



Year 8

Term 1 & 2 Curriculum



Year 8

As we approach the second half of Term 1, I wanted to take this opportunity to share details of what your child has been, and will be, learning in each of their subjects up until the end of Term 2. Hopefully, they are now beginning to settle into the routine of their 2 week timetable, joining clubs and completing homework tasks.

Homework: Students can access Satchel:One by logging into the School website www.rednockschool.org.uk or via the Satchel:One app which can be downloaded for free from the Apple app store or Google Play. Please remember students should log into Satchel:One using the Log in with Google Button and their school account details. A walk through of the login process can be found on the school website in the parents information section. Please remember that if an online quiz or a spelling test has been set then these can only be completed on a student account. If you or your child need any further support with accessing and using the Satchel:One platform please contact your child's tutor who will be able to support you.

School Clubs: Details can be found via this [link](#)

Full Curriculum Information: Comprehensive details about Rednock School's Key Stage 3 curriculum can be found via this [link](#)

Terms 1 & 2 Curriculum

English

Students will spend Terms 1 and 2 exploring 'Controversial Issues'. They will read the novel 'The Bone Sparrow' as well as a range of human rights poetry and explore the significance of human rights and how they are dealt with around the world. They will then have the opportunity to create their own article focused on the importance of having a voice in society. The reading skills assessed in this unit are using quotations to support ideas, identifying writers' methods, commenting on writers' language choices, being aware of writers' intentions and the context within which the texts are written.

We have external speakers from 'Words that Burn' (part of Amnesty International) running two workshops. This is part of a larger competition where students have the opportunity to write their own poem about human rights/society. The six winners will then perform their poems at Cheltenham Literary Festival.

Enrichment Opportunity:

- KS3 Book Club will also be set up this term and will be run on a Tuesday week A at lunchtime.

Accelerated Reader

Students will sit a Star Reader test to assess their current reading levels, one of four this academic year. Our lessons will be focused on extended reading and promoting reading for pleasure as a vital skill for both academic performance and personal enrichment. We will be using the data collected from the Star Reader tests to inform our set up of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents. For more information about the Accelerated Programme, follow this [link](#)

Enrichment Opportunity:

- The KS3 Book Club will be established this term and will be running on a Tuesday week A at lunchtime.



Maths

We follow the [White Rose](#) scheme of learning and Terms 1 and 2 topics for Year 8 students are listed below. There will be a variety of homework tasks set, using online websites as well as worksheets and most tasks will be a revision of earlier learning.

- Weeks 1-2: Developing Number Sense; Weeks 3-4: Sets and Probability

We then move onto the following topics:

Autumn term	Proportional reasoning Ratio & scale VIEW	Proportional reasoning Multiplicative change VIEW	Proportional reasoning Multiplying and dividing fractions VIEW	Representations Working in the Cartesian plane VIEW	Representations Representing data VIEW	Representations Tables & probability VIEW
-------------	--	--	---	--	---	--

Science

In Terms 1 and 2, students will have the opportunity to learn new subject knowledge and conduct practical work in a science lab! They will study 6 topics allowing covering chemistry, biology and physics ideas and concepts:

- Plant reproduction
- Variation
- Light
- Properties of materials
- The universe
- Human reproduction.

Students will be assessed in a number of scientific skills including their ability to record results in tables, writing conclusions, conducting research and writing their findings clearly.

Support Materials: For additional support and guidance, we have a [science website](#) that will help students with the different topics.

Enrichment Opportunities: Students will be able to volunteer to become Science Ambassadors.



History

Students in Year 8 study five units of work across the year related to the theme 'Power and Protest'. In Term 1, they will explore how successfully the Normans imposed their authority in England after 1066, whilst in Term 2 they will investigate who could challenge the power of medieval kings. In addition, every term there is a lesson about crime and punishment and what it was like during the period of history being studied.

Both topics focus on building up important historical knowledge, but also look at historical skills, such as causation and using historical interpretations. Students will be assessed using the skill of causation early in Term 1 and using the skill of interpretation analysis in Term 2.

There will be a variety of homeworks set, some of which will focus on literacy to support their study of history, whilst others will consolidate and extend their learning within the classroom or look at broader world events happening at the time, such as the kingdoms of West Africa.

Geography

Students begin Year 8 in Geography studying a range of natural events and investigating what makes them disasters. Earthquakes, volcanoes and hurricanes are used to develop the idea of process, that these events occur due to a series of steps or stages happening in sequence. The impact of these events are then researched and case studies are developed using richer and poorer nations around the world. Students are encouraged to consider why the effects of these hazards are often markedly different in contrasting regions. Strategies to reduce the death and destruction caused by natural disasters are considered. In Term 2, students pick up the theme of development and look at different ways this can be measured. Comparisons and contrasts are drawn between lives of people in different countries and students are challenged to consider how these differences can be reduced and how lives can be improved.

Encouraging students to watch the news, to read online news articles and to read for pleasure will all enhance their understanding of the world around them. This will help develop students' literacy and oracy skills which will complement the work being done in class and for homework.



Philosophy & Ethics

Students will be covering the unit 'Helping the less fortunate' in Terms 1 and 2. This involves exploring different approaches and responses to issues such as poverty, human rights, the plight of Martin Luther King and refugees. These issues will be looked at from both religious & non-religious perspectives. They are formally assessed at the end of this unit. In class, students will use religious teachings booklets to aid their learning and a 'drop in' after school session is available for anything they haven't understood in lessons.

