



*Year 8*  
*Curriculum*  
*Bulletin*



## ART

### CURRICULUM INFORMATION

For our second term in Year 8, students will be exploring 'Surrealism'. We will be focusing on creativity, imagination and story telling whilst completing the following tasks:

- Title page
- Surreal Eye
- Spooky Illustration
- Anthropomorphism
- and more...

Whilst exploring Surrealism we will be studying the following artists:

- John Kenn Mortensten
- Rene Margritte

### HOMEWORK EXPECTATIONS

Students should use the bi-weekly home learning document to ensure they have a solid grasp of the techniques and vocabulary used in our lessons.

### ASSESSMENT

Feedback will be given in the form of Teacher / Peer / Self assessment each term

### TRIPS

### CAREERS EVENTS



## COMPUTER SCIENCE

### CURRICULUM INFORMATION

We are learning digital skills, using spreadsheets, looking at the skills needed to create and use simple spreadsheets, moving onto more advanced features over the weeks.

We will then move onto Data representation. There will be an end of topic practical assessment that will check pupils understanding of using the data in a spreadsheet.

### HOMEWORK EXPECTATIONS

There will be 2 quizzes per topic area on TEAMS to complete. This is to go alongside the

Bi-Weekly KS3 Knowledge Booklets.

### ASSESSMENT

Each unit of work completed will be followed by an assessment.

Assessments will be a mixture of paper based and online forms.

This term the spreadsheets test will be a practical test.

### TRIPS

### CAREERS EVENTS



## DRAMA

### CURRICULUM INFORMATION

Students will explore the creation of a narrative over this term. They will begin by focusing on the story of the Pied Piper and learn new techniques that will help them to re-tell the story in their own way.

They will continue to develop physical and vocal skills learnt last half term in creating characters to help tell a story and communicate emotions to the audience.

#### Key Knowledge:

- Physical skills
- Vocal skills
- Proxemics
- Story whoosh
- Narrative
- Beginning, middle and end
- Narration
- Conscience alley
- Still image
- Thought track
- Using movement to tell a story

### HOMEWORK EXPECTATIONS

Students are provided with a knowledge organiser, they should use this at home to revise key terms, skills, and techniques for the term. This will be tested via do now activities and questioning in lessons.

### ASSESSMENT

Students will be assessed in the final lessons of the term, completing a practical performance which encompasses all the skills learnt. They will perform their piece for assessment and evaluate this within class time.

### TRIPS

### CAREERS EVENTS



### CURRICULUM INFORMATION

Year 8 will be learning about the finishing process on timber, pupils have been working on making their personalised picture frames over the last 6-8 lessons. Pupils will understand the main stages of getting a professional finish on a selection of woods, Pine and MDF. Pupils will then be taught about sanding sealer, which protects the wood and gives it a shiny finish which they will use on their picture frame. Pupils will be adding all these additional skills into their practical skills booklet highlighting how they demonstrated the skills covered.

Pupils will then move on to CAD looking at 3D CAD on Google SketchUp, pupils will explore this new software and be taught how to create complex 3D design. Pupils will be set various design challenges to develop their skills and help them design to a set design criterion.

### HOMEWORK EXPECTATIONS

#### ASSESSMENT

Pupils will finish their picture frames, CAD drawings and this will be marked and assessed, with each pupils getting a percentage score, written feedback on what went well (WWW) and even better if (EBI) comment.

#### TRIPS

### CAREERS EVENTS



### CURRICULUM INFORMATION

This term, all Year 8 students will be introduced to a brand-new novel called 'Scythe' by Neal Schusterman. This novel covers exciting themes of dystopia and mortality where nobody in 'MidMerica' can die unless it's by a Scythe!

**In this topic, students will learn all about:**

- How to study a novel in full
- An enticing Dystopian world which imagines a warped future for all characters.
- How to evaluate and express ideas clearly using knowledge from the novel and contextual knowledge around us.

### HOMEWORK EXPECTATIONS

All students are expected to complete their weekly Microsoft Teams quiz based on reading, comprehension and vocabulary.

