<b>2 double periods</b>
Boys follow a programme of Rugby (autumn term), Football or Hockey (spring term) and Cricket, Athletics or Tennis (summer term); whilst the girls follow a programme of Hockey (autumn term), Netball (spring term) and Cricket, Athletics or Tennis (summer term). Students are grouped by ability and there is a focus on both individual and team skills, which are supported by a fundamental movement curriculum. In addition to this there are after school practices and an opportunity to play competitive matches at the weekend.		
<b>Tutorial Period</b>		
The Extended Tutorial Period is delivered once a cycle to all students in Year 8. We follow a carousel programme made up mainly of PSHE activities, careers guidance and study skills. In addition, there are bespoke sessions covering social and emotional learning topics, mental health and well-being, and online safety. These extended periods can also be used as a time for self-reflection and target setting, following key reporting times such as Interim Reports or Parents' Evenings.		

**Mr M R Price Deputy Head (Academic)**