Enrichment Opportunities:

Philosophy & Ethics Club - room 341 on a Wednesday lunchtime. Opportunity to become Humanities Ambassadors.

Languages

By Year 8, your child should already be adept at expressing different opinions. Through a variety of different topics e.g. 'My Town and Local Area', 'School Life', 'My Free-Time', students focus in particular on verb formation so that they can begin manipulating language in different time frames. By the end of Year 8, most students will be able to express and understand ideas in the present, future and past. There are four 'schemes of work' across the year with assessments at the end points of these. Each skill, speaking, writing, reading and listening, will be assessed at least twice during the year. We make sure that students continue to gain cultural insights into the countries whose languages they are studying.

Homework is set weekly and, in most cases, will require students to learn vocabulary using the website [Memrise](#).

Design & Technology

During Year 8, students complete another carousel of modules building on knowledge from Year 7 and accruing new skills as they move through the modules. In Terms 1 and 2, students will complete two of the three modules on the first mini carousel and begin the third.

In food, students will learn how to select ingredients when cooking e.g. what do they choose, fresh or preserved, how to navigate food labelling such as red tractor and fair trade and to understand the differences with organic farming methods. They will also develop their food practical skills using an ever widening range of ingredients and techniques.

In DT, students will learn about problem solving and industrial product design within a Dyson context and develop creative handicraft skills exploring fabric modifications such as tie dye and block printing in an 'Under the Sea' themed module.



PE

In Terms 1 and 2, students will consolidate skills in a number of game and aesthetic activities and focus on developing decision making, teamwork and an understanding of key components of fitness.

In team / invasion games (netball, football, rugby), students will learn to work in groups and develop skills in tactical awareness, set plays and understanding of attacking and defensive strategy.

In Table Tennis and Badminton students will develop their understanding of how to outwit their opponent using a variety of shots and power.

In Dance students will develop their choreography skills and start to link key dance movements into routines. Students will work in groups to develop short routines and complete routines in front of small audiences.

Year 8 Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys
- Tuesday Afterschool: Netball Club - Girls
- Wednesday Lunchtime: Badminton/Table Tennis Club - Girls and Boys
- Thursday Afterschool: Trampolining Club - Girls

Skills

Term 1 centres on 'Thoughtfulness'. This introduces the topic of consent, grooming and Child Sexual Exploitation. This is enriched with an outside company coming in to perform 'Chelsea's Choice'. Term 2 centres on 'Resilience'. The lessons cover the basics of alcohol, drugs and smoking and vaping.

Art

In Terms 1 and 2 students will begin to study the topic of 'Surrealism' where they will learn portraiture, character design and storyboarding. They will begin to learn about the film director and artist Tim Burton and start making their own version of the fairy tale, Little Red Riding Hood. The project brief is to design their characters and plot in the style of Tim Burton. The degree of skill expected from Year 8 will continue to increase throughout the year. There is a greater emphasis on gathering and applying information, as well as a wider choice of work allowed, so that the students become more involved in a decision-making process which has an effect upon their work. Homeworks will involve a moodboard and artist research.



Drama

During Term 1, students will learn the history and context of Greek Theatre. They will explore and perform as part of a Greek Chorus, collaborating together to perform a section from "Medea". They will create their own chorus performance piece using the ensemble skills that they have learnt in the term; using a modern activist speech as their stimulus.

- Key Skills: choral speaking; choral expression; choral gestures; levels; formations; teamwork; performance skills.
- Key Vocabulary: chorus; ensemble; formations; levels; unison; amphitheatre; tragedy; activist.

In Term 2, students will use drama explorative strategies as they respond to stimulus material of the case of Derek Bentley and Christopher Craig. Students will work in a workshop environment to explore the issue of justice and peer pressure, they will create an original piece of drama.

- Key Skills: performance skills; marking the moment; mime; hot seating; role play; improvisation; narrating; proxemics; focus and organisation in a group performance.
- Key Vocabulary: naturalism; role play; vocal expression; marking the moment.

Computer Science

Term 1 - Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.

Term 2 - Most programming languages that you will have heard of are high-level languages. Python is an example of a high-level language that is widely used in education and in the workplace. A high-level language is one that is user-oriented in that it has been designed to make it straightforward for a programmer to convert an algorithm into program code. We will use Python from Year 8, all the way up to Year 13.

Turing Lab is an online python environment that will allow pupils to slowly develop understanding of text based programming. It will support learning the syntax, commands, and constructs of coding. Farmbot is a friendly learning environment in which code is used to control a Farming Robot. Code moves the robot around the screen planting, harvesting and shipping crops.

Music

Students will be learning to apply musical theory in Year 8 and explore Western popular music and culture.

In Term 1, all students complete a topic on intervals which explores the relationship between different pitches and the combinations typically used by composers to create a particular mood. Students create their own arrangement of a popular melody using a range of intervals, the success of which is dependent on their ability to recognise and manipulate consonant or dissonant intervals. Their work along with knowledge of music notation (treble and bass clef) is notated and assessed at the end of the term.

In Term 2, all students complete a topic on blues which explores the history of the genre and the musical elements that are typically used. Students engage in a variety of listening, vocal and keyboard activities to aid a deeper understanding of where blues originated from and how the early forms have shaped our popular music today. A keyboard performance task is assessed at the end of the term along with individual lyrics for a blues song.

Key terms: Intervals (melodic and harmonic), consonant, dissonant, notation (treble and bass clef), 12-bar blues, blue notes, improvisation, walking bass.

