



Year 8

Term 3 & 4 Curriculum



Year 8

This document provides information about the curriculum that Year 8 students will be studying in Terms 3 and 4.

Homework: Parents can view students' homework via the Satchel:One platform. If you are having problems accessing this please contact admin@rednockschool.org.uk

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](#)

English

In Term 3, Year 8 will begin their travel writing unit, focusing on how writers use language to describe different places and cultures. They will also develop their comparison skills by considering how writer's perspectives and viewpoints differ. As students move into Term 4 they will begin studying Detective Fiction and will read the classic fiction of Arthur Conan Doyle. They will then have the opportunity to create their own mystery and craft a detective story worthy of Sherlock Holmes!

Enrichment Opportunities:

- A Key Stage 3 Book Club will be running on a Tuesday A lunchtime. This club encourages students to share their thoughts and opinions on a wide range of literature.
- Dyslexia drop in with Mr Luke is available on Friday lunchtimes.

Accelerated Reader

Students will be continuing the Accelerated Reader programme. They have now sat two Star Reader tests to assess their current reading levels. 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 our Star Reader tests to inform our continuation of literacy based interventions that include 'Fresh Start' phonics work. Any intervention of this kind will be communicated to parents.

- The KS3 Book Club will be running on a Tuesday A lunchtime.



Maths

In Terms 3 and 4, students continue to follow the [White Rose](#) scheme of learning which includes the topics listed below. Students will complete several end of topic 20 mark assessments, as well as a longer end of spring term assessment, during Term 4. There will be a variety of homework tasks set, using online websites, as well as worksheets, and most tasks will be a revision and consolidation of earlier learning.

- Week 1: Tables and Probability
- Weeks 2-5: Brackets, Equations and Inequalities
- Week 6: Sequences
- Week 7: Indices
- Weeks 8-10: Fractions & Percentages

Learning support materials - This [link](#) will take you to a set of presentations that will support your child's learning with each of the topics studied.

Science

In Term 3, we will be studying some biology, chemistry and physics topics. This will involve looking at the energy in chemical reactions, understanding how and why we breathe and then explaining the principle of gravity. We will also be assessing students' skills through two skills development assignments. In Term 4, we will explore the idea of energy transfers and doing work in physics and then look at microorganisms and disease in biology. There will be a further skills development assignment in addition to an end of term test that assesses the scientific content that we have studied in the Spring term.

Support Materials: For additional support and guidance, we have a science website set up to help students on the different topics. This can be found on the school website or <https://sites.google.com/rednockschool.org.uk/rednocksience/key-stage-3>

History

In Terms 3 and 4, students will continue with their overall Year 8 theme of Power and Protest. They will begin with a case study of the Spanish Armada of 1588 and will then study a longer topic looking at the impact of the English Civil War on the government of England. Within these topics there are links to the secondary theme of crime and punishment through time, with an opportunity to look at how Queen Elizabeth I used torture to keep control and how the chaos of the Civil War era helped to fuel the witch craze.

Many of the issues studied in these topics will be building on knowledge gained in Year 7, when students studied the religious changes of the Tudors. As well as the new knowledge gained in these two topics, which are fundamental to understanding how the UK developed as a nation, students will develop a range of historical skills, such as causation and source analysis and will be assessed on the skill of change and continuity towards the end of Term 4.

Homework continues to support the learning being done in the classroom and continues to support the development of literacy. There are also opportunities to study local issues, such as a study of Henry VIII's Royal Progress through Gloucestershire in the 1530s.



Geography

Term 3 provides a further opportunity for students to appreciate the link between the physical environment and human issues and development. Students will study a series of different extreme environments, develop their knowledge of the physical characteristics of these places whilst also considering some of the human-induced challenges these places face. Deserts, rainforests and cold environments will all be visited as part of this unit of work. Links will be made to rainfall processes which were taught in Year 7 but now considering rainfall patterns and processes on a global scale. Exploring climate graphs will develop students' numeracy skills. Tourism and its impacts on the environment will also be explored - looking at the negative impacts of mass tourism but the benefits of ecotourism. The role of sustainability will be developed further in our management of tropical rainforest and increasing populations in hot deserts. In Term 4, we move onto the topic of population and migration. Skills are taught through population pyramids and interpreting models, different types of migration are investigated and the reasons behind these movements are compared. Questions around population control are asked, and whether Governments should be able to try and dictate population growth.

Homework will continue to provide opportunities for learning the meaning, spelling and context of key vocabulary alongside developing ideas from class.