### ASSESSMENT

Students will complete a mid-term and end of year assessment which tests for key conceptual knowledge, plot knowledge and the ability to evaluate issues within a novel.

### TRIPS

More trip information will be released soon.

### CAREERS EVENTS

More events for Year 8 careers in English will be released throughout the term.



## FOOD TECHNOLOGY

### CURRICULUM INFORMATION

In food technology this term, we will be focusing on special diets and how recipes can be adapted to suit individual needs. We will learn about several special diets including Vegetarian, Vegan, Pescatarian and omnivorous diet. We will try to understand some of the reason people follow a special diet including religion, culture, medical, ethical or environmental factors.

We will also learn about how allergies and intolerances may cause a person to need a special diet, and the risks involved in eating foods we may be allergic or intolerant to.

We will look at the law called 'Natasha's Law' and why this is now a law all food providers must follow in the UK.

We will also revisit our work on a balanced diet and the Eatwell guide and extend it to look at deficiency disease including Scurvy, Rickets and Anaemia.

We will also extend our year 7 work on food hygiene while looking at the temperature foods need to be cooked and stored at for them to be safe to eat.

We will cook several recipes which help use better understand the themes above including Sausage or cheese rolls, Spaghetti Carbonara and stir fry.

### HOMEWORK EXPECTATIONS

Pupils will be provided with a recipe book which includes recipes will be cooking in school which they can try at home.

### ASSESSMENT

Pupils will have their practical work assessed by the teacher and photos will be taken as a record of their skill level.

### TRIPS

### CAREERS EVENTS

Pupils will be able to explore career prospects within the food Industry. This will be done through calling experts in the field to come and do talks with pupils at our local school, or even by taking pupils out into different catering settings to show the numerous opportunities that the industry offers those who wish to explore it and delve deeper.



## GEOGRAPHY

### CURRICULUM INFORMATION

We will be learning about Development. Here pupils will get to grips with some of the big questions that affect our world including, poverty and the development gap. This will link to Population and Urbanisation, topics completed at the beginning of year 8. Pupils will complete an assessment including a range of multiple-choice questions and extended questions at the end of the topic.

Our next topic we will be learning about tectonics. We will look at where and how tectonic hazards are formed around the world. From this we will look at case studies of named places including Haiti, Japan, and Iceland. Pupils will complete a key piece at the end of this topic.

### HOMEWORK EXPECTATIONS

Pupils will complete weekly tasks in their Geography homework booklet. This will consist of the following:

- Spelling
- Reading
- Skills
- Knowledge

### ASSESSMENT

Pupils will complete an assessment on the topic 'Development' including a range of multiple-choice questions and extended responses at the end of the topic.

### TRIPS

### CAREERS EVENTS





## HISTORY

### CURRICULUM INFORMATION

We will be learning about the Industrial Revolution and Reform. We'll look at cotton textiles, factory life, social and political reform and law and order. Pupils will be answering the enquiry question on the significance of Reform during the Industrial era. Pupils will develop their disciplinary knowledge of source analysis, asking questions about sources and evaluating their utility for a historian.

After this enquiry, pupils will learn about the British Empire. We'll look at the early Empire and Victorian Empire, including studies of India, Ireland and Africa. Pupils will be answering the enquiry question on changing ideas over time. Pupils will develop their disciplinary knowledge of significance and how far they agree with historical statements.

### HOMEWORK EXPECTATIONS

Pupils will complete weekly tasks in their History homework booklet. This will consist of the following:

- Knowledge organiser
- Reading and comprehension
- Extended writing

### ASSESSMENT

Pupils will complete an assessment on the topics 'the Trade of Enslaved people' and 'Industrial Revolution and Reform' including a range of multiple-choice and short answer questions and extended responses at the end of the topic. Knowledge of previous topics will also be assessed.

### TRIPS

Quarry Bank Mill

### CAREERS EVENTS



## MATHEMATICS

### CURRICULUM INFORMATION

We are learning topics on Algebraic techniques that include brackets, equations, inequalities, sequences and indices. We are also learning about fractions and percentages, standard index form and number sense.

