

Year 8 Curriculum Information 2024 - 2025



The school follows a two-week, 60 period timetable. Students normally have two 30-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.

English	Dr T Foster	6 periods
We have three key units: Villains, The Art of Persuasion and Planet Earth. Within these we study a range of texts including pre-1914 and contemporary prose, Shakespeare, poetry and non-fiction writing. 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 persuasive speeches whilst continuing to develop their creative writing. A culture of reading is created through bi-weekly library lessons, and grammar knowledge is developed through regular homework on this fundamental aspect of the subject.		
Maths	Mrs K Adams	7 periods
Knowledge of algebra, geometry, 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.		
Science	Mr D C Honnor	7 periods
Topics covered include food and digestion, heating and cooling, atoms and elements, respiration and circulation, compounds and mixtures, light and ecology. We also run a popular weekly Science Club.		
Geography	Mr B W Day	3 periods
Students study tourism, coasts, urban environments and weather and climate. There is a coastal fieldtrip to Norfolk in the summer term.		
History	Ms C Webb	3 periods
Students study Revolution and Restoration: Britain 1603-1745. 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. Students continue to evaluate source material and discuss the significance of events and individuals.		
Religious Studies	Mr J Hooper	3 periods
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'.		
Latin	Ms E Swallow	5 periods
Students follow Book 1 of the Cambridge Latin Course and are introduced to its main character, Caecilius, who lived in the Roman city of Pompeii in AD79. Students learn about 220 Latin words and build up a grasp of basic grammar enabling them to translate Latin stories into English, while exploring linguistic and cultural links between the modern and ancient worlds.		
French	Ms S Sobrado	4 periods
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.		
German	Mr A Robinson	4 periods
In Year 8, we continue using <i>Zoom Deutsch 1</i> to study the present, future and perfect tenses of a range of regular and irregular verbs to enable students to speak and write about their local area, eating and drinking habits and holiday plans. Students receive extensive practice on these topics through games, communicative activities, formal lessons and the use of the audio-visual and ICT materials available.		
Spanish	Ms S Sobrado	4 periods
Students use the <i>Claro 1</i> and <i>Claro 2</i> textbooks to learn how to describe where they live, including topics such as their house, household chores, their town or city, leisure activities, and their ideal home. They also explore meals throughout the day, and food and drink preferences. The conditional and near future tenses are introduced, while the present tense is extended and practised through games, communicative activities, formal lessons, and the use of audiovisual and ICT resources.		

Art	Mr J McGregor	3 periods
Students work on a clay project in the first part of the year using the theme of the "Benin Bronzes". During the third term, students will undertake a design project and then develop their drawings skills using the theme of "Branding and Logos".		
DT	Mr A Jones	3 periods
Students will build on their DT experiences from Year 7, developing their design and making skills at the next level. They will produce a number of products using a variety of materials and associated processes. Students will also produce a handheld toy with ergonomic design in mind. The course encourages students to use traditional workshop skills balanced with modern manufacturing techniques such as laser cutting to create high quality products.		
ICT	Mrs S Nazir	3 periods
In Year 8 students continue to learn Python, starting with a Python Adventure game. They will also do some financial Modelling, some Computer Aided Design, computational thinking and game design incorporating eSafety topics.		
Drama	Mrs E Marabese	2 periods
In Year 8 Drama we continue to broaden the students' understanding of theatrical styles and skills through script work of the play Blood Brothers and the exploration of more stylised and abstract styles of theatre in order to understand how to devise original drama. Students are also given the opportunity to develop their skills and knowledge through other enrichment workshops and activities.		
Music	Miss D Derry	2 periods
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.		
PE	Mr A Higgins	2 periods
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.		
Games	Mr B Kirkpatrick	2 double periods
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.		
Tutorial Period 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 H Hewlett
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