Philosophy & Ethics

Students will be studying a unit on 'Prophets'. This topic will cover issues such as what is a prophet? The role of prophets and men and women (who could be seen as modern day prophets) in politics. They will be formally assessed at the end of this unit and given feedback on their progress. In Term 4, students will study the unit 'Judaism'; this unit explores the key beliefs and teachings of Jews, as well as their practices. Students will learn how Kosher food laws impact Jewish life today, as well as rites of passage such as Bar & Bat Mitzvahs. They will be formally assessed at the end of this unit and given feedback on their progress. 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 (DT)

This term, students will complete the third and fourth modules from the carousel.

In food, depending on which module they are studying, students will either look at ingredient selection or revisit and extend their skills and knowledge around nutrition. As part of the ingredient choices topic, students will explore factors that affect their decisions e.g. fresh or preserved food items, how to navigate food labelling such as red tractor and fair trade and to understand the differences with organic farming methods. In both of these modules, students will continue to develop their food practical skills using an ever widening range of ingredients and techniques.

In DT students will either be working on the Dyson project or the 'Under the Sea' themed module. Across both units, students will learn about problem solving and industrial product design within a Dyson context or develop creative handicraft skills exploring fabric modifications such as tie dye and block printing. Some students will get an opportunity to start their Steampunk clock project in Term 4 where they will investigate developments in technology and Victorian inventions from the local area will also be investigated.

Physical Education (PE)

Students will consolidate skills in a number of game and fitness activities, they will focus on developing decision making, teamwork and understanding of key components of fitness. Girls will follow a curriculum focused on developing knowledge and understanding of the rules, application of skills in game situations and gain key information including the benefits of warming up and cooling down. Activities for the girls will focus on Badminton, Netball (revisit), Fitness, Basketball and Football. Boys will develop their understanding and application of tactics in football and start to apply more complex skills including shooting, passing and set plays in a game scenario. In fitness, students will develop their understanding of how to use different fitness methods and how they can plan fitness programmes. They will also learn about the principles of over progressive overload to inform fitness improvement. In team games, students will learn to work in groups and develop skills in tactical awareness, set plays and understanding of attacking and defensive strategy. In Badminton, students will develop their understanding of how to outwit their opponent using a variety of shots and power.

Year 8 Sports Clubs:

- Monday Afterschool: Table Tennis Club - Girls and Boys (open to all year groups)
- Tuesday Afterschool: Fitness Club / Just dance (open to all year groups)
- Wednesday Lunchtime: Badminton - Girls and Boys (KS3 only)
- Wednesday afterschool: Football Club - Girls
- Thursday afterschool: Football Club - Boys



Art

Students will continue to study the topic of Surrealism where they will learn about set building and stop-motion animation. They will continue to learn about the film director and artist Tim Burton and start to make their own version of the fairy tale, Little Red Riding Hood. This will be done using their 3D model characters and making their own animation using the stop-motion app in the style of Tim Burton. The degree of skill expected from Year 8 students should be higher than before. 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 his/her work. Homework tasks will include set building

Drama

Students will explore various Physical Theatre devising techniques and create an original piece from a stimulus through exploring the practitioner - Frantic Assembly. They will work reflectively analysing and evaluating performance using subject specific terminology. Homework will be set once a term and will continue to support the learning in the classroom.

Clubs:

- Peter Pan rehearsals every Wednesday after school 3-4:30pm in 132
- Props club - every Friday lunchtime in 132
- Dance club every Thursday after school 3-4pm in 132

Computer Science

In Term 3, students will study a unit on Data Science which has risen to a high level of importance. Now, more than ever, data is utilised to gain a better understanding of the world around us. Advancements in technology allow us to collect larger amounts of data more efficiently and use it in new ways, increasing the need for students to better understand how data science can be applied. Students will participate in a number of interactive activities as they learn about spreadsheets and the data science process.

The Term 4 module, takes students 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 to provide a concise overview of how computing systems operate, conveying the essentials and abstracting away the technical details that might confuse or put off students. The last lessons cover two interesting contemporary topics: artificial intelligence and open source software. These are linked back to the content of the unit, helping students to both broaden their knowledge and focus on the topics addressed in the unit.

Music

In Term 3 all students complete a topic on Rock n' Roll which explores the further development of Western popular music in 1950's North America. Students perform their own arrangement of a popular song using a walking bass and a melodic line over a rock backing rhythm at the keyboard. Students revisit bass clef notation for the walking bass previously used for their blues performance in Term 2 and use their voices to create a backing to a popular song. The impact of the singer Elvis Presley is covered in the listening, written and homework quiz set. The keyboard task is assessed at the end of the term. There are opportunities throughout Term 3 for musicians currently playing drums or guitars to bring their instruments into the classroom environment.

In Term 4 all students complete a topic on 'scat singing' exploring the development of the style and modern multi-track recording techniques. Students engage in a variety of listening and vocal activities to aid a deeper understanding of how to develop their individual singing technique within a jazz ensemble. The homework task provides an opportunity for groups to rehearse their scat songs in school. The final scat song is assessed at the end of term.