#### Useful websites

Pupils can use Mathswatch for any independent revision by logging into the website [Mathswatch.vle](https://www.mathswatch.vle)

The login is...for example,

23smithj@penketh

Penketh (with a capital P)

### HOMEWORK EXPECTATIONS

Pupils are expected to complete homework every week, alternating between an appropriate level step homework or a topic-based homework which could be on-line or a worksheet.

### ASSESSMENT

Pupils will complete an assessment every few weeks based on the topics covered in lessons.

Pupils will also complete a larger assessment each term based on the prior learning.

### TRIPS

### CAREERS EVENTS

Links to different careers in Maths are made where appropriate. We also take a closer look at the Maths needed in Astronomy and Sports.



## MUSIC

### CURRICULUM INFORMATION

Year 8 will be exploring Popular music and instrumental skills, with the aim to perform their own pieces in a small ensemble.

Pupils will look at pop music history and gain an appreciation for a wide range of musical styles and genres from across the decades.

They will also gain and practice musicianship skills in the following areas:

- Ukulele
- Keyboard chord
- Bass
- Vocals
- Melody

Across all these lessons, pupils will be developing theoretical knowledge of what the elements of music are, being exposed to key terminology which they will develop as they progress through their music learning journey in Key Stage 3.

### HOMEWORK EXPECTATIONS

Pupils are expected to complete a short quiz which will be set on Teams.

This will be used as a medium for teachers to check for understanding of pupils and test their recall of knowledge.

### ASSESSMENT

Pupils will be assessed based on their practical performances, in which they will demonstrate their practical musical skills.

Pupils will learn to analyse different styles of music using taught vocabulary. This will be assessed upon the start of every lesson through the 'DO NOW' activity.

### TRIPS

Pupils are able to access a wide range of musical enrichment outside of lesson time. This includes Harmonix, Boys vocal ensemble, School band and individual instrumental lessons.

### CAREERS EVENTS

Pupils will be able to explore career prospects within the Music Industry. This will be done through calling experts in the field to come and do talks with pupils at our local school, or even by taking pupils out into different musical settings to show the numerous opportunities that the industry offers those who wish to explore it and delve deeper.



## PERSONAL DEVELOPMENT

### CURRICULUM INFORMATION

#### Curriculum PD: Relationships Unit

##### 1. What is consent?

Understanding consent in a deeper sense – verbal and non-verbal cues.

##### 2. Can I change my mind when giving consent?

Understanding assumptions related to consent and how to challenge these. Identify common assumptions. Understanding the right to withdraw consent.

##### 3. How can I develop realistic and healthy relationship values and expectations?

Understanding how to develop realistic and healthy relationship values and expectations. Be able to articulate relationship values.

Identify healthy and unhealthy relationship behaviours and suggest ways to respond.

##### 4. How can I challenge unrealistic expectations?

Know how to challenge unrealistic relationship expectations. Understand dangers of sending intimate images. Recognising and challenging gender stereotype expectations.

##### 5. What is the difference between sexual orientation and gender identity?

Understanding and respecting the spectrum of gender identities and sexual orientation. Understanding the difference between sexual orientation and gender identity. Understanding empathy with other people's situations.

### HOMEWORK EXPECTATIONS

Homework in Personal Development is set once per term and consists of wider reading opportunities based on topics that are being covered in the current unit of work. Pupils are required to read a digital news article that is provided to them by their teacher, followed by completion of reading comprehension questions in a self-marking quiz on Microsoft Teams.

### ASSESSMENT

Pupils are assessed once per term using Assessment Mind Maps. Pupils complete a mind map at the start of each unit demonstrating their existing knowledge. They then revisit the mind map at the end of the unit, adding all new knowledge acquired throughout the term, thus demonstrating progress. Personal Development is a non-examined subject, so there are no formal assessments.

### TRIPS

### CAREERS EVENTS

White Ribbon Campaign Assembly – December

First Aid Workshops (AED & CPR), British Red Cross – February

Immunisation Awareness Assembly: HPV Vaccine - February

Cyber Crime Assembly, Cheshire Constabulary Cyber Crime Unit – May



### CURRICULUM INFORMATION

#### **BOYS**

Basketball - We will be learning to improve our Basketball performance by improving our passing, dribbling, shooting, attacking and defending skills in both isolated and conditioned practices. Pupils will have the opportunity to learn the correct technique of each individual skill and apply it in small-sided game situations. Pupils will be assessed individually against set Basketball criteria and provided with feedback on their performance.

Health Related Fitness – Pupils will be learning about the different methods of training that relate to sports performance and exercise. This will cover topics such as static and passive flexibility training, continuous, interval and fartlek training, acceleration and interval sprints, circuit and weight training, plyometric training and SAQ training.

#### **GIRLS**

Trampolining - We will be learning to improve our Trampolining performance by improving our body tension, movement, body awareness and spatial awareness through flight in a controlled setting. Pupils will have the opportunity to learn the correct technique of each individual skill and apply it during individual performances. Pupils will be assessed individually against set Trampolining criteria and provided with feedback on their performance.

Outdoor Adventurous Activities – We will be learning about the different types of Outdoor Adventurous Activities and completing tasks related to orienteering. Pupils will learn skills related to teamwork, map reading and basic compass work.

### HOMEWORK EXPECTATIONS

#### ASSESSMENT

Pupils will be assessed against a range of Physical Education criteria at the end of each unit of work. Pupils will self-assess their work, using their own assessment booklets whilst also receiving summative feedback from their class teacher.

#### TRIPS

School Fixtures

Boys – Basketball, Rugby League

Girls – Football, Netball

### CAREERS EVENTS

Sport Cluster Career Talks



### CURRICULUM INFORMATION

We will be studying the Faith and you unit. In which we will be learning about the religion of Buddhism. We will be investigating key beliefs, teachings, and practices within the religion and how to analyse their impact on Buddhists daily lives and on the world, we live in.

### HOMEWORK EXPECTATIONS

Pupils should independently use the biweekly vocabulary booklets.

### ASSESSMENT

Pupils will complete an assessment at the end of the unit via teams.

### TRIPS

### CAREERS EVENTS



## SCIENCE

### CURRICULUM INFORMATION

Pupils will begin the term looking at how we classify animals as vertebrates and invertebrates and what characteristics we use to divide them into further subgroups. In addition to this we will look at the mechanics of movement or as it is otherwise known 'biomechanics.

We will then move on to The Earths resources. This unit will focus on the structure of the earth, the types of rock formations we see and how they are formed, how we extract materials like iron from rocks and the importance of reduce/reuse/ recycle as an environmental strategy to make resources more sustainable.

The final unit of the term will look at the two main types of waves which are light and sound. We will investigate their key features and properties along with how they interact with different materials.

### HOMEWORK EXPECTATIONS

This will take the form of a short quiz released on teams every Monday which will be due for the following Sunday. There will be a video to support pupils answering the multiple-choice questions in the quiz.

### ASSESSMENT

Pupils will take assessments each term which will be cumulative and consider all prior learning from the academic here. Assessment will have a range of questions from multiple-choice short and extended answer.

### TRIPS

### CAREERS EVENTS



## SPANISH

### CURRICULUM INFORMATION

We will first be learning to describe where they live, including their home and their town. Pupils will learn to name different rooms in their house and a range of places in their town. They will also learn to evaluate the advantages and disadvantages of both settings.

Pupils are also going to learn basic directions to locate places in town.

This topic will be revisited in year 10.

In doing so, we will develop the key skills listed below, which will be built on and further developed during the course of their language studies:

- regular conjugation in the present tense
- there is.../there are... used to describe a photo
- the negative form

### HOMEWORK EXPECTATIONS

Pupils will complete fortnightly tasks in their Spanish homework booklet and will be directed to revise specific lists of words studied in class. The homework will tackle the following aspects:

- Vocabulary building
- Listening
- Reading
- Writing/speaking skills
- Cultural capital gain

### ASSESSMENT

Pupils will complete an assessment including:

- reading
- listening
- translation
- phonics
- knowledge from Terms 1+2 of year 7

### TRIPS

### CAREERS EVENTS